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FALL 2019 ACADEMIC CALENDAR

Freshmen Orientation (Lion Camp) ................................................................. July 26 – August 11
Freshmen General Enrollment ........................................................................... July 26-28
Fall 2019 Intersession ...................................................................................... July 29 – August 9
Fall 2019 Intercession (freshmen fallmester) .................................................. July 29 – Aug 9
End of Drop/Add & Registration Period (Fall Intercession) ............................. July 29
Faculty Institute ............................................................................................... August 5
Residence Halls Opens ................................................................................... Freshmen – July 26 – 28 ; Upperclassmen – August 9 – 11 (8:00 AM)
Registration, Upperclassmen ......................................................................... July 1 – August 11**
Late Registration, Freshmen ........................................................................... August 8 – 11**
Late Testing, Freshmen .................................................................................. August 5 – 11
Classwork Begins (1st 8-week session & 16-week session) ............................. August 12
End of Drop/Add & Registration Period (1st 8-week session) ......................... August 16
End of Drop/Add & Registration Period (16-week session) ............................ August 23
Last Day to Apply for Fall 2019 Graduation .................................................... September 1
Labor Day Holiday ......................................................................................... September 2
Last Day to Drop with an “AW” (1st 8-week session)* ..................................... September 6
Opening Convocation (Formal Opening) .......................................................... September 19
Last Day to Drop with a “W” (1st 8-week session) .......................................... September 20
Mid-Term Examination Period (16-week session) .......................................... September 30 – October 4
Fall Semester Ends (1st 8-week session) .......................................................... October 4
Fall Semester Begins (2nd 8-week session) ..................................................... October 7
Last Day to Drop a Class & Receive an “AW” (16-week session)* .................... October 9
Mid-Term Grades Due (16-week session) ........................................................ October 9 (5:00 PM)
Final Grades Due (1st 8wk Session) ................................................................ October 9 (5:00 PM)
End of Drop/Add & Registration Period (2nd 8-week session) ....................... October 11
Pre-Enrollment for Spring 2020 ..................................................................... October 21 – December 6**
Homecoming ..................................................................................................... October 26
Last Day to Apply for Spring 2020 Graduation .............................................. November 1
Last Day to Drop a Class & Receive a “W” (16-week session)* ....................... November 1
Last Day to Drop & Receive an “AW” (2nd 8-week session)* ............................ November 1
Last Day to Drop & Receive a “W” (2nd 8-week session)* ................................. November 15
Thanksgiving Holiday Break ........................................................................... November 25 – 29
Holiday Concert ............................................................................................... TBD
Final Examination Period .............................................................................. December 2 – 6
Fall Semester Ends (2nd 8-week session & 16-week session) ........................... December 6
Residence Halls Closes .................................................................................. December 7 (12:00 PM)
Final Grades Due Electronically from Faculty .................................................. December 9 (5:00 PM)
Spring 2020 Intersession .................................................................................. December 9 – January 3

If the deadline date to apply for graduation falls on a weekend, then the application for graduation will be accepted on the following Monday; ** Students must have a zero balance in order to enroll for course(s) and a FAFSA submitted to the University

Revised 7.9.2019
SPRING 2020 ACADEMIC CALENDAR

Spring 2020 Intercession ........................................................................................................... Dec 9, 2019-Jan 3, 2020
End of Drop/Add & Registration Period (Spring Intercession) .................................................. December 9
Faculty Institute ......................................................................................................................... January 13
Residence Halls Opens ............................................................................................................. January 17 (8:00 AM)
Freshmen Orientation and Testing ............................................................................................ January 2-17
Registration, Freshmen ............................................................................................................ January 2-17
Registration, Upperclassmen .................................................................................................... January 2-17
Martin Luther King Jr., Holiday ............................................................................................... January 20
Class work Begins (1st 8-week session & 16-week session) ..................................................... January 21
End of Drop/Add & Registration Period (1st 8-week session) .................................................. January 27
Last Day to Apply for Summer 2020 Graduation ...................................................................... February 1
End of Drop/Add & Registration Period (16-week session) ....................................................... February 3
Last Day to Drop with an “AW” (1st 8-week session)* .............................................................. February 14
Last Day to Drop with an “W” (1st 8-week session) .................................................................. February 28
Zero $0 Balance/Bill Arrangement Deadline to Participate in Commencement ......................... March 1
Founders Day ............................................................................................................................. March 12
Mid-Term Examination Period (16-week session) .................................................................... March 9-13
Spring Semester Ends (1st 8-week session) ............................................................................. March 13
Spring Break ............................................................................................................................... March 16-20
Last Day to Drop a Class & Receive a “AW” (16 -week session)* ............................................... March 18
Mid-Term Grades Due (16-week session) .................................................................................. March 18 (5:00 PM)
Final Grades Due (1st 8-week Session) ..................................................................................... March 18 (5:00 PM)
Spring Semester Begins (2nd 8-week session) ....................................................................... March 23
End of Drop/Add & Registration Period (2nd 8-week session) ............................................... March 27
Pre-Enrollment for Summer/Fall 2020 ..................................................................................... April 8-May 15
Annual Honors Day .................................................................................................................... April 9
Last Day to Drop a Class & Receive a “W” (16-week session)* ................................................. April 10
Last Day to Drop & Receive an “AW” (2nd 8-week session)* ..................................................... April 17
Last Day to Drop & Receive an “W” (2nd 8-week session) ....................................................... May 1
Final Examination Period ......................................................................................................... May 11-15
Spring Semester Ends (2nd 8-week session & 16-week session) ............................................. May 15
Residence Halls Closes ............................................................................................................. May 16 (12:00 PM)
Spring Commencement ........................................................................................................... May 16
Final Grades Due Electronically from Faculty ......................................................................... May 19 (5:00 PM)
Summer 2020 Intercession ....................................................................................................... TBD

If the deadline date to apply for graduation falls on a weekend, then the application for graduation will be accepted on the following Monday

** Students must have a zero balance in order to enroll for course(s) and a FAFSA submitted to the University

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(Vacant)
Director, Career Services and Assessment
(Vacant)
Director, Institutional Research and Planning
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abraham, Kjoy (2000)</td>
<td>Associate Professor, Biology; B.S., M.S., Madras University (India); Ph.D., University of Baroda (India)</td>
<td></td>
</tr>
<tr>
<td>Ahmed, Hassan (2014)</td>
<td>Assistant Professor, Accounting, Ph.D., Environmental Science, Oklahoma State University</td>
<td></td>
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<tr>
<td>Albright, Elizabeth Anne (2018)</td>
<td>Assistant Professor, Psychology; B.M.E., M.S., Ph.D., Oklahoma State University</td>
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<tr>
<td>Alexander, Nancy (2002)</td>
<td>Assistant Professor, Chair/Department of Business Administration, School of Business; BBA, University of Central Oklahoma; MBA, University of Oklahoma; Ph.D., University of Oklahoma</td>
<td></td>
</tr>
<tr>
<td>Allen, Jonathon (2018)</td>
<td>Instructor/Assistant Band Director, School of Arts and Sciences, Music; B.A., Mississippi Valley State University, M.A., William Carey University</td>
<td></td>
</tr>
<tr>
<td>Baker, Brooke (2019)</td>
<td>Instructor, School of Nursing and Health Professions, Nursing, B.S.N., Oral Roberts University, M.S.N., Oklahoma Wesleyan University</td>
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</tr>
<tr>
<td>Baker, Willie (2009)</td>
<td>Instructor, Biology; B.S., Langston University; M.S., Prairie View University</td>
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<tr>
<td>Barrow, Cassandra (2016)</td>
<td>Instructor/NTT, School of Nursing; MSN, Indiana Wesleyan University</td>
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<tr>
<td>Biswas, Moushumi (2019)</td>
<td>Assistant Professor, English; M.A., New Mexico State University; Ph.D. University of Texas-El Paso</td>
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<tr>
<td>Blalock, Melvin (2014)</td>
<td>Instructor, School of Nursing and Health Professions; M.S., Oklahoma City University</td>
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<tr>
<td>Blesch-Kitchens, Jan (2015)</td>
<td>Instructor, School of Nursing, M.S., University of South Alabama</td>
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<tr>
<td>Boykins, Teresa (2018)</td>
<td>Assistant Professor, School of Nursing and Health Professions, Nursing, B.S.N., Langston University; M.S.N., Southern Nazarene University; D.N.P., Grand Canyon University</td>
<td></td>
</tr>
<tr>
<td>Brackeen, William (2001)</td>
<td>Instructor/Acting Chair/Director of Choral Activities Music, Music; B.M., Oklahoma City University; M.M., The University of Oklahoma</td>
<td></td>
</tr>
<tr>
<td>Brevetti, Melissa (2016)</td>
<td>Assistant Professor &amp; Director of Assessment &amp; Clinical Partnerships, Education &amp; Professional Programs; B.S., M.Ed., Ph.D., University of Oklahoma</td>
<td></td>
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<tr>
<td>Brown, Sonia Mae (2017)</td>
<td>Assistant Professor, English; M.A. Long Island University-Brooklyn; Ph.D, Howard University</td>
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<tr>
<td>Bucki, Andrew (2004)</td>
<td>Associate Professor, Mathematics; B.S., M.S., Ph.D., Maria Curie Sklodowska University, Poland</td>
<td></td>
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<tr>
<td>Burns, Stephanie D. (2013)</td>
<td>Assistant Professor, Physical Therapy; B.S., Oklahoma State University; B.S., University of Oklahoma; M.A., University Oklahoma; Ph.D., University of Oklahoma</td>
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<tr>
<td>Campbell, Melanie (2016)</td>
<td>Assistant Professor, Research and Instruction Librarian; MLIS, Library Information Studies, The University of Oklahoma</td>
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<tr>
<td>Carrell, David Allen (2000)</td>
<td>Assistant Professor, English; B.A., University of Michigan; Ph.D., Purdue University</td>
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<tr>
<td>Chaudry, Aliya N. (2003)</td>
<td>Associate Professor, Physical Therapy; B.S., University of Karachi; B.S., University of Oklahoma; M.B.A., Oklahoma City University; J.D., Oklahoma City University; DPT Arcadia University, PA</td>
<td></td>
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<tr>
<td>Childs, Donisha S. (2017)</td>
<td>Instructor, Reading Lab Coordinator, School of Arts and Sciences; B.A., Southwestern Oklahoma State University; M.A., University of Central Oklahoma</td>
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<tr>
<td>Clark, Joann (2019)</td>
<td>Instructor, School of Nursing and Health Professions, B.S., Oklahoma City University; M.S., University of Oklahoma Health Sciences Center</td>
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<tr>
<td>Collins, Carl (2019)</td>
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<tr>
<td>Corbett, Caitlin (2018)</td>
<td>Assistant Professor, Head of Technical Services for Langston University Libraries; B.A., University of Oklahoma; M.A., University of Missouri; MLIS, University of Oklahoma</td>
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<tr>
<td>Courtney, Tedi (2014)</td>
<td>Instructor, School of Nursing; Nursing, M.S., Benedictine University</td>
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<tr>
<td>Cross, Kenyotta (2009)</td>
<td>Associate Professor and Rehabilitation Counseling Coordinator, Department of Rehabilitation and Disability Studies; B.A., Henderson State University; M.S., Ibid; Ed.D., University of Arkansas</td>
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<tr>
<td>Davis, Dytisha (2012)</td>
<td>Assistant Professor, Rehabilitation Services; B.S. &amp; M.A., South Carolina State University, Ph.D., The University of Iowa</td>
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<tr>
<td>Davis, Evia (2000)</td>
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<tr>
<td>Delk, Desmond (2015)</td>
<td>Assistant Professor, HPER; B.A., Morehouse College; M.Ed., Ph.D., Auburn University</td>
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<tr>
<td>Desilva, Nirodha (2018)</td>
<td>Assistant Professor, School of Agriculture and Applied Sciences, Agricultural and Applied Economics; B.S &amp; MS., University of Peradeniya, Sri Lanka; Ph.D., Texas Tech University</td>
<td></td>
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<tr>
<td>Duran, Anna (2018)</td>
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<td>Edobor, Grace (2017)</td>
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<tr>
<td>Faison, Wonderful (2018)</td>
<td>Assistant Professor, English Department Chair, School of Arts and Sciences, BA, East Carolina University, M.A.E.D., Ashford University, M.A., East Carolina University, Ph.D., Michigan State University</td>
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<tr>
<td>Farmer, Todd (2015)</td>
<td>Associate Professor, Acting Chair, HPER; Ed.D., Educational Leadership, University of Phoenix</td>
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<td>Fitzgerald, Melissa A. (2013)</td>
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<tr>
<td>Fonjo, Vicky Y.T. (2013)</td>
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<tr>
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<tr>
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<td></td>
</tr>
</tbody>
</table>
GOLBABA, STEVE M. (1988) Assistant Professor, Computer and Information Sciences; B.S., Langston University; B.S., University of Tulsa; M.S., Oklahoma State University.

GORDON, MARK. (2018) Instructor/Director of Bands, School of Arts and Sciences, Music; B.A. Prairie View A&M University, M.A. Texas Southern University.

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LEWIS, PHILLIP (2009) Associate Professor and Graduate Coordinator, Rehabilitation Services and Disability Studies; B.S., Rust College; M.S., Southern Illinois University; Ph.D., University of Iowa.

LEWIS, SHARON A. (2003) Associate Professor, Chemistry; B.S., Howard University; M.A., Ph.D. University of Oklahoma.

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MAMBULA, CHARLES J. (2008) Associate Professor and Chairman, Business Administration; B.S., Manchester College; M.B.A., University of Jos (Nigeria); Ph.D., University of Wales (United Kingdom).

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MATAND, KANYAND ALBERT (2000) Associate Professor, School of Agriculture and Applied Sciences; B.S., IFA/Yangambi (Congo); M.S., Tuskegee University; Ph.D., Alabama A&M University.

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MCCALLUM, MALCOLM (2016) Assistant Professor, Aquaculture/Water Quality Resources; Ph.D., Environmental Sciences, Arkansas State University.

MCGOWAN, ORLENTHEA S. (2006) Professor, School of Education; B.S., Mississippi State University; M.S., Alcorn State University; Ed.D., Jackson State University.

MCMAHON, TIMOTHY (1993) Associate Professor, Physics; B.S., M.S., Ph.D., Purdue University.

MEKUSKY, STEPHANIE (2016) Instructor, School of Nursing and Health Professions, Nursing, B.S.N., Oklahoma Wesleyan University; M.S., Southern Nazarene University.

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MOORE, COREY (2000) Professor and Director, Rehabilitation Counseling; B.S., University of Georgia; M.S., University of Kentucky; Ph.D. Southern Illinois University-Carbondale.

MONTELLA, KATHLEEN (2014) Director and Instructor, School of Nursing and Health Professions, Public Health, B.S., Austin Peay State University; M.P.H., University of Tennessee.

MUNDENDE, DARLINGTON C. (1990) Associate Professor, Public Health; B.A., University of Zambia; M.A., University of Alberta; Ph.D., Michigan State University.

MURRAY, LAWRENCE (2018) Assistant Professor, Psychology; B.A., M.A., Pepperdine University; Ph.D.,
Alliant International University.

MUZERE, MARK (2009) Associate Professor and Acting Chair, Department of Accounting and Financial Economics, School of Business; B.S., Makerere University (Uganda); M.S., University of Nairobi (Kenya); Ph.D., Northwestern University (IL); Ph.D., Washington University (MO).

NAIDOOG, GNANAMBAL (2006) Assistant Professor, Biology; B.S., University of Durban (South Africa); M.S., University of Natal (South Africa); Ph.D., Texas A & M University.

NEWBY, LEONARD D. T. (2018) Assistant Professor, Chair of Physical Therapy; B.S., University of Oklahoma; M.S., Cameron University; Ph.D., University of Oklahoma.

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OSEL, RICHARD (2019) Assistant Professor, Department of Computer Science; B.S. Langston University, M.S.; Oklahoma State University; Ph.D. Walden University.

PAYTON, TRACEY (2018) Assistant Professor, School of Agriculture and Related Sciences; Entomology & Plant Pathology; B.S, MS, Ph.D., Oklahoma State University.

PEAL, LILA (2012) Assistant Professor, Chemistry; B.S., Langston University; Ph.D., Oklahoma State University.

PETERTON, ALONZO FO (2005) Associate Professor and Dean, School of Arts and Sciences; Mathematics; B.S., M.S., Southern University (Baton Rouge); Ph.D., Louisiana State University.

POLLARD, ELICIA (2004) Associate Professor/Dean, School of Physical Therapy; B.S., Langston University, M.Ed. University of Oklahoma; Ph.D. Capella University.

PRATT, TRACI (2016) Assistant Professor, Research and Instruction Librarian; MLS, Library, University of Oklahoma.

QIN, ZHAOQIONG (2014) Associate Professor, Supply Chain Management, Business; Ph.D., Transportation, New Jersey Institute of Technology.

QUINN, BYRON (2007) Associate Professor and Chairman Biology; B.S., Langston University; M.S., Oklahoma State University; Ph.D., Oklahoma State University.

QUINN, JAMES (2009) Assistant Professor, Rehabilitation Services and Disability Studies; B.S., Northeastern State University; M.S., University of Arkansas.

RAINLEY-HUNTER, SHARRON (2014) Acting Director/Associate Professor; Business, Ph.D., Business Administration, Duke University.

REGUEIRO, MANUEL (2012) Assistant Professor, English; B.A., University of Havana (Cuba); M.A., University of New Orleans; Ph.D., Texas Tech University.

REID, JULIA (2016) Assistant Professor, School of Arts and Sciences, Biology; B.S., M.S., Arkansas State University; Ph.D., Oklahoma State University.


RINGE, JOSHUA (2018) Associate Extension Administrator and Assistant Professor, School of Agriculture and Applied Sciences: Extension Education; B.S.; Oklahoma State University; M.S.; NC State University; Ph.D., Oklahoma State University.

ROBINSON, LEWIS, III (2019) Instructor, School of Nursing and Health Professions, Health Administration, M.S., Langston University; M.B.A. Healthcare Administration, Southern Nazarene University.

ROSS, CARYLON (2006) Instructor, Communication; B.A., Langston University; M.B.A., Oklahoma City University.

SADDIQUE, NAIFUL (2019) Assistant Professor, Technology, School of Arts and Sciences; B.S., Bangladesh University; M.S., Portland State University; Ph.D., New Mexico State University.

SAGINI, MESHACK M. (1991) Assistant Professor, Social Sciences; Ed.D., West Indies, Jamaica; M.A., Andrews University; Ph.D., Michigan State University.

SANDERS, PERRY (2009) Assistant Professor, Rehabilitation Services and Disability Studies; A.A., Western Oklahoma State College; B.S., Southwestern Oklahoma State University; M.S., Oklahoma State University; Ed.D., Ibid.

SARJEH PAYMA, HOSSEIN (1994), Associate Professor, Economics/Finance; LU/Tulsa, B.A., Tehran University; M.A., M.S., Ph.D., The University of Oklahoma.

SASSIN, JOHN (2007) Assistant Professor and Coordinator, Rehabilitation Services; B.S., Northern Michigan University; M.S., University of North Texas; Ph.D., University of Arkansas.

SHALVER, SUSAN (2019) Instructor, School of Nursing and Health Professions, Nursing, B.S.N., East Central University; M.S.N., University of Phoenix.

SHIRLEY, ELENDER (2018) Assistant Professor & University College Services Librarian for Langston University Libraries; B.A., Langston University; MLIS, University of Oklahoma.

SHOWALTER, BETSY (1993) Assistant Professor and Chair, Mathematics; B.A., M.A., The University of Oklahoma; Ph.D., Oklahoma State University. SHOWALTER, JAMES L. (1988) Assistant Professor, History; B.A., Maryville College; M.A., Northern Arizona University; Ph.D., Oklahoma State University.

SIMPLIC, LYNNE (2018) Associate Professor and Dean, Langston University Libraries. B.A., Langston University, MLIS, Clark Atlanta University; Ph.D., University of North Texas.

SIVANAN, SIVALINGAM (1996) Assistant Professor, Department of Mathematics; B.S., University of Jaffna (Sri Lanka); M.S., Marquette University; Ph.D., University of Wisconsin.

SNAVELY, JOSUA (2016) Acting Dean/Associate Professor, Business; J.D, Law, Oklahoma City University.

SOLIY, EBRHAIM (1998) Associate Professor, Education and Director, Computer Technology Integration, B.S., Kansas State University; M.S., Central Missouri State University; Ph.D., Kansas State University.

SPURLOCK, CHARLES (2014) Assistant Professor, Sociology, Ph.D., Sociology, Michigan State University.

STORMER, KIMBERLY J. (2019) Assistant Professor & Chair, Education & Professional Programs; B.A., M.A.T., M.S., Cameron University; Ph.D., University of Oklahoma.

SYLVESTER, DONNA (2018) Assistant Professor: Physical Therapy; B.S., University of Oklahoma; DPT, Langston University.

SWARTZ, STEPHEN (2010) Assistant Professor, English; B.S., William Jewell College; M.A., Texas A&M University (Corpus Christi); MFA, Wichita State University; Ph.D., Indiana University of Pennsylvania.

TADESS, ABEBAW (2006) Assistant Professor, Mathematics; B.S., M.S., Addis Ababa University (Ethiopia); M.S., University of Kaiserslautern.

THOMAS, ANGELA (2011) Instructor, School of Business; B.S., Missouri State University; MACC, Ibid; M.S., Oklahoma State University.

TIMMERMAN, NICHOLAS (2018) Assistant Professor, History; B.A., University of Michigan; B.A., University of Michigan; M.B.A., University of Michigan; Ph.D., Mississippi State University.

TINSLEY, LORRAINE (2018) Instructor, School of Nursing and Health Professions, Nursing, B.S.N./M.B.A.-Business/Nursing Administration, Oklahoma Wesleyan University; M.S.N., Southern Nazarene University.

TOTTEN-GILBERT, ASHLEY (2019) Instructor, School of Nursing and Health Professions, Nursing, B.S.N., Oklahoma Panhandle State University; A.G.P.C.N.P/M.S.N., Maryville.
TRAYLOR, EDDIE (2008), Assistant Professor; B.S. Langston University; M.Ed. University of Central Oklahoma; DPT, Alabama State University.

TURNER, NICOLE (2011) Instructor, Communication; B.S., West Texas A&M University; MJ, University of North Texas.

UMADJELA, AHONDJU HOLMES (2011) Instructor, Family & Consumer Sciences; BBS, Africa University; M.S., University of Central Oklahoma.

VICK-FLANNIGAN, KIMBERLEE (1998) Instructor, Communication & Radio Station Director; B.A., Langston University; M.Ed., Langston University.

WAMBLE, KONSTANCE (2015) Assistant Professor, Coordinator of Public Services; MLIS, Library Information Studies, The University of Oklahoma.

WANG, NINGNING (2014) Assistant Professor, Rehabilitation Counseling, B.S. Ludong University; M.S. Pittsburg State University; Ph.D., Oklahoma State University.

WANG, ZAISEN (2004) Assistant Professor, and Caprine Production Specialist, School of Agriculture and Applied Sciences; B.S., Hebei Agriculture University; M.S., Graduate School of Chinese Academy of Agriculture Sciences; Ph.D., University of Western Australia.

WASHINGTON, ANDRE (2007) Assistant Professor and Clinical Experience Coordinator, Department of Rehabilitation and Disability Studies; B.S., University of Central Oklahoma; M.S., Langston University; Ph.D., Oklahoma State University.

WATKINS, SHADONNA (2014) Assistant Professor Family and Consumer Sciences; B.A. Langston University; M.S., University of Central Oklahoma.

WHITTAKER, WESLEY L. (2017) Dean and Professor, School of Agriculture and Applied Sciences, Agricultural & Applied Economics; B.S., North Carolina A&T State University; M.S., & Ph.D., University of Illinois (Urbana/Champaign).

WHITE, MARCIO (2013) Instructor, School of Arts and Sciences, Agricultural Science, B.S., Langston University.

YOUNG, EMISHA (2019) Assistant Professor, School of Agriculture and Applied Sciences; Family and Consumer Sciences; B.A. Langston University; M.S., Oklahoma State University; Ph.D., University of Oklahoma.

ZENG, SHOUSHAN STEVE (2001) Professor and Chairman, Department of Agriculture, B.S., JiangXi Agriculture University (China); M.S., Mississippi State University; Ph.D., Clemson University.

Zhou, Xuequi (2012) Assistant Professor, School of Business; B.S., University of International Business Economics; PhD., University of Oklahoma.
ACCREDITATION AND MEMBERSHIPS
Any educational institution is as strong as the level of excellence it demands of itself, its faculty, and students. Langston University has membership in and/or has been accredited and approved by the following organizations and associations:

ACCREDITING BOARDS
Higher Learning Commission (HLC)
230 South LaSalle Street, Suite #7-500,
Chicago, Illinois 60604-1411
Phone: (800) 621-7440 / (312) 263-0456
Fax: (312) 263-7062
Email: info@hlcommission.org
https://www.hlcommission.org

Oklahoma Board of Nursing (OBN)
2915 North Classen, Suite 524
Oklahoma City, Oklahoma 73106
Phone: (405) 962-1800
Fax: (405) 962-1821
https://nursing.ok.gov/

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road Northeast, Suite 850
Atlanta, Georgia 30326
Phone: (404) 975-5000
Fax: (404) 975-5020
Email: info@acenursing.org Web: www.acenursing.org

The Accreditation Council for Business Schools and Programs (ACBSP)
(Our accreditation is specific to the Bachelor of Business Administration Programs)
11520 West 119th Street
Overland Park, KS 66213
Phone: (913) 339-9356
http://www.acbsp.org/

Commission on Accreditation in Physical Therapy Education (CAPTE)
American Physical Therapy Association (APTA)
1111 North Fairfax Street
Alexandria, VA 22314
Phone: (800) 999-2782 / (703) 706-3245
Fax: (703) 706-3387
http://www.capteonline.org/

Council for Accreditation of Counseling and Related Educational Programs (CORE)
(On July 1, 2017, CORE merged with the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Langston University is accredited by CACREP through 10/31/2022.)
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
Phone: (703) 535-5990
Fax: (703) 739-6209
http://www.cacrep.org/

Council for the Accreditation of Educator Preparation (CAEP)
1140 19th Street Northwest, Suite 400
Washington, D.C. 20036
Phone: (202) 223-0077
www.caepnet.org

National Association for the Education of Young Children (NAEYC)
1313 L St. Northwest, Suite 500
Washington, D.C. 20005
Phone: (800) 424-2460 / (202) 232-8777
Email: webmaster@naeyc.org www.naeyc.org/

Office of Educational Quality and Accountability (OEQA)
840 Research Parkway, Suite 455
Oklahoma City, OK 73104
Phone: (405) 522-5399
Fax: (405) 525-0373
https://www.ok.gov/oeqa/
MEMBERSHIPS

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERDO)

American Association of Colleges for Teacher Education

Association of American Colleges & Universities

Association of Public and Land-Grant Universities (APLU)

Council of Graduate Schools

National Academy of Early Childhood Programs (a Division of NAEYC)

National Association of African American Honors Programs (NAAHP)

National Association of African American Studies (NAAAS)

National Association for the Education of Young Children (NAEYC)

National Association for Equal Opportunity in Higher Education

National Association for Student Financial Aid Administrators

National Council on Rehabilitation Education (NCRE)

Oklahoma Association of Colleges for Teacher Education

Oklahoma Association for Student Financial Aid Administrators

Oklahoma State System of Higher Education

Southwest Association for Student Financial Aid Administrators

U.S. Agency for International Development

U.S. Department of State Bureau of Educational and Cultural Affairs
LANGSTON UNIVERSITY HISTORY

"Africa is a rubber ball; the harder you dash it to the ground, the higher it will rise."
-Melvin B. Tolson,

Libretto for the Republic of Liberia

The universality of the African proverb (above) quoted by former poet laureate of Liberia Melvin B. Tolson, professor of English, speech, and drama at Langston University (1947-1965), is reflected in the inspiring story of Oklahoma’s only historically black college or university (HBCU)-Langston University. Born in turmoil, strengthened through adversity, Langston University today sits “high on a throne with royal mien.” She celebrated her centennial in March 1997 and has moved with confidence into a second century of excellence.

On the one-year anniversary of Oklahoma statehood, April 22, 1908, Langston City was officially established. Promoted by its founders, one of whom was prominent African American Edwin P. McCabe, who was influential in the selection of the site of Langston University, the city of Langston had a population of 600 and had 25 retail businesses by 1892, the year in which a common school was built and opened with an enrollment of 135.

Since African Americans were not permitted to attend any of the institutions of higher education in Oklahoma Territory, black citizens appeared before the Oklahoma Industrial School and College Commission in July 1892 to petition that Langston have a college. Eventually, Territorial Governor William Gary Renfrow, who had vetoed a civil rights bill that would have disregarded segregation, proposed a reform bill establishing the university. It was founded as a land grant college through the Morrill Act of 1890 and officially established by House Bill 151 on March 12, 1897, as the Colored Agricultural and Normal University.

The purpose of the university was to instruct “both male and female Colored persons in the art of teaching various branches which pertain to a common school education and in such higher education as may be deemed advisable, and in the fundamental laws of the United States in the rights and duties of citizens in the agricultural, mechanical and industrial arts.” One stipulation was that the land on which the college would be built would have to be purchased by the citizens. Picnics, auctions, and bake sales were held to raise money, and the land was purchased within a year by black settlers determined to provide higher education for their children.

On September 3, 1898, the school was opened in a Presbyterian Church in Langston with an initial budget of $5,000. The first president was Dr. Inman E. Page (1898-1915), the son of a former slave who had purchased freedom for himself and his family. During the Page administration, the campus expanded to 160 acres; enrollment increased from 41 to 650 and faculty from 4 to 35; classroom buildings and dormitories were constructed, and the curriculum was strengthened.

The meager funding from the State Legislature was assisted by the Enabling Act of 1906 in which Section 13 of each township was set aside for the benefit of education. Langston received eventually 100,000 acres located primarily in western Oklahoma, with some acres in Logan County and a small number in New Mexico. Funds derived from rental and leasing of these lands have benefited the school greatly, as has the one-tenth of the New Morrill Act funds.

Isaac Berry McCutcheon was appointed the second president in 1915 following President Page's resignation to become president of Macon College in Missouri. In this year, electricity replaced kerosene lighting; the Music Department was able to obtain songbooks, and enough dishes and silver were bought to set the tables in the dining hall. At the same time, much debate was taking place as to whether the prime purpose of Langston University should be to develop the skills of students in the domestic, manual, and agricultural areas as advocated by Booker T. Washington or to follow the teachings of W. E. B. DuBois, who sought political and social equality for African Americans. McCutcheon resigned following controversy surrounding his firing of a history professor.

R. E. Bullitt served as Interim President for five months during the early part of 1916. He was succeeded by John Miller Marquess, third president, who served 1916 - 1923. Marquess was a good businessman who made the boarding system a source of revenue, building a gymnasium from these funds. He favored industrial education, and by the time he left most of the four-year college courses had been dropped.

Isaac William Young served as both the fourth president (1923 - 1927) and the sixth president (1931-1935). A physician involved in politics, he was first appointed through his friendship with Governor-elect Jack Walton, left when Walton was out of office, and was again appointed by Governor William H. Murray. He spent $1,000 on library improvements, renovated the Science Department, and spent $40,000 on campus repairs, obtaining from the legislature the first significant building appropriations. At this time, the school owned 320 acres and had nine principal buildings. Also, the curriculum emphasis shifted from manual and technical training to arts and sciences.

Zachary T. Hubert was appointed fifth president in 1927 and served until 1931. During his administration two dormitories and six teachers' cottages were built as well as a new stone home management house. Described as an intellectual with little interest in political matters, he was replaced by an incoming governor with sixth president I. W. Young.

Following Young's second term, J. W. Sanford was appointed president and served four years (1935-1939). Several buildings were completed during his tenure including the administration building, Sanford Hall, and an annex to the men's dorm. He was considered a popular president.

When President Sanford resigned, Benjamin Franklin Lee was appointed as the second interim president in 1939. He was succeeded by the eighth president, Albert Louis Turner in 1940. "Turner found himself in a hotbed of politics, wrote his resignation after about four days, and was nicknamed "President for a Day" as a result.

The shortest tenure of a president was followed by one of the longest. G. Lamar Harrison, ninth president, served from 1940-1960. His philosophy was to "serve the people of the state at the point of their greatest need." During his tenure, the school
improved its library and physical plant, and in his first year he brought in four faculty with doctorates. The school participated in the national defense program; the high school became part of the teacher training unit, and the name of the school was officially changed to Langston University (1941). Both the town and university were named for John Mercer Langston (1829–1897), a black Virginia educator prominent in public affairs who organized the first Department of Law at Howard University, later serving as vice president and acting president of the university. He was appointed by the President to serve as resident minister to Haiti and Santo Domingo. He was also president of Virginia State College for Negroes and was elected in Virginia to serve in the House of Representatives from 1890–1891.

The Langston University Alumni Association was making progress in removing the presidency from political influence, and so Harrison could enjoy stability. A herd of registered beef cattle was established, and the campus was provided with steam heat and underwent renovation—the paving of streets and construction of a modern stadium, a new library, the I. W. Young Auditorium, and Jones Hall. The value of the physical plant rose to $4 million. Radio, shoe, and barber shops were started, and the university printed its own catalog in its print shop. During the Harrison tenure the curriculum was revised with five divisions being established and two-year associate degree programs added. In 1948 Langston University became a member of the Association of American Colleges, the North Central Association of Colleges and Secondary Schools, and the American Association of Colleges for Teacher Education (NCATE). It also was affiliated with the State Department for training of foreign students and nationals.

William Henri Hale, the first alumnus to serve as president, was installed in 1960 and served until 1969. One of the primary problems he faced, ironically enough, was integration because many black students were attending previously all-white institutions. Dr. Hale stressed that one of Langston University's functions was to fill cultural and educational gaps in the lives of underserved students. He proposed a "Ten Year Plan" to upgrade the physical plant and academic activities. During his tenure, two residence halls, the student center, three faculty apartment buildings, three classroom buildings, a library annex, the music building, a science and technology building, and more apartments were built at a cost exceeding $4 million. The enrollment rose to more than 1,100, including nine (9) white students and 25 foreign students; the 75-member faculty included 20 white instructors. Many alumni sent family members to the university, and in growth and retention, Langston ranked near the top of Oklahoma colleges.

The last phases of the ten-year improvement program called for a new water supply, tennis courts, air conditioning of classroom buildings, and a Black Heritage Center. Recruitment by industry and government increased from ten companies in 1961 to more than 150 in 1966. A development foundation was established and started to provide scholarships and loans. A reading clinic and an audiovisual lab were established. The tailoring shop was replaced by an electronics lab.

During the Hale administration tuition scholarships were awarded to Oklahoma students making a 4.00 grade point average. Ten professional honor societies were on campus. Sixth-Grade Day was established to invite young students to campus to get a feel for college life. The National Council for Accreditation of Teacher Education granted provisional accreditation to Langston University in 1965. Faculty study grants were awarded to ten faculty members to study for the doctorate with support of Title III funds. When Hale was discharged in October 1969 following a secret meeting of the Regents, he received popular support from the students, who marched to the State Capitol in his defense, and from the Langston Alumni Council.

Williams E. Sims, dean of academic affairs at the time, was appointed as third interim president and later as the eleventh president, serving from 1969-1974. During his tenure, research continued to expand as did cooperative education, and the Five College Curriculum Innovative Thrust Program was established. The library joined the Interlibrary Loan System. An auditor's report revealed that the school had severe financial problems. Sims resigned, and the director of the Cooperative Extension Service, James L. Mosley, was appointed fourth interim president, serving in 1974-75. Sims pointed out that Langston University must be given a substantial increase in funding to survive. He was commended by the Board of Regents and offered the opportunity to remain as a faculty member, but he chose to go to Colorado State University.

Dr. Mosley served during a time of financial stress. He revised the payroll system, restructured the insurance program, and succeeded, with the help of alumni, to keep the summer school program open despite efforts to close it. When he resigned, almost 40% of the private debt had been paid and other improvements with finances had been made.

Thomas E. English, a Langston University alumnus, was appointed twelfth president and served from 1975-1977. His philosophy was "to develop that climate of drawing out the better self of every student." Financial problems continued to haunt the university, which historically had been underfunded. A general campus cleanup was undertaken, and a beautification campaign waged. The gymnasium was remodeled, and the swimming pool constructed. Because financial problems continued, English was discharged by the Regents in August 1977.

Ernest L. Holloway, Langston University alumnus, was named fifth interim president in 1977-78. He had held various positions at Langston University, including registrar, dean of student affairs, and professor. He was vice president for administration at the time of his appointment.

Samuel J. Tucker was named thirteenth president of Langston University in March 1978. He spoke of a "new renaissance of excellence" in his opening address. In December 1978, he was dismissed by the Board of Regents for alleged fiscal mismanagement, and in the same meeting Ernest L. Holloway was named interim president for the second time.

In 1979, Dr. Holloway was named fourteenth president of Langston University. He restored stability to the office and to the university. An immediate challenge was the implementation of the new urban mission, which had been assigned to Langston University in 1978 by the Oklahoma State Regents for Higher Education as one component of Oklahoma's plan for compliance with Title VI of the Civil Rights Act. The intent of the new institutional mission was to "help not only to give the university a new image and new thrust, but also make it a more integral and rational part of the total higher education effort in the state."

As a part of the new mission, upper division urban centers were established in Tulsa and Oklahoma City in 1979. Sixteen new academic programs were added to the curriculum, including the university's first professional programs, nursing and physical therapy. Emphasis was placed on urban experiences in all program areas, while the original land grant mission was
retained and carried out, particularly in such areas as agricultural research and cooperative extension. Enrollment increased steadily, thanks in part to the new programs and urban centers, resulting in a racial enrollment of approximately 50% black and 50% white, non-resident aliens, and others, as well as record-breaking enrollments in the 1980’s and 1990’s.

More than $105 million was secured through grants and other fund-raising efforts during the Holloway administration. When he retired in 2005, the Endowment Fund totaled over $18.3 million dollars.

The E. (Kika) de la Garza Institute for Goat Research, established in 1984 as the American Institute for Goat Research, continued to attract research scientists, agricultural specialists, and other visitors on the state, national, and international levels. Other highly successful projects of the Research area were the caged fish and small farm projects. The Institute for Goat Research was approved to accept a Middle East Regional Cooperation (MERC) and U.S. Agency for International Goat Production research grant funded at a level of 1 million dollars to do research in the Middle East between 2000-2005. Research is also being done in Ethiopia.

In 1987 Langston University joined with the Guthrie Arts and Humanities Council in opening the doors of the newly-renovated historical Pollard Theatre in Guthrie, which has provided for Theatre Arts students a unique opportunity for experiential learning.

In 1987, the Oklahoma State Regents for Higher Education granted to Langston University an eighth Function, which permitted the University to plan its first graduate program. Approval of the program in 1988 by the Governing Boards and by the North Central Association of Colleges and Secondary Schools allowed the university to offer graduate work at the master’s degree level. In summer 1989 courses were initiated leading to the Master of Education degree with options in Multicultural/Bilingual Education, English As a Second Language, Urban Education, and Elementary Education. In fall 2000 approval was given for the Master of Rehabilitation Counseling degree. In fall 1989 the E. P. McCabe Honors Program, with a special $200,000 appropriation from the Oklahoma State Legislature, offered its first courses, recruiting outstanding scholars from throughout the state and nation. Today, over $2.2 million is awarded annually for academic scholarships.

In the 1990’s the residence of former presidents (the White House), renovated and dedicated as the Helen Aline Johnson Hospitality Management Center. It included housing for campus guests and a restaurant. Renovation was completed on the G. Lamar Harrison Library, which features a bell tower, the architectural focus of the campus. The William H. Hale Student Union dining facilities were expanded. The Randy Ponder Military Center was set up in the Student Union to provide opportunities for students to join the National Guard on campus, the first such establishment of an agreement between a college and the National Guard in the nation.

Cable TV was installed on campus, with the university participated in instructional TV through the Higher Education Telecommunications Network (HETA) and the Black College Telecommunications Network (BCTN). Established on campus were the Professional Counseling Center, the Small Business Development Center, and the National Institute for the Study of Minority Enterprise program. Langston University was officially adopted by the Federal Aviation Administration (FAA), which provided support to the Department of Technology, resulting in the establishment of a B. S. degree program in Airway Science, a cooperative effort with Oklahoma State University. The Soil Conservation Service provided a liaison to assist with programs and activities in the Agriculture Department.

During the 1990’s the Oklahoma City Urban Center expanded to offer classes at Tinker Air Force Base. The graduate program began offering courses at the Oklahoma City and Tulsa Urban Centers leading to the Master of Education degree.

State funding for Research and Extension was secured for the first time. In support of the Angora Goat Program, 160 acres of land were purchased. The university also participated in the Bryan Abandoned Mine Land Reclamation and Demonstration Project near Henryetta, a project undertaken by the Department of Interior in cooperation with the Oklahoma Conservation Commission.

The first honorary degrees (Master of Humane Letters) were awarded in the 1990’s. The Ira D. Hall Endowed Lecture Series and the annual William Henri Hale Endowed Lecture Series were established.

In 1996 the Centennial Court student apartments were constructed and opened, increasing university housing bed space by approximately 520 beds. Remodeling of Moore Hall to house the School of Business, Department of Social Sciences, and Psychology program was completed. A telecommunications building was constructed as an extension to Sanford Hall. A mall and parking for the area connecting the Student Union, Gayles Gymnasium, and Sanford Hall were completed.

The Weekend College in Oklahoma City, which offers the Bachelor of Arts in Cultural Studies, was added in 2001. The University’s second master’s degree - the Master of Science in Rehabilitation Counseling - was offered in January 2001.

The following construction projects were completed: Scholars Inn (600-bed facility for students with minimum 2.5 GPA); The Commons ($10 million housing for students with children); a physical therapy building; the Annie Laurie Coleman Heritage Center, a replica of the Presbyterian Church in which the first university classes were held (funded by a donation from the late chaplain emeritus Dr. John Coleman in honor of his wife, a former faculty member); the Centennial Plaza, including restoration of the “old main entrance” to the university, and a Walk of Fame featuring busts of the university presidents; and the new Agricultural Research, Extension and Education Complex.

Gayles Fieldhouse was expanded, and the football stadium was enlarged to have a seating capacity of 12,000. Artificial turf was installed and the track improved. The first floor of Breaux Hall was remodeled to house the Early Childhood Development Center, nursery, and Head Start in keeping with the “No Child Left Behind” concept. Also, the street around Centennial Courts and the periphery of the campus was resurfaced and expanded.

Academic goals attained since the turn of the century include offering the first doctoral program in physical therapy (DPT) in Oklahoma; reaccreditation from the North Central Association, NCATE, and the Oklahoma Board of Nursing, and unconditional accreditation for the School of Business; collaboration with public schools by each School; development of a Center of Excellence in Agriculture and Applied Sciences in partnership with the USDA in Grazeland Management, and
development of a Center for Outreach, which includes partnership with the Bureau of Land Management and the Environmental Protection Agency; and complete automation and on-line status of the G. Lamar Harrison Library.

In addition, Langston University/Tulsa was established using existing facilities following separation from the University Center of Tulsa (UCT) consortium. Langston University/Oklahoma City was housed in a 38,000+ square foot facility in which are offices, classrooms, a computer laboratory, library facilities, a conference center, and centers for Research and Extension and Small Business Development as well as a food stamp program. A multi-media center there features state-of-the-art equipment which facilitates a teleconference.

One long-time major project completed was securing a four-lane highway between Langston and Guthrie. In recognition of President Holloway’s efforts to see this project completed, as well as to recognize his twenty-five years as an outstanding educator and administrator in Higher Education, the portion of Highway 33 between the Cimarron River bridge and Guthrie was named the Dr. Ernest L. Holloway Highway.

In 2005 Dr. JoAnn W. Haysbert was named the fifteenth president of Langston University. During her first year Dr. Haysbert, with the assistance of her administrative team, prepared a Vision Statement for Langston University "predicated on the fact that we must spawn innovation, generate new technologies and ideas, and produce talented graduates for the global marketplace of tomorrow." Its basic principles are developing tomorrow’s leaders, a student-centered campus, recruitment, scholarly activities, programs of distinction, closing the digital divide and upgrading technology, economic development, capital growth, and fundraising.

One primary emphasis in Year I was to implement the Statement of Timeless Values in all course syllabi. This statement includes respect for self, respect for others, respect for university property, service to others, leadership, and exemplary character.

Dr. Haysbert immediately established a participatory style of administration. Seeking out the concerns and desires of her administrative teams and other constituency groups including faculty, staff, students, alumni, and citizens of Langston Township, she established a Strategic Planning Committee which developed a Ten-Year Strategic Plan for Langston University. She has interacted with shareholders in the success of Langston University at the University, throughout the state, and on the national level. Year I also saw the establishment of a Center for Entrepreneurship in the School of Business both on the main campus and the urban campuses. After six years, Dr. Haysbert resigned and returned to Hampton University.

In September 2011, Dr. Henry Ponder, LU Alumnus and three-time college president, was appointed to serve as interim president.

In January 2012, Dr. Kent J. Smith, Jr. was named 16th President of Langston University, making him the second youngest college president in the nation. He assumed the position on June 4, 2012. Heralded by his contemporaries as a student-focused, deeply committed, dynamic leader, Smith brought with him the experience and potential to take Oklahoma’s only historically black institution of higher education to the next level of academic excellence and national preeminence.

The advent of his presidency signaled a transition aimed at repositioning the University as a more student-focused, service-oriented education enterprise with a higher level of visibility, prominence and a stronger brand.

The current history-making activities are a continuation of a proud tradition of transforming challenges into progress, which demonstrates the academic excellence of Langston University in the 21st century.

*Early history is taken from Zella J. Black Patterson, Langston University: A History.

VISION STATEMENT

Langston University fosters an environment that cultivates leaders, innovators, and engaged citizens who meet the challenges of local, national, and global communities.

MISSION STATEMENT

Grounded in its rich traditions as a historically Black college and university, and a land-grant institution, Langston University offers quality post-secondary education to diverse populations through academic, research, community engagement, extension, and co-curricular experiences that lead to professional competence and degree completion.

STATEMENT OF PURPOSE

- Langston University enhances the lives of diverse learners at all levels of society in a nurturing environment with dynamic teaching, relevant research, community service and opportunities which produce leaders and professionally competent graduates.
- The university provides access to a population of culturally diverse learners from all levels of society who demonstrate a desire to pursue higher education in an environment where knowledge is extended to the global marketplace.
- The university serves the State of Oklahoma, nation and the world through its programs of distinction, scholarly activities, student-centered campuses, community involvement and international scientific research. We emphasize the use of education to develop innovative solutions to improve the quality of life of underserved populations in urban and rural communities globally. As a state institution with a global impact, we strive not only to increase the supply of well-educated and skilled labor and to foster economic development in Oklahoma, but also throughout the world.

CORE VALUES

- **Strong work ethic and dedication** – We are united in our dedication to working as hard and as long as necessary in order to realize our vision of developing creative solutions to the problems facing underserved populations in Oklahoma, the nation and the world.
- **Passion for learning** – Our zeal for knowledge, our
quest to understand “why”, and our desire to develop innovative answers create a vibrant academic community.

- **Courage to have exemplary character** – We are building a community in which high ethical and moral standards are maintained and valued by our faculty, staff, and students.

- **Excellence** – We value, treasure and reward excellence in scholarship, teaching, and community service.

- **Scholarly innovation and a commitment to scholarship** – We are a community of pragmatic intellectuals, using our knowledge to better our state, nation, and the world.

- **Appreciation of difference** – We believe firmly that everyone must be respected, and that there is always more than one way to consider any issue. We value diversity of opinions, ideas, ideals, cultures, and perspectives.

- **Fiscal accountability** – We believe that solid fiscal management is the foundation upon which a great university is built.

- **Social responsibility** - We believe that knowledge is a gift which must be used to create a better world.

- **Commitment to fundamental human rights** – Above all, we value the right of every human being to enjoy freedom, respect, and the opportunity to realize his or her potential.

**LANGSTON UNIVERSITY OBJECTIVES**

Langston University seeks to achieve the stated mission by providing the following objectives:

1. **Academic Excellence:** Create a national reputation for academic excellence by focusing resources and fundraising efforts to enhance programs of distinction, including the E. (Kika) de La Garza American Institute for Goat Research, the Center for Biotechnological Research, Rehabilitation Counseling, Urban Education, Biology, Chemistry, Entrepreneurial Studies, and Physical Therapy.

2. **Student Development:** Recruit, retain and develop students with strong ethics and a commitment to community service, who, in a student-centered environment, become leaders, passionate learners, and academically and technologically competent.

3. **Teamwork and Trust:** Encourage mutual teamwork and trust throughout the university.

4. **Faculty Enhancement:** Promote excellence in teaching and research in an environment that rewards scholarly activities and encourages interdisciplinary creativity and faculty development.

5. **Financial Strength:** Optimize the financial strength and resources of the university by creating a foundation, diversifying sources of revenue, and building and enhancing partnerships with governmental agencies, corporations, foundations, higher institutions, and alumni.

6. **State-of-the-Art Technology:** Establish state-of-the-art technology throughout the university, including but not limited to web-based and distance learning capabilities and wireless and broadband access.

7. **Physical Infrastructure:** Enhance the physical infrastructure of the campuses to ensure state-of-the-art, high-quality, and well-maintained facilities which enable the university to achieve its goals.

8. **Effective Public Relations:** Build a strong public relations department which develops and implements an effective marketing strategy to enhance the reputation and image of the university.

**LANGSTON UNIVERSITY STATEMENT OF INSTITUTIONAL FUNCTIONS**

The summary statements to follow set forth the functions assigned to Langston University for implementation through its programs of instruction, research and extension, and public service:

1. To focus the institution’s resources on identification of opportunities and problems associated with life in an urban society;

2. To provide educational programs and services designed to prepare students for life and work in an urban environment;

3. To create a program of general education which will not only furnish students with appropriate learning and human relations skills, but which will also foster appreciation for the role which cities have played and continue to play in the development of civilization;

4. To offer quality academic programs leading to the awarding of the associate and baccalaureate degrees;

5. To provide specialized undergraduate curricula to prepare individuals for the helping services with special attention to the area of teacher education, health-related education, and other human service fields;

6. To extend the assigned programs of education and public service to meet the needs of citizens and agencies in the Oklahoma City and Tulsa metropolitan areas;

7. To maintain and enhance the institution’s status as a land grant university by directing its programs of agriculture, home economics, and research and extension education toward the identification and solution of problems associated with an urban society and culture;

8. To offer graduate work at the master’s degree level and to offer the Master of Education degree program;

9. To offer graduate professional education leading to the Doctor of Physical Therapy degree.

**URBAN CAMPUSES**

Two Langston University urban campuses were established as a result of the assigning of an urban mission to Langston University in 1978 by the Oklahoma State Regents for Higher Education.

Located in Oklahoma City and Tulsa, the urban campuses of Langston University offer junior, senior, and graduate courses in selected academic disciplines. In addition, the campuses serve as clinical bases for the main campus. All programs, curricular offerings, class schedules, activities, faculty, staff, and students connected with the urban campuses are governed and directed by the policies, procedures, and regulations of Langston University. Academic units earned at the urban campuses are official and legal documents of Langston University and may be applied as resident credits toward a baccalaureate degree or master’s degree.

The urban campuses attempt to fulfill the special urban mission
of Langston University, which is to provide educational opportunities for urban residents and to train and fully educate citizens for living, working and coping with the realities of urban society problems and urban life. The urban campuses and metropolitan areas serve as special environments and clinics for teaching, learning experiences, resources for direct urban dialogue and interaction, urban planning and research, internships, systematic identification and analysis of urban problems, urban ecology studies, and related urban dynamics and phenomena.

The urban campuses provide career counseling, placement, testing, community service, special opportunity for adult education, and direct student contact with municipal governments, local, federal and state agencies, and public libraries, as well as professionals, practitioners, and other urban facilitators in the teaching-learning process. Student teachers and those doing an internship or practicum in business and industry are supervised and coordinated by the faculty of the urban campuses.

The urban campuses also serve as a special reservoir for books, films, magazines, periodicals and miscellaneous information dealing with urban affairs.

For additional information regarding educational programs and activities at the urban campuses, please contact

Langston University/OKC
6700 N. Martin Luther King
Oklahoma City, OK 73111
(405) 530-7500 (Voice)

Langston University/Tulsa Campus
University at Tulsa
914 North Greenwood Avenue
Building 1100-B
Tulsa, OK 74106
(918) 877-8100 voice or (918) 877-8195
(918) 877-8101 (Fax)

Langston University urban campuses are demonstrations in Clinical Bases for Main Campus Students, New Opportunities for Higher Education, Innovations in Higher Education, Desegregation in Higher Education, and Urban Emphasis in Higher Education.

SPECIAL PROGRAMS

RESEARCH AND EXTENSION

Research and Extension serves as the major Land-Grant arm of the university. In its role as a Land-Grant university, Langston University endeavors to be an institution of the people of the state and the nation. Langston was given Land-Grant status under the Morrill Act of 1890. However, it was not until Fiscal Year 1972 that the university received financial support for agricultural research and extension under authority of PL 89-106 and Sec. 3 (d) of the Smith Lever Act of 1914, respectively. While the university continued to enjoy support from the State Legislature for resident instruction, permanent funding for research and extension became a reality in FY 78 when the U.S. Congress authorized PL 95-113, Sec. 1444 (Extension), Sec. 1445 (Research) and appropriated funds to the U. S. Department of Agriculture for distribution to Langston University and other colleges which were made Land-Grant under the Morrill Act of 1890. Appropriately, Langston University was then placed in a position of designing long-range research and extension programs rather than a series of short-term projects.

The university enhanced its Land-Grant mission by establishing on its campus and in the School of Agriculture and Applied Sciences (SAAS), the American Institute for Goat Research for which a name change was realized in 1990 to the E (Kika) de la Garza Institute for Goat Research. It is one of the world's foremost goat and sheep research centers and is staffed with highly competent researchers in the area of Nutrition, Reproductive Physiology, and Animal Health. AIGR supports local producers and has cooperative working agreements with several countries including, Ethiopia, Mexico, China, and the Philippines. The land-grant mission area of extension and outreach is served through several programs in the School of Agriculture and Applied Sciences. AIGR reaches out to clientele through producer contact, workshops, field days, and the numerous resources of its website. The 4-H Youth Development program conducts activities to empower youth through science and learning activities. The Expanded Food and Nutrition Education Program (EFNEP) assists families through nutrition and lifestyle education and building healthier, happier families. The Horticulture and Aquaculture/Aquaponics programs works with farmers to intensify production with the aim of increasing household income and while conserving natural resources.

LANGSTON UNIVERSITY CENTER FOR INTERNATIONAL DEVELOPMENT (LUCID)

The Langston University Center for International Development (LUCID) is an educational unit which administers, facilitates, coordinates and monitors all international affairs of the university. The Center advocates and promotes international sensitivity and awareness among the faculty, staff, and students and provides direction and motivation toward involvement in international activities and toward understanding international problems, trends, issues, and cultures. The international activities include the summer, semester and academic year study abroad programs, international internships for students and faculty, specific international program fellowships such as the Fulbright for students and faculty and many collaborative international activities with colleges in universities throughout the world. The Center promotes opportunities for international students from countries from all continents to study at Langston University and for international faculty to teach and conduct research at the university.

LUCID coordinates the international study, training and research capabilities of all academic units of the university. It also serves as a reservoir and center for international information for the campus, local agencies, schools, and organizations. It houses a collection of international bulletins, maps, charts, directions, newsletters, films, slides, government reports, books, brochures, magazines, and international job and service opportunities. The Center provides opportunities among the academic community of students, local and visiting professors, businesses, industries and the educational institutions for research forums, conferences, workshops, and conversation to provide information on contemporary global issues that affect local, state, national and international environment.

A major function of the Center is to work closely with the United States Agency for International Development (USAID) in implementing its foreign economic assistance program. As a service provider, the Center works with USAID contractors to arrange, deliver, and administer the training needs of participating countries. To market these capabilities to USAID and other contractors, the Center develops and distributes informational brochures, capability statements, and course...
announcements. Center personnel also market its training capabilities through participation in USAID-sponsored conferences and association meetings, as well as visits to USAID headquarters in Washington, D.C.

**TITLE III PROGRAM**

Langston University is the recipient of a grant in the Institutional Aid-Special Needs Program under Title III of the Higher Education Act of 1965 sponsored by the U. S. Department of Education. This grant provides assistance in the development of programs that will aid the institution in achieving some of its long- and short-range goals as outlined in the Institutional Strategic Plan. Title III programs are interwoven into the current organizational structure of the university and are managed and evaluated in the same manner as other programs on campus.

Participation in Title III has enabled the university to upgrade its technology infrastructure and computer laboratories. Additional support areas are a state-of-the-art Computer Technology Integration Center (CTIC), which provides faculty and staff with training in the latest versions of Microsoft Office suite applications; an up-to-date computer lab equipped with a video production studio and digital editing suite for creation of streaming media lectures and associated projects; Faculty Development, which assists faculty in completing terminal degrees and provides seminars on scholarly issues. Student Services support programs include Chemical Dependency and Drug Abuse Counseling and Basic Skills.

**SAFETY AND SECURITY**

The police department for Langston University at Langston derives its authority from the 1971 Oklahoma State Statutes, Section 360.11 and 360.13, as well as from the Oklahoma A & M State Board of Regents. All officers employed as police officers on the campus of Langston University have the same law enforcement authority as any municipal police department or county sheriff’s law enforcement officer in the State of Oklahoma.

All officers employed as police officers on the campus of Langston University receive either 360, for experienced/reserve officers or 576 hours, for uncertified officers, of training at the State Peace Officer Training Academy located in Ada, Oklahoma, as required by state law. After graduation from the academy, each officer is assigned to a twelve (12)-week field training program (experienced officers receive an 8-week field training regimen). All Langston University police officers are certified in CPR, First Responder training, and NIMS and ICS training as per FEMA guidelines.

The Langston University Police Department provides 24-hour campus patrol escort, upon request, crime prevention information, crime statistical information, criminal investigation, Operation I.D. or assistance with property identification, emergency information, and non-criminal fingerprinting. It monitors traffic and parking for the regulation of vehicle operation for those who conduct business on the campus of Langston University.

The Langston University Police Department’s Patrol and Communication personnel are on duty 24 hours a day, 7 days a week. Administrative, Criminal Investigation, Training, Crime Prevention, and Technical Services are on duty Monday through Friday from 8:00 a.m. until 5:00 p.m. (Additional hours are worked as needed.)

The Langston University Police Department facility is located across from Freshmen Village on the corner of I.W. Young and Centennial Drive, immediately upon entering the southwest gates of the campus.

Jurisdiction includes all property owned or operated by Langston University located in Langston, Oklahoma, and any property adjacent or contiguous to these properties (street, alley, parking lot, livestock pastures, and wooded areas). The Langston University Police Department also has jurisdiction to patrol all picnic areas and lands and waterways known as the Langston Lake recreational area located approximately 2 miles southwest of the campus.

There are numerous foreseeable emergency situations, from severe weather to crime to vice, and acts of terrorism; therefore, it is virtually impossible to develop a specialized response plan to all contingencies. However, as stated by our nation’s leaders, citizens should go about their daily lives without fear, yet must understand that new threats such as terrorism require an increased awareness and responsibility for all who work hard to prevent such acts and who appreciate any assistance toward the creation of a safe and vibrant learning environment for the students, faculty, and staff at Langston University.

**ASSESSMENT AND CAREER SERVICES**

The Office of Assessment and Career Services is housed on the third floor of Page Hall. This office has responsibility for institutional assessment, basic skills, and a full range of career related services.

**INSTITUTIONAL ASSESSMENT**

Langston University, as part of its continuous quality improvement initiative for academic and support services, conducts annual assessment activities. Students are assessed in four (4) areas: Entry Level, Mid-Level, Major or Exit Level, and Student Satisfaction. Participation in the assessment activities is required of all students.

Entering freshmen must have completed the American College Test (ACT) prior to enrollment. ACCUPLACER by the College Board must be completed prior to course enrollment. ACCUPLACER is an online assessment platform that evaluates students in Mathematics, Reading Comprehension, and Sentence Skills (English). The results from the ACT and ACCUPLACER provide guidance and direction for academic advisement and subsequent course placement.

Students who have earned forty (40) to seventy (70) credit hours are required to take a standardized Mid-Level Test. The Mid-Level assessment measures student progress and benchmarks academic attainment toward graduation. The results help students and academic advisers stay focused on goals and objectives for success.

Surveys of student satisfaction perceptions are administered throughout the university community to provide relevant feedback for improvements to academic programs and services. Feedback is shared throughout the academic community to ensure continuous quality improvements to strengthen programs.
Part of the mission and function of Langston University is to place its graduates in a highly strategic position to assume career and professional opportunities that meet and exceed the changing demands in urban society. Institutional assessment is designed to facilitate effective course placement, proper remediation, quality academic and career advisement, appropriate support programs, and qualitative and quantitative improvement.

**CAREER SERVICES**

The Career Services officer assists students in defining and refining their career plans, goals, and objectives. This is accomplished through career counseling and planning, career fairs, campus career interviews, developmental and informational seminars, internships, and cooperative education experiences. These activities are jointly coordinated in cooperation with the respective academic units.

The Career Services library has in its collection corporate annual reports, career information from the private, public, and independent sectors, graduate and professional school opportunities, career-oriented resource books, periodicals on occupational trends, and a broad range of employment resources.

**SPORTS INFORMATION**

The Department of Sports Information serves as the liaison between Langston University’s student-athletes, coaches, and athletic administration when working with the media. Sports Information handles all of the media’s needs, including setting up interviews and public appearances, maintaining statistics, coordinating photographs, creating publications, and organizing and updating the historical records of Langston University athletics.

Langston University’s Sports Information Department attempts to protect student-athletes, as well as promote their achievements. This is accomplished, by the use of media guides, press releases, website stories, photographs, newspaper articles, and other media interviews and promotional plans developed by the athletic department. Sports Information also compiles biographical and statistical information about each coach and athlete during his or her career at Langston University.

When a student-athlete is interviewed, a member of the sports information staff should be present, even if it is a telephone interview. All student-athletes represent Langston University, both on and off the field. Langston’s student-athletes have an obligation to speak with the press after games, win or lose.

If student-athletes are uncomfortable talking about specific topics (health, family, etc.), they should inform the information director. Langston University student-athletes are not obliged to talk about the past or anything not related to Langston athletics unless they want to. An opportunity to be interviewed by the press can be exciting, however, and a good opportunity for the athletes, the team, and Langston University.

**INSTITUTIONAL ADVANCEMENT AND DEVELOPMENT**

Vision:
The Office of Institutional Advancement and Development is the university’s source for information sharing, resource management, image enhancement, relationship cultivation and fund raising. Its superior quality and excellent services, marked by high moral character and integrity, are the result of individual and team proficiency, productivity, innovation, and empowerment. A spirit of loyalty among current students, alumni, and community and world leaders is secured by philanthropic resources obtained to enhance learning, discovery, and engagement opportunities for the university and the community that it serves while maintaining the essence of the university’s mission. Doing so ensures that the academic excellence of Langston University is available not only to today’s students but future generations as well.

**Mission:**
The Office of Institutional Advancement and Development commits itself to the advancement of the university by exemplifying high quality standards in the execution of its duties and responsibilities. To that end, it seeks to shape the future of the university, enhance institutional image, secure external resources and preserve the custodial integrity of the resources in its care, custody, and control. Further, it fosters positive community relationships and promotes long-term partnerships that will assist in improving the quality of education and lives of those served. The mission is to articulate, facilitate, and encourage financial and other support for the maintenance and enhancement of the university’s capacity to fulfill its mission of teaching, research, and public service. The Office of Institutional Advancement and Development supports financial development of the university by cultivating donors from both the private and public sectors and especially from a growing number of alumni. Inherent to the mission of the Office of Institutional Advancement and Development is a commitment by its personnel to be responsive to the various constituencies served by the university.

**Goals/Objectives:**
The objectives of the Langston University Office of Institutional Advancement and Development are:

1. Cultivating and maintaining university friends by strengthening alumni traditions and networks;
2. Fundraising;
3. Creating partnerships;
4. Creating/Expanding awareness;
5. Enhancing university image locally, nationally, and globally;
6. Promoting leadership;
7. Expanding citizen/business involvement;
8. Involving constituents in the life of the university;
9. Increasing internal involvement for the expansion of educational opportunities;
10. Ensuring staff and faculty competence;
11. Seeking and securing funding resources;
12. Supporting the university’s mission.

**OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING**
The Office of Institutional Research and Planning (IRP) provides reliable data, policy review/analysis, university-wide organizational reviews, and strategic management tools to aid in decision making at Langston University. The Office of Institutional Research and Planning is an integral part of the Office of Institutional Advancement and Development. It is responsible for the development and maintenance of data
resources to support the strategic planning, mission, and vision of Langston University. The Office of Institutional Research and Planning facilitates the flow of accurate statistical information and assists all levels of management by defining university issues and trends needed for governmental reports, grants, and proposals by developing and implementing research designs specific for these purposes.

A few objectives of the Office of Institutional Research and Planning are:

1. To assist in institutional planning to determine areas of needed growth;
2. To formulate and document well-grounded fundamental investigation/surveys which may be self-initiated;
3. To establish a file on management research, policy development, and planning information from within and outside the institution;
4. To participate in various federal/state government mandated studies/projects;
5. To continue national affiliation/membership for Langston University in the Association of University Planning/Research Organizations;
6. To respond to various external surveys, publications and institutional-based studies;
7. To develop databases on the geographic origins of students, institutional origins of new transfers, attrition, retention, and graduation rates, enrollment trends, and other relevant areas of student matriculation;
8. To develop student profiles each fall to include ACT/SAT composite scores, ACT sub scores, high school GPA and rank, curricular preparation, and university assessment analysis;
9. To collect data for academic planning and analyze its major areas such as class size for departments, schools, and total university student-faculty ratios and average student credit hours per FTE faculty by department and level of class; faculty workload; instructional cost analysis by level of class for departments, schools, and total university; and faculty characteristics to be used in academic program review;
10. To evaluate institutional staffing by personnel category, race, and sex; to analyze hiring practices and make recommendations to planning team;
11. To assess public image of the university through alumni survey and to survey high school counselors and other constituents to assist the university in designing strategies to address those images;
12. To continue to match the university’s expenditures in its various units to determine cost effectiveness and the allocation or reallocation of its funds;
13. To provide analyses of alumni financial support, foundation support, other financial support by category and donor classification, planned giving and levels of giving to develop strategies for fund-raising and for planning;
14. To provide a profile of research activities by category and amount, summary of grant and contract awards, research awards and sources;
15. To upgrade technology and resources in order to provide the most efficient delivery of facts and relevant data to decision makers; and
16. To evaluate each unit’s implementation of the Strategic Plan, including progress or revisions, and analyze its rationale for same.

Institutional Affairs represents a primary constituency which significantly affects the institution's present vitality and future strength. The Office of Institutional Affairs offers the means through which the institution will advance and maintain positive relations with the alumni population.

The Office of IRP emphasizes goal setting, review of alternative planning scenarios, consensus building, institutional analysis and review, and policy development, giving the process maximum exposure at all levels. Such exposure is predicated on explicit merging of the top-down and bottom-up approach to the development of management priorities.

OFFICE OF DEVELOPMENT: The Langston University Office of Development secures financial resources to support the long-term progress of the university to enhance excellence in the student-body. The Office of Development is dedicated to advancing the university by establishing partnerships with alumni, friends, corporations, foundations, and organizations. The Office of Development is committed to upholding the standard of excellence that guides the entire university. The Development Fund is a non-profit entity of the university formed in 1991 to assist the university in projects which are vital to its growth and development but are primarily financed by private means.

Langston Development Fund, Inc., is the official depository where all private gifts may be given for the benefit of Langston University. The annual and planned giving programs are ways by which a gift may be made. Funds provided through these programs allow alumni and friends of the university an opportunity to assist by extending their usefulness to the university. Many supporters give annually; however, pledges may also be given quarterly, semi-annually or over several years. The Office of Development is committed to increasing the scholarship and student loan base to provide financial assistance for a greater number of students.

Langston Development Fund provides two ways to give a gift: restricted or unrestricted. A restricted gift may be designated for a specific purpose or an area of special interest. An unrestricted gift allows the university some flexibility in setting priorities and responding to challenges in a timely and positive manner. The Development Fund is a charitable organization, and all gifts are tax deductible.

OFFICE OF SPONSORED PROGRAMS: The Office of Sponsored Programs (OSP) is a dedicated research unit that serves the university’s faculty, staff, and students by seeking funding opportunities from external sponsors. OSP monitors, administers and facilitates all pre-award modules of grants and contracts for the university.

Objectives of the Langston University Office of Sponsored Programs are:

1. To assist faculty with identification of grants applicable to their respective areas;
2. To continue to secure the agenda of federal, state, and private agencies and their funding sources;
3. To submit all grant applications (proposals) to NIFA and other funding agencies;
4. To upgrade the research, training, and international capabilities manual for the university and articulate strengths of the university to potential funding sources;
5. To provide general institutional information for personnel writing grant proposals.
6. To serve as the point of contact for all pre-award activities for grants and contracts.

OFFICE OF ALUMNI AFFAIRS: The Office of Alumni Affairs represents a primary constituency which significantly affects the institution’s present vitality and future strength. The Office of Alumni Affairs offers the means through which the institution will advance and maintain positive relations with the alumni population.
The Langston University Alumni Affairs Office is the main “hub” for university news for former students. It forges, fosters, and facilitates strong relationships between the university and its graduates. By sponsoring programs, events, and activities for the university’s alumni, it provides an avenue for graduates to give back to the university through monetary donations and volunteerism.

The Office of Alumni Affairs strives to promote the university through its graduates and former students by
1. Involving alumni in the institution’s effort to recruit and enroll quality students and to advise current students with regards to career options;
2. Communicating the institution’s qualities, strengths, concerns, and needs in accordance with the mission of the institution;
3. Communicating to alumni, students, and other constituents the achievements, concerns, and activities of the alumni and the university;
4. Encouraging alumni and friends to make their human and financial resources available to the university;
5. Providing networks for alumni to interact with one another and with the university; and
6. Maintaining accurate membership and biographical records of alumni.

The Office of Alumni Affairs builds on the legacy of past leadership with the hope that it will provide a background for future generations.

LANGSTON UNIVERSITY CREATIVE SERVICES/COPY CENTER: The mission of the Langston University Creative Services/Copy Center is to provide an outlet through which students, faculty, staff, and community members can produce professional copy to be used for professional, personal, and educational purposes. In adherence to the university’s mission, its services are geared to be responsive to the needs of the Langston University community by generating new ideas that enrich and enhance existing programs that inevitably create an environment that is more student-centered. As the demand for services increases, the LU Creative Services/Copy Center strives daily to be a model of organizational efficiency and productivity while maintaining the highest standard of managerial and fiscal accountability.

Objectives for the LU Creative Services/Copy Center follow:
1. Perfect the on-line ordering process.
2. Increase and update technology to expedite productivity.
3. Increase efficiency throughout the LU community.
4. Increase convenience to the faculty, staff, students, and community members.
5. Increase the level of quality of services offered.
6. Increase awareness of services offered throughout the LU community.

LANGSTON COMMUNITY DEVELOPMENT CORPORATION (LCDC): The primary mission of LCDC is to undertake economic revitalization within the region. Special emphasis is placed on the towns of Langston and Boley, Oklahoma. The LCDC is the result of a grant awarded to Langston University by the U.S. Department of Housing & Urban Development’s Historically Black Colleges & Universities (HBCUs) Program. The grant was used to implement a Regional Economic Revitalization Initiative (RERI) and establish the Langston Community Development Corporation as the university’s community and economic development vehicle.

OFFICE OF EQUAL EMPLOYMENT/AFFIRMATIVE ACTION: Langston University is an equal opportunity/affirmative action employer. All persons will be offered employment and promotion on the basis of qualifications and capabilities without regard to race, religion, sex, national origin, qualified ADA recognized disability or veteran status. In addition, the university sponsors and encourages an environment of affirmative action toward equal opportunity in all divisions affecting the recruiting, hiring, and promotion of employees at all levels.

Langston University, pursuant to the State’s commitment to Affirmative Action in the Oklahoma State System of Higher Education, and following the format constructed by the State Regents’ Office in cooperation with the Office for Civil Rights, Department of Health, Education, and Welfare, has submitted its Institutional Affirmative Action Compliance Plan to the State Regents for Higher Education.

The personnel responsible for the preparation of the Plan attest that the information that is contained herein is both accurate and current and that it reflects the institution’s progress toward total and complete compliance with the guidelines as established by the Board of Regents for Higher Education and the Office for Civil Rights.

Langston University is in compliance with Title VI of the Civil Rights Act of 1964, Executive Order 11246, as amended, Title IX of the Education Amendments of 1972, American with Disabilities Act of 1990, and other federal laws and regulations, and does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap or status as a veteran in any of its policies, practices or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services.

UNIVERSITY FACILITIES AND EDUCATIONAL SERVICES

UNIVERSITY PHYSICAL PLANT

Langston University maintains a 400-acre campus and a 752-acre lake (approximately 2 miles from main campus). There are nine academic buildings: Hamilton Hall (Science and Technology), Hargrove Music Hall, Jones Hall (English, and Mathematics, Moore Hall (Psychology, Social Sciences, Corrections/Criminal Justice, and Business), Gayles Fieldhouse (Health, Physical Education, and Recreation), University Women (University College) Nursing, Public Health, Health Administration, and Clinic), Physical Therapy Building, Sanford Hall (Communication and Education) Allied Health Building, E. L. Holloway (Agriculture and Family and Consumer Sciences, and Science Research Institute.

The physical plant of the university also includes the G. Lamar Harrison Library, Page Hall Administration Building, Research Centers, Coleman Heritage Center, William H. Hale Student Success Center, (Student Affairs) Student Health Center, Child Development Center, I. W. Young Auditorium, three residence halls, four apartment complexes, four faculty/staff cottages, Police Department, Physical Plant Building and Shop, Gandy Hall, Assessment/Career Services, and Integrated Technology Center), Anderson Stadium (stadium, tennis courts, practice field and track), the H. Aline Johnson Center, John
Montgomery Multi-Purpose Building, the President's home, the Centennial Plaza, the physical therapy laboratory, the Counseling Center, the Retail Plaza, the E. Kika dela Garza American Institute for Goat Research, Page Hall (Honors Program), and the Calvin Hall Building.

In addition to the main campus at Langston, the institution operates campuses in Oklahoma City and in Tulsa.

LIBRARY AND INFORMATION RESOURCES

The G. Lamar Harrison Library and the Melvin B. Tolson Black Heritage Center serve as the primary research collections for Langston University. The campuses of LU/OKC and LU/Tulsa have satellite libraries to provide immediate information services to those populations. A dynamic and growing collection of monographs, electronic books, journals, electronic journals, government documents, and various forms of educational media are available. Several hundred periodical subscriptions are supplemented by online databases that are both general and subject specific. These sources collectively support the teaching and research needs of the university community. All of the electronic resources are accessible on and off campus to Langston University affiliates. As a Land Grant institution, LU Libraries maintains an open-door policy with the public and makes its resources available to any patron who enters one of its locations.

The G. Lamar Harrison Library, constructed in 1948, was remodeled in 1990 and reopened for full public services in July 1991. The facility is handicapped-accessible and provides seating for more than 200 users. The Harrison Library contains public-use computers on each of its three floors that are connected to network printers. Copiers and scanners are also available.

Harrison Library has open study areas and private study areas for both general and subject specific. These sources collectively support the teaching and research needs of the university community. All of the electronic resources are accessible on and off campus to Langston University affiliates. As a Land Grant institution, LU Libraries maintains an open-door policy with the public and makes its resources available to any patron who enters one of its locations.

The Harrison Library has served the Fifth Congressional District as a U.S. Government Documents Depository since 1941. The status as a selective depository was reaffirmed in 1990 and reopened for full public services in July 1991. The facility is handicapped-accessible and provides seating for more than 200 users. The Harrison Library contains public-use computers on each of its three floors that are connected to network printers. Copiers and scanners are also available.

Harrison Library has open study areas and private study areas that can be booked by faculty, staff, or students. They are as follows: On the first floor, there is the Elmyra Todd Davis Room which provides conference space for small groups and allows Web Conferencing via Adobe Connect. The Second Floor houses a 25-seat computer lab with teaching podium that includes a computer and overhead projector. This floor also houses eight study pods that are exclusively for student use. The Third Floor has two conference rooms that are also for student use only.

The Harrison Library has served the Fifth Congressional District as a U.S. Government Documents Depository since 1941. The status as a selective depository was reaffirmed in October 1997. The university community and the general public have access to the documents collection both physically and electronically through the library catalog.

The Melvin B. Tolson Black Heritage Center houses nearly 13,000 volumes and subscribes to more than 300 journals and newspapers that reflect the history and current issues of Africans and the African diaspora. The Center is located in Sanford Hall with a separate west end entrance. Seating is available for 60 persons. The Center also houses a collection of African art, artifacts and a browsing room for current books. The collection covers an array of topics on Black history, culture, arts, literature, and entertainment. The university community regularly uses the Center as a location for seminars, meetings, and various programs.

Langston University students and faculty also enjoy the benefit of many other campus information resources. Those collections are designed for the specific areas in which they reside.

The Instructional Resource Center and the Audio-Visual Center are located on the second floor of Sanford Hall as a part of the School of Education and Behavioral Sciences. These collections include curriculum guides, books for professional education and psychology, print and non-print materials in multicultural education, an array of educational media on all topics, and the supporting equipment for its use.

The Nursing and Health Professions Learning Resources Center provides instructional materials to the programs in nursing, public health, and health administration. Students may borrow items from the Resource Center or use the items in the student lounge. In addition to limited journal holdings, there are videotapes, textbooks, study modules, and computer-assisted instruction packets. The Center is currently located in room 125 in the Allied Health Building.

The Reading, Writing, and Language Laboratories, which are located on the first floor of Jones Hall, utilize computers, audio technology, and individual tutorial services to help develop reading/writing abilities and oral language skills. A selection of computer software, and audiotapes are available to enhance further development of individual language skills and reading strategies.

The Mathematics Laboratory, located on the second floor of Jones Hall, is the tutoring center for the mathematics department. Peer tutors are available on Monday-Thursday evenings. The math lab coordinator is also available for tutoring during office hours. Computers are available for students to access online assignments and tutorials. Instructional videotapes and DVDs, which are companions for the current textbooks, are available for viewing.

The Agricultural Research and Extension Program, located in the Research Building on the south side of the campus, maintains a reading room on a full range of agricultural topics. Included are published and unpublished research findings, state agency reports, books, journals, indexes, and abstracts.

Assessment and Career Services Center makes available many annual reports and job opportunities from corporations, graduate school catalogs, and career-oriented periodicals. This center is located on the third floor of Page Hall.

The Music Listening Lab/library contains a collection of printed music, books, sound and visual recordings consisting of classical, jazz, gospel, and folk music. The listening lab/library is open to the general student body for listening. The lab is located in the Hargrove Music Hall.

INTERACTIVE TELEVISION

Interactive Television is an agency of the Oklahoma State Regents for Higher Education. Its purpose is to provide a common educational link among Oklahoma institutions of higher education and also between businesses, medical centers and other state institutions which can make use of the system to update research and improve the skills of their employees and staff.

Langston students can use the system to broaden their educational experience. Special seminars are offered from major universities and other organizations across the country. General and specialized curricula in many fields of study are available to Langston students from other colleges and universities in Oklahoma.
THE DIVISION OF STUDENT AFFAIRS

The Division of Student Affairs consists of Residential Life and Housing Services, the Professional Counseling Center, Student Health Services, Student Life, Judicial Affairs and Recreation and Wellness.

Vision Statement:

The Division of Student Affairs aspires to support and challenge student by providing a dynamic co-curricular experience that promotes student success, student learning, social responsibility, and the acquisition of skills necessary to become a productive global citizen.

Mission Statement:

The Division of Student Affairs fosters a student centered, quality driven, and values based co-curricular environment with emphasis on the holistic development of the student in the areas of emotional wellness; intellectual growth, leadership development; professional acumen; spiritual enrichment; self-discovery; and community engagement.

Core Values:

Accountability - Responsibility for one’s own actions and decisions.

Character - Conscientious adherence to morals, values, and principles that produce positive results.

Citizenship – Positive behavior that contributes to the well-being of local, state, and global communities.

Innovation - The utilization of creativity and imaginative thought to solve problems or reconceptualize frameworks.

Integrity – Conduct that reflects ethical decision-making.

Leadership – A relational process in which people work collectively to achieve a common goal.

Respect – Treating others with care and courtesy at all times.

Divisional Goals:

The goals of the Division of Student Affairs are as follows:

1. Facilitate the retention, progression, and graduation of undergraduate and graduate students.
2. Create and deliver co-curricular programs, initiatives, and services through partnerships with faculty, staff, alumni, and community partners to enhance the student experience.
3. Foster a safe and responsive campus environment.
4. Create a stimulating professional climate that allows the Division of Student Affairs to recruit, hire, and retain talented professionals committed to serving students.

TELECOMMUNICATION NETWORK INTERFACE

Langston University is a member of the Black College Telecommunication Network, which links 105 black colleges through state-of-the-art technology. A single channel, non-commercial service which broadcasts primarily from Howard University via a high-powered K-Band satellite, the network system has increased to reach 246 other colleges and universities who may receive and broadcast according to requests and needs of participating universities.

The telecommunications network will enhance Langston University offerings by:

- upgrading existing curricula;
- expanding new and innovative course offerings;
- improving the performance of students on standardized tests; i.e., GRE, MAT;
- expanding cultural and social opportunities;
- opening new vistas for student recruitment and university fund-raising for scholarships, etc.;
- supporting more collaborative research projects among institutions; and
- impacting the ongoing professional development and team-building programs that are requested by the campus.

In addition to this network, the Oklahoma State Regents for Higher Education have provided satellite capabilities which allow state colleges and universities to receive public television network programs, educational programs, and international programs, thus expanding tremendously the potential for expanding and enhancing course offerings.

OFFICE OF DISABILITY SERVICES

Page Hall, Room 115
Phone: (405) 466-3204
P. O. Box 1500
Langston, Oklahoma 73050

By reasonably accommodating students with qualifying disabilities, Langston University strives to ensure that all students achieve access to educational opportunities. Students requesting reasonable accommodation must self-identify to the Office of Disability Services and provide appropriate diagnostic information that substantiates both the disability and the functional limitations of the disability. Such information must be obtained from a licensed and certified practitioner in the area of the disability. All requests for reasonable accommodation must be initiated prior to receiving services. The Office of Disability Services will then facilitate and coordinate the provision of services to reasonably accommodate the disability. All diagnostic information is confidential. Examples of reasonable accommodations that may be granted to qualifying students include alternative testing procedures and recorded lectures. A student who believes that he/she has been treated inappropriately because of his/her disability is encouraged to report the incident to the Office of Disability Services.

The Division of Student Affairs strives to provide a supportive and inclusive environment for students with disabilities, and to ensure that they have equal access to educational programs, services, and activities. The Office of Disability Services is committed to providing reasonable accommodations to students with disabilities in order to facilitate their academic success and personal growth.

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the Office of Disability Services is committed to providing reasonable accommodations to students with disabilities. These accommodations may include, but are not limited to, extended time on tests, note-takers, and assistive technology.

Requests for reasonable accommodations must be made in advance and supported by appropriate documentation provided by a licensed or certified practitioner. The Office of Disability Services will review all requests and determine the appropriateness of the requested accommodations.

Students are encouraged to contact the Office of Disability Services for assistance in identifying potential accommodations and completing the necessary documentation.

The Office of Disability Services is located in Page Hall, Room 115, and can be reached at (405) 466-3204. The office is open Monday through Friday from 8:00 am to 5:00 pm. Students may also contact the Office of Disability Services via email at disabilityservices@langston.edu.
STUDENT CODE OF CONDUCT

Langston University is committed to creating and maintaining a productive living and learning community that fosters the intellectual, personal, cultural and ethical development of its students. Self-discipline and valuing the rights of others are essential to the educational process and to good citizenship. Attending Langston University is a privilege and students are expected to meet or exceed the University’s standards of conduct both on and off campus.

Community Standards

Langston University students aspire to follow and promote:

Integrity: Langston University students are expected to exemplify honesty, honor, and respect for the truth in all of their actions.

Community: Langston University students build and enhance their community.

Social Justice: Langston University students recognize that respecting the dignity of every person is essential for creating and sustaining a flourishing community. They understand and appreciate how their decisions and actions impact others and are just and equitable in their treatment of all members of the community. They act to discourage and challenge those whose actions may be harmful to and/or diminish the worth of others.

Respect: Langston University students must show positive regard for each other and for the community.

Responsibility: Langston University students are expected to accept responsibility for their learning, personal behavior and future success, and students should appropriately challenge others to do the same. Students should use judgment, be trustworthy, and take personal responsibility for their actions.

The Student Code of Conduct outlines Langston University policies and procedures that all students are expected to adhere to during their time at Langston University. The primary focus of the conduct process is on educational and corrective outcomes; however, sanctions such as suspension or expulsion from the University may be necessary to uphold community standards and to protect the campus community. The most current version of the Student Code of Conduct is available at [https://www.langston.edu/sites/default/files/basic-content-files/Langston%20University%20Student%20Code%20of%20Conduct%202020%2002.10.2020.pdf]. For questions regarding the Code of Student Conduct, contact the Division of Student Affairs at 405-466-3444.

PROFESSIONAL COUNSELING CENTER

University Women Building,
Phone: (405) 466-3400; Fax: (405) 466-3403
P. O. Box 658
Langston, Oklahoma 73050

The Counseling Center functions to support students with constructively handling personal and academic issues. Students can talk privately with a licensed professional counselor in a nonjudgmental, confidential atmosphere about their concerns. Counseling helps students to identify and solve problems, increase self-understanding, improve academic performance, adjust to college, and develop and maintain healthy relationships. The Counseling Center staff members may also consult with faculty and staff and with parents and friends who are concerned about the health and wellness of a student.

The Counseling Center’s services are free and confidential. Except in situations of potential harm to oneself or others, no information about a student is shared with anyone outside the Counseling Center without that student’s written permission. Counseling Center records do not become part of a student’s academic record. The Counseling Center offers individual counseling, group counseling, screenings, awareness programs, and a 24-hour crisis intervention hotline.

The services of the Counseling Center are provided without charge to currently enrolled students, faculty, and staff. The hours of operation are between 8:00 a.m. and 5:00 p.m., Monday through Friday. After hours emergency assistance can be obtained by contacting the Langston University Safety and Security Office at (405) 466-3366 or (405) 466-3370.

STUDENT HEALTH SERVICES

University Women, Room 112
Phone: (405) 466-3335; Fax (405) 466-3402
P. O. Box 1500
Langston, Oklahoma 73050

Student health clinic provides leadership for health on campus and contributes to the health and wellness of students and the university community. Student Health Services is committed to provide exceptional medical and health promotion services. The purpose is to create a safe environment for all individuals and meet individual and community health related needs. Student Health Services provides most services on an appointment basis. However, injuries or illness that require immediate attention may be evaluated by one of our Advice Nurses and scheduled to see a physician on a same-day basis.

LANGSTON UNIVERSITY AMBASSADOR PROGRAM

William H. Hale Student Success Center, Room 210
Phone: (405) 466-3444; Fax: (405) 466-3447
P. O. Box 775
Langston, Oklahoma 73050

The Langston University Ambassadors are a diverse group of student leaders who volunteer their time to serve as campus tour guides and resident assistants. They assist with special events and represent our University in a manner that exemplifies campus pride and professionalism. LU Ambassadors are carefully selected and trained by the Office of Student Life and service as mentors to first year and transfer students. LU Ambassadors strive to promote a spirit of unity among the student body and provide exemplary service. All students interested in applying to become Langston University Ambassadors must contact the Office of Student Life for an application form.

JUDICIAL AFFAIRS

William H. Hale Student Success Center, Room 210
Phone: (405) 466-3444
P.O. Box 775
Langston, Oklahoma 73050

The Dean of Students oversees the conduct process and provides oversight and direction in resolving student conduct concerns and conflict issues on campus. He also supports the development of the campus community and manages the University’s formal disciplinary processes. In addressing conduct and conflict matters, the DOS collaborates with several other campus offices, most notably the Langston University Police Department, Residential Life and Housing Services, and the Assistant Dean of Students for Student Engagement and
STUDENT LIFE
William H. Hale Student Success Center, Room 210
Phone: (405) 466-3444
P. O. Box 775
Langston, Oklahoma 73050

The Office of Student Life is dedicated to increasing retention by getting students actively engaged in campus life. Student Life offers programs and services that foster student learning and development, enhance the educational experience, and prepare students to be productive contributors in society. Initiatives and programs are designed to help students transition into and through college and prepare them for a lifetime of learning. The purpose of the office is to provide opportunities that enhance the overall student experience. Functions of the office include Fraternity and Sorority Life, Leadership development, student organizations, Student government association (SGA), student activities board (SAB), LU Ambassadors, recreation and intramurals, large scale programming such as homecoming, spring fest, and the MLK Celebration, just to name a few.

RECREATION AND WELLNESS
Phone: (405) 466-3444
P. O. Box 775
Langston, Oklahoma 73050

The Office of Student Life provides recreation and wellness activities to help students be conscious about their physical, mental and spiritual health. We offer quality programming in the areas of leisure activities, fitness and intramurals. Our program offers students, faculty and staff the opportunity to participate in many sports and activities on a competitive and recreational level.

DINING SERVICES
Phone: (405) 466-6028
P. O. Box 775
Langston, Oklahoma 73050

The Office of Residential Life is responsible for maintaining student residences which support the educational mission of Langston University and are designed to provide a variety of living and learning opportunities that promote students’ academic success, personal growth, and community enrichment. Residential Life encompasses four facilities:

A common application is required for all housing properties. The housing application serves as the official room reservation for all housing facilities. The reservation will be processed upon receipt of the completed housing application.

There are six residential living areas at Langston University. The six residential living areas include: Centennial Court Apartments, Scholars’ Inn Apartments, Langston Commons Apartments, Langston Cottages, Cimarron Garden Apartments, Young Hall.

Centennial Court
Centennial Court Apartment is also referred to as Freshmen Village. It is a first-year student residential facility. The apartment has four bedrooms, two bathrooms, and is fully furnished. Other amenities include free basic cable, wi-fi, microwave, and refrigerator.

Scholar’s Inn Apartments
This facility is designed for second-year students and above. The apartment units have two or three bedrooms, which are fully furnished. The apartment also has a community sitting area and partial kitchen with all utilities. Each bedroom is equipped with a full-size bed, desk, nightstand, dresser, microwave, and closet.

RESIDENTIAL LIFE AND HOUSING SERVICES
The Commons Apartments are specifically designed for married couples, single parents, faculty and staff. Honors students may also be placed in the Commons Apartments based upon availability. These apartments have two bedrooms, full kitchen and washer/dryer units. All apartments are fully furnished with all utilities included in the rent (Cable, trash, power, water).

**Langston Cottages**
Langston Cottages are designed for faculty and staff only. Langston Cottages have two or three bedrooms and are unfurnished units. All bills are paid. Washer and dryer are included.

**Cimarron Garden Apartments**
This housing facilities is primarily used for Langston University’s employees. Cimarron Garden Apartments provides a two-bedroom non-furnished apartment. All utilities are included within the rent.

**Young Hall**
This facility is classified as a traditional residence hall. Each room consist of two twin size mattresses and frames, dressers, and closets. When space is available, residents can choose to reside with a roommate, or alone for additional cost.

**Meal Plans**
All students who live on campus are required to purchase a meal plan. Assignments are made to university apartments on a date-of-deposit priority basis. University housing rates for dormitory or apartments are subject to change based upon market conditions.

**Room and Board Refund Policy**
No refund or credit will be given for room and board after the first day of classes for each semester and summer term. Students who are required to complete an off-campus internship will have their charges prorated for the length of time the student was on campus versus the length of the applicable enrollment period.

<table>
<thead>
<tr>
<th>FY 2020 Rates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Young Hall</strong></td>
<td></td>
</tr>
<tr>
<td>Fall/Spring Semester (Double Occupancy)</td>
<td>$2,099.16 per semester</td>
</tr>
<tr>
<td>Summer</td>
<td>$1,049.58</td>
</tr>
<tr>
<td>Fall/Spring Semester (Priv. Room)</td>
<td>$2,877.08 per semester</td>
</tr>
<tr>
<td>Summer</td>
<td>$1,438.54</td>
</tr>
<tr>
<td><em>Centennial Court Apartments</em></td>
<td></td>
</tr>
<tr>
<td>Fall/Spring semester</td>
<td>$3,262.98 per</td>
</tr>
<tr>
<td><em>Scholars Inn Apartments</em></td>
<td></td>
</tr>
<tr>
<td>2 bedrooms (Fall/Spring)</td>
<td>$3,581.32 per semester</td>
</tr>
<tr>
<td>Summer</td>
<td>$1,350.00</td>
</tr>
<tr>
<td>3 bedrooms (Fall/Spring)</td>
<td>$3,416.85 per semester</td>
</tr>
<tr>
<td>Summer</td>
<td>$1,288.00</td>
</tr>
<tr>
<td><strong>Family Residences:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Cimarron Apartments</strong></td>
<td></td>
</tr>
<tr>
<td>(Fall/Spring/Summer)</td>
<td>$3,366.49</td>
</tr>
<tr>
<td><strong>Langston Commons Apartments</strong></td>
<td></td>
</tr>
<tr>
<td>Family – Fall/Spring</td>
<td>$4,541.90 per semester</td>
</tr>
<tr>
<td>Summer</td>
<td>$1,816.76</td>
</tr>
<tr>
<td><strong>Cottage (Faculty &amp; Staff Only)</strong></td>
<td></td>
</tr>
<tr>
<td>Large (Fall/Spring)</td>
<td>$3,265.00</td>
</tr>
<tr>
<td>(Summer)</td>
<td>$1,306.00</td>
</tr>
<tr>
<td>Other (Fall/Spring)</td>
<td>$3,125.00</td>
</tr>
<tr>
<td>(Summer)</td>
<td>$1,250.00</td>
</tr>
<tr>
<td><strong>Housing Reservation Fee:</strong></td>
<td></td>
</tr>
<tr>
<td>Returning students</td>
<td>$50.00</td>
</tr>
<tr>
<td>First time entering Students (Non-refundable)</td>
<td>$250.00</td>
</tr>
<tr>
<td>Housing Technology Fee</td>
<td>$10.00 per semester</td>
</tr>
<tr>
<td>Cafeteria Plan</td>
<td>$1,642.14 per semester</td>
</tr>
<tr>
<td>Commuter Plan</td>
<td>$750.00 per semester</td>
</tr>
</tbody>
</table>
ENROLLMENT MANAGEMENT

The Office of Enrollment Management effectively recruits, enrolls, and retains diverse students by providing programs and services of the highest standards of excellence that encourage prospective student interest in Langston University and support the matriculation of current students at Langston University allowing each student to realize his or her maximum potential at Langston University.

The Office of Enrollment Management is also responsible for reviewing request from students who owe the University in excess of $200 requesting to enroll or secure an official transcript. In some cases, if the request is approved the student will be allowed to sign a promissory note indicating when the debt will be cleared. This is done at the discretion of the Executive Director of Enrollment Management.

The Division of Enrollment Management consists of the following units: Admissions, Recruitment and Outreach Programs, and Student Financial Aid.

OFFICE OF ADMISSIONS, RECRUITMENT AND OUTREACH PROGRAMS
Student Success Center, 201
Phone: (405) 466-3428
P. O. Box 667, Langston, Oklahoma 73050

Langston University welcomes all inquiries regarding admission requirements and application procedures from prospective students, both first year and transfer students. The Oklahoma State Regents for Higher Education determines the admission requirements for state colleges and universities. The state requirements for admission to Langston University follow.

ADMISSIONS POLICIES

ADMISSIONS FOR FIRST-TIME ENTERING FRESHMEN
You must have graduated from an accredited high school and met the Oklahoma high school core curricular requirements and one of the performance requirements below:

- Have a minimum ACT of 20 or SAT 940.
- Have a high school 2.7 cumulative GPA and rank in the top 50% of your class.
- Have a 2.7 overall GPA in the core curricular

HIGH SCHOOL CORE CURRICULAR REQUIREMENTS FOR ADMISSION OF FIRST-TIME-ENTERING STUDENTS

<table>
<thead>
<tr>
<th>Core Curricular</th>
<th>Units</th>
<th>Courses</th>
<th>Placement Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>Grammar, Composition, Literature</td>
<td>Biology, Chemistry, Physics, or any Lab Science certified by the School Districts</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>Algebra I&amp;II, Geometry, Math Analysis, Trigonometry, Pre-Calculus (must have completed Geometry and Algebra II), Calculus, Advanced</td>
<td>Including 1 unit of American History and 2 units from the subjects of History, Government, Geography, Economics, and/or non-Western culture</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>From any of the subjects above or Computer Science or Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Four additional units are also recommended for college preparation: 1 unit of mathematics, 1 unit of laboratory science, and 2 units of speech or fine arts (music, art, or drama). First-time entering students must meet assessment requirements before enrolling in college-level courses.

ADMISSION TO ASSOCIATE OF SCIENCE DEGREE PROGRAMS
Any individual who (a) is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of his/her home state, or has achieved a high school equivalency certificate based on the General Education Development (GED) test, (b) has met the curricular requirements as set forth in the section "First-Time Entering Freshmen," and (c) has participated in the American College Testing program or a similar acceptable battery of tests is eligible for admission to the Associate of Science degree program. Students utilizing a test other than ACT will have their scores converted to ACT equivalents. Students lacking curricular and/or performance requirements may be admitted into the Associate of Science degree program, but they must remove the deficiencies at the earliest time and within the first 24 collegiate hours attempted. Students must remove curricular deficiencies in a discipline area before taking collegiate-level work in that discipline.

NEW AND TRANSFER STUDENT ORIENTATION PROGRAM
The purpose of the New Student Orientation is to ensure that new students and families have a successful integration and enjoyable transition into college life. The program promotes discussion among parents, new students, continuing students, faculty and staff on the expectations and policies of the campus community. New Student Orientation (NSR) helps students make informed decisions as it relates to academics, accessing camp resources. This introduction to our community will provide a foundation for matriculation at Langston University. NSR has three main goals:

1. To welcome students to Langston University and engage them in the history, traditions, and values of our community.
2. To introduce students to rigorous academic habits and the opportunities, responsibilities, and resources available to encourage success.
3. To assist students in connecting with peers, University officials, and the local community.

TRANSFER STUDENTS
Students must have more than six attempted credit hours. Remedial/zero level, pre-college work and credits accumulated by concurrent enrollment do not apply. Transfer students from State System institutions must meet the requirements below:

<table>
<thead>
<tr>
<th>7-23 hours</th>
<th>24-30 hours</th>
<th>31-59 hours</th>
<th>60 or more hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7 GPA plus satisfy all freshman and admission requirements</td>
<td>1.7 GPA</td>
<td>2.0 GPA</td>
<td>2.0 GPA</td>
</tr>
</tbody>
</table>

REMEDIATION OF HIGH SCHOOL DEFICIENCIES

Students incur high school deficiencies two ways:
1. Not meeting curricular requirements given in the section "High School Curricular Requirement";
2. Having ACT sub scores below 20* OR scores below the cutoff on the university's entry-level assessment battery.

Students may remove curricular deficiencies in one of three ways:
1. Scoring at the 70th percentile or higher on the ACT in the deficiency area;
2. Achieving a score at or above the cutoff on the university's entry-level assessment battery; or
3. Successfully completing a zero-level course in the area of deficiency with a grade equivalent of "P".

Students with a deficiency in history who present an ACT reading sub score at or above the specified level OR who score at least a 75 on the ACCUPLACER Reading Comprehension Test will be required to take an additional three-hour collegiate history course to make up the high school deficiency. If the student does not score at the designated level given above, she/he must enroll in a developmental reading course until acquiring the reading proficiency. Once the student has acquired the designated reading proficiency, she/he is required to enroll in the zero-level history course to make up the high school deficiency.

Curricular deficiencies must be removed at the earliest time but within the first 24 collegiate hours attempted or have all subsequent enrollments restricted to deficiency removal courses until all deficiencies are removed. Students must remove deficiencies in a discipline area before taking collegiate-level work in that discipline.

The Vice-President for Academic Affairs may allow a deserving student who failed to remediate a basic skills deficiency in a single course to continue to enroll in collegiate level courses in addition to remedial coursework beyond the 24 hour limit providing the student has demonstrated success in collegiate courses to date.

*The ACT score may change as it is based on the average of the preceding three years' ACT scores of Oklahoma graduating seniors.

SPECIAL ADMISSION CATEGORIES

Langston University has been approved to offer the following special admission criteria for students seeking admission to the university:

A. SUMMER ENROLLMENT

An applicant for the Summer Provisional Admission Program must meet the following criteria to be considered for admission as a regular university student in the fall:
1. Be a first-time entering student;
2. Graduate from an accredited high school or achieve a high school equivalency certificate based on the General Educational Development tests (GED);
3. Meet the high school curricular requirements for admission;
4. Have a minimum ACT of 17 or a minimum high school grade point average of 2.5;
5. Participate in the university's entry-level assessment battery. If the need for remedial course work is indicated, the student must successfully complete the required developmental course work prior to entering this provisional program.

Program Requirements:
1. Enrollment is restricted to the summer session immediately following the student's high school graduation.
2. Each student is required to register for a minimum of two summer session "core academic" courses (at least six hours) and must take one course in each of the first two categories listed below:

   - English: Either of the introductory college-level English courses unless the student through advanced standing credit or concurrent enrollment has previously acquired such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below:
   - Mathematics: College Algebra or the equivalent unless the student through advanced standing credit or concurrent enrollment has previously earned such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below:
   - Social Science: A college-level introductory lab science course approved for general education credit.
   - Humanities: A college-level course approved for general education credit.

3. It is expected that these courses will be taught with equivalent rigor in presentation, assignments, and grading as the same courses taught during the regular semesters. Institutions are encouraged to use regular faculty members.

4. Students admitted to this program will be required to participate in academic support programs designed to enhance their success. Such services should include academic tutoring, mentoring opportunities, career counseling, diagnostic testing, etc.

5. To continue, the provisionally admitted student must complete a minimum of six credit hours in the summer as specified above with no grade
lower than a "C". Such students will be admitted as regular university students in the subsequent semester.
6. A provisionally admitted student who does not meet the academic requirements previously detailed will be unable to enroll for further work at the university until such time as the student eligible for regular transfer admission as detailed in the State.

B. SPECIAL NON-DEGREE SEEKING STUDENT
Students who wish to enroll in courses without intending to pursue a degree may enroll in up to nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements. The Director of Admission may allow non-degree seeking students who meet the retention standards to exceed this initial nine credit hour limit on an individual student basis. If the non-degree seeking student receives approval to exceed the nine-hour rule or wishes to change his/her admission status to degree seeking, he/she is required to meet the formal admission or transfer criteria.

C. ALTERNATIVE ADMISSION
Students who are high school graduates who do not meet the curricular and performance criteria may be admitted to Langston University through the "Alternative Admission" category as follows:
1. Meet the curricular requirement (no deficiencies) but do not meet either performance criteria; or
2. Meet one of the performance criteria (GPA and class rank or ACT composite) but do not meet the curricular requirements; or
3. Have unusual ability in art, drama, music, sports, etc., or are educationally/economically disadvantaged. Students admitted through this subpart (#3) must present documentation of their unusual ability or situation to the Admission and Retention Committee, who will evaluate their request and render a decision.

All students admitted through the Alternative Admission category will have an interview, either electronically or in person, with the Director of Admissions before they are accepted. Additionally, these students must adhere to the following principles:
1. Utilizing the university's Academic Support Services, including professional and peer tutoring;
2. Meeting once per week with a member of Student Support Services for monitoring of academic progress.

D. ADULT ADMISSION
Students who are 21 years of age or older or on active military duty and who do not qualify for regular admission at Langston University may apply for admission based on the following criteria:
1. High School Graduates
   If these students do not meet the performance and/or curricular requirements, they may be admitted in the Adult Admission category with the following stipulations:
   a. Students' ACT sub scores will be reviewed by the Admission and Retention Committee, who will evaluate each student's probability for success. They will also evaluate the student's academic background as it relates to any curricular deficiencies. Students may submit additional documents, i.e., letters, resumes, letters of recommendation, job evaluations, etc., reflective of academic potential.
   b. If approved, the Admission and Retention Committee will stipulate whether the student's enrollment will be limited to 13 credit hours for the first semester or whether the student will have no restriction on enrollment within university policy.
   c. All students admitted in this category must participate in the university's Academic Support Services, including professional and peer tutoring.
   d. All students will be required to meet once per week with a member of Student Support Services for monitoring of their academic progress.

2. Students Who Are Not High School Graduates
   Students who did not graduate from high school but whose class has graduated may apply for admission as an "Adult Associate" (Adult Associate does not have to be 21 years old as long as his/her high school class has graduated) with the following stipulations:
   a. Students’ ACT sub scores will be reviewed by the Admission and Retention Committee, who will evaluate each student's academic background as it relates to any curricular deficiencies. Students may submit additional documents, i.e., letters, resume, letters of recommendation, job evaluations, etc., reflective of academic potential.
   b. If the student is approved, the Admission and Retention Committee will stipulate whether the student's enrollment will be limited to 13 credit hours for the first semester or whether the student will have no restriction on enrollment within university policy.
   c. All students admitted in this category must participate in the university's Academic Support Services, including professional and peer tutoring.
   d. All students will be required to meet once per week with a member of Student Support Services for monitoring of their academic progress.
   e. Only those students admitted as "Adult Associate" AND who are seeking financial aid at Langston University must complete a prescribed standardized test, the purpose of which is to fulfill a federal financial aid requirement of the "ability to benefit" criterion.

E. UNACCREDITED HIGH SCHOOLS
An individual who is a graduate of a private, parochial, or other non-public high school which is not accredited by a recognized accrediting agency is
eligible for admission to Langston University as follows:

1. The student must have participated in the American College Testing or Scholastic Aptitude Test program and achieved a score on each subtest's frequency distribution equal to or greater than the score given in the section "First-Time Entering Freshmen."

2. The student's high school class of his or her peers must have graduated.

3. The student must satisfy the high school curricular requirements as given above as certified by the high school or for home study by the parent.

F. OPPORTUNITY ADMISSION CATEGORY
Students who have not graduated from high school whose composite standard score on the American College Test places them at the 99th percentile of all students using Oklahoma norms, or whose combined verbal and mathematical score on the Scholastic Aptitude Test places them at the 99th percentile of all students using national norms, may apply for full enrollment at Langston University. The university will determine admissibility based on test scores, evaluation of the students' level of maturity and ability to function in the adult college environment, and whether the experience will be in the best interest of the students intellectually and socially.

CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS

A. A twelfth-grade student enrolled in an accredited high school may, if he or she meets the requirements set forth below, be admitted provisionally to Langston University as a special student.

1. He or she must have achieved a composite ACT score (or its equivalent) at the 62nd percentile using Oklahoma norms.

2. He or she must be eligible to satisfy requirements for graduation from high school (including curricular requirements for admission) no later than the spring of the senior year, as attested by the high school principal.

3. He or she must satisfy the requirements for entry-level assessment.

B. An eleventh-grade student enrolled in an accredited high school may, if he/she meets the requirement A-2 listed above and the additional requirements set forth below, be admitted provisionally to Langston University as a special student.

1. If the student has achieved a composite score which places him/her at or above the 90th percentile on the American College Test (ACT) using Oklahoma norms, or

2. If the student's combined verbal and mathematical score on the Scholastic Aptitude Test (SAT) places him/her at or above the 90th percentile using national norms.

3. If the student's ACT or SAT composite score is not at the 90th percentile, as detailed above, but the student's sub score(s) is at the 90th percentile, he/she may enroll in course work in the discipline with the required score, providing the student does not have a curricular deficiency in the subject area.

C. A student receiving high school-level instruction at home or from an unaccredited high school may be admitted provisionally to Langston University as a special student if he/she meets the requirements set forth below:

1. He or she must be 17 years of age or older and have achieved a composite score which places him/her at or above the top 62nd percentile of the American College Test (ACT) using Oklahoma norms.

2. He or she must be 16 years of age and have achieved a composite score which places him/her at or above the 90th percentile on the American College Test (ACT) using Oklahoma norms or whose combined verbal and mathematical score on the Scholastic Aptitude Test (SAT) places him/her at or above the 90th percentile using national norms.

3. If the student's ACT or SAT composite score is not at the 90th percentile, as detailed above, but the student's sub score(s) is at the 90th percentile, s/he may enroll in course work in the discipline with the required score, providing the student does not have a curricular deficiency in the subject area.

A high school student admitted under the "Concurrent Enrollment" provision may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester credit hours. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester credit hours of college work. Students wishing to exceed this limit may appeal to the Vice President of Academic Affairs. The student's load may not exceed the number of semester credit hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment. High school students enrolling concurrently in off-campus classes may enroll only in liberal arts and sciences courses.

A student who is otherwise eligible under this policy may enroll in a maximum of nine semester credit hours during the summer term. The completion of the high school curricular requirements set forth in "First-Time Entering Freshmen" shall not be required of concurrently enrolled high school students for purposes of admission. (Student may enroll only in curricular areas where the student has met the curricular requirements for college admission). Concurrently admitted high school students will not be allowed to enroll in any zero level courses offered by Langston University designed to remove high school deficiencies.

A high school student concurrently enrolled in courses may continue concurrent enrollment in subsequent semesters if he/she achieves a college cumulative grade-point average of 2.0 or above on a 4.0 scale. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted if the student meets the entrance requirements, including the high school curriculum requirements.

ADMISSION BY TRANSFER

A. UNDERGRADUATE STUDENTS ENTERING BY TRANSFER FROM A STATE SYSTEM INSTITUTION
An Oklahoma State System student who wishes to transfer to Langston University may do so under the following conditions:

1. If the student originally met both the high school curricular requirements and academic performance standards given under "First-Time Entering Freshmen," he/she must have a grade point average high enough to meet Langston University's retention standards for the number of hours attempted;

2. If the student originally met the high school curricular requirements but not the academic performance standards of Langston University, he/she must have a grade point average high enough to meet the retention standards based on at least 24 attempted semester credit hours of regularly graded (A, B, C, D, F) college work; or

3. If the student originally met the performance but not the curricular requirements of Langston University, he/she must have a grade point average of 2.75 and must also complete the curricular requirements before transferring; or

4. If the student originally met neither the curricular nor the performance requirements of Langston University, he/she must have a grade point average high enough to meet the retention standards based on at least 24 attempted semester credit hours of regularly graded (A, B, C, D, F) college work and must also complete the curricular requirements before transferring.

B. UNDERGRADUATE STUDENTS ENTERING BY TRANSFER FROM AN OUT-OF-STATE INSTITUTION

Undergraduate students wishing to transfer from an out-of-state college or university to Langston University may do so by meeting the entrance requirements given in the section "First-Time Entering Freshmen" and by the following:

1. Transcripts of records from colleges or universities accredited by the Higher Learning Commission or other regional associations will be given full value.
   a. Each non-resident applicant must be in good standing in the institution from which he/she plans to transfer.
   b. Each non-resident applicant must have a 2.75 GPA in the institution from which he/she plans to transfer.

2. Transcripts of records from institutions not accredited by a regional association may be accepted in transfer when appropriate to the student's degree program and when Langston University validates the courses or the program.
   a. Each non-resident undergraduate applicant must meet the conditions of B1-a and B1-b above and also will be required to validate the transferred credit by making satisfactory progress (an average of "C" or better) for at least one semester.

C. TRANSFER PROBATION

A student who does not meet the academic criteria including curricular requirements in A-1 and B-1 above, but has not been formally suspended, may be admitted as "transfer probation" student if he/she meets the following criteria:

1. The student is transferring from an Oklahoma State System institution or is an Oklahoma resident transferring from an out-of-state institution.

2. The student documents to the Admission and Retention Committee any extraordinary personal circumstances that contributed to his/her academic deficiencies.

3. If the Admission and Retention Committee approves the admission, the student will be allowed to enroll in only twelve credit hours.

4. Any student admitted in this category must do the following to continue enrollment at Langston University:
   a. If there are any curricular deficiencies, they must be removed within the first 12 hours of enrollment.
   b. He/She must achieve a semester grade point average of at least a 2.0 each semester until the cumulative grade point average is at the designated level required for retention.
   c. He/She must adhere to the following principles:
      1) Attend every class and be on time.
      2) Carry out all class assignments.
      3) Utilize the university's Academic Support Services, including professional and peer tutoring.
      4) Meet once per week with a designated member of Student Support Services for monitoring of academic progress.

Non-Oklahoma residents wishing to transfer from out-of-state colleges or universities may be admitted on "Transfer Probation" if they meet the following conditions:

1. Have at least a 1.7 cumulative grade point average. (Students with a grade point average below 1.7 may appeal to the Admissions and Retention Committee).

2. Document to the Admission and Retention Committee any extraordinary personal circumstances that contributed to his/her academic deficiencies.

3. If the Admission and Retention Committee approves the admission, the student will be allowed to enroll in only 12 credit hours.

4. Any student admitted in this category must do the following to continue enrollment at Langston University:
   a. If there are any curricular deficiencies, they must be removed within the first twelve hours of enrollment.
   b. He/She must achieve a semester grade point average of at least a 2.0 each semester until the cumulative grade point average is at the designated level required for retention.
   c. He/She must adhere to the following principles:
      1) Attend every class and be on time.
      2) Carry out all class assignments.
      3) Utilize the university's Academic Support Services, including professional and peer tutoring.
      4) Meet once per week with a designated member of Student Support Services for monitoring of academic progress.
INTERNATIONAL STUDENT ADMISSION AND ADMISSION OF STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE

International students are required to meet equivalent academic performance standards as listed in the University Policies on Admission section of this catalog. Additionally, students for whom English is a second language shall be required to present evidence of proficiency in the English language prior to admissions, either as first-time students or by transfer from other colleges or universities. Students must demonstrate their competency in English by meeting one of the standards detailed below:

The Office of Admissions is also responsible for admitting all F-1 students to the university and registering them in SEVIS every semester and keeping abreast of the Rules and Regulations concerning the International Students for Homeland Security. They are also responsible for generating the Eligibility Certificate (I-20), which allows the student to enter the USA or transfer to schools within the USA.

I. FIRST-TIME UNDERGRADUATE STUDENTS
   A. Score 500 or higher on the Test of English as a Foreign Language (TOEFL).
   B. Score 460 or higher on the TOEFL test administered at a special testing center or an international testing center and subsequently and immediately prior to admission successfully complete a minimum of 12 weeks of study at an approved English language center or program operated by an institution of higher learning or a private school approved by the State Regents. (Official documentation must be mailed directly from the Language School; copies will not be accepted).
   C. Successfully complete the high school core requirements in an English-speaking high school or graduate from an English-speaking high school and demonstrate competency through the "Remediation of High School Curricular Deficiencies Policy."

II. UNDERGRADUATE TRANSFER STUDENTS
   Attend an accredited college or university for a minimum of 24 semester credit hours with passing grades, “C” or above, and meeting other transfer requirements as listed in the University Policies on Admission as a transfer student in this catalog.

III. GRADUATE STUDENTS
   A. Score 550 or higher on the TOEFL.
   B. Score 500 or higher on the TOEFL test and subsequently and immediately prior to admission complete a minimum of 12 weeks of study at an approved English language center or program operated by an institution of higher learning or a private school approved by the State Regents. Such admission is conditional for one semester and/or declarations alone are not sufficient evidence of intent to remain in Oklahoma beyond the college experience.

A non-resident student attending an Oklahoma college or university on more than a half-time basis is presumed to be in the state primarily for educational purposes.

An individual is not deemed to have acquired status as a resident of Oklahoma until he or she has been in the state for at least a year primarily as a permanent resident and not merely as a student. Likewise an individual classified as a resident of Oklahoma shall not be reclassified as a nonresident until 12 months after having left Oklahoma to live in another state.

ALL APPLICATIONS FOR OKLAHOMA RESIDENCE MUST BE ON FILE IN THE REGISTRAR’S OFFICE WITH DOCUMENTATION ONE (1) SEMESTER PRIOR TO YOUR REQUEST TO BE RECLASSIFIED.

Applications may be picked up in the Registrar's Office, Page Hall 134.

C. Earned baccalaureate degree from an accredited United States college or university.

IV. ADDITIONAL REQUIREMENTS FOR ALL INTERNATIONAL STUDENTS
   A. The applicant must have proof of sufficient financial support in the form of a Financial Statement in the amount of $15,000 for an academic year. Statement(s) must be current.
   B. Applicants seeking admission by transfer who have attended an accredited college or university in the United States with less than 24 semester hours with passing grades will be required to meet the same requirements as applicants for first-time admissions.

ADMISSIONS APPEAL
If an applicant is denied admission on any of the foregoing grounds, there must be substantial evidence supporting the basis for the denial. In addition, he/she must be afforded adequate procedural safeguards, including the following:

1. He/she must be advised of the grounds for denial;
2. He/she must be informed of the facts which form the basis of the denial; and
3. He/she must be afforded an opportunity to be heard.
4. The Admission and Retention Committee, which is appointed by the president, will hear all appeals and have the authority to rule in favor of or against any appeal.

RESIDENCE STATUS OF ENROLLED STUDENTS
Attendance at an educational institution, albeit a continuous and long-term experience, is interpreted as temporary residence; therefore, a student neither gains nor loses resident status solely by such attendance.

Students attending an Oklahoma college or university may perform many objective acts, some of which are required by law (i.e., payment of taxes), and all of which are customarily done by some non-residents who do not intend to remain in Oklahoma after graduation but are situationally necessary and/or convenient (i.e. registering to vote, obtaining an Oklahoma driver's license, etc.). Additional information about Residency is available at [https://www.langston.edu/academics/services/Registrar/residency]. For more details on the residency policy visit [https://www.langston.edu/sites/default/files/basic-content-files/OSRHE%20Chapter%203.18%20June%202019.pdf].

Military Personnel
Members of the armed forces who provide evidence that they are fulltime active duty in the armed forces stationed in Oklahoma or temporarily present through military orders shall be immediately
classified upon admission as in-state status along with their spouse and dependent children. Further, when members of the armed services are transferred out-of-state, the member, their spouses and dependent children shall continue to be classified as in-state as long as they remain continuously enrolled.

COMPLIANCE STATEMENTS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

Langston University makes every effort to comply with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). This Act is designated to protect the privacy of the student’s educational records, to establish the student’s right to review and inspect his/her records, and to provide guidelines for the correction of inaccurate information through informal and formal hearings.

The policy permits disclosure of educational records under certain limited circumstances and routine disclosure, at the university’s discretion, of information referred to as directory information: name, local address, electronic mail address, phone number, major, participation in sports, current and past class schedule, height, weight, degrees, honors, and major dates of attendance, and previous colleges attended. A student has the right to prevent the disclosure of directory information by filing a request in the Registrar’s Office on a form provided by that office. Copies of this document may be obtained from the Registrar’s Offices.

OFFICE OF FINANCIAL AID

Page Hall, Room 222
P. O. Box 668
Langston, Oklahoma 73050
Phone: (405) 466-2962

The Office of Financial Aid assists students in obtaining funds to attend Langston University by coordinating and administering all forms of financial assistance. Student financial aid includes scholarships, grants, loans, and employment opportunities. Financial Services are also provided for students who meet the guidelines to receive funds through other federal, state, institutional and private sources.

PRINCIPLES AND PRACTICES OF LANGSTON UNIVERSITY FINANCIAL AID ADMINISTRATION

1. The purpose of student financial aid is to provide monetary support to students who can benefit from further education but who could not otherwise attend.
2. Langston University recognizes its obligation to assist in realizing the national goal of equal opportunity in education. The university attempts to work with schools, community groups and agencies, and other educational institutions in support of this goal.
3. Parents are expected to contribute to their child's education according to their means, taking into account their income, assets, number of dependents, and other relevant information. Students themselves are expected to contribute from their own assets and earnings, including appropriate borrowing against future income.
4. Langston University fully complies with the Family Rights and Privacy Act and all documentation provided the financial aid office will be kept confidential.

HOW FINANCIAL NEED IS DETERMINED

The federal government requires each post-secondary institution that participates in student financial aid programs to utilize the FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) to determine financial need.

Student aid programs include the Federal Pell Grant (Pell), Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study Program (FWS), Oklahoma Tuition Aid Grant (OTAG), The William D. Ford Federal Direct Loan Programs to include the Federal Direct Subsidized, Federal Direct Unsubsidized, Federal Direct Parent, and Federal Direct Grad PLUS Loans.

The purpose of a needs analysis system is to establish the amount of student financial aid needed by the student. Financial need is the difference between what the family (including the student) is expected to contribute calculated by the need analysis process and the cost of education for Langston University.

Among the factors used to determine the families expected contributions are:
1. Parent (spouse) & Student taxable income;
2. Savings, stocks and bonds;
3. Non-taxable income and benefits;
4. Household size and number in college

The cost of education at Langston University would include an allowance for:
1. Tuition and fees
2. Room and board
3. Books and supplies
4. Transportation
5. Personal expenses, and
6. Miscellaneous fees

FEDERAL FINANCIAL AID ELIGIBILITY

All students at Langston University are encouraged to apply for federal aid. To qualify, the student must meet all of the following requirements:
1. Be a U. S. citizen or an eligible noncitizen.
2. Have a high school diploma, GED, or it’s equivalency.
3. Apply using the FAFSA and demonstrate financial need as determined by the need analysis.
4. Not owe a refund to any Federal Grant Program.
5. Not be in default on any Federal Student loan previously received.
6. Show academic progress.
7. Accept responsibility for all agreements signed.

FEDERAL FINANCIAL AID APPLICATION PROCESS

1. Complete the Free Application for Federal Student Aid (FAFSA) using either the on-line or paper process shortly after March of each year for the upcoming Fall.
2. Our School code is 003157
3. Apply for admission to Langston University.
4. Submit academic transcripts from all previously attended institutions.
5. Respond promptly to any other request made by the Financial Aid Office. Other documents may include student/parents’ income statements, marriage license, social security verification, etc.
6. Funds will be electronically transmitted to the student's account as early in the semester as possible.
7. Student Loan Disbursements are made in two installments; one in the fall and the second one in the
spring. In the event the student will be attending one semester, the disbursements are still made in two installments; one as early in the semester as possible, and the second disbursement is made at the mid-point of the loan period.

7. When a student receives aid (TFW’s, Scholarships, stipends, loans, and or grants) that exceeds financial aid need and or the cost of attendance, and the student is awarded student loans, the student loan awards will be cancelled or reduced to prevent the over-award and loan funds returned to the Department of Education.

STUDENT FINANCIAL AID PROGRAMS
The following section gives a brief description of the student financial aid programs that are available to Langston University students.

A. GRANTS

1. FEDERAL PELL GRANT
   This is a federal grant which ranges in award amounts from $659 to over $5,550 per academic year. This grant is available only to eligible students who have not met their first bachelor’s degree requirements or who have not received more than 12 fulltime semesters of Pell Grant.

2. FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)
The FSEOG Program is a federal grant awarded to the neediest Pell-eligible students. Only a small amount of funding is awarded to Langston University, therefore funds are awarded until the fund is depleted.

3. OKLAHOMA TUITION AID GRANT (OTAG)
The OTAG program is available to legal Oklahoma residents with a demonstrated financial need who are enrolled as at least half-time pursuing a first bachelor’s degree availability is limited, and students must apply through the FAFSA by December1.

B. STUDENT EMPLOYMENT
Student employment is provided, to students who wish to work part-time while pursuing their education at Langston University. The types of positions available vary from the general to highly technical in nature. Job placement is managed through the student payroll office located in Page Hall.

1. FEDERAL WORK-STUDY
   The Federal Work-Study (FWS) Program is a student employment program sponsored jointly by the federal government and Langston University. Employment under the Federal Work-Study Program is limited to students with a demonstrated financial need with priority given to those students with the greatest financial need. Eligible students are awarded on a first-come, first-served basis until funds are depleted. Students can generally work up to twenty hours per week earning at least minimum wage.

2. LANGSTON UNIVERSITY REGULAR STUDENT EMPLOYMENT
   A limited number of student employment positions are available through the university for those students who do not qualify for Federal Work-Study. Hourly rates and placement are the same as for Federal Work-Study.

C. DIRECT LOANS
Student loans provide an opportunity to borrow against future earnings. A student who borrows money for his/her education must, as with any other type of loan, repay that money at a specific time in the future. Detailed information is provided in the Financial Aid segment of the Langston University’s website.

William D. Ford Federal Direct Loan Program (Direct Loan Program) The federal program that provides loans to eligible students and parent borrowers directly through the U.S. Department of Education, rather than through a bank or other lender. Detailed information about these programs is provided by our website or by going to www.studentloans.gov, or calling 800-557-7394, Applicant Services.

1. DIRECT SUBSIDIZED STAFFORD LOANS: A loan for students with financial need as determined by federal regulations. No interest is charged while enrolled in school at least half-time, during your grace period, and during deferment periods.

2. DIRECT UNSUBSIDIZED STAFFORD LOANS: A student loan that is not based on financial need. Interest is charged and accrues during all periods. The student is responsible for paying the interest or making arrangements with the lender to defer the interest during all periods, starting from the date the loan is first disbursed.

3. FEDERAL DIRECT PLUS LOAN: PLUS loans are meant to provide additional funds for educational expenses. These loans are available to the parents of dependent undergraduate students. A review of the credit history is required and is performed by the Department of Education. If approved, the first payment is due within 60 days after the date the loan is fully disbursed. The borrower is responsible for interest during the life of the loan, and there is no grace period. A parent PLUS Authorization Form must be completed and submitted to the financial aid office prior to funds being disbursed to the student account. The Parent Authorization Form will be sent to the parent borrower after the loan has been approved. To apply for this loan or to secure more detailed information regarding the Direct PLUS Loan, go to www.studentloans.gov, or call 800-557-7394, Applicant Services.

4. FEDERAL DIRECT GRADUATE PLUS LOAN
   Direct Graduate PLUS Loans are credit worthy loans available to students enrolled in graduate or professional programs. These loans are available regardless of financial need and the amount of eligibility depends on the total cost of attendance. We must have a valid FAFSA application on file. The student must be enrolled at least half-time. If the loan is approved, the borrower is responsible
for interest during the life of the loan, there is no grace period and the first payment is due within 60 days after the date the loan is fully disbursed. To apply for this loan or secure more detailed information regarding this Loan, go to www.studentloans.gov, or call 800- 557-7394, Applicant Services.

RETURN OF TITLE IV FUNDS
Students awarded Title IV funds who completely withdraw, before completing 60% of the semester or stop attending class may be required to repay some of the funds they received. Based on the percentage of the semester the student attended, Langston University will calculate the amount of aid (if any) that must be repaid. The students will be notified if repayment is required. Any questions regarding this process should be directed to the Financial Aid Office prior to withdrawing or ceasing to attend.

REVISION AND CANCELLATION OF FINANCIAL AID
Langston University reserves the right to review and revise or cancel a financial aid award at any time due to changes in financial or academic status, or one’s failure to comply with applicable federal and/or state laws and/or regulations or university policies. In addition, financial aid award is subject to revision should the annual allocation of funds from the federal government be reduced below the anticipated funding level for a program(s), or should budget limitations be placed upon funds which are intended for student financial aid purposes.

FINANCIAL AID STANDARD ACADEMIC PROGRESS (SAP) POLICY
Satisfactory academic progress is defined as progress toward successful completion of degree requirements. The Langston University Office of Financial Aid is required by federal regulation to determine whether a student is meeting the requirements. Basically undergraduate students must maintain at least a 2.00 Cumulative GPA with a 67% completion rate and graduates must maintain at least a 3.00 Cumulative GPA with a completion rate of 67% to meet Satisfactory Academic Progress policy requirements. The official record of the Langston University Registrar is reviewed to determine student compliance with this policy.

Recipients of other types of aid must meet the eligibility requirements of the respective program. We encourage you to review the SAP policy in greater detail, you may find a copy on our website in the Financial aid segment of the website.

CAUTION: Please be advised that the enrollment costs incurred for hours in which a student is enrolled, pending the results of an appeal, are the responsibility of the student and must be paid by the student regardless of the outcome of the appeals process.

INSTITUTIONAL SCHOLARSHIPS

MCCABE AND REGENTS SCHOLARSHIPS
Scholarships are divided into three (3) general categories: academic, need, and activity. Funds for these programs come from both the university and private donors. McCabe and Regents’ Scholarships: Policies and Procedures for Academic Scholarships for Incoming Freshmen.

McCabe and Regents’ Scholarships are awarded to incoming freshmen who meet the criteria established for the respective scholarships. The number of scholarships awarded each year is determined by fund availability.

Scholarship recipients must be full-time students (minimum 15 hours per semester) and must complete a total of 30 hours for fall and spring semesters combined. If they have less than 30 hours for this period, they must attend summer school at their own expense to meet the requirement. Also, scholars must live in designated campus housing.

Academic Requirements
Once awarded, scholarships are continued for eight semesters (or ten semesters if the scholar has a double major or is in a five-year program) if the following conditions are met: (1) the scholar establishes the minimum cumulative grade point average; (2) the scholar attends the minimum required fine arts/cultural enrichment programs and meets the community service requirement each semester. The forms must be submitted each semester for documentation to the Honors Office. Scholarships are subject to the availability of funds.

Minimum Cumulative Grade Point Average Which Must Be Maintained:

<table>
<thead>
<tr>
<th>Scholarship Type</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>McCabe Scholarship</td>
<td>3.50 cumulative GPA</td>
</tr>
<tr>
<td>Regents’ Scholarship</td>
<td>3.00 cumulative GPA</td>
</tr>
</tbody>
</table>

Fine Arts and Cultural Enrichment Requirement
Scholars are required to attend fine arts and cultural enrichment programs each semester as well as monthly meetings of the Langston University Scholars Club. They must sign the roll at each of the events listed below as documentation of their attendance. Scholars are encouraged to attend additional fine arts or cultural events and to keep documentation of their attendance (music recitals, vespers services, plays, art exhibits, guest speakers, etc.). A copy should also be turned in to the Honors Program at the end of each semester.

Community Service
Scholars are required to complete community service hours annually. A Community Service Form is to be used for documentation and is to be submitted at the end of each semester to the Honors Program Office. The supervisor of the community service should sign the form each time a service is performed as documentation.

Process of Appeal for Extension of Scholarship
Students who do not meet the required cumulative grade point average by the end of each semester and maintain it thereafter have the right to submit a letter of appeal for an extension of the scholarship to the Director of Enrollment Management. Letters of appeal should be submitted as soon as the student receives his/her grades. The letter requesting an extension should contain the following information and attachments:

1. Student’s name;
2. Type of scholarship student has been awarded;
3. Detailed explanation of why required GPA was not attained;

Depending upon the cumulative grade point average as detailed on the transcript, the student's explanation and plan for improvement cited in the letter of appeal, the list of fine
arts/cultural enrichment activities attended and documented, and the documentation of community service, the Honors Program Advisory Council will make one of the following recommendations:

1. Extension of scholarship for one semester, at the end of which the student must have achieved the required GPA;
2. Lowering of scholarship (McCabe to Regents' Presidential Tuition Fee Waiver, etc.);
3. Discontinuation of scholarship.

The extension of a scholarship will not be considered if the cumulative grade point average falls below a 2.50 or if the scholar fails to submit a letter of appeal containing the information listed above with the appropriate attachments (fine arts/cultural enrichment form and community service form).

Should the student fail to meet any one of the three requirements at the end of each semester (minimum GPA attained, evidence of cultural enrichment/fine arts programs attended, and documentation of community service submitted), the scholar may have the scholarship discontinued or modified (lowered) as a result of a recommendation of the Honors Program Advisory Council and approval of the president of Langston University.

DIVERSITY SCHOLARSHIPS
The Diversity Scholarships seek to foster and achieve racial diversity by assisting undergraduate students of non-African American origin pursuing their first degree at Langston University. Students must enroll in at least 12 hours and maintain a minimum 2.50 grade point average each semester. Students are awarded scholarships for an academic year, but scholarships are subject to cancellation for the spring semester if criteria are not met. Deadline date for submitting application is June 30. This scholarship is subject to the availability of funds. Application forms are available on Langston University’s website.

TUITION WAIVERS
These scholarships offer tuition waivers to graduate and undergraduate students who are pursuing a degree at Langston University. A portion of general enrollment tuition is waived per semester. Beginning year 2010-2011, the President’s Tuition Wavier (TFW) requires a grade point average of 3.0. For all other TFW’s students must have at least a 2.50 Grade Point Average. Deadline date for submitting applications is June 30. Student must have at least a 2.50 grade point average. Enrollment requirements vary by campus. This scholarship is subject to the availability of funds. Application forms are available on Langston University’s website.

EXTERNAL SOURCES OF FINANCIAL ASSISTANCE

DEPARTMENT OF VETERANS AFFAIRS
The purpose of this program is to assist veterans and/or their dependents with obtaining a post-secondary education. Veterans’ certification is made through the Veterans Affairs Coordinator in the Registrar’s Office.

Students receiving benefits under Chapters 31 (Vocational Rehabilitation benefits) and Chapter 33 (Post 9/11 – awarded percentages from VA for tuition/fees only) will not be penalized due to delayed payment by the VA (i.e., restriction of enrollment, late fees, requirement of alternative/additional funding or denial of access to school resources available to other students).

Any change in enrollment status may adversely affect payments received by the VA, and students will be held liable for the overpayment of the VA issues on their behalf.

Contact a veteran’s representative in the Office of the Registrar, 134 Page Hall, for more information.

BUREAU OF INDIAN AFFAIRS
The purpose of this program is to enable Native American students to attend college. The student should contact his or her TRIBE for specific requirements.

LOAN FUNDS
The Langston Development Fund (LDF is a short-term loan program for students. The criteria are as follows:

- Minimum of 1.7 GPA for freshmen
- Minimum of 2.0 GPA for sophomores, juniors and seniors
- Minimum of 3.0 GPA for graduate students

These Loans are expected to be repaid in the semester the loan is made, and any loan request greater than $250.00 require a co-signer. For additional information and application contact the Office of Development.
LANGSTON UNIVERSITY FINANCIAL OBLIGATIONS – BUSINESS OFFICE DISCLOSURE

Enrollment at Langston University incurs a financial obligation and responsibility of the student to pay all amounts owed in a timely manner. In order to remain in favorable financial standing with the University, and thereby continue to participate in its educational programs, services, and benefits, a student must meet all financial obligations incurred at the university on or before the due dates. Federal law limits the information the University may provide to parents of LU students. Information regarding bursar accounts may only be issued directly to the student.

Langston University combines your enrollment costs and charges from different areas on campus into one consolidated student account. A monthly statement is produced the 1st day of each month that reflects any previous balance owed and itemizes the semester charges with payment becoming past due after the 1st day of classes. Bills are mailed each month by the 10th of each month. The local billing address listed on the student’s Bursar account is used as the mailing address. It is the student’s responsibility to maintain accurate addresses. Using their student login password, students may view their bursar account online at http://langston.edu. Failure to receive a bill does not relieve the student of his or her financial obligation, any late charges, and other penalties that may occur if the account is not paid by the due date. A student’s account must be paid in full before they are eligible to enroll for future semesters or receive any records from the University. All tuition and fees (required and optional) associated with the student’s enrollment are due no later than the 1st Day of Classes.

In efforts to assist our students in meeting financial obligations, Langston University offers an external administered Tuition Management System (TMS) as an alternative to the traditional lump-sum payment method. This plan provides an opportunity for families and students to pay University billed expenses in regular monthly installments by the semester.

Students experiencing financial difficulties should immediately contact the Financial Aid Office. Unpaid balances may be referred to a collection agency. Any charges incurred by the University in an effort to collect on delinquent accounts will be assessed to and will be the responsibility of the account holder. Delinquent account information is disclosed to credit reporting agencies, which could endanger the student’s credit rating on a local or national level. Past due accounts may receive payment from the warrant intercept program (WIP) that captures state income tax refunds to pay outstanding LU debt. Accounts must be cleared before the student can obtain the release of any academic records such as a transcript, receive a diploma, or enroll for subsequent semesters.

It is the policy of the University to apply all financial aid to the student’s bursar account, withhold all semester charges incurred (tuition, fees, housing, etc.), and refund the excess, if any. Bursar account credits resulting from a credit card payment are refunded back to the credit card, not to the student.

The EASY REFUND CARD Program was implemented March 26, 2010 at LU to provide quicker access to refunds when bursar accounts have credit balances. The refund will electronically transfer to your Refund Debit Card within 24 business hours after the refund transaction appears on your bursar account. Financial institutions have individualized policies when posting electronic transfers to accounts; we encourage students to keep close observation of your Debit Card and keep Debit Cards safe and secure. LU complies with the U.S. Department of Education rules and regulations in accordance with the Federal Student Financial Aid Handbook instructions.

As previously mentioned, you are responsible for paying these subsequent charges as they appear on your regular monthly bursar billing statement.

Many students are sponsored through various scholarships from organizations or foundations other than LU. Typically, the sponsoring organization sends the check directly to the University. These funds are deposited to the student’s account and used to pay any costs associated with attending LU. If a student receives scholarship funds directly, it is recommended that the student deposit the funds at our office to process toward their bursar account. Some organizations require a billing invoice from LU before a scholarship is issued on behalf of the student. If this is case, please ensure that the Business Office receives notification before the due date of the 1st Day of classes.

Revised: July 15, 2010
TUITION AND FEES

The charges listed below are payable in the Business Office prior to the first day of classes. Such items as transportation, textbooks, personal items, social affairs, etc., are not included. Students are advised to estimate approximately $400.00 to $550.00 per school year as additional expenses to cover such items. This estimated range is of course, entirely dependent upon individual circumstances and the student’s taste.

Comprehensive Fees Per Semester

Students pay general fees for registration and instruction. Special fees are charged for other types of services. Rates for fees are set by the Oklahoma State Regents for Higher Education and are subject to periodic review and revision.

General Fees

<table>
<thead>
<tr>
<th>TUITION</th>
<th>LANGSTON CAMPUS</th>
<th>OKC CAMPUS</th>
<th>TULSA CAMPUS</th>
<th>ARDMORE CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>$141.21 Per Cr. Hr.</td>
<td>$141.21 per Cr. Hr.</td>
<td>$141.21 Per Cr. Hr.</td>
<td>$141.21 Per Cr. Hr.</td>
</tr>
<tr>
<td>Graduate</td>
<td>$181.85 Per Cr. Hr.</td>
<td>$181.85 per Cr. Hr.</td>
<td>$181.85 Per Cr. Hr.</td>
<td>$181.85 Per Cr. Hr.</td>
</tr>
<tr>
<td>Doctoral-Physical Therapy</td>
<td>$229.38 Per Cr. Hr.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>*Non-Residents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>$388.51 Per Cr. Hr.</td>
<td>$388.51 per Cr. Hr.</td>
<td>$388.51 Per Cr. Hr.</td>
<td>$388.51 Per Cr. Hr.</td>
</tr>
<tr>
<td>Graduate</td>
<td>$465.20 Per Cr. Hr.</td>
<td>$465.20 per Cr. Hr.</td>
<td>$465.20 Per Cr. Hr.</td>
<td>$465.20 Per Cr. Hr.</td>
</tr>
<tr>
<td>Doctoral-Physical Therapy</td>
<td>$584.34 Per Cr. Hr.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Mandatory Fees (Per Cr. Hr.)

<table>
<thead>
<tr>
<th></th>
<th>LANGSTON CAMPUS</th>
<th>OKC CAMPUS</th>
<th>TULSA CAMPUS</th>
<th>ARDMORE CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activity/Facility Fee</td>
<td>$22.16</td>
<td>$22.16</td>
<td>$22.16</td>
<td>$22.16</td>
</tr>
<tr>
<td>Matriculation Fee</td>
<td>$29.29 Per Cr. Hr.</td>
<td>$29.29 per Cr. Hr.</td>
<td>$29.29 Per Cr. Hr.</td>
<td>$29.29 Per Cr. Hr.</td>
</tr>
<tr>
<td>SGA Fee</td>
<td>$101.45 Per Semester</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Publications, Health &amp; Cultural/Recreation Fee</td>
<td>$102.09</td>
<td>$18.56</td>
<td>$18.56</td>
<td>$18.56</td>
</tr>
<tr>
<td>Urban Campus Fee</td>
<td>N/A</td>
<td>$20.96 Per Cr. Hr.</td>
<td>$20.96 Per Cr. Hr.</td>
<td>$20.96 Per Cr. Hr.</td>
</tr>
<tr>
<td>UCSO Facility Fee</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Wellness Facility Fee</td>
<td>$97.38</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</table>

Other Fees

<table>
<thead>
<tr>
<th></th>
<th>LANGSTON CAMPUS</th>
<th>OKC CAMPUS</th>
<th>TULSA CAMPUS</th>
<th>ARDMORE CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Enrollment Fee</td>
<td>$50.00 Per Enrollment</td>
<td>$50.00 Per Enrollment</td>
<td>$50.00 Per Enrollment</td>
<td>$50.00 Per Enrollment</td>
</tr>
<tr>
<td>Drop/Add Fee</td>
<td>$5.00 Per Cr. Hr.</td>
<td>$5.00 Per Cr. Hr.</td>
<td>$5.00 Per Cr. Hr.</td>
<td>$5.00 Per Cr. Hr.</td>
</tr>
<tr>
<td>Advanced Standing Exam Fee</td>
<td>$5.00</td>
<td>$5.00</td>
<td>$5.00</td>
<td>$5.00</td>
</tr>
<tr>
<td>Music Instrument Rental Fee</td>
<td>$20.00</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Cap &amp; Gown Fee</td>
<td>$25.00</td>
<td>$25.00</td>
<td>$25.00</td>
<td>$25.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$25.00</td>
<td>$25.00</td>
<td>$25.00</td>
<td>$25.00</td>
</tr>
<tr>
<td>Return Check Fee</td>
<td>$50.00 Per Check</td>
<td>$50.00 Per Check</td>
<td>$50.00 Per Check</td>
<td>$50.00 Per Check</td>
</tr>
<tr>
<td>Application Graduate Student Fee</td>
<td>$25.00</td>
<td>$25.00</td>
<td>$25.00</td>
<td>$25.00</td>
</tr>
<tr>
<td>International Student Status Fee</td>
<td>$50.00</td>
<td>$50.00</td>
<td>$50.00</td>
<td>$50.00</td>
</tr>
<tr>
<td>Parking Fee</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Extension Course Fee</td>
<td>$20.00 Per Semester Hour</td>
<td>$20.00 Per Semester Hour</td>
<td>$20.00 Per Semester Hour</td>
<td>$20.00 Per Semester Hour</td>
</tr>
<tr>
<td>Off-Campus Electronic Media</td>
<td>$20.00 Per Cr. Hr.</td>
<td>$20.00 Per Cr. Hr.</td>
<td>$20.00 Per Cr. Hr.</td>
<td>$20.00 Per Cr. Hr.</td>
</tr>
<tr>
<td>Re-Admit Fee</td>
<td>$5.00 Per Re-admit</td>
<td>$5.00 Per Re-admit</td>
<td>$5.00 Per Re-admit</td>
<td>$5.00 Per Re-admit</td>
</tr>
<tr>
<td>ID Replacement Fee</td>
<td>$20.00 Per Replacement</td>
<td>$20.00 Per Replacement</td>
<td>$20.00 Per Replacement</td>
<td>$20.00 Per Replacement</td>
</tr>
<tr>
<td>PT Application Fee-Residents</td>
<td>$50.00</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>PT Application Fee-Non-Residents</td>
<td>$75.00</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### FLAT RATE TUITION AND FEES MANDATORY (Excludes Urban Campus Fee)

<table>
<thead>
<tr>
<th></th>
<th>LANGSTON CAMPUS</th>
<th>OKC CAMPUS</th>
<th>TULSA CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Flat Rate</td>
<td>$3,190.82</td>
<td>$3,208.46</td>
<td>$3,208.46</td>
</tr>
<tr>
<td>Nonresident Flat Rate</td>
<td>$6,900.32</td>
<td>$6,917.96</td>
<td>$6,917.96</td>
</tr>
</tbody>
</table>

(Tulsa and OKC do not include urban fee in the flat rate tuition and fees)

### HOUSING

<table>
<thead>
<tr>
<th></th>
<th>Per Sem</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Centennial</td>
<td>$3,262.98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholars - 2 BR</td>
<td>$3,581.32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholars - 3 BR</td>
<td>$3,416.85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commons - Family</td>
<td>$4,541.90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commons - Double Occupancy</td>
<td>$3,511.78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young Hall - private</td>
<td>$2,877.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young Hall - double</td>
<td>$2,099.16</td>
<td></td>
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</tbody>
</table>

### MEAL PLANS

<table>
<thead>
<tr>
<th></th>
<th>Per Sem</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9 meals, $100 declining balance</td>
<td>$1,642.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commuter plan (commuter/family housing)</td>
<td>$750.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Session Meal Plan</td>
<td>$230.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FLAT RATE TEXTBOOKS

<table>
<thead>
<tr>
<th></th>
<th>PerSem</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Students</td>
<td>$390.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time Students</td>
<td>$200.00</td>
<td></td>
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</tr>
<tr>
<td>Summer</td>
<td>$100.00</td>
<td></td>
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</tr>
</tbody>
</table>

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**Tuition and fees noted are in effect for Academic Year 2019-2020. Actual Tuition and fees for Academic Year 2020**

### Academic Course Fees

#### English

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG 1113</td>
<td>English Composition</td>
<td>$20.00 per course</td>
</tr>
</tbody>
</table>

#### Agriculture

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 1124</td>
<td>Intro to Animal Science</td>
<td>$20.00 per semester</td>
</tr>
<tr>
<td>AS 1214</td>
<td>Elements of Crops</td>
<td>$20.00 per semester</td>
</tr>
<tr>
<td>AS 2313</td>
<td>Elements of Soil</td>
<td>$25.00 per semester</td>
</tr>
<tr>
<td>AS 3123</td>
<td>Principles of Animal Nutrition</td>
<td>$20.00 per semester</td>
</tr>
<tr>
<td>AS 3223</td>
<td>Field Crop Production</td>
<td>$25.00 per semester</td>
</tr>
<tr>
<td>AS 3323</td>
<td>Introduction to GIS &amp; GPS</td>
<td>$20.00 per semester</td>
</tr>
<tr>
<td>AS 3333</td>
<td>Water Resource Management</td>
<td>$20.00 per semester</td>
</tr>
<tr>
<td>AS 3413</td>
<td>Elements of Forestry</td>
<td>$25.00 per semester</td>
</tr>
<tr>
<td>AS 3523</td>
<td>Dairy Technology</td>
<td>$25.00 per semester</td>
</tr>
<tr>
<td>AS 3623</td>
<td>Urban Horticulture</td>
<td>$20.00 per semester</td>
</tr>
<tr>
<td>AS 4153</td>
<td>Natural Resources Management</td>
<td>$25.00 per semester</td>
</tr>
<tr>
<td>AS 4433</td>
<td>Fisheries Management</td>
<td>$20.00 per semester</td>
</tr>
</tbody>
</table>

#### Biology

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 1115</td>
<td>General Zoology</td>
<td>$25.00 per semester</td>
</tr>
<tr>
<td>BI 3144</td>
<td>Ecology with Lab</td>
<td>$25.00 per semester</td>
</tr>
<tr>
<td>BI 1115</td>
<td>General Biology</td>
<td>$25.00 per semester</td>
</tr>
<tr>
<td>BI 2104</td>
<td>Human Anatomy</td>
<td>$25.00 per semester</td>
</tr>
<tr>
<td>BI 2134</td>
<td>General Botany</td>
<td>$25.00 per semester</td>
</tr>
<tr>
<td>BI 2214</td>
<td>Comparative Vertebrate Anatomy</td>
<td>$25.00 per semester</td>
</tr>
<tr>
<td>BI 3014</td>
<td>Microbiology</td>
<td>$25.00 per semester</td>
</tr>
<tr>
<td>BI 4214</td>
<td>Human Physiology</td>
<td>$25.00 per semester</td>
</tr>
</tbody>
</table>

#### Chemistry

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 1315</td>
<td>General Chemistry I</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td>CH 1515</td>
<td>General Chemistry II</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td>CH 2114</td>
<td>Analytical Chemistry</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td>CH 3224</td>
<td>Instrumental Analysis</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Fee</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>CH 3315</td>
<td>Organic Chemistry I</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td>CH 3325</td>
<td>Organic Chemistry II</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td>CH 3415</td>
<td>Physical Chemistry</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td>CH 4514</td>
<td>Biochemistry</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applied Music (All Classes)</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td></td>
<td>Secondary Applied Music (All Classes)</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NB 1113</td>
<td>Natural Science (Biological)</td>
<td>$25.00 per course</td>
</tr>
<tr>
<td>NP 1113</td>
<td>Natural Science (Physical)</td>
<td>$25.00 per course</td>
</tr>
<tr>
<td>Broadcast Journalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BJ 2393</td>
<td>News Writing I</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td>BJ 3113</td>
<td>Broadcast Writing I</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td>BJ 3143</td>
<td>Announcing I</td>
<td>$20.00 per course</td>
</tr>
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**Finance**

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**Information Systems**

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**Band Fee**

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</tr>
<tr>
<td>ED 3023</td>
<td>Integrated Language Arts/Social Studies II</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td>ED 3403</td>
<td>Integrated Language Arts/Social Studies I</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td>ED 3414</td>
<td>Integrated Mathematics &amp; Science for Elementary Teachers I</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td>ED 3423</td>
<td>Integrated Mathematics &amp; Science for Elementary Teachers II</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td>ED 4212</td>
<td>Educational Technology</td>
<td>$20.00 per course</td>
</tr>
<tr>
<td>ED 4232</td>
<td>Instructional Strategies</td>
<td>$20.00 per course</td>
</tr>
</tbody>
</table>
ED 4252  Instructional Strategies for Middle & Junior High School Learners  $20.00 per course
*ED 4270  Student Teaching in the Elementary School  $125.00 per course
*ED 4280  Student Teaching in the Secondary School  $125.00 per course

Family and Consumer Sciences
FCS 2113  Food Preparation  $20.00 per course
FCS 3234  Quantity Food Preparation  $20.00 per course
FCS 3343  Cultural Food Patterns  $20.00 per course
FCS 4223  Experimental Foods  $20.00 per course
FCS 4621  Selected Field Experiences in Early Childhood Development  $20.00 per course

Nursing and Health Professions (includes liability insurance)
NR 3334  Health Assessment – Testing Fee ($60.00), Liability Ins. Fee ($13.50), Lab Fee ($30.00) and Simulation Fee ($45.00)  $148.50
NR 3435  Psychosocial Nursing Liability Insurance Fee ($13.50), Testing Fee ($117.90), Lab Fee ($30.00) and Simulation Fee ($45.00)  $306.40
NR 3445  Childbearing Family Nursing – Lab Fee ($30.00), Liability Ins. Fee ($13.50), Testing Fee ($117.90) and Simulation Fee ($45.00)  $206.40
NR 4325  Childbearing Family Nursing – Lab Fee ($30.00), Liability Ins. Fee ($13.50), Testing Fee ($60.00) and Simulation Fee ($45.00)  $148.50
NR 4335  Adult Health Nursing – Lab Fee ($30.00), Liability Ins. Fee (13.50), Testing Fee ($117.90) and Simulation Fee ($45.00)  $166.40
NR 4426  Nursing Leadership/Management – Lab Fee, Liability Ins. Fee and Testing Fee  $148.50
Nr 4435  Advanced Adulty Health – Lab Fee ($30.00), Liability Ins. Fee ($13.50), Testing Fee (117.90) and Simulation Fee ($45.00)  $206.40
Nursing  **Nursing Clinical Hub Fee  $40.00 Annually

OFFICE OF ACADEMIC AFFAIRS

OFFICE OF THE REGISTRAR
Page Hall, Room 134
Phone: (405) 466-3225; Fax: (405) 466-3381
P. O. Box 728, Langston, Oklahoma 73050

The Office of the Registrar coordinates registration events as advisors register students for course(s). Students that have 60 hours or less must go through University College by register for course(s). Students with 61 or more hours must go through major advisor to register for course(s) or be advised by major advisor and register themselves online for course(s). The Office of the Registrar is also responsible for students’ academic records, the preparation and publication of the fall, spring, and summer class schedules. Additionally, the office is responsible for the inventory of courses and for determining whether students have successfully met all degree requirements for graduation. Finally, the office verifies the transferability of credits for students and determines all equivalencies.

OFFICE OF RETENTION
University Women, Room 206
Phone: (405) 466-3446; Fax: (405) 466-3447
P. O. Box 718, Langston, Oklahoma 73050

The Office of Retention is the central hub for students needing assistance with their academic progress. This office coordinates all campus wide retention services and activities as well as provides the following services.

1. Tutoring
2. Counseling
3. Support and Resources
4. Reading and Writing Workshops
5. Seminars
6. Early Alert Programs

ACADEMIC REGULATIONS

FIVE YEAR LIMITATION RULES
A student may elect to be graduated under the requirements set forth in the catalog in effect at the time of his/her first enrollment in the state system provided the work is completed within five (5) years. If the work for a degree covers a period longer than five (5) years, the School, in consultation with the student, will determine the catalog to be used.

Credits in a student's major which are more than five (5) years old may not be applied toward a bachelor's degree unless validated by the major department.

OFFICIAL REGISTRATION
Students are officially registered at Langston University upon enrolling in classes through their academic advisor or self-registration and payment of tuition and fees.

INSTITUTIONAL HOLDS
The following is a list of “HOLDS” that will prevent a student from completing the registration process:

- Business Office (BO) – Students with financial holds or owe library fines;
- Student Affairs (SA) – Students who may owe housing, fees, lost key, damaged apartment, utility bills
or have disciplinary problems;

- **Registrar Office (R)** – A student who is on either Academic Probation or Academic Suspension;
- **Admissions Office** – Students who haven’t completed or submitted their medical history reports from a certified doctor, Transfer Reference Form, 24 hour rule or all incoming first time entering or transfer students who have missing documents, students who have not taken Placement, SAT, or ACT Test or have not paid for the ACT, and students who have not submitted their official transcripts.
- **Financial Aid Office** – Students who have not completed their exit interview or dropped below six hours for the semester.

**OFFICIAL ENROLLMENT**

Students must have a zero balance in order to enroll for course(s). Once enrolled, students must pay their bill through the Business Office.

**ENROLLMENT STATUS**

- Students who enroll for a regular semester in twelve (12) or more semester hours are considered to be full-time.
- Full-time for a summer session will be based on six (6) or more semester hours with a nine (9) hour limit.
- Students who enroll for the regular semester in less than twelve (12) semester hours are considered to be part-time.
- Part-time for a summer session will be based on less than six (6) hours.
- Graduate students enrolled in nine (9) hours in the Fall and Spring are considered full-time.
- Graduate students enrolled in 4 to 5 hours in the Fall, Spring and Summer are considered part-time.

**CLASSIFICATION OF STUDENTS**

Freshmen are first-time entering students with earned college credits from 0 - 30 hours. Sophomores are those students who have earned 31 - 60 college credits hours. Juniors are those students who have earned 61 - 90 credit hours. Seniors are those students who have earned 91 and above college credit hours of unsuspended credit and have satisfied all requirements of the freshman, sophomore and junior levels. Special students are those who are not in pursuit of a degree.

**COURSE NUMBERING SYSTEM**

All courses are numbered with four digits. The first digit indicates the class year in which the subject ordinarily is taken; the last digit indicates the credit hours earned if the course is successfully completed. For example, a course numbered 1013 should be interpreted as a freshman course carrying three (3) hours of credit. In some instances, the third number denotes a prerequisite, e.g. 1013 would be the first part of course 1023. Some course numbers end in 0, e.g., 1020. This ordinarily means that the course carries no credit. When the last digit of a course number indicates the semester credit hours carried by the course, a student cannot take the course for more or less than the designated credit hours.

**STUDENT LOAD**

Twelve (12) semester hours is the minimum full-time student load. Only students earning a grade point average of 3.0 (“B” average) in the preceding semester will be allowed to take more than eighteen (18) semester hours.

In every case, application to carry extra credit hours must be made to the Vice President for Academic Affairs, who can grant permission for excess hours only upon the recommendation of the chairperson of the department in which the student is enrolled.

Student overload in any given semester or term will be limited to the number of semester credit hours fifty (50) percent greater than the number of weeks in the applicable academic semester or summer term.

A person employed on a full-time basis should not maintain a full-time academic schedule. A student enrolled in two or more institutions simultaneously should not exceed the standards set forth in the paragraphs above. Students should complete a Dual enrollment Form and obtain permission to enroll in courses(s) at other institutions.

The standards listed above apply to work taken through both regular class work and enrollment in courses through individualized study. They do not apply to academic credit awarded on the basis of advanced standing examinations.

If the request for extra hours is approved, the vice president will forward written permission to the registrar. In no case, however, will the student be allowed to take more than twenty-four (24) semester hours. A grade point average of 3.75 is required to be eligible to take twenty-four (24) semester hours.

**WITHDRAWALS AND CHANGES OF ENROLLMENT:**

Changes in schedules and complete withdrawals from the institution during the defined add/drop period will result in full charges for courses added and full credit for courses dropped. No refunds will be made after the add/drop period for that session except as stipulated for first-time enrollment of Title IV recipients. There will be a $5.00 per credit hour charge for classes which are dropped/added subsequent to initial enrollment.

**DROP-ADD/CHANGE OF SCHEDULE/WITHDRAWAL POLICY**

Students dropping and adding during the first ten (10) days after classes begin during the fall or Spring receive 100% refund for courses dropped and 100% charges for courses added. However, this same policy applies for the Summer Term after the first five (5) days of class begin. Total Withdrawal: A student should withdraw from all classes within the first ten (10) days during the regular semester (Fall & Spring) to receive 100% refund, and the first five (5) days during the summer term. After the designated drop/add period, NO REFUNDS will be given. NON-PAYMENT and/or NON-ATTENDANCE DOES NOT CONSTITUTE WITHDRAWAL OF CLASSES.

**CHANGE OF SCHEDULE (DROP/ADD)**

Students may add courses to their schedules during the first two (2) weeks of enrollment of a regular semester and during the first week of an eight-week summer session, or during a proportionate period for a short session. Students may drop a course up to the end of the tenth (10th) week of a regular semester and receive a grade of “W”. After the tenth (10th) week of a regular semester, students dropping a course will be
assigned a grade of "W" or "F" by the instructor of the course that is being dropped. **NO DROP FORMS WILL BE ISSUED AFTER THE LAST DAY.**

Grades of "W" or "F" for dropping a course in a shorter session will be computed on the basis of a proportionate period.

**CHANGE OF MAJOR**

Once students have declared a major and then wish to change, students should

1. pick up a student academic change form from the Registrar's Office;
2. pick up their file folder from former advisor and have the advisor sign the form;
3. take the file folder to the new advisor and have the new advisor sign the form;
4. return the student academic change form to the Registrar's Office.

**TRANSFER CREDITS (OKLAHOMA COURSE EQUIVALENCY MATRIX)**

If you are transferring to Langston University from another Oklahoma institution of higher learning and would like to view a list of courses that will transfer to Langston University, please visit the Oklahoma State Regents for Higher Education’s website to view the Oklahoma Course Equivalency Matrix. The course matrix can be found at [http://www.okhighered.org/transfer](http://www.okhighered.org/transfer)/students/course-transfer.shtml.

Please note, the following course types will not be acceptable as degree credit at Langston University: activity/leisure courses or remedial/developmental (zero-level courses). Additionally, native speakers of a foreign language cannot transfer courses in their language toward graduation in lower division (1000 or 2000 level).

Additionally, the Oklahoma State Regents for Higher Education guides include lower division (1000 and 2000 level) courses earned at two-year institutions listed as "equal in content" to upper division (3000 and 4000 level) courses at Langston University.

These particular courses may fulfill the content requirement of the indicated equivalency. However, they will not transfer as upper-division hours and do not directly substitute for upper-division courses in a Langston University degree plan. Related course waivers may be possible if approved by the Langston University school offering the degree, provided the total number of waived credit hours does not exceed six. It may be necessary to take additional upper-division hours at Langston University if such lower-division courses are taken at a two-year college.

If you have a question concerning a specific course equivalency, please email your question to registrar@langston.edu and attach a copy of the course syllabus and/or course description.

**TRANSFER CREDITS FROM AN ACCREDITED SENIOR COLLEGE**

Credit will be given for work done in residence in an institution in Oklahoma recognized by the Oklahoma State Regents for Higher Education as an accredited college or university. For residence work done in a college or university elsewhere, credit will be given on the basis of the recommendations contained in the current issue of the Higher Education Directory.

**TRANSFER OF RESIDENT CREDIT FROM A JUNIOR COLLEGE**

Credit will be given for work done in residence in a junior college in Oklahoma recognized by the Oklahoma State Regents for Higher Education in the State Articulation Agreement. For residence work done in a junior college elsewhere, credit will be given on the basis of the recommendations contained in the current issue of the Higher Education Directory.

A maximum of sixty-four (64) credits will be accepted from a junior college; a minimum of sixty (60) credits must be earned at a senior college.

**CONCURRENT ENROLLMENT AT ANOTHER COLLEGE**

Students may enroll in another institution with the approval of the School Dean, their advisor, the Registrar's Office, and the Vice President for Academic Affairs. Failure to receive approval from these four may be cause for dismissal of credit.

**TYPES OF CREDIT**

Correspondence study credits earned at another institution may or may not be applied toward a degree at Langston University. Credits earned through correspondence study and extension credits cannot exceed one-fourth (1/4) of the credits required for a bachelor's degree. Langston University does not offer correspondence courses.

**EXTENSION CREDIT**

Extension Credit earned through a fully accredited institution, not to exceed eight (8) semester hours, is accepted on approval by the chairperson of the department involved. Credit earned through extension and correspondence cannot exceed one-fourth (1/4) of the credits required for a bachelor's degree.

**ADVANCED PLACEMENT AND STANDING**

Advanced Placement and Advanced Standing are tests given by various departments for some courses in General Education in which a student may score high enough to pass the course by examination. These examinations are given primarily to freshmen and sophomores and may be taken only during the first two weeks of the fall or spring semester. Application forms for the examination may be secured from the Office of Academic Affairs.

(See Fees for cost of examination.) A maximum of thirty (30) hours of credit by Advanced Placement or Advanced Standing may be counted toward a degree.

**EXTRA-INSTITUTIONAL LEARNING**

Extra-institutional Learning is learning that is acquired from work and life experiences, independent reading, and study, the mass media and participation in formal courses sponsored by associations, business, government, industry and the military. After careful evaluation in some instances an Advanced Placement test will be given.

**CLEP EXAMINATION**

Certain CLEP general examinations are accepted by Langston University as a means of earning credit for general education requirements. Earning credit in general education by means of the CLEP examination does not automatically satisfy
requirements in major fields. The use of CLEP examinations for this purpose is determined by the individual department or division. Students are encouraged to consult with department heads or school deans on the use of these examinations.

COOPERATIVE EDUCATION
The Cooperative Education Program at Langston University is one which coordinates classroom study with practical experience in an organized program under which students’ alternate periods of study at college with periods of employment in business, industry and government or service type organizations. The plan requires that the student’s employment be related to the field of study in which the student is engaged. Students may enroll in 1 - 3 work periods (CE 2924, CE 3934, CE 4944) for four hours’ credit each.

During the co-op period, the student must be enrolled in school and assigned to a specific job location. The student is treated as a regular employee of the company during his/her assignment period.

Since the work experience is closely related to the field of study, academic credit is given for the work experience.

INDEPENDENT STUDY
Independent study courses are offered on an individual basis to upper division students who have major requirements that are listed on their balance sheets or in the catalog but are not being offered during the term in which a student must gain course credit to complete a specified objective. If the course is being offered during the current semester, students may not take it through independent study.

Applications are available in the Office of Academic Affairs but must be requested by department chairpersons and deans. Requests for independent study must be approved by the registrar and the Vice President for Academic Affairs prior to the end of the “add” period.

The instructor and student are required to meet at least once per week for giving instruction and assignments and for evaluating the student's progress.

The student must have a minimum 2.00 grade point average (GPA) and in no case will he/she be allowed to enroll in more than one independent study course during the semester.

MILITARY DUTY POLICY
Refunds of Tuition and Fees Oklahoma State Regent’s Policy

“Refund of Tuition and Fees for Students Called to Active Military Service Duty. If a student is called to active military service during a term in which the student has not completed an amount of work sufficient to receive a grade, the institution may refund the tuition and fees paid by the student for the current term or the institution may waive the amount of tuition and fees paid from the amount owed for tuition and fees for a future term following the student’s tour of duty”.

Once a copy of the student’s military orders is received in the Academic Affairs Office, Langston University will refund 100% of the student’s tuition and fees. If a student is called to active duty late in the term, he/she may ask the instructor(s) for an incomplete (I) in the class. Should the instructor agree, Langston University will continue the student’s enrollment in that term. The instructor will record the appropriate grade at the end of that term. Any student, faculty or department head requiring assistance with active duty status or associated matters should contact the Academic Affairs Office at (405) 466-3424.

CREDIT FOR MILITARY SERVICE
LU accepts credit as recommended by the American Council on Education (ACE), as published in “The Guide to the Evaluation of Military Experiences in the Armed Services,” for selected educational experiences provided by the armed forces.

Students who wish to establish credit for military training should request and submit a copy of their JST (Joint Services Transcript) to the Office of the Registrar for evaluation.

NON-CREDIT ENROLLMENT
Students may enroll for no credit in certain non-traditional courses and workshops. The same fees shall be paid for non-credit enrollment as for credit enrollment. Students so enrolled will receive a grade of “P”. Non-credit enrollment will not be changed to credit enrollment after payment of fees.

ARTICULATION POLICY
Langston University cooperates fully with the requirements of the Oklahoma State Regents for Higher Education Articulation Policy for transfer of students among institutions in the Oklahoma State System of Higher Education. A student who has been awarded the Associate of Arts Degree or Associate of Science Degree from an approved Oklahoma State Accredited College or Junior College will have completed general education requirements so long as the degree includes the minimum course requirements outlined in the Articulation Policy and so long as no requirement is lacking which is mandated by the Oklahoma State Regents for a bachelor's degree. Students majoring in a Teacher Education Program must meet all Admission to Teacher Education requirements.

Students with the Associate of Arts Degree or Associate of Science Degree from a properly accredited out-of-state college or junior college will be given benefit of the Oklahoma Articulation Policy only if the degree contains the minimum requirements of the policy.

METHODS OF INSTRUCTION
Instruction in courses is usually given to the student in lectures, laboratory work, lecture-demonstrations, and class discussions. Enrollment in the class sections is kept to a minimum to provide an opportunity for students to develop the ability to analyze the problems and ideas that are presented in reading, laboratory assignments, and lectures.

SECOND MAJOR POLICY
A student may earn a second major either from the school from which he/she received the first major or from another school in the university. In order to receive a second major, a student must complete the additional hours in that department and meet departmental requirements.

A double major may be completed within the 124-hour total by meeting all the requirements of the two majors. Any candidate for a second baccalaureate degree must meet the specific requirements for both degrees and present a minimum of 154 hours of credit.
GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>Equals to four (4) grade points per semester hour.</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>Equals to three (3) grade points per semester hour.</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>Equals to two (2) grade points per semester hour.</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>Equals to one (1) grade point per semester hour.</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>No grade points.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>No grade points. An incomplete grade may be used at the instructor's discretion to indicate that additional work is necessary to complete a course. (It is not a substitute for &quot;F&quot; and no student may be failing at the time an &quot;I&quot; grade is awarded. To receive an &quot;I&quot; grade, the student should have satisfactorily completed a substantial portion of the required course work for the semester. &quot;I&quot; grades not changed by the instructor to a credit-bearing grade or an &quot;F&quot; within one year will remain as a permanent &quot;I&quot; and not contribute to the student's GPA.)</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>No grade points. Audit status is used for the student not interested in obtaining a course grade, but who is enrolled simply to get course information. (The allowable time to change an enrollment status from audit to credit may not exceed the institution's add period. Students changing their enrollment status from audit to credit must meet institutional admission/retention standards. The allowable time to change an enrollment status from credit to audit must not exceed the institution's last date for withdrawal from classes.)</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>No grade points. An automatic withdrawal grade of &quot;W&quot; is issued when a student initiates a withdrawal during the allowable withdrawal period (after the tenth day of classes in regular sessions and the fifth day of classes in the summer term and shall not exceed 12 weeks of a 16-week semester or, in general, not exceed 3/4 of the duration of any term). For any drop or withdrawal accepted after this deadline, a &quot;W&quot; or &quot;F&quot; grade will be assigned by the instructor, depending upon the student's standing in the class. If an &quot;F&quot; grade is assigned, it is calculated in the student's GPA; the &quot;W&quot; grade is GPA neutral.</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
<td>Administrative Withdrawal indicates that a student has been &quot;involuntarily&quot; withdrawn by the institution during the designated semester for disciplinary or financial reasons or inadequate attendance. Such institutional penalties follow institutional procedures. Administrative withdrawals are GPA neutral.</td>
</tr>
<tr>
<td>P-F</td>
<td>Pass-Fail</td>
<td>Pass-Fail is used in specified courses. The Pass grade indicates hours earned but does not contribute to the GPA. The Fail grade is an &quot;F&quot; and is calculated into the GPA.</td>
</tr>
<tr>
<td>N</td>
<td>No Grade</td>
<td>No grade points. An &quot;N&quot; grade may be used to indicate that the semester grade was not submitted by the instructor by the appropriate deadline. The &quot;N&quot; grade must be replaced by the appropriate letter grade prior to the end of the subsequent semester. The &quot;N&quot; grade is GPA neutral.</td>
</tr>
<tr>
<td>NP</td>
<td>Not Pass</td>
<td>Remedial course grade only.</td>
</tr>
<tr>
<td>W</td>
<td>Thesis in Progress</td>
<td>No grade points. An &quot;X&quot; grade is assigned for graduate thesis in progress and is GPA neutral.</td>
</tr>
</tbody>
</table>

REPEATED COURSES

A student shall have the prerogative to repeat courses and have only the second grade earned, even if it is lower than the first grade, count in the calculation of the retention/graduation GPA, up to a maximum of four (4) courses but not to exceed 18 hours, in the courses in which the original grade earned was a "D" or "F." Both attempts shall be recorded on the transcript with the earned grade for each listed in the semester earned. The EXPLANATION OF GRADES section of the transcript will note that only the second grade earned is used in the calculation of the retention/graduation GPA.

If a student repeats an individual course more than once, all grades earned, with the exception of the first, are used to calculate the retention and graduation GPA. Students repeating courses above the first four courses or 18 credit hours of "D's" or "F's" repeated may do so with the original grades and repeat grades averaged.

ACADEMIC FORGIVENESS PROVISIONS

Circumstances may justify a student's being able to recover from academic problems in ways which do not forever jeopardize his/her academic standing. The student’s academic transcript, however, should be a full and accurate reflection of the facts of the student’s academic life. Therefore, in situations which warrant academic forgiveness, the transcript will reflect all courses in which a student was enrolled and in which grades were earned, with the academic forgiveness provisions reflected in such matters as how the retention/graduation GPA is calculated. Specifically, for those students receiving academic forgiveness by repeating courses or through academic reprieve or renewal, the transcript will reflect the retention/graduation GPA excluding forgiven courses/semesters. The transcript will also note the cumulative GPA which includes all attempted regularly graded course work.

Academic forgiveness may be warranted for currently enrolled undergraduate students in three specific circumstances:

1. For pedagogical reasons, a student will be allowed to repeat a course and count only the second grade earned in the calculation of the retention/graduation GPA under the prescribed circumstances listed below;  
2. There may be extraordinary situations in which a student has done poorly in up to two semesters due to extenuating circumstances which, in the judgment of the appropriate institutional officials, warrants excluding grades from those semesters in calculating the student’s retention/graduation GPA;  
3. A student may be returning to college after an extended absence and/or under circumstances that warrant a fresh academic start.

Students may seek academic forgiveness utilizing the following institutional procedures. A student may receive no more than one academic reprieve or renewal in his/her academic career, and only one option (reprieve or renewal) can be used. The
repeated courses provision may be utilized independent of reprieve or renewal within the limits prescribed below. Langston University will conform to the “repeated courses” forgiveness provision and Institutions may elect to offer students’ academic reprieve or academic renewal as detailed below.

**ACADEMIC REPRIEVE**

Offering academic reprieve for students is optional for all State System institutions. Academic Reprieve is a provision allowing a student who has experienced extraordinary circumstances to disregard up to two semesters in the calculation of his or her retention/graduation GPA.

A student may request an academic reprieve consistent with these guidelines listed:

1. Complete a minimum of 60 hours at Langston University.
2. At least three (3) years must have elapsed between the period in which the grades being requested to be reprieved were earned and the reprieve request.
3. A GPA of 2.0 or higher with no grade lower than a "C" in all regularly graded course work (a minimum of 12 hours) excluding physical activity and performance courses. This course work may have been completed at any accredited Higher Education institution.
4. The reprieve may be requested for one or two semesters. If the reprieve is awarded, all grades and hours during the semester or term are included. If the request is for two consecutive semesters, the institution may choose to reprieve only one semester.
5. The student must petition for consideration of an academic reprieve according to institutional policy.
6. The student may not receive more than one academic reprieve during his or her academic career.

Application for Academic Reprieve, which includes additional information concerning Academic Reprieve, may be picked up in the Registrar's Office, Page Hall, Room 134.

**ACADEMIC RENEWAL**

Offering academic renewal for students is optional for all State System institutions. Academic Renewal is a provision allowing a student who has had academic trouble in the past and who has been out of higher education for a number of years to recover a student who has had academic trouble in the past and who has been out of higher education for a number of years to recover.

A student may request Academic Renewal from Langston University with academic renewal policies consistent with these guidelines:

1. At least five years must have elapsed between the last semester being renewed and the renewal request.
2. Prior to requesting Academic Renewal, the student must have earned a GPA of 2.0 or higher with no grade lower than a “C” in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses.
3. The request will be for all courses completed before the date specified in the request for renewal.
4. The student must petition for consideration of Academic Renewal according to institutional policy.
5. All courses remain on the student’s transcript but are not calculated in the student’s retention or graduate GPA. Neither the content nor credit hours of renewed course work may be used to fulfill any degree or graduation requirements.

The EXPLANATION OF GRADES section of the transcript will note the courses and semester(s) reprieved or renewed. Langston University will submit an annual Academic Reprieve and/or Academic Renewal report to the Oklahoma State Regents.

**RETENTION/GRADUATION GRADE POINT CALCULATION**

In calculating grade point averages, the total grade points earned are divided by the total number of hours attempted, excluding the repeated or reprieved hours.

**CUMULATIVE GPA**

Cumulative grade point average is calculated by dividing the total number of attempted hours into the total number of grade points (A-4, B-3, C-2, D-1, F-0). I, W, N, and AW are GPA-Neutral.

**GRADE CORRECTIONS**

An instructor who submits to the Registrar's Office an incorrect grade may request the Registrar to correct the grade. The request must be in writing, have the approval of the Vice President for Academic Affairs, and must be within the grade reporting period prior to posting the transcript.

In order to change a grade, the following procedure must be adhered to:

1. A letter must be submitted from the student to the instructor.
2. A letter from the instructor must be submitted to the chairperson with substantiating data.
3. A letter from the chairperson must be submitted to the dean with a recommendation.
4. A letter of approval from the dean must be submitted to the Vice President for Academic Affairs with copies of all correspondence and documents.
5. If the Vice President for Academic Affairs approves the grade change, a letter from his/her office will be sent to the Registrar authorizing the grade change.

"I" (INCOMPLETE) POLICY

"I" (Incomplete) Policy is a temporary grade assigned when a student, for reasons satisfactory to the instructor, is unable to complete certain requirements of a course and cannot be assigned any other grade.

The instructor will obtain a form for granting the student an incomplete grade from the Registrar's Office and will record in detail on the form the conditions for removing the "I".

**ACADEMIC APPEALS**

To ensure freedom of expression (students should be free to take reasoned exception to data or views presented in any course of study) and protection against improper academic evaluation, a Committee for Academic Appeals has been established. The committee is composed of four faculty members, one staff member, and three students.

A student shall be considered to have an authentic grievance when it can be demonstrated that a grade has been adversely affected because a faculty member has (1) made a prejudiced or capricious evaluation of the student's performance or (2) failed to notify (or to make a reasonable attempt to notify) the
student of course requirements, instructional policies, and grading criteria.

Students are encouraged to seek to resolve the grievance first by talking with the instructor with whom they have the grievance. If the grievance cannot be resolved, the student should then meet with the Department Chairperson and the School Dean in that order. If the grievance is still unresolved, the student has the right to appeal if he/she so desires. Appeal forms and additional information concerning the appeals process are available in the Office of Academic Affairs.

RETENTION STANDARDS
Each student’s transcript will list the student’s current retention/graduation GPA and will denote each semester when a student is placed on academic probation or is academically suspended from the institution.

Effective academic retention policies have several components, the foremost concern being student success. Thus, an early notification to students experiencing academic difficulties must be inherent in such policies as well as academic integrity. Such integrity is reflected in the student’s grade point average, retention requirements, and the uniformity of application coupled with an acknowledgment of individual circumstances.

In keeping with the philosophy of maximizing student success, Langston University provides such programs as University College, learning laboratories in the basic skills, academic and career counseling, tutoring opportunities, study skills sessions, diagnostic testing, and other services. These programs are available to all students who feel participation will enhance their academic performance and success and are in many instances required.

GOOD ACADEMIC STANDING
Any student who meets the retention requirements as set forth in this policy is in good academic standing.

ACADEMIC WARNING
Freshman students with 30 or fewer credit hours attempted with a retention grade point average of 1.7 to less than 2.00 will be placed on academic warning.

ACADEMIC PROBATION
Any student whose retention grade point average falls below the requirement in the following section (Cumulative GPA Requirements) for a given semester is on academic probation.

ACADEMIC SUSPENSION
Any student who was on academic probation the previous semester who fails to raise his/her GPA to the required retention or to achieve a 2.00 semester GPA in a minimum of 12 hours of regularly-graded courses, excluding physical activity or performance courses, following academic probation will be suspended from the institution.

GRADE POINT AVERAGES
Remedial courses, audited courses, and courses in which the grades of I, W, AW, S, U, P, NP, N, and X are given are not calculated in the retention/graduation or cumulative GPA’s. Langston University will calculate and include on student transcripts additional GPA’s such as semester, transfer, institutional, combined, etc.

CUMULATIVE GRADE POINT AVERAGE REQUIREMENTS
Credit Attempted  Cumulative GPA Required

0 - 30 semester credit hours  1.70
Greater than 30 semester hours  2.00

Freshman students with 30 or fewer credit hours with a GPA of 1.70 or less than 2.00 will be placed on academic warning. Students not meeting the criteria set forth above will be suspended and may not be reinstated until one regular semester (fall or spring) has elapsed.

Any student not maintaining satisfactory progress toward his/her academic objective as indicated above will be placed on probation for one semester. At the end of that semester, s/he must have a semester GPA of 2.0 in regularly graded course work, not to include activity or performance courses, or meet the minimum retention GPA standard required above in order to continue as a student. Students not meeting either of these criteria will be immediately suspended and may not be reinstated until one regular semester (fall or spring) has elapsed. Students suspended in the spring semester may attend, at the discretion of the suspending institution, the summer session immediately following spring suspension.* However, such students may enroll only in core academic courses which meet the general education requirements or degree requirements. Only students under first-time suspension status at the suspending institution are eligible. To continue in that fall semester, such students must achieve a 2.0 semester GPA or raise their retention GPA to the required level.

*The student's transcript will note suspension at the end of the spring semester. For students who fail to achieve retention standards after the summer session, the phrase "suspension continued" should be entered on the transcript at the end of the summer session.

ADDITIONAL REQUIREMENTS
Suspension of Seniors: A student with 90 or more hours in a specified degree program who has failed to meet the cumulative grade point average of 2.00 or the semester GPA of 2.00 which would allow him/her to continue may enroll in an additional 15 semester hours in a further attempt to achieve the requirements for retention. Such students will be afforded this extension one time only.

ACADEMIC SUSPENSION APPEAL
Langston University has an academic suspension appeals procedure that requires a student to apply through written correspondence one week prior to the beginning of the semester. The appeal must be based on extraordinary personal circumstances.

READMISSION OF SUSPENDED STUDENTS
Students who are academically suspended by Langston University will not be allowed to re-enter Langston University for at least one regular semester (fall or spring) except as noted under Academic Suspension Appeals. Should a student be readmitted, he/she is readmitted on probationary status and must maintain a 2.00 GPA each semester attempted while on probation or raise his/her cumulative GPA to the designated level. Should a reinstated student be suspended a second time from Langston University, he/she cannot return until such time as he/she has demonstrated by attending another institution the ability to succeed academically by raising his/her cumulative GPA to retention standards.

SCHOLASTIC HONORS
Scholastic honors are awarded each semester to those full-time students who maintain a minimum grade point average of 3.00 with no grade below a “C”. Students who maintain a grade average of 4.00 (all grades “A”) are eligible for membership in
the President's Honor Cabinet. Honors are awarded with the bachelor's degree for excellent performance in all areas of study. To receive the following honors, a student must have no grade below a "C" in all college work, transfer hours included.

<table>
<thead>
<tr>
<th>Cum Laude</th>
<th>Grade point average of 3.00 to 3.39</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magna Cum Laude</td>
<td>Grade point average of 3.40 to 3.69</td>
</tr>
<tr>
<td>Summa Cum Laude</td>
<td>Grade point average of 3.70 to 4.00</td>
</tr>
<tr>
<td>With Distinction</td>
<td>Awarded to students who graduate with a grade point average of 3.00 or higher and did not complete a minimum of 45 upper division hours at Langston University.</td>
</tr>
</tbody>
</table>

Students who graduate from Langston University with the Associate of Arts Degree may graduate with the same honors as a four-year student.

**WITHDRAWAL FROM THE UNIVERSITY**

Students wishing to withdraw from all classes must initiate the action in the Office of Academic Affairs. If this is not done, the student will not have officially withdrawn, and all grades for the semester will be recorded as received from the instructor.

Any student withdrawing after the tenth (10th) week of a regular semester will receive a grade of "W". A grade of "W" or "F" for a shorter session will be computed on the basis of a proportionate period.

**REQUIREMENTS FOR BACHELOR'S DEGREE**

Degrees are formally conferred at spring commencement exercises. The degree and date of the completion are entered on the student's permanent academic record (transcript). The date of completion for each term shall be the last day of examinations.

**Specific Graduation requirements are as follows:**

1. A minimum of 124 earned semester hours of credit, EXCLUDING PHYSICAL ACTIVITY COURSES AND PERFORMANCE COURSES and earned repeats.
2. A minimum of 60 semester hours of credit must be earned at an accredited senior institution.
3. A minimum of 45 semester hours of credit must be earned at a senior institution, courses numbered 3000-4000.
4. A minimum of 30 hours of resident credit must be earned at Langston University.
5. A minimum of 32 weeks must be in residence at Langston University, i.e., two semesters (16 weeks per semester).
6. A minimum grade of "C" or above for all major and minor course work.
7. Each candidate must complete an internship or field experience prior to graduation.
8. Each candidate must have three (3) semester hours of credit in U.S. Government and U.S. History.
9. Each candidate must be enrolled at the time he/she qualifies for graduation at Langston University or complete the forms to request permission to take last hours at another institution. The request form may be picked up in the Registrar's Office.
10. A maximum of 64 semester hours, excluding physical activity courses and performance courses, applicable toward the bachelor's degree may be earned at a junior college.
11. A maximum of 31 semester hours of credit applicable to a degree may be earned through correspondence study and extension courses.

12. A maximum of nine (9) semester hours of credit applicable to a major field or six (6) in a minor field may be earned through correspondence and extension study.
13. Each candidate for a degree in the Teacher Education Program must earn the grade point average prescribed by the School of Education and Behavioral Sciences.
14. At least 15 of the final 30 hours applied toward the degree must be taken at Langston University.
15. Students recommended for the bachelor's degree must achieve a grade point average of 2.00 as a minimum on all course work attempted, excluding any courses repeated or reprieved as detailed in the State Regents' Grading Policy and excluding physical activity courses. Specific majors may require a higher-grade point average.

**DEFICIENCY COURSE POLICY**

Students with basic academic skills deficiencies or lacking curricular requirements must remove the basic academic skills deficiencies at the earliest possible time but within the first 24 college level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24-hour limit.

Students who fail to radiate a basic academic skills deficiency in a single subject must receive prior permission from the Vice President of Academic Affairs in order to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24-hour limit providing the student has demonstrated success in collegiate courses to date. (Please contact your advisor for further instructions).

**GRADUATION POLICY AND PROCEDURES**

**Mandatory Graduation for all Eligible Candidates**

All prospective degree candidates must graduate at the time they are certified eligible based on satisfactory fulfillment of all requirements by the Office of the Registrar. This does not mandate participation in commencement exercises.

**Procedures:**

**Academic Audit** – All prospective degree candidates must meet with their academic advisors, department chairs and deans for a review of their transcripts to determine graduation status during the last semester of their junior year.

**Academic Certification** – Academic Advisors, chairs and deans must provide academic audits for all prospective degree candidates to the Office of the Registrar for certification prior to the submission of a Degree Application.

**Notification of Academic Certification to prospective**

Written notification of the academic certification results will be sent to prospective degree candidates from the Office of the Registrar.

**Notification of Academic Certification to the Office of Student Financial Aid** – Written notification of the status of all eligible degree candidates who have satisfactorily completed all degree requirements will be provided to the Office of Student Financial Aid from the Office of the Registrar.

**Degree Application** – All prospective degree candidates must submit a completed Degree Application to the Office of the Registrar during the last semester of their junior year.
The degree application must adhere to the deadline to apply for Graduation for the date specified by the registrar’s office.

**Deadline to apply for fall graduation is September 1**

**Deadline to apply for spring graduation is November 1**

**Deadline to apply for summer graduation is February 1**

Your graduation fee must be paid to the business office before Degree Application will be accepted. After the fee has been paid, please submit Degree Application to the Registrar’s Office. Diplomas will only be ordered for Graduates that have a zero balance.

Once degree is mailed through the US Postal Services to your address as listed on the Degree Application, Langston University is no longer responsible for the diploma. Replacement cost to re-order a diploma is $41.50. Upon completion of ALL course work, a degree is then conferred.

Participation in the Commencement program does not mean a student is graduated. Graduate/Candidates must have a zero balance in order to participate in the graduation Ceremony.

**DUAL DEGREE**

To meet requirements for a Dual Degree, the student must complete all requirements of the second-degree program with a minimum of 30 hours above the first degree, i.e., a minimum of 154 hours is required.

Graduate credit is not accepted in meeting requirements for the bachelor’s degree if it is required for a graduate course. Students must also remove deficiencies in a discipline area before taking collegiate level work in that discipline.

Students who fail to remediate a basic academic skills deficiency must receive prior permission from the Vice President of Academic Affairs in order to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24-hour limit providing the student has demonstrated success in collegiate courses to date. (Please contact your advisor for further instructions).

**UNDERGRADUATE DEGREES, PROGRAMS AND OPTIONS**

Degree programs include a General Education requirement with a minimum of 41 hours, a major, and electives. Some degree programs also require a minor (minimum 18 hours). The General Education component is intended to provide the common experiences and knowledge that characterize the academically educated person. The major develops expertise in a specific discipline. The minor broadens the student's education. Electives provide the opportunity for both exploration and continued study in areas of interest to the student.

Langston University offers four-year academic programs leading to a bachelor's degree (124 semester hours). The Langston University student may select from more than 30 majors in working toward a career goal.

**NOT COUNT TOWARD GRADUATION**

**BACHELOR OF ARTS DEGREE MAJORS**

Programs
- Broadcast Journalism
- English
- Psychology
- Liberal Education (BALE)
- Weekend College (Cultural Studies)
- Liberal Education
- Sociology

**BACHELOR OF ARTS IN EDUCATION DEGREE MAJORS**

Programs
- English (Language Arts)
- Music

**BACHELOR OF BUSINESS ADMINISTRATION DEGREE MAJORS**

Program
- Business Administration
  - Accounting
  - Economics
  - Finance
  - Financial Economics
  - Management Information Systems
  - Management
  - Supply Chain Management
  - Business Administration (Urban Centers Only)

**BACHELOR OF SCIENCE DEGREE MAJORS**

Programs
- Accountancy (Tulsa Campus Only)
- Agricultural Science
- Agribusiness-Urban
- Animal Science - Urban
- Crop and Soil Science-Urban
- Natural Resources Management
- Biology
- Chemistry
- Computer and Information Sciences
- Corrections
  - Criminal Justice (Oklahoma City Campus Only)
- Health, Physical Education and Recreation
- Family and Consumer Sciences
  - Child Development
  - Early Childhood Education
- Organizational Leadership
- Organizational Management
- Corrections
- Public Health
- Minority Health and Health Disparities
- Nutrition and Wellness
- Rehabilitation Services
- Technology
  - Building Construction Management
  - Computer-Aided Drafting and Design
  - Electronics

**BACHELOR OF SCIENCE IN EDUCATION DEGREE MAJORS**

Programs
- Biology
- Mathematics
- Chemistry
- Special Education (Mild and Moderate)
- Elementary Education
Health, Physical Education and Recreation

BACHELOR OF SCIENCE IN NURSING DEGREE
MAJOR
Program
Nursing

ASSOCIATE OF ARTS DEGREE MAJORS
Program
General Studies

ASSOCIATE OF SCIENCE DEGREE MAJORS
Programs
Child Development
Criminal Justice
Drafting and Design
Electronic Technology
Financial Planning
**DEGREE PROGRAMS (MAJORS), OPTIONS, AND MINORS**

**SCHOOL OF AGRICULTURE AND APPLIED SCIENCES**

<table>
<thead>
<tr>
<th>Agricultural Science</th>
<th>Agriculture and Natural Resources</th>
<th>B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agribusiness-Urban (Opt.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal Science-Urban (Opt.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crop and Soil Science-Urban (Opt.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Resources Management (Opt.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Family and Consumer Sciences**

| Child Development (Opt.) |                                      |      |
| Early Childhood Education (Opt.) |                                   |      |

| Child Development |                                      | A.S. |

**SCHOOL OF ARTS AND SCIENCES**

<table>
<thead>
<tr>
<th>Biology</th>
<th>Natural Sciences</th>
<th>B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (Ed.)</td>
<td>Natural Sciences</td>
<td>B.S.</td>
</tr>
<tr>
<td>Broadcast Journalism</td>
<td>Communication and English</td>
<td>B.A.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Natural Sciences</td>
<td>B.S.</td>
</tr>
<tr>
<td>Chemistry (Ed.)</td>
<td>Natural Sciences</td>
<td>B.S.</td>
</tr>
<tr>
<td>Corrections</td>
<td>Social Sciences and Humanities</td>
<td>B.S.</td>
</tr>
<tr>
<td>Criminal Justice (Opt.)</td>
<td>Social Sciences and Humanities</td>
<td>A.S.</td>
</tr>
<tr>
<td>English</td>
<td>Communication and English</td>
<td>B.A.</td>
</tr>
<tr>
<td>English (Language Arts - Ed.)</td>
<td>Communication and English</td>
<td>B.A. in Education</td>
</tr>
<tr>
<td>Social Sciences and Humanities</td>
<td></td>
<td>B.A.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>B.S.</td>
</tr>
<tr>
<td>Mathematics (Ed.)</td>
<td>Mathematics</td>
<td>B.S. in Education</td>
</tr>
<tr>
<td>Music (Ed.)</td>
<td>Social Sciences and Humanities</td>
<td>B.A. in Education</td>
</tr>
<tr>
<td>Sociology</td>
<td>Social Sciences and Humanities</td>
<td>B.A.</td>
</tr>
<tr>
<td>Technology</td>
<td>Technology</td>
<td>B.S.</td>
</tr>
</tbody>
</table>

| Building Construction Management (Opt) |                                      |      |
| Computer Drafting Design Technology (Opt) |                                   |      |
| Drafting and Design Technology | Technology | A.S. |
| Electronic Technology | Technology | A.S. |
| Organizational Leadership | Social Science and Humanities | B.S. |
| Organizational Management |                                    |      |
| Corrections |                                  |      |

**SCHOOL OF BUSINESS**

<table>
<thead>
<tr>
<th>Business Administration</th>
<th>Business</th>
<th>B.B.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (Opt.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics (Opt.)</td>
<td></td>
<td></td>
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<tr>
<td>Finance (Opt.)</td>
<td></td>
<td></td>
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<tr>
<td>Information Systems Management (Opt.)</td>
<td></td>
<td></td>
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<tr>
<td>Financial Economics (Opt.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Administration (Opt.)</td>
<td></td>
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<tr>
<td>Management (Opt.)</td>
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<td></td>
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<tr>
<td>Supply Chain Management (Opt.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td></td>
<td>B.S.</td>
</tr>
<tr>
<td>Financial Planning</td>
<td>Business</td>
<td>A.S.</td>
</tr>
<tr>
<td>Accountancy (Tulsa Only)</td>
<td>Business</td>
<td>B.S.</td>
</tr>
</tbody>
</table>

**SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES**

<table>
<thead>
<tr>
<th>Elementary Education</th>
<th>Education and Behavioral Sciences</th>
<th>B.S. in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>Education and Behavioral Sciences</td>
<td>B.A.</td>
</tr>
<tr>
<td>Health, Physical Education &amp; Recreation</td>
<td>Education and Behavioral Sciences</td>
<td>B.S.</td>
</tr>
<tr>
<td>Health, Physical Education and Recreation (Ed.)</td>
<td>Education and Behavioral Sciences</td>
<td>B.S. in Education</td>
</tr>
<tr>
<td>Special Education (Ed.)</td>
<td>Education and Behavioral Sciences</td>
<td>B.S. in Education</td>
</tr>
<tr>
<td>Liberal Education (BALE)</td>
<td>Education and Behavioral Sciences</td>
<td>B.A.</td>
</tr>
<tr>
<td>Rehabilitation Services</td>
<td>Rehab Counseling and Disability Studies</td>
<td>B.S.</td>
</tr>
</tbody>
</table>

(Rehabilitation Services is in School of Education and Behavioral Services)

**SCHOOL OF NURSING AND HEALTH PROFESSIONS**

<table>
<thead>
<tr>
<th>Health Administration</th>
<th>Nursing and Health Professions</th>
<th>B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health</td>
<td>Nursing and Health Professions</td>
<td>B.S.</td>
</tr>
<tr>
<td>Nursing</td>
<td>Nursing and Health Professions</td>
<td>B.S. in Nursing</td>
</tr>
</tbody>
</table>
INFORMATION ON MINORS
A minor for Bachelor of Arts and Bachelor of Science degree programs consists of a minimum of 18 semester hours in an approved subject area. A grade of C or above is required in courses to be counted toward a minor. Students may earn minors in the following areas:
Accounting
Agribusiness - Urban
Animal Science - Urban Biology
Broadcast Journalism
Business Administration
Chemistry
Computer and Information Sciences
Corrections
Crop and Soil Science - Urban
Early Childhood Development Economics
Family and Consumer Sciences
English
Finance
French
Health Administration
Health, Physical Education and Recreation
Management Information Systems
Marketing
Mathematics
Natural Resources Management
Management
Psychology
Public Health
Sociology
Spanish
Technology

INFORMATION ON THE GRADUATE PROGRAMS

MASTER OF EDUCATION DEGREE (M.ED.)
Options:
  Bilingual/Multicultural Education
  English As A Second Language
  Urban Education
  Elementary Education
  Educational Leadership

MASTER OF SCIENCE IN REHABILITATION COUNSELING (M.S.)

MASTER OF SCIENCE IN VISUAL REHABILITATION SERVICES (M.S.)

MASTER OF ENTREPRENEURIAL STUDIES (MES)

DOCTOR OF PHYSICAL THERAPY (DPT)
GENERAL EDUCATION REQUIREMENTS

General Education Philosophy

Rationale for the General Education curriculum is that higher education is, at best, an introduction and incentive to lifelong learning and to intelligent participation in society. Langston University accepts the premise that an educated person should have a critical appreciation of the ways in which we gain and apply knowledge and an understanding of the universe, of society, and of ourselves.

The university, therefore, seeks to provide students with the opportunity to participate early in their college life in the following processes: (1) obtaining information—the raw material for thought analysis, reflection, and discourse; (2) developing methods of inquiry—training the intellect in various methodologies developed in the several disciplines; (3) acquiring basic skills—analyzing ideas and data, relating them to other materials, developing logic, reaching conclusions, and presenting results with clarity and style in a variety of communicative media; and (4) developing qualities of mind—a respect for data, appreciation for the arts, tolerance, commitment, desire to learn, curiosity, sensitivity to ethical considerations, and respect for the multicultural society in which we live.

A minimum of 41 semester hours as outlined below is required for each baccalaureate degree. A maximum of 9 hours of General Education courses may be used to meet requirements in both General Education and in the major or minor. General Education course requirements for Teacher Education majors in Elementary Education, and Early Childhood Education vary in order to meet the 4x12 requirement of the State Regents for Higher Education (see p. 140).

Section A. These courses or equivalents are required. 38 – 41 hours

*English ........................................................................................................... 9 hours
EG 1113  English Composition I
EG 1213  English Composition II
EG 2033  Advanced Composition or
EG 2053  Technical Writing

*Mathematics .................................................................................................. 6 hours
MT 1413  Contemporary Math (or higher-level course)
MT 1513  College Algebra (or higher-level course)
MT 1613  Plane Trigonometry (or higher-level course)
MT 2013  Elementary Statistics (higher-level course)
MT 2603  Finite Mathematics (or higher-level course)

*Computer Science .......................................................................................... 3 hours
CS 1103  Introduction to Information Processing (or higher-level course)

*Science ............................................................................................................ 7 – 10 hours
(Must include one course in a biological science and one course in a physical science)
NB 1113  Natural Science (Biological)
NB 1114  Natural Science (Biological)
BI 2114  General Zoology
NP 1113  Physical Science
PH 1115  Physics I
PH 1125  Physics II
CH 1315  General Chemistry I
CH 1515  General Chemistry II
CH 1014  Principles of Inorganic Chemistry

*Social Sciences .................................................................................................. 6 hours
HT 1483  U.S. History, 1492 – 1865 or
HT 1493  U.S. History 1865 – Present
PS 1113  U.S. Government

*Orientation ....................................................................................................... 1 hour
PY 1111  Personal and Social Development

*A grade of C or better is required for Teacher Education programs.

Section B: Humanities 6 hours
HU 2103  Survey of Western Humanities I and
3 credit hours from approved humanities, philosophy, literature, religion, art, music, history, speech, language, or foreign language course.
Section C: To complete a minimum of 41-hours General Education requirement, select remaining hours from courses offered below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 1114</td>
<td>Introduction to Agribusiness</td>
<td>3</td>
</tr>
<tr>
<td>BA 2603</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BI 2114</td>
<td>Introduction to Zoology</td>
<td>4</td>
</tr>
<tr>
<td>BJ 2313</td>
<td>Introduction to Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>CH 1014</td>
<td>Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CH 1315</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CH 1515</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CS 2103</td>
<td>Programming Concepts</td>
<td>3</td>
</tr>
<tr>
<td>EC 2013</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC 2023</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EG 2543</td>
<td>Survey of English Literature I</td>
<td>3</td>
</tr>
<tr>
<td>EG 2653</td>
<td>Survey of English Literature II</td>
<td>3</td>
</tr>
<tr>
<td>EG 3013</td>
<td>Survey of American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>EG 3023</td>
<td>Survey of American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ED 1601</td>
<td>Academic Achievement Seminar</td>
<td>1</td>
</tr>
<tr>
<td>FCS 1113</td>
<td>Perceptual Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>FCS 2123</td>
<td>Introduction to Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HD 2603</td>
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Program Total Hours: 41CR
DIVISION OF ASSOCIATE DEGREE PROGRAMS

*Basic Skills (Zero-level) courses, activity courses (swimming, etc.) and performance courses (band, choir, etc.) do not count toward graduation.

Mission:
The Associate Degree Program at Langston University provide open access and respond to the educational needs of students, employers and the service delivery area. The Associate Degree Program allows students to gain the depth and breadth of knowledge, skills, and competencies needed to prepare for productive careers and future academic endeavors. Students are provided an effective teaching and learning environment that enhances the educational experience of the individual and encourages vocational maturity.

To fulfill its mission, The Associate Degree Program
2. Enhances educational knowledge through technology-assisted instruction.
3. Initiates internships and public service activities for workforce development.
4. Implements two plus two articulation agreements and collaborative activities with the baccalaureate programs at Langston University and with other colleges and universities.
5. Delivers effective associate degree programs by coordinating academic and student support services with the programmatic emphases to enhance student learning.
6. Addresses ethical issues and incorporates assignments or activities that help students clearly develop or appraise their ideals for responsible study and living.
7. Teaches students to inquire, research, measure, reason and utilize these skills to address current issues relevant to the course of study.
8. Teaches students to study current texts and readings and apply these principles to practical situations through interesting projects, papers, case studies, and application exercises to practical situations.

Vision:
The Associate Degree Program will offer associate degrees for all appropriate baccalaureate academic programs of Langston University and will become a national model for career and transfer education by raising educational levels, enhancing economic and workforce development and enriching the personal lives of students.

Values:
- The Uniqueness and Worth of Each Individual
- Student Success
- Responsible Learners
- Diversity
- Personalized Instruction and Hands-On Learning
- Ethical Behavior
- Continuous Improvement
- Dedicated Faculty and Staff

Objectives:
The objectives of the Langston University Associate Degree Program are to prepare graduates who are able to
1. Communicate effectively;
2. Develop knowledge, skills and dispositions in the academic field of study;
3. Be prepared for the world of work by exhibiting academic excellence;
4. Exhibit ethical and professional behavior in the learning environment and in the workplace.

THE ASSOCIATE DEGREE PROGRAM:

Child Development (Department of Family and Consumer Sciences, School of Agriculture and Applied Sciences)
The goal is to provide professional preparation and training for individuals who educate children. The program is designed to serve as an entry level program to a four-year degree program in Child Development and Early Childhood Education.

Criminal Justice (Department of Social Sciences and Humanities, School of Arts and Sciences)
The goal is to prepare students to enter criminal justice occupations that control crime through the operation and administration of police, court and correctional agencies. These agencies are involved with the study, prevention, and control of crime.

Drafting and Design Technology and Electronic Technology (Department of Technology, School of Arts and Sciences)
The goal of the Drafting and Design Technology and Electronic Technology programs is to prepare students for employment in the electronic industries and to transfer to a baccalaureate program in entry level Engineering, Industrial Technology or Technology Education.

Financial Planning (School of Business)
The goal is to equip students with the prerequisite knowledge and skills needed to function as financial guides in private practice or financial institutions - banks, insurance companies, brokerage houses and other entities that have fiduciary responsibilities to clients’ assets.

General Studies (School of Arts and Sciences)
The goal of the program is to engage students in the areas of analytical thinking, applied knowledge, creative expression, effective communication, social awareness and responsibility and computer literacy. The curriculum achieves this by offering courses that provide a well-rounded educational experience that can be directly used as transfer credit to Bachelor’s degree programs or used as evidence of critical thinking skills, problem solving skills, and general knowledge for those who will immediately enter the workforce.

Statement for Assessment and Student Learning:
Langston University will systematically assess and diagnose students admitted into Associate Degree Programs for the purpose of placement in courses that will enable them to successfully complete their college work. Assessment at Langston University will occur at the initial entry and mid-way through the Associate Degree Program. Additional assessments will be given by the teaching faculty in each course. The courses are offered at the collegiate level and will enable students to develop a degree of competence for the associate degree that is recognized by the Oklahoma State Board of Regents.

Admission and Enrollment:
An applicant is admitted to a specific program of study and cannot change programs or concentrations without first securing the written approval of the advisor and the Director/Dean. To graduate from the Associate Degree Program, the student must
- Satisfy all conditions for admission;
- Complete the courses listed in the Plan of Study for each program
- Maintain a minimum overall grade point average of 2.0;
- Fulfill all financial obligations;
- Pay the graduation fee.

**E. P. MCCABE HONORS PROGRAM**

**Mission:**
The mission of the Langston University Edwin P. McCabe Honors Program is to develop critical thinking skills, to present challenging opportunities for intensive liberal education, to foster an appreciation for volunteerism and community service, and to educate undergraduates for living and performing in a global world.

The E. P. McCabe Honors Program was established in 1989 following a special legislative appropriation, and the first classes were offered in Fall 1989. The Honors Program seeks to create and maintain a community of bright and talented students who will play leadership roles throughout the state, nation, and world.

The program is named for one of the first African Americans elected to a high state office, a man influential in founding the town of Langston and in selecting the site of Langston University—Edwin P. McCabe.

**Honors Program Objectives:**
Honors Program objectives are as follows:

1. to motivate students to achieve academic excellence;
2. to provide an intellectually stimulating environment which integrates affective and cognitive learning and growth;
3. to assist students to become confident, independent, and critical learners and thinkers;
4. to create and maintain a community of scholars in which self-esteem, self-awareness, self-confidence, and high aspirations are nurtured and realized; and
5. to encourage students to become responsive to societal and community needs.

McCabe Honors Program scholars take approximately forty (40) hours of honors courses in addition to participating in enrichment and leadership activities, taking educational field trips, and volunteering time to community service. During the critical freshman and sophomore years, they are in small classes which enable interaction with faculty members and with one another.

The Honors Program curriculum is strongly based in the liberal arts, emphasizing intensive reading, analytical thinking, writing, oral communication, and research. In addition to approximately thirty-eight (38) hours of special sections of general education courses, honors scholars take six (6) hours of specialized honor courses to prepare them for thesis research, preparation and presentation.

All McCabe scholars in the E.P. McCabe Honors program are required to enroll in at least one seminar offered through the Oklahoma Scholar Leadership Enrichment Program (OSLEP), an academic program of the Oklahoma State Regents for Higher Education administered by the University of Oklahoma. The seminars are offered both fall and spring semesters, and the scholar participates in a seminar for two- or three-hours credit. The cost for the seminar is covered through the McCabe Scholarship.

Honors courses are open to students other than McCabe Scholars as long as the number of students per course does not exceed thirty (30) and the students are academically prepared for the rigorous pace of the courses.

**Honors Program Curriculum**

**Freshman Year**

(H) PY 1111 Personal and Social Development 1
(H) EG 1113 English Composition I 3
(H) MT 1513 College Algebra (or above) 3
(H) HT 1483 American History 3
(H) NB 1114 Natural Science (Biology) or above 4
(H) EG 1213 English Composition II 3
(H) MT 1613 Trigonometry (or above) 3
(H) PS 1113 U.S. Government 3
(H) NP 1113 Natural Science (Physical) or above 3
(H) HN 2121 Honors Colloquium I 1
(H) CS 1103 Intro to Information Processing 3

**Sophomore Year**

(H) HU 2103 Survey of Western Humanities I 3
(H) SP 2713 Introduction to Speech 3
(H) EG 2033 Advanced Composition 3
(H) HN 3131 Honors Colloquium II 1

**Junior and Senior Years**

(H) HN 3001 Special Problems 1
(H) HN 4003 Application of Research Through Thesis/Project 2

**E. P. McCabe Program Scholarships:**

Full or partial scholarships, depending on the level of funding, are awarded each year to approximately twenty-five (25) outstanding incoming freshmen. These scholarships are renewed each semester as long as McCabe Scholars maintain a minimum 3.50 cumulative grade point average and the Regents Scholars maintain a 3.00 cumulative grade point average.

Criteria for selection of incoming freshmen for McCabe and Regents Scholarships are ACT/SAT score/s, high school grade point average, and participation in extracurricular or community service activities.

**COURSES – HONORS (HN)**

HN 2121 (1 CR)

**HONORS COLLOQUIUM I**

Readings and discussion of ideas and issues as addressed from the African American perspective. Continuation of independent reading followed by intensive discussion to test comprehension of selected readings. Emphasis on student-led discussions. Prerequisite: McCabe Honors Program Scholar.

HN3131 (1CR)

**HONORS COLLOQUIUM II**

Readings and discussion of ideas and issues using the principles of critical thinking. Evaluation of authors of the Western World followed by intensive discussion of selected readings. Emphasis on student-led discussions and daily journals required. Prerequisite: McCabe Honors Program Scholar.

HN3001 (1CR)

**SPECIAL PROBLEMS**

Credit for experiential learning in problems of research methodology and application. Prerequisite: McCabe Honors Program Scholar.
HN4003 (3 CR)
APPLICATION OF RESEARCH THROUGH
THESIS/PROJECT
Exploration and development of research for senior thesis or project in major area. Prerequisite McCabe Honors Program Scholar
SCHOOL OF AGRICULTURE AND APPLIED SCIENCES

Mission:
The School of Agriculture and Applied Sciences operates within the conceptual framework of the land grant mission. Its mission is to prepare students for modern and sustainable careers in food and fiber production, family and consumer sciences, early childhood development, natural resources management, and other allied fields in Oklahoma, the nation and the world through an innovative infrastructure that integrates teaching, research and extension for a well-rounded education.

Purpose/Goals:
1. To strengthen students’ critical thinking, creative abilities, and communication skills in the pursuit of excellence in agriculture;
2. To create an environment that welcomes students to explore a variety of disciplines and career paths in agriculture and family and consumer sciences;
3. To increase interdisciplinary and experiential learning opportunities such as service learning, internships, research experiences, and international exchanges;
4. To train students as lifelong learners and to prepare them for post-graduate studies in agriculture and natural resources management, crop science, early childhood development and consumer sciences;
5. To develop, recognize, and reward excellence in teaching;
6. To become a premier land grant institution that prepares students for the global marketplace.

Program Process:
The School of Agriculture and Applied Sciences is located in the E.L. Holloway Agricultural Research, Education and Extension Center at 100 Success Drive. It has state-of-the-art facilities for teaching, research and student experiential learning. The School has two academic departments: the Department of Agriculture and Natural Resources and the Department of Family and Consumer Sciences. The Dean of the School is the 1890 Land Grant Research Director. The faculty members are actively engaged in individual and collaborative research, extension and international activities. The School is the home of the renowned E. (Kika) de la Garza American Institute for Goat Research.

Departments and Degree Programs:
Department of Agriculture and Natural Resource
Agricultural Science
Agribusiness - Urban
Animal Science – Urban
Crop and Soil Science - Urban
Natural Resources Management

Department of Family and Consumer Sciences
Associate in Child Development
Childhood Development
Early Childhood Education

DEPARTMENT OF AGRICULTURE AND NATURAL RESOURCES

Mission:
The Mission of the Department of Agriculture and Natural Resources is to promote student success and workforce preparedness by providing a diverse student population with the knowledge, experiential exposure, and broad, enriching academic experience needed for leadership and lifelong career paths in food, agriculture, and human sciences in a rapidly changing global marketplace.

Vision:
To develop an academic center of excellence where facilities for teaching and student learning are of high quality and students are provided with a broad and enriching academic experience that will empower them for lifelong success and for service to their communities, the nation and the world.

Goals/ Objectives:
The academic programs in the department are designed
1. To provide all students with a strong foundation in general education, general knowledge in agriculture, a global perspective on agriculture, and strong communication skills;
2. To train students to use critical thinking and analytical skills to solve a variety of problems related to food and agriculture;
3. To provide experiential learning in various disciplines of food and agriculture;
4. To encourage students to take ownership of their education and hone their leadership skills;
5. To provide students with opportunities to interact and network with peers and professionals in food and agriculture;
6. To train students to become lifelong learners and to prepare them for post-graduate studies in food, agriculture and natural resources.

Description of Department and Program:
The Department offers the B.S. with a major in Agricultural Science providing four areas of concentration: Agribusiness Urban, Animal Science Urban, Crop and Soil Science Urban, and Natural Resources Management. The program is designed to provide the opportunity for students to acquire an understanding of the problems, principles, and practices associated with agriculture and natural resources disciplines at the local, national and international levels. Agriculture students have the unique opportunity to interact with research scientists in the world-renowned American Institute for Goat Research also housed in the E.L. Holloway Agricultural Research, Education and Extension Center. The students are provided additional experiential learning opportunities through required internships and participation in student organizations in the Department.

Statement for Assessment and Student Learning:
The Department operates on the premise that teaching is not effective unless learning occurs; therefore, student evaluation of faculty effectiveness is conducted for each course each semester it is taught. Outcomes are incorporated into annual departmental course reviews for curricular improvement. Graduating seniors are required to take the Agriculture Comprehensive Assessment Test (ACAT) prior to graduation. This test evaluates the student’s mastery of the key principles and concepts in general agriculture as well as the student’s area of specialization.

AGRICULTURAL SCIENCE

AGribusiness – Urban
I. Degree: Bachelor of Science
II. Major: Agricultural Science
III. Option: Agribusiness - Urban
A. General Education: 41 hours
B. Basic courses in other departments: 12 hours
C. Required Courses: 58 hours
   - AS 1114 Introduction to Agribusiness
   - AS 1124 Introduction to Animal Science
   - AS 1214 Elements of Crops
   - AS 2313 Elements of Soil
   - AS 3113 Agricultural Finance
   - AS 3143 Agricultural Marketing
   - AS 3323 Introduction to GIS and GPS
   - AS 3613 Introduction to Urban and International Agriculture
   - AS 3633 Principles of Agribusiness
   - AS 4113 Agricultural Prices
   - AS 4143 Agricultural Policy
   - AS 4153 Natural Resources Management
   - AS 4333 Applied Statistics
   - AS 4621 Topical Seminar
   - AS 4653 Internship
   - 12 hours Advisor approved electives
D. Electives: 4 hours

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<td>Microcomputers in Business</td>
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**Junior Second Semester**

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<td>Fundamentals of Management</td>
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**FOURTH YEAR**

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<td>Introduction to the nature, role, development, and organization of off-farm agricultural enterprises. Nature of agricultural resources and their allocation, an overview of agricultural operations, financing, and marketing, and an introduction to agricultural policies and programs. Elementary principles of economics as applied to agricultural production.</td>
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<td>AS 3113 (3CR)</td>
<td>AGRICULTURAL FINANCE</td>
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<td>Principles of credit and finance as applied to agriculture; methods of financing, Sources of credit and their lending policies; financial needs and credit requirements of agriculture.</td>
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<tr>
<td>AS 3143 (3CR)</td>
<td>AGRICULTURAL MARKETING</td>
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<td>A study of marketing trends and innovations and their application to agricultural products. Relationships between primary producers, middlemen, and consumers. The role, early development, characteristics, and types; operation and problems of agricultural cooperatives.</td>
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<tr>
<td>AS 3613 (3CR)</td>
<td>INTRODUCTION TO URBAN AND INTERNATIONAL AGRICULTURE</td>
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<td>The study of urban dynamics related to agriculture; a survey of agricultural practices and principles applied to problems and needs in the city; global food problems.</td>
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<tr>
<td>AS 3633 (3CR)</td>
<td>PRINCIPLES OF AGRIBUSINESS</td>
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<tr>
<td></td>
<td>The nature, role, development, and organization of off-farm agricultural enterprises.</td>
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A study of national and international economic characteristics and problems influencing agricultural policy which impacts agricultural markets, related industries, and world trade. Prerequisite: Junior standing

### SECOND YEAR

#### Sophomore First Semester
- **EG 2033** Advanced Composition 3
- **NB 1114** Biology 4
- **AS 3613** Introduction to Urban & Int’l Agric 3
- **HT 1483** U.S. History 3
- **PS 1113** U.S. Government 3
- **Total** 16

#### Sophomore Second Semester
- **NB 1214** Natural Science Biology II 4
- **CS 1103** Information Processing 3
- **AS 3123** Animal Nutrition 3
- **SP 2713** Introduction to Speech 3
- **HE 2123** Introduction to Nutrition 3
- **Total** 16

### THIRD YEAR

#### Junior First Semester
- **BI 2114** General Zoology 4
- **AS 3133** Reproduction Physiology 3
- **AS 3143** Agricultural Marketing 3
- **HU 2103** Survey of Western Humanities I 3
- **AS 3433** Feeds & Feeding 3
- **Total** 16

#### Junior Second Semester
- **BI 2134** General Botany 4
- **AS 3323** Introduction to GIS and GPS 3
- **AS 4153** Natural Resources management 3
- **AS 4123** Small Ruminant Management 3
- **AS 4621** Topical Seminar 1
- **Total** 14

### FOURTH YEAR

#### Senior First Semester
- **AS 4313** Range & Pasture Management 3
- **AS 4143** Agricultural Policy 3
- **AS 4653** Internship 3
- **CH 1315** General Chemistry I 5
- **AS** Agriculture Electives 3
- **Total** 17

#### Senior Second Semester
- **AS 4513** Large Animal Production 3
- **AS 4333** Applied Statistics 3
- **AS 4133** Animal Breeding 3
- **CH 1315** General Chemistry II 5
- **AS** Electives 3
- **Total** 17

### COURSES – ANIMAL SCIENCE - URBAN

#### AS 4653 (3CR) APPLIED STATISTICS
The use of statistical methods and their application to agricultural projects design; techniques used in collecting, organizing, presenting, analyzing, and interpreting numerical data for the purpose of assisting in making effective decisions. Prerequisite: MT 2013, FN 3303, or SO 4253

#### AS 4333 (3CR) INTERNSHIP
Experiences in practical application techniques and principles of agriculture, on/or off-farm enterprises and/or urban agencies related to agriculture.

### ANIMAL SCIENCE – URBAN

#### FIRST YEAR

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<td>4</td>
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<tr>
<td>AS 2313 Elements of Soil</td>
<td>3</td>
</tr>
<tr>
<td>PY 1111 Personal and Social Development</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EG 1213 English Composition II</td>
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<tr>
<td>MT 1613 Plane Trigonometry</td>
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<tr>
<td>AS 1124 Introduction to Animal Science</td>
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</tr>
<tr>
<td>AS 1214 Elements of Crops</td>
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#### SECOND YEAR

<table>
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<tr>
<td>EG 2033 Advanced Composition</td>
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<tr>
<td>NB 1114 Biology</td>
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<tr>
<td>AS 3613 Introduction to Urban &amp; Int’l Agric</td>
<td>3</td>
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<tr>
<td>HT 1483 U.S. History</td>
<td>3</td>
</tr>
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<td>PS 1113 U.S. Government</td>
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<tbody>
<tr>
<td>NB 1214 Natural Science Biology II</td>
<td>4</td>
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<tr>
<td>CS 1103 Information Processing</td>
<td>3</td>
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<tr>
<td>AS 3123 Animal Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>SP 2713 Introduction to Speech</td>
<td>3</td>
</tr>
<tr>
<td>HE 2123 Introduction to Nutrition</td>
<td>3</td>
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#### THIRD YEAR

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<tr>
<th>Junior First Semester</th>
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<tbody>
<tr>
<td>BI 2114 General Zoology</td>
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<tr>
<td>AS 3133 Reproduction Physiology</td>
<td>3</td>
</tr>
<tr>
<td>AS 3143 Agricultural Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HU 2103 Survey of Western Humanities I</td>
<td>3</td>
</tr>
<tr>
<td>AS 3433 Feeds &amp; Feeding</td>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Junior Second Semester</th>
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<tbody>
<tr>
<td>BI 2134 General Botany</td>
<td>4</td>
</tr>
<tr>
<td>AS 3323 Introduction to GIS and GPS</td>
<td>3</td>
</tr>
<tr>
<td>AS 4153 Natural Resources management</td>
<td>3</td>
</tr>
<tr>
<td>AS 4123 Small Ruminant Management</td>
<td>3</td>
</tr>
<tr>
<td>AS 4621 Topical Seminar</td>
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#### FOURTH YEAR

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<tr>
<th>Senior First Semester</th>
<th>Credit</th>
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<tbody>
<tr>
<td>AS 4313 Range &amp; Pasture Management</td>
<td>3</td>
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<tr>
<td>AS 4143 Agricultural Policy</td>
<td>3</td>
</tr>
<tr>
<td>AS 4653 Internship</td>
<td>3</td>
</tr>
<tr>
<td>CH 1315 General Chemistry I</td>
<td>5</td>
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<tr>
<td>AS Agriculture Electives</td>
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<table>
<thead>
<tr>
<th>Senior Second Semester</th>
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<tbody>
<tr>
<td>AS 4513 Large Animal Production</td>
<td>3</td>
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<tr>
<td>AS 4333 Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>AS 4133 Animal Breeding</td>
<td>3</td>
</tr>
<tr>
<td>CH 1315 General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>AS Electives</td>
<td>3</td>
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</table>

#### COURSES – ANIMAL SCIENCE - URBAN

#### AS 1124 (4CR) INTRODUCTION TO ANIMAL SCIENCE
A study of the livestock industry; the market type, classes, and grades of farm animals, market practices, health and other regulations governing the production and the sale of them.

#### AS 3123 (3CR) PRINCIPLES OF ANIMAL NUTRITION
Basic principles of animal nutrition including digestion, absorption, and metabolism of various food nutrients; characteristics of nutrients; measure of body needs.
AS 3433 (3CR)
FEEDS AND FEEDING
A study of various sources of food nutrients, characteristics and factors affecting feed utilization and growth and production of animals, emphasizing smaller ones.

AS 4123 (3CR)
SMALL RUMINANT MANAGEMENT
Modern production and management practices for goat and sheep production operations with emphasis on synthesis of knowledge and resource constraints into management systems.

AS 4133 (3CR)
ANIMAL BREEDING
Application of animal genetics and statistics to genetic improvement of animals. Development of selection indexes and prediction of genetic progress.

AS 4313 (3CR)
PRINCIPLES OF RANGE AND PASTURE MANAGEMENT
Range management practices; range plants and their environment, including their responses to livestock grazing and seasonality.

AS 4513 (3CR)
LARGE ANIMAL PRODUCTION
A study of the husbandry practices as pertaining to large animals, e.g., cattle and horses.

AS 4621 (1CR)
TOPICAL SEMINAR IN URBAN AGRICULTURE
Selected topics in urban horticulture, urban forestry, urban pollution, floriculture, agribusiness, urban pest control, agricultural economics, marketing.

CROP AND SOIL SCIENCE - URBAN

I. Degree: Bachelor of Science
II. Major: Agricultural Science
III. Option: Crop and Soil Science-Urban
   A. General Education: 41 hours
   B. Basic courses in other departments: 10 hours
   C. Required Courses: 58 hours
      AS 1114 Introduction to Agribusiness
      AS 1124 Introduction to Animal Science
      AS 1214 Elements of Crops
      AS 2313 Elements of Soil
      AS 3223 Field Crop Production
      AS 3233 Soil Genesis, Morphology and Classification
      AS 3313 Principles of Weed Control
      AS 3323 Introduction to GIS and GPS
      AS 3613 Introduction to Urban and International Agriculture
      AS 3623 Urban Horticulture
      AS 4143 Agricultural Policy
      AS 4153 Natural Resources Management
      AS 4213 Soil Chemistry
      AS 4313 Principles of Range and Management
      AS 4323 Principles of Soil Fertility and Management
      AS 4333 Applied Statistics
      AS 4343 Plant Breeding and Genetics
      AS 4621 Topical Seminar
      AS 4653 Internship
   D. Electives: 6 hours

Crop and Soil Sciences - Urban Plan of Study

FIRST YEAR

Freshman First Semester
EG 1113 English Composition I 3
MT 1513 College Algebra 3
AS 1114 Introduction to Agribusiness 4
AS 2313 Elements of Soil 3
PY 1111 Personal and Social Development 1
Total 14

Freshman Second Semester
EG 1213 English Composition II 3
MT 1613 Plane Trigonometry 3
AS 1124 Introduction to Animal Sciences 4
AS 1214 Elements of Crops 4
Total 14

SECOND YEAR

Sophomore First Semester
EG 2033 Advanced Composition 3
NB 1114 Biology 4
AS 3613 Introduction to Urban & Int’l Agriculture 3
HT 1483 U.S. History 3
PS 1113 U.S. Government 2
Total 16

Sophomore Second Semester
NB 1214 Natural Science Biology II 4
CS 1103 Information Processing 3
AS 3223 Field Crop Production 3
SP 2713 Introduction to Speech 3
PY 1113 Introduction to Psychology 3
Total 16

THIRD YEAR

Junior First Semester
BI 2114 General Zoology 4
AS 3233 Soil Gen, Morph & Class 3
AS 3113 Principles of Weed Control 3
HU 2103 Survey of Western Humanities I 3
AS 3623 Urban Horticulture 3
Total 16

Junior Second Semester
CH 1315 General Chemistry I 5
AS 3323 Introduction to GIS and GPS 3
AS 4153 Natural Resource Management 3
AS 4343 Plant Breeding/Genetics 3
AS 4621 Topical Seminar 1
Total 15

FOURTH YEAR

Senior First Semester
AS 4313 Range & Pasture Management 3
AS 4143 Agricultural Policy 3
AS 4653 Internship 3
CH 1315 General Chemistry II 5
AS 4153 Agriculture Electives 3
Total 17

Senior Second Semester
AS 4323 Soil Fertility & Management 3
AS 4333 Applied Statistics 3
AS 4213 Soil Chemistry 3
<table>
<thead>
<tr>
<th>COURSES – CROP AND SOIL SCIENCE – URBAN</th>
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<tbody>
<tr>
<td><strong>AS 1214 (4CR)</strong></td>
</tr>
<tr>
<td><strong>ELEMENTS OF CROPS</strong></td>
</tr>
<tr>
<td>A study of field and range crops, including production, types, varieties, history, soil and climate adaptations, seed culture, seed selection, identification, and harvesting.</td>
</tr>
<tr>
<td><strong>AS 2313 (3CR)</strong></td>
</tr>
<tr>
<td><strong>ELEMENTS OF SOIL</strong></td>
</tr>
<tr>
<td>A study of the genesis, morphology, classification, and geography of soils and materials and agencies involved in soil formation.</td>
</tr>
<tr>
<td><strong>AS 3223 (3CR)</strong></td>
</tr>
<tr>
<td><strong>FIELD CROP PRODUCTION</strong></td>
</tr>
<tr>
<td>Production of selected crops including grain, oil, and industrial crops; production, distribution, classification, utilization, and improvement of selected crops.</td>
</tr>
<tr>
<td><strong>AS 3233 (3CR)</strong></td>
</tr>
<tr>
<td><strong>SOIL GENESIS, MORPHOLOGY AND CLASSIFICATION</strong></td>
</tr>
<tr>
<td>Soil genesis, classification and survey; soil mapping; modern methods of soil survey, including satellite imagery.</td>
</tr>
<tr>
<td><strong>AS 3313 (3CR)</strong></td>
</tr>
<tr>
<td><strong>PRINCIPLES OF WEED CONTROL</strong></td>
</tr>
<tr>
<td>Weed control principles and practices observed in cultural and chemical weed control. Current weed control practices in crops and rangeland.</td>
</tr>
<tr>
<td><strong>AS 3623 (3CR)</strong></td>
</tr>
<tr>
<td><strong>URBAN HORTICULTURE</strong></td>
</tr>
<tr>
<td>A study of horticultural principles and practices with emphasis on urban residential and industrial landscape design and the classification and identification of major flowers, ornamental trees, shrubs and vines; field trips.</td>
</tr>
<tr>
<td><strong>AS 4213 (3CR)</strong></td>
</tr>
<tr>
<td><strong>SOIL CHEMISTRY</strong></td>
</tr>
<tr>
<td>Chemical properties and processes that affect plant nutrition, nutrient cycling, and fate of environmental pollutants; soil chemistry of agronomic and environmental topics that affect water quality and sustainable practices.</td>
</tr>
<tr>
<td><strong>AS 4323 (3CR)</strong></td>
</tr>
<tr>
<td><strong>SOIL FERTILITY AND MANAGEMENT</strong></td>
</tr>
<tr>
<td>Soil fertility and its proper use for sustainable productivity; environmental issues associated with soil fertility programs.</td>
</tr>
<tr>
<td><strong>AS 4333 (3CR)</strong></td>
</tr>
<tr>
<td><strong>PLANT BREEDING AND GENETICS</strong></td>
</tr>
<tr>
<td>Basic genetic principles and their application in the improvement of plants; basic principles of plant improvement.</td>
</tr>
<tr>
<td><strong>NATURAL RESOURCES MANAGEMENT</strong></td>
</tr>
<tr>
<td>I. Degree: Bachelor of Science</td>
</tr>
<tr>
<td>II. Major: Agricultural Science</td>
</tr>
<tr>
<td>III. Option: Natural Resources Management</td>
</tr>
<tr>
<td>A. General Education: 41 hours</td>
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<tr>
<td>B. Basic courses in other departments: 14 hours</td>
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<td>C. Required courses: 55 hours</td>
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<td>D. Electives 5 hours</td>
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Natural Resources Management Plan of Study

**FIRST YEAR**

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<tbody>
<tr>
<td>EG 1113 English Composition I</td>
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<tr>
<td>MT 1513 College Algebra</td>
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<tr>
<td>AS 1114 Introduction to Agribusiness</td>
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<tr>
<td>AS 2313 Elements of Soil</td>
</tr>
<tr>
<td>PY 1111 Personal and Social Development</td>
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<tr>
<th>Freshman Second Semester</th>
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<tbody>
<tr>
<td>EG 1213 English Composition II</td>
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<tr>
<td>MT 1613 Plane Trigonometry</td>
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<tr>
<td>AS 1124 Introduction to Animal Sciences</td>
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<tr>
<td>AS 1214 Elements of Crops</td>
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**SECOND YEAR**

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<tr>
<td>EG 2033 Advanced Composition</td>
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<td>NB 1114 Natural Science Biology I</td>
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<td>AS 3613 Introduction to Urban &amp; Int’l Ag</td>
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<td>HT 1483 U S History</td>
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<td>PS 1113 U S Government</td>
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<tbody>
<tr>
<td>NB 1214 Natural Science Biology II</td>
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<td>CS 1103 Intro to Information Processing</td>
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<tr>
<td>AS 3333 Water Resource Management</td>
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<tr>
<td>SP 2713 Introduction to Speech</td>
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<tr>
<td>PY 1113 Introduction to Psychology</td>
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**THIRD YEAR**

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<th>Junior First Semester</th>
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<tr>
<td>CH 1315 General Chemistry I</td>
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<tr>
<td>AS 3413 Elements of Forestry</td>
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<tr>
<td>AS 4223 Wildlife Management</td>
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ASSOCIATE DEGREE IN CHILD DEVELOPMENT, EARLY CHILDHOOD EDUCATION

AS 4233 (3CR)
FISHERIES MANAGEMENT
Techniques and principles involved in management of fishes.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

Mission:
The institution’s mission and the mission of the School of Agriculture and Applied Sciences are closely and intricately linked. The mission of Langston University is to provide excellent postsecondary education to individuals seeking knowledge, skills and attitudes that will enhance the human condition and promote a world that is peaceful, intellectual, technologically advanced, and fulfills the needs of nations and individuals alike. The Department of Family and Consumer Sciences educational experiences ensure that the students will receive a high-quality education through program options that are effective and efficient in the twenty-first century. The mission of the department is (1) to educate students for a dual role including balancing successful family living and preparation for the professional world, (2) to improve rural and urban life so that it will be rewarding and satisfying by extending service through Family and Consumer Sciences, (3) to develop interest in the important scope and needs of research in Family and Consumer Sciences.

Vision:
To provide academic excellence through teaching, research, and community outreach and to prepare students for wage-earning occupations that require knowledge, skills and dispositions acquired through academic preparation.

Goals/Objectives:
The objectives of the Family and Consumer Sciences programs are to (1) create a learning environment that will provide the base for a variety of career opportunities, such as teaching, (2) prepare students for graduate study in Family and Consumer Sciences, (3) increase an understanding and appreciation of Family and Consumer Sciences by interpreting the program to the local community and state, (4) provide instructions that qualifies individuals to engage in wage-earning occupations that require knowledge and skills acquired through Family and Consumer Sciences subject matter areas, and (5) develop critical thinking in students and to provide ways and means of developing that talent for effective and efficient use in the twenty-first century.

Brief Description of Department and Program:
The Department of Family and Consumer Sciences is located in The Agriculture Complex and encompasses Child Development and Early Childhood Education. A general nutrition/foods laboratory with equipment for a variety of simple demonstrations, experiments, and practical use is available. The Department has a state-of-the-art Computer-Aided Learning Center for instructional use as well as individual and group auto-tutorials. A newly renovated Early Childhood Laboratory is used for developing skills in working with children and their families. The Department of Family and Consumer Sciences offers the B.S. degree with options in Child Development, Early Childhood Education, as well as an Associate Degree in Child Development.

Assessment of Student Learning:
The assessment of student learning consists of three components at each level.

Bachelor’s degree Level
1. Comprehensive exit exam (FCSAT) – The test
consists of student’s mastery of knowledge of basic principles and theories that are related to the options in Family and Consumer Sciences. Graduating seniors are required to take an exit assessment in their area of specialization (FCSAT).

2. Key Assessment Evaluations in core courses.
3. Outcomes – Are reviewed with faculty and are incorporated into the annual department course reviews for curriculum development, program planning and improvements. Student appraisal of faculty teaching effectiveness is conducted at the end of each semester.

**Associate Degree Level**

1. Reflective Essay – Students enrolled in the practicum course are required to complete this assessment prior to graduation.
2. Key Assessment Evaluations in core courses.
3. Outcomes – Are reviewed with faculty and are incorporated into the annual department course reviews for curriculum development, program planning and improvements. Student appraisal of faculty teaching effectiveness is conducted at the end of each semester.

**CHILD DEVELOPMENT**

**I. Degree:** Bachelor of Science

**II. Major:** Family and Consumer Sciences

**III. Option:** Child Development

A. General Education: 41 hours

B. Required Courses: 69 hours

   - FCS 1113 Perceptual Motor Development
   - CS 1143 Beginning Reading Readiness and Literacy Development
   - *FCS 1412 Survey of Family and Consumer Sciences
   - FCS 2153 Special Needs Child
   - *FCS 2163 Utilizing Family & Community Relations
   - FCS 2173 Mgmt. of Early Childhood Centers
   - *FCS 2233 Parent and Parenting
   - FCS 3123 Creative Activities: Art, Music, & Literature
   - FCS 3243 Infancy and Toddler
   - FCS 3163 Health, Safety & Nutrition
   - FCS 3253 Early Childhood Social Studies, Science, and Math
   - FCS 3213 Child Development
   - FCS 3233 Guidance of the Young Children
   - FCS 3322 History and Philosophy of Early Childhood
   - FCS 4173 Display & Demo Technology
   - *FCS 4253 Spec Prob. In Family & Community Living
   - FCS 4620 12 hours Selected Field Experiences in Early Childhood Development (Pre-professional Experience)

   *Core courses in Family and Consumer Sciences Courses to be selected with assistance of departmental advisor.

   C. Additional Requirements: PY 1113 Intro to Psychology, SO 1113 Intro to Sociology, HU 2103 Humanities I, SP 2713 Intro to Speech, HD 2602 First Aid and Safety, SPED 3143 Survey of Exceptional Child, LS 3153 Children’s Literature and SPED 3312 Intro to Speech Disorders.

   D. Students are required to have a Criminal History Background Check. Hours to complete 124 for Graduate.

**Child Development Plan of Study**

**FIRST YEAR**

**Freshman First Semester**

- PY 1111 Personal & Social Development 1
- EG 1113 English Composition I 3
- MT 1513 College Algebra or
- MT 1413 Contemporary Math 3
- PS 1113 American Government 3
- NB 1114 Natural Science-Biology 4
- FCS 1412 Survey of FCS 2

**Total** 16

**Freshmen Second Semester**

- EG 1213 English Composition II 3
- MT 1613 Trigonometry or
- MT 2603 Finite Math or
- MT 2013 Elementary Statistics 3
- HT 1483 U S History 3
- NP 1113 Physical Science 3
- FCS 1143 Beginning Reading Readiness/ Literacy Development 3
- SN 1113 Elementary Spanish 3

**Total** 18

**SECOND YEAR**

**Sophomore First Semester**

- PY 1113 Introduction to Psychology 3
- FCS 2233 Parent & Parenting 3
- CS 1103 Intro to Info Process 3
- EG 2033 Advanced Composition 3
- HU 2103 Survey of Western Humanities I 3
- Elective 3

**Total** 18

**Sophomore Second Semester**

- FCS 1113 Perceptual Motor Development 3
- SP 2713 Intro to Speech 3
- FCS 2153 The Special Needs Child 3
- FCS 2173 Mgmt. of Early Childhood Centers 3
- SO 1113 Introduction to Sociology 3

**Total** 15

**THIRD YEAR**

**Junior First Semester**

- SPED 3143 Survey of Exceptional Child 3
- FCS 3243 Child Dev Infancy & Toddlers 3
- FCS 3163 Health, Safety & Nutrition 3
- FCS 3322 History & Phil of Early Childhood 2
- Elective 3

**Total** 14

**Junior Second Semester**

- FCS 3123 Creative Activities in Art, Music, Lit 3
- LS 3153 Children’s Literature 3
- FCS 3213 Child Development 3
- FCS 3233 Guidance for Young Children 3
- FCS 2163 Utilizing Family & Community Relations 3

**Total** 15

**FOURTH YEAR**

**Senior First Semester**

This course provides students with opportunities to study health status of young children, proper nutrition and provide a safe and conducive learning environment for young children from conception to six years of age. Students acquire information on licensing regulations, childhood illnesses, health inspection and health concerns of typical and atypical children. A field experience at an Early Childhood Center is included in this course. Prerequisite: Junior or Senior standing.

FCS 3213
CHILD DEVELOPMENT
This course covers the basic principles and theories that are related to growth, development and behavior in children. These studies show the need for individual children and ways of meeting them. Observations and experiences in the Early Childhood Laboratory are required.

FCS 3243
INFANCY AND TODDLER
Review development during prenatal period and first 24 months of life. Study interaction between infant and his/her environment. Review typical and atypical development in the early stages of life. Review of research relating to childbearing practices and prediction of later behavior. Time at the Early Childhood Laboratory School is required. Prerequisite: FCS 2123

FCS 3322
HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD
This course is designed to provide the history of early childhood education which has influenced the development of the educational system in America. The course also examines major schools of thought and their implications for educational theory and practice.

FCS 3323
GUIDANCE FOR YOUNG CHILDREN
This course will allow students to study the social, emotional, cognitive, and physical development with emphasis on methods, techniques, and principles of guidance in young children. Direct observations in the Early Childhood Laboratory are required.

FCS 3253
EARLY CHILDHOOD SOCIAL STUDIES, SCIENCE, AND MATH
This course is designed to study the development of methods and techniques necessary for teaching Safety, Social Studies, Science, and Math concepts appropriate for early childhood education. Includes organization and presentation of teaching experiences for children in early learning situations. Prerequisite: FCS 3213

FCS 4173
DISPLAY AND DEMONSTRATION TECHNIQUES
A study of art principles applied to the personal and non-personal physical presentation of merchandise, products, services and ideas. This course will acquaint the student with a professional approach to information dealing with product promotion through mass communication, demonstration and display. Open to junior and senior-level students, or by special permission of the professor in charge.

FCS 4253
SPECIAL PROBLEMS IN FAMILY & COMMUNITY
A course designed to study the constructive approach to living,
interrelationships of family and community, crises and special problems encountered in family living. This course provides students with an opportunity to explore a special interest of their choice in areas of family relations and community living. Open to all students.

**FCS 4624**
**SELECTED FIELD EXPERIENCES (PRACTICUM)**
This course allows candidates to gain hands-on experience and demonstrate their knowledge of child development and early childhood education responsibilities. This course will develop student learning and ensure they are able to function as competent members in the profession. Field experience must be completed at an accredited facility approved by the instructor. Field experience total fifty (50) clock hours per semester hour of credit (4 credit hours).

**EARLY CHILDHOOD EDUCATION**
I. Degree: Bachelor of Science
II. Major: Family and Consumer Sciences
III. Option: Early Childhood Education
   A. General Education: 41 hours
   B. Required Courses: 44 hours
      FCS 1143 Beginning Reading Readiness and Literacy Development
      FCS 1412 *Survey of Family and Consumer Sciences
      ED 2053 Foundations of Reading
      FCS 2233 *Parents and Parenting
      MT 2413 Mathematical Structures I
      MT 2513 Mathematical Structures II
      SP 2713 Introduction to Speech
      ED 3013 Social Studies & Language Arts in the Elementary School
      FCS 3042 Program Planning for Young Children
      ED 3053 Foundations of Reading in the Elementary School
      FCS 3123 Creative Act. For Children, Art, Music & Literature
      FCS 3163 *Health Safety & Nutrition
      FCS 3213 Child Development
      FCS 3233 Guidance for Young Children
      FCS 3253 Early Childhood Education Social Studies, Science and Math
      FCS 3322 History and Philosophy of Early Childhood Education
      ED 4002 **Seminar
      ED 4243 Diagnostic and Remedial Reading
      *Core Courses in Family and Consumer Sciences
   C. Additional Requirements: 35 hours of Professional Teacher Education (see Teacher Education Program).
   D. Hours to complete 124 hours required for graduation, including 45 hours in upper division coursework.
   E. Documentation of second language proficiency required for certification.
   F. Must have Oklahoma History Competency for certification

**Early Childhood Education Plan of Study**

**FIRST YEAR**

**Freshman First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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**Freshman Second Semester**

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<td>MT 1513</td>
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<td>HT 1483</td>
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<td>HT 1492</td>
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**SECOND YEAR**

**Sophomore First Semester**

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<td>MT 2413</td>
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<tr>
<td>FSC 2233</td>
<td>*Parent and Parenting</td>
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<tr>
<td>FCS 1143</td>
<td>*Beginning Reading Readiness and Literacy Development</td>
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<td>ED 2213</td>
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**Sophomore Second Semester**

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<tr>
<td>HU 2103</td>
<td>Survey of Western Humanities</td>
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<tr>
<td>MT 2513</td>
<td>Mathematical Structures II</td>
<td>3</td>
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<tr>
<td>FCS 2123</td>
<td>*Creative Activities, Music Art</td>
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<td>SPED 3143</td>
<td>Survey of Exceptional Children (FE)</td>
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<td></td>
<td>Social Science Course</td>
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**Junior First Semester**

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<td>*Early Childhood Education for SS, Math and Science</td>
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<td>FCS 3213</td>
<td>*Child Development</td>
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<td>SN 1113</td>
<td>Elementary Spanish I</td>
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<td>FCS 3222</td>
<td>*History and Philosophy of ECE</td>
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<td>Social Science Course</td>
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**Junior Second Semester**

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<tr>
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<td>*Guidance for Young Children</td>
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<td>FCS 4253</td>
<td>*Special Problems in Family &amp; Community Living</td>
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<tr>
<td>ED 3232</td>
<td>*Measurement, Assessment &amp; Evaluation</td>
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**Senior First Semester**

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<td>FCS 4624</td>
<td>*Field Experiences Early Childhood Development</td>
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<tr>
<td>ED 4222</td>
<td>Educational Psychology (FE)</td>
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<td>ED 4212</td>
<td>Educational Technology</td>
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<tr>
<td>FCS 3163</td>
<td>*Health, Safety, &amp; Nutrition</td>
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Senior Second Semester

ED 4002  Education Seminar  2
ED 4290  Clinical Practice Early Childhood Ed  10

Total 12

Courses with Special Instructions indicated by (*)

COURSES – EARLY CHILDHOOD EDUCATION (FCS)

FCS 1143 (3CR)
BEGINNING READING READINESS AND LITERACY DEVELOPMENT
This course focuses on early identification of various disabilities and developmental lags and provides reading remediation activities to foster social, emotional, and cognitive development in young children. The course covers the language of literacy; phonemic awareness, phonics, vocabulary, comprehension and fluency.

FCS 1412 (2CR)
SURVEY OF FAMILY AND CONSUMER SCIENCES
This is a survey course designed to explore all areas of the field, looking specifically at career opportunities, qualification and necessary background for each area. An overview of how the specialties interrelated to the total unit will be conducted.

FCS 2233 (3CR)
PARENTS AND PARENTING
Problems and responsibilities in the process of being parents and in helping offspring to develop their fullest potentials.

FCS 3042 (2CR)
PROGRAM PLANNING FOR EARLY CHILD EDUCATION
Methods of designing and implementing curriculum for young children.

FCS 3123 (3CR)
CREATIVE ACTIVITIES MUSIC AND ART
This course provides students with opportunities to develop and implement creative developmentally appropriate activities in Art and Music for young children in an early childhood facility.

FCS 3213 (3CR)
CHILD DEVELOPMENT
This course covers the basic principles and theories that are related to growth, development and behavior in children. These studies show the need for individual children and ways of meeting them. Observations and experiences in the Early Childhood Laboratory are required.

FCS 3163 (3CR)
HEALTH, SAFETY AND NUTRITION
This course provides students with opportunities to study health status of young children, proper nutrition and provide a safe and conducive learning environment for young children from conception to six years of age. Students acquire information on licensing regulations, childhood illnesses, health inspection and health concerns of typical and atypical children. A field experience at the Early Childhood Center is included in this course. Prerequisite: Junior or Senior standing.

FCS 3233 (3CR)
GUIDANCE FOR YOUNG CHILDREN
This course will allow students to study the social, emotional, cognitive, and physical development with emphasis on methods, techniques, and principles of guidance in young children. Direct observations in the Early Childhood Laboratory are required.

FCS 3253 (3CR)
EARLY CHILDHOOD SOCIAL STUDIES, SCIENCE, AND MATH
Development of methods and techniques necessary for teaching Safety, Social Studies, Science, and Math concepts appropriate for early childhood education, including organization and presentation of teaching experiences for children in early learning situations. Prerequisite: FC 3213. (Equivalent to former ED 4023 class.)

FCS 3322 (2CR)
HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD
The history of early childhood education which has influenced the development of the educational system in America. The course also examines major schools of thought and their implications for educational theory and practice.

FCS 4624
FIELD EXPERIENCES IN EARLY CHILD EDUCATION
This course allows candidates to gain hands-on experience and demonstrate their knowledge of child development and early childhood education responsibilities. This course will develop student learning and ensure they are able to function as competent members in the profession. Field experience total fifty (50) clock hours per semester hour of credit (4 3 credit hours).

ED 4290
CLINICAL PRACTICE IN EARLY CHILDHOOD EDUCATION (10)
Clinical teaching experience in Early Childhood (Birth through grades 1-3) Includes 16 weeks of full-time teaching. The clinical teaching will also be completed at two different sites. See requirements for Admission to Clinical Teaching. Prerequisites: Admission to Teacher Education, senior standing, and approval.

ASSOCIATE DEGREE PROGRAM

*Basic Skills (Zero-level) courses, activity courses (Swimming, etc.) and performance courses (band, choir, etc.) do not count toward graduation.

ASSOCIATE OF SCIENCE DEGREE IN CHILD DEVELOPMENT

Research has demonstrated that the most important determinant of the quality of children’s experiences is the adults who are responsible for children’s care and education. Specialized preparation is a critical predictor of these adults’ ability to provide high quality experiences for children. The Child Development Associate Degree Program is designed to improve early childhood program quality through the enhanced professional preparation and training for individuals who educate children.

The Child Development Associate Degree Program is designed to serve as an entry level program to a four-year degree program in Child Development and Early Childhood Education.

Requirements for an Associate of Science Degree in Child Development

I. Associate of Science
II. Major:  Child Development
   A. General Education: 38 hours
**Required Courses: 30 hours**

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**FIRST YEAR**

**Freshman First Semester**

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**Freshman Second Semester**

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<td>NP 1113</td>
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**SECOND YEAR**

**Sophomore First Semester**

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**Sophomore Second Semester**

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<td>EG 2033</td>
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**COURSES – ASSOCIATE DEGREE CHILD DEVELOPMENT**

**FCS 1123 (3CR)**

**INTRODUCTION AND PRINCIPLES OF EARLY CHILDHOOD EDUCATION**

A historical overview of early CHILDHOOD PROGRAMS. Topics include current issues, curriculum planning, classroom management, theories and practice. Opportunities to observe young children in various classroom settings.

**FCS 1133 (3CR)**

**PERCEPTUAL MOTOR DEVELOPMENT (WITH PRACTICUM)**

The study of development and assessment of motor skills in children. The emphasis is on neurologic and environmental factors that affect the child’s acquisition of these skills.

**FCS 1143 (3CR)**

**BEGINNING READING READINESS AND LITERACY DEVELOPMENT**

This course focuses on early identification of various disabilities and developmental lags and provides reading remediation activities to foster social, emotional and cognitive development in young children.

**FCS 1153 (3CR)**

**COGNITIVE ACTIVITIES FOR CHILDREN (MATH, SCIENCE AND SOCIAL STUDIES)**

This course provides students with opportunities to develop observation skills and problem-solving techniques and to plan and implement developmentally appropriate activities for young children that will enhance creativity and develop concepts in math, science, and social studies.

**FCS 1163 (3R)**

**HEALTH, SAFETY, & NUTRITION**

This course provides students with opportunities to study and implement health, safety and nutritional needs of young children, birth to six years of age.

Students will acquire information on licensing regulations, childhood illnesses, a safe and nurturing environment, health inspection, nutritious meals and snacks, and first aid and safety.

**FCS 2133 (3CR)**

**CREATIVE ACTIVITIES FOR CHILDREN: ART & MUSIC**

This course provides students with opportunities to develop and implement creative developmentally appropriate activities in art and music for young children in an early childhood setting.

**FCS 2143 (3CR)**

**PRACTICUM FOR YOUNG CHILDREN**

This course provides students with direct interaction and practical experiences with children in a supervised early childhood facility.

**FCS 2153 (3CR)**

**THE SPECIAL NEEDS CHILD**

A study of the history, theories, inclusive practices, strategies, characteristics and developmental needs of the exceptional child in the home, school and community.
MANAGEMENT OF EARLY CHILDHOOD CENTER
This course provides methods of organizing and operating an early childhood program. Topics include licensing regulations, employment procedures, and accreditation procedures, record keeping evaluation, community resources, equipment needs and selections

Option: Corrections
Option: Organization Management

Associate Degree Programs
- Criminal Justice
- Drafting and Design Technology
- Electronic Technology
- General Studies

Program Process:
To further enhance its position and increase visibility among regional tier one universities, the School of Arts and Sciences will invest in selected academic programs that will advance the School at the state and national levels in the areas of biology and chemistry. The School of Arts and Sciences provides the intellectual underpinning for all disciplines.

The School of Arts and Sciences recognizes the need and benefit of extending learning beyond America’s borders. Each year the School provides its students and faculty with international opportunities to include study abroad, research, work abroad, volunteerism and internships in the Republic of South Africa, West Africa and The Gambia. As we prepare students to become leaders at the local, national and international levels, we will help them to meet the challenges created by the global community in which knowledge of other nations, their customs and traditions will be no longer just desirable but imperative.

Statement for Assessment and Student Learning:
To continue success in School of Arts and Sciences programs, its students will be expected to participate in an ongoing assessment program. The assessment program will provide data to determine teacher effectiveness and to make data-driven decisions.

ASSOCIATE OF ARTS IN GENERAL STUDIES
DEGREE PROGRAM

The general studies program provides a well-rounded educational experience that can be directly used as transfer credit to bachelor’s degree programs or used as evidence of critical thinking skills, problem solving skills, and general knowledge for those who will immediately enter the workforce.

Requirements for an Associate of Arts Degree in General Studies

I. Degree: Associate of Arts
II. Major: General Studies
   A. General Education: 41 hours

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<td>College Algebra (or higher-level)</td>
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</table>
complete 60 credit hour degree requirements.

*Program Total  60 Credit hours

DEPARTMENT OF COMMUNICATION AND ENGLISH

Communication

Mission:
The Communication programs educate students to be ethical, credible, accountable, fair and well-rounded media professionals. We prepare students to compete in the global world with integrity and to embrace life-long learning to enhance their career goals. We train students in the technical, hands-on activities of the field so that they can produce visually competent material with strength and impact. We encourage students to be active participants in their communities and critically use the media as well as produce media messages. The faculty, staff, and administrative component of the Communication programs work collectively to promote teaching, training, and scholarly pursuits.

Vision
To instill in students the ability to promote freedom of the press, to gather and disseminate information with and accuracy, to be impartial, and to enhance public understanding.

Goals/Objectives
Academic programs in Broadcast Journalism and Theatre Arts/Speech are designed

1. To provide a broad spectrum of courses in radio, television, journalism, theatre arts, and speech which will prepare students for employment in the electronic and print media, theatre, and related areas in industry in urban settings and for admission to graduate school;

2. To develop effective oral and written communication skills by requiring writing labs and English and speech courses beyond General Education requirements;

3. To undergird coursework with experiential training in the TV studio, KALU-FM Radio Station, photography lab, Interactive TV, public relations office, News Bureau, Dust Bowl Theatre, Pollard Theatre, Langston Gazette office, Langston Lion office and through required 8- or 14-week internships in urban areas.

Description of Programs
The Communication program offers a major in Broadcast Journalism, leading to the liberal arts degree (B.A.). A minor is available in Broadcast Journalism.

BROADCAST JOURNALISM
I. Degree: Bachelor of Arts
II. Major: Broadcast Journalism
   A. General Education: 41 Hours
   B. Required Courses: 42 hours
   BJ 2113 Writing for the Mass Media
   BJ 2313 Introduction to Mass Media
   BJ 2393 News Writing I
   BJ 3143 Announcing I
   *BJ 3151 Station Participation
   BJ 3113 Broadcast Writing I

*Select remaining credit hours from supporting course in major to
Broadcast Journalism Plan of Study

**FIRST YEAR**

**Freshman First Semester**
- BJ 2313 Introduction to Mass Media (3CR)
- MT 1413 Contemporary Mathematics (3CR)
- *EG 1113 English Composition I (3CR)
- HT 1483 U S History 1492 – 1865 (3CR)
- PY 1111 Personal & Social Development (1CR)
- PY 1113 Introduction to Psychology (3CR)
- **Total 16**

**Freshman Second Semester**
- BJ 2113 Writing for Mass Media (3CR)
- MT 2603 Finite Mathematics (3CR)
- *EG 1213 English Composition II (3CR)
- PS 1113 US Government (3CR)
- CS 1103 Intro to Info Processing (3CR)
- **Total 15**

**SECOND YEAR**

**Sophomore First Semester**
- NP 1113 Natural Science-Physical (3CR)
- EG 2033 Advanced Composition (3CR)
- SP 2713 Intro to Speech (3CR)
- BJ 2393 News Writing I (3CR)
- BJ 3312 Layout and Design (el) (2CR)
- **Total 14**

**Sophomore Second Semester**
- HU 2103 Survey of Western Humanities I (3CR)
- NB 1114 Natural Science-Biology (4CR)
- BJ 3343 News Writing II (el) (3CR)
- **Total 16**

**THIRD YEAR**

**Junior First Semester**
- BJ 3113 Broadcast Writing I (3CR)
- BJ 3143 Announcing I (3CR)
- BJ 3151 Station Participation (Rules) (1CR)
- BJ 3212 Basic Photography (el) (2CR)
- *EG 3153 Advanced Grammar (3CR)
- BJ 3363 TV Production I (3CR)
- BJ 3383 Journalism Practicum (el) (3CR)
- **Total 18**

**Junior Second Semester**
- BJ 3163 Broadcast Writing II (3CR)
- BJ 3222 Intermediate Photography (2CR)
- BJ 3331 Journal Participation (1CR)
- BJ 4133 Announcing II (3CR)
- BJ 4113 TV Production II (3CR)
- BJ 3151 Station Participation Experience (1CR)
- BJ 3383 Journalism Practicum (3CR)
- **Total 16**

**FOURTH YEAR**

**First Semester**
- BJ 3313 Principles of Public Relations (3CR)
- BJ 4173 Broadcast Law (3CR)
- BJ 4180 Internship (6 or 12 CR)
- BJ 4193 Web Design for Journalism (3CR)
- **Total 15-21**

**Senior Second Semester**
- BJ 4083 Communication Seminar (3CR)
- BJ 4180 Internship (6 – 12 CR)
- BJ 4182 Problems in Radio and TV (2CR)
- BJ 3321 Field Experience (1CR)
- Electives (3CR)
- **Total 15 – 21**

COURSES – BROADCAST JOURNALISM (BJ)

**BJ 2113 (3CR) WRITING FOR THE MASS MEDIA**
- Introduction to journalistic writing, expository and persuasive formats; supervised practice in writing for print, broadcast and photographic media; study of the professional demands of organizing and presenting information in the various media. Strong emphasis will be placed on grammar, spelling, punctuation, and word usage.

**BJ 2313 (3CR) INTRODUCTION TO MASS MEDIA**
- Survey and history of mass communication theories and practices, including economic and social evolution of interrelationships of mass media with society. Current issues in radio and TV development, telecommunications, satellite communications and cable TV are explored. In addition, consideration is given to broadcasting terminology, principles and regulation.

**BJ 2393 (3CR) NEWS WRITING I**
- Principles and practice in gathering, evaluating, and writing news for print media. Practical application in writing articles for
college newspaper and other print media. Prerequisites: BJ 2113 and BJ 2313.

BJ 3113 (3CR)
BROADCAST WRITING I
Theory behind radio and television writing, including all types of copy format. Emphasis on writing activities for radio and TV. Prerequisites: BJ 2113, BJ 2313, BJ 2393.

BJ 3143 (3CR)
ANNOUNCING I
Interpretative analysis of material for radio and TV. Vocal techniques to communicate thought and emotion. Practical application in preparing materials for broadcast. Prerequisite: SP 2713 or permission of instructor. Prerequisites: BJ 2113, BJ 2313, BJ 2393.

BJ 3151 (1CR)
STATION PARTICIPATION RULES AND EXPERIENCE
Study of rules and regulations in preparation for application for permit from FCC. Course may be repeated to allow credit for work in announcing and in other areas of radio station. Prerequisites: BJ 2113, BJ 2313, BJ 2393.

BJ 3163 (3CR)
BROADCAST WRITING II
A continuation of BJ 3113 with emphasis on performance in all aspects of a radio and television news team. Prerequisite: BJ 3113.

BJ 3212 (2CR)
BASIC PHOTOGRAPHY
Applied photography; reporting and interpreting news through pictures. Prerequisites: BJ 2213, BJ 2113.

BJ 3222 (2CR)
INTERMEDIATE PHOTOGRAPHY
Special assignments in planning and processing news photographs with a strong emphasis upon creativity in presentation. Prerequisite: BJ 3212.

BJ 3311 (1CR)
JOURNALISM PARTICIPATION
Practical application of theory and techniques of journalism. Minimum of 3 hours weekly working on school newspaper, yearbook, or in News Bureau or Public Relations Office. May be repeated for credit. Prerequisite: BJ 2393.

BJ 3312 (2CR)
LAYOUT AND DESIGN
Techniques and procedures in designing and composing copy and in scaling, cropping, selecting, and editing photographs for publication; elements of graphic design. Prerequisite: BJ 2113, BJ 2313.

BJ 3313 (3CR)
PRINCIPLES OF PUBLIC RELATIONS
Learning to utilize various components of the communication media to promote individuals, businesses, organizations, and other entities. Prerequisite: BJ 2393 or permission of instructor.

BJ 3321 (1CR)
FIELD EXPERIENCES IN BROADCAST JOURNALISM
Observation of activities in radio, television, print journalism, advertising, industry, and municipal and state government in urban areas. Emphasis on securing information about career options and on writing reports based on field experiences and research. Junior standing.

BJ 3332 (2CR)
RADIO PRODUCTION
Study and practice of full-length radio productions, newscasts, news magazines, public service announcements, public affairs and music programs. Both digital and analog theory will be studied. Prerequisite: BJ 3151.

BJ 3343 (3CR)
NEWS WRITING II

BJ 3353 (3CR)
NEWS EDITING
Use of reference material in writing and verifying information, writing and rewriting news stories. Use of devices for illustrating and presenting the news and feature materials. Prerequisite: BJ 2393 or permission of instructor.

BJ 3363 (3CR)
TV PRODUCTION I
Study and practice of television studio full length productions, newscasts, news magazines, commercials, public affairs shows and creative productions. Skill development in lights and sound, camera operations and digital editing. Prerequisites: BJ 3151, BJ 3332.

BJ 3383 (3CR)
JOURNALISM PRACTICUM
Advanced experience in gathering, writing, and interpretation of news for print media including layout and design, photography and digital application. Prerequisites: BJ 2393, BJ 3212, BJ 3312. May be repeated for credit.

BJ 4083 (3CR)
COMMUNICATION SEMINAR
Seminar on such subjects as public relations, advertising and layout, sales, etc. May be repeated to take seminar on more than one topic. Prerequisite: 12 hours BJ courses.

BJ 4113 (3CR)
TV PRODUCTION II
Advanced study and practice of television studio productions and digital editing. Prerequisite: BJ 3365.

BJ 4133 (3CR)
ANNOUNCING II
A continuation of Announcing I and will cover specialty announcing opportunities such as weather, sports, talk shows, music/variety shows, game shows, public affairs shows, and voice-over work. Prerequisite: BJ 3143.

BJ 4173 (3CR)
BROADCAST LAW, LIBEL AND ETHICS
Principles involved in statutes and case decisions in broadcast media. Government regulations of broadcasting. Prerequisites: 12 hours of BJ courses, including BJ 3113 and BJ 3151.

BJ 4182 (2CR)
PROBLEMS IN RADIO AND TV
Individual studies of problems in community ascertainment, management, and other selected topics in radio and TV. Prerequisite: 12 hours in BJ courses.
BJ 4186 (6 or 12CR)
INTERNERSHIP
Internship application of techniques and theories in electronic or print media. Student receives 6 hours credit for 8-week, 40 hour per week internship or 12 hours credit for 14-week, 40 hour per week internship at radio or TV station, newspaper office, advertising agency, or communication-related internship in industry. Prerequisite: Junior or senior classification and approval of Internship Committee.

BJ 4193 (3CR)
WEB DESIGN FOR JOURNALISM
Practical application in the design and production of journalistic web sites using the skills of writing, visual design, photography, streaming of audio and video as a means of disseminating news and information. Prerequisite: Senior standing.

COURSES – SPEECH (SP)

SP 2713 (3CR)
INTRODUCTION TO SPEECH
Beginning course to improve speech as a mode of communication. Provides opportunity to practice giving various kinds of talks and to develop skills in public speaking. Competency-based instruction method used.

SP 3103 (3CR)
ARGUMENTATION AND DEBATE
Responsibilities of the advocate, the proposition, evidence, reasoning, the case, fallacies, and refutation. Experience in mini debates. Prerequisite: SP 2713.

SP 3111 (1CR) FORENSICS ACTIVITIES
Practice in preparing for participation in forensic and speech activities for tournaments and performance (debate, oration, poetry and prose interpretation, humorous and dramatic interpretation, etc.). May be repeated for credit.

SP 3113 (3CR)
ADVANCED PUBLIC SPEAKING
Preparation and delivery of various types of public speeches. Analysis of content, style, and delivery of famous speakers and situations in which their speeches were given. Prerequisite: SP 2713.

SP 3133 (3CR)
ORAL INTERPRETATION
Study of literary works and other types of literature to project thought and emotion through interpretation.

SP 3143 (3CR)
VOICE AND SPEECH IMPROVEMENT
Use of the International Phonetic Alphabet as aid to improve pronunciation with attention to non-standard speech. Emphasis on correcting distracting articulation, voice qualities, and regionalisms. Exercises in sound production and oral reading. Prerequisite: SP 2713.

SP 4173 (3CR)
DISCUSSION AND INTERPERSONAL SPEECH COMMUNICATION
Emphasis on small group discussion. Principles and techniques of preparing for participating in discussions and evaluating barriers to communication. Prerequisite: SP 2713.

SP 4183 (3CR)
CURRICULUM ACTIVITIES IN SPEECH
Methods of preparing students to direct forensic activities on the secondary level and of teaching classes in theatre arts and speech. Prerequisite: junior standing.

ENGLISH AND FOREIGN LANGUAGES

Mission:
The Department of English and Foreign Languages recognizes its responsibility in helping all students at Langston University to write clearly and appropriately for educated people. As a unit in the School of Arts and Sciences, the faculty seeks to interest students, especially those majoring in English, in learning about the best writers in the world and their cultures through discussions, presentations and projects. Further, the faculty wishes to develop in students a proficiency in and an appreciation for the past and present structure of the English language and the literature thereof and to enable students to speak, read and write Spanish or French and to have an appreciation for these and other cultures.

Vision:
The Department of English and Foreign Languages will continue to produce English and English Education graduates who are culturally diverse, proficient in oral and written language, knowledgeable about major literary works and principles, and known for their leadership, respect for diversity and academic competence. Further, our graduates will work in, interact with and have respect for the global marketplace and will know and use at least one foreign language.

Goals/Objectives:
Courses in English and Foreign Languages are designed
1. To teach the student to write informative and imaginative prose through reading, discussions, and practice;
2. To present the best that has been thought and said in the world and develop the student's powers of appreciation and criticism through the study of literature;
3. To enable the student to describe and explain the historical development of the English language and its present structure;
4. To familiarize the student preparing to teach with effective methodologies for teaching communication skills and the appreciation of literature;
5. To enable the student to understand, speak, read, and write French or Spanish and to develop an understanding and an appreciation of the culture represented by the language.

Courses in Reading are designed
1. To serve all students, especially freshmen, who need to improve reading skills, are enrolled, tested, and either placed in Reading courses or exempted according to level of proficiency;
2. To teach basic reading concepts and skills through individualized instruction and classroom instruction;
3. To incorporate vocabulary building, word structure, context clues, dictionary usage, and silent and oral reading comprehension into coursework.

Program Description
The Department of English and Foreign Languages offers two plans of study leading to the Bachelor of Arts degree in English and the *Bachelor of Arts in English Education. A minor is
ENGLISH

I. Degree: Bachelor of Arts
II. Major: English
   A. General Education: 41 hours
   B. Required Courses: 36 hours (nine of these hours may also be used as General Education electives, Groups B and C)
      EG 2543 English Literature I
      EG 2653 English Literature II
      EG 3013 American Literature I
      EG 3023 American Literature II or
      EG 3033 Contemporary American Literature
      EG 3053 World Literature
      EG 3063 Black Authors in American Literature
      EG 3153 Advanced Grammar
      EG 4023 Romantic Literature or
      EG 4033 Victorian Literature
      EG 4073 Shakespeare
      EG 4113 Advanced Writing Workshop
      EG 4123 Special Topics in English
      EG 4133 History of the English Language/Linguistics
   C. “Restricted” Electives – 9 hours; Electives in English, Foreign Languages, Speech, Library Science, or Broadcast Journalism, as approved by departmental advisor.
   D. Foreign Language – 3 hours; one semester of coursework in a single language, e.g. Elementary Spanish or successful completion of a departmental competency examination.
   E. Electives to complete 124-hour graduation requirement, including 45 hours of upper division coursework.

English Plan of Study

FIRST YEAR

Freshman First Semester
EG 1113 English Composition I 3
HT 1483 U S History 1492 – 1865 or
HT 1493 U S History 1865 – present 3
Mt 1413 Contemporary Math 3
NB 1114 Natural Science Biology I 4
PY 1111 Personal & Social Development 1
PY 1113 Introduction to Psychology 3
Total 17

Freshman Second Semester
EG 1213 English Composition II 3
SN 1113 Elementary Spanish or
FL 1123 Elementary French 3
PS 1113 US Government 3
MT 2103 Elementary Statistics or
MT 2603 Finite Mathematics 3
CS 1103 Intro to Information Processing 2
Total 15

SECOND YEAR

Sophomore First Semester
EG 2033 Advanced Composition or
EG 2053 Technical Writing 3
NP 1113 Natural Science (Physical) 3
EG 3013 American Literature I 3
SP 2713 Introduction to Speech 3
SN 1223 Elementary Spanish or
FL 1123 Elementary French 3
Total 15

Sophomore Second Semester
EG 3153 Advanced Grammar 3
EG 3013 American Literature II or
EG 3033 Contemporary Amer. Literature 3
HU 2103 Humanities 3
EG 2543 English Literature I 3
Total 18

THIRD YEAR

Junior First Semester
EG 4023 Romantic Literature or
EG 4033 Victorian Literature 3
EG 4083 Methods or
EG 3063 Black Authors in Amer. Literature 3
3000-4000 “Restricted” Elective 3
3000-4000 Elective/Minor 3
Total 15

Junior Second Semester
EG 3053 World Literature 3
EG 3063 Black Authors in Amer. Literature 3
General Education Section C 3
Elective/Minor 3
3000-4000 “Restricted” Elective 3
Total 15

FOURTH YEAR

Senior First Semester
EG 4183 History of English Language 3
EG 4113 Advanced Writing Workshop 3
Elective/Minor 3
“Restricted” Elective 3
Total 12

Senior Second Semester
EG 4073 Shakespeare 3
EG 4123 Special Topics in English 3
Elective/Minor 3
Total 15

*ENGLISH (TEACHER EDUCATION)

I. Degree: Bachelor of Arts in Education
II. Major: English (Teacher Education – Language Arts)
   A. General Education: 41 hours
   B. Required Courses: 36 hours (nine of these hours may also be used as General Education electives, Groups B and C). Required courses are the same as for English majors, above, plus EG 4083 Methods of Teaching Language Arts in the Secondary School

   School
   EG 2543 English Literature I
   EG 2653 English Literature II
   EG 3013 American Literature I
   EG 3023 American Literature II or
   EG 3033 Contemporary American Literature
   EG 3053 World Literature
   EG 3063 Black Authors in American Literature
   EG 3153 Advanced Grammar

   School
   EG 4083 Methods of Teaching Language Arts in the Secondary School
**English Education Plan of Study**

### FIRST YEAR

**Freshman First Semester**
- EG 1113 English Composition I 3
- HT 1483 U.S. History 1492 – 1865 or U.S. History, 1865 – Present 3
- MT 1413 Contemporary Math 3
- NB 1114 Natural Science Biology (w/lab) 3
- PY 1113 Introduction to Psychology 3
- PY 1111 Personal and Social Development 1
- **Total** 17

**Freshman Second Semester**
- EG 1213 English Composition II 3
- PS 1113 U S Government 3
- CS 1103 Intro to Info Processing 3
- MT 1613 Trigonometry or
- MT 2603 Finite Math 3
- NP 1113 Natural Science Physical w/Lab 3
- **Total** 15

### SECOND YEAR

**Sophomore First Semester**
- EG 2033 Advanced Composition 3
- EG 2543 English Literature I 3
- ED 2213 *Introduction to Education (FE) 3
- SP 2713 Introduction to Speech 3
- SN 1113 Elementary Spanish I 3
- ED 3153 Educational Sociology 3
- **Total** 18

**Sophomore Second Semester**
- EG 2653 English Literature II 3
- SPED 3143 Survey of Exceptional Children (FE) 3
- EG 3053 World Literature 3
- EG 3063 Black Authors in American Literature 3
- HU 2103 Survey of Western Humanities I 3
- ED 2001 Education Seminar-Test Taking Skills (OGET) 1
- **Total** 16

### THIRD YEAR

**Junior First Semester**
- EG 3013 American Literature I 3
- EG 4073 Shakespeare 3
- PY 3313 *Developmental Psychology 3
- SP 3113 Advanced Public Speaking 3
- **Total** 16

### FOURTH YEAR

**Senior First Semester**
- EG 4113 Advanced Writing Workshop 3
- ED 4242 Classroom Management 2
- ED 4212 Educational Technology 2
- EG 4133 History of English Language 3
- EG 4083 Methods/Teaching Language Arts 3
- ED 4222 Educational Psychology 2
- **Total** 15

**Senior Second Semester**
- ED 4002 Education Seminar 2
- ED 4280 Clinical Practice in Secondary 10
- **Total** 12

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**COURSES – ENGLISH (EG)**

**EG 0123 (3CR)**
**BASIC ENGLISH**

A course designed for students who have not completed the high school curricular requirements for English. Review of the fundamentals of English grammar, standard usage, spelling, punctuation, reading, and a brief introduction to the basics of writing with emphasis on individual instruction. Recommended for the student whose ACT English score and/or competency examination in English indicates he/she will benefit from this review. Does not satisfy General Education requirement and may not be counted toward a major or minor in English.

**EG 1113 (3CR)**
**ENGLISH COMPOSITION I**

Freshman composition course designed to develop student’s skills in writing descriptive and expository prose. Literary works are read and discussed in preparation for writing.

**EG 1213 (3CR)**
**ENGLISH COMPOSITION II**

Continuation of English Composition I. Emphasis on developing skills in interpretation, critical thinking, and writing. Introduction of research paper as final project. Prerequisite: EG 1113.
EG 2033 (3CR)
ADVANCED COMPOSITION
Review of fundamentals of composition and further practice in
analysis of literary works and writing expository prose. Major
writing project is research paper. Prerequisites: EG 1113 and
EG 1213.

EG 2043 (3CR)
INTRODUCTION TO THE WRITING OF VERSE AND FICTION
A study of prosody and practice in writing verse and a study of
narrative techniques and practice in writing fiction. Prerequisites: EG 1113, EG 1213, and EG 2033 or instructor's
permission based on writing samples.

EG 2053 (3CR)
TECHNICAL WRITING
An introduction to technical writing, including letters, resumes,
proposals, reports, instructions, and mechanism descriptions;
the use of visuals and oral presentations.

EG 2543 (3CR)
SURVEY OF ENGLISH LITERATURE I
A study of the major works of English literature from Beowulf
to Dryden. Prerequisites: EG 1113 and EG 1213.

EG 2653 (3CR)
SURVEY OF ENGLISH LITERATURE II
A study of the major works of English literature from Dryden
to modern English. Prerequisites: EG 1113 and EG 1213.

EG 3013 (3CR)
SURVEY OF AMERICAN LITERATURE I
A survey of Colonial writers to Longfellow. Prerequisites: EG
1113 and EG 1213.

EG 3023 (3CR)
SURVEY OF AMERICAN LITERATURE II
A survey of American literature from Whitman to contemporary
writers of American prose and poetry. Prerequisites: EG 1113 and EG 1213.

EG 3033 (3CR)
CONTEMPORARY AMERICAN LITERATURE
A survey of writers in American prose and poetry, including
Ellison, Frost, Faulkner, Pound, Hemingway, and Wright.
Prerequisites: EG 1113 and EG 1213.

EG 3053 (3CR)
WORLD LITERATURE
A study of masterpieces of African, European, and American
literature. Emphasis is placed on pivotal masterpieces of
ancient, medieval, and modern eras. Literary criticism is
emphasized. Prerequisites: 6 hours of college English.

EG 3063 (3CR)
THE BLACK AUTHORS IN AMERICAN LITERATURE
A study of Black authors and their contributions to American
literature. Prerequisites: six hours of college English and consent of instructor.

EG 3153 (3CR)
ADVANCED GRAMMAR
Analysis of the grammatical framework of English. Comparisons of traditional and newer approaches to the study of
grammar. Prerequisites: EG 1113 - 1213.

EG 3173 (3CR)
PRINCIPLES OF LITERARY CRITICISM
The development of critical theory from Plato to the present.
Original interpretations and critical analyses. Prerequisites:
Junior standing or consent of instructor.

EG 4013 (3CR)
LITERATURE - FILM
A study of selected American short stories and novels which
have been adapted for the silver screen. Emphasis is placed on
analysis of both the literary works and the motion pictures.
Literary and cinematic techniques will be critically analyzed.
Prerequisite: permission of instructor or junior standing.

EG 4023 (3CR)
ROMANTIC LITERATURE
A study of poetry and prose writers of the period 1789 - 1832 in
England. Writers included are Byron, Coleridge, DeQuincy,
Hazlitt, Keats, Lamb, Shelley, and Wordsworth. Prerequisites:
EG 2543 - EG 2653.

EG 4033 (3CR)
VICTORIAN LITERATURE
The rise of Victorianism as represented by the principal
intellectual movement which influenced the literature of the
age. Among the chief writers considered are Arnold,
Browning, Carlyle, Mills, Newman, Rossetti, and Tennyson.
Prerequisites: EG 2543 - EG 2653.

EG 4073 (3CR)
SHAKESPEARE
A study of Shakespeare's drama and sonnets. Nine of the best-
known plays are selected for detailed consideration.
Prerequisites: EG 2543 - EG 2653.

EG 4083 (3CR)
METHODS OF TEACHING LANGUAGE ARTS IN THE SECONDARY SCHOOLS
A study of effective methods of teaching language arts, including composition, literature, and grammar. A focus will be
on formulating objectives, lesson plans, resource lists of
literature appropriate for specific learning groups, research
techniques, and current trends in educational philosophy and
theory. Prerequisite: Admission to Teacher Education Program.

EG 4113 (3CR)
ADVANCED WRITING WORKSHOP
Study and application, through extensive practice, of the
principles of effective expository writing. Students will explore
individual and group writing processes, philosophies of
composition, and the assumptions and theories underlying
them. Students will do field work in the Writing Laboratory.
Prerequisites: Senior standing or consent of instructor.

EG 4123 (3CR)
SPECIAL TOPICS IN ENGLISH
Study of selected themes, genres, and problems in literature and
composition. Areas of study will vary from semester to semester. Prerequisites: Senior Standing or consent of instructor. (3 credit hours; may be repeated with departmental
permission).

EG 4133 (3CR)
HISTORY OF THE ENGLISH LANGUAGE
The historical development of English vocabulary, sounds,
syntax, orthography, and inflections. Open to juniors and
seniors.
The Department of Communication and English also offers minors in French and Spanish as well as courses in Reading and Library Science.

COURSES – FOREIGN LANGUAGES (FL)

French

FL 1113 (3CR)
ELEMENTARY FRENCH I
A study of the basic fundamentals of the French language with the objectives of developing some degree of proficiency in oral and written usage in the reading of simple texts and in the comprehension of the spoken tongue. Theory, 3 hours; lab, 2 hours.

FL 1123 (3CR)
ELEMENTARY FRENCH II
Continuation of Elementary French I. A study of the basic fundamentals of the French language with the objectives of developing some degree of proficiency in oral and written usage in the reading of simple texts and in the comprehension of the spoken tongue. Theory, 3 hours; lab, 2 hours. Prerequisite: FL 1113.

FL 2513 (3CR)
INTERMEDIATE FRENCH I
A broader application of the language to develop rapid reading for comprehension and an appreciation of the life and culture of French-speaking people.

FL 2523 (3CR)
INTERMEDIATE FRENCH II
Continuation of Intermediate French I. A broader application of the language to develop rapid reading for comprehension and an appreciation of the life and culture of French speaking people. Prerequisite: FL 2513.

FL 3313 (3CR)
CONTEMPORARY FRANCOPHONE AFRICA
This course will focus on society and culture in the Francophone countries of West Africa. The course will particularly discuss Senegal, Cameroon, Burkina Faso, Mali and the Ivory Coast. It will be taught in French. Prerequisite: FL 4333 or equivalent.

FL 3513 (3CR)
SURVEY OF FRENCH LITERATURE AND CULTURE I
A survey of French literature and culture from the Middle Ages through the 17th century and the 18th century to the present times. Prerequisite: FL 2523.

Japanese

FL 1115 (5CR)
ELEMENTARY JAPANESE I
This course provides instruction in the fundamentals of Japanese. Successful completion of the course will indicate the acquisition, on an elementary level, of the spoken and written language on a survival level.

FL 2125 (5CR)
ELEMENTARY JAPANESE II
This course is a continuation of Elementary Japanese I. In addition, the student will be introduced to reading and two of the Japanese writing systems. Prerequisite: FL 1115.

FL 2413 (3CR)
INTERMEDIATE JAPANESE I
This course is designed to raise the student's written and reading skills to the survival level. Upon completion of the course, students are expected to be able to read signs and take messages. Strong emphasis will continue to be placed on the spoken language. Students will be introduced to Japanese business etiquette and the third Japanese system of writing. Prerequisite: FL 2125.

FL 2423 (3CR)
INTERMEDIATE JAPANESE II
This course is a continuation of Intermediate Japanese I. Prerequisite: FL 2413.

Spanish

SN 1113 (3CR)
ELEMENTARY SPANISH I
A study of the basic fundamentals of the Spanish language with the objective of developing some degree of proficiency in oral and written usage in the reading of simple texts and in the comprehension of the spoken language. Theory, 3 hours; lab, 2 hours.

SN 1223 (3CR)
ELEMENTARY SPANISH II
Continuation of Elementary Spanish I. A study of the basic fundamentals of the Spanish language with the objective of developing some degree of proficiency in oral and written usage in the reading of simple texts and in the comprehension of the spoken language. Prerequisite: SN 1113 Theory, 3 hours; lab, 2 hours.

SN 2113 (3CR)
INTERMEDIATE SPANISH I
A broader application of the language to develop rapid reading for comprehension, a more fluent oral command, a greater accuracy in composition, and an appreciation of the life and culture of Spanish speaking people. Prerequisite: SN 1223.

SN 2223 (3CR)
INTERMEDIATE SPANISH II
Continuation of Intermediate Spanish I. A broader application of the language to develop rapid reading for comprehension, a more fluent oral command, a greater accuracy in composition, and an appreciation of the life and culture of the Spanish speaking people. Prerequisite: SN 2113.

SN 3313 (3CR)
ADVANCED SPANISH I
A broader aspect of the language and a comprehensive review of different grammatical problems which include an introduction to basic composition.

SN 3323 (3CR)
ADVANCED SPANISH II
A continuation of SN 3313.

SN 4313 (3CR)
SEMINAR IN SPANISH LITERATURE AND CULTURE
Focuses on specific topics in Spanish literature and culture. Topics will vary. Senior standing or permission of the instructor is required.

SN 4323 (3CR)
SEMINAR IN HISPANO-AMERICAN LITERATURE AND CULTURE
Focuses on specific topics in Hispanic-American literature and culture. Topics will vary. Senior standing or permission of the instructor is required.
COURSES - LIBRARY SCIENCE (LS)

LS 3123 (3CR)
REFERENCE AND BIBLIOGRAPHY
Introduction to the basic reference works, such as encyclopedias, dictionaries, periodical indexes, atlases, yearbooks, directories, and handbooks; a study of their contents and use with practical problems. Extensive explanation, demonstration and practice of the use of information technology such as online searching, CD-ROM, etc.

LS 3153 (3CR)
CHILDREN'S LITERATURE
A study of suitable reading materials for the elementary grades, including storytelling, folk and nursery rhymes, myths, and nature and fairy stories. Fiction and nonfiction materials that portray the multi-ethnic aspects of American society will be included. (Required for elementary education majors.)

LS 3163 (3CR)
LITERATURE FOR YOUNG ADULTS
A study of print and non-print materials suitable for middle and high school English classes, including principles for selecting, evaluating, assessing, and teaching the materials. Fiction, nonfiction, and poetry that portray the multi-ethnic and multicultural aspects of American society will be included. Prerequisite: EG 2033.

LS 4002 (2CR)
AFRO-AMERICAN BIBLIOGRAPHY
Survey of the publishing of Afro-American literature in the United States and the examination and evaluation of guides to Afro-American literature.

LS 4133 (3CR)
DIRECTED LIBRARY PRACTICUM
Applying and utilizing theory and practices in planning, organizing and evaluating programs and services directed toward library media centers. Provides supervised experience working in a library. Prerequisite: Twelve (12) hours in Library Science courses.

READING (RD)

RD 1111 (1CR) READING IMPROVEMENT
Developing and/or strengthening of skills needed to be a successful reader. Emphasis focused on vocabulary building, comprehension, word structure, context clues, dictionary usage, silent and oral reading.

RD 1121 (1CR)
ADVANCED READING SEMINAR
An extension of the development of reading skills, increasing reading efficiency. Practice in speed reading and independent reading followed by intensive discussion to test comprehension of selected readings. Prerequisite: Permission of instructor.

DEPARTMENT OF MATHEMATICS

Mission:
The Department of Mathematics respects the rights, individual differences, and diverse opinions of its students. As a part of the School of Arts and Sciences, we will continue to maintain positive learning and collegial working environments while meeting the needs of our students.

Vision:
To provide effective instruction to students enrolled in mathematics courses and nurture students' growth in conceptual understanding of mathematics through teaching, practical application, and assessment.

Goals/Objectives:
1. Provide the basic skills and understanding for dealing with numbers and form.
2. Communicate thought both orally and in writing through exposition or the use of symbolic expressions and graphs.
3. Prepare students to become effective decision makers and teachers of mathematics.
4. Prepare students for future study and research in mathematics.
5. Develop cultural advancement through understanding the significance of mathematics in its relation to the total physical and social structure.
6. Provide an understanding of mathematics as a logical system of ordered ideas.

Description of Programs:
The Department of Mathematics offers two majors: Mathematics, which leads to the Bachelor of Science degree, and Mathematics Education, which leads to the Bachelor of Science in Education degree. In the Department of Mathematics at Langston University, faculty model the behaviors of quantitative and analytical thinking in an environment that encourages and inspires students to develop their own critical thinking skills when approaching problems. Mathematics is studied for its usefulness in the physical, biological, social, behavioral, and environmental sciences. Mathematics is chosen as a major area of study by individuals who not only appreciate its usefulness, but also find it challenging and fascinating.

A career in mathematics, except for teaching at the secondary level, generally requires a graduate degree as preparation. Careers include teaching, research, and the application of mathematics to diverse problems in institutions of higher learning, business, industry, and government.

The Department of Mathematics will continue to place emphasis on its assessment program in which all mathematics majors are required to participate.

MATHEMATICS
I. Degree: Bachelor of Science
II. Major: Mathematics
A. General Education: 41 hours
B. Required Courses: 42 hours (above MT 1513:
   College Algebra and MT 1613: Plane
   Trigonometry)
   MT 2145 Calculus I
   MT 3223 Linear Algebra
   MT 3543 Introduction to Number Theory
   MT 3624 Calculus II
   MT 3633 Calculus III
   MT 4023 Advanced Calculus I
   MT 4233 Abstract Algebra
   MT 4353 Discrete Mathematics
   MT 4423 Mathematical Statistics I
   MT 4433 Mathematical Statistics II
   MT 4453 Numerical Analysis
   MT 4583 Mathematical Modeling
   MT 4643 Differential Equations
C. Mathematics Required Elective Courses: 3 hours


### Mathematics Plan of Study

#### FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG 1113</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>HT 1483</td>
<td>U.S. History, 1492-1865 or</td>
<td>3</td>
</tr>
<tr>
<td>MT 1493</td>
<td>U.S. History, 1865-Present</td>
<td>3</td>
</tr>
<tr>
<td>*MT 1513</td>
<td>College Algebra</td>
<td>3</td>
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<tr>
<td>*MT 1613</td>
<td>Trigonometry</td>
<td>3</td>
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<tr>
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#### SECOND YEAR

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<td>HU 2103</td>
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#### THIRD YEAR

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<tr>
<td>MT 4423</td>
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<td>MT 4353</td>
<td>Discrete Mathematics</td>
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<tr>
<td>CS 3113</td>
<td>Analysis &amp; Design of Algorithms</td>
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<td>BI 3113</td>
<td>Concepts of Biology or</td>
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<tr>
<td>BI 4133</td>
<td>Introduction to Bioinformatics</td>
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#### FOURTH YEAR

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<tr>
<td>MT 4233</td>
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<td>MT 4023</td>
<td>Advanced Calculus</td>
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### MATHEMATICS (TEACHER EDUCATION)

I. Degree: Bachelor of Science in Education
II. Major: Mathematics (Teacher Education)

A. **General Education:** 42 hours
   - MT 2145 Calculus I
   - MT 3223 Linear Algebra
   - MT 3543 Introduction to Number Theory
   - MT 3624 Calculus II

B. **Required Courses:** 45 hours (above MT 1513: College Algebra and MT 1613: Plane Trigonometry)
   - MT 4233 Abstract Algebra
   - MT 4423 Mathematical Statistics I
   - MT 4433 Mathematical Statistics II
   - MT 4543 College Geometry
   - MT 4353 Discrete Mathematics
   - MT 4583 Mathematical Modeling
   - MT 4643 Differential Equations
   - MT 4753 Methods of Teaching Mathematics in Secondary Schools
   - MT 4743 History of Mathematics

C. **Professional Education:** 35 hours (See Teacher Education program.)

D. Additional requirements: Electives to complete 120-hour requirement for graduation, including 45 hours in upper division Coursework.

E. **Note:** Majors must make a grade of “C” or better in all required courses beyond the General Education level. This stipulation applies to mathematics courses as well as to cognates, which the Department requires students to take in other departments.

### Mathematics Education Plan of Study

#### FIRST YEAR

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<tr>
<td>MT 1493</td>
<td>U.S. History, 1865-Present</td>
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<tr>
<td>*MT 1513</td>
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<td>MT 4453</td>
<td>Numerical Analysis</td>
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<td>Differential Equations</td>
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<td>ED 2213</td>
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<td>SPED 3143</td>
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<td>History of Mathematics</td>
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<td>MT 4643</td>
<td>Differential Equations</td>
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<td>ED 4222</td>
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<td>MT 4843</td>
<td>Methods of Teaching Math in Secondary Schools</td>
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<td>MT 4583</td>
<td>Mathematical Modeling</td>
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<td>ED 4270</td>
<td>Clinical Teaching in Elementary</td>
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**Foreign Language Competency Requirement**
One semester of Foreign Language College Credit (Minimum of 3 credit hours).

**Third Year Foreign Language Competency Requirement**

*Grade of “C” required*
understanding and application of theory. Colloquium and core course content are based on materials covered in national standardized tests and in the Educational Testing Service (ETS). One (1) 2-hour session per week.

MT 2145 (5CR)  
CALCULUS I  
Theory of functions, Cartesian coordinates, limit theorems, derivatives of algebraic functions, applications, extreme value theory with applications, related rates, Rolle's theorem, the mean value theorem and its extension, curve sketching, and integration.

MT 2413 (3CR)  
MATHEMATICAL STRUCTURES I  
A course designed for early childhood, elementary and special education majors. The National Council of Teachers of Mathematics Standards for grades K-4 will guide content and classroom practice. Content strands include set theory, numeration systems and operations, number theory, and algebraic thinking. Problem solving, mathematical reasoning, and written and oral mathematical communication will be required throughout the course. Instructional practices will include the use of manipulatives, inquiry-based learning, and collaborative learning. Prerequisite: MT 1513- College Algebra.

MT 2513 (3CR)  
MATHEMATICAL STRUCTURES II  
A course designed for early childhood, elementary and special education majors. The National Council of Teachers of Mathematics Standards for grades 5-8 will guide content and classroom practice. Content strands include the real number system and operations, algebraic thinking and functions, measurement, geometry, Problem solving, mathematical reasoning, and written and oral mathematical communication will be required throughout the course. Instructional practices will include the use of manipulatives, inquiry-based learning, and collaborative learning: Prerequisite: MT 2413- Mathematical Structures I.

MT 2603 (3CR)  
FINITE MATHEMATICS  
A course for non-science and non-mathematics majors. This course is designed to illustrate applications of mathematics in numerous settings. Topics may include logic, numeration systems, counting techniques, probability, statistics, and mathematics of finance. Course not intended for students majoring in science, mathematics, or computer science. Prerequisites: MT 1513 or MT 1413.

MT 3223 (3CR)  
LINEAR ALGEBRA  
Systems of Linear Equations; Determinants; Vector Spaces; Subspaces; Subspaces Spanned by Vectors; Inner Product; Inner Product Vector Spaces; Special Subspaces - Orthogonal Complements; Orthogonalization; Projections. Vector Space of Free Vectors; Applications in Elementary and Analytic Geometries; Vector Space Homomorphisms (Linear Transformations); Isomorphisms; Endomorphisms; Automorphisms; Matrix Representations of Homomorphisms; Special Subspaces Generated by Homomorphisms: Kernels, Images, Eigenspaces; Applications – Diagonalization of Matrices; Regressions (Least Squares Solutions); Special Linear Transformations: Projections, Reflections. MT 2145 or Permission of Instructor

MT 3313 (3CR)  
MATHEMATICS CONCEPTS  
Percent, ratio, and proportion, powers and roots, simple equations, equations in more than one unknown, quadratic equations, exponents, and logarithms, variation, plane geometry, trigonometry. Prerequisite: MT 1513 or equivalent.

MT 3543 (3CR)  
INTRODUCTION TO NUMBER THEORY  
Well-ordering and induction, Integer Representations (different bases), Primes, Divisibility, Euclid’s Algorithm, Fundamental Theorem of Arithmetic; Equivalence Relations Mod m (Congruences), System of Linear Congruences; Fermat’s Little Theorem, Euler’s Function, Pythagorean Triples, Diophantine Approximation and Pell’s Equation; Application in Cryptology.

MT 3624 (4CR)  
CALCULUS II  
The second course in a three-semester course of unified calculus and analytic geometry including transcendental functions, hyperbolic functions, various methods of integration, areas and volumes as limits, applications of integration, and series. Prerequisite: MT 2145.

MT 3633 (3CR)  
CALCULUS III  
A continuation of Calculus II. Power series, expansion of functions into series with applications, definition and meaning of ordinary partial derivatives, multiple integrals and vector calculus. Prerequisite: MT 3624 or equivalent.

MT 4023 (3CR)  
ADVANCED CALCULUS  
A rigorous treatment of calculus of one and several variables. Elementary topology of Euclidean spaces, continuity and uniform continuity, differentiation and integration. Prerequisites: MT 2145, MT 3624, MT 3633.

MT 4123 (3CR)  
COMPLEX VARIABLES  
A study of the complex number system, functions of a complex variable, differentiation, integration, series, residues and poles, conformal mappings, and applications to the physical sciences. Prerequisites: MT 2145, MT 3624, MT 3633.

MT 4233 (3CR)  
ABSTRACT ALGEBRA  
Sets, relations, and functions; Operations on Sets; Operational Compatible with Equivalence Relations; Algebraic Structures; Sub-Algebraic Structures; Quotient Algebraic Structures; Algebraic Structure Homomorphisms; Groups; Rings; Fields; Vector Spaces; Applications of Algebraic Structures in Number Theory, Cryptology (Modular Rings), and Galoïs Theory.

MT 4323 (3CR)  
APPLIED MATHEMATICS  
Sets, inequalities and sums, graphs and coordinate geometry, lines, linear programming, determinants and vectors, matrices, probability, statistics, correlation, and introduction to game theory. Prerequisite: MT 3313 or equivalent.

MT 4533 (3CR)  
DISCRETE MATHEMATICS  
Fundamental of mathematical logic with different techniques of proofs; the set theory with fundamental principles of counting, cardinalities of sets, the Pigeonhole principle, Boolean Algebra; permutations and combinations, with applications to the physical sciences; enumeration in set
theory, and probability theory; Cartesian products and relations, functions, bijections; equivalence relations, partitions and quotients sets; computer recognition, Zero-One matrices and directed graphs, partial orders and Hasse Diagrams; finite state machines and the Minimization Process; The Well Ordering Principle and Mathematical Induction; The Division Algorithm and prime numbers, the Euclidean Algorithm and the Summation Operator. The Principle of Inclusion and Exclusion, derangements and permutations; Some algebraic Structures, Ring Structure and Modular Arithmetic, Homomorphisms and Isomorphisms; Finite Fields and Combinatorial Designs, polynomial rings, Latin Squares, finite geometries and affine planes, block designs and projective planes. Prerequisites: MT 2145 and MT 3624.

MT 4423 (3CR) MATHEMATICAL STATISTICS I
The algebraic development of formulas used in statistical methods, frequency curves, curve fitting, correlation, probability, the binomial distribution, the Poisson distribution, random sampling, large sample theory, testing hypotheses, small methods, Chi-squared distribution, analysis of variance. Prerequisites: MT 2145 or permission.

MT 4433 (3CR) MATHEMATICAL STATISTICS II (Statistical Inference) Purposes and nature of statistical inference; estimation of population parameters; one and two-sample tests of hypotheses; the role of probability in hypothesis testing; introduction to linear regression analysis and curve fitting; analysis of variance; correlation analysis; multiple linear regression and nonlinear regression models; orthogonal designs; model selection; one-factor experiments; randomized complete block designs; factorial experiments (two or more factors); non-parametric statistics. Prerequisites: MT 4423; MT 2145.

MT 4453 (3CR) INTRODUCTION TO NUMERICAL ANALYSIS
Computational methods for solving algebraic, transcendental, ordinary differential, and finite difference equations, and summation of series. Prerequisites: MT 2145, MT 3624, MT 3633.

MT 4523 (3CR) COLLEGE GEOMETRY
The real number system, Euclidean completeness, the Archimedean postulate, incidence theorems, betweenness, plane and space separation, angular measure, congruence, geometric inequalities, parallelism, similarity, non-Euclidean geometrics, Saccheri quadrilaterals, areas of polygonal regions, circles and spheres, solid mensuration (volumes). Prerequisites: permission of instructor and MT 1513.

MT 4543 (3CR) MATHEMATICAL MODELING
Problem identification, model selection, model solution and validation are explored. Mathematical models are formulated for problems arising in various areas including formulating models using differential equations, linear programming, and stochastic models as some examples. Prerequisites: MT 4423, MT 4433, MT 4643 and MT 3223.

MT 4643 (3CR) DIFFERENTIAL EQUATIONS
Equations of the first order, singular solutions, linear equations of the second order, linear equations with constant coefficients, exact equations, total differential equations. Prerequisites: MT 3633 and MT 3223 or equivalent or permission.

MT 4653 (3CR) SEMINAR IN MATHEMATICS
Seminor includes detailed reports on selected high-level topics in both theoretical and applied mathematics. Students majoring in the department are required to report on at least one topic of a moderate degree of difficulty as a demonstration of their resourcefulness, ability, and achievement in the field of mathematics. Prerequisite: Permission of instructor.

MT 4743 (3CR) HISTORY OF MATHEMATICS
The development of an historical perspective of various topics in mathematics such as, arithmetic, algebra, geometry, calculus, and number theory. The course will also include discussion of famous problems and the contributions of famous mathematicians. Prerequisite: MT 2145 (Calculus I)

MT 4843 (3CR) METHODS OF TEACHING MATHEMATICS IN SECONDARY SCHOOLS
The National Council of Teachers of Mathematics Standards for grades 7-12 will guide content and classroom practice. The primary focus will be middle school mathematics, basic mathematics, pre-algebra, algebra I and II, and probability and statistics. Relevant content, diversity, ethical, and pedagogical issues for the secondary mathematics classroom teacher will be considered. Prerequisite: MT 3633 (Calculus III) and admission into the teacher education program.

DEPARTMENT OF NATURAL SCIENCES

BIOLOGY and BIOLOGY EDUCATION

Mission: The mission of the programs in Biology and Biology Education is to provide an excellent undergraduate education. Our curriculum embraces the breadth of the discipline and values both classical and modern approaches of biological inquiry.

Vision: To provide students with current knowledge, technical skills, and opportunities for further study and preparation to enter the global marketplace.

Goal: Our goal is to increase the students’ understanding about the natural world in which we live and help them address issues of personal well-being and worldwide concern such as environmental depletion, threats to human health, and maintaining viable and abundant food supplies. Our curriculum emphasizes coursework that includes a balance of traditional and modern biological sciences and collaborative student faculty research.

Objectives:
1. To prepare successful, scientifically literate, participating citizens who have an understanding and appreciation for both nature and scientific investigation;
2. To prepare research trainees for graduate studies in the biological sciences and related areas;
3. To prepare students who are capable of competing successfully for admission to professional schools of medicine, dentistry, veterinary medicine, pharmacy, allied health, and other biomedical related fields;
4. To prepare highly qualified biology teachers for positions in public and private secondary schools;
5. To prepare students for entry level positions in conservation, natural resource management, industrial biology, agriculture, technology, and other fields.

Description of Program:
The Biology Department provides an excellent undergraduate education program. Our curriculum embraces the breadth of the discipline, and values both classical and modern approaches of biological inquiry. Current course offerings are similar to the standardized curriculum found in most undergraduate colleges/universities. A typical course in the biology curriculum not only covers content offered but builds upon it by incorporating new technologies, discoveries and advancements in science. The content has integrated organisms, with molecular biology, biotechnology, and bioinformatics.

The Biology Department offers two programs leading to the Bachelor of Science degree. The programs are Biology and Biology (Teacher Education). Our goal is to increase students’ understanding about the natural world in which we live and help them address issues of personal well-being and worldwide concern, such as environmental depletion, threats to human health, and maintaining viable and abundant food supplies. Our curriculum emphasizes coursework that includes a balance of traditional and modern biological sciences and collaborative student-faculty research.

BIOLOGY

I. Degree: Bachelor of Science
II. Major: Biology
A. General Education: 41 hours must include
   CH 1315 General Chemistry I
   *Six hours of mathematics at the level of MT 1513 and MT 1613 or higher
   CS 1103 Introduction to Information Processing
   (or a CS course approved by the advisor)
   NB 1114 Natural Science Biology I
B. Biology Core Courses: 29 hours
   NB 1214 Natural Science Biology II
   BI 2114 Zoology (Animal Diversity)
   BI 2134 Botany (Plant Diversity)
   BI 3014 Microbiology
   BI 3144 Ecology
   BI 3234 Cell Biology
   BI 3254 Genetics
   BI 4091 Biological Seminar
C. Biology Elective Courses: 7 hours
   Selected from those courses approved by the student’s advisor
D. Support Courses (Chemistry, Physics and Mathematics): 33 hours
   CH 1515 General Chemistry II
   CH 3315 Organic Chemistry I
   CH 3325 Organic Chemistry II
   PH 1115 College Physics I or
   PH 2015
   PH 1125 College Physics II or
   PH 2025
   *MT 2013 Elementary Statistics
   *MT 2145 Calculus
E. Free Electives: 8 hours
   Total Credit Hours **127 hours
F. Electives to complete 127 hours required for graduation. Must include 45 hours of upper division coursework.

*Students who are able to take MT 2413 and MT 2145 based on their high school record and their mathematics assessment without taking MT 1513 and MT 1613 may do so and may count MT 2013 and MT 2145 as General Education hours in MT. They then may take additional hours of Free Electives within their 127-hour program.

** The total must include at least 45 of 3000 and 4000 level courses.

*Biology Plan of Study
*Biology and support require "C" or above.

FIRST YEAR

Freshman First Semester
   NB 1114 Natural Science (Bio) I w/Lab 4
   MT 1513 College Algebra 3
   EG 1113 English Composition I 3
   HT 1483 US History, 1492-1865 or HT 1493 3
   PY 1111 Personal/Social Development 1
   CS 1103 Intro Info. Processing 3
   **Total 17

Freshman Second Semester
   EG 1213 English Composition II 3
   PS 1113 U.S. Government 3
   MT 1613 Trigonometry 3
   PY 1113 Introduction to Psychology 3
   NB 1214 Natural Science Biology II w/Lab 4
   ED 2001 Introduction to Teaching Portfolio 1
   **Total 17

SECOND YEAR

Sophomore First Semester
   BI 2114 Zoology (Animal Diversity) 3
   CH 1315 General Chemistry I 5
   MT 2413 Elementary Statistics 3
   EG 2033 Advanced Composition 3
   **Total 14

Sophomore Second Semester
   BI 2134 Botany (Plant Diversity) 4
   CH 1515 General Chemistry II 5
   MT 2145 Calculus I 5
   SP 2713 Introduction to Speech 3
   **Total 17

THIRD YEAR

Junior First Semester
   PH 1115 College Physics I 5
   HU 2103 Humanities 3
   CH 3315 Organic Chemistry I 5
   BI 3234 Cell Biology 4
   **Total 17

Junior Second Semester
   PH 1125 College Physics II 5
   CH 3325 Organic Chemistry II 5
   BI 3014 General Microbiology 4
   BI 3144 Ecology 4
   **Total 18

FOURTH YEAR

Senior First Semester
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**Senior Second Semester**

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*Grade of “C” or above required*

**BIOLOGY (TEACHER EDUCATION)**

**FIRST YEAR**

**Freshman First Semester**

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**SECOND YEAR**

**Sophomore First Semester**

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**Sophomore Second Semester**

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<td>BI 2134</td>
<td>Botany (Plant Diversity) 4</td>
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<tr>
<td>SPE 3143</td>
<td>Survey of Exceptional Children (FE) 3</td>
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<td>BI 2114</td>
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**THIRD YEAR**

**Junior First Semester**

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**Junior Second Semester**

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<td>Genetics 4</td>
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<td>ED 3232</td>
<td>*Measurement Assessment &amp; Eval 2</td>
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**FOURTH YEAR**

**Senior First Semester**

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<td>ED 4242</td>
<td>*Classroom Management (FE) 2</td>
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<tr>
<td>BI 4002</td>
<td>Biology Teaching Techniques 2</td>
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*Asterisks (*) Indicate courses with Special Instructions*

Foreign Language Competency Requirement
One semester of Foreign Language College Credit (Minimum of 3 credit hours).
COURSES – BIOLOGY (BI)

NB 0123 (0CR)
BIOLICAL SCIENCE: AN INTRODUCTION
A course designed for students who have not completed the high school curricular requirement for biology. A complete course in the basic biological principles and processes.

NB 1114 (4CR)
NATURAL SCIENCE BIOLOGY (Biological Principles I)
An introductory study of broad foundations of biology including biochemistry, cell biology, genetics (transmission, population, molecular, and cellular), evolution, and ecology. Emphasis in lecture is on modern understandings, theory, and scientific thought. The lab emphasizes investigation and the scientific process for science majors and non-majors. Lecture 3 hours; lab 3 hours. Prerequisite: Successful assessment based on high school record and ACT scores.

NB 1214 (4CR)
NATURAL SCIENCE BIOLOGY II (Biological Principles II)
A continuation of the study of broad foundations of biology including biodiversity of microbes, protists, fungi, plants, and animals with an introduction to the study of plant and animal form and function. Emphasis in lecture is on modern understandings, theory, and scientific thought. The lab emphasizes investigation and the scientific process. Intended primarily for science majors, but open to all students. Lecture 3 hours; lab 3 hours. Prerequisite BI 1114.

BI 1201 (1CR)
BIOLOGY I COLLOQUIUM
Facilitated discussions, discrete study groups, and collaborative problem solving provide more thorough discourse on classroom concepts and theory. Inquiry-based learning techniques apply conjecture, logical reasoning, and critical thinking to support understanding and application of theory. Colloquium and core course content are based on materials covered in national standardized tests and in the Educational Testing Service (ETS). One (1) 2-hour session per week.

BI 2114 (4CR)
ZOOLOGY (Animal Diversity)
A phylogenetic survey of the animals and animal-like protists, including diversity, evolution, classification, morphology, physiology (with emphasis on vertebrates), ecology, and importance to mankind. Investigations using dissection, experimentation, and observation are emphasized in lab. Lecture 3 hours; lab 3 hours. Prerequisite: NB1124.

BI 2134 (4CR)
GENERAL BOTANY (Plant Diversity)
An introduction to the study of algae and plants, their structure, function, and development, including the plant cell, energetics, genetics, evolution, diversity and physiology. Higher groups are emphasized. Labs will focus on experiments and observations, with emphasis on developing critical thinking and technical skills. Lecture 3 hours; lab 3 hours. Prerequisite NB 1124.

BI 2214 (4CR)
COMPARATIVE VERTEBRATE ANATOMY
A phylogenetic survey of the chordates, emphasizing their evolution and morphology. The laboratory includes detailed dissections of specimens from selected species to illustrate morphological patterns. Lecture 3 hours; lab 3 hours. Prerequisite: BI 2114.

BI 3014 (4CR)
GENERAL MICROBIOLOGY
Diversity, classification, evolution, physiology, metabolism, ecology, and economic importance of viruses, archaea, bacteria, protista, and fungi. The laboratory emphasizes modern techniques for applying the scientific process to investigations of all taxonomic groups of microbes. Lecture 3 hours; lab 3 hours. Prerequisite: CH 1515, BI 2134.

BI 3104 (4CR)
HUMAN ANATOMY
A study of the human body as an adapted system of cells, tissues, organs, and organ systems, including its functional morphology. The laboratory includes a detailed dissection of the cat with reference to equivalent structure in humans. Lecture 3 hours; lab 3 hours. Prerequisite: BI 2114, NB 1114 for Nursing Majors.

BI 3113 (3CR)
CONCEPTS OF BIOLOGY
A lecture-demonstration course covering intermediate and advanced concepts and principles of cell structure and function, genetics, environmental science, biochemistry and microbiology. (Non-majors: BALE Program).

BI 3114 (4CR)
ENVIRONMENTAL BIOLOGY
Interactions of organisms and their environment under natural and stress conditions; impact of human and other activity on the cycling of life---sustaining materials within ecosystems; and environmental problems associated with population dynamics. Lecture (3) hours; Lab 3 hours. Prerequisite: NB 1114.

BI 3124 (4CR)
ECOLOGY
A study of the interactions of organisms with their physical and biotic environment, including individual, population, community, ecosystem, and biospheric levels. Theory and modern scientific thought are emphasized in lecture; methodology including field work, experimentation, quantitative reasoning, and scientific process are emphasized in lab. Lecture 3 hours; lab 3 hours. Field trips required. Prerequisites: BI 2114, BI 2134, CH 1125, MT 1323 or equivalent.

BI 3214 (4CR)
INVERTEBRATE ZOOLOGY
A phylogenetic survey of the invertebrates, including the major and minor phyla. The course emphasizes evolution, morphology, and ecology, with attention to physiology and economic importance. The lab emphasizes investigation and will include field trips. Lecture 3 hours; lab 3 hours. Prerequisite: BI 2114.

BI 3221 (1CR)
RESPONSIBLE CONDUCT IN BIOMEDICAL RESEARCH
This is a topical course in research ethics. Some key topics include Scientific Priority and Presentation, Being a Responsible Reviewer, University Policies and Procedures; Dealing with Research Misconduct, Laboratory Record Keeping-Data Ownership, Lecture 1 hour. Prerequisite: 8 hours of BI.

BI 3223 (3CR)
NEUROSCIENCE
This course will cover topics in neuroscience, including autonomic nervous system, sensory, motor system,
hypothalamic control mechanisms, learning, memory, hippocampus, anxiety, fear/amygdule, and biological clocks/circadian rhythms/sleep-wake mechanisms. Prerequisite: BI 2214 or BI 3104.

BI 3224 (4CR) DEVELOPMENTAL BIOLOGY
An introduction to the biochemical, molecular, genetic, cellular and organismic level processes involved in development of higher plants and animals. The laboratory includes a detailed examination of the developmental morphology (embryology) of vertebrates and an investigative and experimental study of developmental mechanisms in a variety of taxa. Lecture 3 hours; lab 3 hours. Prerequisites: BI 2114, BI 2134, BI 3244, CH 3325.

BI 3234 (4CR) GENERAL ENTOMOLOGY
An introduction to the morphology, life histories, and classification of insects. Representative forms of the major orders of insects are studied in the laboratory. Students are required to make collections. Lecture 3 hours; lab 3 hours. Prerequisites: BI 2114 or equivalent.

BI 3243 (3CR) PARASITOLOGY
The life history and systematics of the major parasites of man and animal, emphasizing host parasite relation, methods of collection, preservation and identification of specimens. Lecture 2 hours; lab 2 hours. Prerequisites: BI 2114.

BI 3234 (4CR) CELL BIOLOGY
A study of cell structure and function, with emphasis on eukaryotes. The lab includes an application of modern cellular and molecular techniques to investigations of cells and their activities. Lecture 3 hours, lab 3 hours. Prerequisites BI 2114, BI 2134, CH 1125 (CH 3325 recommended).

BI 4224 (4CR) GENETICS
Principles of genetics at the population, organismic, cellular, and molecular levels, including evolution. The lab emphasizes modern and classical investigations of gene transmission and inheritance patterns in organisms, and biochemical and molecular behavior of genes in cells. Lecture 3 hours; lab 3 hours. Prerequisites: BI 2114, BI 2134, CH 1125, MT 1323 or equivalent.

BI 4002 (2CR) BIOLOGY TEACHING TECHNIQUES
A practical introduction to pedagogy specific to Biology and other sciences. Includes literature review, curriculum, material selection, lesson preparation, laboratory, lectures, and other instructional formats, practice in delivery, and evaluation. Lecture 1 hour; laboratory 2 hours. Prerequisite: Completion of three upper division courses from the Biology Core for the B.S. in Education, Biology major.

BI 4003 (3CR) PRACTICUM IN BIOLOGY
A practical experience working in an educational institution, research establishment, industrial facility, government agency, private foundation, conservation or agricultural agency, or medical establishment under the supervision of a practitioner where the student may apply knowledge, skills, understanding, and experience in the biological sciences. The faculty will assist the student in obtaining a placement, but placement is dependent on agreement by the student, the supervising practitioner, and the Department Chair, and the student must request placement to a specific organization in writing. The student’s grade will be based on a written report by the student and one by the supervising practitioner at the completion of the assignment and will be assigned by a faculty member. Work assignments may be for no less than 12 weeks for at least 9 hours per week, or for no less than 6 weeks for at least 18 hours per week. Prerequisite: Senior standing as a biology major, with at least 24 credits in Biology.

BI 4091 (1CR) BIOLOGICAL SEMINAR
Individual studies of research topics through the biology literature. Each student will present one or more oral reports. Faculty members and visiting scientists will also make presentations. Lecture 1 hour. Prerequisite: Senior standing, completion of 3 or more courses from BI 3014, 3124, 3244, 3254.

BI 4092 (2CR) INVESTIGATIVE TECHNIQUES IN THE BIOLOGICAL SCIENCES
Investigative techniques in the biological sciences. Basic laboratory techniques and the application of biological principles in scientific inquiry. Laboratory 4 hours. Prerequisite: Senior standing.

BI 4093 (3CR) BIOLOGY RESEARCH PROBLEMS
May be repeated one time for no more than 6 CR total. Individual investigation of a question of current interest in biological science; supervised by a faculty member. Includes literature review and proposal development, original research data collection and analysis, and production of a formal report using standard scientific format following the Council of Biology Editors Style Manual. At least 9 hours of independent and directed work per week. Prerequisite: Senior standing. May be taken by invitation only.

BI 4123 (3CR) BIOLOGICAL PROBLEMS IN URBAN SOCIETY
Urban environmental problems, health and disease factors, pollution, biosocial interactions. (Non-majors: BALE Program)

BI 4193 (3CR) BIOLOGY LITERATURE INVESTIGATIONS
Individual investigation of a topic in the current professional biological literature. Results in the production of a formal report using standard scientific format following the Council of Biology Editors Style Manual. At least 9 hours of independent and directed work per week. Prerequisite: May be taken by invitation only.

BI 4213 (3CR) WILDLIFE MANAGEMENT
Biological basis for the management of wildlife populations and habitats, with emphasis on current management problems. (Same as AS 4223).

BI 4214 (4CR) HUMAN PHYSIOLOGY
General consideration of the principles and methods of human body functions. Lectures and laboratory demonstrations on the fundamental physiological activities of man. Lecture 3 hours; lab 3 hours. Prerequisites: BI 2214 or 3104; CH 1315 and CH 1515. (CH 1315 for Nursing majors).
BI 4223 (3CR)
HISTOLOGY
Preparation, examination, and analysis of microscopic structure of vertebrate tissues, with emphasis on mammalian material. Lecture 2 hours; lab 2 hours per week. Prerequisite: BI 2214 or 3104.

BI 4233 (3CR)
LIMNOLOGY
Physical, chemical, and biological factors in lakes and streams. (Same as AS 4233).

BI 4271 (1CR)
LABORATORY TOPICS IN BIOLOGY
This course is a series of lab/field investigations in subjects not available in other courses. Each topic will be defined around a general area of study including its principles and techniques. Topics may change from semester to semester and the course may be repeated for credit when the content changes. The course may be scheduled alone or with a related lecture topic (BI 4273). When scheduled with BI 4273, both must be taken together. Laboratory 3 hours. Prerequisite: Junior standing, 12 hours of BI.

BI 4273 (3CR)
LECTURE TOPICS IN BIOLOGY
This course is a series of presentations in subjects not available in other courses. Each topic will be defined around a general area of study including its theories and findings. Topics may change from semester to semester and the course may be repeated for credit when the content changes. May be scheduled alone or with a related laboratory topic (BI 4271). When scheduled with BI 4271, both must be taken together. Lecture 3 hours. Prerequisite: Junior standing, 12 hours of BI.

BI 4433 (3CR)
FISHERIES MANAGEMENT
Techniques and principles involved in management of fishes. (Same as AS 4433).

BI 4443 (3CR)
LIMNOLOGY
Physical, chemical, and biological factors in lakes and streams. (Same as AS 4233).

BI 4514 (4CR)
BIOCHEMISTRY
Biological principles of cellular constituents. An introduction to chemical processes in living systems. Introduction to the study of carbohydrates, lipids, and proteins. Prerequisites: CH 2114 and CH 3325. Two (2) lectures and two (2) two-hour labs per week. (Same as CH 4514).

CHEMISTRY AND CHEMISTRY EDUCATION

Mission:
The mission for the Chemistry and Chemistry Education programs is to provide excellent instruction and an environment that is conducive to teaching and learning. The Chemistry faculty will consistently demonstrate awareness of and support for strategic recruitment, mentoring, student research, and student excellence.

Vision:
The Chemistry and Chemistry Education programs will be a primary resource for recruiting, developing, and supporting Chemistry and Chemistry Education students in becoming the premier source of well-qualified, dedicated graduate students in chemistry and future chemistry professionals who also have the capacity to lead and serve, and provide out-of-the-box solutions to emergent problems.

Goals/ Objectives of the Chemistry Program:
1. To prepare successful, scientifically literate professionals who have an understanding and appreciation for scientific investigation, social responsibility and service learning;
2. To prepare students who are capable of competing successfully for admission to and who will succeed in graduate school; professional schools for medicine, dentistry, pharmacy, veterinary medicine, nursing, allied health, and other biomedical programs;
3. To prepare students for entry level positions in conservation, natural resource management, industrial chemistry, agriculture, technology and other fields;
4. To provide a sound fundamental knowledge of chemistry, mathematics and physics for all chemistry majors;
5. To provide hands-on laboratory experiences with special emphases on chemical and laboratory safety and hazardous waste management;
6. To provide opportunities for professional growth through participation in research and industry internships as well as attendance and participation in professional organizations and meetings.

Goals/objectives of the Chemistry Education Program:
1. To provide a basic curriculum in science and mathematics that will enable the student to be a competent secondary school science teacher;
2. To provide teaching experiences in addition to the conventional supervised courses in student teaching. This will include activities such as tutoring in our introductory courses in the department, teaching laboratory logistics and how to locate and develop experiments suitable for short laboratory periods;
3. To inculcate, as an integral part of each course and departmental philosophy, the contributions that women and various nationalities and races have made in science.

Description of Program:
Chemistry majors receive instruction, including laboratory and research experience, in all core areas of chemistry, with special emphasis on problem solving and critical thinking skills. This provides necessary background for postgraduate studies or employment in the chemical industry or research laboratories. Experience in research provides students with direct exposure to scholarly investigation in their disciplines, and often culminates in presentation of their results at regional and national meetings or publication in scholarly journals.

The Chemistry Education program meets and exceeds the minimum requirements of the National Science Teachers Association (NSTA) for the general expectations of scope of preparation for teaching secondary education. It includes thematic and major concepts and applications of inorganic, organic, analytical, physical chemistry, and biochemistry. Additionally, the LU program includes the NSTA recommended calculus for Chemistry Education programs and basic statistics and integrates science instruction across fields, including linkages among related concepts in chemistry, physics, biology and the earth/space sciences.
## CHEMISTRY

### I. Degree:
Bachelor of Science

### II. Major:
Chemistry

#### A. General Education: 41 hours
- CH 1315 General Chemistry I
- MT 1513 College Algebra
- EG 1113 English Composition I
- HT 1483 U S History 1492 – 1865
- PY 1111 Personal & Social Development

**Total** 15

#### B. Required Courses: 40 hours
- CH 1315 General Chemistry I
- CH 1515 General Chemistry II
- CH 2114 Analytical Chemistry
- CH 3224 Instrumental Analysis
- CH 3315 Organic Chemistry I
- CH 3325 Organic Chemistry II
- CH 3415 Physical Chemistry
- CH 4601 Chemistry Seminar
- CH 4612 Introduction to Chemical Research

4 hours of electives in Chemistry

#### C. Additional Requirements:
- MT 2145 Calculus I
- MT 3624 Calculus II
- MT 3633 Calculus III
- 10 hours of Physics
- 3 hours of Computer Science

#### D. Electives to complete 124 hours required for graduation, including 45 hours of upper division coursework.

### Chemistry Plan of Study

#### FIRST YEAR

**Freshman First Semester**
- CH 1315 General Chemistry I 5
- MT 1513 College Algebra 3
- EG 1113 English Composition I 3
- HT 1483 U S History 1492 – 1865 3
- PY 1111 Personal & Social Development 1

**Total** 15

**Freshman Second Semester**
- CH 1515 General Chemistry II 5
- MT 1613 Trigonometry 3
- EG 1213 English Composition II 3
- PS 1113 US Government 3
- Elective 3

**Total** 17

### SECOND YEAR

**Sophomore First Semester**
- CH 3315 Organic Chemistry 5
- MT 2145 Calculus I 5
- EG 2033 Advanced Composition 3
- NB 1114 Natural Science-Biology I 4

**Total** 17

**Sophomore Second Semester**
- CH 3325 Organic Chemistry II 5
- MT 3624 Calculus II 4
- CS 1103 Introduction Info Process 3
- PY 1113 Introduction to Psychology (General Ed, Sec B. requirement) 2

**Total** 15

### THIRD YEAR

**Junior First Semester**
- PH 1115 College Physics I 5
- CH 2214 Analytical Chemistry 4
- MT 3633 Calculus III 3
- SP 2713 Introduction to Speech 3

**Total** 15

**Junior Second Semester**
- CH 3224 Instrumental Analysis 4
- PH 1125 College Physics II 5
- CH 4514 Biochemistry 4
- HU 2203 Survey of Western Humanities (or Gen. Ed. Sec. B elective) 3

**Total** 16

### FOURTH YEAR

**Senior First Semester**
- CH 3415 Physical Chemistry I 5
- CH 4612 Introduction to Chemical Research 2
- CH 4601 Chemistry Seminar 1
- Electives (Upper Division) 6
- Elective 3

**Total** 17

**Senior Second Semester**
- CH 3425 Physical Chemistry II (Optional) or other Upper Division 5
- CH 4622 Introduction to Chemical Research 2
- Electives 5

**Total** 12

*Grade of “C” required

### CHEMISTRY (TEACHER EDUCATION)

#### I. Degree:
Bachelor of Science in Education

#### II. Major:
Chemistry (Teacher Education)

#### A. General Education: 41 hours

#### B. Required Courses: 32 hours
- CH 1315 General Chemistry I
- CH 1515 General Chemistry II
- CH 2114 Analytical Chemistry
- CH 3315 Organic Chemistry I
- CH 3325 Organic Chemistry II
- CH 4514 Biochemistry
- CH 4601 Chemistry Seminar
- CH 4612 Introduction to Chemical Research

#### C. Additional Requirements: 35 hours of Professional Education (see Teacher Education Program); 12 hours of Biology; 10 hours of Physics; (*15 hours) of Mathematics, including 1 semester of Calculus; 3 hours of Earth Science (see Suggested Curriculum Plan for Chemistry Education).

#### D. Electives to complete 130 hours required for graduation. Must have 45 hours of upper division coursework.

*Includes MT 1513 and MT 1613

### Chemistry Education Plan of Study

#### FIRST YEAR

**Freshman First Semester**
- CH 1315 General Chemistry I 5
- EG 1113 English Composition I 3
- HT 1483 U S History 1492 – 1865 3
- PY 1111 Personal & Social Development 1

**Total** 15

**Junior First Semester**
- CH 1314 General Chemistry I 5
- EG 1113 English Composition I 3
- PY 1111 Personal & Social Development 1
- MT 1513 College Algebra 3
- HT 1483 U S History 1492 – 1865 or
- HT 1493 U S History 1865 to present 3

**Total** 16
**Freshman Second Semester**

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<td>CS 1103</td>
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**SECOND YEAR**

**Sophomore First Semester**

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<td>Introduction to Psychology</td>
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**Sophomore Second Semester**

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<td>SPED 3143</td>
<td>*Survey of Exceptional Children (FE)</td>
<td>3</td>
</tr>
<tr>
<td>MT 2013</td>
<td>Elementary Statistics</td>
<td>3</td>
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<td><strong>Total</strong></td>
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**THIRD YEAR**

**Junior First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>CR</th>
</tr>
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<tbody>
<tr>
<td>CH 3315</td>
<td>Organic Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>SP 2713</td>
<td>Introduction to Speech</td>
<td>3</td>
</tr>
<tr>
<td>PY 3313</td>
<td>*Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 4212</td>
<td>*Educational Technology</td>
<td>2</td>
</tr>
<tr>
<td>ED 4242</td>
<td>*Classroom Management (FE)</td>
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<tr>
<td>SN 1113</td>
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**Junior Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>MT 2145</td>
<td>Calculus I</td>
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<tr>
<td>CH 3325</td>
<td>Organic Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>BI 2114</td>
<td>Zoology (Animal Diversity)</td>
<td>4</td>
</tr>
<tr>
<td>ED 3232</td>
<td>*Measurement, Assessment &amp; Eval</td>
<td>2</td>
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Note: 35 hours of Professional Education Courses (See Teacher Education Program) 12 hours of Biology; 10 hours of Physics; 14 hours of Mathematics, including 1 semester of calculus; 3 hours of Earth Science

**FOURTH YEAR**

**Senior First Semester**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CH 4133</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CH 4612</td>
<td>Introduction to Chemical Research</td>
<td>2</td>
</tr>
<tr>
<td>CH 4002</td>
<td>Methods of Teaching Chemistry &amp; Related Sciences</td>
<td>2</td>
</tr>
<tr>
<td>CH 4601</td>
<td>Chemistry Seminar</td>
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<tr>
<td>NS 3113</td>
<td>Earth Science</td>
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<tr>
<td>ED 4222</td>
<td>*Educational Psychology</td>
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</tr>
<tr>
<td>CH 3433</td>
<td>Environmental Chemistry</td>
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**Senior Second Semester**

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<th>Course</th>
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<tr>
<td>ED 4002</td>
<td>Education Seminar</td>
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<td>ED 4280</td>
<td>Clinical Practice in (Secondary)</td>
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Asterisk’s (*) Indicate courses with Special Instructions

**Foreign Language Competency Requirement**

One semester of Foreign Language College Credit (Minimum of 3 credit hours).

**COURSES – CHEMISTRY (CH)**

**CH 1014 (4CR)**

**PRINCIPLES OF INORGANIC CHEMISTRY**
A course designed for students who are neither Chemistry majors nor minors. A survey of fundamental concepts of atomic structure, chemical bonding, states of matter, stoichiometry, gas laws, solutions, and nomenclature of Inorganic Chemistry. Two (2) lectures, one recitation and one two-hour laboratory period per week.

**CH 1024 (4CR)**

**PRINCIPLES OF ORGANIC CHEMISTRY**
A course designed for students who are neither Chemistry majors nor minors. A survey of nomenclature, structure and properties of important classes of organic compounds. Two lectures, one recitation and one two-hour laboratory period per week.

**CH 1301 (1CR)**

**GENERAL CHEMISTRY I COLLOQUIUM**
This course is taken concurrently with CH 1315. Facilitated discussions, discrete study groups, and collaborative problem solving provide more thorough discourse on classroom concepts and theory. Inquiry-based learning techniques apply conjecture, logical reasoning, and critical thinking to support understanding and application theory. Colloquium and core course content based on materials covered in national standardized tests and Educational Testing Service (ETS) standards. One (1) 2-hour session per week.

**CH 1315 (5CR)**

**GENERAL CHEMISTRY I**
This course is suggested for science majors and is an algebra-based course. The course includes nomenclature, atomic and molecular structure, stoichiometry, bonding, states of matter, thermochemistry, acids and bases, and gas laws. Three (3) lectures and two (2) two-hour laboratory periods per week.

Prerequisites: High school chemistry and algebra or NP 1113; MT 1323 or permission of the department.

**CH 1501 (1CR)**

**GENERAL CHEMISTRY II COLLOQUIUM**
This course is taken concurrently with CH 1515. Facilitated discussions, discrete study groups, and collaborative problem solving provide more thorough discourse on classroom concepts and theory. Inquiry-based learning techniques apply conjecture, logical reasoning, and critical thinking to support understanding and application theory. Colloquium and core course content based on materials covered in national standardized tests and Educational Testing Service (ETS) standards. One (1) 2-hour session per week.

**CH 1515 (5CR)**

**GENERAL CHEMISTRY II**
This course is a continuation of CH 1315 and is an algebra-based course. This course places emphasis on kinetics, equilibrium, thermodynamics, electrochemistry, qualitative analysis, organic chemistry, and nuclear chemistry. Three (3) lectures and two (2) two-hour laboratory periods per week. Prerequisites: CH 1315.
CH 2034 (4CR)  
**PRINCIPLES OF BIOCHEMISTRY**  
A course designed for students who are neither Chemistry majors nor minors. A survey of the properties, functions and metabolism of carbohydrates, lipids, proteins and other compounds of importance in biological systems. Two lectures, one recitation and one two-hour laboratory period per week.

CH 2114 (4CR)  
**ANALYTICAL CHEMISTRY**  
Volumetric and gravimetric analysis with special attention given to calculations and interpretations of analytical results. Two (2) lectures and two (2) two-hour laboratory periods per week. Prerequisite: CH 315.

CH 3001 (1CR)  
**TEST PREPAREDNESS**  
Test workshops, study and review for comprehensive Exit Exams. Test workshops include mock tests, with group review and discussion of results, including strategies for improvement. Heavy emphasis on GRE preparation. Other comprehensive tests (i.e. ETS) also addressed. Vocabulary building and root word analysis stressed. Inquiry-based learning techniques applied. Facilitated by Langston STEM faculty or KAPLAN professionals, with assistance of STEM advanced scholars. One (1) two-hour session per week. Required course for sophomore STEM majors.

CH 3224 (4CR)  
**INSTRUMENTAL ANALYSIS**  
Theory and application of instrumental methods to chemical analysis. Survey of optical and electrometric determinations, chromatographic separations, and basic instrumentation used in chemical analysis. Two (2) lectures and two (2) three-hour laboratory periods per week. Prerequisites: CH 2114 and CH 3315.

CH 3315 (5CR)  
**ORGANIC CHEMISTRY I**  
This course is designed for science majors and pre-professional students and is the first course of a two-semester sequence. It focuses on the chemistry of carbon compounds by functional groups that includes: aliphatic and aromatic nomenclature; emphasis on alkanes, alkenes, alkynes, alkyl halides, alcohols, and ethers; stereochemistry, and other isomeric designations; mechanisms and appropriate reagents for acid-base, addition, substitution, elimination and rearrangement reactions; concepts of hybridization, bonding, molecular and electronic geometry, resonance and formal charge; with an introduction to interpretive spectroscopy. Three (3) lectures and two (2) two-hour laboratory periods per week. Prerequisites: CH 1315 and CH 1515.

CH 3325 (5CR)  
**ORGANIC CHEMISTRY II**  
This course is a continuation of CH 3315 and is the second course of a two-semester sequence. This course continues the development of the chemistry of functional groups of carbon compounds with emphasis on aldehydes & ketones, carboxylic acids and derivatives, di-carbonyls, amines and phenols. Mechanisms and stereochemistry of reactions, and application of spectra are emphasized. Three (3) lectures and two (2) two-hour laboratory periods per week. Prerequisite: CH 3315.

CH 3415 (5CR)  
**PHYSICAL CHEMISTRY I**  
Properties of matter in the gaseous state, elementary thermodynamics and chemical equilibrium, kinetic theory, and chemical kinetics. Three (3) lectures and four (4) laboratory hours per week. Prerequisites: CH 1515, PH 1125, MT 3633 or concurrent enrollment.

CH 3425 (5CR)  
**PHYSICAL CHEMISTRY II**  
Electrochemistry, quantum theory, symmetry, molecular and electronic structure, spectroscopy, and structure. Three (3) lectures and four (4) laboratory hours per week. Prerequisite: CH 3415.

CH 3433 (3CR)  
**ENVIRONMENTAL CHEMISTRY**  
The fundamental principles of chemistry are utilized to study the chemical and biochemical phenomena that occur in the natural environment and of chemical changes in the environment through contaminations or modifications of the air, water, and soil, as they are affected by agricultural, industrial, and social activities. Environmental issues discussed include climate change, air pollution, stratospheric ozone depletion, pollution and treatment of water sources, and the utilization of insecticides and herbicides. Three (3) one-hour lectures per week. Prerequisite: CH 3325.

CH 3454 (4CR)  
**GENERAL RESEARCH LABORATORY TECHNIQUES**  
The purpose of this course is to give chemistry teacher candidates at the middle-school through high school levels a practical experience preparing courses and course materials including theory, laboratory and laboratory safety, delivering instruction theory, laboratory and laboratory safety, and evaluating student progress.

CH 4002 (2CR)  
**METHODS OF TEACHING CHEMISTRY & RELATED SCIENCES**  
A practical introduction to pedagogy specific to chemistry and related sciences. The purposes, problems, issues, strategies, and materials in the teaching of science at the middle and high school levels will be examined critically through classroom discussions, individual and group work, field experiences, class projects, and peer teaching. Includes literature review, curriculum, material selection, lesson preparation, laboratory and laboratory safety, lecture, and other instructional formats, practice in delivery, assessment and evaluation. Lecture 1 hour; laboratory 2 hours. Prerequisite: Organic Chemistry II CH 3325 and admittance into Teacher Education program.

CH 4006 (3-6CR)  
**INTERNSHIP IN PHYSICAL SCIENCE**  
Practical work experience in a chemical or related industry. Duration and credits vary 3-6 semester hours. Prerequisites: Junior standing.

CH 4133 (3CR)  
**INORGANIC CHEMISTRY**  
Atomic structure, periodic relationships, chemical bonding, nomenclature, aqueous and non-aqueous chemistry, complexions and other important classes of inorganic compounds. Three (3) one-hour lectures per week. Prerequisite: CH 3415.

CH 4233 (3CR)  
**ADVANCED ORGANIC CHEMISTRY**  
Concepts of valence and molecular structure, electronic interpretation of organic reactions, stereochemistry. Prerequisites: CH 3325 and CH 3415.

CH 4514 (4CR)  
**BIOCHEMISTRY**  
Biological principles of cellular constituents. An introduction
to chemical processes in living systems. Introduction to the study of carbohydrates, lipids, and proteins. Prerequisites: CH 2114 and CH 3325. Two (2) lectures and two (2) two-hour labs per week.

**CH 4601 (1CR)**
**CHEMISTRY SEMINAR**
The one-hour seminar course is designed to familiarize the chemistry student with discussing, analyzing and presenting chemical research topics. Each student will be required to complete a scientific paper that is either literature research-based or practical research-based in the area of chemistry. Three topics obtained from current literature are acceptable for literature assignments. The student will be required to present papers orally in a scientific seminar format and public setting, utilizing multimedia tools, overhead transparencies, slide projections, poster presentations, etc. The student project must relate the concepts of chemistry to contemporary, historical, technological and societal issues. In addition, the student will be required to research career opportunities in science and technology through literature research, brochures, internet and scientific periodicals.

**CH 4612 (2CR)**
**INTRODUCTION TO CHEMICAL RESEARCH**
This course will emphasize individualized research projects that are conducted to develop the student’s high level technical and safety skills in the use of the scientific equipment and apparatus and in the use of the scientific literature in the solution of scientific problems. Students will conduct inquiry based open-ended investigation in chemistry with faculty supervision.

The project must emphasize 1) the location of research resources; 2) the analysis, synthesis, theory and utility of chemical compounds and reactions; 3) laboratory and storeroom safety procedures, and 4) laboratory skills in research and instrumentation. The interpretation of findings, communication of results and judgments based on evidence must be demonstrated. Work assignments may be for no less than 16 weeks for at least 10 hours per week, or for no less than 8 weeks for at least 20 hours per week. Prerequisites: 21 hours of chemistry and consent of Department of Chemistry.

**CH 4622 (2CR)**
**INTRODUCTION TO CHEMICAL RESEARCH**
A continuation of CH 4612. Prerequisite: CH 4612.

**COURSES – NATURAL SCIENCES (PHYSICAL)**
**NP 0123 (0CR)**
**PHYSICAL SCIENCE: AN INTRODUCTION (INCLUDES LABORATORY)**
A course designed for students who have a deficiency in physical science. A complex course in the basic principles and processes of physical science, with laboratory experiences.

**NP 1113 (3CR)**
**NATURAL SCIENCE (PHYSICAL)**
A survey of the physical sciences in which the student gains scientific information, laboratory experience and knowledge of science as a human enterprise. Emphasis is placed on problem analysis.

**NP 3113 (3CR)**
**EARTH SCIENCE**
The aim of the course is to present, as simply and clearly as possible, the essential laws and facts of a basic course in earth science. Because this science is so extensive and because it includes many of the essentials of physics, chemistry, geology, and astronomy, the course is more descriptive than quantitative.

**COURSES – PHYSICS (PH)**
**PH 1101 (1CR)**
**PHYSICS I COLLOQUIUM**
This course is to be taken concurrently with PH 1115. Facilitated discussions, discrete study groups, and collaborative problem solving provide more thorough discourse on classroom concepts and theory. Inquiry-based learning techniques apply conjecture, logical reasoning, and critical thinking to support understanding and application of theory. Colloquium and core course content are based on materials covered in national standardized tests and in the Educational Testing Service (ETS). One (1) 2-hour session per week.

**PH 1115 (5CR)**
**COLLEGE PHYSICS I**
A five-hour course fulfilling the needs of students in electronics and technology. There will be three hours of lecture and four hours laboratory each week. Includes topics in properties of matter, mechanics, heat and sound. Prerequisites: MT 1323 and MT 1613 or may be taken concurrently or with consent of instructor.

**PH 1125 (5CR)**
**COLLEGE PHYSICS II**
A five-hour continuation of Physics 1115. Includes topics of electricity, light, and modern physics.

**PH 2015 (5CR)**
**COLLEGE PHYSICS: MECHANICS, HEAT, AND SOUND**
A course designed for pre-engineering, mathematics, chemistry, biology, and other majors needing a rigorous background in physics. Topics in mechanics, heat, and sound will be included. Three (3) lectures and two (2) two-hour laboratory periods per week. Prerequisite: MT 2145; may be taken concurrently.

**PH 2025 (5CR)**
**COLLEGE PHYSICS: ELECTRICITY, MAGNETISM, AND LIGHT**
A continuation of Physics 2015. Topics in electricity, magnetism, and light are included as well as an introduction to modern physics. Three (3) lectures and two (2) two-hour laboratory periods per week. Prerequisites: PH 2015; MT 3624 or consent of instructor.

**DEPARTMENT OF SOCIAL SCIENCES AND HUMANITIES**

**Mission:**
The mission of the department is to offer the social sciences and humanities core of the university through academic majors, support courses for other programs, and contributions to the general education program.

**Vision:**
The vision of the Department of Social Sciences and Humanities is to offer programs that prepare students for the many opportunities and challenges of an increasingly complex, diverse, and ever-changing society.

**Programs in the Department of Social Sciences and**
Humanities
Social Sciences degree programs culminate in the Bachelor of Arts in sociology, the Bachelor of Science in corrections and the Associate of Science in criminal justice. In addition, the Department of Social Sciences and Humanities offers the Bachelor of Arts for music education majors and courses in art, geography, history, humanities, philosophy, political science, and religion.

SOCIAL SCIENCES PROGRAMS
Goals/Objectives:
The major goals of the Social Sciences programs are to  
1. Assist students in understanding the importance of the social sciences and humanities to their everyday lives;  
2. Enhance students’ knowledge of American society, its social institutions and its current problems;  
3. Promote an understanding and appreciation of diversity and the ways it can contribute to the enrichment of society;  
4. Prepare students to meet the requirements of graduate and professional schools;  
5. Prepare students for increasing professional opportunity in a rapidly changing society;  
6. Provide a student-friendly learning environment that offers personalized advising and mentoring to foster students’ personal and professional development;  
7. Guide students toward acquiring strong analytical, information gathering, critical thinking, and communication skills;  
8. Enhance student learning beyond the traditional classroom by offering experiential opportunities such as field trips, internships, cooperative education, service learning, professional conferences, and study abroad.

SOCIOLGY
Mission:
The Sociology program is designed to prepare students for a variety of career settings, further study at the graduate level, and active roles of responsible citizenship in the communities where they reside.

Vision:
The vision for the Sociology program is to provide a quality education for all students, to teach them to look beyond the classroom to understand the practical applications of sociological principles, and to ensure that effective teaching and learning are taking place.

Goals/Objectives:
The goals of the Sociology program are to  
1. Introduce students to a broad spectrum of sociological knowledge, including its perspective, its history and its uses;  
2. Enable students to develop critical thinking skills, comparative analysis, and competence in oral, written and interpersonal communication;  
3. Enable students to understand their own culture and to learn to appreciate other diverse cultures;  
4. Aid students in acquiring the educational foundation required for graduate study and for a wide variety of careers;  
5. Provide students with practical experience in applied settings to enhance skills and develop contacts with potential employers;  
6. Offer courses that meet the needs of students in other instructional areas;  
7. Contribute to building a community of lifelong learners responsive to the needs of a continuously changing society.

Program Description:
Sociology is a field of inquiry that seeks to increase awareness and understanding about human life and the causes and consequences of human behavior. The focus is on human relationships in various groups and social settings. The subject matter ranges from the intimate family to the hostile mob; from crime and deviance to religion; from divisions by race, gender, and social class to the shared beliefs of a common culture. In fact, few fields have such broad scope and relevance to contemporary global issues and problems. A bachelor’s degree with a major in Sociology is excellent preparation for a wide range of graduate programs and careers in non-profit, private, government, and business organizations.

I. Degree: Bachelor of Arts
II. Major: Sociology
   A. General Education: 41 hours
   B. Required Courses: 39 hours
      SO 1113 Introduction to Sociology
      SO 2223 Social Psychology
      SO 3123 Sociology of Gender
      SO 3213 Social Problems
      SO 3243 Social Research
      SO 3253 Urban Sociology, or
      SO 3173 Sociology of Community
      SO 3263 Criminology
      SO 3273 Race and Ethnic Relations
      SO 4123 Social Stratification
      SO 4253 Social Statistics
      SO 4263 Demography
      SO 4273 Social Theory
      SO 4003 Internship in Sociology
   C. Electives in Sociology: 3 hours
      SO 3233 Industrial Sociology
      SO 4173 Sociology of Professions
      SO 4333 Exploration of Sociological Issues
      SO 4233 Cultural Anthropology
      SO 4283 Development of Non-Western Societies
   D. Support Courses: 6 hours
      HT 3143 Black History or
      HT 3103 Afro-American Heritage
      FCS 4233 Marriage & Family Relationships
   E. Foreign Language: 6 hours
      SN 1113 Elementary Spanish I
      SN 1223 Elementary Spanish II
   F. Electives to complete 124 hours required for graduation. Must include minimum 45 hours of upper division courses.
   G. Required assessment exam taken prior to graduation

Sociology Plan of Study

FIRST YEAR

Freshman First Semester
FS 1113 U S Government                      3
*EG 1113 English Composition I                3
*MR 1513 College Algebra or
MT 1413 Contemporary Math                   3
*SO 1113 Introduction to Sociology           3
PY 1111 Personal & Social Development        1
NB 1114 Natural Science Biology I w/Lab or    3/4
*SO 1113 Introduction to Sociology           3
BI 3113 Concepts of Biology                  3/4
Total                                         16/17
Freshman Second Semester
NP 1113 Natural Science Physical 3
*EG 1213 English Composition II 3
HT 1483 U S History 1492 – 1865 or
HT 1493 U S History 1865 to present 3
PY 1113 Introduction to Psychology 3
CS 1103 Intro to Information Processing 3
Total 15

SECOND YEAR
Sophomore First Semester
*MT 2013 Elementary Statistics or
*MT 2603 Finite Math 3
*EG 2033 Advanced Composition 3
*SN 1113 Elementary Spanish I 3
FCS 2123 Intro to Nutrition or
HD 1213 Personal Health 3
GE 1412 Intro to Geography or
GE 2413 Human Geography 2/3
Total 14/15
Sophomore Second Semester
SN 1223 Elementary Spanish II 3
HU 2103 Survey of Western Humanities I or
HU 2003 Western Humanities II 3
EC 2203 Economics (GE) or
EC 2013 Principles of Macroeconomics or
EC 2023 Principles of Microeconomics 3
*SO 2223 Social Psychology 3
SP 2713 Introduction to Speech 3
2/3000 Elective 2
Total 18

THIRD YEAR
Junior First Semester
*SO 3243 Social Research 3
*SO 3213 Social Problems 3
*SO 3253 Urban Sociology or
*SO 3173 Sociology of Community 3
*SO 3263 Criminology 3
*HT 3103 Afro-American Heritage or
*HT 3143 Black History 3
Total 15
Junior Second Semester
PL 2133 Philosophy of Contemporary Life 3
*SO 3123 Sociology of Gender 3
*SO 3273 Race & Ethnic Relations 3
3/4000 Elective 3
3/4000 Elective 3
Total 15

FOURTH YEAR
Senior First Semester
*SO 4123 Social Stratification 3
*SO 3/4000 Sociology Course 3
3/4000 Elective 3
3/4000 Elective 3
3/4000 Elective 3
Total 15
Senior Second Semester
*SO 4263 Demography 3
*SO 4253 Social Statistics 3
*SO 4273 Social Theory 3
*SO 4003 Internship 3
*FCS 4233 Marriage & Family 3
Total 15

*Grade of “C” required

COURSES – SOCIOLOGY (SO)
SO 1113 (3CR) INTRODUCTION TO SOCIOLOGY
A survey of the major issues and ideas in sociology, including basic concepts and theories, as well as an examination of major social institutions, the dynamics and processes of social interaction and the structure and organization of social groups.

SO 2223 (3CR) SOCIAL PSYCHOLOGY
A study of the individual in social context. Social psychological theories and research methods, and their application to such topics as development of the self, attitudes, conformity, interpersonal attraction, prosocial and aggressive behavior will be discussed. Prerequisites: SO 1113; PY 1113.

SO 3173 (3CR) SOCIOLOGY OF COMMUNITY
An introduction to sociological theory and research on community life, both rural and urban. The emergence and transformation of communities will be examined through anthropological, ecological, economic, historical, and political analytic frameworks. Prerequisite: SO 1113.

SO 3213 (3CR) SOCIAL PROBLEMS
An intensive study of major social problems prevalent in major social institutions such as family, politics, religion, work, and education. Explores the structural foundations and theoretical explanations of gender inequality. Prerequisite: SO 1113.

SO 3233 (3CR) INDUSTRIAL SOCIOLOGY
A study of the nature and significance of work; historical and contemporary ideologies of work and work management; analysis of American occupational structure; adjustment and interpersonal relations at work; changes and issues in the workplace. Prerequisite: SO 1113.

SO 3243 (3CR) SOCIAL RESEARCH
An introduction to sociological research, including the principles of research design and the collection, analysis, and reporting of data through actual field experience. Prerequisite: SO 1113; MT 1513; MT 2013.

SO 3253 (3CR) URBAN SOCIOLOGY
A study of human settlement patterns, including the origin and development of cities; theoretical explanations of urbanization; social and demographic characteristics of urban populations; urban problems and recent trends in urbanization. Prerequisite: SO 1113.

SO 3263 (3CR) CRIMINOLOGY
An introduction to the principles and concepts of criminology; analysis of the social context of criminal behavior, including a review of criminological theory, the nature and extent of crime, the development of criminal law, and societal reactions to crime, offenders, and victims. Prerequisite: SO 1113.
SO 3273 (3CR)  
**RACE AND ETHNIC RELATIONS**  
An analysis of race and ethnic relations in American society with special emphasis on the historical and contemporary experiences of African, Asian, Hispanic, and Native Americans. Sociological theory and data are used to examine the structural causes and effects of racism, prejudice, and discrimination. Prerequisite: SO 1113.

SO 4123 (3CR)  
**SOCIAL STRATIFICATION**  
A study of societal patterns of inequality, including consideration of differences in wealth, prestige, and power. Examines the access groups have to these resources and the subsequent effects on education, housing, health care, justice before the law, and life satisfaction. The stratification systems of different societies are studied, but the primary focus is on the American class structure. Prerequisite: SO 1113.

SO 4173 (3CR)  
**SOCIOLOGY OF PROFESSIONS**  
A study of profession as a dominant influence shaping world of work. Examines development and licensing of a profession, jurisdictional disputes, socialization, internal control, client choice, evaluation of individual practitioner, and the problem of public trust. Prerequisite: SO 1113.

SO 4233 (3CR)  
**CULTURAL ANTHROPOLOGY**  
An introduction to anthropological concepts, theories, and methods used to study human beings and their culture, the universal features of culture as well as the variations in ways of life among people in different areas of the world and at different times from prehistory to the present. Prerequisite: SO 1113.

SO 4253 (3CR)  
**SOCIAL STATISTICS**  
Presentation and application of descriptive and inferential statistics commonly used in the social sciences. Graphs, frequency distributions, measures of central tendency, dispersion, correlation and regression, sampling, hypothesis testing, and analysis of variance are covered. Prerequisites: SO 1113; MT 1513; MT 2013.

SO 4263 (3CR)  
**DEMOGRAPHY**  
A study of the basic variables of population: fertility, mortality, and internal and international migration; social causes and consequences of population change; sources and uses of demographic data; current population and social policy issues. Prerequisite: SO 1113.

SO 4273 (3CR)  
**SOCIAL THEORY**  
An introduction to basic theoretical approaches to the study of society and a survey of contributions to the field by major theorists. Prerequisite: 9 hours of sociology.

SO 4283 (3CR)  
**DEVELOPMENT OF NON-WESTERN SOCIETIES**  
A sociological study of the development process in non-Western societies. Primary focus is on the social, cultural, ecological and demographic factors that differentiate the development of non-Western from Western societies. Consent of instructor required.

SO 4333 (3CR)  
**EXPLORATION OF SOCIOLOGICAL ISSUES**  
Provides in-depth study of selected areas in sociology which are not covered in regularly scheduled courses. Consent of instructor required.

SO 4006 (3 CR)  
**INTERNSHIP IN SOCIOLOGY**  
An opportunity for students to work in selected social service and other organizations supervised by on-site professionals. Regularly scheduled meetings with the faculty supervisor and a learning journal of experiences are required from each student. One credit hour for each 40 clock hours on the job. No more than 3 hours of internship credit may be applied to the sociology major. Open to juniors and seniors majoring in sociology.

**CORRECTIONS**

**Mission:**  
The Corrections program seeks to foster students’ personal and professional development and to encourage students to become life-long learners and advocates for social justice in an increasingly diverse and complex society.

**Vision:**  
The vision of the Corrections program is to provide personalized, high quality educational experience that prepares students for successful careers in adult corrections, juvenile justice, and related human services professions.

**Goals/Objectives:**  
The goals of the corrections program are to

1. Ensure that students have a comprehensive knowledge of the field of corrections;
2. Prepare students for future graduate and professional study;
3. Prepare students for a variety of potential careers in corrections and related fields;
4. Enable students to become critical thinkers able to communicate effectively in both oral and written form;
5. Encourage students to become committed to the principles of social justice, including tolerance of and respect for the dignity and worth of all people;
6. Enable students to understand the importance of ethics and leadership skills in the field of corrections.

**Program Description:**  
The corrections program provides a broad overview of the correctional system – its agencies, personnel, and historical foundations. Practical experience through an internship is an integral part of the program. The internship allows students to receive valuable experience and contacts in the field to enhance career development.

The bachelor’s degree prepares students for positions as adult/juvenile probation and parole officers, correctional officers, youth workers, victim-witness advocates, and community corrections workers. In addition, students can continue their education by pursuing graduate degrees in criminal justice, public administration, social work, criminology, or law.

**Requirements and Information:**

I. **Degree:** Bachelor of Science  
II. **Major:** Corrections  
   A. **General Education:** 41 hours  
   B. **Required Courses:** 30 hours  
      CO 2113 Introduction to Corrections  
      CO 3113 Probation & Parole  
      CO 3273 Correctional Treatment Systems or  
      CO 4263 Corrections & Rehabilitation  
      CO 3233 Criminal Typology & Classification or  
      CO 3263 Juvenile Delinquency
Corrections Plan of Study

**FIRST YEAR**

**Freshman First Semester**
- HT 1483 U S History 1492 – 1865 or 3
- HT 1493 U S History 1865 – present 3
- *EG 1113 English Composition I 3
- *MT 1513 College Algebra or 3
- *MT 1413 Contemporary Math 3
- C S 1103 Intro to Information Processing 3
- PY 1111 Personal & Social Development 1
- NB 1114 Natural Science Biology w/Lab or 3
- BI 3113 Concepts of Biology 3/4

**Total** 16/17

**Freshman Second Semester**
- PY 1113 Introduction to Psychology 3
- *EG 1213 English Composition II 3
- EC 2203 Economics (GE) or 3
- EC 2013 Principles of Macroeconomics or 3
- EC 2023 Principles of Microeconomics 3
- PS 1113 U.S. Government 3
- HD 1213 Personal Health or 3
- FCS 2123 Introduction to Nutrition 3

**Total** 15

**SECOND YEAR**

**Sophomore First Semester**
- SP 2713 Introduction to Speech 3
- *EG 2033 Advanced Composition or 3
- *EG 2053 Technical Writing 3
- *CJ 2123 Introduction to Criminal Justice 3
- *SO 1113 Introduction to Sociology 3
- *MT 2013 Elementary Statistics or 3
- *MT 2603 Finite Math 3

**Total** 15

**Sophomore Second Semester**
- HU 2103 Humanities I or 3
- HU 2003 Survey of Western Humanities II 3
- *CO 2113 Introduction to Corrections 3
- NP 1113 Physical Science 3
- 2/3000 Elective 3
- PH 2113 Philosophy of Contemporary Life 3

**Total** 15

**THIRD YEAR**

**Junior First Semester**
- *CO 3113 Probation & Parole 3
- *CO 3273 Correctional Treatment Systems or 3

**Total** 15

**Junior Second Semester**
- CO 2113 (3CR) INTRODUCTION TO CORRECTIONS
  A survey of the correctional field including probation and parole, institutional treatment, organizational structure, program content and current problems.

**CO 3113 (3CR) PROBATION AND PAROLE**
  An analysis of the development, organization operation and result of systems of probation and parole as substitutes for incarceration; method of selection; and prediction scales. Prerequisite: CO 2113.

**CO 3223 (3CR) CORRECTIONAL COUNSELING**
  Methods of orientation, guidance, and treatment by which a leader may counsel a group of individuals; direct and facilitate constructive interpersonal relationships; do group approach to social re-integration in the correctional setting. Prerequisite: CO 2113.

**CO 3233 (3CR) CRIMINAL TYPOLOGY AND CLASSIFICATION**
  Classification and explanation of specific patterns of criminal behavior in terms of the particular kinds of offenders who engage in patterns of crime. Prerequisite: CO 2113.

**CO 3252 (2CR) SPECIAL TOPICS IN CORRECTIONS**
  Topics of study will vary; emphasis will be on current issues

**FOURTH YEAR**

**Senior First Semester**
- *CO 4223 Correctional Law 3
- *CO 4273 Prison Administration 3
- 3/4000 Elective 3
- 3/4000 Elective 3
- 3/4000 Elective 3

**Total** 18

**Senior Second Semester**
- *CO 4083 Individualized Reading or 3
- *CO 4283 Women in Corrections 3
- *SO 4253 Social Statistics 3
- *CO 4986 Internship 6
- 3/4000 Elective 3

**Total** 15

*Grade of “C” required
that involve the area of Corrections. This includes such subjects as drugs and inmates, industry in the prisons, and human relations in corrections. Prerequisite: CO 2113.

CO 3263 (3CR)
JUVENILE DELINQUENCY
Diagnosis of the mounting problem of juvenile delinquency in complex urban societies; a survey of the theories of gangs; the delinquent subculture and the dimensions of delinquency. Prerequisite: CO 2113.

CO 3273 (3CR)
CORRECTIONAL TREATMENT SYSTEMS
The different types of correctional institutions and agencies involved in the treatment of offenders; the different forms of treatment used in those institutions. Prerequisite: CO 2113.

CO 4083 (3CR)
INDIVIDUALIZED READING
Individual supervised readings and research in the field of Corrections. Prerequisite: CO 2113.

CO 4223 (3CR)
CORRECTIONAL LAW
Legal problems from conviction to release; pre-sentence investigations, sentencing, probation and parole, incarceration, loss and restoration of civil rights. Prerequisites: CO 2113, CO 3113.

CO 4263 (3CR)
CORRECTIONS AND REHABILITATION
An analysis of the history and development of various programs of probation, parole and custodial care. Stress on means of judging effectiveness of different types of custodial care, ranging from institutions of minimum to maximum security. Prerequisites: CO 2113, CO 3113.

CO 4273 (3CR)
PRISON ADMINISTRATION
The study of prison structure, administration, and daily operations of the institution. Prerequisite: CO 2113.

CO 4283 (3CR)
WOMEN IN CORRECTIONS
An overview of significant contributions made by females in the field of Corrections. This course also addresses problems and changes that affect female inmates. Prerequisite: CO 2113.

CO 4986 (6CR)
INTERNSHIP
The gaining of practical experience in a correctional facility. The student will apply the knowledge from the classroom to the actual situation in a correctional facility. Prerequisite: Senior Standing.

CORRECTIONS (WITH CONCENTRATION IN CRIMINAL JUSTICE)

I. Degree: Bachelor of Science
II. Major: Corrections (with concentration in Criminal Justice)
   A. General Education: 41 hours
   B. Required Courses: 30 hours
       - CJ 2123 Introduction to Criminal Justice
       - CJ 2133 Introduction to Law Enforcement
       - CJ 3/4000 Elective
       - CJ 3/4000 Elective
       - CJ 3/4000 Elective

D. Electives to complete 124 hours required for graduation. Must include 45 hours of upper division courses.
E. Required assessment exam taken prior to grad.

Corrections – With Concentration in Criminal Justice
Plan of Study

FIRST YEAR

Freshman First Semester
- PS 1113 U. S. Government 3
- *EG 1113 English Composition I 3
- *MT 1513 College Algebra or
- *MT 1413 Contemporary math 3
- *SO 1113 Introduction to Sociology 3
- PY 1111 Personal and Social Development 1
- NB 1114 Natural Science Biology or
- BI 3113 Concepts of Biology 3
Total 16/17

Freshman Second Semester
- *CJ 2123 Introduction to Criminal Justice 3
- *EG 1213 English Composition II 3
- HT 1483 U.S. History, 1492-1865 or
- HT 1493 U.S. History, 1865-Present 3
- PY 1111 Introduction to Psychology 3
- CS 1113 Introduction to Info. Processing 3
Total 15

SECOND YEAR

Sophomore First Semester
- *CJ 2133 Introduction to Law Enforcement 3
- *EG 2033 Advanced Composition or
- *EG 2053 Technical Writing 3
- *CO 2113 Introduction to Corrections 3
- FCS 2123 Introduction to Nutrition or
- HD 1213 Personal Health 3
- *MT 2013 Elementary Statistics or
- *MT 2603 Finite Math 3
Total 15

Sophomore Second Semester
- HU 2103 Survey of Western Humanities I or
- HU 2003 Survey of Western Humanities II 3
- EC 2203 Economics (GE) or
- EC 2013 Principles of Macroeconomics or
- EC 2023 Principles of Microeconomics 3
- SP 2713 Introduction to Speech 3
- PH 2113 Philosophy of Contemporary Life 3
- NP 1113 Natural Science Physical 3
Total 15

THIRD YEAR

Junior First Semester
- CJ 3/4000 CJ Course 3
- CJ 3/4000 CJ Course 3
- CJ 3/4000 CJ Course 3
- 3/4000 Elective 3
3/4000  Elective  3
3/4000  Elective  3
Total  18

Junior Second Semester
*CO 3/4000  Corrections Course  3
*CJ 3/4000  CJ Course  3
*CJ 3/4000  CJ Course  3
3/4000  Elective  3
3/4000  Elective  3
Total  15

FOURTH YEAR

Senior First Semester
*CJ 3/4000  CJ Course  3
*CO 3/4000  Corrections Course  3
3/4000  Elective  3
3/4000  Elective  3
3/4000  Elective  3
Total  15

Senior Second Semester
*CO 4/986  Internship  6
*SO 4/253  Social Statistics  3
3/4000  Elective  3
3/4000  Elective  3
Total  15

*Grade of “C” required

COURSES – CRIMINAL JUSTICE (CJ)

CJ 2123 (3CR)
INTRODUCTION TO CRIMINAL JUSTICE
A study of the development and operation of the criminal justice system in the United States. Included will be an examination of the components which make up the criminal justice system, their roles and responsibilities as a part of the system.

CJ 2133 (3CR)
INTRODUCTION TO LAW ENFORCEMENT
Philosophy and history of law enforcement; role and place of law enforcement in the total criminal process; limitation on law enforcement as it is in accordance with the Constitution.

CJ 3223 (3CR)
INDENTIFICATION AND INVESTIGATION
A survey of scientific crime detection methods; identification and preservation of evidence; instrumentation and report writing. Prerequisites: CJ 2123; CJ 2133.

CJ 3243 (3CR)
LAW AND SOCIETY
The nature and function of law; meaning of jurisprudence; urban law, administrative law and procedures, adjudication and the courts. Prerequisite: CJ 2123.

CJ 3253 (3CR)
LEGAL ASPECTS OF LAW ENFORCEMENT
Legal ramifications of investigations, search and seizures; studies of constitutional and statutory law as it relates to civil rights. Prerequisites: CJ 2123; CJ 2133.

CJ 3263 (3CR)
POLICE ADMINISTRATION AND ORGANIZATION
Organization and function of law enforcement agencies; analysis of effective means of social control; relationship of law enforcement to the total correctional process.

Prerequisites: CJ 2123; CJ 2133.

CJ 4003 (3CR)
CRIMINAL JUSTICE SEMINAR
Selected topics in Criminal Justice and Corrections. Emphasis on contemporary problems and issues. Prerequisite: CJ 2123; CO 2113.

CJ 4233 (3CR)
ADVANCED CRIMINAL JUSTICE ORGANIZATIONS
An analysis of complex formal organizations and bureaucracies in an institutional setting. Prerequisites: CJ 2123; CJ 2133.

CJ 4273 (3CR)
ADMINISTRATIVE CONCEPTS FOR LAW ENFORCEMENT
Basic principles and practices of administration and their application to practical police problems; application of management practices to police agencies. Prerequisites: CJ 2123; CJ 2133.

CJ 4383 (3CR)
SUPERVISION FOR LAW ENFORCEMENT PERSONNEL
The role of the supervisor in law enforcement agencies; includes supervisory responsibilities at first- and second-line levels, relationship of supervision and goal attainment and organizational control. Prerequisites: CJ 2123; CJ 2133.

CRIMINAL JUSTICE – ASSOCIATE DEGREE PROGRAM

Criminal justice refers to an area of knowledge devoted to controlling crime through the operation and administration of police, court, and correctional agencies. The associate program provides a broad-based introduction to the field of criminal justice and prepares students for entry-level positions in criminal justice or for study at the baccalaureate level.

Requirements and Information:

I. Degree: Associate of Science
II. Major: Criminal Justice Requirements:
   A. General Education: 41 hours
      - CS 1103  Intro to Information Processing
      - EG 1113  English Comp I
      - EG 1213  English Comp II
      - PY 1111  Personal & Social Dev
      - HT 1483  U.S. History, 1492 to 1865
      or
      - HT 1493  U.S. History, 1856 to present
      - PS 111  U.S. Government
      - SO 1113  Introduction to Sociology
      - NB 1114  Natural Science-Biology
      - NP 1113  Natural Science-Physical
      - PY 1113  Introduction to Psychology
      - MT 1513  College Algebra
      - HU 2103  Survey of Western Humanities I or
      - HU 2003  Survey of Western Humanities II
      - SP 2713  Introduction to Speech
      - ED 1601  Academic Achievement

   B. Sem Required Courses: 24 hours
      - CJ 2123  Intro to Criminal Justice
      - CJ 2133  Intro to Law Enforcement
      - CJ 2143  Criminal Law
      - CJ 2163  Report Writing
      - CJ 2333  Crime & Delinquency
CO 2113 Introduction to Corrections
PS 2313 State Government
SO 2223 Social Psychology

Associate of Science in Criminal Justice Plan of Study

FIRST YEAR

Freshman First Semester
*EG 1113 English Composition I 3
PS 1113 U S Government 3
*MT 1513 College Algebra or 3
*MT 1413 Contemporary Math 3
PY 1111 Personal & Social Development 1
*PY 1113 Introduction to Psychology 3
NB 1114 Natural Science-Biology w/Lab or 3
BI 3113 Concepts of Biology 3
Total 16

Freshman Second Semester
*EG 1213 English Composition II 3
*SO 1113 Introduction to Sociology 3
HT 1483 U S History, 1492-1865 or 3
HT 1493 U S History, 1865-Present 3
CS 1103 Introduction to Information Processing 3
*CJ 2123 Introduction to Criminal Justice 3
ED 1601 Academic Achievement Seminar 1
Total 16

SECOND YEAR

Sophomore First Semester
NP 1113 Natural Science-Physical 3
HU 2103 Survey of Western Humanities I or 3
HU 2003 Survey of Western Humanities II or 3
*CJ 2133 Introduction to Law Enforcement 3
*SO 2223 Social Psychology 3
*CJ 2333 Crime & Delinquency 2
Total 15

Sophomore Second Semester
*SP 2713 Introduction to Speech 3
*CJ 2143 Criminal Law 3
*CO 2163 Report Writing 3
*CO 2113 Introduction to Corrections 3
*PS 2313 State Government 3
Total 15

*Grade of “C” required
*Basic Skills (zero-level) courses, activity courses (swimming, etc.) and performance courses (band, choir, etc.) do not count toward graduation.

COURSES – ASSOCIATE OF CRIMINAL JUSTICE

CJ 2123 (3CR)
INTRODUCTION TO CRIMINAL JUSTICE
A study of the development and operation of the criminal justice system in the United States. Included will be an examination of the components which make up the criminal justice system, their roles and responsibilities as a part of the system.

CJ 2133 (3CR)
INTRODUCTION TO LAW ENFORCEMENT
Philosophy and history of law enforcement; role and place of law enforcement in the total criminal process; limitation on law enforcement as it is in accordance with the Constitution.

CO 2113 (3CR)
INTRODUCTION TO CORRECTIONS
A survey of the correctional field including probation and parole, institutional treatment, organizational structure, program content and current problems.

SO 2223 (3CR) SOCIAL PSYCHOLOGY
A study of the individual in social context. Social psychological theories and research methods, and their application to such topics as development of the self, attitudes, conformity, interpersonal attraction, prosocial and aggressive behavior will be discussed. Prerequisites: SO 1113; PY 1113.

CJ 2333 (3CR)
CRIME AND DELINQUENCY
An introduction to the problems of crime and delinquency, especially the nature and extent of crime, theories of criminal behavior and social responses to crime. Prerequisite: CJ 2123.

CJ 2143 (3CR) CRIMINAL LAW
A study of the nature of criminal law, its philosophical and historical development, the definition and elements of major offenses in the criminal codes of all levels of government and the penalties which attach to those convicted of committing crimes. Prerequisite: CJ 2123.

CJ 2163 (3CR) REPORT WRITING
An introduction to the basic mechanics and procedures of report writing, emphasizing clear, concise, and accurate writing of communications as they relate to law enforcement records, investigations, and research. Prerequisites: EG 1113; EG 1213;

PS 2313 (3CR) STATE GOVERNMENT
A study of the place and function of the State in the United States with special attention to the organization and administration of the government of Oklahoma. Prerequisite: PS 1113.

MUSIC – VOCAL (TEACHER EDUCATION) AND MUSIC- INSTRUMENTAL (TEACHER EDUCATION)

Mission:
The mission of the department of music is to provide students a personalized learning environment to establish excellence in teaching, performance, creativity, and research.

Vision:
To provide performance and learning opportunities that enable all students to achieve their full potential in the art of music.

Objectives:
The department of music strives to achieve the following objectives:

1. To offer music courses of interest and value to all university students for development of appreciative listeners and trained participants;
2. To offer state-approved curricula for the preparation of teachers of music in the elementary and secondary public and private schools;
3. To offer instruction which can lead into fields of performance, conducting, composition and arranging, and related fields;
4. To offer instruction as preparation for graduate study;
5. To provide artistic leadership in the university and to present a wide range of musical events enriching the lives of individuals on campus and in the community.
**Brief Description of the Music Program:**
The music program prepares students in the knowledge and basic skills of the history of music, the understanding of musical structures, the creation and interpretation of music and the applications of music technology.

**MUSIC-VOCAI (Teacher Education)**

<table>
<thead>
<tr>
<th>I. Degree: Bachelor of Arts in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Major: Music-Vocal (Teacher Education)</td>
</tr>
<tr>
<td>A. General Education: 41 hours</td>
</tr>
<tr>
<td>B. Required Courses: 74 hours (maximum)</td>
</tr>
<tr>
<td>C. Professional Education: 35 hours</td>
</tr>
<tr>
<td>* MS 1612-4612 Major Applied Voice</td>
</tr>
<tr>
<td>MS 1511-2521 Secondary Applied Piano</td>
</tr>
<tr>
<td>MS Voice Diction I (English and Italian)</td>
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<tr>
<td>MS 2222 Voice Diction II (German, French, and Spanish)</td>
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<tr>
<td>MS 2922 Instrumental Music Survey</td>
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<tr>
<td>MS 3223 Secondary Choral Methods</td>
</tr>
<tr>
<td>MS 3213 Choral Methods</td>
</tr>
<tr>
<td>MS 1822 Music Survey</td>
</tr>
<tr>
<td>MS 3813 Music History I</td>
</tr>
<tr>
<td>MS 3823 Music History II</td>
</tr>
<tr>
<td>* MS 4001 Performance Seminar</td>
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<tr>
<td>MS 4212 Orchestration</td>
</tr>
<tr>
<td>** MS 2021 Ensemble (Choir)</td>
</tr>
<tr>
<td>MS 4913 Music Education Methods</td>
</tr>
<tr>
<td>MS 3912 Voice Class</td>
</tr>
</tbody>
</table>

(Courses required can be completed in four (4) years if the student takes 17-19 hours per semester; however, students with deficiencies should not expect to complete their degree in four years without attending summer sessions. Students should consult with advisor in Music area to work out degree plan.)

| D. Additional Requirements: 35 hours of Professional Education (see Teacher Education Program). |
| E. Special Requirements: 7 semesters of Major Applied, with applied lessons 1 hour per week for 2 hours credit. Each Applied major is required to own his instrument prior to Senior Recital. Major Applied Juries are 10-15-minute performances before a faculty committee for evaluation required at the conclusion of each semester of applied study. Secondary Juries are 5 minutes in length. A senior recital is required before student teaching. |
| F. Electives to complete 155 hours to complete degree requirements in Music Education. These hours must include a minimum of 45 hours in upper division courses. |

* Must enroll each semester prior to student teaching. 
** Only four semester hours will count as credit toward the degree requirement; however, students must enroll each semester during residency.

**Music-Vocal (Teacher Education) Plan of Study**

### FIRST YEAR

<table>
<thead>
<tr>
<th>Freshman First Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>* EG 1113 English Composition I</td>
</tr>
<tr>
<td>* MT 1413 Contemporary Mathematics</td>
</tr>
<tr>
<td>PY 1111 Personal &amp; Social Development</td>
</tr>
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| Total | 15 |

<table>
<thead>
<tr>
<th>Freshman Second Semester</th>
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</thead>
<tbody>
<tr>
<td>EG 1213 English Composition II</td>
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<tr>
<td>MT 2013 Elementary Statistics or MT 2613 Finite Mathematics</td>
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<tr>
<td>NP 1113 Natural Science Physical</td>
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<tr>
<td>MS 1622 Major Applied II</td>
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<tr>
<td>MS 1521 Secondary Applied II</td>
</tr>
<tr>
<td>MS 4001 Music Perform Seminar</td>
</tr>
<tr>
<td>MS 2023 Choir</td>
</tr>
<tr>
<td>MS 1543 Music Theory II</td>
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</table>

| Total | 17 |

### SECOND YEAR

<table>
<thead>
<tr>
<th>Sophomore First Semester</th>
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<tbody>
<tr>
<td>MS 2021 Choir</td>
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<tr>
<td>CS 1103 Intro to Information Processing</td>
</tr>
<tr>
<td>EG 2033 Advanced Composition</td>
</tr>
<tr>
<td>NB 1113 Natural Science Biology Lecture</td>
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<tr>
<td>NB 1101 Natural Science Biology Lab</td>
</tr>
<tr>
<td>MS 2612 Major Applied III</td>
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<tr>
<td>MS 2511 Secondary Applied III</td>
</tr>
<tr>
<td>MS 4001 Music Perform Seminar</td>
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<tr>
<td>MS 2553 Music Theory II</td>
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| Total | 18 |

### THIRD YEAR

<table>
<thead>
<tr>
<th>Junior First Semester</th>
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<tbody>
<tr>
<td>MS 2021 Choir</td>
</tr>
<tr>
<td>MS 1822 Music Survey</td>
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<tr>
<td>MS 1911 Conducting Fundamentals</td>
</tr>
<tr>
<td>MS 2212 Voice Diction</td>
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<tr>
<td>MS 3912 Instrumental Music Survey</td>
</tr>
<tr>
<td>MS 3612 Major Applied V</td>
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<tr>
<td>MS 3511 Secondary Applied V</td>
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<tr>
<td>MS 4001 Music Perform Seminar</td>
</tr>
<tr>
<td>SP 2713 Introduction to Speech</td>
</tr>
<tr>
<td>PY 3313 Developmental Psychology</td>
</tr>
</tbody>
</table>

| Total | 18 |
I. Degree: Bachelor of Arts in Education
II. Major: Music Instrumental (Teacher Education) Plan of Study

MUSIC-INSTRUMENTAL (TEACHER EDUCATION)

I. Degree: Bachelor of Arts in Education
II. Major: Music Instrumental (Teacher Education)
A. General Education: 41 hours
B. Required Courses: 75 hours
C. Professional Education: 35 hours

*Grade of “C” or above required

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MS 2212</td>
<td>Voice Dictation II</td>
<td>2</td>
</tr>
<tr>
<td>MS 3223</td>
<td>Choral Conducting</td>
<td>3</td>
</tr>
<tr>
<td>*SPED 3043</td>
<td>Survey of Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>MS 3622</td>
<td>Major Applied VI</td>
<td>2</td>
</tr>
<tr>
<td>MS 4212</td>
<td>Orchestration</td>
<td>2</td>
</tr>
<tr>
<td>MS 3521</td>
<td>Secondary Applied VI</td>
<td>1</td>
</tr>
<tr>
<td>MS 4001</td>
<td>Music Perform Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Summer Session III
SN 1113     Elementary Spanish or French
FL 1113     Elementary French
Total       3

FOURTH YEAR

Senior First Semester
MS 3813     Music History I           | 3
*MS 4913    Music Ed Methods          | 3
MS 4612     Major Applied VII         | 2
MS 4001     Music Perform Seminar     | 1
MS 2021     Choir                       | 1
MS 4511     Secondary Applied VII     | 3
*ED 4222    Educational Psychology    | 2
*ED 4242    Classroom Management      | 2
*ED 4212    Educational Technology    | 2
Total       19

Senior Second Semester
MS 4622     Major Applied VII         | 2
MS 4040     Senior Recital            | 0
MS 4001     Music Performance Seminar| 1
ED 4001     ED Seminar Test Taking    | 1
MS 3213     Choral Methods            | 3
MS 3823     Music History II          | 3
MS 3922     Voice Class               | 3
MS 2021     Choir                       | 3
Total       16

*MS 4001     Performance Seminar

*Must enroll each semester prior to student teaching.
**Only four semester hours will count as credit toward the degree requirement; however, students must enroll each semester during residency. (Courses required can be completed in 4 years if the student takes 17-19 hours per semester; however, students with deficiencies should not expect to complete their degree in 4 years without attending summer sessions. Student should consult with advisor in Music area to work out degree plan. Program is currently being revised to reduce number of hours required in Music.)

C. Special requirements: 7 semesters of Major Applied, with applied lessons 1 hour per week for 2 hours credit. Each Applied major is required to own his instrument prior to Senior Recital. Major Applied juries are 10-15-minute performances before a faculty committee for evaluation required at the conclusion of each semester of applied study. Secondary juries are 5 minutes in length. A senior recital is required for students prior to student teaching.

D. Electives to complete 155 hours to meet degree requirements in Music Education. These hours will include a minimum of 45 hours in upper division courses.

E. Additional Requirements: 35 hours of Professional Education (See Teacher Education program).

Music-Instrumental (Teacher Education) Plan of Study

FIRST YEAR

Freshman First Semester
EG 1113     English Composition I     | 3
MT 1413     Contemporary Math         | 3
PY 1111     Personal & Social Development | 1
MS 1533     Music Theory I            | 3
MS 1612     Major Applied I           | 2
MS 4001     Music Performance Seminar| 1
MS 2611     Band                       | 1
MS 1511     Secondary Applied Piano I  | 1
Total       15

Freshman Second Semester
*EG 1213    English Composition II    | 3
MT 2013     Elementary Statistics or  | 3
MT 2613     Finite Mathematics         | 3
NP 1113     Natural Science Physical   | 3
MS 1543     Music Theory II           | 3
MS 1622     Major Applied II          | 2
MS 1521     Secondary Applied Piano II | 1
MS 4001     Music Perform Seminar      | 1
MS 2611     Band                       | 1
ED 2001     Test Taking Seminar       | 1
Total       18

Summer Session I
PS 1113     U S Government             | 3
Total       3
## SECOND YEAR

### Sophomore First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG 2033</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>NB 1113</td>
<td>Natural Science Biology I w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>MS 2553</td>
<td>Music Theory III</td>
<td>3</td>
</tr>
<tr>
<td>MS 2611</td>
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<td>MS 4001</td>
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### Sophomore Second Semester

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<tr>
<td>HU 2103</td>
<td>Survey of Western Humanities I</td>
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<td>HT 1483</td>
<td>U S History 1492 – 1865 or</td>
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<td>HT 1493</td>
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<td>Introduction to Psychology</td>
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<td>MS 4001</td>
<td>Music Perform Seminar</td>
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<tr>
<td>MS 2622</td>
<td>Major Applied IV</td>
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## THIRD YEAR

### Junior First Semester

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<td>SP 2713</td>
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<td>PY 3313</td>
<td>Developmental Psychology</td>
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<td>MS 3923</td>
<td>Instrumental Conducting</td>
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<td>MS 2912</td>
<td>Choral Music Survey</td>
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<td>MS 4001</td>
<td>Music Performance Seminar</td>
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<td>MS 2422</td>
<td>Brass Wind Technique</td>
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### Junior Second Semester

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<td>Secondary Applied VI</td>
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<td>Music Perform Seminar</td>
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<tr>
<td>SN 1113</td>
<td>Elementary Spanish</td>
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<td>MS 2412</td>
<td>Woodwind Technique</td>
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<td>SPED 3043</td>
<td>Survey of Exceptional Children</td>
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## FOURTH YEAR

### Senior First Semester

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<td>Major Applied VII</td>
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<td>MS 4001</td>
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<td>Band</td>
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<td>MS 3813</td>
<td>Music History I</td>
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<td>MS 3413</td>
<td>Band Methods</td>
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<td>*ED 4212</td>
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### Senior Second Semester

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<tr>
<td>MS 4040</td>
<td>Senior Recital</td>
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<td>Band</td>
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<td>MS 3232</td>
<td>String Technique</td>
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<td>*MS 3823</td>
<td>Music History II</td>
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## 2nd Year Senior – First Semester

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<td>Soc Piano VII</td>
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*Grade of “C” or above required

## COURSES – MUSIC (MS)

### Music History and Literature

**MS 1812 (2CR)**

**AFRICAN AMERICAN MUSIC**

A survey of music and musicians of African American heritage from pre-slavery to present. Study of styles and forms, psychological background and listening to representative literature. Course open to general student body. No prerequisites.

**MS 1822 (2CR)**

**MUSIC SURVEY**

A general study of examples of music literature together with those fundamentals of form and design essential for the intelligent enjoyment of music; also such historical information as may be necessary to give rise to music understanding and appreciation. No prerequisites: Open to general student body.

**MS 2912 (2CR)**

**CHORAL MUSIC SURVEY (Instrumental Major)**

A general study of choral music practices through different historical periods including analysis, problems, philosophies, and techniques. Designed for instrumental specialists. Prerequisite: Instructor's approval.

**MS 2922 (2CR)**

**INSTRUMENTAL MUSIC SURVEY (Vocal Major)**

A course designed to give students with vocal music emphasis a broad perspective and general understanding of techniques, practices, literature, and problems involved in instrumental music. Prerequisite: Instructor's approval.

**MS 3813 (3CR)**

**MUSIC HISTORY I**

A course designed to acquaint the student with essential historical information that has a direct bearing upon the actual music literature of any given period. This study covers the development of musical trends, forms and styles from ancient Greek music through the early Baroque music of Monteverdi. Prerequisite: Must complete MS 1543 (Theory II).

**MS 3823 (3CR)**

**MUSIC HISTORY II**

A continuation of Music History I (MS 3813) to the present. Prerequisite: MS 3813 Music History I.

### Music Theory and Music Education Methods

**MS 1711 (1CR)**

**MUSIC FUNDAMENTALS I**

Designed for students with deficient musical backgrounds. Emphasis on basic skills in vocal and sign theory. Includes fundamentals of written theory, notation of pitch and rhythm, scales, key signatures, intervals, triads, and an introduction of 4-part harmony. Instrumental sight reading, keyboard harmony, and aural theory. Prerequisite: Music Theory
Placement Test.

**MS 1533 (3CR)**
**THEORY I**
Eighteenth century choral writing correlated with sight singing, keyboard harmony harmonic and melodic dictation, using principal and subordinate triads, through the dominant seventh. Prerequisite: Music Theory Placement Test.

**MS 1721 (1CR)**
**MUSIC FUNDAMENTALS II**
Continuation of Music Fundamentals I. Prerequisite: Music Fundamentals I.

**MS 1543 (3CR)**
**THEORY II**
Use of seventh chords in inversions, modulations to closely related keys, non-harmonic tones, and original part-writing exercises involving the above listed techniques. Prerequisite: MS 1533.

**MS 2212 (2CR)**
**VOICE DICTION I**
A study of the International Phonetic Alphabet (IPA) as it applies to transcribing, pronouncing, and singing song texts in English and Italian.

**MS 2222 (2CR)**
**VOICE DICTION II**
A study of the International Phonetic Alphabet (IPA) as it applies to transcribing, pronouncing, and singing song texts in German, French, and Spanish.

**MS 2412 (2CR)**
**WOODWIND TECHNIQUE**
Basic concepts in the teaching and playing of woodwind instruments; class instruction, laboratory application, clinics, seminars; tone production. Prerequisite: Sophomore standing.

**MS 2422 (2CR)**
**BRASS WIND TECHNIQUE**
Basic concepts in the teaching and playing of brass instruments; class instruction, laboratory application observations, clinics, seminars, tone production, instrument nomenclature, fingering, positions, breath control. Prerequisite: Sophomore standing.

**MS 2553 (3CR)**
**THEORY III**
Study of 18th and 19th century music by analyzing, writing, dictation, and playing at the keyboard of seventh chords, altered chords, altered non-harmonic tones and augmented chords. Modulations to all keys. Introduction to compositional techniques of the 20th century. Practice in writing original melodies for solo and ensemble works. Prerequisite: MS 1543.

**MS 2563 (3CR)**
**THEORY IV**
A comprehensive study of form from folk song to symphony, simple song forms, development forms, formal and harmonic analysis, structures in music during the latter parts of the 19th century and the 19th and 20th centuries. Compositional techniques and stylistic differences in various composers' writings. Prerequisite: MS 2553.

**MS 3213 (3CR)**
**CHORAL METHODS**
The study of techniques involved in the teaching of choral music on the junior high and secondary levels, with special emphasis placed on vocal, theoretical and appreciation study of broad range of choral literature. Designed for the choral music specialist. Prerequisite: Music major and junior standing.

**MS 3223 (3CR)**
**CHORAL CONDUCTING**
Principles of conducting, baton techniques, conducting with and without a baton, rehearsal procedures, interpretation, laboratory experience, analysis and evaluation of literature. Prerequisite: Junior standing.

**MS 3312 (2CR)**
**STRING TECHNIQUE**
Basic concepts in the teaching and playing of string instruments, class instruction emphasizing bowing technique, instrument nomenclature, fingering positions. Prerequisite: Junior standing.

**MS 3412 (2CR)**
**PERCUSSION TECHNIQUE**
Basic concepts in the teaching and playing of percussion instruments; class instruments; laboratory application, clinics, seminars. Prerequisite: Permission of instructor.

**MS 3413 (3CR)**
**BAND METHODS**
A special course for prospective band directors with emphasis on organization, management, public relations, fund raising and essentials of building and maintaining the modern football marching band. Prerequisite: Junior standing and instructor’s approval.

**MS 3912 (2CR)**
**VOICE CLASS**
Basic concepts and techniques of singing to include breathing, tone production, diction, interpretation, articulation, phrasing, and sight reading. Designed for students with piano emphasis. No prerequisite. Non-majors may enroll with instructor's approval.

**MS 3913 (3CR)**
**ELEMENTARY SCHOOL MUSIC**
A course for elementary education students presenting song literature, methods, rudiments of music, the child's voice, rhythmic and melodic expression. Not open to Music majors. Prerequisite: Permission.

**MS 3923 (3CR)**
**CONDUCTING**
Principles of conducting, baton techniques, conducting with and without a baton, rehearsal procedures, interpretation, balance, cueing and score reading. Prerequisite: Junior standing.

**MS 4040 (0CR)**
**SENIOR RECITAL**
This course affords students, as candidates for the degree, the opportunity to have a venue for executing one of the final assessment tools needed for graduation. Students are required to demonstrate mastery, through performance on the concert stage, of skills garnered throughout long-term study of an instrument (mechanical or vocal) during their tenure in the department of music, including the ability to be expressive of trends and nuances pertinent to various historical milieu. Prerequisite: Majors only and senior standing.

**MS 4212 (2CR)**
**ORCHESTRATION**
A study of the techniques of scoring music for wind, percussion, strings, and electronic instruments and sounds.
MS 4913 (3CR)
MUSIC EDUCATION METHODS
A course that covers principles, philosophies, methods and materials involved in the total music education program of kindergarten, through elementary, junior and senior high school levels. Prerequisite: Junior or Senior standing.

APPLIED MUSIC

MS 1612 (2CR)
MAJOR APPLIED PIANO, VOICE, BRASS, WOODWIND, STRING, PERCUSSION
Individual study of the fundamentals, techniques, methods, skills, music, and literature involved in the performance of a musical medium. Seven semesters of Major Applied study are the prerequisite for Senior Recital and for graduation. Prerequisite: Music major.

MS 1622 (2CR)
MAJOR APPLIED PIANO, VOICE, BRASS, WOODWIND, STRING, PERCUSSION
Continuation of MS 1612. Prerequisite: Music major, MS 1612.

MS 2612 (2CR)
MAJOR APPLIED PIANO, VOICE, BRASS, WOODWIND, STRING, PERCUSSION
Continuation of MS 1622. Prerequisite: Music major, MS 1622.

MS 2622 (2CR)
MAJOR APPLIED PIANO, VOICE, BRASS, WOODWIND, STRING, PERCUSSION
Continuation of MS 2612. Prerequisite: Music major, MS 2612.

MS 3612 (2CR)
MAJOR APPLIED PIANO, VOICE, BRASS, WOODWIND, STRING, PERCUSSION
Continuation of MS 2622. Prerequisite: Music major, MS 2622.

MS 3622 (2CR)
MAJOR APPLIED PIANO, VOICE, BRASS, WOODWIND, STRING, PERCUSSION
Continuation of MS 3612. Prerequisite: Music major, MS 3612.

4612 (2CR)
MAJOR APPLIED PIANO, VOICE, BRASS, WOODWIND, STRING, PERCUSSION
Continuation of MS 3622. Individual study of the fundamentals, techniques, methods, skills, music and literature involved in the performance of music media. Seven semesters of major applied study are the prerequisite for Senior Recital and for graduation. Prerequisites: Music major and MS 3622.

MS 1511 (1CR)
SECONDARY APPLIED PIANO, VOICE, BRASS, WOODWINDS, STRINGS, PERCUSSION
Individual applied lessons on a second-choice instrument for purpose of developing certain skills and knowledge to implement teaching techniques, musicianship, and musical understanding. Non-music majors may enroll. Music majors must enroll in secondary piano until passing the Piano Proficiency Examination. Prerequisite: Instructor's approval.

MS 1521 (1CR)
SECONDARY APPLIED PIANO, VOICE, BRASS, WOODWINDS, STRINGS, PERCUSSION
Continuation of MS 1511. Prerequisite: Instructor's approval, MS 1511.

MS 2511 (1CR)
SECONDARY APPLIED PIANO, VOICE, BRASS, WOODWINDS, STRINGS, PERCUSSION
Continuation of MS 2511. Prerequisite: Instructor's approval, MS 2511.

MS 2521 (1CR)
SECONDARY APPLIED PIANO, VOICE, BRASS, WOODWINDS, STRINGS, PERCUSSION
Continuation of MS 2521. Prerequisite: Instructor's approval, MS 2521.

MS 3511 (1CR)
SECONDARY APPLIED PIANO, VOICE, BRASS, WOODWIND, STRINGS, PERCUSSION
Continuation of MS 3612. Prerequisite: Music major, MS 3511.

MS 3521 (1CR)
SECONDARY APPLIED PIANO, VOICE, BRASS, WOODWIND, STRINGS, PERCUSSION
Continuation of MS 3521. Prerequisite: Instructor's approval, MS 3521.

MS 4511 (1CR)
SECONDARY APPLIED PIANO, VOICE, BRASS, WOODWIND, STRINGS, PERCUSSION
Continuation of MS 4511. Individual applied lessons on a second-choice instrument for purpose of developing certain skills and knowledge to implement teaching techniques, musicianship and musical understanding. Non-music majors may enroll. Music majors must enroll in secondary piano until passing the Piano Proficiency Examination. Prerequisite: Instructor's approval and MS 4511.

MS 4521 (1CR)
SECONDARY APPLIED PIANO, VOICE, BRASS, WOODWIND, STRINGS, PERCUSSION
Continuation of MS 4521. Individual applied lessons on a second-choice instrument for purpose of developing certain skills and knowledge to implement teaching techniques, musicianship and musical understanding. Non-music majors may enroll. Music majors must enroll in secondary piano until passing the Piano Proficiency Examination. Prerequisite: Instructor's approval and MS 4521.

MS 4001 (1CR)
PERFORMANCE SEMINAR
This course provides the opportunity for majors and Secondary Applied students to develop stage presence and poise for public performance. Music majors must register for Performance Seminar each semester they are enrolled.

ENSEMBLE

Every music degree student in the Department of Music must participate in one of the large performing ensembles each semester, becoming acquainted through actual performance with the best music literature in his or her ensemble medium. These ensembles also serve as laboratories for the development of musical skills, knowledge and exposure to method and technique. Instrumental concentration majors must enroll in band. Voice majors must enroll in the Concert Choir as assigned by the Choral Director. Piano majors may enroll in band or choir depending upon the area of specialization (vocal or instrumental). Four hours of Ensemble credit are required for graduation.
COURSES – ENSEMBLE
MS 2611 (1CR)
UNIVERSITY BANDS
The Marching Pride, the Concert Band, the Stage Band, the Basketball Pep Band. Auditions are required. These university bands appear in campus concerts, at sports events, and on tour. Elective for students outside the Department of Music with consent of director.

MS 2021 (1CR)
UNIVERSITY CONCERT CHOIR
For University Concert Choir, auditions are required. Limited enrollment. Programs chosen from selected choral literature. High standard of vocal ability and musicianship required. Tours and numerous campus/off campus performance opportunities. University Concert Choir is a mixed chorus. Winter and spring concerts often performed with orchestra. Or ensemble. Elective for students outside the Department of Music with consent of the director.

MS 2031 (1CR)
MUSIC THEATER
An introduction to the study and performance of outstanding musical scores including scenes from opera and musical comedies. Elective for non-music majors with consent of the director.

MS 3011 (1CR)
STRING ENSEMBLE
Study and performance of string chamber music. Follow-up elective for string technique class. Elective for non-music majors with the consent of the director. Campus and limited outside engagements.

MS 3021 (1CR)
STAGE BAND
Laboratory instrumental ensemble. Studying and performing the larger forms of jazz, popular, and dance literature. Elective for non-music majors with consent of the director. Campus and outside engagements.

MS 3031 (1CR)
WOODWIND ENSEMBLE
Study and performance of woodwind chamber music. Elective for non-music majors with consent of the director. Campus concerts and limited outside engagements.

MS 4011 (1CR)
BRASS ENSEMBLE
Study and performance of brass chamber music. Elective for brass concentration majors. Elective for non-music major with consent of the director. Campus concerts and outside engagements.

COURSES – ART (AT)
AT 1012 (2CR)
ART APPRECIATION
An introductory study of art emphasizing the application of art principles in everyday life. Selected slides, films and prints are used.

AT 4913 (3CR)
SCHOOL ART
A study of Art Education in public schools, including laboratory work and activities. Discipline-Based Art Education (DBAE) is a major instructional emphasis.

COURSES – GEOGRAPHY (GE)
GE 1412 (2CR)
INTRODUCTION TO GEOGRAPHY
The course is based upon the idea that geography is a dynamic science which deals with the physical and cultural aspect of the earth. Consideration will be given to the relationship between man, his culture, and the physical environment. Also, emphasis will be placed upon the importance of knowing and using the basic tools of the field.

GE 2413 (3CR)
HUMAN GEOGRAPHY
How man has been influenced by his physical environment and how he has modified that environment to serve his need.

GE 3003 (3CR)
URBAN GEOGRAPHY
Historic trends in distribution and growth of urban settlement with emphasis on economic bases of cities, urban population characteristics, and internal and external relationships in urban areas, with special emphasis on the American city.

GE 3123 (3CR)
GEOGRAPHY OF NORTH AMERICA
A regional consideration and geographic analysis of similarities and differences, with emphasis on variations of physical and human phenomena.

GE 4013 (3CR)
HISTORICAL GEOGRAPHY OF THE UNITED STATES
A reconstruction of the United States as it existed in the past from the early settlement patterns along the Atlantic Coast, the westward movements, and the eventual domination of the Far West.

GE 4023 (3CR)
WORLD REGIONAL GEOGRAPHY
Examination and comparison of geographic conditions in relation to social, cultural, economic, and political developments in selected regions of the world.

GE 4103 (3CR)
ECONOMIC GEOGRAPHY
Geographical study of the distribution of economic activity throughout the world. Emphasis on distribution of natural resources, industries, and service activities.

COURSES – HISTORY (HT)
HT 0123 (0CR)
AMERICAN HISTORY
This course will be taken by students whose transcripts reveal a deficiency in history. Students must satisfactorily complete this course before they can enroll in HT 1483 United States History 1492 to Present for three credit hours. An in-depth study of the social, cultural, political, and economic foundations and heritage of the American people.

HT 1483 (3CR)
UNITED STATES HISTORY, 1492 TO 1865
A survey course which covers the exploration and discoveries leading to the colonization of the United States, growth of industry, commerce, transportation, agriculture, labor and government of a simple agricultural society of colonies, as well as treating the historical developments in America as a highly complex society.
HT 1493 (3CR)
UNITED STATES HISTORY, 1865 TO PRESENT
A study of the development of the United States during the period with emphasis on the political, social, economic, and religious development.

HT 2323 (3CR)
OKLAHOMA HISTORY
A general course covering the history of Oklahoma from the territorial days to the present. This course is designed to meet the requirement in Oklahoma History for the state teacher's certificate.

HT 3103 (3CR)
AFRO-AMERICAN HERITAGE
A study of the origins and development of the people of Africa south of the Sahara from early times to the end of the African slave era and social development of the Afro- American.

HT 3143 (3CR)
BLACK HISTORY
A study of the status of Blacks through various stages of the history of the United States. Contributions of Blacks are emphasized as well as the institutional relationships that have developed as a result of their presence in the United States.

COURSES – HUMANITIES (HU)

HU 2103 (3CR)
SURVEY OF WESTERN HUMANITIES I
A study emphasizing the common characteristics, traits, and ideas present in selected Western literature, art, and music from ancient civilizations through the Renaissance. Students seek out the inherent feelings and expressions of a particular art as related to a period and a culture.

HU 2003 (3CR)
SURVEY OF WESTERN HUMANITIES II
A study emphasizing the common characteristics, traits, and ideas in selective Western literature, art, and music from 1600 to the present. Students seek out the inherent feelings and expressions of the arts as related to a period and a culture.

HU 3102 (2CR)
HUMANITIES SEMINAR
Selected topics in the area of humanities. Topics may vary from semester to semester, depending on students' needs and interests.

COURSES – PHILOSOPHY (PHIL)

PH 2113 (3CR)
PHILOSOPHY OF CONTEMPORARY LIFE
An elementary study of the types and sources of knowledge of some leading theories of the nature of reality and of related problems including determinism, freedom, purpose, meaning and truth. The chief aim of the course is to aid the student in arriving at some understanding of the problems that have always confronted mankind.

PH 4613 (3CR)
ETHICS
A study of history of moral theories and an analysis of the problems of moral conduct. Particular emphasis is given to the nature and criteria of our ideas of good and evil, right and wrong and scales of values.

PH 4623 (3CR)
LOGIC
A practical course introducing the student to the laws of thinking. The forms and operations of valid reasoning, their grounds and their applications in numerous fields are stressed. Attention is given to the syllogism, fallacies, evidence, and statistical methods.

COURSES – POLITICAL SCIENCE (PS)

PS 1113 (3CR)
UNITED STATES GOVERNMENT
A survey course in U.S. Government. The course will deal with the nature of the political system of this nation and focus on the three main branches of our national government. The U.S. Constitution will be given special attention, and the character of the American people will be examined.

PS 2313 (3CR)
STATE GOVERNMENT
A study of the place and function of the state in the United States with special attention to the organization and administration of the government of Oklahoma.

PS 3313 (3CR)
POLITICAL PARTIES IN THE UNITED STATES
This course traces the beginning and development of the party system in the United States emphasizing the economic as well as the political implications of party operations.

PS 3323 (3CR)
The UNITED STATES CONSTITUTION
An intensive study of the Constitution and leading Supreme Court cases and implications of the cases studied. Credit for this course may be in either History or Government.

PS 3333 (3CR)
POWER AND THE PRESIDENCY
The course will analyze a presidential election by interviewing through amplified telephone candidates, nationally known newspaper columnists and other individuals. Prerequisite: Permission of the instructor.

PS 4313 (3CR)
INTERNATIONAL LAW AND RELATIONS
An advanced course open to social science majors who have completed most of their major requirements.

PS 4323 (3CR)
GOVERNMENTS OF EUROPE
A study of the structure, functions, and constitutional developments of the major European governments. Emphasis on England, France, Germany, and Russia. Conducted as a seminar and open only to departmental seniors except by consent of instructor.

COURSES – RELIGION (RL)

RL 2012 (2CR)
OLD TESTAMENT INTRODUCTION
A study of the origin, canon, literary criticism, and message of the Old Testament; attention given to the prophetic movement and God's overall activity in Hebrew history through persons, works, and events; religious ideas investigated.

RL 2022 (2CR)
NEW TESTAMENT INTRODUCTION
A study of the background, content, and purpose of the New Testament books; consideration given the Intertestamental
period; the life of Jesus; the relevancy of the New Testament in the 20th century.

RL 2032 (2CR)
THE LIFE AND TEACHINGS OF JESUS
An examination of the birth, life, and death of Jesus of Nazareth. Special attention will be given to the teachings of Jesus and the reasons He has been considered "The Christ." Emphasis will be placed on the relevancy of the person and His teachings to the 20th century situations that confront His would-be followers.

RL 2042 (2CR)
THE LIFE AND TEACHINGS OF PAUL
As one of the most important of those to immediately follow Jesus, Paul and his life and relationships with his contemporaries will be studied. Consideration will be given to his achievements during his life and after his death.

RL 3033 (3CR)
PHILOSOPHY OF RELIGION
A study of the origin of religion as expressed in a man's culture and society. An investigation of the common strands and ideas found in religious attention given to God, death, the problem of evil, etc.

RL 3042 (2CR)
WORLD RELIGIONS
The purpose of the course is to present through a historical and analytical approach a basic understanding of the major religions of the world. Each religion will be evaluated on its principles, how it meets the needs of humanity, and the perspective of Christianity.

RL 4012 (2CR)
BIBLICAL LITERATURE
Gives the student an appreciation of the great literature found in the Bible; special attention given the Wisdom Literature.

RL 4022 (2CR)
SOCIAL AND RELIGIOUS PROBLEMS OF YOUTH
An investigation into the cultural, social, and religious makeup of our society as it affects young people.

DEPARTMENT OF TECHNOLOGY

Mission:
The mission of the Department of Technology is to provide students with excellent instruction and hands-on experience to meet educational and industrial needs to be competitive in the 21st century workforce.

Vision:
The vision of the Department of Technology is to strive for excellence through laboratory-based instruction and to meet educational needs and the standards of business, industry and government.

Goals/Objectives:
1. Develop a high degree of skill and technical competency in an area of specialization;
2. Develop managerial and supervisory skills for use in a highly technological society;
3. Develop a broad technical background necessary for adaptation to, and advancement in, a large number of industries and government.

Description of Program:
A major in Technology leads to the Bachelor of Science in Technology degree. A broad-based program, it prepares persons for technically oriented supervisory and middle management positions in industrial firms and government. Three options are offered in the Technology degree program: Electronics, Computer Design, and Building Construction Management. In addition, the Department of Technology offers two Associate in Science degree programs: Drafting and Design Technology and Electronic Technology.

TECHNOLOGY

All Technology majors complete these Technology core courses:
- IT 1923 Basic Electronics
- IT 1153 Engineering Design Graphic I
- IT 2033 Engineering Math
- TE 2613 Introduction to Technology
- IT 4533 Care and Management of Industrial Equipment
- IT 4963 Senior Project
- IT 4003/6 Internship

Specific requirements for specialized areas are listed below:

COMPUTER DRAFTING DESIGN

I. Degree: Bachelor of Science
II. Major: Technology (Computer Drafting Design)
   A. General Education: 41 hours
   B. Required Computer Design Courses: 33 hours
      - IT 2423 Engineering Computer Aided Design I
      - IT 2433 Engineering Computer Aided Design Graphic II
      - IT 3413 Architectural Drafting
      - IT 3433 Industrial Machine Drafting
      - IT 3443 Descriptive Geometry
      - IT 3643 Computer Graphic Design
      - IT 4433 Topographical Drafting or AS 4433 Advanced GIS/GPS

   Electives in Computer Design to complete 33 hours

   C. Additional Requirements:
      - PH 1115 College Physics
      - CS 2103 Programming Concepts
      - CS 2113 Advance Programming Concepts

   D. Electives in Technology as approved by department advisor

   E. Electives to complete 124 hours required for graduation including 45 hours upper-division coursework.

Computer Design Option Plan of Study

FIRST YEAR

Freshman First Semester
- EG 1113 English Composition I 3
- MT 1513 College Algebra 3
- PY 1111 Personal and Social Development 1
- CS 1103 Intro to Info. Processing (or above) 3
- NB 1114 Natural Science Biology w/lab 4
- TE 2613 Introduction to Technology 3
- Total 17

Freshman Second Semester
- EG 1213 English Composition II 3
- MT 1613 Trigonometry 3
- IT 1913 Electronics Drafting 3
- PY 1113 Introduction to Psychology 3
and freehand lettering; emphasis on modern technology involving geometric construction, multi-view drawing, dimensioning, and sectioning. Also auxiliary views and pictorial representations will be discussed with emphasis on Computer-Assisted Design (CAD), applications, and Computer-Assisted Materials (CAM).

IT 2113 (3CR)
TECHNICAL ILLUSTRATION
An introductory course covering methods used in illustrations and treatment of surface materials; experience with templates, proportional dividers, and commercial paste-up materials used in producing exploded view illustrations. Emphasis will be on proportional reproduction and shading methods.

IT 2423 (3CR)
ENGINEERING COMPUTER-AID
This course focuses on AutoCAD basic skills. It covers how to create two-dimensional drawings using CAD commands (draw, edit, display, layer, settings, dimensions, blocks, plotting, creating & editing text engravings, and associative cross-hatching techniques). Prerequisite: IT 1153.

IT 2433 (3CR)
ENGINEERING COMPUTER-AIDE DESIGN (CAD) II
This course covers advanced concepts of CAD software and applications. The primary focus is generating three-dimensional wireframe, surfaced and solid models. Prerequisites: IT 2423.

IT 3413 (3CR) ARCHITECTURAL DRAFTING
Elements of residential and industrial design and construction. Analysis of need, development, and presentation of drawings and models for architectural planning.

IT 3433 (3CR) INDUSTRIAL MACHINE DRAFTING
Detail and assembly drawing including gears, cams, and other mechanisms; emphasis on drawing standard machine parts and dimensions for tolerance and numerical control.

IT 3443 (3CR) DESCRIPTIVE GEOMETRY
Study and analysis of the space relationships of points, lines, and planes that precede design. Emphasis is placed on orthographic projection, auxiliary view techniques, and revolution. In addition, time will be spent on practical application of engineering and mathematical problems.

IT 3463 (3CR) ADVANCED COMPUTER-GRAHIC DESIGN
This is the study of computer graphics and its application to design: computer graphics hardware, software standards, two and three-dimensional transformations, projections, planning and the production of necessary working drawing within specialized industrial fields. Prerequisites: IT 2423, IT 2433.

IT 4000 (3-6CR)
INTERNSHIP (Drafting)
Actual work experience is provided to aid the student in developing those skills and techniques needed to handle problems and assignments encountered in the job situation. Prerequisite: Junior standing or above.

IT 4433 (3CR) TOPOGRAPHICAL DRAFTING AND SURVEYING
Field notes are used for drawing maps using representatives for relief of natural and man-made surfaces. Plane table, stadia and leveling field practice; study of photogrammetry with field
Building Construction Management Plan of Study

**FIRST YEAR**

**Freshman First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>*EG 1113</td>
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<tr>
<td>*MT 1513</td>
<td>College Algebra</td>
<td>3</td>
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<tr>
<td>PY 1111</td>
<td>Personal &amp; Social Development</td>
<td>1</td>
</tr>
<tr>
<td>CS 1103</td>
<td>Intro to Information Processing (or above)</td>
<td>3</td>
</tr>
<tr>
<td>HT 1483</td>
<td>U.S. History 1492 – 1865 or</td>
<td>3</td>
</tr>
<tr>
<td>HT 1493</td>
<td>U.S. History 1865 – present</td>
<td>3</td>
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<tr>
<td>TE 2613</td>
<td>Introduction to Technology</td>
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**Freshman Second Semester**

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<tr>
<td>*EG 1213</td>
<td>English Composition II</td>
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<tr>
<td>MT 1613</td>
<td>Trigonometry</td>
<td>3</td>
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<tr>
<td>NB 1114</td>
<td>Natural Science Biology w/Lab</td>
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**SECOND YEAR**

**Sophomore First Semester**

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<td>Advanced Composition</td>
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<tr>
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<td>Basic Electronics</td>
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<td>PS 1113</td>
<td>U.S. Government</td>
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<tr>
<td>IT 2033</td>
<td>Engineering Math</td>
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<td>PH 1115</td>
<td>College Physics I</td>
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**Sophomore Second Semester**

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<tr>
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<tbody>
<tr>
<td>#C 2013</td>
<td>Principles of Macroeconomics or</td>
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<tr>
<td>EC 2023</td>
<td>Principles of Microeconomics</td>
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<tr>
<td>HU 2103</td>
<td>Survey of Western Humanities I</td>
<td>3</td>
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<tr>
<td>IT 2423</td>
<td>Engineering Comp Aided Design</td>
<td>3</td>
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<tr>
<td>AG 2313</td>
<td>Elements of Soil</td>
<td>3</td>
</tr>
<tr>
<td>SP 2713</td>
<td>Introduction to Speech</td>
<td>3</td>
</tr>
<tr>
<td>CS 2103</td>
<td>Programming Concepts</td>
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<td><strong>Total</strong></td>
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**THIRD YEAR**

**Junior First Semester**

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<tr>
<td>FN 3303</td>
<td>Business Statistics</td>
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<tr>
<td>IT 3013</td>
<td>Surveying or</td>
<td></td>
</tr>
<tr>
<td>AS 3323</td>
<td>Introduction to CIS</td>
<td>3</td>
</tr>
<tr>
<td>IT 3533</td>
<td>Machine Cabinet construction</td>
<td>3</td>
</tr>
<tr>
<td>IT 3333</td>
<td>Weld Steel Construction</td>
<td>3</td>
</tr>
<tr>
<td>IT 3413</td>
<td>Architectural Drafting</td>
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**Junior Second Semester**

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<tr>
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<tbody>
<tr>
<td>IT 3513</td>
<td>Strength of Materials &amp; Cost Analysis in Construction</td>
<td>3</td>
</tr>
<tr>
<td>IT 3813</td>
<td>Concrete Technology</td>
<td>3</td>
</tr>
<tr>
<td>IT 3833</td>
<td>Engineering Mechanics and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>IT 3533</td>
<td>Engineering Mechanics and Statics</td>
<td>3</td>
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<tr>
<td>MG 3703</td>
<td>Fundamentals of Management</td>
<td>3</td>
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<td><strong>Total</strong></td>
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</table>

**FOURTH YEAR**

**Senior First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IT 4013</td>
<td>Electrical construction</td>
<td>3</td>
</tr>
<tr>
<td>IT 4533</td>
<td>Care &amp; Mgmt of Industrial Equipment</td>
<td>3</td>
</tr>
<tr>
<td>TE 4623</td>
<td>Building Structure</td>
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<tr>
<td>TE 4613</td>
<td>Public Relations in Technology</td>
<td>3</td>
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<tr>
<td>IT 4813</td>
<td>Mechanic Equipment for Building</td>
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**Senior Second Semester**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>IT 4823</td>
<td>Planning &amp; Scheduling</td>
<td>3</td>
</tr>
<tr>
<td>IT 4833</td>
<td>Estimating Cost</td>
<td>3</td>
</tr>
<tr>
<td>IT 4003/6</td>
<td>Internship</td>
<td>3/6</td>
</tr>
<tr>
<td>IT 4963</td>
<td>Senior Project</td>
<td>3</td>
</tr>
<tr>
<td>IT 4843</td>
<td>Contracts &amp; Specifications</td>
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<td><strong>Total</strong></td>
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**Grade of “C” required**

**COURSES – BUILDING CONSTRUCTION MANAGEMENT**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IT 2033</td>
<td>Engineering Mathematics</td>
<td>3</td>
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</tbody>
</table>

A course designed to acquaint students with basic mathematics,
formulas, equations, functions, etc., that will be structured for use in Technology courses. The use of hand calculators and their functions will also be studied.

**IT 3013 (3CR)**
**SURVEYING**
The use and care of surveying instruments and the methods used in topographic surveying.

**IT 3333 (3CR)**
**WELDING STEEL STRUCTURES**
All position welding of plain carbon and low alloy steels with reading and interpreting prints of building construction and analysis of materials and construction.

**IT 3513 (3CR)**
**STRENGTH OF MATERIALS & COST ANALYSIS IN CONSTRUCTION**
Principles of design and construction applied to cabinet making. Includes a study of cost analysis and cost control, overhead and cost comparisons.

**IT 3533 (3CR)**
**MACHINE CABINET CONSTRUCTION**
Basic operations and exercises involving power woodworking equipment used in cabinet construction and related information concerning cabinet drawing, types of woods suitable for cabinet construction and wood finishing.

**IT 3813 (3CR)**
**CONCRETE TECHNOLOGY**
Analysis and design of reinforced concrete structure, slabs, footings, caissons and pile foundation; design of concrete structures in agreement with the current building codes and practices.

**IT 3833 (3CR)**
**ENGINEERING MECHANICS AND STATICS**
Fundamentals and concepts of static equilibrium, centroids, trusses, friction and moments of inertia; also mechanics of deformable bodies; stress and strain; torsion; bending, deflection of beams and columns.

**IT 4000 (3-6CR)**
**INTERNSHIP (Construction)**
Actual work experience is provided to aid the student in developing those skills and techniques needed to handle problems and assignments that are encountered in the actual job situation. Prerequisite: Junior standing or above.

**IT 4013 (3CR)**
**ELECTRICAL CONSTRUCTION**
A practical course in elementary electricity revolving around simple fixtures, wiring, repairing electrical equipment and a study of N.E.C.

**IT 4043 (3CR)**
**ENERGY METHODS IN ELASTICITY**
Energy concepts in mechanics. Beam and rods, truss methods of calculus of variation, and buckling and elementary vibrations.

**IT 4813 (3CR)**
**MECHANICAL EQUIPMENT FOR BUILDING**
Analysis and design of heating, ventilating and air conditioning systems for residential and small commercial buildings, including code requirements and estimating costs. Prerequisite: IT 3413.

**IT 4823 (3CR)**
**PLANNING AND SCHEDULING**
Organizing and managing the construction process; layout and planning; job supervision; material requisitioning; and progress charts.

**IT 4833 (3CR)**
**ESTIMATING COST**

**IT 4843 (3CR)**
**CONTRACTS AND SPECIFICATIONS**
Legal documents of construction contracts; a general study of the principles of the law of contracts, with emphasis on the drafting of contracts and forms.

**ELECTRONICS OPTION**
**Requirement Information:**

I. Degree: Bachelor of Science
   A. General Education: 41 hours
   B. Required Electronics Courses: 33 hours
      - IT 2933  Circuit Analysis I
      - IT 3943  Electronic Communications
      - IT 3953  Electronics Fundamentals and Applications
      - IT 3913  Circuit Analysis II
      - IT 3923  Digital Logic Design
      - IT 4933  A+ Computer Hardware
      - IT 4923  Introduction to Analog and Digital Circuits
   C. Electives in Electronics to complete 33 hours.
   D. Electives in Technology as approved by department advisor.
   E. Electives to complete a minimum of 124 hours required for graduation including 45 hours of upper division coursework.

**Electronics Option Plan of Study**

**FIRST YEAR**

**Freshman First Semester**
- *EG 1113 English Composition I 3
- *MT 1513 College Algebra 3
- PY 1111 Personal & Social Development 1
- CS 1103 Intro to Information Processing (or above) 3
- NT 1114 Natural Science Biology w/Lab 4
- TE 2613 Introduction to Technology 3
- Total 17

**Freshman Second Semester**
- *EG 1213 English Composition II 3
- MT 1613 Trigonometry 3
- IT 1923 Basic Electronics 3
- IT 1153 Engineering Graphic I 3
- PY 1113 Introduction to Psychology 3
- Total 15
SECOND YEAR

Sophomore First Semester
EG 2033 Advanced Composition 3
IT 1923 Circuit Analysis I 3
IT 2033 Engineering Math 3
HT 1483 U S History 1492 – 1865 or
HT 1493 U S History 1865 – present 3
PH 1115 Elementary Statistics 3
Total 15

Sophomore Second Semester
CS 2103 Programming Concepts 3
SP 2713 Introduction to Speech 3
PS 1113 U S Government 3
IT 2963 Introduction to Troubleshooting 3
PH 1115 College Physics I 5
Total 17

THIRD YEAR

Junior First Semester
HU 2103 Survey of Western Humanities I 3
IT 3913 Circuit Analysis II 3
EC 2013 Principles or Macroeconomics or
EC 2023 Principles of Microeconomics 3
PH 1125 College Physics II 5
IT 3933 Basic Television 3
Total 17

Junior Second Semester
IT 3943 Electronic Communications 3
IT 3953 Electronic Fundamentals 3
IT 3923 Digital Logic 3
MT 2145 Calculus I 5
CS 2113 Advanced Programming Concepts 3
Total 17

FOURTH YEAR

Senior First Semester
IT 4923 Introduction to Analog & Digital Circuits 3
IT 4533 Care & Mgmt of Industrial Equipment 3
TE 4613 Public Relations in Technology 3
IT 4913 Electronic Instrumentation 3
IT 3000/4000 Elective 3
Total 15

Senior Second Semester
IT 4933 A+ Computer Hardware 3
IT 4943 Micro Processing 3
IT 4003/6 Internship 3/6
IT 4963 Senior Project 2
Total 12/15

COURSES – TECHNOLOGY (IT)

ELECTRONICS IT 1913 (3CR)
ELECTRONICS DRAFTING
The course provides fundamental electronic drafting practices with emphasis on reading and understanding schematic diagrams. Included are lettering, mechanical layouts, block diagrams and graphical representation.

IT 1923 (3CR)
BASIC ELECTRONICS
A beginning course in electronics. This course covers AC/DC fundamentals. Emphasis is placed on resistors, capacitors, and inductors, then branches into diodes, rectifiers, transistors, and amplifiers. Prerequisite: MT 1323.

IT 2212 (2CR)
FUNDAMENTALS OF ELECTRICITY
Development and preparation of instructional materials for use by electricity and electronics teachers in vocational and technical education programs.

IT 2933 (3CR)
CIRCUIT ANALYSIS I
This course covers OHMS Law, Kirchoff's Law, Series Resistive Circuits, Parallel Circuits, Series Parallel Circuits, Superposition Theorem, Thevenin's Theorem, Norton's and Millman's Theorem, Maximum Power Transfer Theorem, and Branch, Mesh, and Node Analysis. Prerequisite: IT 1923.

IT 2963 (3CR)
INTRODUCTION TO TROUBLESHOOTING
This course is designed to give hands-on basic techniques or guidelines in troubleshooting various equipment. Prerequisite: IT 1923.

IT 3912 (2CR)
PRINCIPLES OF ELECTRICAL POWER
Course familiarizes the student with electrical power systems. Voltage, current and power relationships in single- phase and poly-phase electric circuits and systems. Poly-phase power distribution systems, transformers theory, connections and industrial electric motors will be studied. Prerequisite: IT 2933.

IT 3913 (3CR)
CIRCUIT ANALYSIS II
Introduction to non-sinusoidal wave forms and shapes, Network Theorems, Complex Circuits, and fundamentals of advanced circuiting (Laplace Transforms and transfer functions for electric circuits). Delta to Star and Star to Delta Conversion, RLC Circuits and Filters, Transistor Circuits. Prerequisite: IT 2933.

IT 3923 (3CR)
DIGITAL LOGIC DESIGN
The study of Binary, Octal and Hexadecimal Number systems, Boolean Algebra, Karnaugh Maps, Logic Gates and Integrated Circuits, Counters, Arithmetic Logic units, encoders and decoders, flip-flops, shift registers and an introduction to memories. This course also describes the specifications and practical applications of digital integrated circuits. Prerequisite: IT 2933.

IT 3933 (3CR)
BASIC TELEVISION
This course includes complex antenna theory, introduction to microwave elements, principles of VHF and UHF transmitters and receivers. Prerequisites: IT 1923, IT 2933.

IT 3943 (3CR)
ELECTRONIC COMMUNICATIONS
This course leads the student through basic principles of electronic communication systems. Topics covered are amplitude modulation (AM), frequency modulation of radio receivers and transmitters, theory and operation of antenna radiation patterns, transmission lines, and waveguides. Prerequisites: IT 1923, IT 3913.

IT 3953 (3CR)
ELECTRONIC FUNDAMENTALS AND APPLICATIONS
Semiconductor electronic components including BJT's, JFETs, MOSFETs, and OPAMPS. Emphasis on device models and use...
of solid-state electronic devices to analyze, synthesize and design amplifiers and switching circuits. SPICE simulations utilized. Prerequisite: IT 3913.

**IT 4000 (3-6CR)**
**INTERNSHIP (Electronic Technology)**
Actual work experience is provided to aid the student in developing those skills and techniques needed to handle problems and assignments that are encountered in the job situation. Prerequisite: Junior standing or above.

**IT 4913 (3CR)**
**ELECTRONIC INSTRUMENTATION**
This course includes analysis and evaluation of electronic instruments and measurements and utilization of test equipment and the effects on various circuit operations. Laboratory exercises are used to reinforce the use of measuring techniques. Stresses safe handling techniques in operation of test equipment. Prerequisites: IT 3913.

**IT 4923 (3CR)**
**INTRODUCTION TO ANALOG AND DIGITAL INTEGRATED CIRCUIT**

**IT 4933 (3CR)**
**A+ COMPUTER HARDWARE**
An introduction to essential computer hardware and operating system technology. Basic computer concepts, upgrading, preventive maintenance and safety will be covered. Prerequisite. CS 1103.

**IT 4943 (3CR)**
**MICROPROCESSING TECHNOLOGY AND APPLICATIONS**
Introduction to microprocessors and microcomputers systems architecture and operation, Assembly Language Programming of microprocessors and interfacing techniques. Prerequisites: CS 2103 Programming Concepts including C++ Programming.

**IT 4963 (3CR)**
**SENIOR PROJECT DESIGN**
A course to determine the student's knowledge and skill through design, assembly, test of the design and demonstration of a project in a specialty field. Prerequisite: 15 credit hours of upper-division electronics courses and consent of the instructor.

**COURSES – TECHNOLOGY ELECTIVE (TE)**

**TE 2613 (3CR)**
**INTRODUCTION TO TECHNOLOGY**
An introduction of industrial processes and materials. Manufacturing methods in industry will be studied through classroom discussion as well as scheduled field trips.

**TE 2623 (3CR)**
**MATERIALS AND PROCESSES**
A study of applications of production methods, processing, testing of materials, equipment and tool organizations, and an understanding of fabricating procedures used in industrial production.

**TE 3613 (3CR)**
**ORGANIZATION, SUPERVISION, AND ADMINISTRATION IN TECHNOLOGY EDUCATION**
Designed to develop understanding and working knowledge of basic principles and desirable practices in organization, administration, and supervision of programs in technology education.

**TE 3643 (3CR)**
**COMPUTER GRAPHIC DESIGN**
A study of computer utilization and application to current industrial practice. Emphasis is placed on computer-aided drafting and design using various CAD software. Planning and the production of necessary working drawing with specialized industrial fields.

**TE 4603 (3CR)**
**GRAPHIC COMMUNICATION**
Explore the fundamentals of message design, production, and transmission using audio, visual, and other methods. Laboratory experiences in CAD, graphic arts, photography, electronic communications, and computer utilization.

**TE 4613 (3CR)**
**PUBLIC RELATIONS IN TECHNOLOGY EDUCATION AND TECHNOLOGY**
Techniques of planned programs of public relations with the community and cooperating agencies.

**COURSES – TECHNOLOGY EDUCATION**

**IT 1513 (3CR)**
**INTRODUCTION TO WOODWORK**
Wood fabrication emphasizing hand tool operations and limited experiences with machines and wood finishing.

**IT 2353 (3CR)**
**OXY-ACETYLENE WELDING**
Fundamentals of gas welding and cutting.

**IT 3343 (3CR)**
**ARC WELDING AND MATERIALS TESTING**
This course is designed to introduce the use of the electric arc in welding metals. Destructive and Non-Destructive Testing of common manufacturing welding materials.

**IT 3533 (3CR)**
**MACHINE CABINET CONSTRUCTION**
Basic operations and exercises involving power woodworking equipment used in cabinet construction and related information concerning cabinet drawings, types of woods suitable for cabinet construction and wood finishing.

**IT 4513 (3CR)**
**PRODUCTION METHODS AND PROCESSES**
Application of production principles to manufacturing of products including design, estimating, purchasing, mass production, construction, finishing and marketing.

**IT 4533 (3CR)**
**CARE AND MANAGEMENT OF INDUSTRIAL EQUIPMENT**
Instruction and practice in the care, repair, and maintenance of tools and equipment. Instruction in the purchasing and requisitioning of supplies and equipment.

**ASSOCIATE DEGREE PROGRAMS**

The Department of Technology offers the Associate of Science degree in two specialty areas:
1. Drafting and Design Technology
2. Electronic Technology

The Associate of Science degree is offered in a two-year program designed to enable the student to fulfill all general
education requirements and to advance as far as possible toward the bachelor's degree in Engineering, Industrial Technology, or Technology Education. Under an Articulation Agreement between the two-year college programs and the senior institutions of higher education in Oklahoma, students completing the Associate in Science degree at Langston University may transfer to any senior level state institution which offers a major in Engineering, Industrial Technology, or Technology Education and expect to find their lower division general education requirements satisfied.

I. Degree: Associate of Science
II. Major: Drafting and Design Technology

A. General Education: 41 hours
   - PY 1111 Personal and Social Development
   - MT 1513 College Algebra
   - MT 1613 Plane Trigonometry
   - NB 1114 Natural Science-Biology
   - NP 1113 Natural Science-Physical
   - HT 1483 U. S. History
   - PS 1113 U. S. Government
   - PY 1113 Introduction to Psychology
   - SP 2713 Introduction to Speech
   - HU 2103 Survey of Western Humanities I or
   - HU 2203 Survey of Western Humanities II

B. Required Courses: 25 hours
   - EG 1113 English Composition I
   - EG 1213 English Composition II
   - EG 2033 Advanced Composition
   - CS 1103 Computer Information Processing
   - ED 1601 Academic Achievement Seminar
   - TE 2613 Introduction to Technology
   - IT 1153 Engineering Design, Graphic I
   - IT 2113 Technical Illustration
   - IT 2033 Engineering Math
   - IT 2423 Engineering Computer-Aided Design, Graphic I
   - IT 2333 Materials and Processes
   - SP 2713 Introduction to Speech
   - HU 2203 Survey of Western Humanities II

C. Additional Requirements: Minimum 2.0 grade point average on 4.0 scale and minimum grade of "C" in major courses.

ASSOCIATE OF SCIENCE IN TECHNOLOGY-
DRAFTING AND DESIGN OPTION

Associate of Science in Technology Drafting and Design Option Plan of Study

FIRST YEAR

<table>
<thead>
<tr>
<th>Freshman First Semester</th>
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<tbody>
<tr>
<td>EG 1113</td>
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<td>NB 1114</td>
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<td>MT 1513</td>
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<td>CS 1103</td>
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<table>
<thead>
<tr>
<th>Freshman Second Semester</th>
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<tbody>
<tr>
<td>EG 1213</td>
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<td>PS 1113</td>
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<td>PY 1113</td>
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<td>MT 1613</td>
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SECOND YEAR

<table>
<thead>
<tr>
<th>Sophomore First Semester</th>
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<tbody>
<tr>
<td>EG 2033</td>
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<td>HT 1483</td>
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<td>HT 1493</td>
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<td>IT 2013</td>
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<td>IT 1423</td>
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<td>Electives</td>
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<tr>
<th>Sophomore Second Semester</th>
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<tr>
<td>IT 2423</td>
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<td>HU 2103</td>
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<td>SP 2713</td>
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<td>TE 2623</td>
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<tr>
<td>Electives</td>
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<td><strong>Total</strong></td>
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ASSOCIATE OF SCIENCE IN TECHNOLOGY-
ELECTRONICS OPTION

I. Degree: Associate of Science
II. Major: Electronic Technology

A. General Education: 44 hours
   - PY 1111 Personal & Social Development
   - EG 1113 English Composition I
   - MT 1513 College Algebra
   - MT 1613 Plane Trigonometry
   - NB 1114 Natural Science Biology w/Lab
   - NP 1113 Natural Science Physical w/Lab
   - HT 1483 U S History
   - PS 1113 U S Government
   - PY 1113 Introduction to Psychology
   - EG 2033 Advanced Composition
   - SP 2713 Introduction to Speech
   - HU 2203 Survey of Western Hum. II
   - CS 1103 Computer Info Processing

B. Required Courses: 26 hours
   - TE 2613 Introduction to Technology
   - IT 1913 Electronics Drafting
   - IT 1923 Basic Electronics
   - IT 2033 Engineering Math
   - IT 2963 Intro to Troubleshooting
   - IT 2933 Circuit Analysis I
   - Elective

C. Additional Requirements: Minimum 2.0 Grade point average on scale and minimum grade of “C” in major courses.

ASSOCIATE OF SCIENCE IN TECHNOLOGY Electronics Option Plan of Study

FIRST YEAR

<table>
<thead>
<tr>
<th>Freshman First Semester</th>
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<th>Freshman Second Semester</th>
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<tr>
<td>EG 1213</td>
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</table>
The Organizational Leadership program will offer two options:

1. Corrections
2. Organizational Management

This degree seeks to make available to non-traditional, adult-learners a multidisciplinary undergraduate degree alternative that is flexible, individualized and relevant to the student’s learning and career needs, while fulfilling traditional university requirements and meeting the student’s specific goals for a college degree.

Program Goals:

1. To facilitate life-long learning goals of adult learners;
2. To provide an opportunity for adult learners to develop further knowledge in a business-oriented core area;
3. To provide an opportunity for adult learners to develop further knowledge in a specific area of specialization;
4. To provide an avenue of higher education that meets the needs of adult learners for personal enrichment and/or professional advancement;
5. To provide adult learners with educational mobility options in a world where career changes are increasing;
6. To provide a flexible curriculum designed for working adult students that maximizes the application of prior learning through course credit, work or life experiences to the degree plan;
7. To contribute to the economic development goals of the state of Oklahoma through providing a relevant degree option for working adults to earn a baccalaureate degree.

Program Objectives:

1. The student will acquire a general knowledge of eight core content areas (foundations of adult development, professional communication, data analysis and interpretation, ethics and organizations, leading and managing, society and organizational environment, fiscal management, and markets and stakeholders);
2. The student will enhance his/her global thinking, critical thinking, communication skills, problem solving, quantitative, and analysis skills and technological innovation skills;
3. The student will develop additional knowledge in an area of institutional focus;
4. The student will gain intellectual knowledge applicable to personal enrichment and/or professional advancement;
5. The student will apply concepts and theories learned in the core content courses and area of focus to a capstone project at the end of the program.

**Program Process:**

Students seeking admission to the ADC program must first be admitted to their home institution. The admission requirements have been determined by the institutional coordinators and approved by the President’s Council: the student must be at least 21 years of age; the student must not have been enrolled full time for at least one year; the student must have completed at least 72 hours of college credits; the student must have a minimum of a 2.0 graduation/retention GPA in past college course work; the student must have completed general education requirements as defined by the home institution admitting the student. A provisional admission status may be used for students who do not yet meet this requirement. The student must satisfy all institutional requirements for completion of remedial course work.

Once a student is approved for admission, the applicant will be notified in writing and assigned an advisor or contact person. The student should then complete an individual degree plan with the advisor at the home institution. Students completing this degree program will meet the same graduation requirements as those in other baccalaureate degree programs. Graduation requirements will be monitored by the home institution and will include 1) 124 earned hours; 2) 2.0 grade point average for graduation/retention; 3) 60 credit hours at a four-year institution excluding physical education activity courses; 5) 40 hours of upper division course work (3000 and 4000 level) excluding physical education activity courses; 5) 30 hours of residency at the degree granting (home) institution; 6) at least 15 of the final 30 hours or ½ the major from the institution granting the degree; 7) English proficiency as defined by the institution granting the degree; and 8) computer proficiency as defined by the institution granting the degree.

I. Degree: Bachelor of Science
II. Major: Organizational Leadership
III. Option: Organization Management
IV. Option: Corrections
   A. General Education: 40-45 hours
   B. Major: Common Core Course: 42 hours
   *C. Institution Specific Courses: 12-15 hours
   **D. Professional Elective and Free Electives: 37-42 Hours

* These courses will be defined by each individual institution
** Could include prior academic credit on transcript, up to 30 hours of extra-institutional credit through CLEP, DANTES, Military, or prior learning assessment (maximum of 15 hours in this category).

E. Student must complete 12-15 hours of Corrections/Criminal Justice Courses or 12-15 hours
of Organization Management courses depending on concentration focus. Students must complete sufficient elective credit hours to meet the 124 hours required for graduation.

F. Any student enrolling in a class must complete an application for Undergraduate Admission. No application fee is required.

G. Required Common Core courses: 30 hours
- ORGL 3113 Foundations of Organizational Leadership and Personal Development
- ORGL 3223 Professional Communication
- ORGL 3333 Data Analysis and Interpretation
- ORGL 3443 Foundation of Fiscal Management
- ORGL 4113 Ethics and Organizations
- ORGL 4223 The Individual, the Organization, and Society
- ORGL 4333 Leading and Managing
- ORGL 4443 Markets and Stakeholders
- ORGL 4553 Capstone
- ORGL 4993 Internship in Organizational Leadership (3 hrs. optional credit)

H. Required Courses for Corrections
- CO 3113 Probation and Parole
- CO 3223 Correctional Counseling
- CO 3263 Juvenile Delinquency
- CO 4223 Correctional Law
- CO 4273 Prison Administration
- CO 4283 Women in Corrections
- SO 3263 Criminology

I. Required Courses for Organization Management
- MG 3273 Human Resources Management
- MG 3733 Labor and Industrial Relations
- MG 3773 Marketing and Management
- MG 3783 Purchasing Management
- BA 3633 Business Law I
- MG 4713 Managing Individuals in Work Groups
- MG 4723 Managing Complex Organizations

COURSES – ORGANIZATIONAL LEADERSHIP

ORGL 3113 (3CR)
FOUNDATIONS OF ORGANIZATIONAL LEADERSHIP AND PERSONAL DEVELOPMENT
This course is an introduction to the Organizational Leadership Bachelor of Science program. Essential components will include overview of program expectations; principles of adult learning; resources for success including library, campus, online resources and mentoring relationships; personal wellness/stress and time management techniques; study and test-taking skills; and basic computer skills for working in an online environment.

ORGL 3223 (3CR)
PROFESSIONAL COMMUNICATION
A study of communication in the workplace within a framework of organizational ethics. Essential components and course content include listening verbal and nonverbal communication, written expression, and professional presentation methods.

ORGL 3333 (3CR)
DATA ANALYSIS AND INTERPRETATION
The course will enable a student to develop an understanding of the application and interpretation of basic data analysis. Essential components and course content will include basic data analysis from a user’s perspective. Hands-on exercises will enable students to utilize software such as Excel to solve problems and to interpret results.

ORGL 3443 (3CR)
FOUNDATION OF FISCAL MANAGEMENT
A managerial overview of fiscal management within organizations. Essential components and course work content will include understanding the components and articulation of financial statements, knowledge and application of financial ratios leading to an understanding of organizational performance across time and in comparison to industry standards, utilization of financial information in the acquisition of capital and budgeting decisions, and a rudimentary understanding of cash flows.

ORGL 4113 (3CR)
ETHICS AND ORGANIZATION
This course is designed to examine the dynamics of workplace and personal ethics through the study of basic philosophical theories. Essential components and course content will include leadership in the context of self-governance, responsibility, adherence to principles, integrity and constancy of purpose. Current case studies will be used to apply ethical theories.

ORGL 4223 (3CR)
The Individual, the Organization, and Society
An examination of contemporary issues that affect organizations. Essential topics include environmental stewardship, social responsibility of the organization, effects and implications of globalization, the status of individual freedom within the organization, diversity, and the ramifications of technological change. This seminar course will be organized around student discussion and topical papers.

ORGL 4333 (3CR)
LEADING AND MANAGING
A study of theories that influence leadership with application to a variety of work situations. Essential components and course content will include basic leadership and behavior styles, negotiation, critical thinking, change, conflict resolution, ethics and social responsibility, and diversity in the workplace. Assessment of personal leadership abilities and personality traits will be included.

ORGL 4443 (3CR)
MARKETS AND STAKEHOLDERS
This course introduces the student to the concept of markets and stakeholders. Essential components and course content will include an overview of competitive markets, buyer behavior, development of new markets and products, marketing communication, distribution channels, pricing and marketing mix strategies. It will include a discussion of external environmental factors and stakeholder analysis. Students will be able to evaluate market needs, select target markets and develop an appropriate market mix.

ORGL 4553 (3CR)
CAPSTONE
This course provides students the opportunity to integrate concepts and theories covered in the core with their area of focus. Students will design and implement a capstone project related to their area of focus culminating in a written and oral presentation. This course must be taken in the student’s final enrollment period.

ORGL 4993 (3CR)
INTERNSHIP IN ORGANIZATIONAL LEADERSHIP
(3-hour optional credit)
Practical experiences in the workplace incorporating the skills learned in the program.
SCHOOL OF BUSINESS

Mission:
The mission of the School of Business is to impart undergraduate business education, to synthesize theory and practice in the classroom, seek first-hand exposure to best business practices and improve faculty performance as educators through research.

Vision:
We will be increasingly recognized by our stakeholders for preparing our graduates with systematic self-reflection and development skills as the foundation for life-long learning and professional effectiveness.

Purpose/Goals:
To achieve our mission, we are committed to nurturing the success of all students while fully challenging the exceptional student through an interactive culture of learning. We provide students with a clear set of ethical and professional behavior expectations. Through the curriculum, students are exposed to meaningful real-world applications. The goal is to develop a desire for life-long learning through student-initiated and co-curricular activities both of which are central to professional development.

The School of Business believes in forging partnerships that enable us as business educators to maintain our scholarship and understanding of leading-edge organizational practices. We also believe in advancing our communities through partnerships that employ our professional skills. We ask that our students be competent in critical thinking and self-reflection, team building, leadership, and professional communication skills. Our students acquire technology and cross-disciplinary skills to help them understand and develop ethical, global business and non-business-discipline insights for enhancement.

Program Process:
Students admitted to Langston University are not automatically admitted to the School of Business. Students wishing to take a major in the School of Business should apply for admission to the School at the beginning of the second semester of their sophomore year or as soon as they have completed the specific course requirements contained in the Student Handbook. Conditions for acceptance are spelled out in the School of Business Student Handbook under “Admissions.” Students who meet the minimum acceptance criteria shall be officially admitted to the School of Business and will be so notified during the summer and assigned an advisor.

Department and Degree Programs:
The School of Business has two undergraduate departments: The Department of Business Administration and the Department of Computer Science. The Department of Business Administration offers the Bachelor of Business Administration (BBA) in Accounting, Business Administration (OKC/Tulsa), Economics, Finance, Financial Economics, Management, Management Information Systems, Supply Chain Management; the Bachelor of Science in Accountancy (Tulsa); and the Associate of Science (A.S.) in Financial Planning.

The Department of Computer and Information Sciences offers the Bachelor of Science (B.S.) in Computer Science and Information Science.

The BBA program is nationally accredited by The Accreditation Council for Business Schools and Programs (ACBSP).

Assessment and Student Learning:
All School of Business graduating seniors are required to take a Majored Field Test in Business (Exit Examination) or its equivalent. The examination is administered during the Annual Assessment Day event held in April. The student’s score in the Exit Exam is weighted into the student’s course grade in Business Policy. It is therefore important to emphasize that the Business Policy course must be taken at Langston University’s School of Business. In addition to the Exit Exam, other course specific assessment measures are embedded into selected discipline courses and are so enumerated in the syllabi. The School’s educational philosophy provides the assessment benchmark for all our programs.

School of Business Admissions Policy
Students who are admitted to Langston University and wish to major in any of the Bachelor of Business Administration (BBA) options are not automatically considered and classified as Business Majors. In order to become a Business Major, students must be formally admitted into the School of Business. Students may apply for admission into a specific BBA program in the School of Business after they have met the following requirements.

BBA (Accounting):
- Minimum GPA of 2.5/4.0
- Completion of at least 45 credit hours of college level work (excluding remedial courses)
- A grade of “B” or better in Principles of Accounting I & II
- A grade of “B” or better in College Algebra and Finite Mathematics or Applied Calculus
- A grade of “C” or better in English Composition I and II, and in Advanced Composition or Technical Writing

BBA (Economics/Finance and Financial Economics):
- Minimum GPA of 2.5/4.0
- Completion of at least 45 credit hours of college level work (excluding remedial courses)
- A grade of “B” or better in Principles of Macro and Microeconomics
- A grade of “B:” or better in College Algebra and Finite Mathematics or Applied Calculus
- A grade of “C” or better in English Composition I and II, and in Advanced Composition or Technical Writing

BBA (Management/Management Information Systems, Supply Chain Management, Business Administration)
- Minimum GPA of 2.5/4.0
- Completion of 45 semester hours of college work (excluding remedial courses)
- At least a grade of “C” in Principles of Micro and Macro Economics
- At least a grade of “C” in English Composition I, II and Advanced Composition or Technical Writing
- At least a grade of “C” in College Algebra and Finite Mathematics

B.S. in Computer Science
- Minimum of 2.5/4.0 GPA
- Completion of at least 45 credit hours of college level work (not including remedial courses)
- At least grade of “B” in College Algebra, Trigonometry, and Calculus I
- A grade of “C” or better in English Composition I and II, and in Advanced Composition or Technical Writing
DEPARTMENT OF BUSINESS ADMINISTRATION

All courses in the Department of Business Administration are designed to prepare students for entry into the job market, enhance their prospects for upward mobility in their chosen careers, or to enable students to pursue a graduate education. By grounding all business programs in a broad-based liberal arts curriculum, students develop the necessary skills to compete in the constantly evolving business environment. The department has highly experienced and seasoned faculty who keep abreast of the changes in the business arena and strive to incorporate such changes in the curricula on a regular basis.

Goals/Objectives:
The goals/objectives of the Department of Business Administration programs for each student are encapsulated in the following five core abilities:
1. The ability to develop critical thinking skills in the process of acquiring core business knowledge that fosters intellectual curiosity and serves as a foundation for self-reflection, professional advancement, and life-long learning;
2. The ability to develop team-building skills by following organizational processes. To work collaboratively with groups, units, and individuals to respond to stakeholder needs. To meet organizational goals and objectives in a proactive and efficient manner;
3. The ability to demonstrate professional communication skills that foster the comprehension, integration, and articulation of global, social, economic, political, and cultural dimensions as the basis of rational or informed decision-making;
4. The ability to demonstrate leadership skills by taking bold initiatives and assuming responsibility for job performance;
5. The ability to comprehend abstract business concepts, principles, theories, and models and apply them toward solving real-world organizational problems.

Requirements and Information:
Students are formally admitted to the Business Administration programs during the first semester of their junior year. To be admitted, students are required to have a cumulative grade point average of at least 2.5 out of 4.0.

BUSINESS CORE COURSES FOR BBA MAJORS:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>AC 2103</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>AC 2203</td>
<td>Principles of Accounting II</td>
</tr>
<tr>
<td>BA 3623</td>
<td>Business Communication</td>
</tr>
<tr>
<td>BA 3633</td>
<td>Business Law I</td>
</tr>
<tr>
<td>BA 3683</td>
<td>Introduction to Management Science</td>
</tr>
<tr>
<td>BA 4993</td>
<td>Internship</td>
</tr>
<tr>
<td>*EC 2023</td>
<td>Principles of Microeconomics</td>
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<tr>
<td>FN 3303</td>
<td>Business Statistics</td>
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<tr>
<td>FN 3313</td>
<td>Financial Management</td>
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<tr>
<td>*MIS 3503</td>
<td>Microcomputer Applications in Business</td>
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<tr>
<td>MIS 3563</td>
<td>Introduction to Management Information Systems</td>
</tr>
<tr>
<td>MG 3703</td>
<td>Fundamentals of Management</td>
</tr>
<tr>
<td>MG 3753</td>
<td>Production and Operations Management</td>
</tr>
<tr>
<td>MG 3763</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>MG 4703</td>
<td>Business Policy and Strategy</td>
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</tbody>
</table>

*Also used to satisfy general education requirement.

The School of Business offers eight concentrations in specialized areas: Accounting, Business Administration, Economics, Finance, Financial Economics, Management, Management Information Systems, and Supply Chain Management.

ACCOUNTING

Accounting Program Goals:
The Accounting curriculum provides students with the skill set to advise and analyze financial issues at every level of the business organization. Students learn to take a strategic and integrated approach to assessing accounting information. Today, accountants are involved in decision making, directing management teams, and strategic planning.

On the completion of this degree, students will be able to:
1. Integrate principles from accounting and business theory with liberal arts learning to analyze and interpret business situations and effectively communicate accounting information to users in a variety of contexts;
2. Classify and record economic events and preparing financial statements in accordance with generally accepted accounting principles (GAAP);
3. Disseminate financial information to users (internal and external) for decision-making through the preparation of financial statements. Financial statements enable users to predict the economic future of an entity;
4. Identify business organization structures and the environment in which they operate; and
5. Describe the role of an accountant as an independent verifier.

Accounting Program Requirements:

I. Degree: Bachelor of Business Administration

II. Major: Accounting

A. General Education: 41 hours
B. Business Core Courses: 45 hours (see above)
C. Required Courses: 24 hours

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<thead>
<tr>
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<tbody>
<tr>
<td>AC 3103</td>
<td>Intermediate Accounting I</td>
</tr>
<tr>
<td>AC 3113</td>
<td>Intermediate Accounting II</td>
</tr>
<tr>
<td>AC 3123</td>
<td>Managerial Accounting &amp; Control</td>
</tr>
<tr>
<td>AC 3143</td>
<td>Income Tax Accounting</td>
</tr>
<tr>
<td>AC 3223</td>
<td>Cost Accounting</td>
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<tr>
<td>AC 4013</td>
<td>Internal Auditing</td>
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<tr>
<td>AC 4113</td>
<td>Auditing</td>
</tr>
<tr>
<td>AC 4143</td>
<td>Accounting Theory</td>
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</tbody>
</table>

D. Elective Courses (select 9 hours from the following in consultation with your advisor based on your interest: (a) CPA track (b) CMA track or (c) CIA track). Students who choose the CPA track are reminded that they need 150 total hours to qualify to sit for the CPA examination. These students should consult with their advisor and be acquainted with the specific accounting requirements of the Oklahoma Society of Certified Public Accountants (OSCPA).

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<tbody>
<tr>
<td>AC 3133</td>
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<tr>
<td>AC 3153</td>
<td>International Accounting and Financial Reporting</td>
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<tr>
<td>AC 4023</td>
<td>Management Control Systems</td>
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<td>AC 4103</td>
<td>Advanced Accounting</td>
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<td>AC 4123</td>
<td>Advanced Income Tax Accounting</td>
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<td>AC 4133</td>
<td>Government and Nonprofit Accounting</td>
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<td>AC 4143</td>
<td>Accounting Theory</td>
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<tr>
<td>AC 4163</td>
<td>Professional Accounting Review</td>
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<td>AC 4153</td>
<td>CPA Review</td>
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<tr>
<td>BA 4653</td>
<td>Research Methods</td>
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<tr>
<td>AC 4981/6</td>
<td>Special Topics</td>
</tr>
</tbody>
</table>
E. Recommend Computer Electives 3 Hours
   MIS 3513 Introduction to Business Computing
   MIS 4513 Business Telecommunications

Accounting Plan of Study

FIRST YEAR

Freshman First Semester
- EG 1113 English Composition I 3
- HT 1483 U S History 1492 – 1865 3
- MT 1513 College Algebra 3
- NB 1114 Natural Science Biology w/Lab 4
- *MIS 3503 Microcomputer Applications 3
- PY 1111 Personal & Social Development 1
   Total 17

Freshman Second Semester
- EG 1213 English Composition II 3
- PS 1113 U S Government 3
- **MT 2603 Finite Mathematics 3
- PY 1113 Introduction to Psychology 3
- NP 1113 Natural Science Physical 3
   Total 15

SECOND YEAR

Sophomore First Semester
- EG 2033 Advancement Composition 3
- EC 2013 Principles of Macroeconomics 3
- *AC 2103 Principles of Accounting I 3
- SO 1113 Introduction to Sociology 3
- PH 1113 Philosophy of Contemporary Life 3
   Total 15

Sophomore Second Semester
- SP 2713 Introduction to Speech 3
- *EC 2023 Principles of Microeconomics 3
- *AC 2203 Principles of Accounting II 3
- HU 2103 Survey of Western Humanities I 3
- *FN 3303 Business Statistics 3
   Total 15

THIRD YEAR

Junior First Semester
- *MG 3703 Fundamental of Management 3
- *MG 3763 Prin. of Marketing 3
- +AC 3103 Intermediate Accounting I 3
- +AC 3223 Cost Accounting 3
- *BA 3683 Introduction to Management Science 3
- *BA 3633 Business Law 3
   Total 18

Junior Second Semester
- *BA 3623 Business Communication 3
- *MG 3753 Production Oper. Management 3
- +AC 3113 Intermediate Accounting II 3
- *FN 3313 Financial Management 3
- +AC 3123 Managerial Accounting/Control 3
   Total 15

FOURTH YEAR

Senior First Semester
- +AC 4113 Auditing & Control 3
- ***AC 3/4000 Electronics 3
- *BA 4993 Internship 3
- +AC 3143 Income Tax 3

COURSES – ACCOUNTING COURSES

AC 2103 (3CR)
PRINCIPLES OF ACCOUNTING I
Presents the basic principles underlying financial statements and their use in the business enterprise. Emphasizes the preparation and interpretation of financial statements, asset and liability valuation problems, and the determination of net income. Develops an understanding of how business decisions are reflected in financial statements. Prerequisite: Sophomore standing.

AC 2203 (3CR)
PRINCIPLES OF ACCOUNTING II
Outlines essentials of the internal control mechanism within the business enterprise. Identifies and analyzes the role of product costs in income determination and the value of responsibility accounting in measuring the performance of operations. Develops the principles of measuring and reporting product manufacturing and service costs and using flexible budgets for control. Prerequisite: AC 2103.

AC 3103 (3CR)
INTERMEDIATE ACCOUNTING I
This course is an in-depth exposure to the environment of accounting. Applies accounting theory to the evaluation of balance sheet accounts with emphasis on current assets and long-term assets. Examines the primary financial statements used in external reporting to regulatory authorities. Prerequisite: AC 2203.

AC 3113 (3CR)
INTERMEDIATE ACCOUNTING II
Presents in-depth coverage of contemporary accounting practice with continuing emphasis on the balance sheet. Accounting theory is applied to the evaluation of liability and equity accounts. Income tax allocations, pensions, leases, earnings per share, and accounting charges are also discussed. Prerequisite: AC 3103.

AC 3123 (3CR)
MANAGERIAL ACCOUNTING AND CONTROL
Addresses the use of accounting data for internal control of business operations and management decision-making. Emphasizes the analysis and interpretation of cost behavior in
manufacturing and service environments. The role of accounting in planning and control is presented in the context of effective and timely responses to performance deviations. Practical applications are stressed throughout. Prerequisite: AC 2203.

AC 3133 (3CR) ACCOUNTING INFORMATION SYSTEMS
This course relates concepts in information systems to the accounting environment. Examines transaction cycles, internal controls, and decision support systems. Studies systems analysis, design, and implementation in an accounting context. Content of course is oriented to standards for workable and effective systems. Prerequisite: AC 2203.

AC 3143 (3CR) INCOME TAX ACCOUNTING
Examines provisions of the Internal Revenue Codes as they relate to the preparation of returns for individuals. Stresses fundamental concepts of income determination in federal and state income tax regulations. Assesses the impact of tax regulations on business and personal financial planning and decision-making. Prerequisite: AC 2203 (Service-Learning Course).

AC 3153 (3CR) INTERNATIONAL ACCOUNTING AND FINANCIAL REPORTING
International accounting issues facing multinational enterprises, international accounting and financial reporting standards, international differences in design of financial accounting/reporting systems; current efforts to harmonize them into worldwide systems, impact of currency exchange on financial statements. Topics include social and environmental reporting, geographic segment disclosure, practices and financial reporting in developing economics, inflation accounting, foreign currency translation, and international taxation and inter-company transfer pricing. Prerequisite: AC 2203.

AC 3223 (3CR) COST ACCOUNTING
This course studies cost accounting methods and techniques for accumulating, assigning, and controlling the cost of products/services. Standard cost, process costing, and job order costing are covered as well as activity-based costing. Other topics covered include costing for just-in-time manufacturing, overhead accounting, absorption and variable costing, joint costs and cost accounting techniques and procedures for financial reporting by multinational companies. In addition, the budgeting process is presented. Prerequisite: AC 2203.

AC 4013 (3CR) INTERNAL AUDITING
This course provides exposure to the current theory and practice of internal auditing as it examines the systematic process of verifying operational data, internal reporting systems, and internal control systems used to manage the operations of an organization. Develops the use of audit evidence to document the integrity of internal control systems and evaluates the quality of those systems. The role of auditing in planning and control is presented in the context of timely responses to deviations from generally accepted standards or review. Prerequisite: AC 2203.

AC 4023 (3CR) MANAGEMENT CONTROL SYSTEMS
Management Control Systems provides knowledge, insights, and analytical skill as to how an organization’s managers design, implement, and use planning and control systems to execute an organization’s strategies. This is accomplished through such topics as budget preparation, transfer pricing, behavioral considerations, and management compensation using incentives, goal congruence, and organizational structure to the fullest advantage of the organization. Prerequisite: AC 3123.

AC 4103 (3CR) ADVANCED ACCOUNTING
Evaluates advanced financial accounting theory and practice. Analyses current issues in financial accounting that are relevant to business firms and the public accounting profession. Interprets the accounting for partnerships, corporate consolidations, business combinations, governmental operations, and not-for-profit organizations. Reviews generally accepted accounting principles. Prerequisite: AC 3113.

AC 4113 (3CR) AUDITING
Examines the systematic process of verifying financial statements and other data controlled by management. Develops the use of audit evidence to document the integrity of internal control systems and evaluates the quality of management. The role of auditing in planning and control is presented in the context of timely responses to deviations from generally accepted standards of review. Prerequisite: AC 3113.

AC 4123 (3CR) ADVANCED INCOME TAX ACCOUNTING
Examines provisions of the Internal Revenue Code as they relate to tax matters in which partnerships, corporations, estates, and trusts have a beneficial interest. Topics include the preparation of returns, research in taxation, and case studies in tax planning. Problems are used to develop the student's applied knowledge of tax law and related precedent. Prerequisite: AC 3143 (Service-Learning Course).

AC 4133 (3CR) GOVERNMENT AND NONPROFIT ACCOUNTING
Discusses planning and control systems for government and not-for-profit organizations. Critiques the importance of fund accounting, responsibility accounting, and program budgets to those entities and establishes their specialized needs in such areas as reporting standards and public accountability. Stresses prudent management of the financial resources assigned to publicly controlled organizations. Prerequisite: AC 3123 (Service-Learning Course).

AC 4143 (3CR) ACCOUNTING THEORY
Studies the history and development of accounting principles and discusses contemporary accounting issues in-depth. Evaluates theoretical problems in such areas as the determination of income, the presentation of financial condition, and the review of transactions not recorded on the balance sheet. Practical applications of theory are stressed throughout. Prerequisite: AC 3113.

AC 4153 (3CR) CPA REVIEW
Studies advanced accounting problems similar to those assigned by the American Institute of Certified Public Accountants in their theory and practice examinations. Uses the Institute's review services and pronouncements in developing techniques for solving those problems successfully. Prerequisite: 24 semester hours in accounting.
AC 4163 (3CR)
**PROFESSIONAL ACCOUNTING REVIEW**
Students will discuss and review past examination questions and case analyses dealing with professional accounting practices of professional accountants, auditors and financial managers. Open to students sitting for the CMA, CIA, CFM, and CPA examinations. Prerequisite: Senior standing and permission of instructor.

AC 4981/61–6CR
**SELECTED TOPICS IN ACCOUNTING**
Provides in-depth study of selected areas in Accounting not covered by listed courses. This course is available for credit more than once if content varies. Consultation with an appropriate instructor is required prior to registration. Content changes every semester. Verification of each semester’s topics is available at the School of Business office. Prerequisite: Consent of advisor.

**BACHELOR OF SCIENCE IN ACCOUNTANCY**
(TULSA)

**Objectives:**
The objectives of the Bachelor of Science in Accountancy at LU-Tulsa are:

1. To equip students with the knowledge, skills, and competencies required for gainful employment in industry and government and for advanced studies;
2. To prepare students to meet and exhibit the ethical, moral, and legal guidelines of the accounting profession;
3. To provide quality academic training responsive to the needs of corporate and public accounting by providing professional development opportunities to be shared by faculty and students and by establishing advising boards with members from corporate and public accounting;
4. To prepare a rigorous curriculum and develop innovative instructional strategies appropriate for enhancing the student experience to enable firsthand comprehension of the newest accounting pronouncements, emerging issues, and related technology to ensure excellence in the research, theory, and practice components of accounting; and,
5. To provide hands-on experiences for students by providing a state-of-the-art accounting information system and technological training and, where appropriate, coupling such experiences with professional mentors.

**Accountancy Program Requirements:**

I. Degree: Bachelor of Science in Accountancy

II. Major: Accountancy

A. General Education Requirements: 41 hours

B. Business Core Courses: 45 credit hours
   - AC 2103  Principles of Accounting I
   - AC 2203  Principles of Accounting II
   - EC 2023  Principles of Microeconomics
   - FN 3303  Business Statistics
   - FN 3313  Financial Management
   - MIS 3503  Microcomputer Applications in Business*
   - MIS 3563  Introduction to MIS
   - MG 3703  Fundamentals of Management
   - MG 3753  Production and Operations Management
   - MG 3763  Principles of Marketing
   - MG 4703  Business Policy & Strategy
   - BA 3623  Business Communication

C. Accounting Core: 18 credit hours
   - AC 3103  Intermediate Accounting I
   - AC 3113  Intermediate Accounting II
   - AC 3123  Managerial Accounting & Control
   - AC 3143  Income Tax Accounting
   - AC 4113  Auditing
   - AC 4103  Advanced Accounting

D. Accounting Electives: 12 credit hours

Students will select six hours of accounting courses, in consultation with their advisers, and additional six hours for a total of twelve (12) elective hours from the courses below.

- AC 3133  Accounting Information Systems
- AC 3223  Cost Accounting
- AC 3153  International Accounting
- AC 4013  Internal Auditing
- AC 4023  Management Control Systems
- AC 4123  Advanced Income Tax Accounting
- AC 4133  Government and Nonprofit Accounting
- AC 4143  Accounting Theory
- AC 4163  Professional Accounting Review
- FN 3353  Financial Derivatives and Risk Management
- FN 4343  Equity Analysis
- FN 4353  Fixed Income Analysis
- FN 3363  Financial Statement Analysis I
- BA 4653  Research Methods
- AC 4981/6  Special Topics

E. Elective courses as needed to meet the 124 hours requirements

**ECONOMICS**

**Economics Program Goals:**
Economics consideration is reflected in all decisions that organizations make. Knowledge of economic principles will help students to understand the basis of organizational decisions.

On the completion of this degree, students will have knowledge and understanding of

1. Debates concerning economic, social and cultural processes that have produced modern economies and societies and are transforming them now;
2. A range of economic theories and the ability to apply them to economic issues and problems; an ability to engage in economic debate, including capacity for critical reading of the non-technical specialist economic and business press and the results of economic research;
3. Relevant aspects of current research and scholarship within economics;
4. Ideas and techniques of statistical data analysis, of finite mathematics (including matrices), of calculus and statistical modeling;
5. Arguments based on statistical reasoning and a general appreciation of the setting and breadth of application of statistics in today’s world; and
6. The role of statistical software in the modeling process.
Economics Program Requirements:
I. Degree: Bachelor of Business Administration
II. Major: Economics
A. General Education: 41 hours
B. Business Core Courses: 45 hours (see above)
C. Required Courses: 18 Hours
   EC 3233 Microeconomic Analysis I
   EC 4303 Microeconomic Analysis II
   EC 3203 Macroeconomic Analysis I
   EC 4313 Macroeconomic Analysis II
   BA 3673 Applied Calculus
   EC 4253 Econometrics
D. Elective: 12 hours (To be selected from one of the following)
   EC 3253 Public Finance
   EC 4213 International Trade & Finance
   EC 4223 Economic Growth and Development
   EC 4243 Industrial Organization and Public Policy
   FN 3323 Investment & Portfolio Management
   FN 3343 Real Estate Investment
   FN 4363 International Financial & Capital Markets
   EC 4981/6 Special Topics
   +EC 3203 Microeconomic Analysis I
   *FN 3313 Financial Management
   *BA 3683 Introduction to Management Science
   BA 3673+ Applied Calculus
   Total 18

Junior Second Semester
*BA 3623 Business Communication
*MG 3753 Pro. Operations Management
*MG 3633 Business Law
+EC 3233+ Macroeconomic Analysis I
EC/FN 3000/4000 Level Elective
Total 15

FOURTH YEAR
Senior First Semester
*MIS 3563 Introduction to MIS
*MIS 3563 Introduction to MIS
EC 4303+ Microeconomic Analysis II
BA 4993* Internship
EC 4253+ Econometrics
EC/FN 3000-4000 Level Elective
Total 15

Senior Second Semester
+EC 4313 Macroeconomic Analysis II
*MIS 4703 Business Policy and Strategy
EC/FN 3/4000 Elective
EC/FN 3/4000 Elective
Free 2/4000 Elective
Total 15

*Core Courses in Business (MIS 3503 counts as General Ed. And Core Business Course +Required Courses in Economics + Business elective chosen with advisor consultation 9 hours of electives in Economics will be selected in conjunction with advisor responsible for the student’s primary area of interest.


+CORE Courses in Economics

COURSES – ECONOMICS (EC)

EC 2033 (3CR)
PRINCIPLES OF MACROECONOMICS
This is the second of the one-year sequence of economics
This is the second of the one-year sequence of economics
This is the second of the one-year sequence of economics
This is the second of the one-year sequence of economics
Second of the one-year sequence of economics
and meets the business core economics requirements for all business students and those who plan no further work in the field. Together with EC 2033 it provides an introduction to economic issues and basic economic principles and methods. This course focuses on microeconomic issues, including supply and demand of goods and services, labor markets, financial markets, taxation and social economic issues of health care, poverty, the environment, and income

EC 2023 (3CR)
PRINCIPLES OF MICROECONOMICS
This is the first of the one-year sequence in introductory economics and meets the business core economics requirements for all business students and those who plan no further work in the field. Together with EC 2033 it provides an introduction to economic issues and basic economic principles and methods. This course focuses on microeconomic issues, including supply and demand of goods and services, labor markets, financial markets, taxation and social economic issues of health care, poverty, the environment, and income

Economics Plan of Study
FIRST YEAR
Freshman First Semester
EG 1113 English Composition I
3
HT 1483 U.S. History 1492 – 1865
3
MT 1513 College Algebra
3
NB 1114 Natural Science Biology I w/Lab
4
MIS 3503* Microcomputer/Applied Business
3
PY 1111 Personal & Social Development
1
Total 17

Freshman Second Semester
EG 1213 English Composition II
3
PS 1113 U.S. Government
3
MT 2603 Finite MATH**
3
PY 1113 Introduction to Psychology
3
NP 1113 Natural Science-Physical
3
Total 15

SECOND YEAR
Sophomore First Semester
EG 2033 Advanced Composition
3
EC 2013 Prin. of Macroeconomics
3
*AC 2103 Prin. of Accounting I
3
SO 1113 Intro. to Sociology
3
PH 1113 Phil. of Contemporary Life
3
Total 15

Sophomore Second Semester
SP 2713 Introduction to Speech
3
*EC 2023 Prin. of Microeconomics
3
*AC 2203 Prin. of Accounting II
3
HU 2103 Survey of Western Humanities I
3
*FN 3303 Business Statistics
3
Total 15

THIRD YEAR
Junior First Semester
*MG 3703 Fundamental Management
3
*MG 3763 Prin. of Marketing
3

+EC 3203 Microeconomic Analysis I
3
*FN 3313 Financial Management
3
*BA 3683 Introduction to Management Science
3
BA 3673+ Applied Calculus
3
Total 18

Junior Second Semester
*BA 3623 Business Communication
3
*MG 3753 Pro. Operations Management
3
*MG 3633 Business Law
3
+EC 3233+ Macroeconomic Analysis I
3
EC/FN 3000/4000 Level Elective
3
Total 15

FOURTH YEAR
Senior First Semester
*MIS 3563 Introduction to MIS
3
*MIS 3563 Introduction to MIS
3
EC 4303+ Microeconomic Analysis II
3
BA 4993* Internship
3
EC 4253+ Econometrics
3
EC/FN 3000-4000 Level Elective
3
Total 15

Senior Second Semester
+EC 4313 Macroeconomic Analysis II
3
*MIS 4703 Business Policy and Strategy
3
EC/FN 3/4000 Elective
3
EC/FN 3/4000 Elective
3
Free 2/4000 Elective
3
Total 15

*Core Courses in Business (MIS 3503 counts as General Ed. And Core Business Course +Required Courses in Economics + Business elective chosen with advisor consultation 9 hours of electives in Economics will be selected in conjunction with advisor responsible for the student’s primary area of interest.


+CORE Courses in Economics

COURSES – ECONOMICS (EC)

EC 2033 (3CR)
PRINCIPLES OF MACROECONOMICS
This is the second of the one-year sequence of economics
This is the second of the one-year sequence of economics
This is the second of the one-year sequence of economics
This is the second of the one-year sequence of economics
Second of the one-year sequence of economics
and meets the business core economics requirements for all business students and those who plan no further work in the field. Together with EC 2033 it provides an introduction to economic issues and basic economic principles and methods. This course focuses on microeconomic issues, including supply and demand of goods and services, labor markets, financial markets, taxation and social economic issues of health care, poverty, the environment, and income

EC 2023 (3CR)
PRINCIPLES OF MICROECONOMICS
This is the first of the one-year sequence in introductory economics and meets the business core economics requirements for all business students and those who plan no further work in the field. Together with EC 2033 it provides an introduction to economic issues and basic economic principles and methods. This course focuses on microeconomic issues, including supply and demand of goods and services, labor markets, financial markets, taxation and social economic issues of health care, poverty, the environment, and income
distribution. Sophomore standing and College Algebra.

EC 2033 (3CR)
THE FINANCIAL SYSTEM IN THE ECONOMY
This course provides an overview of the global financial system and its influence on the financial services industry. Included is an examination of financial markets, the principal institutions operating in these markets, the economic functions they perform, and the products and services they provide to clients. This course also examines the rapidly changing regulatory and competitive environment within which financial services institutions and professionals work and the major currently unresolved issues whose resolution will shape the future environment.

EC 2203 (3CR)
ECONOMICS FOR GENERAL EDUCATION
A survey of economic concepts, institutions, and problems in contemporary life. How a national economy works and how individuals, firms, and governmental units participate in the economy are the two primary areas of investigation. Examines current economic events and defines the process of thinking in economic terms. Not open to students in the BBA degree program. Prerequisite: Sophomore standing.

EC 3203 (3CR)
MICROECONOMIC ANALYSIS I
Consumer Theory: utility functions and indifference curves; income and substitution effects; the Slutsky equation; the expenditure function-compensating and equivalent variation, and consumer surplus; applications to saving and investment decisions and labor supply. Producer Theory: production and cost functions; firm and industry supply; perfect competition, monopoly, monopolistic competition, and oligopoly; pricing in the input markets. Prerequisites: BA 3673, EC 2023.

EC 3213 (3CR)
LABOR ECONOMICS
Interprets labor market phenomena and develops techniques for labor market analysis. Topics include wage rate determination, investment in human capital, unemployment, effects of labor market discrimination, and impact of collective bargaining on the wage structure. Integrates labor market theories and empirical studies. Prerequisite: EC 2023.

EC 3223 (3CR)
URBAN AND REGIONAL ECONOMICS
Studies the economic development of urban areas and its relationship to the social and political environment of the modern metropolis. Interprets the effect of resource conservation methods, urban and regional systems, and infrastructure development on the growth of urban and regional economies. Evaluates regional input/output studies. Prerequisite: EC 2013 (Service-Learning Course).

EC 3233 (3CR)
MACROECONOMIC ANALYSIS I

EC 3243 (3CR)
MONEY, BANKING AND FINANCIAL INSTITUTIONS
Discusses the major operating characteristics of money and capital markets, both domestic and international. Analyzes the role of money, interest rates, and credit in an open economy. Evaluates operations of the commercial banking industry, instruments and processes of monetary policy used by central bankers, and functions of non-banking financial intermediaries. Prerequisite: EC 2013.

EC 3253 (3CR)
PUBLIC FINANCE

EC 3263 (3CR)
CAPITAL MARKET THEORY
This course explores how the actions and opportunities in the capital markets affect individuals, firms and industries. We examine the efficiency of markets for bonds, stocks, and other financial assets and acquire a deeper understanding of interest rates determination and their behavior. We introduce students to portfolio theory and the pricing of selected financial assets. Prerequisite: FN 3303.

EC 4203 (3CR)
MANAGERIAL ECONOMICS AND STRATEGY
This course begins with the development and application of the theories of the firm at an intermediate level and proceeds to examine the evolution and structure of the modern firm, dynamics of competition in free markets and how to achieve and sustain competitive advantage. Prerequisite: EC 2023.

EC 4213 (3CR)
INTERNATIONAL TRADE AND FINANCE
This course explores foreign trade practices and theory, exchange mechanisms, balance of payments, U.S. trade and investment policies, EU, East-West trade, foreign aid, the global firm, and impact of trade on development. In addition, the course explores balance of payments theory and practice, foreign exchange markets, international hedging and speculation with financial derivative instruments (forwards, futures, options, and swaps), the mechanism of international capital markets, as well as the international monetary system-evolution and reform proposals. Prerequisite: EC 2013.

EC 4223 (3CR)
ECONOMIC GROWTH AND DEVELOPMENT
Analyzes economic growth and development around the world. Identifies policies necessary for development in emerging countries and conditions necessary for sustainable growth in advanced countries. Evaluates development problems in a worldwide context and outlines actions necessary to accelerate the pace of global economic advancement. Prerequisite: EC 2013.

EC 4243 (3CR)
INDUSTRIAL ORGANIZATION AND PUBLIC POLICY
The course will cover traditional and modern topics in industrial organization, such as market structure and competition, entry and exit, the horizontal and vertical boundaries of the firm, cost and differentiation advantage, dynamic pricing rivalry and government regulation. Prerequisite: EC 4203.
EC 4253 (3CR)
ECONOMETRICS
The goal of this course is to introduce students to advanced statistical techniques that are used in economic and financial research. Emphasis will be in the application of techniques and in the interpretation of results. Every student will write a full-length research paper of 10 to 15 pages to illustrate the mastery of the techniques to be taught in the course. The topic of choice must be related to Finance or Economics. Prerequisite: FN 3303 or MT 2413.

EC 4303 (3CR)
MICROECONOMIC ANALYSIS II
Strategic Choice: basic ideas in game theory with applications to oligopoly, auctions, and economics of information. General equilibrium and become efficiency; market failure, and the role of government; markets with asymmetric information; moral hazard, introduction to signaling, agency and contract theory of the firm. Prerequisite: EC 3203.

EC 4313 (3CR)
MACROECONOMIC ANALYSIS II
This second course in macroeconomics analysis will cover economic growth, dynamic general equilibrium analysis, advanced topics in macro and monetary theory and policy, theory of banking and financial markets exchange rates and macroeconomic policy in an open economy. Government spending and its financing. Prerequisite: EC 3233 and FN 3303.

AC 4981/6 (1-6CR)
SELECTED TOPICS IN ECONOMICS
Provides in-depth study of selected areas in Economics not covered by listed courses. This course is available for credit more than once if content varies. Consultation with an appropriate instructor is required prior to registration. Content changes every semester. Verification of each semester’s topics is available at the School of Business office. Prerequisite: Consent of advisor.

Finance and Financial Economics Program Goals:
- The programs will provide students with the opportunity to obtain a rigorous level of instruction in economics theory and econometrics.
- Graduates of the programs will be able to use economic theory and methods to explain social phenomenon, analyze financial markets, economic problems and evaluate public policy.
- Graduates will demonstrate all the skills enumerated in the School of Business Educational Philosophy.

Finance Program Goals:
The goal of the finance program is to provide a program of high-quality finance education that enables graduates to become contributing members to the finance community.

On the completion of this degree students will:
1. Describe the role of financial management in business firms and the essentials of corporate finance. Finance graduates should be able to apply the concept and mechanics of the time value of money, apply capital budgeting techniques, and apply the theory of capital structure to assess a firm’s leverage and the cost of capital.
2. Discuss the operation of security markets and the roles played by businesses and individual investors.
3. Display an understanding of financial markets and institutions and their roles in businesses.
4. Describe international financial management and risks involved in global business. Finance graduates should be able to apply different instruments to deal with exchange risk and markets imperfections while maximizing benefits from expanding to global markets.

Finance Program Requirements:
I. Degree: Bachelor of Business Administration
II. Major: Finance
A. General Education: 41 hours
B. Business Core Courses: 45 hours (see above)
C. Required Courses: 18 hours
   - EC 3203 Microeconomic Analysis I
   - EC 4303 Microeconomic Analysis II
   - EC 3233 Macroeconomic Analysis I
   - EC 4313 Macroeconomics Analysis II
   - BA 3673 Applied Calculus
   - EC 4253 Econometrics
D. Electives: 12 hours (To be selected from one of the following)
   - FN 3343 Real Estate Investment
   - FN 4303 Advanced Financial Management
   - FN 3353 Financial Derivatives & Risk Management
   - FN 3323 Investment & Portfolio Management
   - FN 3363 Financial Statement Analysis I
   - FN 3373 Financial Statement Analysis II
   - FN 4353 Fixed Income Securities
   - FN 4363 International Financial & Capital Markets
   - FN 4343 Equity Analysis
   - EC 3253 Public Finance
   - EC 4213 International Economics & Finance
   - FN 4981/6 Special Topics

Finance Plan of Study
FIRST YEAR
Freshman First Semester
   - EG 1113 English Composition I 3
   - HT 1483 U S History 3
   - MT 1513 College Algebra 3
   - NB 1114 Natural Science Biology I w/Lab 4
   - *MIS 3503 Micro Comp/Applied Business 3
   - PY 1111 Personal & Social Development 1
   - Total 17

Freshman Second Semester
   - EG 1213 English Composition II 3
   - PS 1113 U S Government 3
   - MT 2603 Finite Math** 3
   - PY 1113 Introduction to Psychology 3
   - NP 1113 Natural Science Physical 3
   - Total 15

SECOND YEAR
Sophomore First Semester
   - EG 2033 Advanced Composition 3
   - EC 2013 Principles of Macroeconomics 3
   - *AC 2103 Principles of Accounting I 3
   - SO 1113 Introduction to Sociology 3
   - PH 1113 Philosophy of Contemporary Life 3
   - Total 15

Sophomore Second Semester
   - SP 2713 Introduction to Speech 3
   - *EC 2023 Principles of Microeconomics 3
   - *AC 2203 Principles of Accounting II 3
   - HU 2103 Survey of Western Humanities I 3
   - FN 3303 Business Statistics 3
   - Total 15
On the completion of this degree, students will:
1. Demonstrate the use economic analysis to solve specific economic policy problems.
2. Interpret, analyze and describe present economic data.
3. Describe the fundamental operations of financial markets.

The goal of the financial economics program is to provide students with an in-depth overview of financial economics which analyzes the use and distribution of resources in markets in which decisions are made under uncertainty.

On the completion of this degree, students will:

1. General Education: 41 hours
   - EC 3203 Microeconomic Analysis I
   - EC 4303 Microeconomic Analysis II
   - EC 3233 Macroeconomic Analysis I
   - EC 4313 Macroeconomic Analysis II
2. Business Core Courses: 45 hours
3. Required Courses: 18 hours
   - EC 3203 Microeconomic Analysis I
   - EC 4303 Microeconomic Analysis II
   - EC 3233 Macroeconomic Analysis I
   - EC 4313 Macroeconomic Analysis II

D. Electives: 12 Hours (To be selected from one of the following)
   - EC 3253 Econometrics
   - EC 4213 International Economics & Finance
   - EC 4981/6 Special Topics
   - FN 3323 Investment & Portfolio Management
   - FN 3353 Financial Derivatives & Risk Management
   - FN 3383 Financial Statement Analysis
   - FN 4303 Advanced Financial Management
   - FN 4343 Equity Analysis
   - FN 4353 Fixed Income Securities
   - FN 4363 International Financial and Capital Markets

Financial Economics Program Goals:

Financial Economics Program Requirements:

I. Degree: Bachelor of Business Administration

II. Major: Financial Economics

A. General Education: 41 hours
B. Business Core Courses: 45 hours
C. Required Courses: 18 hours
   - EC 3203 Microeconomic Analysis I
   - EC 4303 Microeconomic Analysis II
   - EC 3233 Macroeconomic Analysis I
   - EC 4313 Macroeconomic Analysis II

Fourth Year

Senior Second Semester
- *MG 4703 Business Policy and Strategy
- *FN/EC 34000 Elective
- **FN/EC 34000 Elective
- **TOTAL 12

Senior First Semester
- FN/EC3/4000 Elective
- +EC 4303 Microeconomic Analysis II
- *BA 4993 Internship
- +EC 4253 Econometrics
- Free 2/4000 Electives
- **TOTAL 15

Junior Second Semester
- *BA 3623 Business Communication
- *MG 3753 Pro. Operations Management
- *MG 3633 Business Law
- +EC 3233 Macroeconomic Analysis I
- EC/FN3/4000 Elective
- *MIS 3563 Introduction to MIS
- **TOTAL 18

Junior First Semester
- *MG 3703 Fundamental Management
- *MG 3763 Principles of Marketing
- +EC 3203 Microeconomic Analysis I
- *FN 3313 Financial Management
- *BA 3683 Introduction to Management Science
- +BA 3673 Applied Calculus
- **TOTAL 18

First Year

Freshman First Semester
- EG 1113 English Composition I
- HT 1483 U S History
- MT 1513 College Algebra
- NB 1114 Natural Science Biology I w/Lab
- MIS 3503 Micro Comp/Appi. Business
- PY 1111 Personal &Social Development
- **TOTAL 17

Freshman Second Semester
- EG 1213 English Composition II
- PS 1113 U S Government
- MT 2603 Finite Math
- PY 1113 Introduction to Psychology
- NP 1113 Natural Science Physical
- **TOTAL 15

Second Year

Sophomore First Semester
- EG 2053 Technical Writing
- EC 2013 Principles of Macroeconomics
- AC 2103 Principles of Accounting I
- SO 1113 Introduction to Sociology
- PH 1113 Philosophy of Contemporary Life
- **TOTAL 15

Sophomore Second Semester
- SP 2713 Introduction to Speech
- *EC 2023 Principles of Microeconomics
- *AC 2203 Principles of Accounting II
- HU 2103 Survey of Western Humanities I
- *FN 3303 Business Statistics
- **TOTAL 15

Third Year

Junior First Semester
- *MG 3703 Fundamental Management
- *MG 3763 Principles of Marketing
- +EC 3203 Microeconomic Analysis I
- *FN 3313 Financial Management
- *BA 3683 Introduction to Management Science
- **TOTAL 18

Junior Second Semester
- *BA 3623 Business Communication
II. Financial Planning Program Requirements

On completion of the degree, students will:

- Be able to present, present, discuss and defend financial decisions using the appropriate terminology.
- Apply financial analysis tools
- Define retirement taxes, estate planning and insurance/risk management

Financial Planning Program Requirements

I. Degree: Associate of Science

II. Major: Financial Planning Requirements:

A. General Education: 37 hours

B. Business Core Courses: 15 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EC 2013</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>AC 2103</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC 2203</td>
<td>Principles of Accounting II</td>
<td>3</td>
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<tr>
<td>EC 2033</td>
<td>Principles of Accounting III</td>
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<td>MG 2703</td>
<td>Legal Environment of Business</td>
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Required Courses: 15 hours

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<tbody>
<tr>
<td>FN 2333</td>
<td>Insurance and Financial Planning</td>
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<tr>
<td>FN 2343</td>
<td>Taxation for Financial Planning</td>
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Total Credits Hours Required: 67

FOURTH YEAR

Senior First Semester

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EC/FN 3000-4000</td>
<td>Level Elective**</td>
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<tr>
<td>+EC 4303</td>
<td>Microeconomic Analysis II</td>
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<tr>
<td>+EC 4253</td>
<td>Econometrics</td>
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Senior Second Semester

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<tr>
<td>*MG 4703</td>
<td>Business Policy and Strategy</td>
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<td>+EC 4313</td>
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* Core Courses in Business (MIS 3503 counts as both General Ed. And Core Business Course)
+ Required Courses in Financial Economics (12 hours in FN/EC Electives selected with advisor consent)
*** Recommended substitute: Applied Calculus BA 3673 * Prerequisite MT 2603) Revised 6/12.

ASSOCIATES IN FINANCIAL PLANNING

Financial Planning Program Goals

The Financial Planning program is designed to equip students with the requisite knowledge and skills needed to function as financial counselors or planners in private practice or financial institutions – banks, insurance companies, brokerage houses and other entities that have fiduciary responsibilities to clients’ assets. The program focuses on the comprehensive financial planning process as an organized way to collect and analyze information on a client’s total financial situation. Students should be able to identify and establish specific financial goals and be able to formulate, implement, and monitor a comprehensive plan to achieve those goals.

On completion of the degree, students will:

1. Be able to present, present, discuss and defend financial decisions using the appropriate terminology.
2. Apply financial analysis tools
3. Define retirement taxes, estate planning and insurance/risk management

COURSES – FINANCE (FN)

<table>
<thead>
<tr>
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<tr>
<td>FN 2123</td>
<td>Principles of Accounting</td>
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<tr>
<td>+FN 2333</td>
<td>Insurance &amp; Financial Planning</td>
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<tr>
<td>EC 2023</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<tr>
<td>+FN 2353</td>
<td>Retirement Planning</td>
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<tr>
<td>MG 2703</td>
<td>Legal Environment of Business</td>
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Total 18

*Business Core/Foundation Courses
+Required Professional Courses

FIRST YEAR

Freshman First Semester

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<tr>
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<td>HT 1483</td>
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<td>College Algebra</td>
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<td>B 1114</td>
<td>Natural Science Biology I w/Lab</td>
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<td>CS 1103</td>
<td>Intro to Information Processing</td>
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<td>PY 1111</td>
<td>Personal &amp; social Development</td>
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Freshman Second Semester

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<td>3</td>
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<tr>
<td>BA 2603</td>
<td>Introduction to Business</td>
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<tr>
<td>NP 1113</td>
<td>Natural Science Physical</td>
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<tr>
<td>SP 2713</td>
<td>Introduction to Speech</td>
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<tr>
<td>PY 1111</td>
<td>Introduction to Psychology</td>
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SECOND YEAR

Sophomore First Semester

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<tr>
<td>*AC 2103</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>+FN 2333</td>
<td>Insurance &amp; Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>EC 2023</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>+FN 2353</td>
<td>Retirement Planning</td>
<td>3</td>
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<tr>
<td>MG 2703</td>
<td>Legal Environment of Business</td>
<td>3</td>
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Sophomore Second Semester

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<tr>
<td>HU 2103</td>
<td>Survey of Western Humanities I</td>
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<td>*AC 2203</td>
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<tr>
<td>Elective</td>
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<tr>
<td>+FN 2373</td>
<td>Fundamentals of Investment</td>
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FIN 2123 (3CR)

PERSONAL FINANCE

This course begins with a discussion of the financial planning process, addressing the regulatory and ethical environment of
financial planning, communication techniques, the role of risk
tolerance in financial decisions, and time-of-money concepts.
The second part of the course covers basic concepts in risk
management and insurance, legal principles pertaining to the
insurance industry, personal property and liability risks life
insurance, group insurance and health insurance, social
insurance and government regulation, and insurance industry
operations. Prerequisite: EC 2013 (Service-Learning Course).

FN 2343 (3CR)
TAXATION FOR FINANCIAL PLANNERS
This course examines the federal income tax system with
particular reference to the taxation of individuals. Topics
covered include items of gross income, exclusions from gross
income, deductions, tax credits, capital gains and losses, and
the taxation of life insurance and annuities. The income
taxation of partners and partnerships, as well as corporations
and their shareholders, also is covered. Prerequisite: AC 2103.

FN 2353 (3CR)
FUNDAMENTALS OF RETIREMENT PLANNING
This course focuses on retirement planning for the business, the
business owner, and the individual. It consists of two major
parts. The first covers qualified plan, nonqualified plans, and
IRAs; the second part deals with retirement needs for individual
clients. This course emphasizes the practical knowledge needed
for choosing the best retirement plan and designing a plan that
will meet a client’s need from tax and retirement standpoint.
Personal retirement planning and retirement distribution
planning are also discussed. Prerequisite: FN 2333.

FN 2363 (3CR)
ESTATE PLANNING
The course presents various aspects of estate and gift tax
planning, including the nature, valuation, transfer,
administration, and taxation of property. Particular emphasis is
given to a basic understanding of the unified estate and gift tax
system, including the strategies used in estate planning. This
course also covers gratuitous transfers of property outright or
through trusts, wills, and power of appointment. It covers
the marital deduction, the valuation of assets, and buy-sell
agreements. In addition, it discusses the client interview, fact-
finding, ethical standards, and development of appropriate
personal estate plans. Prerequisite: FN 2333.

FN 2373 (3CR)
FUNDAMENTALS OF INVESTMENTS
This course covers various aspects of the principles of sound
investments and their application to financial planning. Topics
include risk analysis, risk reduction through diversification,
expected returns of various investments, and the nature of
securities markets and investment companies. In addition, the
course examines fixed-income securities (e.g. bonds), common
and preferred stock, mutual funds, options, futures and other
investment vehicles, and describes methods of evaluating
various investments. Methods of portfolio design and analysis
are also covered. Prerequisite: EC 2023.

FN 3303 (3CR)
BUSINESS STATISTICS
Presents statistical concepts and techniques for business
decisions and policy development. Students should follow up
this course immediately with BA 3683. Reviews descriptive
statistics, probability, sampling and estimation, hypothesis
testing, analysis of variance, correlation and regression, and
non-parametric methods. Uses problem-solving applications to
demonstrate concepts and techniques. Prerequisite: MT 2603.

FN 3313 (3CR)
FINANCIAL MANAGEMENT
Survey of financial decision-making within a business
enterprise. Emphasis on basic quantitative techniques of
valuating streams of cash flow, planning the capital structure,
managing working capital, estimating cash flows on potential
investments, and selecting appropriate investment. Prerequisite:
AC 2203.

FN 3323 (3CR)
INVESTMENT AND PORTFOLIO MANAGEMENT
Discusses investor objectives, investment decisions, and factors
in the economy that influence investment values. Presents
methods of analysis used by individuals and firms to set
investment policies and strategies and develop a threshold for
risk. Topics include selection of investment media, determination of portfolio structure, and measurement of
investment performance. Prerequisite: FN 3303, FN 3313.

FN 3333 (3CR)
FINANCING NEW VENTURES
Identifies the financial issues confronting managers in
entrepreneurial settings. Covers access to seed and growth
capital from various funding sources, initial public offerings,
public and private placements, and buyouts. Emphasis is placed
throughout on the importance of understanding the risks and
benefits of financing alternatives available to the entrepreneur.
Prerequisite: FN 3313.

FN 3343 (3CR)
REAL ESTATE INVESTMENT
Analyzes real estate as an investment medium. Topics include
land economics, valuation, appraisal, financing, development,
and location theory. Integrates the legal, social, economic, and
financial aspects of real estate for decision-making.
Prerequisite: Consent of instructor.

FN 3353 (3CR)
FINANCIAL DERIVATIVES & RISK MANAGEMENT
This course will provide the student with the necessary skills to
to value and to employ options, futures, and related financial
contracts in risk management. It will be necessary to stress the
fundamentals and to explore the topics at a moderately technical
level. Prerequisites: FN 3313, EC 3263, FN 3303. The
prerequisites cannot be taken concurrently.

FN 3363 (3CR)
FINANCIAL STATEMENT ANALYSIS I
This is the first of two courses in financial statement analysis for
majors in Financial Economics. Students will learn effective
approaches to interpreting and analyzing financial statements.
In-depth exploration of financial reporting topics introduced in
AC 2103 and 2203. Financial reporting issues will be discussed
in terms of understanding management objectives and
assessment of company's profitability and risk. Prerequisite:
Minimum grade of C in AC 2203.

FN 3372 (2CR)
FINANCIAL STATEMENT ANALYSIS II
This course is a continuation of FN 3363. The emphasis is on
applications to competitor analysis, credit decisions, bankruptcy
prediction and valuation. Prerequisite: FN 3363.

FN 4303 (3CR)
ADVANCED FINANCIAL MANAGEMENT
This course extends the topics treated in FN 3313. The topics
covered will include futures and options and their markets,
pricing, and uses in the management of corporate and portfolio
risk, speculation, arbitrage and financial engineering.
FN 4333 (3CR)
FINANCIAL POLICY AND ADMINISTRATION
The course investigates strategic issues in finance and studies the process of developing, assessing, and implementing a firm’s financial strategy. Evaluates processes by which shareholder values are created, transferred, or destroyed. Discusses strategies related to asset redeployment, capital restructuring, and capital acquisition that may add value. Financial engineering concepts are used to demonstrate how innovation in financial markets may offset anticipated risks. Cases and computer simulations support the main themes of this course. Prerequisite: EC 3263 and FN 3313.

FN 4343 (3CR)
EQUITY ANALYSIS
This course is designed for students interested in investment management or security analysis or who may be considering a career in investment banking or corporate financing and need preparation for the professional examinations. Students will learn how to value equity securities using finance theory and investment management practice. The course will cover fundamental and technical analysis and the use of option valuation methodology. Prerequisite: FN 3363.

FN 4353 (3CR)
FIXED INCOME SECURITIES
This course is a rigorous study of fixed income securities, including default-free bonds, floating rate notes, and corporate bonds. Closely related financial instruments such as forwards and futures on fixed income securities, bond options, and interest rate swaps are also examined. In addition to analyzing specific types of fixed income securities, there will be an examination of the tools used in bond portfolio management. Prerequisites: FN 3313, EC 3233.

FN 4363 (3CR)
INTERNATIONAL FINANCIAL AND CAPITAL MARKETS
This course focuses on international financial markets and exchange rates. Topics include pricing in the foreign currency and Eurocurrency markets, use of forward exchange for hedging, short-term returns and market efficiency in the international money markets, foreign currency options, international capital asset pricing, pricing of foreign currency bonds, currency swaps, Eurocurrency syndicated loans, foreign currency financing and exposure management. Prerequisites: EC 3233, FN 3313, FN 3303.

FN 4981/6 (1-6CR)
SELECTED TOPICS IN FINANCE
Provides in-depth study of selected areas in Finance not covered by listed courses. This course is available for credit more than once if content varies. Consultation with an appropriate instructor is required prior to registration. Content changes every semester. Verification of each semester’s topics is available at the School of Business office. Prerequisite: Consent of advisor.

FN 4993 (3CR)
PROFESSIONAL PROGRAMS REVIEW
A professional capstone course for CFA and CFP students. Review of topics in ethic and professional conduct, investment tools, portfolio planning and management. The course will be taught by a cross section of our faculty and practitioners in accounting, economics, and finance. Prerequisite: Permission of instructor.

MANAGEMENT INFORMATION SYSTEMS

Management Information Systems Program Goals:
The curriculum enables students to acquire the practical and conceptual tools of current information technology (including software, hardware, and multimedia) to analyze systems. The curriculum balances technical and theoretical knowledge with practical hands-on experience. The importance of management information to organizational decision making is emphasized.

On the completion of this degree, students will develop proficiency in the following subject areas:
1. Programming in relevant programming languages;
2. Construction of computer-based information systems that reflect information needs derived through systematic analysis;
3. IT solution configurations, both current and predicted for the future;
4. Database construction and management;
5. Internet based tools from first level web pages to complex e-commerce applications;
6. Data communication that includes knowledge of popular Computer Network techniques and configurations; and
7. Project Management.

Management Information Systems Program Requirements:
I. Degree: Bachelor of Business Administration
II. Major: Management Information Systems
   A. General Education: 41 hours
   B. Business Core Courses 45 hours
   C. Required MIS Courses: 18 hours
      - CS 2103 Programming Concepts
      - CS 2113 Advanced Programming Concepts
      - MIS 3543 Database Management Systems
      - MIS 4513 Business Telecommunications
      - MIS 4523 Systems Analysis and Design I (with CASE Tools)
      - MIS 4593 Information Systems Planning and Project Management
   D. Elective Courses 12 hours (select at least four courses from the following):
      - MIS 3603 Web Page and Graphical User Interface Design
      - CS 34000 Electives
      - MIS 3513 Introduction to Business Computing
      - MIS 4583 Introduction to Electronic Commerce
      - MIS 4981/6 Special Topics
   E. Needed for graduation: 125 hours

Management Information Systems Plan of Study:

FIRST YEAR

Freshman First Semester
EG 1113 English Composition I 3
HT 1483 U S History 1492 – 1865 3
MT 1513 College Algebra 3
NB 1114 Natural Science Biology I w/Lab 4
*MIS 3503 Microcomputer Applications 3
PY 1111 Personal & Social Development 1
Total 17

Freshman Second Semester
EG 1213 English Composition II 3
PS 1113 U S Government 3
MT 2603 Finite Math** 3
### Courses –Management Information Systems (MIS)

#### MIS 3503 (3CR)
**Microcomputer Applications**
Studies the standard office applications for the microcomputer: Word Processing, Electronic Spreadsheets, Databases fundamentals and computer-based presentations. Students are expected to master advanced word processing techniques, develop electronic spreadsheet fluency, understand the fundamentals of a modern database and be able to make a presentation to a group using presentation software (Service-Learning Course).

#### MIS 3513 (3CR)
**Introduction to Business Computing**
Examines the role of computers in business and fundamental concepts of information technology. Discusses the essentials of business applications on the microcomputer, including “object oriented” programming and the relationship between a computer-based information system and basic business functions. Identifies linkages between innovation in the business computing environment and new techniques in information processing. All interested students are invited.

#### MIS 3533 (3CR)
**File Organization and Processing**
Discusses sequential file processing and random-access storage, file, and index organization, and techniques for file creation and retrieval in business applications. Evaluates high-level computer languages for report generation and input-output control within the systems environment. Examines problems related to the operating system's role in allocating resources to the central processor and peripherals. Prerequisite: MIS 3513

#### MIS 3543 (3CR)
**Database Systems**
This course deals with the theory, architecture, and implementation of database management systems in business. Studies the concepts of database management and processing as they apply to the design and implementation of databases in business applications. Evaluates basic database models and languages, their impact on the computing environment, and current trends in database systems. Prerequisite: MIS 3503.

### Fourth Year

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<tr>
<td>MIS 3/4000</td>
<td>Electives</td>
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<td>CS 3/4000</td>
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<tr>
<td>MIS 4513+</td>
<td>Business Telecommunications</td>
<td>3</td>
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<td>*</td>
<td>System Analysis</td>
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<td>BA 4993+</td>
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<td>MIS 4593+</td>
<td>IS Plan and Project Mgmt</td>
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<td>MIS 3/4000</td>
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You may substitute BA 3673 Applied Calculus

* Indicates a CORE. (MIS 3503 counts in both General Education and Core Business.

+ Required Courses on MIS. You may substitute MT 2013 Elementary Statistics for Business Statistics (3).

*** Electives required MIS 3513 Introduction to Business Computing MIS 3603 Webpage, and MIS 4583 E-Commerce.

Consult with your advisor when selecting electives.

(Revised 6/12)
MIS 4503 (3CR)  
MANAGEMENT INFORMATION SYSTEMS  
Evaluates the operating characteristics and organizational implications of business information systems from the viewpoint of general management. Discusses strategic information planning, organizational change, systems-based decision-making and appropriate methodologies for systems analysis. Examines processes contributing to effective management of desired information outcomes. Prerequisite: MG 3703.

MIS 4513 (3CR)  
BUSINESS TELECOMMUNICATIONS  
Discusses the role of telecommunications in the modern enterprise from the perspective of the end-user. Examines the impact of real-time data transfer on management practices in small and large organizations. Applies the basic concepts of telecommunications to the systems environment of those organizations and raises the paramount control issues requiring management attention. Prerequisite: Senior standing.

MIS 4523 (3CR)  
SYSTEMS ANALYSIS AND DESIGN I (With CaseTools)  
Introduces basic systems analysis tools and procedures for conducting the assessment of value in business information systems. Topics include the general feasibility study, system requirement, structured analysis, logical design, the detailed system proposal, and the system life cycle. Students gain practical experience through projects and case studies. Prerequisite: MIS 3513.

MIS 4533 (3CR)  
SYSTEMS ANALYSIS AND DESIGN II (With Case Tools)  
Continues the presentation of tools and procedures used in evaluating the worth of business information systems. Topics include physical system design, detailed feasibility analysis, design of programs and files, control procedures, systems testing, the implementation process, life-cycle management, and performance evaluation. Students implement concepts through case studies and projects. Prerequisite: MIS 4523.

MIS 4543 (3CR)  
BUSINESS SIMULATION SYSTEMS  
(Formerly Simulation Modeling Systems)  
Studies simulation models used in business to demonstrate the design integrity of information systems prior to the commitment of resources for their implementation. Examines high-level programming languages central to the construction of probability models and the evaluation of simulated outputs. Students are expected to determine the feasibility of information systems from the underlying models. Prerequisite: MIS 3513.

MIS 4553 (3CR)  
DECISION SUPPORT SYSTEMS  
Studies the framework, processes, and technical components underlying the development of decision support systems in organizations. explores the construction of models typically used to illuminate loosely structured problems from managerial and organizational perspectives. Emphasis is placed on management science models and their role in answering "what if" questions. Prerequisite: MIS 3513 and MIS 3753.

MIS 4563 (3CR)  
COMPUTER NETWORKS AND ENTERPRISE NETWORKING  
Introduces students to the use, structure and architecture of computer networks. Analyzes the systematic design of computer networks and distributed systems. Evaluates data processing techniques in a network architecture in business settings. Students undertake experiments related to network topologies and their applications in enterprise networking. Prerequisites: CS 3123 and MIS 3563.

MIS 4573 (3CR)  
INFORMATION SYSTEMS POLICY  
Discusses management issues and problems related to the development of database, decision support, and large-scale software systems in business. Evaluates the commitment of managerial and technical resources to maximize benefits from information technology at all organizational levels. Presents the internal and external factors that may influence the development of effective policy. Prerequisite: MIS 4503.

MIS 4583 (3CR)  
INTRODUCTION TO ELECTRONIC COMMERCE  
Studies the application of electronic communications to reach customers and handle transactions to achieve business objectives. Explores the use of such information technologies and concepts as virtual firms, EDI, electronic funds transfer, the Internet and the World Wide Web. Related legal and social issues are also discussed. Prerequisite: MIS 3603, MIS 4513, Senior standing, and consent of the advisor.

MIS 4593 (3CR)  
INFORMATION SYSTEMS PLANNING AND PROJECT MANAGEMENT  
Examines the strategic uses and roles for information technology within organizations, explores methods for the development and implementation of information systems. Studies the principles and methods in the selection and evaluation of MIS components, and methods in scheduling and control of resources for IS projects. Involves both quantitative and qualitative analysis in MIS planning and project management. Prerequisite: MIS 3503. Available to all School of Business students and others with the instructor’s permission.

MIS 4703 (3CR)  
CURRENT TOPICS IN MIS  
Current topics in MIS such as data mining/data warehousing, current development of computing/communications technology, privacy and security of IS/IT, social impacts of IS/IT, the international dimension of IS/IT, and legal and regulatory issues in MIS. Prerequisite: Senior standing and consent of the advisor.

MANAGEMENT  
Management Program Goals:  
The Organization Management curriculum examines the human dimension of managing organizations. In the process, it facilitates skill development and the understanding of group dynamics, decision making, and human resource management.

On the completion of this degree, students will have knowledge and understanding of  
1. All facets of business organizations, including management structures, strategies, policies, processes, and decision-making;  
2. Key business skills, such as effective leadership and communication skills, and working with people at all levels in various environments;  
3. The structures, cultures, and functioning of business entities and the complex nature of organizational functions and processes; and  
4. The processes and outcomes of decision-making how organizational strategies both develop and
shape the nature and role of policies that impact business.

Management Program Requirements:

I. Degree: Bachelor of Business Administration

II. Major: Management

A. General Education: 41 hours
B. Business Core Courses: 45 hours
C. Required Courses: 21 hours
   - MIS 4513 Business Telecommunications
   - MG 3713 Human Behavior in Organizations
   - MG 4713 Managing Individuals and Work Groups
   - MG 4753 International Management
   - BA 4653 Business Research Methods
   - BA 4993 Internship

*Can repeat up to three times

D. Specializations—select 12 hours from one of the following five fields of specialization in consultation with your advisor; (a) Entrepreneurship (b) Human Resource Management (c) Marketing (d) Supply Chain Management or (e) International Business

**Entrepreneurship** (Select any 12 hours from the following)

- MG 3743 Entrepreneurship
- FN 3333 Financing New Ventures
- MG 3773 Marketing Management
- EC 3233 Macroeconomic Analysis
- EC 4223 Economic Growth & Development

**Human Resources** (Select 12 hours from the following)

- MG 3723 Human Resource Management
- MG 3733 Labor and Industrial Relations
- MG 4743 Compensation and Benefits
- BA 3653 Labor Relations Law
- MG 4723 Managing Decision Processes
- PY 4223 Industrial & Org. Psychology

**Marketing** (Select 12 hours from the following)

- MG 3773 Marketing Management
- MG 4773 International Marketing
- MG 3873 Retailing/Merchandising (NEW)
- EC 3233 Macroeconomic Analysis
- MG 3873 Purchasing Management
- MG 3793 Logistic Management

**Supply Chain Management** (Select 12 hours from the following. Students interested in the Tinker Internship Program (TIP) should consult with their advisor to ascertain specific requirements.)

- MG 3873 Purchasing Management
- MG 3793 Logistics Management
- MIS 4583 Introduction to Electronic Commerce
- MG 4783 Supply Chain Management
- MG 4793 Quality Management and Control

**International Business** (Select 12 hours from the following)

- EC 4213 International Trade
- MG 4773 International Marketing
- FN 4363 International Fin/Capital Markets
- MG 4803 Global Business Strategy
- EC 3233 Macroeconomics Analysis
- EC 4223 Economic Growth/Development

Management Plan of Study

**FIRST YEAR**

**Freshman First Semester**

- EG 1113 English Composition I 3
- HT 1483 U S History 3
- MT 1513 College Algebra 3
- NB 1114 Natural Science Biology I w/Lab 4
- *MIS 3503 Micro Comp/Application Business 3
- PY 1111 Personal and Social Development 1
  **Total** 17

**Freshman Second Semester**

- EG 1213 English Composition II 3
- PS 1113 U S Government 3
- MT 2603 Finite Math** 3
- PY 1113 Introduction to Psychology 3
- NP 1113 Natural Science Physical 3
  **Total** 15

**SECOND YEAR**

**Sophomore First Semester**

- EG 2033 Advanced Composition 3
- EC 2013 Principles of Macroeconomics 3
- *AC 2103 Principles of Accounting I 3
- SO 1113 Introduction to Sociology 3
- PH 1113 Philosophy of Contemporary Life 3
  **Total** 15

**Sophomore Second Semester**

- SP 2713 Introduction to Speech 3
- *EC 2023 Principles of Microeconomics 3
- *AC 2203 Prin. of Accounting II 3
- HU 2103 Western Hum. I 3
- *FN 3303 Business Statistics 3
  **Total** 15

**THIRD YEAR**

**Junior First Semester**

- *BA 3633 Business Law 3
- *MG 3703 Fundamental Management 3
- *BA 3683 Introduction to Management Science 3
- *BA 3623 Business Communication 3
- *FN 3313 Financial Management. 3
- +BA 4641 Business Seminar: Selected Topic 1
  **Total** 16

**Junior Second Semester**

- +MG 3713 Human Behavior Organization 3
- *MG 3753 Pro. Operations Management 3
- *MG 3763 Principle of Marketing 3
- MIS 3563* Introduction to MIS 3
- Specialized Electives*** 3
  Free 3/4000 Elective++ 2/3
  **Total** 17/18

**FOURTH YEAR**

**Senior First Semester**

- +BA 4641 Business Seminar: Selected Topic 1
- MG 4753 International Management 3
- +MG 4713 Managing Indiv/Wk Group 3
- IS 4513 Business Telecommunication 3
- BA 4993 Internship 3
- Specialized Elective*** 3
  **Total** 16
Senior Second Semester
+BA 4653 Business Research Methods 3
+BA 4641 Business Seminar: Selected Topics 1
*MG 4703 Business Policy and Strategy 3
Specialized Elective*** 3
MG/BA Specialized Elective*** 3

* Core Courses in Business (MIS 3503 will count in both
General Ed. and as a Core Course in Business)
+ Required Courses in Management
++ Free Elective chosen in consultation with advisor.
*** 12 hours of Electives in Management specialization will
be selected in consultation with advisor.
** Recommended substitute: Applied Calculus BA 3673.

SUPPLY CHAIN MANAGEMENT

Supply Chain Management Program Goals:
Supply Chain Management is the identification, acquisition, access, positioning and management of resources an organization requires or anticipates they will, in order to meet their strategic goals. The goals of the Supply Chain Management program are:

1. To convey the principles, role and complexities of supply chain management and the techniques necessary for its optimization.
2. Equip students with knowledge and decision-making ability to manage demand and supply with minimal inventory.
3. Equip students with the knowledge required to understand strategic sourcing to strike a balance between lowest material and transportation cost through JIT techniques to optimize manufacturing flow.
4. Provide students with knowledge of the economic factors that impact the choice of factory and/or warehouse location.
5. Equip students with skills for effective negotiation.
6. Provide a thorough understanding of quality management and quality assurance tools.
7. Provide a thorough grounding in modern logistics operations and management.
8. Provide students with a thorough grounding on operations strategies necessary to deliver competitive advantage.
9. Provide an overview of key issues relating to e-Commerce.
10. Provide a full understanding of the management roles, responsibilities and techniques required with managing the complex and diverse life cycle of projects.

Supply Chain Management Program Requirements:

I. Degree: Bachelor of Business Administration
   A. General Education: 41 hours
   B. Business Core Courses: 45 hours
   C. Required Courses: 24 hours
      MIS 4513 Business Telecommunications
      BA 4653 Research Methods
      BA 4993 Internship
      MG 4813 Negotiation
      MG 3783 Purchasing Management
      MG 3793 Logistics Management
      MG 4783 Supply Chain Management
      MG 3793 Quality Management & Control
   D. Elective – Select Four courses (12 Hrs.) from the following

       MG 4713 Managing Individuals & Work Group
       MG 3713 Human Behavior in Organizations
       MG 4723 Managing Decision Processes
       MG 4733 Managing Complex Organizations
       MIS 4583 Introduction to Electronic Commerce
       MIS 4593 Project Management
       AC 3223 Cost Accounting
       MG 4981/6 Special Topics

Supply Chain Management Plan of Study:

FIRST YEAR

Freshman First Semester
EG 1113 English Composition I 3
HT 1483 U S History 1492 – 1865 3
MT 1513 College Algebra 3
NB 1114 Natural Science Biology I w/Lab 4
*MIS 3503 Microcomputer Applications 3
PY 1111 Personal & Social Development 1
Total 17

Freshman Second Semester
EG 1213 English Composition II 3
PS 1113 U.S. Government 3
*MT 2603 Finite Mathematics 3
PY 1113 Introduction to Psychology 3
NP 1113 Natural Science-Physical 3
Total 15

SECOND YEAR

Sophomore First Semester
EG 2033 Advanced Composition 3
EC 2013 Principles of Macroeconomics 3
*AC 2103 Principles of Accounting I 3
SO 1113 Introduction to sociology 3
HU 2103 Survey to Western Humanities 3
Total 15

Sophomore Second Semester
SP 2713 Introduction to Speech 3
PH 2113 Philosophy of contemporary Life 3
*EC 2023 Principles of Microeconomics 3
*AC 2203 Prin. of Accounting II 3
+BA 4641 Business Seminar: Selected Topics 1
*FN 3303 Business Statistics 3
Total 16

THIRD YEAR

Junior First Semester
*BZ 3623 Business Communication 3
*MG 3703 Fundamental Management 3
+MG 3793 Purchase & Logistics Management 3
FN 3313 Financial Management 3
+MG 3783 Purchasing Management 3
+BA 4641 Business Seminar: Selected Topics 1
Total 16

Junior Second Semester
*BA 3683 Intro to Management Science 3
+BA 4641 Business Seminar: Selected Topics 1
*MG 3633 Business Law I 3
*MG 3753 Pro. Operations Management 3
*MG 3763 Principles of Marketing 3
SCM Elective++ 3
Total 16
## FOURTH YEAR

### Senior First Semester

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>*MIS 3563</td>
<td>Introduction to MIS</td>
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<tr>
<td>MG 4513</td>
<td>Business Telecommunications</td>
<td>3</td>
</tr>
<tr>
<td>*BA 4993</td>
<td>Internship</td>
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<tr>
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<td>Business Research Methods</td>
<td>3</td>
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### Senior Second Semester

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>+MG 4703</td>
<td>Business Policy &amp; Strategy</td>
<td>3</td>
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<tr>
<td>+MG 4813</td>
<td>Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>+MG 4783</td>
<td>Supply Chain Management</td>
<td>3</td>
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<tr>
<td>+MG 4793</td>
<td>Quality Mgmt &amp; Control</td>
<td>3</td>
</tr>
<tr>
<td>SCM</td>
<td>Elective ++</td>
<td>3</td>
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<td><strong>15</strong></td>
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</tbody>
</table>

* Business Core (MIS 3503 will count in both General Ed. and as a Core Course in Business)  
+ Required for SCM  
++ Supply Chain electives chosen with advisor consultation. Students in Tinker Intern Program will consult Tinker Intern Program coordinator for electives specified for TIP.

### COURSES – MANAGEMENT (MG)

**MG 2703 (3CR)**  
**LEGAL ENVIRONMENT OF BUSINESS**  
This course identifies the legal and ethical environment in which businesses function. Included is an examination of the nature, sources, functions and processes of law and legal reasoning relating to contracts, agency and torts, government regulations and administrative law. This course also examines ethical issues relating to employees and customers in varied business environments.

**MG 3703 (3CR)**  
**FUNDAMENTALS OF MANAGEMENT**  
Assesses the management process in both service and manufacturing organizations. Investigates the philosophy of management, organization structures, social relationships, group behavior, cultural diversity, and leadership in domestic and international business. Analyzes the planning, decision-making, and control cycle through which management decisions are implemented and monitored. Prerequisite: Junior standing.

**MG 3713 (3CR)**  
**HUMAN BEHAVIOR IN ORGANIZATIONS**  
Studies how individuals adapt to organizations of varying size, how managers motivate and lead in work situations, and how an organization operates as a complex social system. Investigates managerial effectiveness, employee motivation, job satisfaction, authority and discipline, and small-group dynamics. Accepting the need for teamwork and committing to the team concept are dominant goals. Prerequisite: MG 3703.

**BA 3653 (3CR)**  
**LABOR RELATIONS LAW**  
This course evaluates the impact of managerial decisions on the organization's human resources and the impact of human resources management on organizational performance. Develops human resource management skills and sensitivity to the link between an effective human resources function and better performing employees. Prerequisite: MG 3703.
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MG 4813 (3CR) NEOTIATION
This course is designed to improve students' skills in all phases of negotiation: understanding prescriptive and descriptive negotiation theory as it applies to dyadic and multiparty negotiations, to buyer-seller transactions and the resolution of disputes, to the development of negotiations strategy and to be management of integrative and distributive aspects of the negotiation process. The course is based on a series of simulated negotiations in a variety of contexts including one-on-one, multiparty, cross-cultural, third-party and team negotiations.

BUSINESS ADMINISTRATION (OKC/TULSA)
The Business Administration option offers a flexible concentration for our nontraditional students in Oklahoma City and Tulsa. These students must still complete the business core requirements. It is not available to students on the main campus.

I. Degree: Bachelor of Business Administration
II. Major: Business Administration
   A. General Education: 41 hours
   B. Business Core: 45 hours
   C. Required Courses: Consult with Program Advisors in OKC and Tulsa for specific requirements.
   D. Elective Courses: Consult with Program Advisors in OKC and Tulsa for specific requirements.

COURSES – BUSINESS ADMINISTRATION (BA)

BA 2603 (3CR) INTRODUCTION TO BUSINESS
Outlines the structure and activities of business entities and associated problems of scale. Defines the role of business in a global economy and the multicultural character of modern organizations.

Integrates the primary business functions into a purposeful system of planning and control. This course provides a framework for the development of career interests and the selection of an appropriate major. Prerequisite: Sophomore standing.

BA 3623 (3CR) BUSINESS COMMUNICATION
Relates interpersonal and organizational communication skills to an understanding of human communication networks. Identifies techniques for oral business presentations and strategies for written reports. Investigates the communication parameters of an automated work environment. Increased self-awareness and improved interpersonal skills are dominant goals. Prerequisite: MG 3703.

BA 3633 (3CR) BUSINESS LAW I
Studies the effects of the legal component of business transactions on decisions by business firms. Covers problem resolution procedures, both in and out of court, and consequences of trends in civil tort law and criminal law for the business community. Reviews basic contract law, property rights, and the legal standing of buyers and sellers in the transfer of goods and services. Prerequisite: Junior standing.

BA 3643 (3CR) BUSINESS LAW II
Continues the discussion of the legal environment of business at an advanced level. Investigates legal considerations in complex business relationships that are attributable to market structures, competition, and governmental regulation. Studies risks inherent in business decisions that lie outside legal precedent, and the disposition of marketplace problems in the courts or by private agreement. Prerequisite: BA 3633.

BA 3663 (3CR) SPECIAL PROJECTS
Students participate in projects associated with the external outreach of the School of Business. Typical assignments are related to the development of feasibility studies and business plans. Students are exposed to the consultant's role in finding answers to difficult problems. Open to any junior or senior enrolled in the School of Business. Prerequisite: Consent of advisor.

BA 3673 (4CR) APPLIED CALCULUS
This course applies the differentiation and integration of polynomial, exponential, and logarithmic functions to problems in business and economics. Develops skills in mathematical reasoning that are fundamental to an understanding of profit and cost functions, productivity, and market dynamics. Includes representation and interpretation of data, functions and their graphs, and rates of change. Students are expected to model phenomena in business fields. Not open to majors in computer science and mathematics. Prerequisite: MT 2603. Recommended for prospective MBA students.

BA 3683 (3CR) INTRODUCTION TO MANAGEMENT SCIENCE
This course completes the necessary body of quantitative knowledge needed by future managers taught in Business Statistics. It begins with multiple regression, time-series analysis and forecasting, and decision analysis including game theory.

Additional topics include linear and nonlinear programming, transportation problem, and queuing theory. It is strongly suggested that students take this course immediately after completing FN 3303, Business Statistics. Prerequisites: MT 2603, FN 3303.

BA 4641/6 (1-6CR) BUSINESS SEMINAR
Examines topics of interest that relate to the changing business climate. Topics include corporate downsizing, entrepreneurship, job satisfaction, organizational culture, teamwork, employee training and motivation, and information management. The course stresses adaptation to change at the personal and institutional levels. Prerequisite: Senior standing and consent of advisor.

BA 4653 (3CR) RESEARCH METHODS
Introduces students to the theory and practice of research and the usefulness of research in business environments. Practical applications are stressed at every level of the course. Topics include research models and designs, data gathering, data analysis and testing, control of the research process, interpretation of data, and presentation of findings. Open to any senior in the School of Business. Prerequisite. Consent of advisor.

BA 4981/6 (1-6CR) SELECTED TOPICS IN BUSINESS ADMINISTRATION
Provides in-depth study of selected areas in business administration not covered by listed courses. This course is available for credit more than once if content varies. Consultation with an appropriate instructor is required prior to
registration. Content changes every semester. Verification of
each semester’s topics is available at the School of Business
office. Prerequisite: Consent of advisor.

BA 4993 (3CR)
INTERNSHIP
This is the capstone course in the major that allows each
student to demonstrate the capacity to apply acquired
knowledge. The experiential activity may take the form of a
position with a firm, government agency or not-for-profit
organization, or an independent assessment of a problem in
business administration. Prerequisite: Consent of advisor and
internship coordinator.

BA 4996 (6CR)
INTERNSHIP
This is the capstone course in the major that allows each
student to demonstrate the capacity to apply acquired
knowledge. The experiential activity may take the form of a
position with a firm, government agency or not-for-profit
organization, or an independent assessment of a problem in
business administration. Prerequisite: Consent of advisor and
internship coordinator.

COMPUTER AND INFORMATION SCIENCES
The computer science curriculum enables students to analyze,
develop, implement, and evaluate computer solutions to
problems in diverse settings. Students learn to analyze and
understand the use of computer technology and
human-computer interface to design and implement solutions.
The Department offers the Bachelor of Science (B.S.) in
Computer and Information Sciences.

Computer Science Program Goals:
On the completion of this degree, students will have the
following:

1. Ability to use computer science concepts,
models, and frameworks to develop technology
solutions to a variety of problems in different
environments;
2. Ability to analyze and create systems to
accomplish stated organizational goals and
tasks. Ability to evaluate rapidly changing
trends and to integrate knowledge from fields to
make effective and ethical technology decision; and
3. Ability to communicate information about
technical systems to different audiences,
facilitate the implementation of technical
solutions, and articulate the social impact on
individuals, groups, organizations, and society
at large.

Graduates of the Computer Science Associate and
bachelor’s degree programs will have depth and breadth
in the following key areas:

- Algorithms and Data Structures
- Computer Organization
- Operating Systems
- Database and Information Retrieval
- Programming
- Networking
- Social, Ethical and Professional Issues
- Software Methodology and Engineering
- System Development

Computer Science Program Requirements:
I. Degree: Bachelor of Science
II. Major: Computer and Information Sciences
   A. General Education: 41 hours
   B. Required Courses: 51 hours
      CS 2103 Programming Concepts
      CS 2113 Advanced Programming Concepts
      CS 3103 Introduction to Computer Systems
      CS 3113 Analysis and Design of Algorithms
      CS 3123 Introduction to Computer Organization
      CS 3133 Data Structures and Algorithms
      CS 3153 Software Systems
      CS 3163 Software Engineering
      CS 3173 Programming Languages
      CS 3183 Discrete Mathematics
      CS 3203 Foundations of Human Computer Interaction
      CS 4103 Introduction to Compilers
      CS 4123 Computer Networks
      CS 4133 File Structures and Database Management
      CS 4153 Introduction to Mathematical Programming
      CS 4163 Operating Systems
      CS 4173 Artificial Intelligence
   C. Elective Courses (12 hours)
      (Select four courses from the following or other
courses approved by academic advisor.)
      CS 3143 Client-Server Computing
      CS 4143 Social Issues in Computer Sciences
      CS 4153 Selected Topics in Computer and Information Science
      IS 3513 Introduction to Business Computing
      IS 3563 Introduction to MIS
      IS 4513 Business Telecommunication
      IS 4981/6 Special Topics
   D. Other General Requirements (15 hours)
      CS 2133 Introduction to Mathematics for Computer Science
      MT 2145 Calculus I
      MT 3223 Linear Algebra
      MT 3624 Calculus II

Computer and Information Science Plan of Study

FIRST YEAR

Freshman First Semester
EG 1113 English Composition I 3
HT 1483 U. S. History (1492-1865) 3
MT 1513 College Algebra 3
NB 1114 Natural Science-Biology 4
+CS 2103 Programming Concepts 3
PY 1111 Personal and Social Development 1

Total 17

Freshman Second Semester
EG 1213 English Composition II 3
PS 1113 U. S. Government 3
NP 1113 Natural Science Physical 3
Mt 1613 Plane Trigonometry 3
+CS 2113 Advanced Program Concepts 3

Total 15

SECOND YEAR

Sophomore First Semester
EG 2033 Advanced Composition 3
EC 2013 Prin. of Macroeconomics 3
PY 1113 Introduction to Psychology 3
CS 2133 Intro to Math to CS 3
SP 2713 Introduction to Speech 2

**Sophomore Second Semester**

<table>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MT 2013</td>
<td>Elementary Statistics</td>
<td>3</td>
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<tr>
<td>*MT 2145</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>*EC 2023</td>
<td>Prin. of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>+CS 3183</td>
<td>Discrete Math</td>
<td>3</td>
</tr>
<tr>
<td>+CS 3133</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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**THIRD YEAR**

**Junior First Semester**

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<tr>
<td>HU 2103</td>
<td>Survey of Western Humanities</td>
<td>3</td>
</tr>
<tr>
<td>+CS 3123</td>
<td>Intro, To Computer Organization</td>
<td>3</td>
</tr>
<tr>
<td>+CS 3113</td>
<td>Analysis/Design Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>+MT 3223</td>
<td>Linear Algebra</td>
<td>3</td>
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<td>MT 3674</td>
<td>Calculus II</td>
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**Junior Second Semester**

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<tr>
<td>+CS 3233</td>
<td>Fundamental Tech Comp Graphics</td>
<td>3</td>
</tr>
<tr>
<td>+CS 3203</td>
<td>Foundation of Humanities Introduction</td>
<td>3</td>
</tr>
<tr>
<td>+CS 3163</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>+CS 3173</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CS/IS Elective</td>
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**FOURTH YEAR**

**Senior First Semester**

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<tr>
<td>CS 4163</td>
<td>Operating System</td>
<td>3</td>
</tr>
<tr>
<td>+CS 4103</td>
<td>Introduction to Compilers</td>
<td>3</td>
</tr>
<tr>
<td>+CS 4173</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>*CS 4993</td>
<td>Internship</td>
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<tr>
<td>CS/IS Electives</td>
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**Senior Second Semester**

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>+CS 4133</td>
<td>File Structure &amp; Database Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>+CS 4153</td>
<td>Intro to Math Programming</td>
<td>3</td>
</tr>
<tr>
<td>+CS 4123</td>
<td>Computer Network</td>
<td>3</td>
</tr>
<tr>
<td>CS/IS Electives</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

* Core Courses in Business
+ Core Courses in Computer and Information Science

Electives in Computer and Information Science will be selected in conjunction with advisor responsible for the student’s primary area of interest.

**COURSES – COMPUTER AND INFORMATION SCIENCES (CS)**

**CS 1103 (3CR)**
INTRODUCTION TO INFORMATION PROCESSING
Develops primary principles, methods and terminology of computer systems. Introduces students to use computer application software such as spread sheets, word processing, databases, and internet skills.

**CS 2103 (3CR)**
PROGRAMMING CONCEPTS
This course discusses structured, top-down design and the coding of problems using a high-level language such as Java or C++. Course content deals with pseudocodes, input-output operations, repetition, conditionals, programming procedures and functions, and string processing. Emphasis is placed on style and program structure. Prerequisite: MT 1326.

**CS 2113 (3CR)**
ADVANCED PROGRAMMING CONCEPTS
Expands on the basic course, covering user-defined data types, arrays, records, sets, and fundamental data structures such as sticks, queues and linked lists. Students also study file handling techniques, algorithms, recursions, pointers and dynamic data structure. Emphasis is placed on syntax discussion and program writing. Prerequisite: CS 2103.

**CS 2124 (4CR)**
COMPUTING FUNDAMENTALS
This course provides the essential foundation for a program in computer science. It introduces the discipline of computing and the roles of professionals. It integrates an introduction to algorithm design and understanding of abstraction applied to data types and structures and an appreciation of a procedural programming language as a means of describing algorithms and data structures. This course introduces searching and sorting algorithms, software methodology, and analysis of algorithms and data structures. It also introduces the theory, design and utilization of operating systems.

**CS 2133 (3CR)**
INTRODUCTION TO MATHEMATICS FOR COMPUTER SCIENCE
This course introduces students to the application of basic methods of discrete mathematics to computer science problems. Students will be able to use these concepts in subsequent courses in system development, algorithm design and analysis, and computer systems. The course teaches students to apply principles of discrete probability, reason mathematically about basic data types and structures, and model and analyze computational processes using analytic and combinatorial methods.

**CS 2134 (4CR)**
ADVANCED INFORMATION PROCESSING FOR BUSINESS
This course integrates an introduction to file processing and database management and understanding of the implementation of report programs involving sorting, selection, editing and summarization of data. The course teaches students to identify and use the principal components of a database system, create and update files, implement a simple system for transaction processing involving validation, file processing and reporting. The course uses the advanced features of a procedural business-oriented language and standardized packages typically available to firms and government agencies.

**CS 2143 (3CR)**
FUNDAMENTALS OF SYSTEM DEVELOPMENT
This course leads students through the entire systems development life cycle. Topics include analysis, prototyping, design, implementation, enhancement maintenance, backup, recovery, and documentation. Students are expected to understand the systems development life cycle and be aware of different development strategies, capture user requirements, and document and present a system proposal, including evaluation of alternative solutions and recommendation of a preferred solution.
CS 2153 (3CR)  
SOCIAL AND ETHICAL ISSUES IN COMPUTER SCIENCE  
This course introduces students to elements of professional responsibility and ethical behavior. It integrates problem solving and decision-making and fundamentals of intellectual property rights. Students study the basic cultural, social, legal, and ethical issues inherent in the discipline of computing. They are introduced to the history, current issues, current trends of the discipline, and the legal rights of software and hardware vendors and users.

CS 2164 (4CR)  
INTRODUCTION TO COMPUTER NETWORKS  
This course introduces students to data communication, network architectures, communication protocols, data link control, and medium access control. It introduces local area networks, metropolitan area networks, and wide area networks.

CS 2173 (3CR)  
SEMINAR IN COMPUTER SCIENCE  
This course is designed to provide students with the opportunity to explore an intellectual topic with a faculty member in a small-seminar setting. Course may be repeated for credit as topic varies.

CS 3113 (3CR)  
ANALYSIS AND DESIGN OF ALGORITHMS  
The initial course in algorithms treats such topics as appropriate choice of data structures, recursive algorithms, complexity issues, and issues associated with computability and decidability. Discusses intractable problems, such as those found in artificial intelligence and expert systems. An introduction to concepts in parallel algorithms is also included. Prerequisite: CS 3103.

CS 3123 (3CR)  
INTRODUCTION TO COMPUTER ORGANIZATION  
This course introduces the organization and structure of the major hardware components of a computer system. It evaluates the mechanics of information transfer and control within the computer. Presents essentials of basic logic design, coding, number representation, and computer architecture. Mastery of principles and terminology relevant to a variety of applications is stressed. Prerequisite: CS 2113 or consent of instructor.

CS 3133 (3CR)  
DATA STRUCTURES AND ALGORITHMS  
Develops and analyses data structures that may be used in computer storage to represent the information involved in solving problems. Describes common structures and algorithms in terms of their allowable operations. Implements advanced data structures through the concept of dynamic storage. Illustrates problems and solutions using the Java or C++ language. Prerequisites: CS 2113 and CS 3113.

CS 3163 (3CR)  
SOFTWARE ENGINEERING  
Examines principles of control for large programming projects requiring extensive software support. Develops strategies, methods, and procedures for the design, development, testing, implementation, and documentation of software and studies the history of successful projects. Student teams are organized to evaluate problems typically faced by professionals in software engineering. Prerequisite: CS 3153.

CS 3173 (3CR)  
PROGRAMMING LANGUAGES  
Covers the syntax, organization and run-time behavior of a representative number of high-level languages used in problem-solving applications. Discusses control protocols, data types and structures, and primitive operations within those languages. Stresses the universality of primary concepts through hands-on assignments with a practical orientation. Prerequisite: CS 3133.

CS 3183 (3CR)  
DISCRETE MATHEMATICS  
Introduces topics in mathematics basic to computer science. Emphasizes mathematical reasoning, set theory, relations and functions, graph theory, circuits, propositional calculus, and Boolean algebra. Applications in computer science are associated with each topic covered. Students are expected to develop an understanding of the relationship between programming and data representation. Prerequisites: MT 2343, MT 2614, or BA 2614.

CS 3203 (3CR)  
FOUNDATIONS OF HUMAN COMPUTER INTERACTION  
Issues in the design, development, and evaluation of users’ interfaces for computer systems. Topics include concepts in human factors, usability, and interface design, and the effects of human capabilities and limitations on interaction with computer systems. Prerequisites: CS 2103, CS 2113.

CS 3243 (3CR)  
CLIENT-SERVER COMPUTING  
Client-side and server-side techniques for use on the World Wide Web. Topics include interactive, dynamically-generated, and database-enabled web pages. Course content changes frequently to incorporate new Internet technologies. Prerequisite: CS 2113.

CS 3253 (3CR)  
FUNDAMENTAL TECHNIQUES IN GRAPHICS  
This course provides an overview of the principles and methodologies of computer graphics programming. Topics include coordinate systems, representation, manipulation and display of two and three-dimensional objects. Discusses graphics hardware; geometrical transformation; data structures for graphic representations; hidden edge and hidden surface removal algorithms; shading models. Prerequisites: CS 2113, CS 3183.

CS 4103 (3CR)  
INTRODUCTION TO COMPILERS  
This course outlines the structure and implementation of programming-language compilers and interpreters. Presents initial coverage of data structures within computer storage and the operation of assemblers and loaders. The internal representation of characters and numbers, addressing concepts, and input-output operations are discussed in the context of procedure-oriented languages. Prerequisite: CS 3123.

CS 4113 (3CR)  
COMPUTER GRAPHICS  
Provides an overview of the principles and methodologies of computer graphics, including the representation, manipulation and display of two- and three-dimensional objects. Discusses graphics hardware, interactive graphics programming, specialized algorithms, and shading models. Programming routines relevant to the description and implementation of non-numeric problems are discussed. Prerequisites: CS 3153; CS 3183.
CS 4123 (3CR)
COMPUTER NETWORKS
This course introduces students to the use, structure and architecture of computer networks. Analyzes the systematic design of computer networks and distributed systems. Evaluates data processing techniques in a network architecture. Students undertake experiments related to network topologies. Prerequisite: CS 3123.

CS 4133 (3CR)
FILE STRUCTURES AND DATABASE MANAGEMENT
Discusses concepts and techniques used in processing external data files and managing the physical characteristics of external storage devices. Evaluates the physical representation of data structures in sequential and random-access storage. Presents algorithms to manipulate external files and maintain the integrity of database management protocols in small- and large-scale systems. Prerequisite: CS 3153 or CS 3163.

CS 4153 (3CR)
INTRODUCTION TO MATHEMATICAL PROGRAMMING
Presents mathematical programming techniques and their relationship to the solution of numeric problems. Topics include matrix manipulations, simplex method, sensitivity analysis, and linear programming. Provides the foundation for data management in scientific and business applications with a computational content. Prerequisites: MT 3223; MT 3624.

CS 4163 (3CR) OPERATING SYSTEMS
This course deals with the concepts and techniques involved in the design, development, and implementation of operating systems. Topics include simultaneous processing, time-sharing networks, memory hierarchies, and multi-programming protocols. Discusses both routine and unique processes that the productive designer takes into account and illustrates the techniques of efficient memory management. Prerequisite: CS 3133.

CS 4173 (3CR) ARTIFICIAL INTELLIGENCE
Develops the representation of knowledge, notational systems, and search strategies used in applications for artificial intelligence. Topics include parallel and serial processing, unique algorithms, LISP protocols, and natural language processes. Students solve problems and prove theorems within an applications environment. Prerequisites: CS 3173; CS 3183.

CS 4183 (3CR) SOCIAL ISSUES IN COMPUTING SCIENCES
Social implementations of computer use or misuse with emphasis on the effects on the individual, society and other human institutions. Social responsibilities of people involved in using or applying computers. Prerequisites: Senior standing.

CS 4981/6 (1-6CR)
SELECTED TOPICS IN COMPUTER AND INFORMATION SCIENCES
Provides in-depth study of selected areas in computer and information sciences not covered by listed courses. This course is available for credit more than once if content varies. Consultation with an appropriate instructor is required prior to registration. Content changes every semester. Verification of each semester’s topics is available at the School of Business office. Prerequisite: Consent of advisor.

CS 4993 (3CR) INTERNSHIP
This is the capstone course in the major that allows each student to demonstrate the capacity to apply acquired knowledge. The experiential activity may take the form of a position with a firm, government agency or not-for-profit organization, or an independent assessment of a problem in computer and information sciences. Prerequisite: Consent of advisor or internship coordinator.

CS 4996 (6CR) INTERNSHIP
This is the capstone course in the major that allows each student to demonstrate the capacity to apply acquired knowledge. The experiential activity may take the form of a position with a firm, government agency or not-for-profit organization, or an independent assessment of a problem in computer and information sciences. Prerequisite: Consent of advisor or internship coordinator.
**SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES**

**Mission:**
The mission of the School of Education and Behavioral Sciences is to prepare members of the workforce with strong academic backgrounds in subject matter, thereby delivering productive members who are able to use acquired knowledge in making judicious decisions. The academic programs are designed to prepare specifically future professional leaders who are able to acquire and apply knowledge, skills, diversity (multiculturalism), dispositions, and assessments in making appropriate decisions in the ever-increasing global workforce. The ultimate goal of the School’s mission is to enable its graduates to translate the knowledge and understanding they have acquired into being successful and productive world citizens. The mission will be realized through, but not limited to, the following instructional strategies: field and clinical experiences, classroom instruction, and modeling that will foster intellectual growth and sensitivity that leads to critical and creative thinking and problem solving.

**Vision and Goals:**
The School’s vision and goals are driven by its mission. The primary goal of the School is to provide opportunities for students to develop intellectually, mentally, emotionally, and physically to the extent of their abilities while attaining academic preparation for the professions of their choices. The School’s aims are to provide its students with the highest academic programs available to foster integrated learning, exceptional leadership for change, and reflective decisions. It emphasizes a holistic approach to serving its constituents, from the emotional and physical well-being of the student to the cognitive and aspirational domains. The students experience an emphasis on personal growth as they progress through their academic programs. In addition to providing course work for major requirements, the School requires courses in General Education and thus contributes to the institutional program.

**Degree Programs:**
The School of Education and Behavioral Sciences houses the following active majors:

**Undergraduate**
- Elementary Education
- Health, Physical Education and Recreation
- Liberal Education
- Psychology
- Rehabilitation Services (Tulsa Campus)
- Special Education

**Graduate**
- Rehabilitation Counseling
- Urban Education

**PROFESSIONAL EDUCATION UNIT**

**Mission**
The mission of the Professional Education Unit (PEU) is to improve teaching and learning in a diverse, rapidly changing, and increasingly technological society by preparing and supporting candidates in constructing knowledge, increasing capabilities, and developing sensitivity and responsiveness to the needs of children, families, and communities in urban centers and rural environments.

**Vision**
The vision of the PEU is to provide our candidates with a strong academic background based on teaching and learning theories; content-specific, pedagogical knowledge; and opportunities to become informed, active members in learning environments that are developmentally, academically, and culturally responsive to the needs of children in urban and rural communities, thereby producing teachers who are informed to make wise classroom decisions and who can meet the needs of 21st century, diverse learners.

**Goals and Objectives**
The goals and objectives of the PEU are to enable educators to translate their acquired knowledge and understanding of theory, research, pedagogy, and policy into effective curriculum plans, classroom management skills, and positive instructional decisions that are responsive to the needs of all P-12 students in urban and rural communities.

**Areas of Certification**
The following programs are offered through the School of Education and Behavioral Sciences:

- *B.S. Elementary Education (grades 1-8)*
- *B.S. Special Education – Mild/Moderate Disabilities (grades P-12)*
- *B.S. Health and Physical Education (P-12) (On Moratorium)*

The following program is offered in cooperation with the School of Agriculture and Applied Sciences:

- *B.S. Family and Consumer Sciences (grades P-3) with an option in Early Childhood Education*

The following programs are offered in cooperation with the School of Arts and Sciences:

- *B.A. Music Education (P-12) with options in the following:*
  1. Vocal-Choir/General Music;
     Major Option I – Vocal/Piano
     Major Option III – Piano/Vocal
  2. Instrumental Music Education
     Major Option I – Instrumental/Piano
     Major Option II – Piano/Instrumental
- *B.S. Science Education (6-12) (On Moratorium)*
- *B.A. English Education (6-12) (On Moratorium)*
- *B.A. Mathematics Education (6-12) (On Moratorium)*

**NOTE:** *Denotes a program that is recognized by a Specialized Professional Association (SPA) or the Oklahoma State Regents for Higher Education (OSRHE). The Professional Education Unit is accredited by CAEP (NCATE Legacy).*

**Teacher Education General Requirements**
In addition to the courses outlined in the Plan of Study, all individuals pursuing teaching certification/licensure are required to meet the following requirements:

**Language Proficiency**
The foreign language competency is both a degree requirement approved by the Oklahoma State Regents of Higher Education (OSRHE) and a certification requirement approved by the Office of Educational Quality and Accountability (OEQA). The foreign language competency is defined as “novice–high level” – the ability to communicate minimally with learned material (OEQA). The PEU offers the following options to preservice teachers to meet the Foreign Language Competency Requirement (More information is available on the back of each Plan of Study and in the LU catalog, available at www.langston.edu):

1. Two years (4 semesters) high school foreign language with a grade of “C” or above in each course.
2. One semester of foreign language college credit (3 Credit Hours “C” or higher) from LU or one 3-credit hour transfer course from another university for those transferring into LU
3. Successful completion of a College Level Examination Program (CLEP) assessment

Yearly Background Check
In April 2001, the Oklahoma legislature passed a law stating that any person seeking a teaching license shall have “on file with the Board [Oklahoma State Department of Education: OSDE] a current Oklahoma criminal history record from the Oklahoma State Bureau of Investigation (OSBI) as well as a national fingerprint based criminal history record provided by the Federal Bureau of Investigation.”

Therefore, all individuals seeking certification/licensure are required to submit to a yearly background check prior to entering P-12 schools (e.g., field experiences, service learning, clinical practice).

NOTE: Individuals convicted of a felony or of a crime involving moral turpitude are NOT eligible to become teachers in the state of Oklahoma and are required to select a degree area that does NOT lead to teacher certification/licensure (OSDE).

PASS-PORT, Electronic Portfolio
OEA and the Council for the Accreditation of Educator Preparation (CAEP) require evidence of preservice teachers’/candidates’ knowledge, skills, and professional dispositions related to institutional, state, and national standards.

PASS-PORT, an online electronic portfolio, was selected in spring 2014 as the mechanism for the systematic collection of such evidence. Individuals pursuing teaching certification/licensure are required to purchase and maintain a PASS-PORT portfolio throughout their matriculation.

Yearly Membership in Professional Organization
The PEU requires all preservice teachers/candidates to maintain a yearly membership in an Oklahoma professional education organization, specifically the Student Oklahoma Education Association (http://okea.org/oea-student-program) OR the Student Professional Oklahoma Educators (http://www.professionaloklahomaeducators.org/membership).

Membership provides many benefits related to professional development opportunities, networking, discounts, and professional liability insurance. Evidence of membership is required PRIOR to participation in field experiences, service learning, and clinical practice.

Travel
Throughout the program, preservice teachers/candidates will be required to spend time in assigned public school classrooms. The amount of time varies, as does the location. With the mission to serve rural and urban areas, preservice teachers/candidates are placed in schools in rural communities (e.g., Coyle, Perkins, Osage Hills) and urban communities (e.g., Oklahoma City, Edmond, Tulsa). Preservice teachers/candidates are required to provide their own transportation to these areas. Some opportunities exist for carpooling but cannot be guaranteed. Costs associated with travel to and from assigned locations may include fuel, tolls, and general vehicle wear and tear. A reasonable estimate of expenses per semester for required travel is $50.

Teacher Education Admission
All individuals majoring in a program leading to teacher certification/licensure must be admitted to Teacher Education. Admission to Teacher Education is a prerequisite for enrolling and completing upper-level professional education courses, including clinical practice. Preservice teachers should be admitted to Teacher Education prior to completion of 75 credit hours toward the education degree requirements.

Before applying for admission to Teacher Education, preservice teachers must:

1. Complete a minimum of 45 hours of general education.
   - Early Childhood, Elementary, and Special Education majors are required to complete the 4x12 as outlined by the Oklahoma State Department of Education. The 4x12 requires 12 hours of English, 12 hours of Math, 12 hours of Science, and 12 hours of Social Sciences.
2. Earn a grade of “C” or higher in all courses, with a GPA of 2.5 or above.
3. Pay for and pass a background check each school year, prior to assignment to field experiences/service learning.
   - Failure to pass the background check may result in advisement out of the program.
   - School districts may have additional background requirements in place that must also be met prior to placement.
4. Join a professional education organization, Student Oklahoma Educators Association (SOEA) or Student Professional Oklahoma Educators (SPOE), and upload proof of current membership status each year in PASS-PORT.
5. Take and pass ED 2213 Introduction to Education with a grade of “C” or higher.
6. Earn a passing score on the Oklahoma General Education Test (OGET).
7. Successfully complete Portal 1 in PASS-PORT, the electronic portfolio system (See PASS-PORT Assessment Handbook).
8. Review and complete the application for Teacher Education with assigned advisor PRIOR to submitting the application with all required documentation to the Director of Teacher Education, Certification, and Field Experiences (See Appendix 1).
9. Successfully complete a formal interview. Following review of the application by the Director of Teacher Education, Certification, and Field Experiences. The purpose of the interview is to assess the knowledge, skills, abilities, and professional dispositions of potential Teacher Education candidates.

Admission to Clinical Practice
In the final semester of the senior year, candidates will concurrently enroll in ED 4002 Education Seminar: Clinical Practice and ED 4270 Clinical Practice in Elementary or ED 4280 Clinical Practice in Secondary or ED 4290 Clinical Practice in Early Childhood Education. It is during clinical practice that the teacher candidate puts into practice what has been learned in subject area and professional education courses throughout their time at LU. Before a candidate can be fully admitted to Clinical Practice, a candidate must meet the following requirements:

1. Complete a minimum of 112 hours of coursework with a grade of “C” or higher in all courses.
2. Earn and maintain a GPA of 2.5 or higher.
3. Pay for and pass a background check each school year, prior to assignment to Clinical Practice.
4. Failure to pass the background check may result in advisement out of the teacher education program.
5. School districts may have additional background requirements in place that must also be met prior to placement.
6. Provide proof of current membership in Student Oklahoma Educators Association (SOEA) or Student Professional Oklahoma Educators (SPOE) and upload...
proof of current membership status each year into PASS-PORT.
7. Pass the Oklahoma Subject Area Test (OSAT).
8. Successfully complete Portal 2 in PASS-PORT, the electronic portfolio system (See PASSPORT Assessment Handbook).
9. Review and complete the application for Clinical Practice with assigned advisor PRIOR to submitting the application with all required documentation to the Director of Teacher Education, Certification, and Field Experiences (See Appendix 1).
10. Successfully complete a formal interview. Following review of the application by the Director of Teacher Education, Certification, and Field Experiences, the candidate will be required to participate in a formal interview with a faculty panel of at least three faculty members. The purpose of the interview is to assess the knowledge, skills, abilities, and professional dispositions of potential clinical teachers.
   • Upon successful completion of the interview, a recommendation for admittance into Clinical Practice will be made by the Director of Teacher Education, Certification, and Field Experiences to the TEC.
   • The TEC will vote, and a decision will be made regarding admission. The Director of Teacher Education, Certification, and Field Experiences will notify the candidate of the TEC’s decision via Langston email within three working days of the TEC meeting.

NOTE: If the candidate does NOT meet all requirements or is NOT admitted to Clinical Practice, the abovementioned email will include an explanation of the deficiencies that need to be corrected and the need to reapply for admission to Clinical Practice. If the reason for lack of admission to Clinical Practice is because of a crime or felony revealed by the background check, the candidate will be counseled out of Teacher Education.

The Clinical Practice Semester
After full admittance to Clinical Practice, candidates must enroll in ED 4002 Education Seminar: Clinical Practice and ED 4270 Clinical Practice in Elementary or ED 4280 Clinical Practice in Secondary or ED 4290 Clinical Practice in Early Childhood. In ED 4002, candidates are given information and materials to assist them in their clinical experience including a Clinical Practice Handbook, Teacher Work Sample requirements, portfolio requirements, evaluation instruments, and clinical practice schedule. The course outlines the expectations, dispositions, and responsibilities for candidates as pre-professional educators. Additionally, the course emphasizes the importance of collaboration with fellow clinical teachers, assigned cooperating teachers, building administrators, university supervisor, and families. Candidates spend the first week of the semester on campus to attend the ED 4002 course, fourteen weeks in the field, one day in the 12th week of the semester on campus for Assessment Day, and the last week of the semester on campus ensuring the completion of all requirements for graduation and certification/licensure (See PASSPORT Assessment Handbook). Candidates are required to complete seven weeks in two placements during one semester, which provides candidates the opportunity to apply content, pedagogical knowledge, skills, and professional dispositions in varied contexts.

In assessing clinical practice, two formal evaluative and mentoring sessions utilizing a formative assessment instrument are required of the university supervisor and cooperating teacher during each of the placements. The sessions require the assessor to observe a lesson or teaching/learning experience conducted by the clinical teacher, complete the formative assessment instrument, and meet with the clinical teacher at the completion of the lesson/experience. The meeting provides opportunities to discuss the evaluation, highlighting strengths and providing instruction and support for areas needing strengthening. The university supervisor and cooperating teacher also complete one Disposition Evaluation, summative assessment, and one SPA-specific addendum based on the information collected during the two formal evaluative and mentoring sessions. During the initial visit by the Director of Teacher Education, Certification, and Field Experiences or assigned university supervisor, the observation instruments are discussed with the cooperating teacher and with the clinical teacher.

Certification Exams
Oklahoma requires all individuals seeking certification/licensure to take and pass two state level exams, and one teacher performance assessment. The exams are the Oklahoma General Education Test (OGET) and the Oklahoma Subject Areas Test (OSAT). The teacher performance assessment is the Praxis Performance Assessment for Teachers (PPAT). Additional information regarding certification exams can be located at http://www.ceoe.nesinc.com, and additional information regarding the teacher performance assessment can be located at https://www.ets.org/ppa/test-takers/teachers/about.

Graduation Requirements
LU awards degrees to candidates upon the successful completion of the required academic coursework for Associates, Bachelors, Masters, and Doctoral degrees. Candidates should apply for graduation during the semester PRIOR to anticipated program completion. The Graduation Degree Application is a three-part form available from the Registrar's Office.

LU Graduation Requirements
A candidate must visit with his/her assigned advisor to ensure all requirements have been met PRIOR to submitting an application for graduation to the Registrar’s Office. Teacher Education candidates must:

Successfully complete a minimum of 124 earned semester hours of credit, excluding physical activity courses (e.g., football, track), performance courses (e.g., Band, Choir) and earned repeats.

1. Other stipulations regarding earned credits are listed below:
   a. Maximum of 64 credit hours may be accepted from a junior/community college towards a bachelor’s degree.
   b. Maximum of 31 credit hours may be earned through correspondence study and extension courses.
   c. Maximum of 9 credit hours applicable to a major or 6 in a minor may be earned through correspondence and extension study.
   d. Minimum of 60 credit hours must be earned at an accredited 4-year university with a minimum of 45 semester hours of credit taken at the 3000-4000 level.
   e. Minimum of 30 credit hours and 32 weeks (i.e. two semesters) in residence must be completed at LU to earn a degree from LU.
2. Each candidate must be enrolled at the time (s)he qualifies for graduation at LU or have been approved through the Registrar’s Office to complete his/her last hours at another institution.
   a. Minimum of 15 credit hours of the final 30 hours applied toward a degree must be taken at LU.
   b. A grade of “C” or higher must be earned for all coursework counting toward a degree in Teacher
Education, with a CUM/RET GPA of 2.5 or higher.

All official transcripts from other colleges/universities attended must be on file with the Registrar’s Office.

For questions regarding graduation regalia and announcements should be directed to the Registrar’s office and/or the campus bookstore.

**Oklahoma Teacher Certification**

All LU candidates seeking Oklahoma teaching certification/licensure must complete the following steps in sequence:

1. Pass all state certification tests (OGET, OSAT, OPTE)
2. Graduate from an LU Teacher Education program.
3. Complete a $59 fingerprint-based criminal history record search.
4. Wait for the Director of Teacher Education, Certification, and Field Experiences to mark your recommendation complete within the Oklahoma Education Credentialing System (OECS).
5. Once the Director of Teacher Education, Certification, and Field Experiences submits the recommendation, the OSDE will send an email to the graduate that lists the step-by-step directions to complete the online application process. A credit card is required to complete the process as there is currently a $52.00 charge.
6. Register for an account with the Oklahoma Education Single Sign-On (https://sdeweb01.sde.ok.gov/SSO2/Signin.aspx)
7. After creating and logging into your account, navigate to the “Oklahoma Educator Credentialing System.”
8. The System Listing screen will be displayed. Click the Educator link to access the educator’s home page. The Home Page welcomes the educator with informational news bulletins, a link to view credentials and/or add additional credential areas.
9. Select the link titled “Apply for Your College Recommendation Here” and complete the online application process.
10. Upon completing the online application process, your 5-year renewable Teacher Certificate will be mailed to you within 5 to 7 business days from the OSDE.

**General Education Requirements for all Professional Education Unit Programs (Undergraduate)**

Candidates enrolled in the Professional Education Unit must have subject area concentrations that qualify them as generalists. OSRHE require 12 hours in mathematics, science, language arts, and social studies. To meet these requirements, the teacher candidates at LU are required to take and earn a minimum grade of “C” in the following courses or approved substitutions.

### English

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>EG 1113</td>
<td>English Composition I</td>
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<tr>
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<td>MT 2013</td>
<td>Elementary Statistics</td>
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<td>MT 2413</td>
<td>Mathematical Structures I</td>
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</tr>
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<tr>
<td>BI 1113</td>
<td>Concepts of Biology</td>
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<tr>
<td>BI 3114</td>
<td>Environmental Biology</td>
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</tr>
<tr>
<td>NP 1113</td>
<td>Natural Science Physical</td>
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### Social Sciences

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</tr>
<tr>
<td>HT 1493</td>
<td>U.S. History 1865 to Present</td>
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<tr>
<td>CS 1103</td>
<td>Intro to Information Processing</td>
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<tr>
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<td>Personal &amp; Social Development</td>
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**FIRST YEAR**

### Freshmen First Semester

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### Freshman Second Semester

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<td>NP 1113</td>
<td>Nature Science Physical w/Lab</td>
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</tr>
<tr>
<td>MT 2013</td>
<td>Elementary Statistics or</td>
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</tr>
<tr>
<td>MT 2603</td>
<td>Finite Math</td>
<td>3</td>
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<tr>
<td>SP 2713</td>
<td>Introduction to Speech</td>
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**SECOND YEAR**

### Sophomore First Semester

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<td>ED 2213</td>
<td>*Introduction to Education (FE)</td>
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</tr>
<tr>
<td>EG 2033</td>
<td>Advanced Composition</td>
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<tr>
<td>HT 2323</td>
<td>Oklahoma History</td>
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<tr>
<td>MT 2413</td>
<td>Mathematical Structures I</td>
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<tr>
<td>SO 1113</td>
<td>Introduction to Sociology</td>
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### Sophomore Second Semester

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<tr>
<td>ED 2001</td>
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<tr>
<td>SPED 3143</td>
<td>*Survey of Exceptional Children (FE)</td>
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<tr>
<td>ED 2303</td>
<td>Foundations of Reading in the Elementary School</td>
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</table>
### THIRD YEAR

#### Junior First Semester
- **ED 3043** Trends in Reading (Prerequisite ED 2303) 3
- **ED 3404** Integrated Language Arts & Social Studies 3
- **ED 4001** *Education Seminar-Test Taking* Skills (OSAT) 1
- **PY 3313** *Developmental Psychology* 3
- **SN 1113** Elementary Spanish I 3

#### Total 14

#### Junior Second Semester
- **ED 3232** *Measurement, Assessment and Evaluation* 2
- **ED 3414** Integrated Mathematics and Science For Elementary Teachers 4
- **SPED 4262** School Law and Legal Issues in Special Education 2
- **ED 4243** Diagnostic and Remedial Reading (Prerequisite ED 2303 & ED 3043) 3
- **LS 3153** Children’s Literature 3

#### Total 14

### FOURTH YEAR

#### Senior First Semester
- **ED 3153** Educational Sociology 3
- **ED 4212** Educational Technology 2
- **ED 4222** *Education Psychology (FE)* 2
- **ED 4232** *Instructional Strategies* 2
- **ED 4242** *Classroom Management (FE)* 2
- **ED 3433** Fine Arts & Creative Activities for Elementary Teachers 3

#### Total 14

#### Senior Second Semester
- **ED 4002** Education Seminar 2
- **ED 4270** Clinical Teaching Elementary 10

#### Total 12

* Asterisks indicate courses with Special Instructions

### SPECIAL EDUCATION

#### Special Education Program Description
A teacher education program that prepares preservice teachers/candidates for state certification to teach students with mild/moderate disabilities in grades P-12.

#### Special Education Plan of Study

### FIRST YEAR

#### Freshman First Semester
- **PY 1111** Personal and Social Development 1
- **CS 1103** Intro to Information Processing 3
- **EG 1113** English Composition I 3
- **MT 1513** College Algebra or MT 1413 Contemporary Math 3
- **NB 1114** Natural Science Biology I w/Lab 4
- **HT 1483** US History 1492 – 1865 3

#### Total 17

#### Freshman Second Semester
- **EG 1213** English Composition II 3
- **PS 1113** U S Government 3
- **NP 1113** Natural Science Physical w/Lab 3

### SECOND YEAR

#### Sophomore First Semester
- **EG 2033** Advanced Composition 3
- **ED 2213** *Introduction to Education (FE)* 3
- **SO 1113** Introduction to Sociology 3
- **BI 3113** Concepts of Biology 3
- **HT 2323** Oklahoma History 3
- **MT 2413** Mathematical Structures I 3

#### Total 18

#### Sophomore Second Semester
- **BI 3114** Environmental Biology 4
- **HU 2213** Survey of Western Humanities 3
- **ED 2001** *Educational Seminar-Test Taking Skills (OGET)* 1
- **SPED 3143** *Survey of Exceptional Children (FE)* 3
- **MT 2513** Mathematical Structures II 3
- **ED 2303** Foundations of Reading I 3

#### Total 17

### THIRD YEAR

#### Junior First Semester
- **SN 1113 OR** Elementary Spanish I 3
- **FL 1113** French I 3
- **ED 4242** *Classroom Management* 2
- **PY 3313** *Developmental Psychology* 3
- **SPED 3313** Nature & Characteristics of Mild and Moderate Learners 3
- **ED 4001** *Education Seminar-Test Taking Skills (OSAT/OPTE)* 1

#### Total 15

#### Junior Second Semester
- **ED 3232** Measurement, Assessment and Evaluation 3
- **SPED 2102** Practicum I 3
- **SPED 4262** School Law & Legal Issues in Special Education 2
- **SPED 4233** Transition & Self Determination 3
- **ED 4243** Diagnostic and Remedial Reading 3

#### Total 14

### FOURTH YEAR

#### Senior First Semester
- **ED 4222** *Education Psychology (FP)* 2
- **SPED 4343** Individual Behavioral Supports 3
- **SPED 3002** Practicum II 2
- **ED 4212** *Educational Technology* 2
- **SPED 4313** Methods of Teaching for Learners with Mild/Moderate Disabilities 3

#### Total 12

#### Senior Second Semester
- **ED 4002** Education Seminar 2
- **ED 4270** Clinical Teaching Elementary 10

#### Total 12

### COURSES – PROFESSIONAL EDUCATION

Professional education courses are provided through the PEU
for individuals majoring in degrees leading to teacher certification/licensure. Professional education courses are designed to prepare preservice teachers/candidates to teach various subjects and grades.

The following professional education courses are open to preservice teachers PRIOR to admission to Professional Education:

**ED 2213 (3CR)**
**INTRODUCTION TO EDUCATION**
This course provides an introduction to teaching as a profession in the American education system from early childhood through high school graduation. This course offers a variety of perspectives on education including historical, philosophical, social, legal and ethical issues. It will explore the organizational structure of schools, examine the daily life of teachers, and provide for discussion of contemporary issues related to the field of education. This course includes a field experience of 15 hours in a public-school classroom.

**SPED 3143 (3CR)**
**SURVEY OF EXCEPTIONAL CHILDREN**
This course provides an examination of the characteristics of children who deviate from the normal, a study of their interests and needs. Philosophical, historical, and legal foundation of special education will be included with special emphasis on preventive, diagnostic, and remedial methods as well as the characteristics of students with mild and moderate disabilities. This course requires a fifteen (15-hour field experience.

**PY 3313 (3CR)**
**DEVELOPMENTAL PSYCHOLOGY**
The course focuses on principles of understanding and guiding the development of infants into mature members of society. Significant aspects of life from conception to death are emphasized.

**ED 3232 (2CR)**
**MEASUREMENT, ASSESSMENT AND EVALUATION**
This course deals with techniques involved in the improvement of teacher-made tests and examinations and the principles underlying the construction, scoring, use, improvement, and interpretation of standardized and teacher-made tests. Teacher candidates will learn to apply the professional and pedagogical knowledge and skills to become competent to work with P-12 students.

**ED 4212 (2CR)**
**EDUCATIONAL TECHNOLOGY**
This course explores the utilization of educational media, technology (including microcomputers in the classroom), and educational software. Basic production projects are required.

**ED 4222 (2CR)**
**EDUCATIONAL PSYCHOLOGY**
This course addresses the principles of learning and motivation relevant to the classroom, individual differences, and classroom management in the context of a culturally diverse and global society. This course requires a fifteen (15) hour field experience.

**ED 4242 (2CR)**
**CLASSROOM MANAGEMENT**
This course involves a study of the various theories, approaches, and models in classroom management. Emphasis will be placed on managing classrooms to facilitate learning through managing behaviors, developing an agenda, routines, structuring context, teacher-focused activities, student-focused activities, and place-focused activities. This course requires a fifteen (15) hour field experience.

**ED 4002 (2CR)**
**EDUCATION SEMINAR: CLINICAL PRACTICE**
The purpose of this seminar course is to provide an atmosphere in which candidate and faculty examine, review, discuss, and/or research current trends in the education profession.

**ED 4270 (10CR)**
**CLINICAL PRACTICE IN ELEMENTARY**
Clinical practice in the elementary school includes fourteen (14) weeks of full-time teaching at two-levels; seven weeks at the primary-level and seven weeks at the intermediate level.

**ED 4280 (10CR)**
**CLINICAL PRACTICE IN SECONDARY**
Clinical practice at the secondary level includes seven weeks at the junior high level and seven weeks at the high school level.

**ED 4290 (10CR)**
**CLINICAL PRACTICE IN EARLY CHILDHOOD**
Clinical practice in at the early childhood level includes fourteen (14) weeks of full-time teaching at two sites (Kindergarten and lower elementary).

**COURSES – EDUCATION (ED)**

**ED 1601 (1CR)**
**ACADEMIC ACHIEVEMENT SEMINAR**
This course is designed to empower students to succeed through the development and utilization of academic achievement skills including critical thinking, reading, speaking, listening, studying, test taking, time management and note taking. Leadership development will be emphasized.

**ED 2001 (1-3CR)**
**EDUCATION SEMINAR**
The purpose of this seminar is to provide an atmosphere at the lower division in which candidates and faculty may examine, review, discuss, and/or research current trends in the profession. The course will also provide opportunities for field experiences, short courses, and other courses and seminars offered in the lower division (Test-Taking and Study Skills-OGET, OSAT, and OPTE).

**ED 2303 (3CR)**
**FOUNDATIONS OF READING IN THE ELEMENTARY SCHOOLS**
This course is an introduction to basic principles of reading instruction and advanced reading skills, with an emphasis on Scientifically Based Reading Research (SBRR) to include phonemic awareness, phonics, vocabulary, comprehension, and fluency. There will be an emphasis on application of theory and various grouping techniques. Basal readers, reading stages, and vocabulary development are some of the topics discussed. Theories are also discussed in the context of special and culturally diverse populations. Service-Learning Project required.

**ED 3042 (3CR)**
**CURRICULUM ACTIVITIES IN KINDERGARTEN AND PRIMARY GRADES**
Materials and activities appropriate for kindergarten and primary levels. Attention is also given to sequence of
development in relation to needs of children.

**ED 3043 (3CR)**
**TRENDS IN READING**
Current trends, materials and procedures used in teaching reading in content areas at the intermediate, middle school, and secondary levels will be studied. Emphasis will be placed on Scientifically Based Reading Research (SBRR) vocabulary, comprehension, and fluency.

**ED 3063 (3CR)**
**ORGANIZATION AND SUPERVISION OF EARLY CHILDHOOD EDUCATION**
The content of this course will be devoted to a study of problems involved in organizing and supervising learning experiences for early childhood education, physical plant, equipment, and materials. Considerations will also be given to the rapid changes and new directions in early childhood education as determined by research findings and national programs.

**ED 3153 (3CR)**
**EDUCATIONAL SOCIOLOGY**
This course deals with sociological issues of relevance to education, including parent and community relations. Multicultural education is a major emphasis. Fifteen (15) clock hours of field experiences in a multicultural environment are required beyond the normal class hours. Service-Learning Project required. Prerequisites: ED 2212 and PY 3313.

**ED 3232 (2CR)**
**MEASUREMENT, ASSESSMENT, AND EVALUATION**
This course deals with techniques involved in the improvement of teacher-made tests and examinations and the principles underlying the construction, scoring, use, improvement, and interpretation of standardized and teacher-made tests. Teacher candidates will learn to apply the professional and pedagogical knowledge and skills to become competent to work with P-12 students. Prerequisite: Admission to Teacher Education.

**ED 3323 (3CR)**
**TEACHING THE CULTURALLY DIVERSE P-12 STUDENTS**
This course is designed to help teacher education candidates understand cultural diversity of P-12 students as it relates to education in the areas of economics, school curriculum and instruction, and community. Service-Learning Project required.

**ED 3404 (4CR)**
**INTEGRATED LANGUAGE ARTS AND SOCIAL STUDIES**
This course involves a study of the language development at the primary and intermediate level in the elementary school, using a variety of techniques to build upon the child’s native language skills, and culturally enriched social studies and language arts curricula to promote learning. An examination of content, methods, and skills necessary to function in a democratic, multi-ethnic and culturally diverse society will be integrated with the language arts skills of writing, spelling, speaking, and listening. Tests and evaluation procedures will also be explored. Major topics include social studies and technology, global education, values clarification, character education, historical developments, geography, and children with special needs. Orientation required

**ED 3414 (4CR)**
**INTEGRATED MATHEMATICS AND SCIENCE FOR ELEMENTARY TEACHERS I**
Methods and materials of teaching mathematics and science at the primary and intermediate level in a culturally diverse and computer-oriented society. The role and functions of science and the conservation of natural resources are emphasized. The issues and plights of children with special needs in the areas of math and science are also explored. Service-Learning Project required.

**ED 3433 (3CR)**
**FINE ARTS AND CREATIVE ACTIVITIES FOR ELEMENTARY TEACHERS**
This course is an integrated approach to the activities, theories, and practices prevalent in the areas of visual art, dance, music, drama, health/physical education/adaptive P.E. and fitness in grades one through eight. Special emphasis will be given to movement activities, sports and games, creativity and learning through art, song and dance, as well as the role of the teacher, the curriculum, cultural differences, and disciplined-based instruction. Fine Arts and creative activities are a part of the core curriculum and are essential parts of a complete education.

**ED 4001 (1-6CR)**
**EDUCATION SEMINAR/PRACTICUM**
The purpose of the seminar course is to provide an atmosphere in which students and faculty may examine, review, discuss, and/or research current trends in the education profession, and provide students field experiences and/or the opportunity to do individual projects. (Prerequisites: permission of the instructor Introduction to Teaching, Portfolio Development and Assessment, Student Teaching Seminar).

**ED 4232 (2CR)**
**INSTRUCTIONAL STRATEGIES**
This course deals with instructional strategies, lesson and unit planning, discipline, assessment of students including exceptional and multi-ethnic learners at the early childhood and elementary levels. Prerequisites: Admission to Teacher Education and senior standing.

**ED 4243 (3CR)**
**DIAGNOSTIC AND REMEDIAL READING**
This course focuses on the development of skills in diagnostic and prescriptive methods and techniques appropriate for the individual learner and struggling readers in a culturally diverse society. Emphasis will be placed on diagnosing and remediating readers in the areas of phonemic awareness, phonics, vocabulary, comprehension, and fluency. Service Learning is required. Prerequisites: ED 2303, Foundations of Reading in Elementary Schools

**ED 4252 (2CR)**
**INSTRUCTIONAL STRATEGIES FOR MIDDLE AND JUNIOR HIGH SCHOOL LEARNERS**
This course deals with methods of teaching subject matter, with an emphasis on English, mathematics, science, health, and social studies, lesson and unit planning, discipline, assessment, school law, multicultural awareness, and classroom management techniques for the intermediate-level learner. Prerequisites: Admission to Teacher Education and senior standing.

**ED 4262 (2CR)**
**SCHOOL LAW AND LEGAL ISSUES**
This course involves a study of federal, state, and local laws and issues affecting teacher education. Emphasis will be placed on teachers’ rights and responsibilities, students’ rights and responsibilities, parents’ rights and responsibilities, and the rights of children with special needs. Such prevailing issues as
religion in the schools, educational equity, ethics, multicultural education, tolerance, violence, illiteracy, discrimination, and censorship will be examined. Prerequisites: Admission to Teacher Education and senior standing.

COURSES – SPECIAL EDUCATION (SPED)

SPED 2102 (2CR)
PRACTICUM I
This course provides special education teacher candidates contact with children with mild and moderate disabilities and the opportunity to develop observation skills as a basis for identification of exceptional education needs. A minimum of 45 clock hours of observation is required. Service-Learning Project required.

SPED 3002 (2CR)
PRACTICUM II
A minimum of 45 clock hours in the schools in a special education setting is required. Service-Learning Project is required.

SPED 3143 (3CR)
SURVEY OF EXCEPTIONAL CHILDREN
An examination of the characteristics of children who deviate from the normal, a study of their interests and needs. Philosophical, historical, and legal foundation of special education will be included with special emphasis on preventive, diagnostic, and remedial methods as well as the characteristics of students with mild and moderate disabilities. Service-Learning Project required. Prerequisites: PY 1113.

SPED 3312 (2CR)
INTRODUCTION TO SPEECH DISORDERS
This course is an introduction to identification of specific speech disorders and techniques and procedures employed in correcting them.

SPED 3313 (3CR)
NATURE AND CHARACTERISTICS OF THE MILD AND MODERATE DISABLED LEARNER I
An in-depth study of basic and specific characteristics of students with mild and moderate disabilities. The course will focus on the strategies and techniques required to provide successful learning environments.

SPED 3333 (3CR)
NATURE AND CHARACTERISTICS OF THE MILD AND MODERATE DISABLED LEARNER II
An in-depth study of basic and specific characteristics of the mild and moderate learner. This course will continue to focus on and examine the strategies and techniques required to provide successful learning environments. Prerequisite SPED 3313

SPED 3343 (3CR)
REMEDICATION OF CONTENT FOR MILD AND MODERATE DISABLED LEARNER I
This course investigates methods of using remedial techniques for Mild/Moderate disabled learners. This course also focuses on problems of instruction, classroom organization, and curriculum development for students with mild and moderate disabilities. Teacher education candidates will examine methods and techniques for teaching P-12 students with mild/moderate disabilities that have deficiencies in content areas, written, and oral expressions, as well as social skills.

SPED 3353 (3CR)
REMEDICATION OF CONTENT FOR THE MILD AND MODERATE LEARNER II
Continuation of SPED 3343, methods of using remedial techniques for mild/moderate disabled learners. This course also focuses on problems of instruction, classroom organization, and curriculum development for students with mild/moderate disabilities. Teacher education candidates will examine methods and techniques for teaching P-12 students with mild/moderate disabilities who have deficiencies in content areas, written and oral expression, and social skills. Prerequisite: SPED 3343 Remediation of Content for the Mild and Moderate Disabled Learner I.

SPED 4303 (3CR)
GUIDANCE AND BEHAVIORAL MANAGEMENT OF EXCEPTIONAL CHILDREN
This course is a study of the principles and practices involved in the guidance of exceptional children as well as an introduction of techniques and learning theories appropriate for managing behavioral problems of exceptional children. Prerequisite: SPED 3143 Survey of Exceptional Children.

SPED 4312 (2CR)
EDUCATIONAL ASSESSMENT OF THE EXCEPTIONAL CHILD
This course is designed to teach assessment skills to the prospective special education teacher candidates. Special attention is given to administration and interpretation of diagnostic educational tests and the use of test data in planning and developing individual education programs (IEP’s) for learners with exceptional education needs.

SPED 4313 (3CR)
METHODS OF TEACHING LEARNERS WITH MILD AND MODERATE DISABILITIES
An analysis of the methods and materials used in teaching learners with mild and moderate disabilities. Opportunities are provided to construct teacher made materials and learning centers and instruction in planning and developing Individualized Education Programs (IEP’s) is given. This course is also designed to equip teacher candidates with knowledge of organizational patterns of curriculum design and modifications in language arts, social studies, mathematics, science, health and safety education and the instructional techniques and materials used in teaching learners with mild and moderate disabilities.

SPED 4323 (3CR)
COGNITIVE PROGRAMMING FOR EXCEPTIONAL CHILDREN
This course is designed to prepare teacher candidates who can adopt individual educational programs to the cognitive style(s) of the exceptional children.

LIBERAL EDUCATION

Mission:
The mission of the Liberal Education program is to provide excellent post-secondary education for individuals seeking knowledge, skills, and dispositions that will enhance the human condition and promote a world that is peaceful, intellectual and technologically advanced.

Vision:
The Liberal Education program will continue to prepare citizens with a strong liberal arts background, able to make ethical and unprincipled judgments, and make professional decisions which will help them achieve their potential as persons and as
Goals and Objectives
The Liberal Education program seeks to achieve the stated mission by providing students with academic and experiential opportunities in course work and university experiences that ensure Langston University graduates possess

1. Knowledge on the development of academic communication and writing skills;
2. Knowledge in summarizing current understanding and background information a research topic;
3. Knowledge of critical thinking, research for addressing problems in the post-modern world, means for creating real-life problem-solving research of interest.

Specific objectives of the program are enhancements in the following areas: critical thinking, citizenship, oral and written communication skills, moral and ethical values, and cultural appreciation and diversity.

Description of the Program:
The Bachelor of Arts in Liberal Education (BALE) program is designed to serve urban adults who have completed two years of work at a junior/community college in a specialized occupational field or students who have completed General Education requirements at a four-year college or university. These students will be provided opportunities to study upper-level social studies, humanities, and natural sciences, culminating in personal growth and enrichment and in the Bachelor of Arts degree.

Emphasis is placed on the development of academic communication, writing skills, and methods use to write about research. Students will learn to summarize and state the purpose of work in form of research, problem supported hypothesis or a set of questions, explaining methodological approach and outcomes the research paper. Foundation skills related to research such as, terminology, ethical principles, difference between qualitative and quantitative, and mix methodologies, review of literature and analysis of published research Emphasizes critical thinking and research for addressing problems in the post-modern world and creating real-life problem-solving research in interest of.

The BALE approach is liberal in thrust in that it allows for students to engage in a broad spectrum of academic areas. Students are required to complete two colloquia and a Capstone Seminar.

<table>
<thead>
<tr>
<th>I. Degree: Bachelor of Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Major: General Education (BALE-Bachelor of Arts in Liberal Education)</td>
</tr>
<tr>
<td>A. General Education: 41 – 49 hours</td>
</tr>
<tr>
<td>B. Required Courses: 36 hours</td>
</tr>
<tr>
<td><strong>Three pathways to degree completion (36)</strong></td>
</tr>
<tr>
<td>1. Six hours in six academic areas – 36 hours must be at the 3000 or 4000 level; or</td>
</tr>
<tr>
<td>2. 18 hours in one academic concentration and 18 hours in a second academic area – 36 hours must be at the 3000 or 4000 level; or</td>
</tr>
<tr>
<td>3. 24 hours in one academic concentration and 12 hours in a second academic concentration – 36 hours must be at the 3000 or 4000 level;</td>
</tr>
<tr>
<td>C. Must have 45 hours collectively in upper division courses (3000 – 4000) level to qualify for graduation;</td>
</tr>
<tr>
<td>D. Electives to complete 120-hour requirement for graduation, including a minimum of 45 upperdivision hours.</td>
</tr>
</tbody>
</table>

Liberal Education Plan of Study

**Section A: Required Core Courses – 32-34 Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 1111</td>
<td>Personal &amp; Social Development</td>
</tr>
<tr>
<td>CS 1103</td>
<td>Introduction to Inform Process</td>
</tr>
<tr>
<td>EG 1113</td>
<td>English Composition I</td>
</tr>
<tr>
<td>MT 1513</td>
<td>College Algebra or Contemporary Math</td>
</tr>
<tr>
<td>MT 1413</td>
<td>Natural Science Biology or NB 1113</td>
</tr>
<tr>
<td>NB 1114</td>
<td>Natural Science Biology w/Lab</td>
</tr>
<tr>
<td>HT 1483</td>
<td>U S History, 1492-1865 or HT 1493</td>
</tr>
<tr>
<td>HT 1493</td>
<td>U S History, 1865 to Present</td>
</tr>
<tr>
<td>EG 1213</td>
<td>English Composition II</td>
</tr>
<tr>
<td>PS 1113</td>
<td>U S Government</td>
</tr>
<tr>
<td>NP 1113</td>
<td>Natural Science Physical w/Lab</td>
</tr>
<tr>
<td>MT 2013</td>
<td>Elementary Statistics or MT 2603</td>
</tr>
<tr>
<td>EG 2033</td>
<td>Advanced Composition or EG 2053</td>
</tr>
</tbody>
</table>

**Section B: 9 – 15 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 2203</td>
<td>Economics for General Education</td>
</tr>
<tr>
<td>EG 2543</td>
<td>Survey of English Literature I</td>
</tr>
<tr>
<td>EG 2653</td>
<td>Survey of English Literature II</td>
</tr>
<tr>
<td>EG 3013</td>
<td>Survey of American Literature I</td>
</tr>
<tr>
<td>EG 3023</td>
<td>Survey of American Literature II</td>
</tr>
<tr>
<td>FCS 2123</td>
<td>Introduction to Nutrition</td>
</tr>
<tr>
<td>HU 2103</td>
<td>Survey of Western Humanities I</td>
</tr>
<tr>
<td>HU 2203</td>
<td>Survey of Western Humanities II</td>
</tr>
<tr>
<td>PY 1113</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>SP 2713</td>
<td>Introduction Speech</td>
</tr>
<tr>
<td>SP 3133</td>
<td>Oral Interpretation</td>
</tr>
</tbody>
</table>

**Section C: 34 Credit Hours of General Electives**

**Section D: 36 Hours (six credit hours in six academic areas; OR 18 hours in one academic concentration and 18 hours in a second academic concentration; OR 24 hours in one academic concentration and 12 hours in a second academic concentration). All 36 hours must be at the 3000 or 4000 level.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BALE 4003</td>
<td>Colloquium I</td>
</tr>
<tr>
<td>BALE 4043</td>
<td>Colloquium II</td>
</tr>
<tr>
<td>BALE 4233</td>
<td>Capstone Seminar</td>
</tr>
</tbody>
</table>

| Degree Total | 120 |

*All Area I – 6 and BALE courses’ grades must be a “C” or better to be accepted. (Other science is acceptable. Must be biological and physical and one must have a lab) |

COURSES – LIBERAL EDUCATION

**ED 4003 (3CR)**

**BALE INDEPENDENT STUDY**

Independent Research on an agreed topic. This independent study course will require the permission of the instructor to enroll.

**ED 4012 (2CR)**

**BALE COLLOQUIUM A**

Special projects in writing; emphasis on grammar and mechanics of composition.
ED 4022 (2CR)
BALE COLLOQUIUM B
Application of research principles and communication skills through selected projects in speech; public address, discussion interpersonal communication, etc.

ED 4032 (2CR)
BALE COLLOQUIUM C
Selected contemporary problems and issues in American society; in-depth study and discussion of the American economy, urban problems, ethnic pluralism, energy, gerontology, sexism, religion, politics, criminal justice, health, death and dying, etc.

ED 4042 (2CR)
BALE COLLOQUIUM D
Emphasizes international cultures, education, economics, geography, law and politics; international relations, third world problems, etc.

ED 4033 (3CR)
BALE COLLOQUIUM I
INTRODUCTION TO ACADEMIC WRITING
This is the first course in a sequence of three focusing on the development of academic communication and writing skills. Written assignments emphasize argumentation and persuasion, advance rhetorical strategies, analysis/synthesis, and critical thinking.
Rationale: Content in this introductory course leads the reader from a general subject area to a particular topic of inquiry. In the course, students will establish the scope, context, and significance of research by summarizing current understanding and background information about a topic. Students will learn to state the purpose of the working the form of the research problem supported by a hypothesis or z set of questions, explaining briefly the methodological approach used to examine the research problem, highlighting the potential outcomes your study can reveal, and outlining the remaining structure and organization of the paper.

ED 4043 (3CR)
BALE COLLOQUIUM II
INTRODUCTION TO RESEARCH
This is the second course, in a sequence of three, focusing on methods used to write about research. The purpose of this course is to teach the scope, context, and significance of research, by learning strategies to summarize current understanding and background information related to various topics. Students will apply the skills learned in ED 4033 to write about research.
Rationale: Content in the course will help students to achieve foundational skills related to research such as, understanding research terminology, developing an awareness of ethical principles and challenges, understanding the difference between quantitative, qualitative, and mixed methodologies, developing a review of literature and analysis of published research.

ED 4233 (3CR)
CAPSTONE SEMINAR
This is the third and final course in the sequence. This course engages the student in advancing the line of scientific inquiry to formulating solutions to the critical issue investigated. Using evidence, students will develop a theoretical plan of action for addressing the problem(s) associated with the topic of interest.
Rationale: Content in the course emphasizes critical thinking and research for addressing problems in the post-modern world. The course expands the student’s in-depth research topic that was approved and presented in Colloquium I and Colloquium II to propose a solution to the problem(s). Students assume the role of the agent for change and must include the fundamental principles for being the change agent into the proposal development process. This course offers students the mean for reacting real-life problem-solving in their comprehensively researched area of interest.

COURSES – CULTURE OF MEDIA AND INFORMATION

HU 3103 (3CR)
CULTURE, MEDIA, AND IDENTITIES
This course provides an assessment of selected topics in the area of humanities. Topics may vary from one period of instruction to the next in response to needs and interests of students. The course may be repeated for credit as new topics are offered.

ED 4413 (3CR)
MODES OF CULTURAL ANALYSIS
This course introduces methods and approaches that are used in examining some themes and issues within cultural studies. Students read a range of texts and discuss them in detail. The course builds from the idea that observation and reflection are essential components of cultural analysis. Historical and contemporary points of view interpret cultural phenomena; project work focuses attention on the specific elements of critique.

HU 3203 (3CR)
ISSUES IN NETWORKING INFORMATION
This course provides an assessment of selected topics in the area of humanities. Topics may vary from one period of instruction to the next in response to needs and interests of students. The course may be repeated for credit as new topics are offered.

EG 4203 (3CR)
READINGS IN MASS CULTURE

COURSES – CULTURE OF URBAN ENVIRONMENTS

SO 3173 (3CR)
SOCIOLOGY OF COMMUNITY
An introduction to sociological theory and research on community life, both rural and urban. The emergence and transformation of communities will be examined through anthropological, ecological, economic, historical, and political analytic frameworks. Prerequisite: SO 1113.

US 4033 (3CR)
CITIES: IMPRESSIONS AND PERSPECTIVES
This course looks at how cities are connected to one another and how those connections affect problems and potentials in various locales. The health of cities is addressed as well as the status of their continuing effort to advance community stewardship of embedded resources. Those resources include technologies, processes of governance, social networks, and human knowledge. How to interpret the culture of urban environments is a fundamental part of this course.

ED 4423 (3CR)
DIGITAL CITIES AND THE INTERNET
This course looks at urban cultural phenomena from the view of information technology and provides an education in new media and virtual community. The course assumes the imagined city will confer new insights on the real city. Organized as a series of debates about urbanism in the future, the course explores the role of media in providing geographically dispersed urban
communities access to virtual knowledge and confirmation of their capacity for collective action.

**US 4043 (3CR)**
**CULTURE, CONFLICT, AND THE CITY**
This course looks at the city as a physical object continuously subject to social, economic, political, and cultural forces. The course also looks at the city as an ideal in process. Complex activities that make up the cultures of an urban locale are studied in detail; focus is placed on the diverse relations between culture and the contemporary city. Basic premise of the course is that urban activities are never in unison although they do have correspondence.

**COURSES – CULTURE OF PROFESSIONS IN SOCIETY**

**SP 3203 (3CR)**
**LANGUAGE, LITERACY, AND CULTURE**
This course examines contexts in which discourse, the meaningful exchange of ideas, influences ways in which social structuring, cultural assumptions, and language use are taken into account in both private and public speech. Content and delivery are predominant factors in speech encounters. Speech is introduced to the study of interactions that result from discourse in such areas as the professions, social service agencies, government service, the military, and private-sector organizations.

**ED 4433 (3CR)**
**PROFESSIONALS: AGENTS FOR CHANGE**
This course addresses discursive practices used in professional settings to inform or persuade. Students will explore how professionals use cultural language in their everyday work and in their production of transformative speech. They will critique public and private speech that responds to social situations, communicates social identities, or expresses leadership behaviors. We study professionals’ approach to speech performance and their evaluation of the cultural practices they willingly appropriate in their speech.

**SO 4173 (3CR)**
**SOCIOLOGY OF PROFESSIONS**
A study of profession as a dominant influence shaping the world of work. Examines development and licensing of a profession, jurisdictional disputes, socialization, internal control, client choice, evaluation of individual practitioner, and the problem of public trust. Prerequisite: SO 1113.

**EG 4213 (3CR)**
**LITERATURE, VALUES, AND SOCIAL RESPONSIBILITY**
This course assigns value to literary texts on the premise that they occupy a place of esteem in various cultures. The course examines how values survive in the language and literature of particular peoples and how such values form part of their social identity. Focus is placed on the application of culturally based literatures to problems found in the spheres of politics, economics, social critique, and education.

**COURSES – CULTURE OF DISCOVERY AND INNOVATION**

**ED 4443 (3CR)**
**THE GLOBAL CYBER-CULTURES**
This course connects innovation and virtual reality in raising pertinent questions about social interaction in cyberspace, the essence of technocratic thinking, and benefits equated with digital cultures. The course also takes a balanced look at how cyberspace magnifies inequalities in identity and conflicts in social control. Students are tutored in how to make sense of an almost unlimited range of options about digital cultures and virtual communities.

**GE 4223 (3CR)**
**THE INFORMATION CITY**
This course investigates the use of artificial intelligence to project the use of urban space for purposes that range from manufacturing to technological innovation to education to attack on social problems. Spatial reasoning has defined the contours of academic geography as a major contributor to discourse on transforming informational space. The course is a vital element in the study of the causes and effects of innovation.

**SP 4213 (3CR)**
**EPISODES OF INNOVATIVE BEHAVIOR**
This course is organized as an introduction to the theory of expertise and has roots in studies of the social dimensions of cognition, science, and technology. The communicative content of discovery is relevant to the simulation of expertise and the culture of practicing technologists; the course appraises links between real and imagined expertise. Speech used in artificial intelligence circles is related to the riddle of cognition and the use of how isolated musings may be converted to patterns of integrated thinking.

**GE 4233 (3CR)**
**GEOGRAPHY OF THE INFORMATION ECONOMY**
This course provides a geographic perspective on current developments in the information economy, using empirical analysis to conceptualize and investigate the spatial development of industries whose product or service is information-based. The course also looks at social and economic change that flows from the information economy. Networked connections are implicit in productive processes that generate spatial relationships.

**ED 4456 (3CR)**
**COMMUNICATION AND COMMUNITY: CAPSTONE ANALYSIS OF THEORY**
In this course, students will be introduced to field research and its various techniques that are used when conducting research relevant to resolving community-based issues, problems or concerns about education, health, professional ethics, security, civic responsibility, etc. Students will select an approved topic upon which to conduct research and will write a research paper on the topic chosen which will be used in ED 4466. This project must be taken and completed before students can take ED 4466 – Neighborhoods and Oral Narratives.

**ED 4466 (3CR)**
**NEIGHBORHOODS AND ORAL NARRATIVES: CAPSTONE ANALYSIS OF CULTURAL PRAXIS**
Assessment of cultural goods, practices, and institutions is the theme of this course. Students are expected to undertake a project that will add to knowledge of the effects of cultural phenomena in society. Students are also expected to demonstrate competence in content areas covered by previous courses and projects. The project plan becomes the dossier of learning and the basis for assessment of project outcomes.

**PSYCHOLOGY**

**Mission:**
The mission of the Psychology program is to prepare students for entry level positions in the profession and graduate and professional school studies.
Vision:
The Department of Psychology is committed to the provision of a sound foundation for scholarly pursuits and enhancement of knowledge and skills for professional advancement.

Goals and Objectives:
The goals and objectives of the Psychology program are to
1. Assist students in acquiring a measure of knowledge based upon psychological principles and statistical methods which will prepare them for careers in research, statistics, testing, biological or social sciences, and clinical options;
2. Equip students with clinical skills that are often prerequisites for counseling, community mental health programs and graduate school requirements in various fields of psychology;
3. Enable students to develop critical thinking skills, comparative analysis, and competence in oral, written, and interpersonal communication;
4. Offer courses that meet the needs of students in other related disciplines;
5. Cultivate an interest in scholarship and research.

Program Description:
The program has an urban thrust which prepares students to cope and adjust to urban conditions. Students must understand that almost all vocational opportunities require post-graduate degrees.

Requirements and Information:
I. Degree: Bachelor of Arts
II. Major: Psychology
   A. General Education: 41 hours
   B. Required Courses: 45 upper division hours (above PY 1113)
      PY 3023 Cognitive Psychology
      *PY 3033 Adolescent Behavior and Development
      PY 3113 Psychology of Aging
      PY 3203 Personality
      PY 3213 Physiological Psychology
      PY 3223 Psychological Testing
      PY 3323 Psychological Statistics
      PY 3313 Developmental Psychology
      PY 4003 Seminar in Psychology
      PY 4013 Abnormal Psychology
      PY 4103 Experimental Psychology
      PY 4203 Psychology of Learning
      PY 4113 History of Psychology
      *PY 4213 Theories and Techniques of Counseling
      *PY 4123 Classic Studies in Psychology
      PY 4133 Social Psychology
      *PY 4233 Industrial & Organizational Psychology
   C. Additional Requirements: Electives to complete 124 hours required for graduation.

*Electives

Psychology Plan of Study

FIRST YEAR

Freshman First Semester
EG 1113 English Composition I 3
HT 1483 U S History 1492 – 1865 3
MT 1513 College Algebra or
PY 1113 Introduction to Psychology 3
PY 1113 Personal & Social Development 1
Total 17

Freshman Second Semester
EG 1213 English composition II 3
PS 1113 U S Government 3
SO 1113 Introduction to Sociology 3
CS 1103 Intro to Information Processing 3
MT 2013 Elementary Statistics or
MT 2603 Finite Mathematics 3
Total 15

SECOND YEAR

Sophomore First Semester
EG 2033 Advanced Composition 3
SN 1113 Elementary Spanish I or
FL 1113 Elementary French I 3
SP 2713 Introduction to Speech 3
HU 2103 Survey of Western Humanities I 3
NP 1113 Natural Science Physical w/Lab 3
Total 15

Sophomore Second Semester
HT 3103 African American Heritage 3
PH 2113 Philosophy of Contemporary Life 3
Electives 6
FCS 2123 Introduction to Nutrition 3
Total 15

THIRD YEAR

Junior First Semester
PY 3213 Physiological Psychology 3
PY 3313 Developmental Psychology 3
PY 3323 Psychological Statistics 3
*PY 3033 Adolescent Behavior & Development 3
Elective 3
Total 15

Junior Second Semester
PY 3023 Cognitive Psychology 3
PY 3203 Personality 3
PY 3113 Psychology of Aging 3
PY 3223 Psychological Testing 3
Elective 3
Total 15

FOURTH YEAR

Senior First Semester
PY 4203 Psychology of Learning 3
PY 4013 Abnormal Psychology 3
PY 4133 Social Psychology 3
*PY 4123 Classic Studies in Psychology 3
PY 4223 Senior Practicum 3
Total 15

Senior Second Semester
PY 4103 Experimental Psychology 3
PY 4113 History of Psychology 3
PY 4213 Theories & Techniques of Counseling 3
*PY 4233 Industrial/Organizational Psychology 3
PY 4003 Seminar in Psychology 3
Total 15

*Optional Psychology Electives
COURSES – PSYCHOLOGY (PY)

PY 1011 (1CR)
PERSONAL AND SOCIAL DEVELOPMENT
This course, required of all freshmen, is designed to provide exposure to the many facets of college life so that personal and social development will be facilitated, and intellectual development will be enhanced.

PY 1113 (3CR)
INTRODUCTION TO PSYCHOLOGY
This is a basic course dealing with the origin and development of human behavior. Consideration will be given to the several schools of psychological thought.

PY 3023 (3CR)
COGNITIVE PSYCHOLOGY
The course covers the broad spectrum of the acquisition, storage, transformation, and use of knowledge. Specific topics studied include perception, learning, problem solving, language, decision making, reasoning, and the memory system. Prerequisite: PY 3313, PY 1113.

PY 3033 (3CR)
ADOLESCENT BEHAVIOR AND DEVELOPMENT
Students will acquire an understanding of psychological implications of the growth and development of adolescents. Prerequisites: PY 1113, PY 3313.

PY 3113 (3CR)
PSYCHOLOGY OF AGING
The purpose of the course is to explore the psychological, social, intellectual, emotional, and occupational problems that affect aging. Consideration is given to physical, sensory, motor, and cognitive changes which are experienced in late adulthood. Prerequisites: PY 3313, PY 1113

PY 3203 (3CR)
PERSONALITY
This course is designed to study the methods and concepts which can be used in studying personality. Consideration is given to various theories as well as the experimental and clinical findings on personality. Prerequisites: PY 1113, PY 3313.

PY 3213 (3CR)
PHYSIOLOGICAL PSYCHOLOGY
The thrust of this course is the study of the biological systems and processes that underlie behavior and experience with an emphasis on neural mechanism. Prerequisites: PY 1113, PY 3313, NB 1114.

PY 3223 (3CR)
PSYCHOLOGICAL TESTING
In this course students will understand the concepts involved in psychological testing. Emphasis is on the scientific approach to validation, interpretation and construction of standardized tests. Special attention is given to the review of psychological tests. Prerequisites: PY 1113, 3313.

PY 3313 (3CR)
DEVELOPMENTAL PSYCHOLOGY
The course focuses on principles of understanding and guiding the development of infants into mature members of society. Significant aspects of life from conception to death are emphasized. Prerequisites: PY 1113.

PY 3323 (3CR)
PSYCHOLOGICAL STATISTICS
Students are introduced to the techniques appropriate for the treatment of psychological and educational data. Included are frequency distributions, percentiles, measures of central tendency and variability, the t-test, analysis of variance, and some applications of sampling theory. Prerequisites: MT 2013 or 2603; PY1113, PY 3313.

PY 4003 (3CR)
SEMINAR IN PSYCHOLOGY
Students will re-visit selected topics in psychology, focusing on critical issues in contemporary social and clinical concerns. Prerequisite: Senior standing.

PY 4013 (3CR)
ABNORMAL PSYCHOLOGY
In this course students will examine the symptoms and therapies of mental deficiencies, behavior disorders and other abnormal conditions. Prerequisite: PY 3213, PY 1113, PY 3203, PY 3313.

PY 4103 (CR)
EXPERIMENTAL PSYCHOLOGY
The purpose of the course is to develop an understanding of the experimental method as it applies to psychology. A study of research techniques and experimental design will acquaint the student with a rich background in the field of psychology. Prerequisite: MT 2013 or MT 2603, PY 3323

PY 4113 (3CR)
HISTORY OF PSYCHOLOGY
This course traces the development of the science of human behavior and mental processes from the time of the classical Greek philosophers through the laboratories of nineteenth century Europe. Prerequisite: Senior standing.

PY 4123 (3CR)
CLASSIC STUDIES IN PSYCHOLOGY
Students will have the opportunity to examine in detail important research studies that have had a profound effect on the field of psychology. Research studies come from experimental psychology, physiological psychology, cognitive psychology, behaviorism, and learning, among others. Prerequisite: Senior standing.

PY 4133 (3CR)
SOCIAL PSYCHOLOGY
In this course students will examine the impact of social and cultural forces upon individual cognition and behavior. There is an emphasis on perception, motivation and learning, group processes, and social stimulus situations. Prerequisite: PY 1113, PY 3313 and instructor’s permission.

PY 4203 (3CR)
PSYCHOLOGY OF LEARNING
Students are exposed to the basic issues of learning: reinforcement, extinction, motivation, punishment, attention, transfer of learning and forgetting. The various learning theories and their contributions to the psychology of learning are examined. Prerequisite: PY 3023

PY 4213 (3CR)
THEORIES AND TECHNIQUES OF COUNSELING
This course provides an insight into the field of counseling and clinical psychology. Students are introduced to the history, description and duties of professional areas. The training, skills, and ethical standards required of counselors and clinical psychologists are given attention. The course also reviews the
major specialty areas and the professionals’ theoretical and methodological orientations. Prerequisites: PY 1113, PY 4013, PY 3203, PY 3313 and instructor’s permission.

PY 4223 (3CR)
SENIOR PRACTICUM
The purpose of this course is to give the student practical experiences in working with a trained psychologist and observing behavioral problems of individuals in an urban or rural setting. Prerequisite: Must have completed a minimum of 90 credit hours and permission of instructor.

PY 4233 (3CR)
INDUSTRIAL AND ORGANIZATION PSYCHOLOGY
Students are introduced to principles, methods, and issues in industrial and organizational settings. Personnel selection, placement, evaluation, and productivity are considered. The course also covers personnel training and development, motivation, professional ethics, human engineering, worker efficiency, and job satisfaction. Prerequisite: PY 4013 and Instructor’s permission.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Mission:
The mission of the Department of Health, Physical Education, and Recreation is to enhance the health and well-being of society through the discovery, communication, and application of knowledge in physical activity. As an academic unit focusing on a multidisciplinary study of health, nutrition and human movement, the department promotes the acquisition of motor skills which enhance successful participation in perpetual physical and recreational pursuits. We aim to inspire a passion for lifelong learning and endeavor to indoctrinate our students to become leaders and valued members of society.

Vision:
Our vision is to be acclaimed for excellence in pedagogical instruction, innovative research, and the production of highly prepared graduates.

Goals/Objectives
1. To prepare persons who, as teachers of health and physical education, will have a sound background in principles and practices of the field;
2. To emphasize to the prospective teacher the importance of realizing that teaching is a profession and thereby warrants professional preparation;
3. To make available such courses and experiences as will enable the student to work in the fields of physical education and health instruction, athletic instruction, and recreational activities;
4. To promote the acquisition of specific motor skills which enhance successful participation in lifelong physical and recreational pursuits.

Description of the Program:
The curriculum of the Department of Health, Physical Education, and Recreation is designed to meet and exceed the general requirements of the university and to prepare students for their professional field of choice. There are two-degree options offered in Health, Physical Education, and Recreation: the Bachelor of Science in Education with teacher certification requirements and the Bachelor of Science degree in Health, Physical Education, and Recreation with an emphasis in Wellness.

Requirements and Information:

I. Degree: Bachelor of Science
II. Major: Health, Physical Education, and Recreation (with emphasis in Wellness)
   A. General Education: 52 hours
   B. Required Courses: 46 hours
      HD 2223 Community & School Health
      HD 2603 Personal Health
      HD 2602 First Aid and Safety
      PE 2112 Introduction to Physical Education and Recreation
      PE 3113 Care and Prevention of Athletic Injuries
      PE 3153 Leisure/Lifetime Recreation
      PE 3152 Sports Fundamentals I
      PE 3162 Sports Fundamentals II
      PE 3172 Folk Dancing
      PE 4001 Seminar in Recreation
      PE 4122 Recreation Mgmt. & Program Planning
      PE 4033 Urban Recreation
      PE 4993 Recreation Internship
      PE 3142 Coaching Theory & Practices
      PE 4133 Applied Anatomy
      PE 4152 Sports Officiating
      PE 4163 Tests and Measurements in Physical Education
      PE 4033 Recreation for Special Populations
      PE 4182 Camp Leadership
   C. Additional Requirements: Electives to complete 124 hours required for graduation, including a minimum of 45 hours of upper division courses. Electives supplement recreation venues selected by the students.

Health, Physical Education and Recreation (Wellness)
Plan of Study

FIRST YEAR

Freshman First Semester
EG 1113 English Composition I 3
HT 1483 U S History 1492 – 1865 3
CS 1103 Intro to Information Processing 3
NB 1114 Natural Science Biology I w/Lab 4
SP 2713 Introduction to Speech 3
PY 1113 Personal & Social Development 1
Total 17

Freshman Second Semester
EG 1213 English Composition II 3
PS 1113 U S Government 3
NP 1113 Natural Science Physical w/Lab 3
PY 1113 Introduction to Psychology 3
MT 1513 College Algebra or 3
MT 1413 Contemporary Mathematics 3
PE 4001 Seminar in Recreation 1
Total 16

SECOND YEAR

Sophomore First Semester
EG 2033 Advanced Composition 3
MT 2013 Elementary Statistic or 3
MT 2603 Finite Math 3
PE 3152 Sports Fundamentals I 2
PE 2112 Introduction to Physical Education 2
HD 2602 First Aid 2
HD 2603 Personal Health 3
Total 15
### Sophomore Second Semester

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<thead>
<tr>
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<tbody>
<tr>
<td>HU 2103</td>
<td>Survey of Western Humanities I</td>
<td>3</td>
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<tr>
<td>PE 3153</td>
<td>Leisure/Lifetime Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PE 4133</td>
<td>Applied anatomy</td>
<td>3</td>
</tr>
<tr>
<td>HD 2223</td>
<td>Community and School Health</td>
<td>3</td>
</tr>
<tr>
<td>PE 3162</td>
<td>Sport Fundamentals II</td>
<td>2</td>
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<td>PE 3172</td>
<td>Folk Dance</td>
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### Third Year

#### Junior First Semester

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<tr>
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<td>Sports Officiating</td>
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<tr>
<td>PE 4122</td>
<td>Recreation Management</td>
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<tr>
<td>PY 3313</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td>FCS 2123</td>
<td>Introduction to Nutrition</td>
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#### Junior Second Semester

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<tr>
<td>ED 3153</td>
<td>Introduction to Sociology</td>
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<tr>
<td>PE 3142</td>
<td>Coaching Theory and Practice</td>
<td>2</td>
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<tr>
<td>PE 3113</td>
<td>Care &amp; Prevention Athletic Injuries</td>
<td>3</td>
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<tr>
<td>PE 4003</td>
<td>Urban Recreation</td>
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### Fourth Year

#### Senior First Semester

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<tr>
<td>PE 4163</td>
<td>Test &amp; Measurements</td>
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<tr>
<td>PE 4993</td>
<td>Research Internship</td>
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<td>PE 4182</td>
<td>Camp Leadership</td>
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#### Senior Second Semester

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<tr>
<td>PE 4223</td>
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### HPED – TEACHER EDUCATION (ON MORATORIUM)

I. Degree: Bachelor of Science  
II. Major: Health, Physical Education, and Recreation (Teacher Education)  
A. General Education Courses for Teacher Education  
B. Required Courses: 44 hours  
   - PE 2112 Introduction to Physical Education  
   - PE 3123 Physical Education for the Secondary Schools (Prerequisite: PE 3152, PE 3162, and a Health Class)  
   - PE 4123 Physical Education for Elementary Schools  
   - PE 3152 Sports Fundamental I  
   - PE 3162 Sports Fundamental II (Prerequisite: PE 3152)  
   - PE 4163 Tests and Measurements in Physical Education (Prerequisite: MT 2013/2603)  
   - PE 4143 Physiology of Exercise (Prerequisite: PE 4133)  
   - PE 4013 Kinesiology (Prerequisite: PE 4133)  
   - PE 4133 Applied Anatomy  
   - PE 3113 Care of Athletic Injuries (Prerequisite: PE 4133)  
   - PE 4173 Adapted Physical Education  
   - PE 3171 Supervision in Physical Education  
   - PE 4152 Sports Officiating  
   - HD 2603 Personal Health  
   - HD 2602 First Aid and Safety  
   - HD 2223 Community and School Health  
C. Additional Requirements: Professional Education, 36 hours  
D. Electives to complete 124 hours required for graduation, including minimum of 45 hours of upper division courses.  
NOTE: PE 3113 (Folk Dancing), and PE 4133 (Camp Leadership) are strongly recommended.  
A foreign language competency at the novice-high level is requirement for all Teacher Education programs.

### Health, Physical Education (Teaching Education) (On Moratorium)

#### HPED Plan of Study

### First Year

#### Freshman First Semester

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>EG 1113</td>
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<td>U S History 1492 – 1865 or</td>
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<tr>
<td>HT 1493</td>
<td>U S History 1865 – present</td>
<td>3</td>
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<tr>
<td>CS 1103</td>
<td>Intro to Information Processing</td>
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<td>NB 1114</td>
<td>Natural Science Biology I w/Lab</td>
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<tr>
<td>SPED 2713</td>
<td>Introduction to Speech</td>
<td>3</td>
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<tr>
<td>PY 1111</td>
<td>Personal &amp; Social Development</td>
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#### Freshman Second Semester

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<tr>
<td>PS 1113</td>
<td>U S Government</td>
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<tr>
<td>NP 1113</td>
<td>Natural Science Physical w/Lab</td>
<td>3</td>
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<tr>
<td>PY 1113</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<tr>
<td>MT 1513</td>
<td>College Algebra</td>
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<tr>
<td>PE 3171</td>
<td>Supervision in Physical Education (FE)</td>
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### Second Year

#### Sophomore First Semester

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<tr>
<td>ED 2213</td>
<td>*Introduction to Education (FE)</td>
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<tr>
<td>EG 2033</td>
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<tr>
<td>HD 2602</td>
<td>First Aid and Safety</td>
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<td>HD 2603</td>
<td>Personal Health</td>
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<td>MT 2013</td>
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<td>MT 2603</td>
<td>Finite Math</td>
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<tr>
<td>PE 2112</td>
<td>Intro to Physical Education &amp; Recreation</td>
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<tr>
<td>PE 3152</td>
<td>Sports Fundamentals I</td>
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*Must pass OGET Test to be admitted to Teacher Education Program in Advance*
THIRD YEAR

Junior First Semester
PE 4013  Kinesiology (Prerequisite: PE 4133)  3
PE 4123  Physical Education for Elementary Schools  3
PE 4152  Sports Officiating  2
PY 3313  Developmental Psychology  3
SN 1113  *Elementary Spanish I  3
ED 4001  *Education Seminar-Test Taking Skills (OSAT/OPTE)  1
Total 15

Junior Second Semester
ED 3232  *Measurement, Assessment & Evaluation  2
PE 3113  Care Athletic Injuries (Prerequisite: PE 4133)  3
PE 3123  Physical Education for Secondary Schools (Prerequisite: PE 3152, PE 3162 and a Health Course)  3
PE 4143  Physiology of Exercise (Prerequisite: PE 4133)  3
PE 4173  Adapted Physical Education  3
Total 14

(Must pass OSAT Test to be admitted to Advance)

FOURTH YEAR

Senior First Semester
ED 4212  *Educational Technology  2
ED 4222  *Educational Psychology (FE)  2
ED 4242  *Classroom Management (FE)  2
PE 4163  Test & Measurement in Physical Education (Prerequisite: MT 2013/2603)  5
Electives  5
Total 16

Senior Second Semester
ED 4002  Education Seminar  2
ED 4270  Clinical Practice and (Elementary/Secondary)  10
Total 12

Total Required Hours is 124

*Indicate courses with Special Instructions

COURSES – HEALTH, PHYSICAL EDUCATION AND RECREATION (PE)

PE 2112 (2CR)  INTRODUCTION TO PHYSICAL EDUCATION AND RECREATION
The course is the preliminary orientation course covering the historical and philosophical perspective on the teaching of physical education and recreation as a profession.

PE 3113* (3CR)  CARE OF ATHLETIC INJURIES
Course designed to educate students in the principles and procedures of soft tissue evaluation of all major anatomic sites. In addition, it includes skill development in special tests for assessing musculoskeletal trauma, lecture and demonstration of emergency procedures as well as general strapping and bandaging, practice in palpation, and other evaluative techniques. Prerequisite: PE 4133

PE 3123* (3CR)  PHYSICAL EDUCATION FOR SECONDARY SCHOOLS
This course will focus on accepted theories and philosophies of ninth through twelfth grade physical education. Special emphasis is given to theories of individual and team sports, the curriculum, the role of the teacher, and the needs of the students in the Physical Education setting 9-12.

*Prerequisite: PE 4123, Physical Education for Elementary Schools.

PE 3142 (2CR)  COACHING THEORY AND PRACTICE
A study of the many theoretical and psychological aspects pertaining to coaching, and competitive athletics, including motivation, player-coach relationships, team selection, team morale, and strategy. Emphasis will be placed on underlying sociological determinants of environment as contributing factors in competition.

PE 3152 (2CR)  SPORTS FUNDAMENTALS I
This class will provide the methods, procedures, and techniques used in teaching fundamental motor skills in recreational games and sports.

PE 3153 (3CR)  LEISURE/LIFETIME RECREATION
Study of historical development of leisure, attitudes taken toward it, and theories as to its cause. The class will also provide an opportunity to develop a personal philosophy of leisure and recreation and an understanding of professional preparation.

PE 3162* (2CR)  SPORTS FUNDAMENTALS II
This class will provide the methods, procedures, and techniques used in teaching fundamental motor skills in recreational games and sports. *Prerequisite: PE 3162, Sports Fundamentals I

PE 3171 (1CR)  SUPERVISION IN PHYSICAL EDUCATION
This course is designed to familiarize the potential teacher, leader, and coach with the traits and characteristics of school age children. In addition, students are required to complete practicum experiences, lesson plans, and behavior modification strategies.
PE 3172 (2CR)
FOLK DANCING
This course will explore the history of the multicultural aspects of worldly and culturally rhythmic dances. Basic steps and teaching techniques are emphasized as they are used in native folk dances.

PE 4001 (1CR)
SEMINAR IN RECREATION
This course is designed for individuals expressing an interest in recreation. It covers various dimensions of the discipline and explores diverse career options.

PE 4013 (3CR)
KINESIOLOGY
A study to help students systematically analyze the biochemical principles of human motion and the structures of the human body. The laws of mechanics and tissue biomechanics concepts are applied to sport, dance, daily living activities, physical training and injury etiology and prevention. Prerequisite: PE 4133, Applied Anatomy

PE 4033 (3CR)
URBAN RECREATION
This course will focus on organizational and administrative changes and/or adjustments needed in urban environments to provide recreational and leisure activities.

PE 4122 (2CR)
RECREATION MANAGEMENT AND PROGRAM PLANNING
Administrative techniques and sound management principles utilized in physical education, intramural, intercollegiate, and health education programs.

PE 4123 (3CR)
PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS
This course will focus on accepted theories and philosophies of kindergarten through eighth grade physical education. Special emphasis is given to theories of individual and team sports, the curriculum, the role of the teacher, and the needs of the students in the Physical Education setting K-8.

PE 4133 (3CR)
APPLIED ANATOMY
This class will focus on detailed work on the skeletal muscular system with direct applications to movement, stretching and strengthening of skeletal muscles.

PE 4143 (3CR)
PHYSIOLOGY OF EXERCISE
A study of the basic body functions as related to physical education and athletics, indicating the physical potentialities of the human body. Prerequisite: PE 4133, Applied Anatomy.

PE 4152 (2CR)
SPORTS OFFICIATING
Course instruction on the ethics of sport officiating. Lecture, laboratory and classroom experiences will place emphasis upon the mastery, interpretation, and application of sports rules for basketball, football, track, soccer, baseball, and volleyball.

PE 4163 (3CR)
TESTS AND MEASUREMENT IN PHYSICAL EDUCATION
This upper division class will cover survey of tests and measurements in physical education, their uses and methods of construction, and presentation of necessary statistical materials for test interpretation. Additionally, a survey of tests and measurements in physical education, their uses and methods of construction and presentation of necessary statistical materials for test interpretation.

*Prerequisite: Junior standing and above and MT 1613.

PE 4173 (3CR)
ADAPTED PHYSICAL EDUCATION
Course instructs the student on the study of conditions that require physical education programs to be adapted to the special needs of individuals. Principles and practices in the application of exercise and activities for persons with specific disabling conditions.

PE 4182* (2CR)
CAMP LEADERSHIP
This class provides instruction for camp development and considers problems in community recreation pertaining to leadership styles, leadership roles in the areas of facilities, programs, activities, methods of organization and administration. *Prerequisite: PE 3133, Organization and Administration of Physical Education and PE 4122, Recreation Management and Program Planning

PE 4223 (3CR)
RECREATION FOR SPECIAL POPULATIONS
The purpose of this course is to provide the historical and philosophical overview of public recreation and parks and how they contribute to the well-being and quality of life for all citizens by focusing on program planning, management, and administration. Specific emphasis is given to areas addressing limitations in emotional, physical, psychological, and social living patterns of members of the population with special needs.

PE 4993 (3CR)
RECREATION INTERNSHIP
Students are assigned to work on campus and in local community service programs. These experiences are under supervision of directors of recreation facilities and programs. Prerequisite: Junior standing and above.

PE 4996 (6CR)
RECREATION INTERNSHIP
Students are assigned to work in agencies which emphasize recreation delivery services. Work sites are off campus and focused on career experiences. Prerequisite: Senior standing.

In addition to the preceding programs and course work listed under the School of Education and Behavioral Sciences, the following courses in Cooperative Education are offered.

COURSES – COOPERATIVE EDUCATION (CE)

CE 1913 (3CR)
INTRODUCTION TO THE WORLD OF WORK
This course is designed to provide students an opportunity to explore themselves and the world of work. Emphasis is placed on values clarification, self-assessment, decision- making skills, role playing, resume’ preparation, job search strategies, graduate and professional school application process, job market trends, and other facets of the career- planning process.

CE 2924 (4CR)
COOPERATIVE EDUCATION EXPERIENCE
This field-based experience is designed as the first cooperative education experience for the student. It introduces the student to specific periods of well-planned vocational employment experiences in business, industry, and government. Prerequisites: The completion of a minimum of thirty (30)
hours of course work and the consent of the instructor.

CE 3934 (4CR)
COOPERATIVE EDUCATION EXPERIENCE
This field-based experience is designed as the second cooperative education experience for the student. This experience is designed to enrich the theoretical base with practical experience. It presents opportunities for reality-testing of career goals and provides a realistic orientation to the world of work. Prerequisites: The completion of sixty (60) hours of course work and the consent of the instructor.

CE 4944 (4CR)
COOPERATIVE EDUCATION EXPERIENCE
This field-based work experience is designed as the completion of the cooperative education experience for the student. It provides a base for perceptions and self-evaluation and affords the student an opportunity to explore additional career options prior to making a final career choice. Prerequisites: The completion of ninety (90) hours of coursework and the consent of the instructor.

REHABILITATION SERVICES

Mission:
The mission of the undergraduate Rehabilitation Service Program (RSP) is to prepare students for positions in the state-federal Vocational Rehabilitation (VR) and Community Rehabilitation Programs (CRPs) and to place students in master’s level Rehabilitation Counseling and related programs.

Vision:
The RSP will strive to become nationally recognized as a producer of highly qualified practitioners and rehabilitation counseling graduate students who address the demand for qualified practitioners locally and nationally in the human service and mental health professions, thus improving quality of life measures among persons with disabilities.

The undergraduate program in rehabilitation services is centered on the philosophy that rehabilitation professionals can impact the field of rehabilitation when they are trained to understand the complexity of living with a disability and possess a high degree of professional competency to deliver a variety of services to people with disabilities. To enhance this position, the 124-credit hour curriculum is designed to provide students with the core understanding and awareness of the social, psychological, economic, physical, medical and environmental barriers a person with a disability faces.

Goals/Objectives
The goals and objectives of the Langston University Rehabilitation Program are to address the following:

1. To increase the number of rehabilitation and mental health professionals from traditionally underrepresented populations to work in the state, federal and public sector Rehabilitation Programs, Social Service or Mental Health-related agencies;
2. To provide quality academic training for rehabilitation professionals who wish to enter community or institutional-based rehabilitation programs or into graduate level Rehabilitation Counseling Training programs;
3. To present an academic curriculum which provides the program’s participants with the knowledge, skills, and competencies to enter the work force with clear understanding of how disability impacts people's daily lives and the practitioner’s role in the rehabilitation process;
4. To place graduates in rehabilitation positions in community mental health agencies as well as for profit and non-profit rehabilitation positions throughout the state and region;
5. To provide academic training in response to the request for education/training of rehabilitation paraprofessionals and other technical and support staff employees from the Oklahoma Department of Rehabilitation Services and the eight American Indian Vocational Rehabilitation Programs.

Description of the Program:
The Rehabilitation Services Program (RSP) was established in 2007 as a capacity building program via funding from the Rehabilitation Services Administration (RSA), United States Department of Education. The RSP is designed to increase the quality of knowledge in the field of rehabilitation for practitioners and respond to the growing demand for rehabilitation professionals who want to work in public and private rehabilitation agencies and institutions with psychosocial and vocational-needs persons with a variety of disabilities, psychiatric disabilities, traumatic brain injuries, alcohol and substance abuse behaviors, and physical and sensory disabilities as well as other acquired disabling conditions.

Organizationally, the RSP functions as a program within the School of Education and Behavioral Sciences.

Requirements and Information
The curriculum includes completion of 41 hours of general education and a minimum of 78 hours in the core courses and electives. Students will participate in a 3-hour practicum and a 6-hour internship.

I. Degree: Bachelor of Science
II. Major: Rehabilitation Services
A. General Education: 41 hours
   1. Required Courses: 78 hours
      RS 3603 Introduction to Rehabilitation Services
      RS 3343 Introduction to Research
      RS 3433 Rehabilitation Case Management
      RS 3633 Psychology of Disability
      PY 3203 Personality
      PY 3213 Physiological Psychology
      RS 3663 Introduction to Mental Health
      RS 3684 Medical Anthropology & Epidemiology
      RS 3333 Community Health
      RS 3703 Practicum
      RS 3709 Internship
      *RS 3673 Introduction to Health & Wellness
      *RS 3733 Culture, Health, Wellness & Disability
      PY 4213 Theories & Technique of Counseling
      RS 4803 Counseling for Behavioral Change
      RS 4713 Drugs & Society
      RS 4724 Survey of Disability
      RS 4606 Internship
      RS 4333 Issues in Minority Health
      RS 4743 Seminar in Independent Living
      RS 4753 Introduction to into Substance Abuse Counseling
      RS 4773 Addictions Counseling Models
      RS 4783 Addictions Counseling Practice
      RS 4793 Applied Behavioral Analysis & Observation Methods
Rehabilitation Plan of Study

FIRST YEAR (Transfer)

Fall – Junior Year
RS 3603  Introduction to Rehabilitation Services  3
HA 3332  Introduction to Research  3
HA 3433  Case Management  3
RS 3633  Psychology of Disability  3
PY 3203  Personality  3
RS 4803  Counseling for Behavioral Change  3
Total  18

Spring – Junior Year
PY 4213  Theories & Techniques of Counseling  3
RS 3663  Introduction to Mental Health  3
RS 3673  Introduction to Health & Wellness  3
RS 3684  Medical Anthropology  4
RS 3733  Culture, Health, Wellness & Disability  3
RS 3703  Practicum  3
Total  19

Summer – Junior Year
HA 3333  Community Health  3
RS 4606  Internship  6
Total  9

SECOND YEAR

Fall – Senior Year
RS 3391  Seminar in Assistive Technology  1
RS 4713  Drugs and Society  3
PY 3213  Physiological Psychology  3
RS 4743  Seminar in Independent Living  3
RS 4753  Introduction to Substance Abuse  3
Total  13

Spring – Senior Year
RS 4724  Survey of Disability  3
RS 4773  Addictions Counseling Models  3
RS 4783  Addictions Counseling Practice  3
RS 4793  Applied Behavioral Analysis  3
RS 4813  Introduction to Speech, Language Hearing and Sensory Disorders  3
RS 4823  Disability, Positive Life Span Approaches  3
Total  18

COURSES – REHABILITATION SERVICES

PY 3203 (3CR)
PERSONALITY (Psychology)
This course is designed to study methods and concepts which can be used in studying personality. Consideration is given to various theories as well as the experimental and clinical findings on personality.

RS 3333 (3CR)
COMMUNITY: DISPARITY AND REHABILITATION
This core course provides students interested in understanding the effects of poverty and healthcare disparity in rehabilitation and in other allied health fields and introduce students to community health. Social justice concepts will be explored to mitigate health related disparity.

RS 3343 (3CR)
INTRODUCTION TO RESEARCH
This core course introduces the fundamental research concepts, the critical analysis of research, and the application of the research in professional allied health practices. This course is designed to enhance critical thinking skills and to enable the student to become a knowledgeable consumer of research in the field of rehabilitation or other allied health professions.

RS 3343 (3CR)
REHABILITATION CASE MANAGEMENT
This core course focuses on the knowledge and skills needed to function effectively in an entry rehabilitation case management role. Rehabilitation Case Management models are introduced. Students conduct basic functional assessments, develop intervention strategies, formulate, implement and evaluate service care plans, and examine relevant ethical, legal and political issues.

*RS 3391 (1CR)
SEMINAR IN ASSISTIVE TECHNOLOGY
Introduction to fundamental principles and practices related to multiple areas of assistive technology. Technology areas include seating and wheelchair mobility, augmentative communication, environmental control, computer access, transportation safety, prosthetics, worksite ergonomics, and man/machine modeling. In addition, common terminology, disability ethics, and models of service delivery related to assistive technology are discussed.

RS 3603 (3CR)
INTRODUCTION TO REHABILITATION
Social and human service assistant is a generic term for people with a wide array of job titles, including human service worker, case management aide, social work assistant, community support worker, mental health aide, community outreach worker, life skill counselor, or gerontology aide. They usually work under the direction of professionals from a variety of fields such as nursing, psychiatry, psychology, rehabilitative or physical therapy, or social work. The amount of responsibility and supervision they are given varies a great deal. Some have little direct supervision; others work under close direction. This course will explore the array of human services offered in the U.S., the history of human or social services and the current trends in services.

RS 3633 (3CR)
PSYCHOLOGY OF DISABILITY
This course will explore the range of human experience of individuals with disabilities; attitudes toward persons who have disabilities (including those who have been identified as gifted or who have learning, mental, physical or severe disabilities); interrelationships between societal institutions and needs of persons with disabilities; and historical responses to these needs. Current research and contemporary issues will be examined with particular emphasis on normalization, integration and community living.

RS 3663 (3CR)
INTRODUCTION TO MENTAL HEALTH
The purpose of this course is to survey major types of principles, practices, and processes of rehabilitation services and the dynamics of the human condition as it relates to mental health-related conditions. How individual consumers develop self-awareness and self-advocacy and how to coordinate these activities with service delivery systems.
*RS 3673 (3CR)
INTRODUCTION TO HEALTH AND WELLNESS
An introductory guide to healthy living that encompasses all areas of health: the physical, emotional, social, intellectual, and spiritual. Topics include fitness, exercise, and diet; the impact of relationships on health; threats to health posed by illness, injuries, and substance abuse; threats to public health such as AIDS and pollution; and health issues such as health care providers, health self-care, aging, and death and dying. (Required Course).

RS 3684 (4CR)
MEDICAL ANTHROPOLOGY AND EPIDEMIOLOGY
This course will introduce basic concepts of epidemiology for professionals in health and rehabilitation. Descriptive epidemiology, morbidity and mortality studies, and experimental epidemiology will be some of the topics explained and addressed.

RS 3703 (3CR)
PRACTICUM
Students enrolled in the practicum will be required to complete 100 hours of field work experience in an appropriate service relate experience. This course will serve as an introduction for the allied health field.

RS 3709 (9CR)
INTERNSHIP
The purpose of this course is to provide a dynamic and interactive learning environment for educating individuals interested in providing client-centered service and influencing change in a diverse and just society. Through teaching professional skills and providing experiential and service learning, we seek to engage the whole student so he or she may develop and enhance innovative solutions to assist individuals and communities in managing their concerns. Graduates are given the theoretical knowledge and practical skills to work competently in a collaborative environment with education, business, government, and nonprofit agencies.

*RS 3733 (3CR)
CULTURE, HEALTH, WELLNESS AND DISABILITY
This course is a hands-on approach to issues and related trends, organizations and policies in international rehabilitation for children and adults. Issue areas include human rights; disability classification statistics and other research-related topics; science and technology; rehabilitation in developing countries; women with disabilities; employment and education from perspective of international organizations, such as who and professional and disability movement organizations. Students are encouraged to develop case studies of rehab issues and organization/agency decision making practices/policies outside of the United States.

This course also looks at medicine from a cross-cultural perspective, focusing on the human, as opposed to biological, side of things. Students learn how to analyze various kinds of medical practice as cultural systems. Particular emphasis is placed on Western biomedicine; students examine how biomedicine constructs disease, health, body, and mind and how it articulates with other institutions, national and international.

PY 4213 (3CR)
THEORIES AND TECHNIQUES OF COUNSELING
This course will focus on accepted theories and philosophies of kindergarten through eighth grade physical education. Special emphasis is given to theories of individual and team sports, the curriculum, the role of the teacher, and the needs of the students in the physical education setting K-8.

RS 4713 (3CR)
DRUGS AND SOCIETY
This is an introductory course to the counseling process and the field of chemical dependency. We will examine the medical model of addiction, risk and resiliency factors, the role of the chemical dependency professional in the community and how to access and interact with other community resources. Students will be actively involved in the learning process through competency-based education techniques including group activities, class presentations, research, and readings.

RS 4724 (4CR) SURVEY OF DISABILITY
This course will study the effects of disability on the human body as an adapted system of cells, tissues, organs, and organ systems. Students will be able to identify and match body systems and the disabilities that can affect their functioning. The survey of disabilities will include cognitive, physical and psychological disabilities. Students will be required to visit agencies within their community to survey the services offered for specific disabilities.

RS 4743* (3CR)
SEMINAR IN INDEPENDENT LIVING AND COMMUNITY INTEGRATION
This course provides an introduction to independent living for special populations, such as individuals with physical disabilities, developmental disabilities, or serious emotional disturbances. Topics include community-based programming, the deinstitutionalization movement, legislative issues, and the concepts of integration, inclusion, and normalization.

RS 4753 (3CR)
INTRODUCTION TO SUBSTANCE ABUSE
This is an advanced* course to the counseling process and the field of chemical dependency. We will examine the medical model of addiction, risk and resiliency factors, the role of the chemical dependency professional in the community and how to access and interact with other community resources. Students will be actively involved in the learning process through competency-based education techniques including class presentations, research, and readings.

RS 4773 (3CR)
ADDICTIONS COUNSELING MODELS
This course will enhance the basic skills of addiction counseling. Students develop knowledge and skills in the counseling methods and techniques used across the continuum of treatment: screening, intake, assessment, goal setting, and a plan for work, working and termination.

RS 4783 (3CR)
ADDICTIONS COUNSELING PRACTICE
Professional practice for addiction counselors is based on eight Practice Competencies, each of which is necessary for effective performance in the counseling role. The counselor’s success in carrying out a successful treatment plan is thought to depend on his or her ability to carry out the activities of these competencies or the underlying component. Each competency, in turn, depends on its own set of knowledge, skills and attitudes. In order for an addiction counselor to be truly effective, he or she should possess the knowledge, skill, and attitudes listed under each competency.

*RS 4793 (3CR)
APPLIED BEHAVIOR ANALYSIS AND OBSERVATION METHODS
This course will examine the factors to be considered in observing and measuring behavior and environment; methods of recording data with emphasis on the conditions under which
each method is most appropriate. Study of the conceptual framework of behavior analysis; studies of epistemological issues and nature of scientific explanation; examination of common misconceptions and theoretical foundations for applications and basic research.

RS 4803 (3CR)
COUNSELING FOR BEHAVIORAL CHANGE
This course involves the student in assessing the issues of problem identification, problem solving, change enabling, and accountability in relationship to theoretical approaches to counseling. The student examines the systemic issues involved in interpersonal and organizational change and critically examines the existing research base in relationship to effective change processes in counseling and marital, couple and family counseling and therapy.

RS 4813 (3CR)
INTRODUCTION TO SPEECH-LANGUAGE HEARING AND SENSORY DISORDERS
Survey identifying characteristics, causes, diagnosis and treatment of speech, language, and hearing disorders. This includes disorders in hearing, stuttering, voice, articulation, child language, adult aphasia, head injury and dementia. This course will provide student with an understanding of how sensory processing works, what happens when something goes wrong, and how to develop a comprehensive, sensory-based treatment program to address the client’s individual needs. This course is appropriate for entry and intermediate level therapists who currently work or plan to work with individuals with sensory processing issues.

RS 4823 (3CR)
DISABILITY, POSITIVE LIFE SPAN APPROACHES
The purpose of this course is to provide an introduction to the culture of disability across the lifespan. The impact of disabilities on an individual across the lifespan will be explored, and the unique culture that is created by having a disability will be addressed. The historical basis for the disability movement and special education will be addressed, including legislation and litigation that has had a significant impact on the field. Students also will learn about the characteristics of individuals with diverse abilities as well as current trends in educational services.
SCHOOL OF NURSING AND HEALTH PROFESSIONS

The School of Nursing and Health Professions provides a dynamic, challenging and stimulating environment within which students and faculty work together across disciplines to address the needs of a rapidly changing health care environment.

Mission:
Our goal is to prepare students to think critically in an ever-changing and varied world, and who can face innumerable challenges as graduate nurses and health care professionals.

Core Values:
Ethics, Character, Caring, Cultural Competence

PROGRAMS:
Nursing
Health Administration
Public Health

Assessment and Student Learning:
Assessment of student learning is a vital component of the SONHP evaluation plan. Students participate in entry, mid-level and major area assessments. Progression in and/or completion of certain programs requires students to perform at specific levels. Student learning assessments provide feedback to faculty for program and curriculum actions.

The School of Nursing and Health Professions offers an interdisciplinary health professions core curriculum for students in Nursing, Public Health and Health Administration. Students collaborate across disciplines in the classes, although the courses are cross listed in accord with their respective disciplines. Selected courses are also included in the public health curriculum.

Interdisciplinary Core Curriculum:
The goal of the interdisciplinary core curriculum is to prepare health professionals who are able to function effectively in today’s health care environment. Listed below are the Interdisciplinary Core Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA/PUT 3333</td>
<td>Community Health</td>
</tr>
<tr>
<td>HA/PUH 3333</td>
<td>Conceptual Foundation of Professional Practice</td>
</tr>
<tr>
<td>HA/PUH/NR 4333</td>
<td>Issues in Minority Health</td>
</tr>
</tbody>
</table>

SCHOOL OF NURSING

The Langston University School of Nursing is approved by the Oklahoma Board of Nursing. Graduates of this state-approved program are eligible to apply to write the National Council Licensure Examination (NCLEX) for (registered or practical) nurses. Applicants for Oklahoma licensure must meet all state and federal requirements to hold an Oklahoma license to practice nursing. In addition to completing a state-approved nursing education program that meets educational requirements and successfully passing the licensing examination, requirements include submission of an application for licensure, a criminal history records search, and evidence of citizenship or qualified alien status [59 O.S. §§567.5 & 567.6]. To be granted a license, an applicant must have the legal right to be in the United States (United States Code Chapter 8, Section 1621). In addition, Oklahoma law only allows a license to be issued to U.S. citizens, U.S. nationals, and legal permanent resident aliens. Other qualified aliens may be issued a temporary license that is valid until the expiration of their visa status, or if there is no expiration date, for one year. Applicants who are qualified aliens must present to the Board office, in person, valid documentary evidence of:

1. A valid, unexpired immigrant or nonimmigrant visa status for admission into the United States;
2. A pending or approved application for asylum in the United States;
3. Admission into the United States in refugee status;
4. A pending or approved application for temporary protected status in the United States;
5. Approved deferred action status; or a valid, unexpired immigrant or nonimmigrant visa for admission into the United States;
6. A pending application for adjustment of status to legal permanent resident status or conditional resident status.

The Board has the authority to deny a license, recognition or certificate; issue a license, recognition or certificate with conditions and/or an administrative penalty; or to issue and otherwise discipline a license, recognition or certificate to an individual with a history of criminal background, disciplinary action on any professional or occupational license or certification, or judicial declaration of mental incompetence [59 O.S. §§567.5]. These cases are considered on an individual basis at the time application for licensure is made, with the exception of felony convictions. An individual with a felony conviction cannot apply for licensure for at least five years after completion of all sentencing terms, including probation and suspended sentences, unless a presidential or gubernatorial pardon is received [59 O.S. §§567.5 & 567.6].

The School of Nursing (SoN) offers upper division undergraduate curriculum leading to a Bachelor of Science in Nursing (BSN) degree and career advancing completion programs for registered nurses and licensed practical nurses. Opportunities are provided for students to develop the cognitive, psychomotor and affective competencies essential for beginning and advancing professional nursing practitioners.

The SoN provides a dynamic, challenging and stimulating environment where students and faculty work together across disciplines to address the needs of a rapidly changing health care environment. The program prepares graduates for interprofessional practice to enhance knowledge and skills as future nursing professionals.

The nursing program is approved by the Oklahoma Board of Nursing and fully accredited by the Accreditation Commission for Education in Nursing (ACEN). https://www.acenursing.org/

BSN graduates are eligible to apply to the Oklahoma Board of Nursing to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). For additional information, please visit the Oklahoma Board of Nursing website: www.ok.gov/nursing.

Upon successful completion of the NCLEX-RN, graduates can work in numerous settings including hospitals, nursing homes, health departments and other healthcare facilities. Our program is an excellent foundation for graduate school.

APPLICANTS
Program Applicants must meet the following criteria: admission to Langston University; a minimum of 2.5 cumulative GPA; completion of all prerequisite courses with grades of “C” or better; have repeated no more than two prerequisite courses for a grade of “C” or better. For a list of additional requirements, please visit http://www.langston.edu/school-nursing.

APPLICATION
The application and all supporting documents must be submitted by March 1st for fall entry at the Langston and Tulsa campuses,
and by October 1st for spring entry at the Tulsa campus and Ardmore site.

ADMISSION
Students admitted to the nursing program are required to: maintain Professional liability insurance, current immunizations and CPR certification, complete a comprehensive background search and participate in drug screening for clinical experiences. Applicants must maintain high ethical standards in personal and professional behavior.

Students are responsible for providing their own transportation to clinical areas and purchasing their own uniforms, textbooks and nursing supplies.

Advanced standing is available for Licensed Practical Nurse (L.P.N.) and Registered Nurse (R.N.) students following admission to the university and to the nursing program.

Mission Statement
To graduate scholarly, professional nurse leaders who provide exemplary, culturally appropriate care in collaboration with an interdisciplinary health care team to advocate for diverse clients across the lifespan, with a particular focus on health disparities.

Vision Statement
To prepare graduates to function successfully as beginning professional nurses in a variety of environments and to contribute to the profession of nursing through involvement in education.

Core Values
- Ethics
- Character
- Caring
- Cultural Competence

Purpose/Goals
The purpose and goals of the School of Nursing are to prepare the graduate to:
- Attain a foundation for study at the undergraduate level and a commitment to life-long learning.
- Demonstrate a commitment to the American Nurses Association (ANA) Code of Ethics and professional standards of nursing practice.
- Value the uniqueness, dignity, and worth of clients in a multicultural environment as demonstrated through nursing practice.

End of Program Student Learning Outcomes
1. Provide patient-centered care which represents the patient’s preferences, values, and needs within the context of their families, communities, and health care system.
2. Use information management and patient care technology in the delivery of health care.
3. Collaborate with other interprofessional health care team members for health promotion and disease and injury prevention across the lifespan.
4. Utilize nursing judgment substantiated by current evidence in the holistic care of diverse individuals within the context of their families, communities, and health care systems.
5. Integrate ethical values and respect for all populations with a focus on minority groups within healthcare organizations and the community.
6. Demonstrate professional responsibility and accountability for nursing practice.
7. Use of scholarship of evidence-based practice and research to support high-quality healthcare outcomes and safe nursing practice.

All prerequisite courses must be completed before the student enrolls in the nursing program. Grades of “C” or better must be earned in General Education courses in Section A, all major required courses in Section B, and in additional required courses listed in Section C below.

NURSING

I. Degree: Bachelor of Science in Nursing
II. Major: Nursing

A. General Education: 41 hours
   *EG 1113  English Comp I
   *EG 1213  English Comp II
   *EG 2033  Advanced Comp
   *MT 1513  College Algebra
   *MT 2013  Elementary Statistics
   *CH 1315  General Chemistry
   *PY 1113  Introduction to Psychology

B. Required Courses: 54 hours
   NR 3113  Orientation to Professional Nursing Practice
   NR 3123  Community/Public Health Nursing
   NR 3203  Introduction to Research/Evidence-Based Practice
   NR 3325  Fundamentals in Nursing Practice
   NR 3334  Health Assessment
   NR 3435  Psychosocial Nursing
   NR 3445  Childbearing Family Nursing
   NR 3523  Pharmacology in Nurses
   NR 4303  Nursing Pathophysiology
   NR 4333  Issues in Minority Health
   NR 4325  Childrearing Family Nursing
   NR 4335  Adult Health Nursing
   NR 4426  Nursing Leadership & Management
   NR 4432  Senior Seminar
   NR 4435  Advanced Adult Health

Electives
   NR 3300  Current Topics in Nursing
   NR 3433  Case Management
   NR 3400  Current Topics in Nursing
   NR 4300  Current Topics in Nursing
   NR 4400  Current Topics in Nursing

* Grade of C or better required.

C. Additional Requirements:
   *PY 3313  Developmental Psychology
   *SO 1113  Introduction to Sociology
   *HE 2123  Introduction to Nutrition
   *BI 1304  Human Anatomy
   *BI 4214  Human Physiology
   *BI 3014  Microbiology

No more than two prerequisite courses can be repeated to earn grades of “C” or better. Also, a nursing course can be repeated one time only. No more than two nursing courses can be repeated. Satisfactory performance on teacher made and standardized achievement tests is required for progression in the nursing program. Failure to perform at the designated level will result in a failing grade for the course.

Additional information may be obtained from the School of Nursing regarding admission, readmission, progression, graduation, and program requirements. The School of Nursing reserves the right to make changes in the policy and program.
without prior notice.
Electives to complete 124 hours required for graduation, which includes a minimum of 54 credit hours of upper division coursework in Nursing.

Nursing Plan of Study

FIRST YEAR

First Semester
EG 1113 English Composition I 3
PY 1011 Personal & Social Development 1
HT 1483 American History (1492-1865) 3
MT 1513 College Algebra 3
NB 1114 Natural Science Biology I 4
PY 1113 Introduction to Psychology 3
Total 17

Second Semester
EG 1213 English Composition II 3
SO 1113 Introduction to Sociology 3
BI 3104 Human Anatomy 4
CH 1315 General Chemistry I 5
Elective (Speech recommended) 3
Total 18

SECOND YEAR

First Semester
EG 2033 Advanced Composition 3
BI 4214 Human Physiology 4
PY 3313 Developmental Psychology 3
MT 2013 Elementary Statistics 3
Elective 3
Total 16

Second Semester
BI 3014 Microbiology 4
PS 1113 U.S. Government 3
HE 2123 Introduction to Nutrition 3
CS 1103 Intro to Information Processing 3
NR 2313 Pathophysiology 3
Total 16

THIRD YEAR

First Semester
NR 3113 Orientation to Professional Nursing Practice 3
NR 3334 Health Assessment 4
NR 3325 Fundamentals in Nursing Practice 5
NR 3523 Pharmacology in Nursing 3
Total 15

Second Semester
NR 3203 Intro to Research/Evidence-Based Nursing 2
NR 3123 Community/Public Health Nursing 3
NR 3435 Psychosocial Nursing 5
NR 3445 Childbearing Family Nursing 5
Total 15

FOURTH YEAR

First Semester
NR 4333 Issues in Minority Health 3
NR 4325 Childbearing Family Nursing 4
NR 4335 Adult Health Nursing 5
Elective 3
Total 15

COURSES – NURSING (NR)

NR 2313 (3CR)
PATHOPHYSIOLOGY
This course provides the theoretical and practical foundation to enable the student to extend and expand the information from a basic course into a body of knowledge necessary to successfully apply pathophysiology in nursing practice within the context of a changing health-care environment.
Prerequisites: Declared nursing majors only (permission from the department) and NB 1114, BI 3104, BI 4214, BI 3014 and/or concurrent with BI 3014. Students must earn a “C” or higher to enroll into the fall term. Theory: 3 hours, Laboratory: 0 hours.

NR 3113 (3CR)
ORIENTATION TO PROFESSIONAL NURSING PRACTICE
This course provides a framework for acculturation into professional nursing and emphasizes the acquisition and internationalization of the core values of nursing. An overview of historical and contemporary social forces is explored. The roles of the professional nurse, professional behaviors, critical thinking, and an overview of health care terminology are explored. Prerequisites: NR 2313 concurrent with NR 3325, 3334, 3523. Theory: 3 hours, Laboratory 0 hours.

NR 3123 (3CR)
COMMUNITY/PUBLIC HEALTH NURSING
This course examines the community as a client. Utilizing a population focus, students will apply the nursing process and public health principles to promote health, risk reduction and disease prevention to culturally diverse groups in the community. Prerequisites: NR 2313, NR 3113, NR 3325, NR 3334, NR 3523, concurrent with NR 3203, NR 3435, and NR 3445. Theory: 3 hours; Laboratory 0 hours.

NR 3203 (3CR)
INTRODUCTION TO RESEARCH AND EVIDENCE-BASED NURSING
This course introduces fundamental research concepts, the critical appraisal of research, and its application to evidence-based nursing practice. Students will examine the processes required to translate and integrate evidence into nursing practice. Emphasis is on evaluation and application of scientific evidence affecting nurse-sensitive quality indicators. Prerequisites: NR 2313, NR 3113, NR 3325, NR 3334, NR 3523, concurrent with NR 3203, NR 3435, and NR 3445. Theory: 2 hours; Laboratory 0 hours.

NR 3325 (5CR)
FUNDAMENTALS IN NURSING PRACTICE
This course introduces foundational nursing principles that underpin nursing practice. Students are introduced to the role of critical thinking and the nursing process as mechanisms to synthesize knowledge and master basic nursing skills needed to promote, maintain, and restore health. The course will integrate nursing process, communication skills, decision-making, and basic nursing skills needed for applying health assessment data to the experience of health and illness in the adult client of diverse cultural and ethnic background. Prerequisites: Admission to the nursing program, NR 2313, and concurrent with NR 3113, NR 3334, NR 3523. Theory: 3 hours, Laboratory 2 hours.
NR 3523 (3CR)
PHARMACOLOGY IN NURSING
This course introduces students to dosage calculation. Students will examine pharmacology and pharmacotherapy in nursing. The student will explore pharmacology and pharmacokinetics of different classes of drugs, legal responsibilities, and safe drug administration. Prerequisite: Admission to the nursing program and NR 2313, and concurrent with NR 3113, NR 3325, and NR 3334. Theory 3 hours; Laboratory 0 hours.

NR 3300 (1-5CR)
CURRENT TOPICS IN NURSING
This course provides an opportunity for students to engage in in-depth study of selected areas of nursing. The course is offered for variable credit (1-5 hours). Specific content is determined by curriculum and student needs. Prerequisites: Junior standing in program and permission of instructor.

NR 3334 (4CR)
HEALTH ASSESSMENT
This course provides students with the opportunity to develop beginning skills using the nursing process with clients across the lifespan. Primary emphasis is on the application of theoretical concepts in the collection and analysis of data related to the functional health patterns of individuals and families. This course includes a service-learning component. Prerequisites: NR 2313 concurrent with NR 3113, 3523. Theory: 3 hours, Laboratory 1 hour.

NR 3433 (3CR)
CASE MANAGEMENT (Elective)
This interdisciplinary core course focuses on the knowledge and skills needed to function effectively in a case management role. Although the major focus of the course is on case management in long-term care, other models of case management are introduced. Students conduct basic functional assessments; develop intervention strategies; formulate, implement and evaluate service care plans; and examine relevant ethical, legal and political issues. Prerequisites: Permission of instructor. Theory: 3 hours, Laboratory 0 hours.

NR 3443 (3CR)
CRITICAL THINKING IN HEALTH CARE (Elective)
This course provides the theoretical and practical foundations for understanding theories of critical thinking. Students will engage in reflective and independent thinking and demonstrate the ability to think clearly and rationally within a professional framework. Prerequisites: Admission to the nursing program and permission of the instructor. Theory 3 hours; Laboratory 0 hours.

NR 3445 (5CR)
CHILDBEARING FAMILY NURSING
This course provides the student with the opportunity to acquire and apply knowledge related to the nursing care of the well childbearing individual and/or family. Theories and concepts basic to health promotion and care such as maturational crisis, growth and development, and human sexuality are emphasized. This course includes a service-learning component. Prerequisites: NR 3113, NR 3325, NR 3334, NR 3523 and concurrent with NR 3203, NR 3123, NR 3435. Theory 3 hours; Laboratory 2 hours.

NR 3435 (5CR)
PSYCHOSOCIAL NURSING
This course expands on theories and concepts related to multiple system alterations throughout the lifespan from conception to death. Concepts include crisis, dysfunctional lifestyles, and multiple alterations in psychosocial systems. Emphasis is on analysis of multiple systems alterations, exploration of therapeutic modalities to promote, maintain and restore health. This course includes a service-learning component. Prerequisites: NR 3113, NR 3325, NR 3334, NR 3523 and concurrent with NR 3203, NR 3123 and NR 3445. Theory 3 hours; Laboratory 2 hours.

NR 4300 (1-5CR)
CURRENT TOPICS IN NURSING
This course provides an opportunity for students to engage in in-depth study of selected areas of nursing. The course is offered for variable credit (1-5 hours). Specific content is determined by curriculum and student needs. Prerequisites: Senior standing in program and permission of instructor.

NR 4333 (3CR)
ISSUES IN MINORITY HEALTH
This interdisciplinary core course examines the specific health issues, health care needs and intervention strategies for minority populations, i.e., African Americans, American Indians, Hispanic Americans, and Asian/Pacific Islanders. This course includes a service-learning component. Prerequisites: NR 3123, NR 3203 NR 3113, NR 3325, NR 3334, NR 3523, NR 3435, NR 3445 or permission of the instructor. Theory 3 hours; Laboratory 0 hours.

NR 4325 (5CR)
CHILDBEARING FAMILY NURSING
This course focuses on promotion, maintenance and restoration of health of the child and family. The student is afforded the opportunity to explore concepts and theories related to child health and to apply nursing process in selected settings. Emphasis is placed on the roles of the professional nurse in facilitating and empowering the family to manage the health of the child. This course includes a service-learning component. Prerequisites: NR 3113, NR 3203, NR 3325, NR 3334, NR 3523, NR 3435, NR 3445, NR 3123, and concurrent with NR 4333, NR 4335. Theory 3 hours; Laboratory 2 hours.

NR 4335 (5CR)
ADULT HEALTH NURSING
This course applies nursing concepts and theories to promote, maintain and restore health for the adult client. Adult human-environment interactions are interpreted within a dynamic health continuum of wellness to alterations in wellness. An experiential learning practicum is provided to enhance the student’s ability to promote an optimal level of health for the adult client within the expanding health care environment. This course includes a service-learning component. Prerequisites: NR 3325, NR 3334, NR 3435, NR 3445, and concurrent with NR 4333, NR 4325. Theory 3 hours; Laboratory 2 hours.

NR 4400 (1-5CR)
CURRENT TOPICS IN NURSING
This course provides an opportunity for students to engage in in-depth study of selected areas of Nursing. The course is offered for variable credit (1-5 hours). Specific content is determined by curriculum and student needs. Prerequisites: Senior standing in program and permission of instructor.

NR 4432 (2CR)
SENIOR SEMINAR
This course is designed to provide students a synthesis of theoretical nursing concepts through the use of case studies, application exercises and simulations activities. It examines NCLEX preparation, including the NCLEX-RN test plan, test taking skills, critical thinking skills, computer usage skills for test-taking, and NCLEX review. Prerequisites: NR 2313, NR
3113, NR 3325, NR 3334, NR 3523, NR 3203, NR 3435, NR 3445, NR 3123, NR 4333, NR 4334, NR 4335 and concurrent with NR 4426, NR 4435 or permission of the faculty. Theory 2 hours, Laboratory 0 hour.

NR 4423 (3CR)
COMPLEX NURSING CARE (Elective)
This course will provide students with the opportunity to expand upon the principles and concepts related to complex health care needs of clients. This course will focus on the application of the concepts of promotion, maintenance, and restoration of clients’ health while allowing the students to utilize their critical-thinking skills when collaborating with clients and other health care professionals to provide nursing care to clients. This course includes a service-learning component. Prerequisites: Senior standing in the nursing program, NR 4333, NR 4335, NR 4333. Theory 1 hour; Laboratory 6 hours.

NR 4435 (5 CR)
ADVANCED ADULT HEALTH
The course builds on Adult Health by exploring nursing concepts and theories to promote, maintain and restore health for the adult client experiencing real or potential multiple dysfunctional health patterns. The emphasis is on critical thinking, evaluation and synthesis of data to promote optimum health for the adult client in a variety of clinical practice settings. This course includes a service-learning component. Prerequisites: Senior standing in the nursing program, NR 4335, and concurrent with NR 4432, NR 4426. Theory 3 hours; Laboratory 2 hours.

NR 4426 (5CR)
NURSING LEADERSHIP/ MANAGEMENT
This course allows the student to develop leadership skills while examining and applying leadership/management principles and theories. In addition, this course focuses on professional roles accountability and responsibilities of the nurse in relationship to current nursing trends and issues as they have an impact on practice, education, and research. Emerging legal, legislative, political, economic, moral/ethical, social, and cultural forces are examined in relation to their impact on professional practice. Analysis of significant historical events in nursing is included to aid the student gaining a perspective of present practice and predict future trends. Prerequisites: Senior standing in the nursing program; NR 4333, NR 4325, NR 4335 and concurrent with NR 4432. Theory: 4 hours, Laboratory 2 hours.

HEALTH ADMINISTRATION

Mission:
The Health Administration program prepares entry-level administrators for management and executive employment in a variety of health settings, both rural and urban.

Vision:
The graduate of the Langston University Health Administration program is a scholarly health care professional who collaborates on interdisciplinary health care teams and provides leadership in addressing cultural competence and health disparities in a variety of health care settings for clients across the lifespan.

Core Values:
• Competence
• Ethics
• Diversity

Goals/Objectives:
Objectives of the Health Administration Program are to prepare graduates with
1. The knowledge, skills, and experience to begin a career or continue study in the field of Health Administration;
2. General knowledge of the health professions field;
3. General knowledge of the field of Health Administration;
4. Specific skills to work in the field of Health Administration;
5. Specific work experiences in the field of Health Administration;
6. Professional qualities and behaviors necessary to work in a professional role.

Description of Program:
Educational opportunities are provided for students to gain experience and knowledge in life sciences, health systems organizations, personnel and program administration, fiscal management and leadership skills. Students participate in health program planning, fiscal management, and policy development for health care facilities. The program is interdisciplinary in nature. It provides the student with the general educational background consistent with a liberal arts education, offers the student experiences in the basic field of Health Administration, and prepares the student for interdisciplinary professional practice.

The program includes the essential element of practical experience that is necessary for the total education and preparation of health care professionals. This practical experience is provided by an internship which allows the student to spend one semester in an agency or institution that matches the student’s major career interest. Graduates are awarded a Bachelor of Science degree with a major in Health Administration and are prepared for entry into graduate school.

I. Degree: Bachelor of Science
II. Major: Health Administration
A. General Education: 41 hours
B. Required Courses: 60 hours
   - HA 3000 Current Topics in Health Administration
   - HA 3133 Introduction to Health Administration
   - HA 3143 Health Administration Finance
   - HA 3213 Organization & Administration of Health Services
   - HA 3243 Health Care Delivery Systems
   - HA 3323 Conceptual Foundation of Professional Practice
   - HA 3332 Introduction to Research
   - HA 3333 Community Health
   - HA 3343 Orientation to Professional Practice
   - HA 3433 Case Management
   - HA 4000 Current Topics in Health Administration
   - HA 4133 Public Health Administration
   - HA 4173 Legal Concepts in Health Administration
   - HA 4233 Management Development
   - HA 4333 Issues in Minority Health
   - HA 4421 Research Seminar
   - HA 4441 Special Topics in Health Administration
   - HA 4533 Case Management II
Health Administration

Academic Degree Map

**FIRST YEAR**

**First Semester**
- EG 1113 English Composition I 3
- MT 1513 College Algebra 3
- NP 1113 Natural Science Physical w/Lab 3
- PY 1111 Personal & Social Development 1
- PPS 1113 U S Government 3
- CS 113 Intro to Information Processing 3
- **Total** 16

**Second Semester**
- EG 1213 English Comp II 3
- HT 1483 U. S. History 3
- NB 1114 Natural Science Biology I w/Lab 4
- PY 1113 Introduction to Psychology 3
- Elective 3
- **Total** 16

**SECOND YEAR**

**First Semester**
- FCS 2123 Introduction to Nutrition 3
- EG 2033 Advanced Composition 3
- SSO 1113 Introduction to Sociology 3
- EC 2203 Economics for General Education 3
- PY 3313 Developmental Psychology 3
- Elective 3
- **Total** 18

**Second Semester**
- MT 2013 Elementary Statistics 3
- MG 3703 Fundamentals of Management 3
- AC 2103 Principles of Accounting 3
- SP 2713 Introduction to Speech 3
- MIS 3503 Microcomputer Applications 3
- **Total** 15

**THIRD YEAR**

**First Semester**
- HA 3133 Intro to Health Administration 3
- HA 3343 Orientation to Professional Practices 3
- MG 3173 Human Behavior in Org 3
- HA 3323 Con. Found. Of Prof. Practices 3
- HA 3333 Community Health 3
- HA 3332 Introduction to Research 2
- **Total** 17

**Second Semester**
- HA 3213 Org & Ad. Health Services 3
- HA 3243 Health Care Delivery Systems 3
- HA 3433 Case Management 3
- HA 3143 Health Admin. Finance 3
- MG 3763 Principles of Marketing 3
- Elective 3
- **Total** 18

**FOURTH YEAR**

**First Semester**
- HA 4333 Issues in Minority Health 3
- HA 4533 Case Management II 3
- HA 4173 Legal Concepts in Health Admin 3
- HA 4133 Public Health Admin 3
- HA 4233 Management Development 3
- HA 4731 Health Administration Seminar 2
- **Total** 16

**Second Semester**
- HA 4441 Special Topics in Health Admin 1
- HA 4710 Health Admin Internship 10
- HA 4421 Research Seminar 1
- **Total** 12

**COURSES – HEALTH ADMINISTRATION (HA)**

**HA 3000 (1-5CR)**

**CURRENT TOPICS IN HEALTH ADMINISTRATION**

This course provides an opportunity for students to engage in in-depth study of selected areas of Health Administration. The course is offered for variable credit (1-5 hours). Specific content is determined by curriculum and student needs. Prerequisites: Junior or senior standing in program and permission of instructor.

**HA 3133 (3CR)**

**INTRODUCTION TO HEALTH ADMINISTRATION**

This course focuses on the characteristics of the field of health administration with emphasis on general skills, aptitudes and techniques utilized by health administrators. The role of the health administrator in health services and employment opportunities is also covered. Prerequisite: All general education and prerequisites complete or permission of instructor.

**HA 3143 (3CR)**

**HEALTH ADMINISTRATION FINANCE**

This course focuses on the theory of finance as it affects decision making and management in the health services industry. Topics include financial statement analysis and interpretation; methods of financing; budgets, cost analyses, and accounting reports. Prerequisite: MG 3703, MG 3763, HA 3133 or permission of instructor.

**HA 3213 (3CR)**

**ORGANIZATION AND ADMINISTRATION OF HEALTH SERVICES**

This course focuses on the organizational structure of health care systems in the United States with emphasis on management and supervision of health care programs. Topical areas include organizational and administration structures in hospitals, nursing homes, clinics, and hospices. Prerequisite: MG 3703, MG 3763, HA 3133 or permission of instructor.

**HA 3243 (3CR)**

**HEALTH CARE DELIVERY SYSTEM**

This course focuses on the characteristics of the health care delivery system in the United States and other societies, including facilities, institutions, and organizations involved in
the provision and compensation of services. Prerequisite: MG 3703, MG 3763, HA 3133 or permission of instructor.

**HA 3323 (3CR)**
**CONCEPTUAL FOUNDATION OF PROFESSIONAL PRACTICE**
This interdisciplinary core course addresses theories and concepts from a variety of disciplines as they pertain to the health professions. Emphasis is on interdisciplinary professional practice and includes critical thinking, problem solving, communication, change, systems, stress, crisis, learning, rehabilitation, health promotion, and caring. Prerequisite: All general education requirements and prerequisites complete or permission of instructor.

**HA 3332 (2CR)**
**INTRODUCTION TO RESEARCH**
This interdisciplinary core course introduces fundamental research concepts, the critical analysis of research, and the application of research in professional practice. The course is designed to enhance critical thinking skills and to enable the student to become a knowledgeable consumer of research. Prerequisite: MT 2013, all general education requirements and prerequisites complete or permission of instructor.

**HA 3333 (3CR)**
**COMMUNITY HEALTH**
This interdisciplinary core course provides the student with opportunities to acquire knowledge of the community as client, the family as client, and community-focused practice with populations at risk. The student will explore health behaviors and values related to culture, lifestyle, and developmental stage. The student is introduced to concepts of epidemiology, health care financing, legislation, and health care delivery from a community perspective. This course includes a service-learning component. Prerequisite: All general education requirements and required Health Administration prerequisites complete or permission of instructor.

**HA 3343 (3CR)**
**ORIENTATION TO PROFESSIONAL PRACTICE**
This interdisciplinary core course is designed to provide entry level health professions students with a foundation for safe professional practice. Students complete selected instructional modules designed for interdisciplinary practice. Modules include medical terminology, pharmacotherapeutics, health care systems, environmental safety, communication, professional practice standards, and problem solving. Prerequisite: All general education requirements and required Health Administration prerequisites complete or permission of instructor.

**HA 3433 (3CR)**
**CASE MANAGEMENT**
This interdisciplinary core course focuses on the knowledge and skills needed to function effectively in a case management role. Although the major focus of the course is on case management in long-term care, other models of case management are introduced. Students conduct basic functional assessments, develop intervention strategies, formulate, implement and evaluate service care plans, and examine relevant ethical, legal and political issues. Prerequisite: HA 3323, HA 3343, HA 3332 and HA 3333 or permission of instructor.

**HA 4000 (1-5CR)**
**CURRENT TOPICS IN HEALTH ADMINISTRATION**
This course provides an opportunity for students to engage in in-depth study of selected areas of Health Administration. The course is offered for variable credit (1-5 hours). Specific content is determined by curriculum and student needs. Prerequisites: Junior or senior standing in program and permission of instructor.

**HA 4133 (3CR)**
**PUBLIC HEALTH ADMINISTRATION**
This course is a survey of public health concepts such as philosophy, purpose and history of public health, cultural influences on health behaviors, control and prevention of disease, environmental effects on health, government and laws affecting public health, and health planning. Prerequisites: HA 3243, HA 3213, HA 3133 or permission of instructor.

**HA 4173 (3CR)**
**LEGAL CONCEPTS**
This course focuses on the study of the principles of law involved in health services. Sources of law, court system, liability, negligence, contracts, confidentiality, labor relations and current ethical issues are considered. Prerequisite: HA 3243, HA 3213, HA 3133 or permission of instructor.

**HA 4233 (3CR)**
**MANAGEMENT DEVELOPMENT**
This course focuses on developing management skills with emphasis on management techniques for decision-making, planning, and reorganization in the health administration field. Prerequisite: HA 3243, HA 3213, HA 3133 or permission of instructor.

**HA 4333 (3CR)**
**ISSUES IN MINORITY HEALTH**
This interdisciplinary core course examines the specific health issues, health care needs and intervention strategies for minority populations, i.e., African Americans, American Indians, Hispanic Americans, and Asian/Pacific Islanders. This course includes a service-learning component. Prerequisite: HA 3433 or permission of instructor.

**HA 4421 (1CR)**
**RESEARCH SEMINAR**
This course is the application component of NR 3332, Introduction to Research. The application of research knowledge and skills is accomplished through the development of a research proposal and is intended to facilitate the student's knowledgeable utilization of research. Prerequisites: Elementary Statistics MT 2013; NR 3323, NR 3332, NR 4426 (or concurrent), or permission of instructor. Theory 1 hour; Laboratory 0 hours.

**HA 4441 (1CR)**
**SPECIAL TOPICS IN HEALTH ADMINISTRATION**
This course is an in-depth examination of advanced topics in Health Administration. Students will discuss current Health Administration issues, trends, and research as they impact on the field of Health Administration and their internship experiences. Prerequisite: HA 4731 and concurrent enrollment in HA 4710 or permission of instructor.

**HA 4533 (3CR)**
**CASE MANAGEMENT II**
This course moves beyond the fundamentals of basic case management to explore, examine and analyze the issues of advanced case management tasks and practice consideration. Topics of discussion include techniques to sustain the most vulnerable and difficult clients; organizations and intersystem innovations; financial and client management data; human resource development; quality assurance; and ethical considerations. Prerequisite: HA 3433 or permission of instructor.
HA 4710 (10CR)
HEALTH ADMINISTRATION INTERNSHIP (480 CONTACT HOURS)
This course is an internship experience designed to translate and integrate theory into practice. Students are exposed to clients, volunteers, professionals, and other personnel in community health administration organizations. Opportunities in administration and direct services are used to offer learning, practice, and involvement under agency-based faculty supervision; 480 contact hours. This course includes a service-learning component. Prerequisite: HA 4731, all 3000 level Health Administration courses completed and concurrent enrollment in HA 4441 or permission of instructor.

HA 4731 (1CR)
HEALTH ADMINISTRATION SEMINAR
This course is an in-depth examination of advanced topics in health administration. Students will discuss current health administration issues, trends, and research as they impact on the field of health administration. Prerequisite: All 3000 level Health Administration courses complete or permission of instructor.

PUBLIC HEALTH
Mission:
The graduate of Langston University Public Health program is a scholarly health care professional who participates as a member of the interdisciplinary health care team and provides leadership to meet the complex healthcare issues in protecting and promoting the public’s health.

Core Values:
- Diversity
- Engagement
- Competence

Program Goals:
In order to achieve the mission of the public health program, we strive to meet the emerging challenges of healthcare by:
1. Preparing graduates to practice successfully in diverse public health/social service settings;
2. Establishing a solid foundation for advanced study in public health;
3. Providing an environment conducive to student learning and professional development;
4. Engaging in service activities that strengthen the capacity to advance and improve population health;
5. Conducting basic and applied research that contributes to the identification, management, and resolution of public health problems.

Program Objectives:
1. Assess the strengths and needs of diverse communities;
2. Build community capacity to solve public health problems through collaboration and placement of trained public health professionals;
3. Utilize public health core concepts and methods to address population-wide concerns, with a special emphasis on vulnerable populations;
4. Utilize appropriate communication strategies to promote public health engagement to effect change;
5. Synthesize interdisciplinary approaches of public health into practice;
6. Utilize critical thinking to promote, maintain, or restore population health;
7. Describe biopsychosocial principles needed to understand public health issues across the lifespan;
8. Use the public health code of ethics to evaluate professional practice.

Description of Program:
The Bachelor of Science in Public Health is intended to impart the knowledge of public health practice as well as the social, psychological, economic, and physical needs encountered in advancing population-based health. Course content will expose students to the foundations of public health with an opportunity to enhance learning in a specialty area, minority health and health disparities or nutrition and wellness. The Public Health program will prepare scholarly healthcare professional who participate as a member of the interdisciplinary health care team and provides leadership to meet the complex healthcare issues in protecting and promoting the public’s health.

Degree Requirements:
The Bachelor of Science in Public Health is organized around the five (5) core disciplines of public health: Biostatistics, epidemiology, environmental health sciences, social and behavioral sciences, and health administration and policy.
I. Degree: Bachelor of Science
II. Major: Public Health
   A. General Education: 41 hours
   B. Required Courses: 53 hours
   C. Specific Area of Concentration within Public Health: 15 hours
      - Minority Health and Health Disparities
      - Health Promotion and Nutrition
   D. Electives: 6 hours

Core Classes (53 credit hours)
- PUH 3323 Conceptual Foundations of Prof Practice
- PUH 3333 Community Health
- PUH 4333 Issues in Minority Health
- PUH 4313 Foundations of Public Health Law and Ethics
- PUH 3303 Essentials of Epidemiology
  PUH 3413 Introduction to Biostatistics
- PUH 2313 Introduction to Global Health
- PUH 3233 Organization and Administration of Health Services
- PUH 4312 Public Health Leadership Seminar
- PUH 2413 Health and Environment
- PUH 3343 Principles of Health Education and
  Public Health Practice and Fieldwork
- PUH 3423 Program Planning and Evaluation
- PUH 3373 Health Disparities and Inequality
- PUH 2433 Health Literacy
- PUH 3003 Nutrition in Life Span
- PUH 2403 Food Sanitation and Safety
- PUH 4433 Fundamentals of Public Health Policy

Electives (6 credit hours)
- PUH 3383 Computer Application for Public Health
- MG 3763 Principles of Marketing
- HD 2602 First Aid and Safety
- PUH 2343 Communication in Public Health
- PUH 2311 Public Health Survey
- MG 3703 Fundamentals of Management
- HA 3433 Case Management
- PY 3113 Psychology of Aging
- PUH 3101-5 Current Issues in Public Health

E. Areas of Concentration: (15 Credit Hours)
   Minority Health and Health Disparities
Public Health

Academic Degree Map

FRESHMAN YEAR

First Semester
EG 1113  English Composition I  3
MT 1513  College Algebra  3
NB 1114  Natural Science Biology I w/Lab  4
PY 1111  Personal & Social Development  1
HT 1483  U S History 1492 – 1865  3
CS 1103  Intro to Information Processing  3
Total  17

Second Semester
EG 1213  English Composition II  3
PS 1113  U S Government  3
NP 1113  Natural Science Physical w/Lab  3
PY 1113  Introduction to Psychology  3
FCS 2123  Introduction to Nutrition  1
Total  15

Sophomore Year

First Semester
EG 2053  Technical Writing  3
MT 2013  Elementary Statistics  3
PUH 2313  Introduction to Global Health  3
Elective  (Gen Edu or PUH)  3
PUH 2413  Health and Environment  3
Total  15

Second Semester
SP 2713  Introduction to Speech  3
FCS 2403  Food Sanitation & Safety  3
Elective  (Gen Edu or PUH)  3
HU 2103  Survey of Western Humanities I  3
PUH 2433  Health Literacy  3
Total  15

Junior Year

First Semester
MG 3763  Principles of Marketing  3
PUH 3303  Essentials of Epidemiology  3
PUH 3323  Conceptual Foundations of Prof. Pract.  3
PUH 3333  Community Health  3
PUH 3343  Prin. of Health Educ. & Health Promotion  3
Total  15

Second Semester
PUH 3413  Introduction to Biostatistics  3
PUH 3233  Org & Admin of Health Services  3
PUH 3423  Program Planning & Evaluation  3
PUH 3373  Health Disparities and Inequality  3
PUH 3383  Computer Applications  3
PUH 3003  Nutrition in the Lifespan  3
Total  18

Senior Year - Per Area of Concentration

First Semester
PUH 4313  Public Health Law & Ethics  3
PUH 3353  Women’s Health Issues  3
PUH 3423  Community Health Assessments  3
PUH 3313  Human Sexual Behavior  3
PUH 4333  Issues in Minority Health  3
FCS 3453  Community Nutrition or PUH 3453  3
PUH 3363  Nutrition, Fitness, Wellness  3
FCS 3333  Cultural Food Patterns for Health & Wellness or

Second Semester
PUH 4413  Public Health Prac/Fieldwork  3
PUH 4312  Public Health Leadership Seminar  2
PUH 4403  Complementary and Alternative Med  3
PUH 4423  Cultural Competence in Healthcare  3
FCS 4454  Medical Nutrition Therapy: Chronic Disease Management or

PUH 4454  Nutrition Counseling & Education or

FCS 4012  Nutritional Assessment or

PUH 4402  Fundamentals of Public Health Policy  3

PUBLIC HEALTH PROGRAM

CORE CLASSES (53 Credit Hours)

COURSES – PUBLIC HEALTH (PUH)

PUH 3323 (3CR)  CONCEPTUAL FOUNDATIONS OF PROFESSIONAL PRACTICE
The health professions core course addresses theories and concepts from a variety of disciplines as they pertain to the health professions. Emphasis is on interdisciplinary professional practice and includes critical thinking, problem solving, communication, change systems, stress, crisis, learning, rehabilitation, health promotion and caring.

PUH 3333 (3CR)  COMMUNITY HEALTH
This interdisciplinary course provides the student with opportunities to apply knowledge of the community and the group as client with a focus on at risk populations. The student will explore health behaviors and values related to culture, lifestyle, and developmental stage. The student is introduced to and examines the concepts of epidemiology and healthcare delivery from a community perspective. This course includes a service-learning component.

PUH 4333 (3CR)  ISSUES IN MINORITY HEALTH
This interdisciplinary core course examines the specific health issues, health care needs and intervention strategies for minority populations (i.e. Black/African American, American
Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, and Hispanic American). This course includes a service-learning component.

PUH 4313 (3CR)
FOUNDATIONS OF PUBLIC HEALTH LAW AND ETHICS
This course will explore the legal foundations of the American public health system and the resulting struggle between individual liberties and the government’s interest in providing for its citizen’s collective health and well-being. This course will examine the legal foundations of the American public health system as well as the legal and ethical issues that arise from balancing individual liberties with the government’s interest in protecting all citizens’ well-being.

PUH 3303 (3CR)
ESSENTIALS OF EPIDEMIOLOGY
This course will introduce basic concepts of epidemiology for professionals in health and rehabilitation. Descriptive epidemiology, morbidity and mortality studies, and experimental epidemiology will be some of the topics explained and addressed.

PUH 3413 (3CR)
INTRODUCTION TO BIOSTATISTICS
This course will provide students with a conceptual understanding of statistics used in medical health research. The emphasis will be on knowing when to use the various tests, what they measure, what the underlying assumptions are, and what the results mean.

PUH 2313 (3CR)
INTRODUCTION TO GLOBAL HEALTH
An introductory course that focused on applying public health principles in developing as well as developed countries, designed to fulfill a global studies integrative requirement, perhaps incorporating service and research.

PUH 3233 (3CR)
ORGANIZATION & ADMINISTRATION OF HEALTH SERVICES
This course focuses on the organizational structure of health care systems in the United States with emphasis on management and supervision of health care programs. Topical areas include organizational and administration structures in hospitals, nursing homes, clinics, and hospice.

PUH 4312 (2CR)
PUBLIC HEALTH LEADERSHIP SEMINAR
The course will introduce students to leadership theories and research, provide a context for leadership in public health, and help students learn core leadership skills. Senior standing and permission of instructor.

PUH 2413 (3CR)
HEALTH & ENVIRONMENT
This course introduces students to environmental and occupational health and implications for individual and population health. Issues of clean water, environmental toxins, air pollution, and the environmental impact on infectious disease will be discussed.

PUH 3343 (1CR)
PRINCIPLES OF HEALTH EDUCATION & HEALTH PROMOTION
Introduction to principles and concepts of health education and the role of the health educator in public health practice settings. Foundations of health promotion; communicating health concepts to the public; with a focus on strategies for developing health messages for specific populations.

PUH 4413 (3CR)
PUBLIC HEALTH PRACTICE AND FIELDWORK
Experiential learning through classroom activities and off-site professional work experiences rooted in public health and its aims. Builds essential skills of service, learning, and reflection through discussion, journal writing, and research. The fieldwork experience will be tailored to the students’ area of concentration. Senior standing and permission of instructor.

PUH 4433 (3CR)
FUNDAMENTALS OF PUBLIC HEALTH POLICY
Describes the nature of public policy interventions within the various domains of public health, the theoretical motivations for undertaking them, the influence of the political, bureaucratic, and social environmental in which policy decisions are made, the consequences of such decisions, and the key dimensions of analysis of the effects of public health policies. In addition to conceptual discussion of each of the above, the course includes evaluation of several case studies in public health policy decisions and their implications.

PUH 3423 (3CR)
PROGRAM PLANNING AND EVALUATION
This course is designed to provide skills in planning and developing health education interventions for behavior change at the individual, family or social network levels of practice. Emphasis is placed on applying program design principles to the development of educational interventions. It is structured in a lecture discussion format. This course includes weekly homework assignments and the development of a health education program plan. Students will be provided the necessary tools which will enable him/her to identify sources of funding, utilizing the Internet and other methods, and write a successful grant proposal. Emphasis will be placed on writing goals and objectives and on the preparation of an evaluation plan and budget. Prerequisites: PUH 3343

PUH 3373 (3CR)
HEALTH DISPARITIES AND INEQUALITY
Socioeconomic inequalities in health are large, widespread and persistent. The aims of this course are: to review the major theories of social stratification— from economic, political, and sociologic perspectives; to examine the epidemiologic evidence on social class, gender, and racial disparities in health and illness; and to develop an inter-disciplinary approach to analyze the problem of equality.

PUH 2433 (3CR)
HEALTH LITERACY
This course will focus on the linkages between health and literacy and between health and adult education theory and methods. Participants hone skills assessing literacy demands in health communications. Structured fieldwork includes observation studies, interviews, small projects.

PUH 3003 (3CR)
NUTRITION IN LIFESPAN
This course is designed to provide recognition of the relationships among the physiological, biochemical, psychological, and sociological factors that affect nutrient requirements and recommendations over the life cycle. Prerequisites: FCS 2123.

PUH 2403 (3CR)
FOOD SANITATION AND SAFETY
Presentation of emerging issues in food safety sanitation,
biotechnology, food biosecurity, and consumer perception of health risks in the food supply. Students will complete the Oklahoma Food Handler’s Examination. Prerequisites: FCS 2123.

PUBLIC HEALTH ELECTIVES (6 CREDIT HOURS)

MG 3763 (3CR)
PRINCIPLES OF MARKETING
Establishes the framework for marketing decisions in business and nonprofit organizations from the perspectives of buyers and sellers. Analyzes customer needs, market structures, channels of trade, demand analysis, product positioning, and product pricing. Studies decision tools used by marketers to grasp the dimensions and complexity of market opportunities.

HD 2602 (2CR)
FIRST AID AND SAFETY
This course is designed to study the signs, symptoms and immediate care given to a victim in injury or sudden illness.

MG 3703 (3CR)
FUNDamentals of MANAGEMENT
Assesses the management process in both service and manufacturing organizations. Investigates the philosophy of management, organization structures, social relationships, group behavior, cultural diversity, and leadership in domestic and international business. Analyzes the planning, decision making, and control cycle through which management decisions are implemented and monitored.

HA 3433 (3CR)
CASE MANAGEMENT
This interdisciplinary core course focuses on the knowledge and skills needed to function effectively in a case management role. Although the major focus of the course is on case management in long term care, other models of case management are introduced. Students conduct basic functional assessment; develop intervention strategies; formulate, implement and evaluate service care plans, and examine relevant ethical, legal, and political issues.

PY 3113 (3CR)
PSYCHOLOGY OF AGING
The purpose of this course is to explore the special psychological, social, intellectual. Emotional, and occupational problems that affect aging. Consideration is given to physical, sensory, motor and cognitive changes which are experienced in late adulthood.

PUH 3101-3105 (3-5CR)
CURRENT ISSUES IN PUBLIC HEALTH
These courses are designed for students to gain additional insight into a special topic within public health. The course if offered for variable credit (1-5 hours). Specific content is determined by curriculum and student needs. Prerequisites: Junior or senior standing in program and permission of instructor.

MINORITY & HEALTH DISPARITIES
(Areas of Concentration – 15 hours)

PUH 4423 (3CR)
CULTURAL COMPETENCE IN HEALTH CARE
This course presents insights into the conceptual framework, elements, topics, content within topics, and resources relevant to cross cultural education and training in the health professions. Prerequisites: PUH3323.

PUH 4323 (3CR)
COMMUNITY HEALTH ASSESSMENT
Designed to provide the student with practical experience in the field based on skills acquired in class. The course introduces students to methods of data collection and analysis of epidemiological data. It focuses on community health indicators and research tools used to assess health data. Emphasis is on research methods that are employed to identify community assets and goals; this step serves as the basic step in the process of community needs assessment which leads to the final objective, that is, program planning. The fundamentals of various types of community health interventions will be explored. Prerequisite PUH 3303, PUH 3333.

PUH 4312 (2CR)
PUBLIC HEALTH LEADERSHIP SEMINAR
The course will introduce students to leadership theories and research, provide a context for leadership in public health, and help students learn core leadership skills. Senior standing and permission of instructor.

PUH 2413 (3CR)
HEALTH & ENVIRONMENT
This course introduces students to environmental and occupational health and implications for individual and population health. Issues of clean water, environmental toxins, air pollution, and the environmental impact on infectious disease will be discussed.

PUH 3343 (1CR)
PRINCIPLES OF HEALTH EDUCATION & HEALTH PROMOTION
Introduction to principles and concepts of health education and the role of the health educator in public health practice settings. Foundations of health promotion; communicating health concepts to the public; with a focus on strategies for developing health messages for specific populations.

PUH 4413 (3CR)
PUBLIC HEALTH PRACTICE AND FIELDWORK
Experiential learning through classroom activities and off-site professional work experiences rooted in public health and its aims. Builds essential skills of service, learning, and reflection through discussion, journal writing, and research. The fieldwork experience will be tailored to the students’ area of concentration. Senior standing and permission of instructor.

PUH 4433 (3CR)
FUNDamentals of PUBLIC HEALTH POLICY
Describes the nature of public policy interventions within the various domains of public health, the theoretical motivations for undertaking them, the influence of the political, bureaucratic, and social environmental in which policy decisions are made, the consequences of such decisions, and the key dimensions of analysis of the effects of public health policies. In addition to conceptual discussion of each of the above, the course includes evaluation of several case studies of public health policy decisions and their implications.

PUH 3423 (3CR)
PROGRAM PLANNING AND EVALUATION
This course is designed to provide skills in planning and developing health education interventions for behavior change at the individual, family or social network levels of practice. Emphasis is placed on applying program design principles to the development of educational interventions. It is structured in a lecture discussion format. This course includes weekly homework assignments and the development of a health
education program plan. Students will be provided the necessary tools which will enable him/her to identify sources of funding, utilizing the Internet and other methods, and write a successful grant proposal. Emphasis will be placed on writing goals and objectives and on the preparation of an evaluation plan and budget. Prerequisites: PUH 3343

PUH 3373 (3CR) HEALTH DISPARITIES AND INEQUALITY
Socioeconomic inequalities in health are large, widespread and persistent. The aims of this course are: to review the major theories of social stratification-from economic, political, and sociologic perspectives; to examine the epidemiologic evidence on social class, gender, and racial disparities in health and illness; and to develop an inter-disciplinary approach to analyze the problem of equality.

PUH 4403 (3CR) COMPLEMENTARY AND ALTERNATIVE MEDICINE
An introductory course on complementary and alternative medicine. This course will provide an overview of the domains of complementary and alternative medicine, including its role in conventional medical care and delivery.

PUH 3313 (3CR) HUMAN SEXUAL BEHAVIOR
This course will focus on aspects of human sexuality, principally from a psychosocial and behavioral perspective, but will also include brief reviews of reproductive anatomy and disease processes as well as developmental abnormalities. The intent is to focus on understanding the strong influence of sexuality and to train health professionals to address sexual health or dysfunction in an explicit, open, and caring manner. Historical and cross-cultural comparisons will also be included.

PUH3353 (3CR) WOMEN'S HEALTH ISSUES
Designed to acquaint the student with the health care of women from puberty through the elder years. It will be taught through lectures supplemented with readings and will use a discussion format. It will address health care from the clinical and delivery systems perspectives and include aspects of female biological function in health and disease, treatment and prevention, and maternity and prenatal care.

NUTRITION & WELLNESS

FCS 2453/PUH 2453 COMMUNITY NUTRITION
This course will address application and integration of the principles of nutrition and their delivery in the local, national, and international settings. Field work is required. Prerequisites: FCS 2123, PY 1113, FCS 3003.

FCS 3343/PUH 3393 CULTURAL FOOD PATTERNS IN HEALTH AND WELLNESS
This course is designed to cover the relationship of the social and cultural development of people to their acceptance and use of foods in health and wellness as well as international problems related to food and nutrition.

FCS 3363/PUH 3363 (3 CR) NUTRITION, FITNESS, WELLNESS
Beginning course to provide an overview of the study of nutrition and exercise in promotion of health, and prevention and management of disease process for groups with specific nutrient needs.

FCS 4454/PUH 4454 (4 CR) MEDICAL NUTRITION THERAPY: CHRONIC DISEASE MANAGEMENT
This course includes the theory and application therapy that integrate nutrition, biochemistry, pharmacology, in the nutritional assessment of nutritional deficiency diseases.

FCS 4012 (2CR) NUTRITION COUNSELING & EDU OR NUTRITIONAL ASSESSMENT
This course is designed to provide students with knowledge and skills for counseling theories and techniques of nutrition education principles as it applies to nutrition education and documentation.
REQUIREMENTS FOR MINORS

SCHOOL OF AGRICULTURE AND APPLIED SCIENCES

AGRICULTURE AND NATURAL RESOURCES

Agribusiness - Urban
I. Required Courses
   AS 1114  Introduction to Agribusiness
   AS 3143  Agricultural Marketing
   AS 4113  Agricultural Prices
   AS 4143  Agricultural Policy
   AS 3113  Agricultural Finance
   AS 3633  Principles of Agribusiness

Total Required 19 Hours

Animal Science - Urban
I. Required Courses
   AS 1124  Introduction to Animal Science
   AS 3123  Principles of Animal Nutrition
   AS 3433  Feeds and Feeding
   AS 4513  Large Animal Production
   AS 4123  Small Ruminant Management
   AS 4133  Animal Breeding

Total Required 19 Hours

Crop and Soil Science - Urban
I. Required Courses
   AS 1214  Elements of Crops
   AS 2313  Elements of Soil
   AS 3623  Urban Horticulture
   AS 3223  Field Crop Production
   AS 4323  Principles of Soil Fertility and Management
   AS 4343  Plant Breeding and Genetics

Total Required 19 Hours

Natural Resource Management
I. Required Courses
   AS 4153  Natural Resources Management
   AS 3333  Water Resources Management
   AS 4313  Principles of Range and Pasture Management
   AS 3413  Elements of Forestry
   AS 4223  Wildlife Management
   AS 4233  Limnology

Total Required 19 Hours

Child Development
I. Required Courses
   FCS 2123  Creative Activities, Music and Arts
   FCS 2173  Management of Early Childhood Centers
   FCS 2233  Parents and Parenting
   FCS 3322  History and Philosophy of Early Childhood
   FCS 3213  Child Development
   FCS 3253  Early Childhood Social Studies, Science and Math
   FCS 4623  Selected Field Experiences in Early Childhood Development
      (Pre-Professional Experience)

Total Required 20 Hours

SCHOOL OF ARTS AND SCIENCES

Biology
I. Required Courses
   *NB 1114  Natural Science Biology I

   NB 1214  Natural Science Biology II
   BI 2114  General Zoology
   BI 2134  General Botany
   BI 3144  Ecology or
   BI 3114  Environmental Biology
   BI 3234  Cell Biology
   BI 3254  Genetics

Total Required 24 Hours

*NB 1114 is required in General Education and thus is not part of the 24 hours.

Broadcast Journalism
I. Required Courses
   BJ 2313  Introduction to Mass Media
   BJ 2393  News Writing I
   BJ 3113  Broadcast Writing I

II. Electives

Total Required 9 Hours

Chemistry
I. Required Courses
   CH 1315  General Chemistry I
   CH 1515  General Chemistry II
   CH 2114  Analytical Chemistry
   CH 3315  Organic Chemistry I
   CH 3325  Organic Chemistry II

Total Required 24 Hours

Corrections
I. Required Courses
   CO 2113  Introduction to Corrections
   CO 3113  Probation & Parole
   CO 3233  Criminal Typology & Classification
   CO 3263  Juvenile Delinquency
   CO 34000  Elective
   CO 34000  Elective
   Elective 6 hours

Total Required 18 Hours

English
I. Required Courses
   EG 2543  English Literature I
   EG 2653  English Literature II
   EG 3013  American Literature I
   EG 3023  American Literature II or
   EG 3033  Contemporary American Literature II

II. “Restricted” Electives (3000 and/or 4000 level courses)

6 Hours

Total Required 18 Hours

French
I. Required Courses
   FR 1113  Elementary French I
   FR 1123  Elementary French II
   FR 2513  Intermediate French I
   FR 2523  Intermediate French II
   FR 3513  Survey of French Literature &Culture I
   FR 3523  Survey of French Literature &Culture II
   FR 3313  Contemporary Francophone Africa
*FR 4333  Methods of Teaching French

Total Required 25-28 Hours

* For Teacher Education majors only

Spanish
I. Required Courses
   SN 1113  Elementary Spanish I
   SN 1223  Elementary Spanish II
   SN 2113  Intermediate Spanish I
Economics

I. Required Courses 12 Hours

EC 2013 Principles of Macroeconomics
EC 2023 Principles of Microeconomics
EC 3233 Microanalysis I

II. Electives (select 6 hours) 6 Hours

EC 3203 Macroanalysis I
EC 3243 Money and Banking and Financial Institutions
EC 3223 Urban and Regional Economics
EC 3253 Public Finance
EC 4213 International Trade and Finance
EC 4223 Economic Growth and Development
EC 4243 Industrial Organization and Public Policy

Total Required 18 Hours

Mathematics

I. Required Courses 9 Hours

MT 2145 Calculus I
MT 3624 Calculus II

II. Electives 9 Hours
(Note: 9 hours of electives in Mathematics must be above MT 1513 and MT 1613.)

Total Required 18 Hours

Sociology

I. Required Courses

SO 1113 Introduction to Sociology
SO 3213 Social Problems
SO 3253 Urban Sociology
SO 3263 Criminology
SO 3273 Race & Ethnic Relations
SO 34000 Elective
SO 34000 Elective

Total Required 21 Hours

Technology

II. Electives 18 Hours
(A minimum of 18 hours in sequential order in one of the following: (1) Computer Design, (2) Electronics, and (3) Building Structures.)

Total Required 18 Hours

SCHOOL OF BUSINESS

All minors in the School of Business are open to students whose major field lies outside the disciplines of business. And to those who are in the Business Program who are interested in learning the core fundamentals of another option as an enhancement to their major. Our minors prepare students in a cognate field that complements the major area of interest. Students enrolled in business programs will select a minor with the assistance of an appropriate advisor.

Accounting

I. Required Courses 12 Hours

AC 2103 Principles of Accounting I
AC 2203 Principles of Accounting II
AC 3143 Income Tax
AC 3103 Intermediate Financial Accounting II

II. Electives (select 6 hours) 6 Hours

AC 3113 Intermediate Financial Accounting II
AC 3123 Managerial Accounting
AC 3133 Accounting Information Systems
AC 3223 Cost Accounting
AC 4103 Internal Auditing
AC 4133 Government and Non-Profit Accounting
AC 4113 Auditing and Control
AC 4013 Internal Auditing Any AC 4000 Level Courses

Total required 18 Hours

Economics

I. Required Courses 12 Hours

AC 3103 Principles of Macroeconomics
AC 3123 Principles of Microeconomics
AC 3233 Microanalysis I

II. Electives (select 6 hours) 6 Hours

AC 3143 Money and Banking and Financial Institutions
AC 3223 Urban and Regional Economics
AC 3253 Public Finance
AC 4213 International Trade and Finance
AC 4223 Economic Growth and Development
AC 4243 Industrial Organization and Public Policy

Total Required 18 Hours

Management Information Systems

I. Required Courses 12 Hours

CS 2113 Advanced Programming Concepts
MIS 3513 Introduction to Business Computing
MIS 4523 Systems Analysis and Design I (with case tools)
MIS 4513 Business Telecommunications

II. Electives (select 6 hours) 6 Hours

MIS 3563 Introduction to MIS
MIS 3533 File Organization and Processing
MIS 3543 Database Systems

Total Required 18 Hours

Marketing

I. Required Courses 15 Hours

MG 3763 Principles of Marketing
MG 4753 International Management
MG 4763 Marketing Research
MG 4773 International Marketing
MG 3773 Marketing Management
BJ 3313 Public Relations

II. Electives 3 Hours
(Note: Business majors must have 6 hours)

BJ 3312 Layout and Design (2hrs)
BA 4653 Research Methods
MG 3873 Retailing and Merchandising
MG 3783 Purchasing Management

Total Required 18-21 Hours

Management

I. Required Courses 12 Hours

MG 3703 Fundamentals of Management
MG 3713 Human Behavior in Organizations
MG 3743 Entrepreneurship
MIS 4753 International Management

II. Electives 6 Hours

MG 3723 Human Resource Management
MG 4713 Managing Individuals & Workgroups
MG 4723 Managing Decision Processes
MG 4773 International Marketing

Total Required 12 Hours
Computer and Information Sciences
I. Required Courses (Select Two Courses) 12 Hours
   CS 2103 Programming Concepts
   CS 2113 Advanced Programming Concepts
   CS 3113 Analysis and Design of Algorithms
   CS 3133 Data Structures and Algorithms
II. Electives (select 6 hours) 6 Hours
   CS 3163 Software Engineering
   CS 3183 Discrete Mathematics
   CS 4133 File Structures and Database Management
   CS 4163 Operating Systems
Total Required 18 Hours

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES
Health, Physical Education, and Recreation
I. Electives
   A minimum of 18 semester hours of 3000 or 4000-level courses in Health, Physical Education, and recreation constitute the minor in Health, Physical Education, and Recreation.
   Total Required 18 Hours

Psychology
II. Electives
   (A minimum of 18 hours of 3000 or 4000-level courses in Psychology constitutes the minor in Psychology.)
   Total Required 18 Hours

SCHOOL OF NURSING AND HEALTH PROFESSIONS
Health Administration
I. Electives
   (Select 18 hours from Health Administration courses, excluding HA 4533, HA 4731, 4710, and HA 4441.)
   Total Required 18 Hours

Public Health
II. Electives
   (Select 18 hours from Public Health courses, excluding PUH 4413, PUH 4312.)
   Total Required 18 Hours
THE MASTER’S DEGREE PROGRAMS

MASTER OF EDUCATION DEGREE

The Master of Education (M.Ed.) degree is designed principally for individuals who are already certified to teach or who are certifiable. This degree provides for these persons to increase their professional competencies in their area of teaching endorsement or to complete requirements for endorsement in three areas for which certification is available only at the graduate level. **THIS PROGRAM DOES NOT LEAD TO CERTIFICATION.** This program particularly seeks to prepare teachers for those students growing up in urban areas with multifaceted problems in education, healthcare, childcare, law enforcement and corrections, and/or neighborhood blight.

The Master of Education degree provides five options:
- Bilingual/Multicultural Education
- English As a Second Language
- Elementary Education
- Urban Education
- Educational Leadership

Vision

The graduate program in Education at Langston University has as its vision a commitment to prepare highly competent educational practitioners who are capable of addressing the special problems that they may encounter in urban experiences at the community, state, and national levels.

Master of Education Goals/Objectives

The Master of Education degree options in Bilingual/Multicultural Education, English As a Second Language, Elementary Education, Educational Leadership, and Urban Education anticipate the needs of the teaching profession to prepare for an increasingly multicultural urban clientele in which minority students are becoming the majority.

Target populations are elementary and secondary teachers and others who recognize the necessity to develop special training skills which will enable them to respond to needs and develop potential of the ethnically diversified student body which will be the norm in the 21st century. Therefore, the following objectives for the Master of Education degree program have been established:

1. To aid teachers in coping with special problems that they encounter in all urban experiences;
2. To ensure that students understand and can apply appropriate methods of research and documentation;
3. To provide a core of courses to ensure that the student understands the nature of the language the child brings with him/her and the ability to utilize it as a positive tool in teaching;
4. To identify resources and develop curricula reflecting current research support in the four option areas;
5. To understand methods and approaches of language acquisition and their implication for the classroom;
6. To recognize and accept different patterns of child development within and between cultures in order to formulate realistic objectives.

Admission

The staff of the Graduate Program administers all matters relating to admission to the Graduate Program. Inquiries and applications for admission should be addressed to the following:
- Langston University
- Master of Education Graduate Program Coordinator
- 6700 N. Martin Luther King Avenue
- Oklahoma City, Oklahoma 73111

Applicants for admission to the Graduate Program at Langston University must be admitted to Langston University and to the Graduate Program. The Office of Admissions is responsible for all matters pertaining to general admission to the university. Prior to enrollment in any graduate level course, a student must have been admitted to Langston University and to the Graduate Program in accordance with the standards listed below:

**Admission to the Graduate Program requires that the applicant submit to the Assistant Director of Urban Enrollment:**
- **Application:** A completed graduate application for admission to Langston University;
- **Official transcripts** from all previous undergraduate and graduate institutions;
- **References:** The applicant should ask three individuals who know him/her well and who are in a position to evaluate his/her competence as a graduate student to complete reference letters and mail/email them directly to the M.Ed. Graduate Program.

The completed application forms and official transcripts should be submitted to the M.Ed. Graduate Program Coordinator. Forms are available with the Assistant Director of Urban Enrollment.

All application materials will be used to assist the graduate faculty in determining the applicant’s admisssibility to the program and determining the School’s ability to respond to the applicant’s professional objectives. All materials must be submitted before a final decision on admisssibility is rendered.

The following information is required is required for program admission:

1. Writing sample,
2. Professional résumé and
3. Professional Disposition Evaluation
4. GRE score

**Final Admission Status**

Applicants are responsible for ensuring that all required materials, including responses from at least three references, have been submitted. The status of admission may be quickly determined by calling the M.Ed. Graduate Program Coordinator.

Graduate Program Faculty make decisions regarding admission to the M.Ed. Graduate Program and permission to enroll in graduate courses. Appeals concerning admission to the Graduate Program shall be submitted to the Chair of Education and Professional Programs. The Chair may seek the counsel of the Graduate Program Commission in considering such appeals. All inquiries regarding admission to the Graduate Programs should be addressed to the Assistant Director of Urban Enrollment. All applications and credentials become the property of Langston University and are not returned to the applicant.

**Undergraduate Students and Graduate Work**

An undergraduate who needs no more than 12 semester hours in one semester (or 10 semester hours in the summer session) to complete all requirements for a degree and who is not deficient in grade points may be allowed to register for work to count for graduate credit under the following conditions:

1. That the total registration for all work shall not exceed 15 semester hours in a semester or 12 semester hours in the two summer terms;
2. That all work for undergraduate credit must be completed during that semester or summer session;
3. That all work to be counted for graduate credit must be approved and specified at the time of enrollment by the graduate advisor and by the director;

4. That such a student shall be considered to have graduate standing so far as it is required as a prerequisite for courses.

(Note: Graduate courses may not be used to meet undergraduate degree requirements.)

Transfer of Coursework
A candidate applying for the Master of Education degree who has earned a master’s degree or higher from an accredited college or university shall be subject to the same admissions requirements of a candidate without an advanced degree. The entire program of any graduate degree is normally completed in residence study at Langston University; however, upon the approval of the M.Ed. Graduate Program Coordinator, up to 6 hours of graduate transfer work may be applied toward the master’s degree program. Only those courses in which the student has earned an "A" or "B" may be considered for transfer for the master’s degree programs at Langston University.

Time Limit
The requirements for the master's degree must be completed within a period of six years starting with the first course (excluding leveling courses) counted toward the master's degree unless the director grants an extension of the time limit.

Course Load
A graduate student is allowed a maximum semester load of 9 hours and a maximum summer term load of 6 semester hours unless the director approves an overload.

Grade Requirement
Credit is given for grades of "A," "B," and "C." Every semester hour of "C," however, must be balanced by one of "A" since the student must maintain an average of "B" computed on all courses offered toward a degree. Courses with the grades of "D," "F," "I" (Incomplete), or "W" (Withdrawal) cannot be used to satisfy any of the requirements of a graduate degree, but they will be used to determine a student's academic standing.

A grade of "I" is given only when extenuating circumstances (hospitalization, personal injury, etc.) prevent a student from completing course requirements. The grade of "I" is given also when a student is engaged in a research project and additional time is required to complete the work. The grade of "I" must be replaced by a passing grade within one year or it is counted as an "F." All courses taken for graduate credit will be counted in computing the student’s grade point average to determine academic standing. Final examinations are required of all graduate students for all coursework.

Grading System
A grade once earned and entered on a student’s record cannot be removed. If a student repeats a course, the last grade earned is the one to be counted toward fulfillment of degree requirements.

A student may not repeat a course at another college or university to raise a grade (including a grade of "F") received at Langston University.

If a student drops a course officially or withdraws from school officially, the academic standing is determined by the instructor, and the student receives grades of “N” in the courses concerned if passing, “F” if failing.

Transferred grades are never lowered; they are filed just as they come. For degree purposes, grades earned at other institutions will be averaged with work done at the university.

I Incomplete No grade points. An incomplete grade may be used at the instructor's discretion to indicate that additional work is necessary to complete a course. (It is not a substitute for "F" and no student may be failing at the time an "I" grade is awarded. To receive an "I" grade, the student should have satisfactorily completed a substantial portion of the required course work for the semester. "I" grades not changed by the instructor to a credit-bearing grade or an "F" within one year will remain as a permanent "I" and not contribute to the student’s GPA.)

AW Administrative Withdrawal Administrative Withdrawal indicates that a student has been “involuntarily” withdrawn by the institution during the designated semester for disciplinary or financial reasons or inadequate attendance. Such institutional penalties follow institutional procedures. Administrative withdrawals are GPA neutral.

W Withdrawal No grade points. An automatic withdrawal grade of "W" is issued when a student initiates a withdrawal during the allowable withdrawal period (after the tenth day of classes in regular sessions and the fifth day of classes in the summer term and shall not exceed 12 weeks of a 16-week semester or, in general, not exceed 3/4 of the duration of any term). For any drop or withdrawal accepted after this deadline, a "W" or "F" grade will be assigned by the instructor, depending upon the student's standing in the class. If an "F" grade is assigned, it is calculated in the student's GPA; the "W" grade is GPA neutral.

Final examinations are required of all graduate candidates for all coursework.

Probation
A student working toward a master’s degree must maintain a “B” average (3.0 GPA) in all work offered toward degree requirements. If a student’s grade point average falls below “B” the student is placed on probation.

The Director of Education and Professional Programs sets the length of the probationary period in the consultation with the student and advisor. Students who do not raise their grade point averages to “B” by the end of the probationary period are dismissed by the Graduate Director and suspended from further work toward a master’s degree at the University.

A student who is suspended may petition the Graduate Director for reinstatement, but the petition must be accompanied by a positive recommendation from a graduate faculty member.

Procedures to Appeal Academic Probation or Dismissal are as follows:

1. The M.Ed. Graduate Program Coordinator will notify the student of the probationary or dismissal status.
2. The Graduate Program Commission will serve as the appellate body for the appeal process.
3. The student who has been placed on probation or who has been dismissed from the Graduate Program is the only person who may initiate the appeal process.
4. Within thirty (30) calendar days of the date of the notice of probation or dismissal the student shall present a written statement explaining the reasons for the appeal to the M.Ed.

a. Graduate Program Coordinator. No appeal can be instituted more than thirty calendar days after the notice of probation or dismissal has been received.
5. The M.Ed. Graduate Program staff shall place the appeal on the agenda of the next meeting of the Graduate Program Commission and shall forward the student’s written statement and other appropriate documents to the members of the Graduate Program Commission.

6. The student may attend the meeting of the Graduate Program Commission at which the appeal is heard and may present additional written or oral information. Such presentations shall be subject to limits, which may be determined by a majority vote of the members present at the Graduate Program Commission meeting. The Graduate Program Commission may seek other appropriate information. No information that reveals the grades or academic status of any other student may be presented.

7. Following the presentation of information, the Graduate Program Commission may, at its option, excuse all parties to the appeal prior to beginning its deliberation.

8. Upon completion of its deliberations, the Graduate Program Commission may recommend by a majority vote of the member present:
   a. That the probationary or dismissal action should not be changed.
   b. That the probationary or dismissal action should be removed from the student’s transcript and other academic records. If this is the case, the Graduate Program Commission may recommend that the student be allowed to enroll in additional graduate classes at Langston University.

9. The recommendation of the Graduate Program Commission shall be forwarded in writing to the student, the M.Ed. Graduate Program Coordinator, the Chair of Education and Professional Programs, the Dean of the School of Education and Behavioral Sciences and the Vice President for Academic Affairs.

10. After receiving the Graduate Program Commission’s recommendation the M.Ed. Graduate Program Coordinator shall initiate the appropriate action with the Registrar.

Advisement
When first admitted, all candidates are provided with a Plan of Study. Candidates with a GPA of 2.5 or higher or with a 3.0 in their undergraduate major are admitted unconditionally. Candidates lacking official scores on the GRE are advised that they have until the end of their first semester to submit scores the M.Ed. Graduate Program Coordinator. Otherwise, an enrollment hold will be placed on the candidate’s account until this requirement is met. All candidates must take Introduction to Graduate Studies during the first year of their matriculation. Candidates must maintain a 3.0 GPA during their enrollment in the master’s degree program. If the candidate’s GPA falls below 3.0 the candidate is placed on Academic Probation and given a set period of time (determined by the M.Ed. Graduate Program Coordinator) to raise the GPA to 3.0. If the candidate fails to raise the GPA to 3.0 in the allotted time they are suspended from further work toward a master’s degree at the university.

Candidates must meet with their advisor prior to enrolling in courses each semester. This is to ensure that the candidate is following the Plan of Study, making adequate progress towards the degree and that the candidate’s GPA is at 3.0 or higher.

At 30 hours, provided that the candidate has a GPA of 3.0 or higher, the advisor will enroll the candidate in ED 5883 Capstone Seminar and an additional course in conjunction with the candidate’s Plan of Study. The Capstone Seminar is offered in the fall and spring semesters only. The advisor will additionally assist the candidate with applying for graduation and any other needs the candidate may have as they reach the end of the program.

Transition Points through the Master of Education Graduate Program
There are four transition points through the Master of Education.

1. Admission – 1. Disposition Evaluation should be submitted in PASS-PORT.
2. Pre-Candidacy – Complete 9 hours; there should be 1 signature artifact
3. Candidacy – 21 hours: 3 signature artifacts 30 hours: 4 signature artifacts and 4 Disposition Evaluations
4. Capstone – 36 hours: 5 signature artifacts and 4 Disposition Evaluations

Pass-Port Courses
*ED 5883 Introduction to Graduate Studies
*EDU 5113 Teaching the Culturally Different Student
*UED 5203 Philosophy and Principles of Urban Education
*UED 5283 Practicum in the Urban Environment
*EDU 5883 Seminar: Written Comprehensive Exam

Background Check
In April 2001, the Oklahoma legislature passed a law stating that any person seeking a teaching license shall have “on file with the Board [Oklahoma State Department of Education: OSDE] a current Oklahoma criminal history record from the Oklahoma State Bureau of Investigation (OSBI) as well as a national fingerprint based criminal history record provided by the Federal Bureau of Investigation.”

Therefore, all individuals visiting schools or community settings on behalf of Langston University are required to submit to a background. The cost of the background check is approximately $20 per year through the OSBI.

NOTE: Individuals convicted of a felony or of a crime involving moral turpitude are NOT eligible to complete Practicum hours.
Membership in a Professional Organization

The PEU requires all candidates to maintain a membership in the Professional Oklahoma Educators Organization (POE). The POE serves the needs of professionals (including university/college education majors, teachers, paraprofessionals, administrators, retired educators, etc.) in the state of Oklahoma. Membership provides candidates with many benefits related to professional development opportunities, networking, discounts, and professional liability insurance.

Evidence of membership is required PRIOR to participation in field experiences, service learning, and practicum. To apply for membership to the POE, log on to the following web-site at http://www.professionaloklahomaeducators.org/about-poe.

*Note – Proof of a COMPLETED Background Check, Background Check Authorization, Passport Request Form, Proof of Passport Purchase, and Membership in the Professional Oklahoma Educators Organization (POE) must be posted in the appropriate D2L dropbox by 12:00 pm on the first Friday of class. Failure to meet these course requirements will result in course dismissal, as you will be unable to fulfill the requirements of the course. THERE ARE NO EXCEPTIONS TO THIS POLICY.

Action Research Project

The Graduate Program and School of Education and Behavioral Sciences require successful performance on a Master’s Research Project toward the end of the graduate student’s coursework for the degree. In order to begin this action research, candidates must have successfully completed 30 hours of coursework (minimum) with a GPA of 3.0 or higher. Additionally, candidates must be enrolled in the remaining six hours of the degree program during the semester in which they are writing the Master’s Research Project, conducting original research on a topic of interest that relates to educative experiences in schools or agencies of the urban community. In action research design, the candidates will address a specific, practical problem/issue and solutions. This research study is a systematic procedure (data collection based upon either quantitative or qualitative methods or both) so that candidates gather information about, and subsequently improve, the ways that a school setting has its operations, teaching, and learning.

In the event that the candidate has completed 36 hours of coursework with a 3.0 GPA or higher and has not fulfilled the research study, the candidate shall be required to enroll in ED 5881 the semester that he/she writes this capstone project. Theory and practice should inform educators, policymakers, and community leaders’ decision-making; action research often includes these following steps:

1. Selecting a focus
2. Evaluating previous studies and theories
3. Identifying research question(s)
4. Collecting data (i.e. observations, interviews, surveys, questionnaires, documents)
5. Analyzing and interpreting data
6. Reporting results
7. Taking/indicating informed action

The M.Ed. Graduate Program Coordinator reports to the Chair of Education and Professional Programs the results of the Master’s Research Project as Pass or Fail. One semester or the equivalent (16 weeks or 2 summer terms) must elapse before the capstone project may be taken a second time. Additional course work directed study and readings will be required of a student after the first failure of the action research. The second failure will result in automatic suspension from the Graduate Program.

Institutional Review Board

The Institutional Review Board (IRB) is designed to ascertain the acceptability of all proposed human subject research at Langston University. The IRB is primarily concerned with protection (level of risk) of human subjects in research, an essential function on all universities engaged in research. http://www.langston.edu/institutional-review-board Each candidate will submit an IRB in order to plan and to collect data for their Master’s Research Project.

Graduation

Applications for a graduate degree: Fall – September 1; Spring – November 1; and Summer – February 1. This application is to be made on forms available in the M.Ed. Graduate Program office.

Core Courses

The core of 12 to 15 hours is designated to form the basis for graduate study in education. Core courses are to be selected from those listed below:

- EDU 5003 Educational Research and Evaluation
- EDU 5023 Theory and Application of Tests and Measurements
- EDU 5033 Foundations of Education Psychology
- EDU 5043 Educational Sociology
- EDU 5053 Philosophy of Teaching
- EDU 5263 Educational Technology

BILINGUAL/MULTICULTURAL EDUCATION OPTION

Objectives

1. To prepare the candidate in the foundations of bilingual/multicultural education, including the rationale and program orientation;
2. To give the candidate the necessary training in multiple areas of linguistics so that he or she will be adequately equipped to understand the nature of language development, acquisition and usage, and their implications for teaching the bilingual/multicultural student;
3. To equip the candidate with the most current bilingual/multicultural teaching and learning strategies in core curriculum and content area courses;
4. To prepare the candidate in the appropriate areas of psychology and sociology needed to successfully teach the bilingual/multicultural student;
5. To prepare the candidate in the aspects of culture, cultural patterns and regional and cultural contributions of the bilingual/multicultural student;
6. To ensure proficiency in the language of the target population of which the candidate is preparing to serve.

Required Courses in Area of Concentration

- BED 5403 Foundation of Bilingual/Multicultural Education
- EDU 5133 Teaching the Culturally Different Student
- ESL 5563 Teaching English As a Second Language
- BED 5413 Curriculum Development in Bilingual/Multicultural Education
- BED 5433 Second Language Learning
- BED 5453 Assessing and Interpreting Language Proficiency
- BED 5993 Thesis Research
- BED 5996 Thesis Research
Core Courses: 12-15 hours (see above)
Electives: 3-6 hours and/or Thesis: 6 hours
Total Hours: 36

**Bilingual/Multicultural Endorsement Requirement**
The student shall qualify for a Bilingual/Multicultural Endorsement provided proficiency in a second language is validated by Langston University. The criterion for validation may be based on one of the following:
- Documentation of instruction in a language other than English for a minimum of 18 semester hours or
- Verification of language proficiency as determined under the guidance and supervision of Langston University.

**ENGLISH AS A SECOND LANGUAGE OPTION**

**Objectives**
1. To prepare the candidate in the foundations of English as a Second Language, including the rationale and program orientation;
2. To give the candidate the necessary training in multiple areas of linguistics so that s/he will be adequately equipped to understand the nature of language development, acquisition and usage, and their implications for teaching the student with limited English proficiency student;
3. To involve the candidate with the most current teaching and learning methods in English As a Second Language, with special emphasis in the areas of listening, speaking, reading, and writing;
4. To prepare the candidate in the appropriate areas of psychology and sociology needed to successfully teach the student with limited English proficiency student;
5. To prepare the candidate in the aspects of culture, cultural patterns, and regional and cultural contributions of the student with limited English proficiency.

**Required Courses in Area of Concentration**
- ESL 5503 Phonology or ESL 5513 Syntax or ESL 5523 Studies in Applied Linguistics ESL 5533 Methods and Materials Used in Teaching English as a Second Language
- ESL 5543 Studies in Descriptive Linguistics ESL 5403 Foundations of Bilingual/Multicultural Education
- ESL 5553 Curriculum Development in English as a Second Language
- BED 5453 Assessing and Interpreting Language Proficiency
- ESL 5563 Teaching English As A Second Language
- ESL 5993 Thesis Research
- ESL 5996 Thesis Research

Concentration Courses: 15-18 hours
Core Courses: 12-15 hours (see above)
Electives: 3-6 hours and/or Thesis: 6 hours
Total Hours: 36

**ELEMENTARY EDUCATION OPTION**

**Objectives**
1. To develop within each candidate an individual philosophy for effective teaching and learning the elementary school;
2. To explore innovative curricular strategies for maximizing learning with a diverse student population of the elementary level;
3. To improve instruction in the language arts, mathematics and social studies, and science through alternative teaching and learning strategies in the elementary school;
4. To insure proficiency in diagnosis and remediation of reading difficulties in the elementary school;
5. To explore the sociological and psychological basis of education, learning, and teaching.

**Required Courses in Area of Concentration**
- EED 5313 Classroom Reading Diagnosis
- EED 5323 Elementary School Curriculum
- EED 5333 Improvement of Instruction in Language Arts
- EED 5343 Improvement of Instruction in Social Studies
- EED 5353 Improvement of Instruction in Mathematics
- EED 5363 Improvement of Instruction in Science
- EED 5993 Thesis Research
- EED 5996 Thesis Research

Core Courses: 12-15 hours (see above)
Electives: 3-6 hours and/or Thesis: 6 hours
Total Hours: 36

**URBAN EDUCATION OPTION**

**Objectives**
1. To explore urban life and the consequences of urbanization on the individual and the group;
2. To examine the problems, programs, and practices appropriate for urban education;
3. To design curricula and develop innovative instructional strategies appropriate for a multicultural urban population;
4. To develop an increased awareness of cultural diversity in the student population of the urban school;
5. To examine the political, economic, governmental, and environmental factors which impinge on urban schools;
6. To explore current theories of classroom management and alternative discipline approaches in the urban school;
7. To improve communication skills through counseling strategies, positive self-concept techniques, and parental involvement approaches.

**Required Courses in Area of Concentration**
- UED 5203 Philosophy and Principles of Urban Education
- UED 5213 Maintaining Classroom Discipline
- UED 5233 Developmental Reading for the Urban School
- UED 5243 Educational Strategies for Behavioral Change in Exceptional Learners
EDU 5033 Educational Research and Eval.  3
EDU 50o23 Theory & Application of Tests and Measurements  3
EDU 5033 Foundation of Education Psychology  3
EDU 5043 Educational Sociology  2
Total  12

EDL 5133 (3CR)
SCHOOL ADMINISTRATION
This course provides an introduction to school administration, including the federal, state, and local roles in education; school funding and budgeting; school safety and security; and family and community collaboration and partnerships. This course is based upon the Interstate School Leaders Licensure Consortium (ISLLC) standards and targets ISLLC standards 3 and 4. Current and future administrators will examine how to manage their schools to create an effective learning environment and how to strengthen ties with the community to enhance student achievement.

EDL 5143 (3CR)
SCHOOL FINANCE
This course is an introductory course in school finance. Since funding is so varied from state to state, it will be personalized to the student’s local district. It will include a review of the federal, state, and local roles in school funding, the variety of funding options to include grants and non-profit sources, how budgets are built at the district level, and how funds should be allocated for the education of publics and the maintenance and overall operation of the school district. Emphasis will be placed on the role of the school administrator or manager for efficiency and to allocate resources on programs that improve student achievement.

EDL 5153 (3CR)
SCHOOL LAW
Students explore current legal issues in education. Although the course deals with problems and legal remedies, it also devotes time to avoiding problems and preventing litigation. This course is aimed primarily at public school administration at the school and district levels, but teachers and parents may find it of use as well. This is a rigorous and comprehensive course designed to thoroughly immerse participants in current legal issues facing school districts.

EDL 5163 (3CR)
SCHOOL PERSONNEL
Knowing how to maximize the potential of school personnel to meet student needs is a critical skill needed by experienced and future school administrators. How to meet the challenges of school personnel issues while enriching and nurturing staff requires a fine balance that impacts the culture of the school. This course provides an introduction to the administration of human resources in schools.

It places emphasis on viewing human resources planning as a process that is ongoing. The content encompasses the continuum from initial recruitment through induction to continuous professional development and retention.

EDL 5173 (3CR)
GROUP DYNAMICS
This course explores literature on effective leaders in business and schools with a primary focus on developing leadership vision, using effective communication strategies to build development and outreach strategies geared specifically for their school communities. Participants will develop an understanding that school are a part of the wider community; develop a public relations plan that will reach and enlist the support of diverse elements within communities; gain support for schools by presenting needs in positive ways; develop communication skills for internal and external audiences; use a variety of media tools; meet crises and solve conflicts with positive outcomes; and involve citizens in an “invitational” way.

EDL 5113 (3CR)
SCHOOL AND COMMUNITY RELATIONS
This course is designed to prepare school administrators to
community, and understanding ethical frameworks in education. This course is based upon the Interstate School Leaders Licensure Consortium (ISLLC) standards and targets ISLLC Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the community and ISLLC standards and acting with integrity, fairness, and in an ethical manner.

EDL 5183 (3CR)  
CURRICULUM DESIGN AND SUPERVISION  
Understanding effective design and implementation of curriculum is an essential step in becoming an effective educational leader. Administrators must have a working knowledge of policies regarding technology, special education, gifted education, and second language learners as well as requirements of federal and state accountability systems. This course is based upon the Interstate School Leaders Licensure Consortium standards and targets.

Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; and professional growth.

Standard 2: A school administrator as an educational leader who promotes the success of all students, advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Using the cases as a launching point, course participants will be given the opportunity to participate in online discussions regarding beliefs, best practices, challenges, current research, and ways to apply these to their practice.

EDL 5193 (3CR)  
CLINICAL SUPERVISION  
The purpose of this course is to train current and future school administrators to supervise teachers in clinical settings. Clinical supervision is first and foremost a process by which administrators and others can encourage teachers to continue their professional progress. Because teachers, like their students, vary in needs and abilities, this course will help administrators differentiate their approaches to complement and supplement teachers’ skills and knowledge. Course participants will consider ethical and legal issues surrounding the supervision of school personnel. They will also investigate policy initiatives aimed at improving teaching in our nation’s schools.

Participants will concentrate on direct observation of teachers’ performance behaviors that can be seen and/or heard in both classrooms and in professionally related activities. Such observations are meant to shed light on teacher competence or on teachers’ abilities to call up relevant professional knowledge and apply it at the appropriate time in the classroom. In doing so, participants will focus on the development of practical skills of clinical supervision, formative evaluation, asking teachers about their work, observing classroom behavior of both teachers and pupil and providing feedback to teachers based on observations.

This course is based upon the Interstate School Leaders Licensure Consortium standards and targets Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to learning and staff professional growth, and Standard 3: Ensuring management of the organization, operation resources for a safe, efficient, and effective learning environment.

COURSES – BED  
BED 5403 (3CR)  
FOUNDATIONOFBILINGUAL/MULTICULTURAL EDUCATION  
Study the historical development of bilingual/multicultural education, its trends and implications in the field of education. The students will be introduced to the multiple program designs currently in practice.

BED 5413 (3CR)  
CURRICULUM DEVELOPMENT IN BILINGUAL/MULTICULTURAL EDUCATION  
The students are expected to acquire, evaluate, adopt, and develop materials appropriate to the bilingual/multicultural classroom. It is also expected that students identify current biases and deficiencies in existing curriculum and in both commercial and teacher-prepared materials of instruction.

BED 5433 (3CR)  
SECOND LANGUAGE LEARNING  
Understand basic concepts regarding the nature of language. Students will identify and understand structural differences between the child’s first and second language, recognizing areas of potential interference and positive transfer.

BED 5453 (3CR)  
ASSESSING AND INTERPRETING LANGUAGE PROFICIENCY  
Carry out research of current assessment instruments available that measure language proficiency. Particular emphasis will be given to screening, assessment, placement, and prescriptive procedures.

BED 5993 (3CR)  
THESIS RESEARCH  
Research in Bilingual/Multicultural Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and dean.

BED 5996 (6CR)  
THESIS RESEARCH  
Research in Bilingual/Multicultural Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and dean.

EDU 5003 (3CR)  
EDUCATIONAL RESEARCH AND EVALUATION  
Introduction to research in education. Included in this course content are (1) a survey of current educational research, (2) the nature of research methodology, (3) the preparation of research reports, and (4) reactions to current research.

EDU 5013 (3CR)  
IMPLICATIONS OF CROSS-CULTURAL PRACTICES IN HUMAN DEVELOPMENT  
Analysis of differences and commonalities in life-style patterns on cultural groups with implications for childcare programs. Special emphasis is given to cultural differences in childcare practices, family constellates, inner-connectedness, self-concept, and personal, social, and academic aspirations.

EDU 5023 (3CR)  
THEORY AND APPLICATION OF TESTS AND MEASUREMENTS  
General concepts of reliability and validity of both standardized and teacher-made tests and their implications in educational measurements. Interpretations and misinterpretations are presented with regard to standardized testing. In addition, case
EDU 5033 (3CR)  
FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY  
Human learning and cognition in educational settings. Instructional theory and models. Effects of learner characteristics on the learning process.

EDU 5043 (3CR)  
EDUCATIONAL SOCIOLOGY  
An examination of the sociological basis of education, learning, and teaching. Topics include culture and the school system, ideals and realities of the teaching profession, social class and education, and equal educational opportunity and schooling.

EDU 5053 (3CR)  
PHILOSOPHY OF TEACHING  
Implications of philosophical assumptions for classroom practices of both the elementary and secondary levels. Students will clarify their own general and educational philosophy.

EDU 5103 (3CR)  
STUDIES IN THE TEACHING OF COMPOSITION  
Students will survey current scholarly opinion concerning objectives and methods of teaching composition. They will have supervised planning of English curriculum, with special attention to problems related to teaching composition and development through criteria for evaluating student compositions.

EDU 5113 (3CR)  
TEACHING THE CULTURALLY DIFFERENT STUDENT  
Identifying, understanding, and challenging the culturally different student in the classroom and community. Emphasis will be placed on understanding the effects of socio-economic and cultural factors on the learner and the educational program. Use of current research regarding the education of children in the United States from diverse linguistic and cultural backgrounds will supplement course curriculum.

EDU 5123 (3CR)  
FOUNDATIONS OF CROSS-CULTURAL PRACTICES IN HUMAN DEVELOPMENT  
Selected foundation aspects of human development with a multidisciplinary coverage of the ages and stages of human development. The coverage is from preconception through old age and dying, with emphasis upon early childhood through young adulthood.

EDU 5133 (3CR)  
COUNSELING THE CULTURALLY AND ETHNICALLY DIFFERENT STUDENT  
Development of counseling skills and strategies based upon the special needs and characteristics of the culturally and ethnically different students.

EDU 5143 (3CR)  
STUDIES IN THE TEACHING OF LITERATURE  
Students will survey current scholarly opinion concerning objectives and methods of teaching literature. They will have supervised planning of the English curriculum, with special attention to problems related to the teaching of poetry, drama, prose fiction, and prose nonfiction.

EDU 5153 (3CR)  
LINGUISTICS AND LITERATURE  
The linguistic properties of literature and English will be studied, emphasizing the connection between grammatical deviations and literary expression. The course provides training in the application of methods of linguistic analysis to the partial explication of the structure of the literary works.

EDU 5163 (3CR)  
TEACHING READING TO SECOND LANGUAGE LEARNERS  
Critical and analytical study of materials, programs and techniques used in teaching reading to second language learners. Techniques utilizing the latest in technological media will be studied. Application and demonstration of the principles, techniques, and other components will be required.

EDU 5263 (3CR)  
EDUCATIONAL TECHNOLOGY  
Emphasis is on development, production, and utilization of materials. Skills in basic techniques for the production of slide/tape and videotape materials and educational use of computers will be acquired.

UED 5203 (3CR)  
PHILOSOPHY AND PRINCIPLES OF URBAN EDUCATION  
A study of the social and psychological consequences of urban life and its effect on the educational process. Students will examine the diversity of urban lifestyles and its impact on schools in the inner city. The focus is on the sensitivity of racial and cultural differences and their influences on an effective multicultural educational program.

UED 5213 (3CR)  
MAINTAINING CLASSROOM DISCIPLINE  
An exploration of current theories of classroom management including specific alternative discipline approaches. Emphasis will be placed on application in the urban elementary and secondary school classroom.

UED 5223 (3CR)  
BUILDING AND APPLYING STRATEGIES FOR INITIAL COGNITIVE SKILLS  
BASIC is a program for teachers of young children, ages four to twelve, which focuses on helping teachers to build and apply strategies for developing initial cognitive skills in their students. Emphasis is placed on using whatever materials the teacher has in thinking and language skills.

UED 5233 (3CR)  
DEVELOPMENTAL READING IN THE URBAN SCHOOL  
Designed to develop and increase competencies for teaching developmental reading in urban educational settings. Emphasis is on an analysis of the reading process, materials, and procedures. Other areas include urban factors affecting reading ability, motivation, diagnosis, and remediation skills for the diverse urban population.

UED 5243 (3CR)  
EDUCATIONAL STRATEGIES FOR BEHAVIORAL CHANGE IN EXCEPTIONAL LEARNERS  
An exploration of a variety of instructional activities designed to effect behavioral change in mainstreamed exceptional students in the urban setting. Specific focus is on social behavior, academic remediation, and study skills.

UED 5253 (3CR)  
CURRENT ISSUES AND TRENDS IN URBAN EDUCATION  
A study of the most recent topics in the field of urban education issues such as community power, school integration,
multicultural education, human relations, and the urban environment will be explored.

UED 5273 (3CR)
ADMINISTRATION OF COMPENSATORY AND URBAN EDUCATION
Preparation for administering programs to special pupil populations. Emphasis will be given to special concepts, issues, regulations, problems, and procedures in the management of compensatory and urban education. Also included will be state and federal legislation and court decisions pertaining to special pupil populations.

UED 5283 (3CR)
PRACTICUM IN THE URBAN ENVIRONMENT
On-site experiences required for students who have not taught or worked in the urban school and/or urban community. The course will focus on specific needs and problems within each individual setting. Prerequisites include a minimum of nine (9) hours from the following courses: UED 5203 (Philosophy and Principles of Urban Education), UED 5213 (Maintaining Classroom Discipline), UED 5233 (Developmental Reading in the Urban School), UED 5243 (Educational Strategies for Behavioral Change in Exceptional Learners).

UED 5993 (3CR)
THESIS RESEARCH
Research in Urban Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and dean.

UED 5996 (6CR)
THESIS RESEARCH
Research in Urban Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and dean.

ED 5881 (1CR)
SEMINAR
The purpose of the seminar course is to provide an atmosphere in which the graduate students and faculty may examine, review, discuss, and/or research current trends in the education profession and to provide graduate students field experience and/or the opportunity to do individual projects. Prerequisite: Permission of advisor.

ED 5882 (2CR)
SEMINAR
The purpose of the student course is to provide an atmosphere in which the graduate students and faculty may examine, review, discuss, and/or research current trends in the education profession and to provide graduate students field experience and/or the opportunity to do individual projects. Prerequisite: Permission of advisor.

ED 5883 (3CR)
SEMINAR
The purpose of the student course is to provide an atmosphere in which the graduate students and faculty may examine, review, discuss, and/or research current trends in the education profession and to provide graduate students field experience and/or the opportunity to do individual projects. Prerequisite: Permission of advisor and dean of the Graduate Program.

EED 5313 (3CR)
CLASSROOM READING DIAGNOSIS
Designed to emphasize the understanding and use of reading survey tests, group diagnostic assessment tests, criterion-referenced assessment programs, and appropriate teacher-constructed tests. The course will include the selection, administration, scoring, and interpretation of group-ready tests and a diagnostic practicum.

EED 5323 (3CR)
ELEMENTARY SCHOOL CURRICULUM
Study of the elementary school curriculum, including all of the experiences of children for which the school will assume responsibility. The potential of this broad concept of the curriculum is explored as a means of developing desired elementary learner characteristics.

EED 5333 (3CR)
IMPROVEMENT OF INSTRUCTION IN LANGUAGE ARTS
Recent developments in the teaching of language arts in elementary and/or middle school grades; problems, concerns, methods, materials, and research related to listening and to oral, written, and visual communication. Students can select particular concepts and related skills for special attention.

EED 5343 (3CR)
IMPROVEMENT OF INSTRUCTION IN SOCIAL STUDIES
A study of recent changes in social studies curriculum and instruction designed to investigate strengths and limitations of various approaches. Competency in teaching for concept development, dealing with value-laden issues, and teaching for inquiring are stressed. An inquiry-centered learning environment emphasizes personalizing the social studies curriculum for children. Alternate teaching strategies and complementary evaluative techniques are reviewed and practiced.

EED 5353 (3CR)
IMPROVEMENT OF INSTRUCTION IN MATHEMATICS
Consideration of recent trends in subject matter context and teaching guides to improve understanding of meanings, vocabulary, and mathematical concepts. Instructional methods and materials are included.

EED 5363 (3CR)
IMPROVEMENT OF INSTRUCTION IN SCIENCE
Designed to identify and explore the principles of science that teachers should recognize, understand, and consider from kindergarten through grade eight.

EED 5993 (3CR)
THESIS RESEARCH
Research in Elementary Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and dean of the Graduate Program in Education.

EED 5996 (6CR)
THESIS RESEARCH
Research in Elementary Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and dean of the Graduate Program.

ESL 5503 (3CR)
PHONOLOGY
Modern English phonology is studied with emphasis on contemporary theories of linguistic analysis. The course relates the sound system of English both to phonetic universals and to the other components of a complete grammar of English.
ESL 5513 (3CR) SYNTAX
The primary aim of this course will be to present a detailed study of the morpho-syntactic component of the grammar of English. Particular emphasis will be placed on contemporary theories of structural linguistics. Sometimes will be given to comparing the applicability of these theories to English grammar and the grammar of selected languages.

ESL 5523 (3CR) STUDIES IN APPLIED LINGUISTICS
This course will focus on the application of the principles and findings of linguistic science to the solution of selected practical problems of English grammar. These problems will include both the phonological and syntactic structures that have particular application to pedagogy. Additional problems may be included which have been taken from other languages for the sake of comparison to English grammar.

ESL 5533 (3CR) METHODS AND MATERIALS USED IN TEACHING ENGLISH AS A SECOND LANGUAGE
Students will gain practical experience in the design of materials for English as a Second Language instruction. From a study of contemporary theories of second language acquisition, students will have individual projects of actual practice in teaching English to speakers of other languages.

ESL 5543 (3CR) STUDIES IN DESCRIPTIVE LINGUISTICS
Students will study language analysis, with particular emphasis on the synchronic description of morphology and phonology. A system of analytic techniques will be explored which will enable the student to develop an appreciation of the complexities of language structures and descriptive linguistic techniques.

ESL 5553 (3CR) CURRICULUM DEVELOPMENT IN ENGLISH AS A SECOND LANGUAGE
The students are expected to acquire, evaluate, adopt, and develop materials appropriate to teaching English as a Second Language. It is also expected that students identify current biases and deficiencies in existing curricula and in both commercial and teacher-prepared materials for instruction.

ESL 5563 (3CR) TEACHING ENGLISH AS A SECOND LANGUAGE
The rationale, methodologies, and techniques of teaching English as a second language will be identified and discussed. Mastering the practical application of these concepts is a requirement.

ESL 5993 (3CR) THESIS RESEARCH
Research in English as a Second Language for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and Dean of the Graduate Program in Education.

ESL 5996 (6CR) THESIS RESEARCH
Research in English as a Second Language for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and Dean of the Graduate Program.

MASTER OF SCIENCE IN REHABILITATION COUNSELING (M.S.)

Mission Statement:
The mission of the Rehabilitation Counseling Program is to train qualified personnel to provide quality rehabilitation and mental health services to persons with disabilities and to engage in ongoing research, information dissemination and service to enhance the quality of life for persons with disabilities.

Vision:
The Rehabilitation Counseling Program will strive to become nationally recognized for its production of highly qualified rehabilitation and mental health professionals to meet the state and national human resource demands as well as conducting a programmatic research agenda and service aimed at improving vocational rehabilitation services for persons with disabilities.

Goals/Objectives:
The goals and objectives of the Langston University Rehabilitation Program are to address the following:

1. To increase the number of qualified rehabilitation counselors and mental health professionals from traditionally underrepresented populations to work in the state and federal rehabilitation program or counseling-related agencies;

2. To provide high quality academic training which is responsive to the needs of practicing Vocational Rehabilitation (VR) counselors from the Oklahoma Combined Rehabilitation Agency, the eight American Indian VR Programs, and community rehabilitation programs;

3. To present an academic curriculum which provides program participants with the knowledge, skills, and competencies that emphasize independent living and that meet or exceed CORE standards and prepare graduates for the Certified Rehabilitation Counselor (CRC) designation, and the Oklahoma Licensed Professional Counselor (LPC) credential.

4. To place graduates in vocational rehabilitation and counseling positions in state-federal rehabilitation agencies, as well as in profit and non-profit entities.

Description of Program:
The Rehabilitation Counseling Program (RCP) was established in 2001 via funding from the Rehabilitation Services Administration (RSA), United States Department of Education. The RCP is designed to meet the growing demand for qualified professionally trained rehabilitation counselors who want to work in public and private rehabilitation agencies and institutions with the psychosocial and vocational needs of persons with varying disabilities such as developmental disabilities, psychiatric disabilities, traumatic brain injury, and alcohol and substance abuse behaviors as well as other acquired disabling conditions. Organizationally, the RCP functions as a program within the School of Behavioral Sciences and Education and Graduate Program, in conjunction with the Oklahoma Department of Rehabilitation Services. This structure bridges the gap between theory and practice, linking academic resources with applied settings (i.e., practicum and internship sites). Specifically, this strong collaborative relationship between the RCP and the Oklahoma Department of Rehabilitation Services (ODRS) allows for students to apply theory attained in the classroom to service provision opportunities offered through practicum and internship experiences.
**Philosophy**

The master's degree program in Rehabilitation Counseling is centered around the philosophy that members of the rehabilitation counseling profession serve best when they have, in addition to cognitive skills, a genuine commitment to a high standard of professional responsibility. To enhance this position, the 48-hour core curriculum is provided to convey to students not only knowledge of how to work with individuals who have disabilities but also an awareness of the responsibilities to society that accompanies the power inherent in that knowledge.

**Course Requirements for M.S.**

The curriculum includes 48 hours of core courses. This includes: 3 hours of practicum (100 clock hours), 6 hours of internships (600 clock hours), 3 hours of research and a 3-hour course Comprehensive Examination which prepares the student for the comprehensive examination. Following the completion of 75% of program coursework, eligible students may sit for the CRC examination.

**Curriculum with Licensed Professional Counselor (LPC)**

**Track Option and Vocational Evaluation and Work Adjustment (VEWA) Track Option, and Assistive Technology (AT) Track Option**

**FIRST YEAR**

**First Semester**

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<td>RC 5603</td>
<td>Foundation of Rehabilitation Counseling</td>
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<tr>
<td>RC 5613</td>
<td>Medical and Psychological Aspects of Disability (Prerequisite)</td>
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<td>RC 5623</td>
<td>Theory and Practice of Rehabilitation Counseling</td>
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<td>RC 5783</td>
<td>Legal Concerns and Ethics in Counseling</td>
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**Second Semester**

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<td>Research Methods and Statistics</td>
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<td>RC 5653</td>
<td>Medical and Psychological Aspects of Disability II</td>
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<td>RC 5653</td>
<td>Assessment and Evaluation</td>
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<td>Case Management</td>
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**SECOND YEAR**

**Fourth Semester**

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<td>RC 5733</td>
<td>Group Counseling</td>
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<td>RC 5763</td>
<td>Career Development and World of Work</td>
<td>3</td>
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<tr>
<td>RC 5773</td>
<td>Counseling Methods and Techniques</td>
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<td>*RC 5803</td>
<td>Individual Testing Techniques (LPC) or Occupational Information and Vocational Analysis (VEWA) or Applications of Assistive Technology</td>
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<td><strong>RC 5903</strong></td>
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**Fifth Semester**

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<td>RC 5753</td>
<td>Comprehensive Evaluation</td>
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<td>*RC 5823</td>
<td>Abnormal Behavior/Diagnoses (LPC)</td>
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**Sixth Semester**

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<td>Advanced Addictions and Counseling (LPC)</td>
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<td><strong>RC 5923</strong></td>
<td>Principles and Practice of Work Adjustment Rehabilitation (VEWA)</td>
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<tr>
<td><strong>RC 5933</strong></td>
<td>Seminar in Vocational Evaluation and Work Adjustment (VEWA) or Clinical Observations in Assistive Technology</td>
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**LICENSED PROFESSIONAL COUNSELOR (LPC) TRACK OPTION**

The curriculum offers a 15-hour Licensed Professional Counselor (LPC) track option leading to the LPC credential. Following the completion of the 48-hour CORE curriculum, students have an option of completing an additional 15 hours under the LPC track. Students who complete the LPC track option and 3,000 clock hours of approved supervision under an LPC will be eligible to sit for the Oklahoma Licensed Professional Counselor (LPC) examination. A minimum of 42 hours of course work is required to be completed before degree seeking students can enroll in any LPC courses. Asterisks (*) denote LPC track courses in the description section.

**VOCATIONAL EVALUATION AND WORK ADJUSTMENT (VEWA) TRACK OPTION**

The Vocational Evaluation and Work Adjustment (VEWA) track option is available to students interested in conducting vocational assessment and evaluation. Following the completion of the 48 credit-hour CORE curriculum, students have the options of completing an additional 12 credit hours under the VEWA track. A minimum of 42 hours of course work is required to be completed before degree seeking students can enroll in any VEWA courses. Two Asterisks (**) denotes VEWA track courses in the description section.

**ASSISTIVE TECHNOLOGY (AT) TRACK OPTION**

The Assistive Technology (AT) track option is available to students interested in providing assistive services and accommodations to persons with disabilities. Following the completion of the 48 hours credit-hour CORE curriculum, student have the options of completing an additional 9 hours under the AT track. A minimum of 42 hours of course work is required to be completed before degree seeking students can enroll in any AT courses. Three Asterisks (***) denote AT track courses in the description section.

**COURSES – (*** ) denote AT track courses in the description section.**

**RC 5603 (3CR)**

**FOUNDATION OF REHABILITATION COUNSELING**

An introduction to the history and philosophy of rehabilitation and legislation as they apply to individuals with disabilities. Course content will include the following: (a) purposes and policies in current legislation; (b) organizational structure of the vocational rehabilitation systems, including public, private for-profit, and not-
for-profit service settings; (c) societal issues, trends, and developments as they relate to rehabilitation; and (d) informed consumer review, choice, and personal responsibility in rehabilitation process.

RC 5613 (3CR)
MEDICAL AND PSYCHOLOGICAL ASPECTS OF DISABILITY
Students will learn the impact of disability on the individual and family, and the personal, social, and cultural adjustment to life utilizing appropriate intervention resources based on functional capacities of individuals with disabilities.

RC 5623 (3CR)
THEORY AND PRACTICE OF REHABILITATION COUNSELING
This course will provide an overview of behavior, personality, human growth and development incorporating individual, group and family counseling theories and practices. Course content will include (a) diversity issues including multi-cultural, disability and gender issues; (b) environmental and attitudinal barriers to individuals with disabilities; (c) service to a variety of disability populations, including multiple disabilities, in diverse settings and involvement of family members, guardians, and advocates in the rehabilitation process.

RC 5633 (3CR)
ASSESSMENT AND EVALUATION
The student will learn how to conduct an evaluation, interpret and assess objective findings, and utilize available resources in the vocational assessment of clients with disabilities.

RC 5643 (3CR)
RESEARCH METHODS AND STATISTICS
An introduction to the techniques appropriate for analyzing research articles in rehabilitation counseling and related fields. Included are applications of research literature and statistical and research methods to guide and evaluate practice.

RC 5653 (3CR)
MEDICAL & PSYCHOLOGICAL ASPECTS OF DISABILITY II
Students will learn the impact of disability on the individual and family and the personal, social, and cultural adjustment to life, utilizing appropriate intervention resources based on functional capacities of individuals with disabilities.

RC 5663 (3CR)
PRACTICUM
The purpose of this course is to provide students with experiences within the clinical environment. Students will observe and learn basic rehabilitation counseling skills from trained rehabilitation counselors with CRC credentials. Students will incorporate on-campus classroom experiences while dealing with rehabilitation counseling concerns and clinical experiences. Successful completion of this course is a prerequisite to the supervised rehabilitation counseling clinical internship experience.

RC 5693 (3CR)
CASE MANAGEMENT
This course is designed to help students understand the case management process, including case finding, service coordination, referral to and utilization of other disciplines, and client advocacy. Students will learn how to plan for the provision of independent living services and vocational rehabilitation services. They will also be required to identify and use community resources and services in rehabilitation planning utilizing computer applications and technology for caseload management, functional assessment, and job matching.

RC 5723 (3CR)
INTERNSHIP I
The internship is designed to provide Rehabilitation Counseling students with a variety of professional learning experiences through the completion of prescribed activities in a rehabilitation organization under the supervision of a rehabilitation counselor with CRC credentials. The major focus of the course will be the integration and application of classroom and field-based knowledge gained throughout the Rehabilitation Counseling program. Students are required to complete a minimum of 300 clock hours.

RC 5733 (3CR)
GROUP COUNSELING
This course is a survey of theories and methodologies used in group counseling with emphasis on utilization with culturally diverse populations. The course is designed to provide the student with an advanced knowledge base and skills necessary to provide group counseling to individuals with various disabilities.

RC 5743 (3CR)
INTERNSHIP II
The internship is designed to provide Rehabilitation Counseling students with a variety of professional learning experiences through the completion of prescribed activities in a rehabilitation organization under the supervision of a rehabilitation counselor with CRC credentials. The major focus of this course will be the integration and application of classroom and field-based knowledge gained throughout the Rehabilitation Counseling program. Students are required to complete a minimum of 300 clock hours.

RC 5753 (3CR)
COMPREHENSIVE EXAMINATION
In preparation for taking the CRC examination, students will successfully complete a comprehensive written and/or oral examination in order to demonstrate the knowledge acquired throughout the program.

RC 5763 (3CR)
CAREER DEVELOPMENT AND WORLD OF WORK
Students will be exposed to the vocational aspects of disabilities, including theories and approaches to career development and exploration as well as occupational information, labor market trends, and the importance of meaningful employment with a career focus. Emphasis will be placed on multicultural career influences, ADA and 504 issues in career development and job placement.

RC 5773 (3CR)
COUNSELING METHODS AND TECHNIQUES
This course is designed as a survey of major theories and techniques of counseling. The survey will include methods of behaviorism, humanism and psychoanalysis theories and their application in counseling. The course will include examination of the issues of clinical practice, intervention, confidentiality and ethics.

RC 5783 (3CR)
LEGAL CONCERNS AND ETHICS IN COUNSELING
Identification and implementation of laws and ethical standards affecting rehabilitation counseling practice, with examples of their application and ethical decision-making. This course is designed to investigate and review the objectives of professional counseling organizations, codes of ethics, legal aspects of counseling practice and standards for the role of persons providing direct counseling.
RC 5793 (3CR)
HUMAN GROWTH AND DEVELOPMENT
This course is designed to provide students with an understanding of human development over a lifetime focusing on life stages of infancy, adolescence and adulthood incorporating cognitive, physical and social development concerns.

RC 5803 (3CR)
INDIVIDUAL TESTING TECHNIQUES
*(LPC Track Option)
A study of the rationale and the administration and diagnostic uses of the Wechsler III Scales including a module of a personality instrument as well as cultural and legal/ethical issues in testing.

RC 5823 (3CR)
ABNORMAL/BEHAVIOR DIAGNOSTICS
*(LPC Track Option)
A study of deviant and maladaptive behavior encountered counseling. Students will become familiar with the classification system of the Diagnostic and Statistical Manual of Mental Disorders, 4th ed., and the factors that are considered in the life of an individual suffering from a mental disorder characterized as abnormal behavior. Focus is on various symptoms and diagnosed illness.

RC 5833 (3CR)
ADVANCED ADDICTION COUNSELING
*(LPC Track Option)
A study of the impact of addictions on self and family. Counselor interventions and different treatment modalities will be examined and the impact of addictions on the family constellation. How drugs act on the brain, how each drug causes the medical disorder we call addiction and the impact addictive and illicit drugs have on society will be covered.

RC 5843 (3CR)
CRISIS INTERVENTION
*(LPC Track Option)
An examination of short-term intervention strategies in crisis situations with a special emphasis involving rape, spousal and child abuse, divorce, suicide, grief and violent conflict. Identification of resources available in the community and appropriate referral sources. Students will become aware of community issues and legal concerns that apply to crises counseling interventions.

RC 5853 (3CR)
MULTICULTURAL COUNSELING FOR DIVERSE POPULATIONS
The purpose of this course is to familiarize the students with the concepts and paradigms used in counseling diverse populations, and the development of multicultural competencies. Students will study the main characteristics and needs of multicultural groups including but not limited to African Americans, Asian Americans, Hispanic Americans, Native Americans, women, LGBT individuals, people in poverty, people with disabilities, people who are gifted and talented, and people who are elderly. Completion of this course will provide the students with an understanding of current theories, trends, and issues in counseling special populations; relevant skills to work with diverse populations; strategies for studying and changing organizations and communities; and understanding attitudes and behaviors towards multicultural groups.

RC 5903 (3CR)
OCUPATIONAL INFORMATION AND VOCATIONAL ANALYSIS
**(VEWA Track Option)
This course is designed to provide students with knowledge of job requirements meshed with knowledge of capabilities and limitations of persons with disabilities. Jobs are considered in terms of necessary prerequisites, needed skills, and task demands. Methods of obtaining occupational information and using same to help consumers make appropriate career choices based on their potential, skills, education, interests, and aptitude are covered.

RC 5913 (3CR)
THEORIES AND VOCATIONAL EVALUATION
**(VEWA Track Option)
This course focuses on the theories and principles of the major vocational evaluation and assessment systems in the VEWA laboratory such as TOWER, JEVS, SINGER, MICRO TOWER, VALPAR, VDARE< and McCARRON DIAL—as they apply to assessment of the vocational potential of individuals with disabilities. This course stresses the use of the worker qualification profile as supported by the U.S. Department of Labor for analysis, classification, and descriptions of all jobs listed in the O’Net classification systems. Didactic experience in testing, report writing, and interpretations are provided.

RC 5923 (3CR)
PRINCIPLES AND PRACTICE OF WORK ADJUSTMENT REHABILITATION
**(VEWA Track Option)
Courses focuses on the history, theory, and empirical model associated with practice of work adjustment services. Particular attention is given to behavioral models in work adjustment such as individual contingency contracting, leveling systems, and token economy. Students will learn the appropriate uses of community rehabilitation programs, prevocational and vocational exploration, job preparation, job acquisition, and job maintenance in the rehabilitation of persons with disabilities. Students are taught concepts of job modification, adaptive equipment, job coaching and work hardening.

RC 5933 (3CR)
SEMINAR IN VOCATIONAL EVALUATION AND WORK ADJUSTMENT
**(VEWA Track Option)
The objective of this course is to integrate vocational evaluation and work adjustment theories, processes, and practices in the field with a focus on enhancing the employability skills of a person with disabilities. The course emphasizes in depth use of cross code information analysis of work behavior, worker qualification profile (WQP), residual functional capacity evaluation and job analysis, disability determination, work prognosis and transferable skills analysis of people with multiple disabilities. These techniques require creative use of labor market statistics and databases for local employers and availability for local jobs. The course covers career exploration, including use of commercial career exploration programs and the Occupational Outlook Handbook. Students are expected to write “expert” testimony reports from assigned scenarios of injured workers for attorneys, insurance carriers, Longshore and Administrative Law Judges.

A study of the rationale and the administration and diagnostic uses of the Wechsler III Scales includes a module of a personality instrument as well as cultural and legal/ethical issues in testing and child abuse, divorce, suicide, grief and violent conflict. Students will also identify resources that are available in the community and appropriate referral sources. Students will become interventions.

RC 5943 (3CR)
APPLICATIONS OF ASSISTIVE TECHNOLOGY IN VOCATIONAL REHABILITATIONS
**(AT Track Option)
This course reviews the applications of assistive technology as applied to the needs of individuals with disabilities. The course covers various types of assistive technology (AT) including
advanced prosthetics, computer access, augmentative communication, and electronic devices for activities of daily living, wheelchairs and setting, and vehicle modifications. The course includes the application of clinically based strategies for determining an individual’s need for and acceptance of assistive technology to improve financial outcomes.

**RC 5953 (3CR) CLINICAL OBSERVATIONS IN ASSISTIVE TECHNOLOGY**

*** (AT Track Option)

A study of the impact of addictions on self and family. Counselor interventions and different treatment modalities will be examined and the impact of addictions on the family constellation. How drugs act on the brain, how each drug causes the medical disorder we call addiction and the impact addictive and illicit drugs have on society will be covered.

**RC 5963 (3CR) ASSISTIVE TECHNOLOGY ACCESS FOR RACIAL AND ETHNIC MINORITIES**

*** (AT Track Option)

This course is designed to provide the student with an overview of issues related to access of assistive technology (AT) services for diverse populations. This class will focus on the following three main areas relevant to competencies and standards for rehabilitation professionals: (a) knowledge about minority populations, (b) attitudes towards ethnic minorities, and (c) acquisition of communication skills. Students will study the effects of culture, ethnicity and race and their impact on the Rehabilitation process. Indicators for successful completion of this course are the following: (a) awareness about self and others’ attitudes and (b) beliefs and sensitivity differences (understanding that differences do exist).

The anticipated outcome of completion of the Master of Science in Rehabilitation Counseling degree program is well-trained, diversified, and qualified vocational rehabilitation counselors who will impact the educational and social concerns of Region VI, the State of Oklahoma, and community rehabilitative services for historically underrepresented and underserved groups. Graduates will be able to use strategies and skills learned while enrolled in the rehabilitation counseling graduate program and apply those strategies and skills in the workplace. Rehabilitation counselors who now work in VR agencies will be able to continue training that will enable them to provide quality rehabilitation services resulting in outcomes of independence and employment.

* Indicate LPC Track Option
** Indicate VEWA Track Option
*** Indicate Assistive Technology
MASTER OF SCIENCE IN VISUAL REHABILITATION SERVICES (M.S.)

Mission Statement:
The mission of the Visual Rehabilitation Services Program (VRSP) is to train qualified personnel to provide quality visual rehabilitation services to persons who are blind and visually impaired and to engage in ongoing research, information dissemination and service to enhance the lives of persons who are visually impaired, blind or possess other types of disabilities.

Vision:
The VRSP will strive to become nationally recognized by its production of highly qualified Low Vision Therapists (LVT), Certified Visual Rehabilitation Therapists (CVRT), Orientation and Mobility Specialists (COMS) while meeting the needs of state agencies and federal programs as well as conducting a programmatic research and service agenda aimed at improving vocational rehabilitation service for persons who are visually impaired.

Goals/Objectives:
The goals and objectives of the Langston University VRSP are:

1. To increase the number of qualified Low Vision Therapists (LVT), Certified Visual Therapists (CVRTS), Orientation and Mobility Specialists (COMS), and Rehabilitation Counselors with a specialization in visual rehabilitation services from traditionally underrepresented populations to work in the state and federal Visual Service and Rehabilitation Programs or counseling-related agencies;

2. To provide high quality academic training which is responsive to the needs of practicing Low Vision Therapists (LVT), Certified Visual Therapists (CVRT), Orientation and Mobility Specialist (COMS), and Rehabilitation Counselors with a specialty in visual rehabilitation services from the Oklahoma combined agencies, the eight American Indian VR Programs, and community visual and rehabilitation programs;

3. To present an academic curriculum which provides program participants with the knowledge, skills, and competencies that emphasize independent living and meet or exceed the Council on Rehabilitation Education (CORE), Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) standards, and prepare graduates to sit for the examinations leading to becoming Low Vision Therapists (LVT), Certified Visual Therapists (CVRT), and Orientation and Mobility Specialists (COMS);

4. To place graduates in visual rehabilitation and rehabilitation counseling positions in state-federal Visual Rehabilitation agencies as well as for-profit and non-profit entities.

Description of Program:
The VRSP was established in Spring 2007 via funding from the Rehabilitation Services Administration (RSA), United States Department of Education. The VRSP is designed to meet the growing demand for qualified professionally trained Low Vision Therapists (LVT), Certified Visual Therapists (CVRTS), Orientation and Mobility Specialists (COMS), and Rehabilitation Counselors (CRC) who work in public and private agencies and institutions providing services to address the psychosocial, independent living, educational and vocational needs of individuals who are blind, visually impaired. Organizationally, the VRSP functions as a program within the Department of Rehabilitation Counseling and Disabilities Studies in conjunction with the Oklahoma Division of Visual Services of the Oklahoma Department of Rehabilitation Services. This structure bridges the gap between theory and practice, linking academic resources with applied settings (i.e., practicum and internship sites). Specifically, this strong collaborative relationship between the VRSP and the Oklahoma Division of Visual Services allows for students to apply theory attained in the classroom to service provision opportunities offered through practicum and internship experiences.

Philosophy
The VRSP is centered around the philosophy that members of the profession are best served when they have, in addition to cognitive and counseling skills, a genuine commitment to the high standard of professional responsibility. To enhance this position, the 57-hour curriculum is provided to convey to students not only knowledge of how to work with individuals who are blind, have visual impairment, but to also have an awareness of the responsibilities to society that accompanies the power adherent in that knowledge.

Course Requirements for the M.S. in VRS
The curriculum includes 57 core domain course hours. These courses include 3 hours of research, courses in Braille, Orientation and Mobility, Independent Living Skills, and a Comprehensive Examination (or Evaluation) course. For students interested in attaining the Certified Rehabilitation Counselor (CRC) designation, the following courses are required: practicum (100 clock hours), 3 hours of internship (300 clock hours), and Career Development and World of Work. The same courses are required for VRSP students interested in pursuing a dual major in visual rehabilitation services and rehabilitation counseling. This dual major requires that students complete a total of 66 credit hours.

Visual Rehabilitation Services Plan of Study

Fall Semester
- RC 5603 Foundation of Rehabilitation Counseling 3
- RC 5783 Legal Concerns and Ethics in Counseling 3
- RC 5613 Medical and Psychological Aspects of Disability I 3
- RC 5623 Theory and Practice of Rehabilitation Counseling 3
- Total 12

Spring Semester
- RC 5013 Assessment & Eval. for Persons with VI 3
- RC 5653 Medical and Psychological Aspects of Disability II 3
- RC 5773 Counseling Methods and Techniques 3
- RC 5793 Human Growth and Development 3
- Total 12

Summer Semester
- RC 5693 Case Management 3
- RC 5683 Practicum *(Optional) 3
- Total 6

SECOND YEAR

Fall Semester
- RC 5643 Research Methods and Statistics 3
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<td>Medical Aspects &amp; Implication of Blindness and Low Vision</td>
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<tr>
<td>RC 5733</td>
<td>Group Counseling</td>
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<tr>
<td>RC 5053</td>
<td>Introduction to Orientation and Mobility</td>
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<tr>
<td>RC 5763</td>
<td>Career Development and World of Work *(Optional)</td>
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**SPRING Semester**

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<td>Orientation &amp; Mobility Systems &amp; Techniques</td>
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<td>RC 5073</td>
<td>Internship I</td>
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<td>RC 5023</td>
<td>Principles of Rehabilitation Teaching</td>
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<td>RC 5083</td>
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<td>RC 5043</td>
<td>Methods of Teaching Independent Living Skills to Persons with Visual Impairments</td>
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**COURSES – VISUAL REHABILITATION COUNSELING**

**RC 5603 (3CR)**

**FOUNDATION OF REHABILITATION COUNSELING AND INDEPENDENT LIVING PHILOSOPHY**

This course will provide students and current rehabilitation counselors with the history and philosophy of rehabilitation and the visual rehabilitation philosophy as well as legislation that affects individuals with disabilities, including findings, purposes, and policies in current legislation. Students will learn the impact of pioneers in the IL movement, such as Ed Roberts, Gerben DeJong, and Lex Frieden.

**RC 5783 (3CR)**

**LEGAL CONCERNS, ETHICS AND INDIVIDUAL AND SYSTEMS ADVOCACY IN COUNSELING**

This course identifies laws and ethical standards affecting counseling practice, investigates and reviews the objectives of professional counseling organizations’ codes of ethics, legal aspects of counseling practice, and standards of preparation for the role of persons providing direct counseling. This course will also focus on the rights of people with disabilities such as the right to (1) adopt or bear children, (2) equal educational opportunities, (3) payment for labor, (4) voting, (5) equal access to medical services, and (6) the impact of the Olmstead Decision and MICASSA to the field of rehabilitation counseling.

**RC 5783 (3CR)**

**LEGAL CONCERNS, ETHICS AND INDIVIDUAL AND SYSTEMS ADVOCACY IN COUNSELING**

This course identifies laws and ethical standards affecting counseling practice, investigates and reviews the objectives of professional counseling organizations’ codes of ethics, legal aspects of counseling practice, and standards of preparation for the role of persons providing direct counseling. This course will also focus on the rights of people with disabilities such as the right to (1) adopt or bear children, (2) equal educational opportunities, (3) payment for labor, (4) voting, (5) equal access to medical services, and (6) the impact of the Olmstead Decision and MICASSA to the field of rehabilitation counseling. Through scenarios, guest lectures, and field experiences, students will learn to problem-solve using the rehabilitation counselor professional code of ethics and learn skills to help consumers advocate for themselves.

**RC 5613 & 5653 (3 credit hours each) (3CR)**

**MEDICAL AND PSYCHOLOGICAL ASPECTS OF DISABILITY I & II**

Students will learn the medical and psychological terminology as well as aspects of disability and their impact on employment. They will also learn functional limitations and the process of psychological adjustment or coping with a disability.

**RC 5793 (3CR)**

**HUMAN GROWTH AND DEVELOPMENT**

This course is designed to provide students with an understanding of human development over the course of life, emphasizing life stages such as infancy, adolescence and adulthood while incorporating cognitive and social development concerns.

**RC 5623 (3CR)**

**THEORY AND PRACTICE OF REHABILITATION AND PEER COUNSELING**

This course will provide an overview of the various counseling theories, such as person-centered, existentialism, and reality, as well as issues to consider when counseling diverse groups such as those with disabilities and those from different ethnic backgrounds. Students will learn the basic counseling skills and reflect mastery of those skills. Provides experience and practice in the basic counseling skills, to provide experience and practice in the basic counseling skills related to the helping process, and to examine the variety of clinical settings available for professional preparation.

**RC 5643 (3CR)**

**RESEARCH METHODS AND STATISTICS**

This course provides an introduction to basic research methods and concepts. Students will learn the importance of research in the field of rehabilitation counseling. Students will also learn to interpret recent research studies and apply the results. They will have opportunity to develop a research proposal. The course examines basic principles in rehabilitation research and program evaluation, including an emphasis on the critical review of published research for use in rehabilitation practice. It focuses on students’ understanding of the application of research and program evaluation tools to enhance service delivery.

**RC 5693 (3CR)**

**CASE MANAGEMENT**

This course explores benefit systems, ethics, goal development, rehabilitation planning, coordination and delivery of rehabilitation services, community resources, and documentation. Focuses on critical analyses of representative disability-specific case studies. Students learn to develop case files according to the Oklahoma Department of Rehabilitation Services. Students will learn about the various types (i.e., community support groups and transportation referral) of referral services that are indicative of IL.

**RC 5733 (3CR)**

**GROUP COUNSELING**

This course is designed to provide students with an advanced knowledge base and skills necessary to provide group counseling. The course is a survey of counseling theories and methodologies used in group counseling with emphasis on utilization with culturally diverse populations.
RC 5773 (3CR)  
COUNSELING METHODS AND TECHNIQUES  
This course is designed as a survey of major theories and techniques of counseling. The course will include examination of the issues of clinical practice, intervention, confidentiality, case management, and ethics. This course also addresses the principles of visual perception development; implications of visual field losses; introduction to optics; optical, non-optical low-vision aids; procedures for vision screening; vision stimulation activities, and low vision simulation experiences.

RC 5003 (3CR)  
MEDICAL ASPECTS & IMPLICATIONS OF BLINDNESS AND LOW VISION  
This course would address anatomy, structure and function of the eye, frequently occurring diseases, and malfunctions and injuries of the visual system in children and adults. This course will include presentation of conditions and or disease process, treatment modalities, implications for education, independent living and vocational placement. This course would also address the principles of visual perception development; implications of visual field losses; introduction to optics; optical, non-optical low-vision aids; procedures for vision screening; vision stimulation activities; and low vision simulation experiences.

RC 5013 (3CR)  
ASSESSMENT & EVALUATION FOR VISUAL SERVICES  
In this course, students will learn the importance of vocational evaluation and assessment and their roles within the rehabilitation counseling process. They will also learn about assessment such as personality, interest, vocational, and aptitude, as well as intelligence. Students will learn how to complete a job analysis, write a vocational report, and interpret vocational reports as well as learn the ethical issues to consider during assessment. This course will provide extensive theories of vocational choice, vocational counseling, vocational choice, vocational counseling, vocational assessment, job development, and placement techniques. This course investigates problems relating to the placement of persons with disabilities in employment. Students will learn skills from this course that will assist them with helping consumers with disabilities reach higher levels of proficiency in living independently and participating in community activities such as job-seeking skills training.

RC 5023 (3CR)  
PRINCIPLES OF REHABILITATION TEACHING  
This course covers the principles of providing rehabilitation teaching services to adults of all ages with visual impairments, including conducting needs assessments, interviews, and writing of individual teaching plans. Scope of practice and the code of ethics for Visual Rehabilitation Therapists, Low Vision Therapists, and Orientation and Mobility Specialists will be addressed. Principles in coordination of services and resource access will be covered as well.

RC 5033 (3CR)  
BRaille AND RELEVANT COMMUNICATION FORMATS  
This course is designed to cover the following domains of communication: teaching expressive and receptive communication skills Braille, keyboarding, handwriting, recording and the use of assistive technology. This course includes exercises, activities and experiences that are “hands on” in a variety of environments and agencies providing services for persons with visual impairments. Students will acquire the ability to read and write standard English Braille including transcribing rules and formats, the use of slate and stylus, and the use of Perkins Brailler. Students will be expected to tactually or visually discriminate embossed configurations.

RC 5043 (3CR)  
METHODS OF TEACHING INDEPENDENT LIVING SKILLS TO PERSONS WITH VISUAL IMPAIRMENT  
This course provides an introduction to the concepts and techniques of teaching independent living skills and the skills to function in diverse environments. Students will be exposed to the following content areas: Spatial Organization Orientation; Orientation and Mobility Basics; Personal Management; Environment Adaptation & Management; Communication; and Recreation and Leisure Activities.

RC 5053 (3CR)  
INTRODUCTION TO ORIENTATION AND MOBILITY  
This course will provide the student with an opportunity to develop knowledge in the areas of (1) role of body image, special, temporal, positional, directional and environmental concepts of moving purposefully in the surrounding environment; (2) effects of blind and visual impairment (knowledge of published list of concepts); (3) O&M assessment, program design and implementation and student evaluation; (4) knowledge of concomitant disabilities’ effect on the acquisition and utilization of O&M skills; (5) knowledge of methods of adaptation and strategies used to adapt developmental instruction for students with cognitive or intellectual disabilities; (6) understanding of the importance of acquainting family members, significant others and other professionals or services providers with the issues and needs of persons with visual impairments.

RC 5063 (3CR)  
ORIENTATION AND MOBILITY SYSTEMS AND TECHNIQUES  
This course will serve as the capstone of the systems, techniques, technologies, and instruction of orientation and mobility training for person who are visually impaired. Key concepts included in this course will be (1) use of the long cane, types, adaptations, construction, assembly, and maintenance; (2) use of adaptive mobility devices, their strengths and weaknesses or limitations; (3) techniques used to prescribe canes, adaptive mobility devices, the use of guide dogs, and electronic travel aids; (4) knowledge of optical and non-optical devices and their uses or applications as supplementary orientation and mobility system; (5) understanding the unique issues surrounding the use of ambulatory aids such as supportive canes, walkers, crutches, and wheelchairs and the manner in which persons with visual impairment utilize these devices; (6) techniques used to travel on public and private transportation; and (7) knowledge of modification to O&M skills and techniques appropriate for students with unique individual needs.

RC 5073 (3CR)  
INTERNSHIP I  
Students must complete a total of 600 clock hours of field experience providing services to consumers with disabilities. A Certified Rehabilitation Counselor will supervise the students. Students in the Visual Rehabilitation Therapy track will
engage in 350 hours of experience providing services to individuals with visual impairments under the supervision of a Certified Visual Rehabilitation therapist, a Certified Low Vision therapist, and/or a Certified Orientation and Mobility Specialist. Course content will include, but not be limited to, report writing, advocating, and case management experiential activities. An additional 250 hours will be completed exposing the student to state and federal agency policies and procedures. (Students wishing for multiple certifications may need to complete additional supervised hours to meet eligibility requirements). Students must complete this course at a center approved by the Visual Rehabilitation Services Coordinator.

**RC 5083 (3CR)**
**COMPREHENSIVE EVALUATION**
To prepare for the Certified Rehabilitation Counselor Exam and to complete the course requirements of the program, students must complete a written and/or oral examination to reflect acquired knowledge during the program and beyond.

**RC 5683 (3CR)**
*PRACTICUM (Optional)*
The purpose of this course is to provide students with experiences within the clinical environment. Students will observe and learn basic rehabilitation counseling skills while being trained and supervised by qualified rehabilitation counselors. Students will incorporate classroom experiences to practice. A total of 100 hours must be completed during this course, which is a prerequisite to the internship. Students can complete this course at a center approved by the Visual Rehabilitation Services Coordinator.

**RC 5743 (3CR)**
*INTERNSHIP II (Optional)*
The internship is designed to provide Rehabilitation Counseling students with a variety of professional learning experiences through the completion of prescribed activities in a rehabilitation organization under the supervision of a rehabilitation counselor with CRC credentials. The major focus of this course will be the integration and application of classroom and field-base knowledge gained throughout the Rehabilitation Counseling program. Students are required to complete a minimum of 300 clock hours.

**RC 5763 (3CR)**
*CAREER DEVELOPMENT AND WORLD OF WORK (Optional)*
Students will be exposed to the vocational aspects of disabilities, including theories and approaches to career development and exploration as well as occupational information, labor market trends, and the importance of meaningful employment with a career focus. Emphasis will be placed on multicultural career influences, ADA and 504 issues in career development and job placement.

*Indicates Optional Courses for Dual Major and CRC eligibility

**MASTER OF ENTREPRENEURIAL STUDIES AND RESEARCH (M.E.S.)**

**Mission Statement:**
The Center for Entrepreneurial Studies and Research at Langston University seeks to maximize learning opportunities for entrepreneurially-inclined students; deliver a world class entrepreneurship curriculum for the MES Program; facilitate and conduct academic research on topics relevant and useful to entrepreneurs; create a network of relationships with the local entrepreneurial community; and provide a comprehensive and meaningful resource for students, faculty and the entrepreneurial community.

**Vision:**
The Center for Entrepreneurial Studies and Research at Langston University strives to produce highly qualified entrepreneurs. The Center is committed to prepare highly competent and business-educated entrepreneurs who are capable of addressing the many scenarios faced in entrepreneurship.

**Goals/Objectives:**
The faculty and staff at the Center for Entrepreneurial Studies and Research strive to

1. Prepare students with an innovative entrepreneurial mindset to pursue careers with new and emerging growth companies representing different stages in the value chain;
2. Facilitate rigorous research in the field of entrepreneurship;
3. Create symbiotic relationships and partnerships between the center and the students who create, build and operate entrepreneurial companies;
4. Produce well-educated entrepreneurial innovators;
5. Significantly enhance the prospects for success of students who embark on entrepreneurial ventures;
6. Create venture funding via endowments to fuel the success of the entrepreneurship program and to provide the resources to propel the program to ever greater successes;
7. Develop and create a highly skilled and educated workforce to restore the glorious past of traditional businesses in the state of Oklahoma and the country as a whole;
8. Facilitate a strong economy, innovative technologies, and an extraordinary quality of life for emerging entrepreneurs.

**Description of Program:**
The Center for Entrepreneurial Studies and Research is located in Tulsa, Oklahoma, one of the fastest growing economies and advanced entrepreneurial communities in the state of Oklahoma and the nation. The master’s degree in Entrepreneurial Studies offers classes at all Langston campuses: Langston, Oklahoma City, and Tulsa. As part of long demanded and much needed support for the local entrepreneurial community, the Center offers a unique blend of experiences and professional skills through entrepreneurship education.

Our distinguished faculty is recognized for its national and global perspectives on the instruction and mentoring of students in entrepreneurial thinking, economics, finance, marketing, and business management. The educational program is “learner-centric” and provides many opportunities for students to hone their entrepreneurial skills and develop technical and professional competence. The program provides unparalleled access to, and networking with, educational institutions, private sector partners, alumni, and other patrons and serves as a comprehensive resource to students, faculty, and entrepreneurial counterparts. The Center’s advisory desk functions as a dynamic support service to the local business community, facilitating partnerships and entrepreneurial activity generally.
The Center has taken a leadership role in advancing the vision for Langston University’s President for the next 10 years which is, “From Excellence to Greatness”. The center seeks to transform entrepreneurship skills into an understanding of new businesses, reach out to the audience of entrepreneurs, and discover and promote venture-grade ideas that cater to emerging local, national, and global markets. By maintaining close ties with the business community, the Center is well positioned to contribute to the growth of greater Tulsa, Oklahoma, and the nation at large.

**Philosophy:**
The Master of Entrepreneurial Studies degree program is centered around the philosophy that entrepreneurs serve best when they have, in addition to cognitive skills, a genuine commitment to high standards of professional responsibility. To enhance this position, there will be two options offered. The first track will be for Business Majors and will consist of a 33 hour fast-track curriculum. The second track will be the standard 48-hour curriculum. Both will be provided to convey to students not only knowledge of how to own and operate their own business venture but also an awareness of the responsibilities to society that accompanies the power inherent in the knowledge.

**MES Track 1 - 33 Course Requirements:**
- Entrepreneurship Core – 21 credits
- Enrichment Core – 6 credits
- Specialization – 6 credits

**MES Plan of Study**
The following is a plan of study for the Track 1 – 33-hour program. It gives all required courses and shows which electives in the Enrichment and Specialization Cores you can choose.

**Entrepreneurship Core (21 credit hours)**
- ENT 5101 Seminar in Oklahoma Business and Economy 1
- ENT 5143 Entrepreneurship and New Venture of Creation 3
- ENT 5153 Business Plan Development and New Venture Financing 3
- ENT 5163 Legal Aspects of New Venture Creation 3
- ENT 5173 Marketing in Entrepreneurial Ventures 3
- ENT 5183 Franchising, Licensing & Distribution 3
- ENT 5193 Strategy in Entrepreneurial Organization 3
- ENT 5193 Strategy in Entrepreneurial Organization 3
- ENT 5301 Practicum 1
- ENT 5301 Practicum 1

**Enrichment Core (6 credit hours)**
- ENT 5103 Economic Analysis 3
- ENT 5123 Accounting and Finance for Managers 3
- ENT 5133 Applied Management Science 3
- ENT 5401 Special Topics 1
- ENT 5401 Special Topics 1
- ENT 5401 Special Topics 1

**Specialization (6 credit hours)**
- ENT 5203 Entrepreneurship in Commerce 3
- ENT 5213 Entrepreneurship in High Technology Industries 3
- ENT 5223 Entrepreneurship in Transportation and Logistics 3
- ENT 5233 Entrepreneurship in Financial Services 3
- ENT 5243 Entrepreneurship in Hospitality and Tourism 3

**Year I/Semester I**

**A. Management Core**
- ENT 5173 (3CR) Marketing in Entrepreneurial Ventures
- ENT 5183 (3CR) Franchising, Licensing and Distributorships
- ENT 5143 (3CR) Entrepreneurship and New Venture Creation
- ENT 5101 (1CR) Seminar in Oklahoma Business and Economy

**B. Specialization Core/Specialization Electives**
- ENT 5203 (3CR) Entrepreneurship in Commerce and/or
- ENT 5213 (3CR) Entrepreneurship in High-Tech Industries and/or
- ENT 5243 (3CR) Entrepreneurship in Hospitality and Tourism

**Year I/Semester II**

**A. Management Core**
- ENT 5193 (3CR) Strategy in Entrepreneurial Organization and/or
- ENT 5163 (3CR) Legal Aspects of New Venture Creation
- ENT 5153 (3CR) Business Plan Dev and New Venture Financing

**B. Specialization Core/Specialization Electives**
- ENT 5253 (3CR) Corporate Venturing and/or
- ENT 5263 (3CR) Social Entrepreneurship

**Year I/Semester III**

**A. Specialization Core/Specialization Electives**
- ENT 5223 (3CR) Entrepreneurship in Transportation and Logistics and/or
- ENT 5253 (3CR) Corporate Venturing
- ENT 5301(1CR) Practicum

**MES Track 2 – 48-hour Course Requirements:**
- Management Core – 15 credits
- Entrepreneurship Core – 21 credits
- Enrichment Core – 6 credits
- Specialization – 6 credits

**MES Plan of Study**
The following is a plan of study for the Track II – 48-hour program. It gives all required courses and shows which electives in the Specialization and Practicum/ Special Topics Courses you can choose.
### Entrepreneurship Core (All Required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ENT 5101</td>
<td>Seminar in Oklahoma Business and Economy</td>
</tr>
<tr>
<td>ENT 5103</td>
<td>Economic Analysis</td>
</tr>
<tr>
<td>ENT 5123</td>
<td>Accounting and Finance for Managers</td>
</tr>
<tr>
<td>ENT 5133</td>
<td>Applied Management Science</td>
</tr>
<tr>
<td>ENT 5143</td>
<td>Entrepreneurship and New Venture Creation</td>
</tr>
<tr>
<td>ENT 5153</td>
<td>Business Plan Development and New Venture Financing</td>
</tr>
<tr>
<td>ENT 5163</td>
<td>Legal Aspects of New Venture Creation</td>
</tr>
<tr>
<td>ENT 5173</td>
<td>Marketing in Entrepreneurial Ventures</td>
</tr>
<tr>
<td>ENT 5183</td>
<td>Franchising, Licensing &amp; Distribution</td>
</tr>
<tr>
<td>ENT 5193</td>
<td>Strategy in Entrepreneurial Organization</td>
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</tbody>
</table>

### Specialization (5 out of 7 courses are required)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ENT 5203</td>
<td>Entrepreneurship in E-Commerce</td>
</tr>
<tr>
<td>ENT 5213</td>
<td>Entrepreneurship in High Technology Industries</td>
</tr>
<tr>
<td>ENT 5223</td>
<td>Entrepreneurship in Transportation and Logistics</td>
</tr>
<tr>
<td>ENT 5233</td>
<td>Entrepreneurship in Financial Services</td>
</tr>
<tr>
<td>ENT 5243</td>
<td>Entrepreneurship in Hospitality and Tourism</td>
</tr>
<tr>
<td>ENT 5253</td>
<td>Corporate Venturing</td>
</tr>
<tr>
<td>ENT 5263</td>
<td>Social Entrepreneurship</td>
</tr>
</tbody>
</table>

### Practicum/Special Topics Courses (5 out of 6 required)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENT 5300</td>
<td>Practicum (3 Total)</td>
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<tr>
<td>ENT 5400</td>
<td>Special Topics (3 Total)</td>
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### Comprehensive Exam

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENT 5960</td>
<td>Comprehensive</td>
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</table>

### MES Track 2 – 48 hour proposed Semester Schedule Guide:

The following is a representative curriculum for the MES degree (it includes all of the above classes and they must be taken in the semester offered in order to complete the program in two years).

#### Year I/Semester I

**A. Management Core**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ENT 5123</td>
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<td>Entrepreneurship and New Venture Creation</td>
</tr>
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<td>ENT 5183</td>
<td>Franchising, Licensing and Distribution</td>
</tr>
<tr>
<td>ENT 5143</td>
<td>Entrepreneurship and New Venture Creation</td>
</tr>
<tr>
<td>ENT 5101</td>
<td>Seminar in Oklahoma Business and Economy</td>
</tr>
</tbody>
</table>

**B. Specialization Core/Specialization Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>ENT 5203</td>
<td>Entrepreneurship in E-Commerce and/or</td>
</tr>
<tr>
<td>ENT 5213</td>
<td>Entrepreneurship in High-Tech Industries and/or</td>
</tr>
<tr>
<td>ENT 5243</td>
<td>Entrepreneurship in Hospitality Tourism and/or</td>
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</tbody>
</table>

#### Year I/Semester II

**A. Management Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENT 5103</td>
<td>Economic Analysis</td>
</tr>
<tr>
<td>ENT 5193</td>
<td>Strategy in Entrepreneurial Organization</td>
</tr>
<tr>
<td>ENT 5153</td>
<td>Business Plan Development and New Venture Financing</td>
</tr>
<tr>
<td>ENT 5163</td>
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</tbody>
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**B. Specialization Core/Specialization Electives**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ENT 5263</td>
<td>Social Entrepreneurship and/or</td>
</tr>
<tr>
<td>ENT 5233</td>
<td>Entrepreneurship in Financial Services</td>
</tr>
<tr>
<td>ENT 5300(1CR)</td>
<td>Practicum</td>
</tr>
</tbody>
</table>

#### Year I/Semester III

**A. Specialization Core/Specialization Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENT 5223</td>
<td>Entrepreneurship in Transportation and Logistics and/or</td>
</tr>
<tr>
<td>ENT 5300</td>
<td>Practicum (1CR)</td>
</tr>
<tr>
<td>ENT 5400(1CR)</td>
<td>Special Topics</td>
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#### Year II/Semester IV

**A. Management Core**

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<tr>
<td>ENT 5183</td>
<td>Franchising, Licensing and Distribution</td>
</tr>
<tr>
<td>ENT 5101</td>
<td>Seminar in Oklahoma Business and Economy</td>
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</tbody>
</table>

**B. Specialization Core/Specialization Electives**

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<th>Course Code</th>
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<tbody>
<tr>
<td>ENT 5203(3CR)</td>
<td>Entrepreneurship in E-Commerce and/or</td>
</tr>
<tr>
<td>ENT 5213(3CR)</td>
<td>Entrepreneurship in High-Tech Industries and/or</td>
</tr>
<tr>
<td>ENT 5243(3CR)</td>
<td>Entrepreneurship in Hospitality Tourism and/or</td>
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#### Year II/Semester V

**A. Management Core**

<table>
<thead>
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<tbody>
<tr>
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</tr>
<tr>
<td>ENT 5233</td>
<td>Entrepreneurship in Financial Services</td>
</tr>
<tr>
<td>ENT 5300(1CR)</td>
<td>Practicum</td>
</tr>
<tr>
<td>ENT 5400(1CR)</td>
<td>Special Topics</td>
</tr>
</tbody>
</table>
A. Specialization Core/Specialization Electives
   - ENT 5253 (3CR) Corporate Venturing
   - ENT 5263 (3CR) Social Entrepreneurship
   - ENT 5233 (CR) Entrepreneurship in Financial Services
   - ENT 5300 (1CR) Practicum
   - ENT 5400 (1CR) Special Topics

Year II/Semester VI

ENT 5101 (1CR) SEMINAR IN OKLAHOMA BUSINESS AND ECONOMY
Students will research the institutions and agencies charged with economic development of the state of Oklahoma. Guest speakers will come from the State Chamber of Commerce, State Department of Commerce, Small Business Development Centers and other state and national economic and business development agencies. The objective of this course is to acquaint students with economic and business needs and opportunities in the state of Oklahoma.

ENT 5103 (3CR) ECONOMIC ANALYSIS
The course is a survey of micro and macroeconomics. Microeconomics will survey theories of cost, production and markets. Students will be introduced to international trade and institutions. Macroeconomics will cover the basics of national income determination and models of growth and economic policy, fiscal policy, monetary policy and international monetary relations.

ENT 5123 (3CR) ACCOUNTING AND FINANCE FOR MANAGERS
Introduction to accounting and financial statement analysis for managers. Course includes a survey of topics in finance such as time value of money, financial planning, capital investment decisions, capital structure and dividend policy, working capital management and financial forecasting, and elements of international finance with emphasis on exchange rate determination.

ENT 5133 (3CR) APPLIED MANAGEMENT SCIENCE
This course in Management Information Systems with applications in production and materials planning, project management, and forecasting. The use of spreadsheet modeling is emphasized.

ENT 5143 (3CR) ENTREPRENEURSHIP AND NEW VENTURE CREATION
This course focuses on the mechanics of creating a new enterprise. It will bring students to understand the challenges and problems of bringing a business to fruition and the rewards associated with successful venturing. It will introduce students to concepts, tools and methods of surveying and assessing the business landscape and how to evaluate business opportunities. Students will then be shown how to convert an opportunity into a business: that is, what are the critical steps of the process that must be executed and the actions and precautions that should be taken in order to maximize the probability of success.

ENT 5153 (3CR) BUSINESS PLAN DEVELOPMENT AND NEW VENTURE FINANCING
This course is designed to show students the crucial need for a business plan in launching a new venture in today's economy. Students will be taken systematically through the process of creating a business plan, including concept definition, basic market research, choice of market position, data and information generation and analysis, development of resource requirements in finance, marketing, personnel, operations and management, and business plan structure and presentation. Students will also be shown how the business plan is used to raise financing with banks, venture capital institutions and other agencies.

ENT 5163 (3CR) LEGAL ASPECTS OF NEW VENTURE CREATION
This course will cover the typical topics in business law and the range of legal issues involved in the creation of a new venture. Specific issues include choosing the legal form of the enterprise, researching relevant government regulations, compliance with laws and regulations, and the tax implications of different forms of the enterprise.

ENT 5173 (3CR) MARKETING IN ENTREPRENEURIAL VENTURES
This is an in-depth study of entrepreneurial marketing strategies and techniques. The course will examine how startups or small to medium-sized businesses with distinct needs market within constraints. The course gives students an opportunity to gain experience with the marketing component of a business plan. The classes focus on cases and discussions.

ENT 5183 (3CR) FRANCHISING, LICENSING AND DISTRIBUTORSHIPS
This course will show students the intricacies of using franchising, licensing and distributorships as strategies for starting a business. It will explore the marketing, financial, and legal aspects of franchising. The advantages and disadvantages, risks, and potential of franchising versus other forms of market entry will be dealt with in some detail. The class will focus on research, cases and discussions.

ENT 5193 (3CR) STRATEGY IN ENTREPRENEURIAL ORGANIZATION
This is a capstone course. It will cover all the subject matter of strategy formulation and implementation in the context of the entrepreneurial organization. It will be strictly case-focused.

The following are specialization courses and should be
chosen dependent upon which track you are following. They examine the special problems, challenges and requirements for success when one is venturing into any of these areas. They should be taken concurrently with the Practicum.

ENT 5203 (3CR)
ENTREPRENEURSHIP IN COMMERCE
ENT 5213 (3CR)
ENTREPRENEURSHIP IN HIGH-TECHNOLOGY INDUSTRIES
ENT 5223 (3CR)
ENTREPRENEURSHIP IN TRANSPORTATION AND LOGISTICS
ENT 5233 (3CR)
ENTREPRENEURSHIP IN FINANCIAL SERVICES
ENT 5243 (3CR)
ENTREPRENEURSHIP IN HOSPITALITY AND TOURISM
ENT 5253 (3CR)
CORPORATE VENTURING
ENT 5263 (3CR)
SOCIAL ENTREPRENEURSHIP

The one (1) hour class selections follow and should be chosen dependent upon the Track you are following. They should be chosen to match the specialization courses that are taken

ENT 5301 (1CR)
PRACTICUM
This course may be repeated up to three times. It will involve a team of three to four students in the creation and launching of a small enterprise under the supervision of a team of professors or entrepreneurs-in-residence. Each initiative will be judged on the basis of how well students incorporate formal entrepreneurship knowledge gained in the program into their projects and the degree of success that was achieved.

ENT 5401 (1CR)
SPECIAL TOPICS
This course may be repeated up to three (3) times depending on the topic
SCHOOL OF PHYSICAL THERAPY

DOCTOR OF PHYSICAL THERAPY PROGRAM

Mission: The mission of the Doctor of Physical Therapy program is to educate and graduate individuals who possess the necessary academic and clinical skills to serve as clinician generalists in primary care physical therapy in either rural or urban settings. The graduate of the program will possess the essential skills necessary to work with underserved populations, addressing minority health and minority health disparity issues within the scope of practice of physical therapy. The graduate of the program will be proficient at applying the Guide to Physical Therapist Practice for clinical decision making.

Vision: To change the landscape of health care in Oklahoma so that prevention, health promotion, fitness and wellness eliminate injury, illness and disability through education and state-of-the-art physical therapy practice.

School of Physical Therapy Goals:

1. To educate individuals who have the desire to be professional physical therapists and will practice primary care physical therapy in communities with diverse racial and ethnic populations.
2. To educate the graduates of the program to assume the role of professionals who will adhere to the standards of practice of the physical therapy profession including the following:
   - Adhere to legal and ethical physical therapy practice;
   - Provide physical therapy services through judicious and proficient administration and management of resources;
   - Apply state-of-the-art physical therapy examination, evaluation, treatment, re-examination, and discharge planning interventions;
   - Serve as educators of patients, clients, health care providers, future physical therapists, and health care providers;
   - Assume community leadership and responsibilities and serve as agents for change in the health care arena as well as in the community at large.
3. To acculturate the graduates to primary care physical therapy and community health needs of individuals with diverse cultural and ethnic backgrounds living in rural or urban communities.
4. To prepare the graduates as clinician generalists who will work in primary care physical therapy to provide physical therapy services to individuals of all ages who present with disease, injury, disability, impairment, and/or functional limitations.
5. To prepare the graduate to pursue evidence-based clinical practice that is founded on the principles of scientific inquiry and research and leads to best-practice options for physical therapists
6. To promote the importance of life-long learning and self-directed professional development.
7. To provide the graduates with exemplary role models in professional education, clinical research, clinical practice, and community leadership through the university and the School of Physical Therapy record of scholarship and clinical practice and community responsibility.

The physical therapy program philosophy, mission, and goals support the Langston University functions, mission, goals, and objectives.

Doctor of Physical Therapy Program Expected Outcomes:

Upon completion of the Doctor of Physical Therapy course of study and all requirements for graduation, each graduate of the physical therapy program will possess the following attributes that will assure success in the profession of physical therapy and promote Langston University as a center for higher education:

- Display respect for all living beings and the desire to live in harmony with self, community, nature, and the world-wide family; adherence to ethical principles specific to the practice of physical therapy; and, in general, demonstration of appreciation for the diversity of the clients and colleagues in the workplace and community at large.
- Employ communication ability that incorporates written, verbal, non-verbal, and technological applications for effective learning and teaching. The use of good communication within the classroom, the clinic setting, and the community workplace with individuals of all ages, varying levels of education and experience, and diverse cultural history.
- Apply critical thinking and reasoning that demonstrates intellectual prowess, scholarship, and innovative contribution to the scientific, educational, social, administrative and managerial components of physical therapy through individual endeavors of clinical practice and research and collaborative efforts with colleagues.
- Demonstrate physical therapy practitioner expertise that appropriately and effectively incorporates the screening, examination, evaluation, diagnosis, treatment, re-examination, and discharge planning necessary for patient/client management in a variety of practice settings in rural and urban locations for individuals with physical therapy needs across the lifespan.
- Independent learners who demonstrate a commitment to the pursuit of knowledge for the purpose of continued excellence in the physical therapy profession through the use of evidence-based practice; participation in self and peer-directed study; attendance at continuing education workshops; and utilization of scientific inquiry and research through peer-review research.
- Educators who demonstrate a commitment to enhancing the knowledge of others for promotion of health and wellness and prevention of disease and disability through the application of creative teaching and learning opportunities for individuals of varying ages and abilities in a variety of life circumstances.
ENROLLMENT STATUS:

Admission and Retention
Admission to the Doctor of Physical Therapy program requires a separate application to the School of Physical Therapy. Applicants applying to the Doctor of Physical Therapy Program must apply online using the Physical Therapist Centralized Application Service (PTCAS) at http://www.ptcas.org/home.aspx.

Students admitted to the Doctor of Physical Therapy program progress through the course of study as a class. The program begins in summer Year I and ends in May of Year III. Students attend school for nine consecutive semesters: Summer, Fall, and Spring- Year I, II, and III.

Student Progress and Retention
Students must meet the minimum requirements for continued enrollment in the DPT program. A minimum grade of “C” is required for each course and an overall semester grade point average (GPA) of 3.0 is required to remain a student in good academic standing. Students with a GPA of less than 3.0 are subject to dismissal from the program. A student with a grade of “D” or “F” regardless of the overall GPA will be dismissed from the program. Students with a GPA of less than 3.0 but greater than 2.6 may request consideration for continued enrollment on academic probation. The Student Progress and Retention Committee may recommend continued enrollment on academic probation for students who demonstrate they have the potential to successfully complete the program. Any student granted continued enrollment on academic probation must achieve a semester GPA of 3.0 in each subsequent semester and must achieve an overall GPA of 3.0 prior to enrolling in Clinical Education II. A student who fails to meet the minimum semester GPA of 3.0 and/or the overall 3.0 GPA by the end of the didactic course work in summer Year III will result in dismissal from the program. A student on academic probation who improves the GPA to 3.0 or better must maintain the GPA until completion of the program. Probationary status is permitted one time only while enrolled in the program.

Assessment and Student Learning:
Students must complete courses in the sequence presented in the DPT course study. A minimum grade of “C” in each course and an overall semester GPA of 3.0 is required for continued enrollment in the program. Students with a “D” or “F” grade will be dismissed from the program. Students with a semester GPA of less than 3.0 but greater than 2.6 will be on academic probation. Students must have a 3.0 GPA to participate in clinical education courses. Students on probation must improve their GPA to the minimum standard of 3.0 within 2 semesters. Failure to improve the GPA to 3.0 will result in dismissal from the program.

DOCTOR OF PHYSICAL THERAPY PROGRAM

Doctor of Physical Therapy Degree Admission Requirements:
Individuals who have an earned baccalaureate degree and have successfully completed the following prerequisite requirements are eligible for admission to the Doctor of Physical Therapy degree program.

1. Prerequisite courses:
   - General Biology I & II or Zoology 2 semesters with labs (6 to 8 credits)

2. Clinical Observation Requirement:
The applicant will need to have fifty hours of clinical observation in Physical Therapy clinical settings with documentation from the physical therapist who is supervising the clinical observation experience.

3. Graduate Record Examination:
Applicants are required to take the Graduate Record Examination and submit the results directly to the admissions office at Langston University.

4. Letters of Recommendation:
Applicants must submit three letters of recommendation with the application for admission to the School of Physical Therapy.

5. Interview with the Admissions Committee:
Qualified applicants will be invited for an interview with the admissions committee once the completed application is received and the necessary documentation is reviewed by the admissions committee. The applicant must meet the Langston University standards and conditions for admission to the university and the graduate school.

Doctor of Physical Therapy
Plan of Study

YEARS I

Summer Session

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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<td>PT 5912</td>
<td>2</td>
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<table>
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<td>PT 5913</td>
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<tr>
<td>PT 5914</td>
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<td>PT 5934</td>
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<td>PT 5944</td>
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</table>
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PT 5924 Human Pathophysiology 4
PT 5953 Human Interaction in Health Care 3
PT 5964 Musculoskeletal Physical Therapy I 4
PT 6223 Methods of Instruction and Consultation 3
PT 5973 Research Methods in Physical Therapy 3
PT 5984 Physical Therapy Procedures II Clinical Integrations 4
Total 21

YEAR II

Summer Semester
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PT 6002 Clinical Seminar I 2
Total 6

Fall Semester
PT 6103 Evidence-Based Medicine 3
PT 6114 Neuromuscular Physical Therapy I 4
PT 6124 Musculoskeletal Physical Therapy II 4
PT 6203 Pediatric Physical Therapy 3
PT 6263 Public Policy in Community Health 3
Total 17

Spring Semester
PT 6163 Basic Pharmacology for Physical Therapists 3
PT 6174 Neuromuscular Physical Therapy II 4
PT 6183 Prosthetics and Orthotics 3
PT 6133 Cardiovascular & Pulmonary PT 3
PT 6263 Public Policy in Community Health 3
PT 6153 Scientific Inquiry (Elective) 3
Total 16

YEAR III

Summer Semester
PT 6193 Geriatric Physical Therapy 3
PT 6233 Exercise Science and Sports PT 3
PT 6273 Nutrition Science 3
Total 9

Fall Semester
PT 6104 Clinical Education II 4
PT 6102 Clinical Education Seminar II 2
PT 6204 Clinical Education III 4
Total 10

Spring Semester
PT 6202 Clinical Education Seminar III 2
PT 6302 Clinical Education Seminar IV 2
PT 6304 Clinical Education IV 4
Total 8

**Course Description

COURSES – DOCTOR OF PHYSICAL THERAPY DEGREE PROGRAM

Year I

SUMMER SEMESTER

PT5906 (6CR)
Human Gross Anatomy
Human Gross Anatomy is a summer intensive, six-week course that comprehensively presents the fundamentals of human anatomy using a regional approach to the study of human anatomy. The use of human cadavers for the study of anatomy and for the dissection of the neuromusculoskeletal structures essential in the study of physical therapy is an integral component to the course. This is a foundation course and is required for progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students.

PT5912 (2CR)
Critical Thinking for Professional Education and Practice
Critical Thinking for Professional Education and Practice is a required course for the Doctor of Physical Therapy students in the first semester of professional education. The course introduces the students to critical thinking using elements of thought essential for problem solving. The universal intellectual standards are used as the basis for application of core knowledge. The essential intellectual traits required for professional practice in today’s health care arena will be presented. The course focuses on the application of critical thinking to enhance the teaching and learning process essential for success in professional education and professional practice. This is a foundation course and is required for progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students.

YEAR I

FALL SEMESTER

PT 5902 (2CR)
HUMAN MICROANATOMY
Human Microanatomy is a full semester course that is the study of the human body tissues and organs at the cellular level. Normal tissue structure and function will be presented as the basis for understanding the changes that occur in the presence of tissue and organ injury and disease. In particular blood, bone, muscle, nerve, ligament, tendon, and integumentary tissues will be comprehensively studied. This is a foundation course and is required for progression in the physical therapy course of study. Prerequisites: Successful completion of all previous DPT program courses.

PT 5913 (3CR)
NEUROSCIENCE
Neuroscience is the study of the science of the human nervous system–central and peripheral nervous systems. The neuroanatomy and specialized function of the central and peripheral nervous systems to receive sensory stimuli and transmit the information to the effector organs will be studied intensively. The specialized cells and organized neural tracts of the brain and spinal cord and the peripheral nerves will be presented in detail. The peripheral nerves of the cranial and spinal regions and their associated ganglia will provide the foundation knowledge for the future study of the neuromusculoskeletal factors that affect the human body performance. This course is a foundation course and is required for continued progression in the physical therapy course of study. Prerequisites: Successful completion of all previous DPT program courses.

PT 5914 (4CR)
BIOMECHANICS AND HUMAN MOTION ANALYSIS
Biomechanics and Human Motion Analysis is the study of human movement potential with emphasis on the application of kinetic and kinematic principles. Joint motion and muscle function will be studied in relation to the human movements practiced in the activities of daily living. Emphasis will be placed on the following: 1) the analysis of human motion, 2) the
analysis of normal and abnormal posture and gait, 3) the analysis of total patterns of movement, 4) the application of ergonomic principles for injury reduction with particular emphasis on repetitive motion injuries, and 5) features of normal human movement across the lifespan. This course is a foundation course and is required for progression in the physical therapy course of study. Prerequisites: Successful completion of all previous DPT program courses.

PT 5934 (4CR)
PHYSICAL THERAPY TESTS AND MEASUREMENTS
Physical Therapy Tests and Measurements is a course designed to introduce the first-year physical therapy student to the use of assessment measures in physical therapy. The fundamental testing procedures used by physical therapists to determine the physical properties associated human movement including joint movement, joint range of motion, joint stability, muscle length and muscle strength, and sensory interpretation will be presented. Prerequisites: Successful completion of all previous DPT program courses.

PT 5944 (4CR)
PHYSICAL THERAPY PROCEDURES I
Physical Therapy Procedures I an introductory course focusing on the principles and techniques of patient care. This course introduces students to the elements of patient management: screening, examination, evaluation, diagnosis, prognosis and intervention, which leads to measurable and functional outcomes in patient care. Students are taught basic physical therapy skills as they apply to verbal and non-verbal communication, infection control, positioning and draping, documentation, patient interviews, wheelchair mobility and prescription, transfer training, gait training, prescription of various assistive devices, introduction to therapeutic exercise, patient education and prescription of home exercise programs. The use of good body mechanics for self and the patient/client will also be presented and practiced. This is a foundation course and is required for continued progression in the physical therapy course of study. Prerequisites: Successful completion of all previous DPT program courses.

YEAR I

SPRING SEMESTER

PT 5924 (4CR)
HUMAN PATHOPHYSIOLOGY
Human Pathophysiology is the study of the biological properties and functions of the systems of the human body. Cell function within the body will be comprehensively studied in each of the following systems: Respiratory, cardiac, renal, hepatic, gastrointestinal, circulatory, immune, metabolic, endocrine, and the special senses. The physiology of pathology and disease for each of these systems will be presented. The student will develop the foundation knowledge of human physiology and understand the factors that contribute to pathology and disease. This course is a foundation course and is required for continued progression in the physical therapy course of study. Prerequisites: Successful completion of all previous DPT program courses.

PT 5953 (3CR)
HUMAN INTERACTION IN HEALTH CARE
Human Interaction in Healthcare is a course that presents the role of the physical therapist as human service professional in the health care arena. The course presents many topics and challenges that affect health care service delivery. The human interaction with patient/clients, family members, healthcare providers, and other personnel in medical and social service agencies will be discussed. Effective models of communication, understanding HIPAA regulations, end-of-life issues, ethical decision-making, and cultural diversity in health care will be explored in depth. The student will have the opportunity to complement the didactic teaching and learning occurring in the classroom setting by interacting with physical therapists, patients, and other health care providers in the clinical setting. Prerequisites: Successful completion of all previous DPT program courses.

PT 5964 (4 CR)
MUSCULOSKELETAL PHYSICAL THERAPY I
Musculoskeletal Physical Therapy I prepares students to conduct screenings, examinations and evaluations; to develop diagnosis, prognosis and outcome expectations; to develop, implement, and modify intervention programs; and to assess effectiveness of intervention programs through re-examination for patients with musculoskeletal conditions commonly seen in diverse populations. This course will focus on the extremities. Students will apply concepts of anatomy, physiology, biomechanics and movement analysis, therapeutic tests and measurements, and therapeutic procedures while utilizing the preferred practice pattern, as outlined in The Guide to Physical Therapist Practice. This course is a foundation course for Clinical Education I: Prerequisites: Successful completion of all previous DPT program courses.

PT 5973 (3CR)
RESEARCH METHODS IN PHYSICAL THERAPY
Research Methods in Physical Therapy presents the elements of scientific inquiry and research methodology for students in the health sciences. Students will learn qualitative and quantitative research methods and research designs that include experimental, non-experimental and single system designs. Students will demonstrate knowledge of critical review of the literature and sample populations in research method and designs and application of research statistics in evaluation of published studies. This course is the foundation course for the research component of the physical therapy course of study Prerequisites: Successful completion of all previous DPT program courses.

PT 5984 (4CR)
PHYSICAL THERAPY PROCEDURES II
Physical Therapy Procedures II expands on the information presented in the Physical Therapy Procedures I course. The student applies the information presented in Physical Therapy Procedures I while learning about physical therapy interventions and strategies for patient/client care through wound assessment and treatment, the application of physical agents, electrotherapeutic modalities, and massage. The student will also learn to apply the principles of therapeutic exercises in combination with therapeutic modalities in developing a comprehensive treatment program. Prerequisites: Successful completion of all previous DPT program courses.

PT 6223 (3CR)
METHODS OF INSTRUCTION AND CONSULTATIONS
Methods of Instruction and Consultation in Physical Therapy is a course offered in conjunction with PT 6124 Musculoskeletal Physical Therapy I, PT 5984 Physical Therapy Procedures II and PT 5953 Human Interaction in Healthcare. The course emphasizes the role of the physical therapist as an educator of patients/clients, health care providers, family members, and the public at large. The principles and methods of effective teaching will be presented and applied in the clinical courses as the
students develop physical therapy patient management and organizational skills in each of these areas. The role of the physical therapist as a consultant will be presented. Prerequisites: Successful completion of all previous DPT program courses.

YEAR II

SUMMER SEMESTER

PT 6004 (4CR)  
CLINICAL EDUCATION I  
Clinical Education I is the first of four full-time clinical education courses required of students enrolled in the Doctor of Physical Therapy program. Students participate in eight (8) weeks of full-time clinical practice immediately following the Year I course of study. The focus of the clinical education experience is to reinforce and mature the cognitive, psychomotor and affective skills essential for the professional practice of Physical Therapy. Emphasis is placed on clinical practice in primary and secondary care settings which enable the student to practice theoretical concepts and skills introduced in the year 1 course of study. Pre-requisites: Students must have successfully completed Year I coursework in the DPT program.

PT 6002 (2CR)  
CLINICAL EDUCATION SEMINAR I  
Clinical Education Seminar I is the first of four clinical education seminars and follows the completion of the Clinical Education I course. Clinical Education Seminar I is designed to provide the student with the opportunity to reflect on the clinical education experience of Clinical Education I and engage the student in critical reasoning that integrates the didactic curriculum and the clinical education curriculum for the Year I of the DPT program. Specifically, the course offers a teaching and learning theme centered on rural practice of physical therapy. The physical therapy management of farmers and ranchers is incorporated in Clinical Education Seminar I. Prerequisites: Students must successfully complete Year I coursework in the DPT program and PT 6004 Clinical Education I.

YEAR II

FALL SEMESTER

PT 6114 (4CR)  
NEUROMUSCULAR PHYSICAL THERAPY I  
Neuromuscular Physical Therapy I introduces the student to the current concepts in the study of neuroscience in physical therapy. The motor control and motor learning theories of human movement, and the theories of recovery of motor function after injury to the neurological system are presented. The essentials of the neurologic examination are presented in depth in the course. Clinical case studies support the teaching and learning of this material. The neuromuscular physical therapy practice patterns in the Guide to Physical Therapist Practice will be applied to the course content and laboratory practice sessions. This course is offered in the fall semester of Year II of the DPT degree program. Prerequisites: Students must have successfully completed the Year I coursework in the DPT program, PT 6004 Clinical Education I, and PT 6002 Clinical Education Seminar I.

PT 6124 (4CR)  
MUSCULOSKELETAL PHYSICAL THERAPY II  
Musculoskeletal Physical Therapy II is the second course in the musculoskeletal physical therapy series. This course prepares students to conduct screening, examinations and evaluations; to develop diagnosis, prognosis and outcome expectations; to develop, implement, and modify intervention programs; and to assess effectiveness of intervention programs through re-examination for patients with musculoskeletal conditions of the spine, posture and gait commonly seen in diverse populations. Students will apply concepts of anatomy, physiology, biomechanics and movement analysis, therapeutic tests and measurements, and therapeutic procedures while utilizing the preferred practice pattern, as outlined in The Guide to Physical Therapist Practice. This course is a continuation of Musculoskeletal Physical Therapy I. Prerequisites: Students enrolled in this course must have successfully completed the Year I course work in the DPT program, PT 6004 Clinical Education I, and PT 6002 Clinical Education Seminar I.

PT 6203 (3CR)  
PEDIATRIC PHYSICAL THERAPY  
Pediatric Physical Therapy presents the physical therapy management of neonates, infants, children and adolescents with developmental impairments. The biophysical, biomedical, educational, social, and environmental considerations germane to pediatric clients will be emphasized. The student will learn to apply the disablement framework to the pediatric population. The public policies pertaining to maternal and childcare as well as education (IDEA) will be presented. The student will learn to apply the physical therapy practice expectations and patient/client management expectations specific to pediatric clients within in the educational setting and the medical setting. Prerequisites: Students must have successfully completed the Year I course work in the DPT program, PT 6004 Clinical Education I, and PT 6002 Clinical Education Seminar I.

PT 6003 (3CR)  
EVIDENCE-BASED MEDICINE  
Evidence-Based Medicine prepares the student for evidence-based clinical practice through the study of the principles of evidence-based medicine as applied to physical therapy. Students in this course develop advanced skills for conducting evidence-based practice including clinical decision making that integrates the best available scientific research evidence with clinical expertise and each patient’s unique values. Specific topics include interpretation of research evidence about diagnosis, outcome measures, and the patient experience (qualitative studies). Prerequisites: Students must have successfully completed the Year I course work in the DPT program, PT 6004 Clinical Education I, and PT 6002 Clinical Education Seminar I.

PT 6213 (3CR)  
PHYSICAL THERAPY ORGANIZATION AND MANAGEMENT  
Physical Therapy Organization and Management is a course that presents organizational and managerial strata necessary for the effective delivery of the physical therapy services. The structure and organization as well as the human resources, organizational missions and philosophy will be presented for a variety of agencies and service delivery models. The business practice and operational finances and the cost accounting and financial analysis of providing physical therapy services in a variety of different settings is presented in the course. The advantages and disadvantages of independent practice opportunities, collaborative practice opportunities, consultative physical therapy services, fee-for-service, pro bono services will be discussed. The challenges of quality health care service delivery in the presence of the changing health care environment will be addressed. The student participates in a clinical education integrated experience that affords the opportunity to work with community managers and program directors in the physical therapy environments. Successful completion of this course is
required for participation in the Clinical Education II course. Prerequisites: Students must have successfully completed the Year I course work in the DPT program, PT 6004 Clinical Education I, and PT 6002 Clinical Education Seminar I.

YEAR II

SPRING SEMESTER

PT 6163 (3CR)
BASIC PHARMACOLOGY FOR PHYSICAL THERAPISTS

Basic Pharmacology for Physical Therapists presents an overview of the medications typically used in the management of patients with acute and chronic illness that affect the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems. The specific categories of drugs and their properties, indications, contraindications, and precautions will be detailed. Physical therapist knowledge of medications and their effects and interactions with other medications and exercise will be emphasized. The role of the physical therapist in providing patient education in the use of medications as required in home care physical therapy will be discussed. The management strategies for retaining base-line knowledge of basic pharmacology in the presence of the frequent changes in pharmaceutical options will be presented. This course is a foundation course and is required for continued progression in the physical therapy course of study. Prerequisites: Successful completion of all previous DPT program courses.

PT 6174 (4CR)
NEUROMUSCULAR PHYSICAL THERAPY II

Neuromuscular Physical Therapy II continues to develop the physical therapy student in clinical competency in the patient care management of individuals with neuromuscular impairments. The essential practice of physical therapy screening, examination, evaluation, diagnosis, prognosis, treatment interventions, re-evaluations, and outcome assessments of patients/clients with neuromuscular dysfunction will be presented using the preferred physical therapy practice patterns. The student will learn the acute, sub-acute, long-term rehabilitation in-patient and outpatient service delivery models available for patients with neurologic dysfunction. The student will develop proficiency in the management of individuals with stroke, traumatic brain injury, spinal cord injury, progressive and nonprogressive degenerative disorders of the nervous system. A variety of treatment approaches for the facilitation of recovery of function and improvement in functional mobility will be presented and practiced in this course. Prerequisites: Successful completion of all previous DPT program courses.

PT 6183 (3CR)
PROSTHETICS AND ORTHOTICS

Prosthetics and Orthotics is the course that offers the study of the clinical application of prosthetic and orthotic devises in physical rehabilitation. The course will present factors that result in loss of limb function; the residual deficits to the individual in physical, social, and emotional parameters; the state-of-the-art materials used in the fabrication of prostheses and orthoses; and the rehabilitation process necessary to maximize function and facilitate recovery of function for the individual. The clinical decision-making process applied to determining the prosthetic and orthotic needs of individuals with physical impairments is presented. The physical rehabilitation process for patients with musculoskeletal impairments and limb amputation is presented. This is a foundation course for Clinical Education II. Prerequisites: Successful completion of all previous DPT program courses.

PT 6133 (3CR)
CARDIOVASCULAR AND PULMONARY PHYSICAL THERAPY

Cardiovascular and Pulmonary Physical Therapy is the in-depth study of the physical therapy clinical practices applied to the management of individuals with circulatory, cardiac and/or pulmonary system dysfunction. The course presents the clinical pathophysiology of the circulatory, cardiac, and pulmonary systems to comprehensively address the physical therapy management of individuals with compromised cardiac and pulmonary health status. Students will study the preferred practice patterns for cardiovascular and pulmonary physical therapy identified in the Guide to Physical Therapist Practice. This is a foundation course for Clinical Education II. Prerequisites: Successful completion of all previous DPT program courses.

PT 6263 (3CR)
PUBLIC POLICY IN COMMUNITY HEALTH

Public Policy in Community Health is a course that enables students to understand the role public policy, laws and regulations plays in the delivery of health care. The federal, state, and local public health laws will be presented. The community healthcare model in the United States will be studied. The factors contributing to minority health and health disparities across the lifespan will be emphasized. This is a required course in the Doctor of Physical Therapy program. Prerequisites: Successful completion of all previous DPT program courses.

PT 6153 (3CR)
SCIENTIFIC INQUIRY (Elective)

Scientific Inquiry is an elective course in the DPT curriculum. This course will prepare the student to analyze clinical decisions based on evidence that is provided through the scientific investigation process of research. The student is expected to complete identification of the problem and conduct a thorough review of the scientific literature related to the problem. Prerequisites: Successful completion of all previous DPT program courses.

YEAR III

SUMMER SEMESTER

PT 6193 (3CR)
GERIATRIC PHYSICAL THERAPY

Geriatric Physical Therapy emphasizes the physical therapy management procedures that are specific to the aging adult patient/client. Specific health care demands and conditions germane to the aging adult population will be presented. Critical thinking in the ways and means for maximizing physical, emotional, and social functioning for the aging adult client will be explored. The course is also tailored to apply the physical therapy patient/client expectations and the physical therapy professional practice expectations in a defined population. The course enables the student to analyze and synthesize physical therapy practice expectations within the preferred practice patterns identified in the Guide to Physical Therapist Practice as they apply to the aging adult patient/client. Prerequisites: Successful completion of all previous DPT program courses.

PT 6233 (3CR)
EXERCISE SCIENCE AND SPORTS PHYSICAL THERAPY

Exercise Science and Sports Physical Therapy expands on the student’s knowledge of the physiology of exercise and incorporates the musculoskeletal physical therapy, the neuromuscular physical therapy, and the cardiopulmonary
physical therapy management approaches for the enhancement of physical performance in the athlete. The value and importance of exercise and sports physical therapy for all individuals across the life span will be emphasized. Health promotion and disease prevention will be integrated to the course content that emphasizes rehabilitation after injury. The course relies on evidence-based sports medicine to support each of the teaching and learning units. Prerequisites: Successful completion of all Year I and Year II DPT program courses.

PT 6204 (4CR)
CLINICAL EDUCATION IV
12 consecutive weeks of full-time clinical practicum
Clinical Education IV is a clinical practicum course that occurs in the third year of the physical therapy course of study. The student will participate in a physical therapy clinical setting full-time daily for twelve consecutive weeks. The student will be provided with the opportunity to develop clinical proficiency in neuromuscular physical therapy, cardiopulmonary physical therapy, and musculoskeletal physical therapy, in inpatient and outpatient rehabilitation settings as well as primary care clinics and secondary care settings. The student will demonstrate achievement of competency in the safe and judicious application of patient management skills necessary for the practice of physical therapy. Prerequisites: Successful completion of all previous DPT program courses.

PSY 6221 (3CR)
PSYCHOLOGICAL ASPECTS OF DISEASE
This course is designed to provide the student with an understanding of the psychological aspects of disease. The course will cover topics such as stress, pain management, and the impact of disease on daily living. Prerequisites: Successful completion of all previous DPT program courses.

PT 6222 (2CR)
CLINICAL EDUCATION SEMINAR III
30 contact hours
Clinical Education Seminar III is the third of four clinical education seminars. This course is designed to provide the student with the opportunity to reflect on the professional ethical issues that were encountered during Clinical Education III. Specifically, the course offers a teaching and learning theme that focuses on learning about the requisite ethical principles that should govern professional conduct in varied ethical dilemmas/situations significant for the physical therapy student and practitioner. Prerequisites: Successful completion of all previous DPT program courses.

PT 6202 (2CR)
CLINICAL EDUCATION SEMINAR IV
30 contact hours
Clinical Education Seminar IV is the last of four clinical education seminars and follows the completion of Clinical Education IV course. Clinical Education Seminar IV is designed to provide the student with the opportunity to reflect on the professional legal issues that were encountered during Clinical Education IV. Specifically, the course offers a teaching and learning theme that focuses on learning about the requisite legal principles that govern professional conduct and practice of the
physical therapy student and practitioner. Students will reflect on professional practice expectations and future professional development opportunities such as Physical Therapy as clinical educators, direct access and specializations.

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