LANGSTON UNIVERSITY

2024-2025 COURSE CATALOG

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FALL 2024 ACADEMIC

Registration, Upperclassmen .....June 26 – July 31
Fall 2024 Intersession ..... July 15 – 26
End of Drop/Add Registration (Fall Intercession) ..... July 15
General Enrollment, New Freshmen .....July 22-25
Residence Halls Open, Freshmen ..... July 26 – 28
Freshmen Orientation (Lion Camp) ..... July 29 – August 2

End of Drop/Add Registration (Lion Camp) ..... July 29
Faculty Institute .....July 29-31
Residence Halls Open, Upperclassmen..... August 2 – 4
Classes Begin (1st 8-week session & 16-week session) ..... August 5
End of Add Registration (1st 8-week session) ..... August 7
End of Drop Registration (1st 8-week session) ..... August 9
End of Add Registration (16-week session)..... August 9
End of Drop Registration (16-week session) ..... August 16

Last Day to Apply for Fall 2024 Graduation ..... September 1

Labor Day (no classes) ..... September 2
Last Day to Drop with a "W" (1st 8-week session) ..... September 13
Last Day Receive an "AW" (1st 8-week session &16-week sessions) ..... September 20
Mid-Term Exams (16-week session)/ Final Exams (1st 8-week session) ..... September 23 – 27
1st 8-week session Ends ..... September 27
2nd 8-week session Begins ..... September 30

Mid-Term Grades (16-week session)/ Final Grades (1st 8wk Session) Due .....October 1 (5:00 PM)
Last Day to Add Registration (2nd 8-week session) ..... October 2
Last Day to Drop Registration (2nd 8-week session) ..... October 4
Fall Break ..... October 21
Pre-Enrollment for Spring 2025* ..... October 22 – November 22
Last Day to Drop with a "W" (16-week session) ..... October 28
Last Day to Apply for Spring 2025 Graduation ..... November 1
Last Day to Drop with a "W" (2nd 8-week session) ..... November 11
Last Day to Receive an "AW" (2nd 8-week) ..... November 18
Final Exams (2nd 8-week & 16-week sessions) ..... November 19– November 23
Residence Halls Close ..... November 24 (12:00 PM)
Spring 2025 Intersession ..... November 25 – December 6

Final Grades Due from Faculty ..... December 3 (5:00 PM)

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 to enroll for course(s) and a FAFSA submitted to the University.

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

SPRING 2025 ACADEMIC CALENDAR

Spring 2025 Intercession .....November 25-December 6, 2024
End of Drop/Add & Registration Period (Spring Intercession) ..... November 25
Faculty Institute .....January 7-8
Registration, New and Returning Students..... January 7-9
Residence Halls Open ……..... January 10-12
Classes Begin (1st 8 wk session & 16 wk session) ..... January 13
End of Add Registration (1st 8 wk session) ..... January 15
End of Drop Registration (1st 8 wk session) ..... January 17 End of Add Registration (16 wk session) ..... January 17
Martin Luther King, Jr. Day (no classes) ..... January 20
End of Drop Registration (16 wk session) ……..... January 27
Last Day to Apply for Summer 2025 Graduation ..... February 1
Last Day to Drop with a "W" (1st 8 wk session) ..... February 21
Last Day to Receive an **"AW"** (1st 8 wk session & 16 wk session) ..... February 28
Zero $0 Balance/Bill Arrangement/Name in Program Deadline to Participate in Commencement .....March 1
Mid-Term Exams (16 wk session)/ Final Examination (1st 8 wk session) ……..…..... March 3- 7
1st 8 wk session Ends ..... March 7
2nd 8 wk session Begins ..... March 10
Mid-Term Grades (16 wk session) Final Grades (1st 8wk Session) Due..... March 12 (5:00 PM)
End of Add Registration (2nd 8 wk session) ..... March 12
End of Drop Registration (2nd 8 wk session) ..... March 14
Spring Break ..... March 17-21
Pre-Enrollment for Summer/Fall 2025 ..... March 31-May 9
Last Day to Drop with a "W" (16 wk session) ..... April 11
Assessment Day ..... April 25
Last Day to Drop with a "W" (2nd 8 wk session) ..... April 25
Last Day to Receive an **"AW"** (2nd 8 wk) ..... May 2
Final Exams (2nd 8 wk & 16 wk sessions) ..... May 5- 9
Spring Semester Ends (2nd 8 wk & 16 wk sessions) .....May 9
Residence Halls Close..... May 10 (12:00 pm)
Spring Commencement .....May 10
Summer 2025 Intercession .....May 12 – 23
Final Grades Due Electronically from Faculty ..... May 13 (5:00 PM)

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

REGENTS

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Rick Walker., Chair, Oklahoma City, OK
Courtney Warmington , Vice Chair, McAlester, OK
Steven Taylor, Secretary,
Jack Sherry, Asst Secretary, Oklahoma City, OK **Sean Burrage, Chancellor,** Oklahoma City, OK

BOARD OF REGENTS FOR THE OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGES

L. Tucker Link, Chairman, Finley, OK
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Calvin J. Anthony, Stillwater, OK
Trudy Milner, Tulsa, OK
Jarod Callahan, Edmond, OK
Douglas E. Burns, Norman, OK
Blayne Arthur, Stillwater, OK

Jason Ramsey, Chief Executive Officer,
Edmond, OK

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Claud Evans, Chair **D.**
Gayle Maxwell, Vice Chair
Avilla T. Williams, Secretary
Sherman Lewis
Rita Combs
Melvin Latham
Stanley L. Evans
Rick Davis
Rebecca Marks Jimerson
ADMINISTRATION

Kent J. Smith, Jr., Ph.D.
President
Theresa Graves Powell
Chief of Staff, President's Office
Ruth Ray Jackson, Ph.D.
Vice President for Academic Affairs
Joshua A. Busby
Dean of Students, Division of Student Affairs
Vacant
Vice President, Institutional Advancement and External Affairs
Pritchard Moncriffe
Chief Information Officer
Heath Burge
Assistant Vice President, Student Success
Vacant
Vice President Fiscal and Administrative Affairs
Cynthia S. Buckley
Assistant Vice President, Student and Employee Services
Sheilynda Stewart, Ph.D.
Associate Vice President, Assessment and Accreditation

DEANS AND DIRECTORS

Alonzo Peterson, Ph.D.
Dean, School of Arts and Sciences **Joshua Snavely, J.D.**
Dean, School of Business **Wesley Whittaker, Ph.D.**
Dean, School of Agriculture and Applied Sciences
Vernon Jones, Ph.D. Associate Dean, Agriculture Research **Joshua Ringer, Ph.D.**
Associate Extension Administrator, Agriculture
Teressa Hunter, Ph.D., R.N. Dean, School of Nursing and Health Professions **Elicia Pollard, PT, Ph.D.** Dean, School of Physical Therapy
Emily Patterson Harris, Ph.D.
Acting Dean, School of Education and Behavioral Sciences **Lynne Simpson, Ph.D.**
Dean, Libraries
Leonelle Thompson
Director, Career Services and Assessment
(Vacant)
Director, Institutional Research and Planning
FACULTY

ABRAHAM, KJOY (2000) Associate Professor, Biology; B.S., M.S., Madras University (India); Ph.D., University of Baroda (India).

AHMED, HASSAN (2014) Assistant Professor, Accounting, Ph.D., Environmental Science, Oklahoma State University.

ALBRIGHT, ELIZABETH ANNE. (2018). Assistant Professor, Psychology; B.M.E., M.S., Ph.D., Oklahoma State University.

ALEXANDER, NANCY, (2002) Assistant Professor, Chair/Department of Business Administration, School of Business; BBA, University of Central Oklahoma; MBA, University of Oklahoma; Ph.D., University of Oklahoma.

ALLEN, JONATHON, (2018) Instructor/Assistant Band Director, School of Arts and Sciences, Music; B.A. Mississippi Valley State University, M.A. William Carey University.

BAKER, BROOKE (2019) Instructor, School of Nursing and Health Professions, Nursing, B.S.N., Oral Roberts University, M.S.N., Oklahoma Wesleyan University

BAKER, WILLIE (2009) Instructor, Biology; B.S., Langston University; M.S., Prairie View University.

BARROW, CASSANDRA (2016) Instructor/NTT, School of Nursing; MSN, Indiana Wesleyan University.

BISWAS, MOUSHUMI (2019) Assistant Professor, English; M.A. New Mexico State University; Ph.D. University of Texas-El Paso.

BLALOCK, MELVIN (2014) Instructor, School of Nursing and Health Professions; M.S., Oklahoma City University.

BLESCH-KITCHENS, JAN (2015) Instructor, School of Nursing, M.S., University of South Alabama.

BOYKINS, TERESA (2018) 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

BRACKEEN, WILLIAM (2001) Instructor/Acting Chair/Director of Choral Activities Music, Music; B.M., Oklahoma City University; M.M., The University of Oklahoma.

BREVETTI, MELISSA. (2016). Assistant Professor & Director of Assessment & Clinical Partnerships, Education & Professional Programs; B.S., M.Ed., Ph.D., University of Oklahoma.

BROWN, SONIA MAE (2017) Assistant Professor, English; M.A.
Long Island University-Brooklyn; Ph. D, Howard University.

BUCKI, ANDREW (2004) Associate Professor, Mathematics; B.S., M.S., Ph.D., Maria Curie Sokolowski University, Poland.

BURNS, STEPHANIE D. (2013) Assistant Professor, Physical Therapy; B.S., Oklahoma State University; B.S., University of Oklahoma; M.A., University Oklahoma; Ph.D., University of Oklahoma.

CARRELL, DAVID ALLEN (2000) Assistant Professor, English; B.A., University of Michigan; Ph.D., Purdue University.

CHAUDRY, ALIYA N. (2003) 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.

CHILDS, DONISHA S. (2017) Instructor, Reading Lab Coordinator, School of Arts and Sciences; B.A. Southwestern Oklahoma State University; M.A. University of Central Oklahoma

CLARK, JOANN (2019) Instructor, School of Nursing and Health Professions, B.S., Oklahoma City University; M.S., University of Oklahoma Health Sciences Center

COBB, KIM (2016) Assistant Professor and Head of Public Services for Langston University Libraries; BA, University of Central Oklahoma; BA, University of Oklahoma; MLIS. University of Oklahoma.

COLEMAN, JOHN K. (1993) Associate Professor and Chairman, Physical Sciences; B.S., Langston University; Ph.D., The University of Oklahoma.

COLLINS, CARL (2019) Instructor, Assistant Band Director School of Arts and Sciences, Music, B.M., Southern University; M.M.E., VanderCook College of Music.

CORBETT, CAITLIN (2018) Assistant Professor, Head of Technical Services for Langston University Libraries; B.A., University of Oklahoma; M.A., University of Missouri; MLIS, University of Oklahoma.

COURTNEY, TEDI (2014) Instructor, School of Nursing; Nursing, M.S., Benedictine University.

CROSS, KENYOTTA (2009) 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.

DAVIS, DYTISHA (2012) Assistant Professor, Rehabilitation Services; B.S. & M.A., South Carolina State University, Ph.D., The University of Iowa.

DAVIS, EVIA (2000) Professor, Chairperson, Family and Consumer Sciences, School of Agricultural and Applied Sciences; B.S., Langston University; M.A., Washington State University; Ed.D., St. Louis University.

DELK, DESMOND (2015) Assistant Professor, HPER; B.A., Morehouse College; M.Ed., Ph.D., Auburn University.

DESILVA, NIRODHA (2018) Assistant Professor, School of Agriculture and Applied Sciences, Agricultural and Applied Economics; B.S & MS., University of Peradeniya, Sri Lanka; Ph.D., Texas Tech. University.

DURAN, ANNA (2018) Instructor, School of Nursing and Health Professions, Nursing, B.S.N., University of Oklahoma Health Sciences Center, M.S., University of Oklahoma Health Sciences Center

EDOBOR, GRACE (2017) Instructor, School of Nursing and Health Professions, Nursing, B.S.N., Oral Roberts University, M.S., Southern Nazarene University

FAISON, WONDERFUL (2018) 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.

FARMER, TODD (2015) Associate Professor, Acting Chair, HPER; Ed.D., Educational Leadership, University of Phoenix.

FONDJO, VICKY Y.T. (2013) Associate Professor, Mathematics; B.Sc., University of Yaoundé I (Cameroon); MSc., University of Yaoundé I (Cameroon); MSc., The Abdus Salam International Centre for Theoretical Physics (Italy); PhD., University of Yaoundé I (Cameroon).

FONDJO FOTOU, FRANKLIN (2007) Associate Professor, Chairman, Technology, School of Arts and Sciences; B.S., University of Yaoundé I (Cameron); M.S., Ibid; Ph.D., Kyushu University (Japan).

GEORGE, PHILIP (2005) Associate Professor, School of Physical Therapy; B.S., Mar Ivan iOS College (India); M.B.B.S., Christian Medical College (India); M.S., Dayanand Medical College (India); M.B.A., Oklahoma City University; Ph.D., Medical College of Georgia.

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.

GOSH, KAMAL, (2019) Assistant Professor; School of Agriculture and Applied Sciences; Fisheries and Allied Aquaculture**;** BS., Bangladesh Agricultural University; MS., University of Arkansas Pine Bluff; Ph.D., Auburn University.

GRAY, SARAH B. (2016) Assistant Professor, School of Arts and Sciences, English; B.A., University of Missouri; M.B.A., Baker University; Ph.D., Middle Tennessee State University.

GRAYSON, RALPH A. (2003) Assistant Professor, Computer Sciences; B.S., Langston University; M.S., Oklahoma State University.

GRIFFIN, SYDNERIA (2016) Instructor, School of Arts and Sciences, Mathematics; B.A., Central State University; M.S., Chicago State University

HAMILTON, MICHAEL A. (1995) Assistant Professor, Management, Director, Online BBA Program and Associate Research Specialist, NASA; B.A., Morgan State University; M.A., Brooklyn College, D.B.A., Argosy University, Sarasota.

HARRIS, EMILY V. (1981) Associate Professor, Education, Tulsa Campus; B.A., Central State University (Ohio); M.L.S., State University of New York; Ed.D., Oklahoma State University.

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HERRON, RUBEN. (2017) Assistant Professor, Department of Rehabilitation and Disability Studies; B.S., Langston University; M.S., Ibid.

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HOLMES (UMADJELA), AHONDJU (2011) Instructor, School of Nursing and Health Professions, Public Health; B.B.S., Africa University; M.S., University of Central Oklahoma.

HOWARD, CHRISTIANNA (2016) Assistant Professor, School of Arts in Sciences; Biology; B.S., Langston University; M.S., Ph.D., Tennessee State University.

HOWARD, MICHAEL (2015) Assistant Professor and Coordinator of Writing Lab, School of Arts and Sciences, B.A., Walla Walla University; M.A., University of Alaska (Anchorage), PHD., Middle Tennessee State University.

HUANG, I'LIN (2000) Associate Professor, School of Business; B.S., National Cheng Kung University (Taiwan); M.S., National Chao Tung University (Taiwan).

HUNT, RANDY F. (1997) Associate Professor, School of Education; B.S., M.S., Central State University (Oklahoma); Ed.D., Oklahoma State University.

HUNTER, TERESSA (2001) Dean and Assistant Professor, Nursing; B.S., University of Central Oklahoma; M.S., The University of Oklahoma; Ph.D., Texas Woman University.

JOHNSON, JEAN (2009) Associate Professor, Department of Rehabilitation and Disability Studies; B.S., University of Memphis; M.S., Ibid; Ed.D., Ibid.

JOHNSON, LONNIE JR. (1999) Instructor and Acting Chair, Communication; B.A., M.A., University of Oklahoma.

JOHNSON, MARGARET A. (2016) Assistant Professor, School of Arts and Sciences, English; B.A., Sierra Nevada College; M.L.A., St. Edward's University; Ph.D., Middle Tennessee State University.

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KATZIR, LINDSAY (2019) Assistant Professor, English; B.A. Oklahoma State University; M.A. University of Central Oklahoma; Ph.D. Louisiana State University.

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

LOVE, ANDRE (1994) English Instructor, B.A., Langston University; MLA, Oklahoma City University.

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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.

MATHEW, SUSAN. (2018) Assistant Professor, Psychology; B.S., M.S., M.Phil., University of Madras; M.Ed., Oral Roberts University; Ed.D. & Ph.D., Oklahoma State University

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

MERKEL, ROGER C. (1997) Associate Professor, School of Agriculture and Applied Sciences; B.S., University of Illinois; M.S., University of Florida; Ph.D., North Carolina State University.

MILLER, AMEIKA (2018) Instructor, School of Nursing and Health Professions, Nursing, B.S.N., Langston University, M.S., Southern Nazarene University

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 Oklahoma

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 Chairman 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).

NAIDOO, 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.

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OJAH, SOHITA (2018) Assistant Professor, Biology; M.S. National Diary Research Institute (India); Ph.D. University of Arkansas-Fayetteville.

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

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

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

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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.

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RIDDICK, DANIEL (2005) Professor, School of Physical Therapy; A.B., M.D., & Ph. D., Duke University.

RINGER, JOSHUA (2018) Associate Extension Administrator and Assistant Professor, School of Agriculture and Applied Sciences; Extension Education; B.S.; Oklahoma State University; MS.; 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,
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ROSS, CARYLON (2006) Instructor, Communication; B.A., Langston University; M.B.A., Oklahoma City University.

SADDIQUE, NAFIUL (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 (1984), 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; PhD., 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,
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Assistant Professor, History; B.A., Maryville College; M.A., Northern Arizona University; Ph.D., Oklahoma State University.

SIMPSON, LYNNE (2018) Associate Professor and Dean,
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SIVANESAN, SIVALINGAM (1996) Assistant Professor,
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SNAVELY, JOSHUA (2016) Acting Dean/Associate Professor, Business; JD, Law, Oklahoma City University.

SOLTANI, EBRAHIM (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.

TADESSE, 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; MS, Oklahoma State University.

TIMMERMAN, NICHOLAS (2018) Assistant Professor, History, B.A., University of Michigan – Flint, M.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
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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.

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.

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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) 263-7462 Email:
info@hlcommission.org
https://www.hlcommission.o
rg

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.or
g/

Council for the Accreditation of Educator Preparation (CAEP)
1140 19th Street Northwest, Suite 400
Washington,
D.C. 20036
Phone: (202)
223-0077
www.caepnet.or
g 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 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 closeit. 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) was 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 Henrietta, a project underwritten 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, Gayle's 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.

Gayle's 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.

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*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 cocurricular 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 if 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
Phone: (405) 530-7500

Langston University/Tulsa Campus University Center at Tulsa
914 North Greenwood Avenue
Building 1100-B

Tulsa, OK 74106
Phone: (918) 877-8100 or (918) 877-8195
Fax: (918) 877-8101

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

LAND GRANT MISSION: RESEARCH, EXTENSION AND ACADEMICS
E.L. Holloway Building, Room 117 Mail:
P.O. Box 1730
Langston, OK 73050
Phone: 405-466-6150
Email: wesley.whittaker@langston.edu

In its role as a Land-Grant university, Langston University endeavors to be an institution for the people of the Oklahoma and the nation. Langston University 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 academic 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 that were given Land-Grant status 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. Academic programs are largely funded by the state and supplemented by federal funds.

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 (AIGR) 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, Animal Health and related areas. AIGR supports local producers and has cooperative working agreements with several countries including, Ethiopia, Mexico, China, the Philippines, among others. The land-grant mission areas of research, extension and outreach are 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. Other areas of research and extension in SAAS include the Horticulture, Aquaculture/Aquaponics and Agribusiness-Applied Economics programs which work with farmers to intensify production with the aim of increasing productivity, food security and household income while conserving natural resources. The 4-H Youth Development program conducts activities to empower youth through science and learning engagements. The Expanded Food and Nutrition Education Program (EFNEP) assists families through nutrition and lifestyle education and building healthier, happier families.

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
Page Hall, Room 119
Mail: P.O. Box 1208
Langston, OK 73050
Phone: 405-466-3207
Email: annette.stanley@langston.edu

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 helps 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.

SAFETY AND SECURITY

Mail: P.O. Box 269
Langston, OK 73050 Phone:
405-466-3366
Email: luchief@langston.edu
Fax: 405-466-3905

The police department for Langston University at Langston derives its authority from the 1971 Oklahoma State Statues, 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. 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.

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 (45) to seventy (60) 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.

ASSESSMENT AND ACCREDITATION

This office has responsibility and oversight for the Office of Institutional Research and Planning, assessment, accreditation, and the Office of Sponsored Programs. The Office of Assessment and Accreditation seek to instill a culture of data-informed decision making by integrating evidence-based processes to support student learning and success.

Mission

The mission of the Office of Assessment and Accreditation (OAA) is to support university-wide assessment activities related to accreditation and continuous improvement at the university, school, department, and program levels.

To accomplish its mission, OAA provides consultation, training, and support related to assessment planning, program reviews, specialized program accreditations, and strategic planning activities for faculty and staff. The goals of the Office of Assessment and Accreditation are:

1. Promote a culture of critical inquiry and evidence-based decision making.
2. Engage students, faculty, staff, and administrators in conversations about learning inside and outside the classroom.
3. Provide leadership and coordination in assessment.
4. Coordinate the collection, analysis, sharing and use of assessment data.
5. Produce evidence of student learning outcomes necessary for accrediting agencies.
6. Bring best practices and methods of assessment to the Langston University community.
7. Offer professional development opportunities for faculty and staff.

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.

ATHLETICS
C.F. Gayles Field Hours Office Suite #122
Mail: P.O. Box 175
Langston, OK 73050 Phone:
(405) 466-3262
Email: ddrogers@langston.edu Fax:
(405) 466-3627

The department of athletics is overseen by the Director of Athletics. The athletic department provides guidance and direction for a school's sports programs by doing the following: 1. Preparing budgets and allocating spending on items such as coaches' salaries, team travel, equipment purchases, and facility upkeep; 2. Coordinate with coaches about the scheduling of games and practices; 3. Works with conferences and leagues about scheduling issues; 4. Coordinating Officials and umpires at games and budgeting for their pay; 5. Filing reports on the status of each team and shortcomings and 6.Filing reports on the status of each team and its successes and shortcomings; 7. Assist with travel coordination when needed.

SPORTS INFORMATION
C.F. Gayles Field House Office Suite #122
Mail: P.O. Box 175
Langston, OK 73050
Phone: (405) 466-3626
Email: tkyles@langston.edu
Fax: (405) 466-3627
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 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, using 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 EXTERNAL AFFAIRS
6300 Martin Luther King Blvd, Oklahoma City, OK 73111
Mail: P.O. Box 1500
Langston, OK 73050
Phone: (405) 530-7500
Fax: (405) 926-1638
Email: lufoundation@langston.edu

Vision:
The Office of Institutional Advancement and External Affairs is the university's source for 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 External Affairs 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 External Affairs 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 External Affairs 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 External Affairs 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.

Mission

The mission of the Office of Institutional Research and Planning (IRP) is to serve as a support mechanism and resource office for Langston University, thereby allowing the university to make data-informed decisions in the areas of (a) academic success, (b) faculty growth and development, (c) university-wide communication strategies, (d) academic program expansion, and (e) effective use of resources.

IRP accomplishes its mission by producing, collecting and disseminating multiple forms of quantitative and qualitative data, by fulfilling data requests for all constituent groups of the University, and by creating and monitoring data-informed plans in critical areas of the university.

The goals of the Office of Institutional Research and Planning are:

1. Provide decision-supporting data, research, and analysis to facilitate the University's strategic planning process, accreditation, benchmarking, assessment, and institutional effectiveness activities.

2. Provide data, interpretation, and resource sharing to internal units and external constituencies on issues related to the University.

3. Foster professional development and growth of Institutional Research staff and the university community.

4. Ensure that data submitted to external reporting agencies are accurate and conform to the state, federal, and University's business rules.

5. Provide information and conduct analysis pertinent to current discourse, decision making needs, and strategic goals.

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

Mail: 6700 North Martin Luther King Jr Avenue,
Oklahoma City, OK 73111
Phone: (405) 530-7526
Email: alumniaffairs@langston.edu

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.

LIONS PRINT SHOP

Page Hall Room 234
Mail: P.O. Box 1500
Langston, OK 73050 Phone:
405-466-3327
Email: lucopycenter@langston.edu

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.

OFFICE OF EQUAL EMPLOYMENT/AFFIRMATIVE ACTION

Page Hall, Room 115
Mail: P. O. Box 205
Langston, Oklahoma 73050
Phone: (405) 466-3204
cynthia.buckley@langston.edu Fax: (405) 466-6002

Langston University is an equal opportunity/affirmative action employer. All persons will be offered employment and promotion based on 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 follows 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

PHYSICAL PLANT

Hwy 33 East Langston,
Oklahoma 73050
Phone: (405) 466-3359
Email: william.morris@sodexo.com
Fax: (405) 466-3556

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), Gayle's Field-house (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 MultiPurpose 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

G. Lamar Harrison Library
Mail: P.O. Box 1600
Langston, OK 73050
Phone: 405-466-3294
Email: lynne.smpson@langston.edu

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 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 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 has been outfitted with a PolyCom system to facilitate dynamic Web Conferencing for groups. 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.

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 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 of work and subscribes to more than 300 journals, newspapers, and electronic publications. The Tolson BHC was established in 1970. The three major objectives of the center were to acquire materials concerning the Black experience in the United States and abroad; to meet the needs of the students, staff, and faculty at Langston University and to provide material for research scholars in the Southwest. The Center is 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 in the Hargrove Music Hall.

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

Mail: P. O. Box 1500
Langston, Oklahoma 73050 Phone: (405) 466-3204
Email: csbuckley@langston.edu

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 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 test-taking 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

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.

STUDENT CODE OF CONDUCT

Student Success Center, Suite 210
Mail: P.O. Box 775
Langston, OK 73050
Email: kavaris.sims@langston.edu

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, 1st Floor
Mail: P. O. Box 775
Langston, Oklahoma 73050
Phone: (405) 466-3400
Email: eartha.collier@langston.edu
Fax: (405) 466-3403

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
Mail: P. O. Box 1500
Langston, Oklahoma 73050 Phone:
(405) 466-3335
Email: luhealthclinic@langston.edu
Fax: (405) 466-3402

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
Mail: P. O. Box 775
Langston, Oklahoma 73050 Phone:
(405) 466-3444
Email: lustudentlife@langston.edu
Fax: (405) 466-3447

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
Mail: P.O. Box 775
Langston, Oklahoma 73050
Phone: (405) 466-3444
Email: kavaris.sims@langston.edu

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 Conduct.

STUDENT LIFE
William H. Hale Student Success Center, Room 210
Mail: P. O. Box 775
Langston, Oklahoma 73050
Phone: (405) 466-3444
Email: lustudentlife@langston.edu

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.

WILLIAM H. HALE STUDENT SUCCESS CENTER
William H. Hale Student Success Center, Room 210
Mail: P. O. Box 775
Langston, Oklahoma 73050
Phone: (405) 466-3444
Email: lustudentlife@langston.edu

The Student Center serves as an informal meeting place for students, faculty, staff, alumni, and guests of the university.

The Center houses the cafeteria, Varsity Shop, game room, convenient store, restaurant, meeting spaces, computer lab, Student Government Association office, the Writing Lab, Admissions, and Student Affairs.

The Student Center is an integral part of the educational program at Langston. It serves as the hub of campus life and provides a cultural, social, and recreational environment and encourages self- directed activities and group events.

RECREATION AND WELLNESS
Mail: P.O. Box 775

Langston, Oklahoma 73050
Phone: (405) 466-3444
Email: lustudentlife@langston.edu

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

Mail: P. O. Box 776
Langston, Oklahoma 73050
Phone: (405) 46-6035
Email: michael.klaersjr@sodexo.com
Fax: (405) 466-9859

Dining service is provided in one conveniently located cafeteria in the William H. Hale Student Success Center. Excellent food service facilities are provided in an air- conditioned dining hall which serves nourishing meals at reasonable prices.

RESIDENTIAL LIFE AND HOUSING SERVICES

Main Office Location: Scholars Inn Clubhouse
Mail: P. O. Box 775
Langston, Oklahoma 73050
Phone: (405) 466-6028
Email: luhousing@langston.edu
Fax: (405) 466-9939

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.

The Office of Residential Life and Housing Services is responsible for maintaining student residences which support the educational mission of Langston University. In addition, RLHS provides a variety of living and learning opportunities that promote students' success.

To reside on-campus, a student must complete the following steps:

1. Complete the fall/spring/summer housing application.
2. Have a zero-dollar balance from all previous semesters or permission from the Office of Enrollment Management.
3. Paid $50 housing reservation fee (fall semester only).

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.

Langston Co**mmons Apartments**

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

and summer term. Students who are required to complete an off-campus internship

charges prorated for the length of time the student was on campus versus the length of

enrollment period.

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
Mail: P. O. Box 667
Langston, Oklahoma 73050
Phone: (405) 466-3428
Email: luadmissions@langton.edu

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

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

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 (LION CAMP)

William H. Hale Student Success Center, Room 210
Mail: P. O. Box 718
Langston, Oklahoma 73050
Phone: (405) 466-3444
Fax: (405) 466-3447

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, transfer 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.

7-23 hours	24-30 hours	31-59 hours	60 or more hours
1.7 GPA plus satisfy all freshman and admission requirements	1.7 GPA	2.0 GPA	2.0 GPA

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 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

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:

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.

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

Students "testing out" of the introductory English and/or mathematics courses must select courses from the following categories:
Social Science: A college-level course approved for general education credit.
Natural 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 c. All students admitted in this category must intending to pursue a degree may enroll in up to nine participate in the university's Academic credit hours without submitting academic credentials or Support Services, including professional meeting the academic curricular or performance and peer tutoring.

requirements. The Director of Admission may allow d. All students will be required to meet once non-degree seeking students who meet the retention per week with a member of Student Support standards to exceed this initial nine credit hour limit on Services for monitoring of their academic an individual student basis. If the non- degree seeking progress. student receives approval to exceed the nine-hour rule

or wishes to change his/her admission status to degree 2. Students Who Are Not High School Graduates seeking, he/she is required to meet the formal admission Students who did not graduate from high school or transfer criteria. but whose class has graduated may apply for admission as an "Adult Associate" (Adult

C. ALTERNATIVE ADMISSION

Associate does not have to be 21 years old as long as his/her high school class has graduated) with the following stipulations:

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:

a. Students' ACT sub scores will be reviewed by the Admission and Retention Committee,

1. Meet the curricular requirement (no deficiencies) who will evaluate each student's academic but do not meet either performance criteria; or background as it relates to any curricular
2. Meet one of the performance criteria (GPA and deficiencies. Students may submit additional class rank or ACT composite) but do not meet the documents, i.e., letters, resume, letters of curricular requirements; or recommendation, job evaluations, etc.,
3. Have unusual ability in art, drama, music, sports, reflective of academic potential.

etc., or are educationally/economically b. If the student is approved, the Admission and disadvantaged. Students admitted through this Retention Committee will stipulate whether subpart (#3) must present documentation of their the student's enrollment will be limited to 13 unusual ability or situation to the Admission and credit hours for the first semester or whether Retention Committee, who will evaluate their the student will have no restriction on request and render a decision. enrollment within university policy.

c. All students admitted in this category must

All students admitted through the Alternative participate in the university's Academic Admission category will have an interview, either Support Services, including professional and electronically or in person, with the Director of peer tutoring.

Admissions before they are accepted. Additionally, d. All students will be required to meet once per these students must adhere to the following principles: week with a member of Student Support

1. Utilizing the university's Academic Support Services for monitoring of their academic Services, including professional and peer progress.

tutoring.

e. Only those students admitted as "Adult

2. Meeting once per week with a member of Student Associate" AND who are seeking financial Support Services for monitoring of academic aid at Langston University must complete a progress. prescribed standardized test, the purpose of which is to fulfill a federal financial aid **D. ADULT ADMISSION** requirement of the "ability to benefit"

Students who are 21 years of age or older or on active criterion. military duty and who do not qualify for regular admission at Langston University may apply for **E. UNACCREDITED HIGH SCHOOLS** admission based on the following criteria: An individual who is a graduate of a private, parochial, or other non-public high school which is not accredited by 1. High School Graduates a recognized accrediting agency is eligible for admission to Langston University as follows:

If these students do not meet the performance and/or curricular requirements, they may be admitted in the Adult Admission category with 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." 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 school or for home study by the parent. evaluations, etc., reflective of academic potential.

1. The student must have participated in 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 must have graduated.
3. The student must satisfy the high school curricular requirements as given above as certified by the high school or who's combined the student will have no restriction on enrollment within university policy.

b. If approved, the Admission and Retention Committee will stipulate whether the student's enrollment will be limited to 13 College Test hours for the first semester or whether students using Oklahoma norms, or who's combined the student will have no restriction on enrollment within university policy.

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 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 offcampus 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 have a grade point average high enough to meet Langston University 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 semesters 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 made satisfactory progress (an average grade of “C” or better) 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 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 (I20), 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 A P P E A L

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

Purpose

Oklahoma statute 70 O.S., Supp. 2003, §3218.2 authorizes the State Regents to establish tuition and fees charged at public institutions to instate/out-of-state postsecondary students. This policy statement establishes definitions, principles, criteria, and guidelines to assist institutional officials in the classification of postsecondary students as instate/out-of-state students. Also, the policy statement should be helpful to prospective students in the determination of their in-state/out-of-state status prior to enrollment or for those out-of- state students seeking to be reclassified as in-state. Determination of in-state status for purposes of attendance at an institution in the state is based primarily on domicile as defined below.

Since 1890, it has been public policy in Oklahoma to provide comprehensive, public higher education opportunities for citizens to improve themselves, to upgrade the knowledge and skills of the Oklahoma work force, and to enhance the quality of life in Oklahoma generally. Therefore, residents of Oklahoma are afforded subsidies covering a portion of their educational costs at state colleges and universities. Out-of-state students are also provided educational subsidies, although at lower levels than those provided for permanent instate students.

Out-of-state tuition waivers provide Oklahoma institutions the ability to attract and graduate out-of-state students with academic abilities and talents who contribute to the economic development, vitality, and diversity of the state's campuses. Additionally, Oklahoma institutions located near the state's borders are especially sensitive to serving demographic areas were population, tax dollars, property ownership,
etc., cross state borders frequently. Out-of-state tuition waivers allow institutions to serve the community and surrounding area to the benefit of the institution and its students without detriment to Oklahoma residents.

Definitions

The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Dependent Person" is one who is under the care, custody, and support of a parent or legal guardian.

"Domicile" is a person's true, fixed, permanent home or habitation. It is the place where he or she intends to remain and to which he or she expects to return. A person can have more than one residence, but only one domicile. Domicile has two components -- residence and the intent to remain. When these two occur, there is domicile.

"Documented foreign national" is a person who was born outside the jurisdiction of the United States (U.S.), is a citizen of a foreign country, and has not become a naturalized U.S. citizen under U.S. law, but has entered the U.S. by way of legal documentation such as a visa.

"Full-Time Professional Practitioner or Worker" is a U.S. Citizen or Lawful Permanent Resident who has come to Oklahoma to practice a profession on a full-time basis, conduct a business full-time, or work on a full-time basis.

"Full-Time Student" is an undergraduate student enrolled in a minimum of 12 credit hours per semester in an academic year or a minimum of six credit hours in a summer session. A full-time graduate student is one enrolled in a minimum of nine credit hours per semester or as required by the institution.

"Home of Record" is the location where the reservist enlisted, reenlisted, or was commissioned into the military.

"Independent person" is one who is responsible for his or her own care, custody, and support.

"In-state" status is a classification for a postsecondary student who has lived continuously in Oklahoma for at least 12 months not primarily as a postsecondary student and has established domicile in Oklahoma or meets requirements associated with in-state status including sections

3.18.4, 3.18.7 and 3.18.9. Students classified upon admission as in- state are eligible to apply for state scholarship and financial aid programs.

"Lawful permanent resident" is a naturalized alien who has been granted official immigration status as a lawful permanent resident of the U.S. This is evidenced by a lawful permanent resident card (also called a "green card").

"Out-of-state" status means an individual does not meet in-state requirements defined in this policy unless otherwise allowed by exceptions or provisions in policy.

"Out-of-state tuition waiver" is the portion of tuition that is waived more than that paid by students classified as in-state. This is referred to as "Nonresident Tuition Waiver" in State Regents' *Fiscal* policy.

"Undocumented student" is a person who was born outside the jurisdiction of the U.S., is a citizen of a foreign country, and has not become a naturalized U.S. Citizen under U.S. Law and has entered the U.S. without documentation. Refer to 3.18.6.

"Uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard, National Oceanic and Atmospheric Administration, and Public Health Service.

"U.S. Citizen" is a person born in the United States, a U.S. Territory, or former U.S. Territory or who has been granted citizenship by the U.S. Government.

3.18.3 Principles

As part of the admissions process, institutions are responsible for determining students' in-state/out-of-state status consistent with this policy. Administrators interview students, review documentation and are in the best position to determine whether the student may be classified as in-state. Each institution must designate an appropriate administrative official (most often the Admissions Officer) as responsible for administration of this policy. Clarification and additional information including documentation examples and frequently asked questions are in the *Academic Affairs Procedures Handbook*.

The burden of proof to establish in-state status shall be upon the student. Since residence or domicile is a matter of intent, each case will be judged on its own merit by the appropriate administrative official(s) consistent with this policy. Mere assertion by a student such as checking "In-State" on the application for admission is insufficient. The appropriate administrative official must review relevant documents, consider the policy principles and procedures, circumstances, and documentation to determine in-state status. While no set criteria, documentation, or set of circumstances can be used for this purpose, the principles outlined below guide the process.

A. Attendance at a postsecondary educational Institution attendance at a postsecondary educational institution, albeit a continuous and long-term experience, does not establish in-state status. Therefore, a student neither gains nor loses in-state status solely by such attendance.
B. 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 out-of-state students who do not intend to remain in Oklahoma after graduation but are situational and necessary and/or voluntary (i.e., registering to vote, obtaining a driver's license). Such acts and/or declarations alone are insufficient evidence of intent to remain in Oklahoma beyond the college experience.
C. An out-of-state 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.
D. An individual is not deemed to have acquired in-state status until he or she has been in the state for at least a year primarily as a permanent resident and not primarily as a student and has established domicile. Likewise, an individual classified as instate shall not be reclassified as out-of-state until 12 months after leaving Oklahoma to live in another state.
E. Unless residency has been established in another state, an individual who resided in Oklahoma at the time of graduation from an Oklahoma high school and has resided in the state with a parent or legal guardian for two years prior to graduation from high school will be eligible for in-state status and as allowed in 3.18.7 and 3.18.8.
F. Each spouse in a family shall establish his or her own status on a separate basis. Exceptions include the following: when an out-of-state status individual marries a person with in-state status, the out-of-state individual may be considered in-state after documentation of the marriage and proof of domicile are satisfied without the 12-month domiciliary waiting period, and as provided in sections 3.18.7 or 3.18.8.
G. Initial classification as out-of-state shall not prejudice the right of a person to be reclassified thereafter for following semesters or terms of enrollment as in-state if he or she establish domicile as defined in this policy. Institutions must establish procedures for students to appeal out-of-state status classification.
H. H. Institutions may, but are not required, to waive out-of-state tuition (also known as Nonresident Tuition Waiver) in accordance with current State Regents' *Tuition and Fees* policy 4.18.5.B that allows any institution in the State System to waive a portion of the out-of-state tuition which amount shall not exceed the difference between out-of-state tuition and the amount paid by in-state students.
I. When a student transfers from one institution to another, the institution to which the student transfers is not bound by the instate/out-of-state classification previously determined and may request documentation to determine the student's in-state/out-of-state status.

Dependent and Independent Persons

A. The legal residence of a dependent person is the postsecondary student's parents or the residence of the parent who has legal custody or the parent with whom the student habitually resides. If the student is under the care of those other than the parents, the legal residence is that of the student's legal guardian.
B. B. In-state/out-of-state classifications of postsecondary students with extenuating circumstances (e.g., divorced parents with joint custody when one parent or legal guardian lives out-of-state and/or claimed as a dependent on a tax return, etc.) may be considered on a case-by-case basis. Guidance for administrative officers charged with classifying students will be provided in the procedure's manual.
C. A dependent person may establish independent person status through circumstances including, marriage, formal court action, abandonment by parents, etc. To qualify, a dependent person must have completely separated from the parental or guardian domicile and prove that such separation is complete and permanent. Additionally, the individual must provide evidence that they are responsible for their housing and living expenses. Mere absence from the parental or guardian domicile is not proof of its complete abandonment. If an applicant can provide adequate and satisfactory evidence of independent status and domicile, they may be granted in-state status. If an independent person can provide evidence of coming to Oklahoma to establish domicile, the applicant may be granted instate status at the next enrollment occurring after expiration of 12 months following establishment of domicile in Oklahoma.

3.18.5 Documented Foreign Nationals

Documented foreign nationals may attend as postsecondary students if they have appropriate educational visas. These individuals are eligible for in-state classification if they become lawful permanent residents, have resided in Oklahoma for at

least 12 consecutive months and meet domicile requirements as set forth in this policy. Documented foreign nationals who are present in the U.S. with visas that allow full-time employment for extraordinary ability in sciences, arts, education, business, athletics, as an executive, manager, or specialist of a treaty nation company operating in the U.S. are eligible for out-of-state tuition waivers if they remain in full-time working status. Dependents of these documented foreign nationals who are lawfully present in Oklahoma based on the documented foreign national's visa are also eligible for out-of-state tuition waivers.

3.18.6 Undocumented Students

Pursuant to Title 70, O.S., Section 3242 (2007) (also known as HB1804 of the First Regular Session of the 51st Legislature), an individual who cannot present to the institution valid documentation of United States nationality or an immigration status permitting study at a postsecondary institution but who:

A. Graduated from a public or private Oklahoma high school.
B. Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and
C. Satisfies admission standards for the institution.

Individuals who meet the above requirements are eligible for enrollment and/or out-of-state tuition waivers if that individual:

1. Provides the institution with a copy of a true and correct application or petition filed with the United States Citizenship and Immigration Service (USCIS) to legalize the student's immigration status, or
2. Files an affidavit with the institution stating that the student will file an application to legalize his or her immigration status at the earliest opportunity the student is eligible to do so, but in no case later than:
   a. One (1) year after the date on which the student enrolls for study at the institution, or
   b. If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides such a formal process, and
3. If the student files an affidavit pursuant to subsection B. above, presents to the institution a copy of a true and correct application or petition filed with the USCIS no later than:
   a. One (1) year after the date on which the student enrolls for study at the institution, or
   b. If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides such a formal process, which copy shall be maintained in the institution's records for that student.
4. Any student who completes and provides the Institution with a copy of a true and correct application or petition filed with USCIS to legalize the student's immigration status shall not be disqualified based on the student's immigration status from any scholarships or financial aid provided by this state as long as the student meets the following:
   a. Graduated from a public or private Oklahoma high school.
   b. Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and
   c. Satisfies admission standards for the institution.
5. This policy shall not impose any additional conditions to maintain eligibility for an out-of-state tuition waiver at a postsecondary educational institution within The Oklahoma State System of Higher Education on a student who was enrolled in a degree program and first received an out of state tuition wavier and/or access to state scholarships at that institution during the 2006-2007 school year or any prior year.

3.18.7 Uniformed Services and Other Military Service/Training

The following section is compliant with 38 U.S.C, Section 3679(c) and 70, O.S., Section 3247.

A. Active Uniformed Services The following shall be eligible for in-state status:

1. Members of the uniformed services, along with their dependent children and spouse, who provide evidence that they are full-time active-duty status of more than thirty (30) days in the uniformed services stationed in Oklahoma or temporarily present through military orders. Further, when members of the armed services are transferred out-of-state, the member, their spouse and dependent children shall continue to be classified as instate if they remain continuously enrolled.
2. 2. Regardless of the residency of the student, dependent children or spouse of a person who is currently serving as a member of the active uniformed services of the United States on full-time active-duty status of more than thirty (30) days for whom Oklahoma is the home of record.
3. A person who files with the institution within the State system at which he/she intends to register a letter of intent to establish residence in the state and who
   a. is entitled to educational or training assistance under Section 3319 of Title 38 of the United States Code by virtue of a relationship to a person who is currently serving on active duty; and
   b. resides in the state while enrolled in the institution, regardless of the student's formal state of residence state or the active service member's home of record.
4. Former full-time active uniformed services Personnel who remain in Oklahoma after their service may retain their in-state status without the 12-month requirement if they establish domicile as defined in this policy.

B. Discharged or Released from Active Uniformed Service (Regardless of the Home of Record)

A student who files with the institution within the State System at which the student intends to register a letter of intent to establish residence in the state and who

resides in the state while enrolled in the institution shall be eligible for in-state status (i.e.,
in-state tuition), regardless of the residency of the student or home of record, if the student:

1. Is a person who:
   a. was discharged or released from a period of not fewer than ninety (90) days of active-duty uniformed service, and

   b. is pursuing a course of education with educational assistance under Chapters 30, 33 or 35 of Title 38 of the United States Code.

2. Is a person who:
   a. is entitled to assistance under Section 3319 of Title 38 of the United States Code by virtue of a relationship to a person who was discharged or released from a period of not fewer than ninety (90) days of active-duty uniformed services.

3. Is a person who:
   a. is pursuing a course of education with educational assistance under Chapter 31 of Title 38 of the United States Code.

C. Discharged or Released from Active Uniformed Service (Oklahoma Home of Record)

A person, or dependent children or spouse of a person, who was discharged or released from a period of not fewer than ninety (90) days of active uniformed service, less than ten (10) years before the date of enrollment in the course(s) concerned and for whom Oklahoma is the home of record shall be eligible for instate status.

D. Military Reserve Member on Full-Time Active Duty

Regardless of the residency of the student, dependent children or a spouse of a person who is currently serving as a member of the military reserve on full-time active duty of more than thirty (30) days and for whom Oklahoma is the home of record shall be eligible for in-state status.

E. Reserve Officer Training Corps (ROTC)

A person who is participating in or has received a partial or full scholarship from the Air Force, Army, or the Navy/Marines ROTC shall be eligible for in-state status.

F. Oklahoma National Guard

A person who is a current member of the Oklahoma National Guard shall be eligible for in-state status

G. To be eligible for in-state status as provided in 3.18.7.A, 3.18.7.B, 3.18.7.C, 3.18.7.D, 3.18.7.E, and 3.18.7.F and to maintain eligibility, the student shall:

   1. Have secured admission to and enrolls full-time or part time in a program of study; and

   2. Satisfy admission and retention standards.

H. A student who meets the eligibility requirements for in-state status shall maintain in-state status if the student remains continuously enrolled at an institution within the State System after the student:
   1. As described in 3.18.7.A or 3.18.7.D, is discharged or released from active-duty service.
   2. As described in 3.18.7.B.4 or 3.18.7.C, exceeds the tenyear period after being discharged or released from active-duty
      u uniformed service;
   3. As described in 3.18.7.B.1 or 3.18.7.B.4 has exhausted education assistance provided under Chapter 30, 31, 33, or 35 of Title 38 of the United States Code.
   4. As described in 3.18.7.A.3 or 3.18.7.B.2 has exhausted education assistance provided under Section 3319 of Title 38 of the United States Code; or

3.18.8 Full-Time Professional Practitioner or Worker

A U.S. citizen or Lawful Permanent Resident who provides evidence of having come to Oklahoma to practice a profession on a full-time basis, conduct a business full time, or work on a full-time basis shall be immediately classified as in-state status along with the individual's spouse and dependents without the 12-month domiciliary requirement so long as they continue in such full-time employment capacity or until such time that they independently establish in-state status as described in section 3.18.3 of this policy.

A full-time professional practitioner or worker who is temporarily assigned to another location but maintains domicile in Oklahoma shall be considered to have in-state status along with the practitioner's spouse and dependent children.

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 Office of the Registrar on a form provided by that office. Copies of this document may be obtained from the Office of the Registrar.

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, considering 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 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 October 1st of each year for the upcoming Fall**. Our school code is 003157**
2. Apply for admission to Langston University.
3. Submit academic transcripts from all previously attended institutions.
4. 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.
5. Funds will be electronically transmitted to the student's account as early in the semester as possible.
6. 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 $6,195 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.

loan is first disbursed.

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 and is must apply through the FAFSA by December1. Page Hall.

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 Authorization Form must be completed and submitted to the financial aid office prior to funds managed through the student payroll office located in being disbursed to the student account. The Parent

1. **FEDERAL W O R K -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 eligibility depends on the total cost of attendance.

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 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 other lender. Detailed information about these programs provided by our website or by going

3. **FEDERAL DIRECT PLUS LOAN:**

PLUS, loans are meant to provide additional funds for educational expenses. These loans are available to legal parents of dependent undergraduate students. bachelor's degree availability is limited, and students must apply through the FAFSA by December1.

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 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 on a first-come, first-served basis until funds are 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 1-800-557-7394, Applicant Services.

RETURN OF TITLE IV FUNDS

Students awarded Title IV funds who completely withdraw, education 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

Financial Aid Office prior to withdrawing or ceasing to attend. to the Loan Program)

REVISION AND CANCELLATION OF FINANCIAL AID

Langston University reserves the right to review and revise or is to cancel a financial aid award at any time due

to changes in financial or www.studentloans.gov, or calling 800-557-7394, academic status, or one's failure to comply with applicable federal Applicant Services.

and/or state laws and/or regulations or university policies. In addition, financial aid award is subject to revision should the

1. **DIRECT SUBSIDIZED STAFFORD LOANS:** A annual allocation of funds from the federal government be reduced loan for students with financial need as determined below the anticipated funding level for a program(s), or should by federal regulations. No interest is charged while budget limitations be placed upon funds which are intended for enrolled in school at least half-time, during your student financial aid purposes.
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 defer the interest during regulation to determine whether a student is meeting the all periods, starting from the date 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

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 planning with the lender to regulation to determine whether a student is meeting the all periods, starting from the date 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 or VA beneficiaries 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. SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY or https://www.langston.edu/financial-aid-policies

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.

McCabe Scholarship Program (full ride): must currently have at least a 3.5 GPA and a 22 ACT or 1120 SAT; application required; Personal Statement Essay; available online in November; committee selection; results as soon as possible; must commit to our university by the deadline.

Regents' Scholarship Program (room and board): must currently have at least a 3.3 GPA and a 20 ACT or 1020 SAT; application required; Personal Statement Essay; available online in November; committee selection; results as soon as possible; must commit to our university by the deadline

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.

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, vesper 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 t o 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) because of a recommendation of the Honors Program Advisory Council and approval of the president of Langston University.

NEIGHBORING STATE TUITION WAIVER SCHOLARSHIP PROGRAM (IN-STATE COST OF TUITION)
Student must currently have a 3.0 GPA or higher, offered by a recruiter, can be requested if GPA requirement is met; must commit to our university by the deadline listed on the offer; must maintain a 2.75 cumulative college GPA each semester to keep the scholarship, offered to following states: Arkansas, Colorado, Kansas, Louisiana, Missouri, New Mexico, and Texas.

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 form is 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 completed by the Office of the Registrar.

Students receiving benefits under Chapters 31 (Vocational Rehabilitation benefits), Chapter 35(Survivors and Dependents Educational Assistance Program) 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.

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

Campus Contact Information
Page Hall, Room 112
Mail: P.O. Box 1205
Langston, OK 73050
Phone: (405) 466-3212
Email: luses@langston.edu
Fax: (405) 466-6002

Enrollment at Langston University incurs a financial obligation and responsibility of the student to pay all amounts owed in a timely manner. To remain in good 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

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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 and as such, it is primarily the student's obligation to meet these requirements.

Langston University combines 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 first day of classes. E-bills are uploaded monthly. Paper statements are mailed once a semester. 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 and password, students may view their *bursar account online at* http://my.langston.edu/ click on My Online Billing. Failure to receive a bill does not relieve the student of their financial obligation or 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 first's day of classes.**

It is the policy of the University to apply all financial aid to all academic year charges on the student's bursar account (tuition, fees, housing etc.), and refund the excess, if any. The university can only apply $200.00 of current year financial aid to a prior year balance. Bursar account credits resulting from a credit card payment are refunded back to the credit card, not the student.

Students experiencing financial difficulties should immediately contact the Financial Aid Office to determine if additional aid is available. If financial aid has not posted within a reasonable period, students should contact the Financial Aid Office to determine if additional documents or information is required prior to posting. Students should inquire about available financial aid options prior to enrolling in the summer to avoid unexpected balances due to aid not being available. A student is not required to take the maximum loans available if the amount is not required to cover the cost of enrollment.

Unpaid balances will be referred to a collection agency at the end of each semester. Any charges incurred by the University to collect on delinquent accounts 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 g on a local or national level. Students whose accounts have been referred to a collection agency are required to communicate directly with the collection agency and not the University. Past due accounts may also receive payment from the warrant intercept program (WIP) that captures Oklahoma 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.**

The **ONE CARD** program provides quicker access to refunds when bursar accounts have credit balances. The refund will electronically transfer to your personal bank account. Students will set up their refund preference through their online billing. Students who do not set up their account will receive a paper check. Financial institutions have individualized policies when posting electronic transfers to accounts. LU complies with the U.S. Department of Education rules and regulations regarding refunds in accordance with The Federal Student Financial Aid Handbook instructions.

Many students are sponsored through various scholarships from organizations or foundations other that those related to Langston University. Typically, the sponsoring organization sends the check directly to the University. These funds are deposited to the students account and considered part of the student's total financial aid award used to pay any costs associated with attending LU. If a student receives scholarship funds directly, payable to LU, funds must be deposit at the Bursar window 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 the case, please ensure that the Student and Employee Services office receives notification prior to the first day of classes.

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 (Fall 2024-2025)

TUITION	LANGSTON CAMPUS	OKC CAMPUS	TULSA CAMPUS	ARDMORE CAMPUS
Residents				

Undergraduate	$155.11 Per Cr. Hr.	$155.11 Per Cr. Hr.	$155.11 Per Cr. Hr.	$155.11 Per Cr. Hr.
Graduate	$199.76 Per Cr. Hr.	$199.76 Per Cr. Hr.	$199.76 Per Cr. Hr.	$199.76 Per Cr. Hr.
Doctoral-Physical Therapy	$251.95 Per Cr. Hr.	N/A	N/A	N/A
***Non-Residents**				
Undergraduate	$413.55 Per Cr. Hr.	$413.55 Per Cr. Hr.	$413.55 Per Cr. Hr.	$413.55 Per Cr. Hr.
Graduate	$495.46 Per Cr. Hr.	$495.46 Per Cr. Hr.	$495.46 Per Cr. Hr.	$495.46 Per Cr. Hr.
Doctoral-Physical Therapy	$622.35 Per Cr. Hr.	N/A	N/A	N/A
Mandatory Fees (Per Cr. Hr.)				
Student Activity/Facility Fee	$22.83 Per Cr. Hr.	$22.83 Per Cr. Hr.	$22.83 Per Cr. Hr.	$22.83 Per Cr. Hr.
Matriculation Fee	$30.18 Per Cr. Hr.	$30.18 Per Cr. Hr.	$30.18 Per Cr. Hr.	$30.18 Per Cr. Hr.
SGA Fee	$104.52 Per Semester	N/A	N/A	N/A
Publications, Health & Cultural/Recre ation Fee	$104.52 Per Semester	$19.13 Per Semester	$19.13 Per Semester	$19.13 Per Semester
Urban Campus Fee	N/A	$21.17 Per Cr. Hr.	$21.17 Per Cr. Hr.	$21.17 Per Cr. Hr.
UCSO Facility Fee	N/A	N/A	N/A	$41.00 Per Cr. Hr.
Wellness Facility Fee	$100.32 Per Semester	N/A	N/A	N/A
Distance Learning Online Fee	$88.33 Per Cr. Hr.	$88.33 Per Cr. Hr.	$88.33 Per Cr. Hr.	$88.33 Per Cr. Hr.
Late Enrollment Fee	$50.00 Per Enrollment	$50.00 Per Enrollment	$50.00 Per Enrollment	$50.00 Per Enrollment
Drop/Add Fee	$5.00 Per Cr. Hr.	$5.00 Per Cr. Hr.	$5.00 Per Cr. Hr.	$5.00 Per Cr. Hr.
Advanced Standing Exam Fee	$5.00 Per Semester Hour	$5.00 Per Cr. Hr.	$5.00 Per Cr. Hr.	$5.00 Per Cr. Hr.
Music Instrument Rental Fee	$20.00 Per Semester	N/A	N/A	N/A
Cap & Gown Fee	$25.00	$25.00	$25.00	$25.00
Graduation Fee	$25.00	$25.00	$25.00	$25.00
Return Check Fee	$50.00 Per Check	$50.00 Per Check	$50.00 Per Check	$50.00 Per Check
Application Graduate Student Fee	$25.00 Per Application	$25.00 Per Application	$25.00 Per Application	$25.00 Per Application
International Student Status	$50.00 Per Semester	$50.00 Per Semester	$50.00 Per Semester	$50.00 Per Semester

Fee				
Parking Fee	N/A	N/A	N/A	N/A
Extension Course Fee	$20.00 Per Semester Hour	$20.00 Per Semester Hr.	$20.00 Per Semester Hr.	$20.00 Per Semester Hr.
Off-Campus Electronic Media	$20.00 Per Cr. Hr.	$20.00 Per Cr. Hr.	$20.00 Per Cr. Hr.	$20.00 Per Cr. Hr.
Re-Admit Fee	$5.00 Per Re-admit	$5.00 Per Re-admit	$5.00 Per Re-admit	$5.00 Per Re-admit
ID Replacement Fee	$20.00 Per Replacement	$20.00 Per Replacement	$20.00 Per Replacement	$20.00 Per Replacement
PT Application Fee-Residents	$50.00 Per Application	N/A	N/A	N/A
PT Application Fee-Non-Residents	$75.00 Per Application	N/A	N/A	N/A

FLAT RATE TUITION AND FEES MANDATORY (Excludes Urban Campus Fee)

TUITION		**LANGSTON CAMPUS**	**OKC CAMPUS**	**TULSA/ARDMORE CAMPUS**
Resident Flat Rate	12-18 CH	$3,431.81	$3,431.81	$3,431.81
Nonresident Flat Rate	12-18 CH	$7,308.41	$7,322.25	$7,632.53

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

HOUSING

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

Centennial	Per Sem	$3,480.00
Scholars - 2 BR	Per Sem	$3,819.00
Scholars - 3 BR	Per Sem	$3,644.00
Commons - Family	Per Sem	$4,844.00
Commons - Double Occupancy	Per Sem	$3,745.00
Young Hall - private	Per Sem	$3,252.00
Young Hall – double	Per Sem	$2,373.00
Laundry Service	Per Sem	$15.00

MEAL PLANS

19 meals, $100 declining balance	Per Sem	$1,803.00
Commuter plan (commuter/family housing o	Per Sem	$ 750.00
Special Session Meal Plan	Per Sem	$ 258.00

FLAT RATE TEXTBOOKS

Full-Time Students	Per Sem	$ 390.00
Part-Time Students	Per Sem	$ 200.00
Summer	Per Course	$ 100.00

Academic Course Fees

English

EG 1113	English Composition	$20.00 per course

Agriculture

AS 1124	Intro to Animal Science	$20.00 per semester
AS 1214	Elements of Crops	$20.00 per semester
AS 2313	Elements of Soil	$25.00 per semester
AS 3123	Principles of Animal Nutrition	$20.00 per semester
AS 3223	Field Crop Production	$25.00 per semester
AS 3323	Introduction to GIS & GPS	$20.00 per semester
AS 3333	Water Resource Management	$20.00 per semester
AS 3413	Elements of Forestry	$25.00 per semester
AS 3523	Dairy Technology	$25.00 per semester
AS 3623	Urban Horticulture	$20.00 per semester
AS 4153	Natural Resources Management	$25.00 per semester
AS 4433	Fisheries Management	$20.00 per semester

Biology

BI 1115	General Zoology	$25.00 per semester
BI 3144	Ecology with Lab	$25.00 per semester
BI 1115	General Biology	$25.00 per semester
BI 2104	Human Anatomy	$25.00 per semester
BI 2134	General Botany	$25.00 per semester

BI 2214	Comparative Vertebrate Anatomy	$25.00 per semester
BI 3014	Microbiology	$25.00 per semester
BI 4214	Human Physiology	$25.00 per semester

Chemistry

CH 1315	General Chemistry I	$20.00 per course
CH 1515	General Chemistry II	$20.00 per course
CH 2114	Analytical Chemistry	$20.00 per course
CH 3224	Instrumental Analysis	$20.00 per course
CH 3315	Organic Chemistry I	$20.00 per course
CH 3325	Organic Chemistry II	$20.00 per course
CH 3415	Physical Chemistry	$20.00 per course
CH 4514	Biochemistry	$20.00 per course

Music

	Applied Music (All Classes)	$20.00 per course
	Secondary Applied Music (All Classes)	$20.00 per course

Natural Sciences

NB 1113	Natural Science (Biological)	$25.00 per course
NP 1113	Natural Science (Physical)	$25.00 per course

Broadcast Journalism

BJ 2393	News Writing, I	$20.00 per course
BJ 3113	Broadcast Writing, I	$20.00 per course
BJ 3143	Announcing I	$20.00 per course
BJ 3163	Broadcast Writing II	$20.00 per course
BJ 3212	Photojournalism I	$20.00 per course
BJ 3222	Photojournalism II	$20.00 per course
BJ 3233	Radio Production	$20.00 per course
BJ 3343	News Writing II	$20.00 per course
BJ 3353	News Editing	$20.00 per course
BJ 3363	Television Production I	$50.00 per course
BJ 4113	Television Production II	$%0.00 per course
BJ 4133	Announcing II	$20.00 per course

Physics

PH 1115	Physics I	$20.00 per course
PH 112	Physics II	$20.00 per course

Physical Therapy
Doctoral Program in Physical Therapy

Application Fee – Residents	$75.00
Application Fee – Non-Resident	$100.00
Clinical Science Fee (Fall/Spring, Summer Years 2-3 only)	$100 per semester
Clinical Science Fee (Sumer, Year 1 Students only)	$200 per semester
Clinical Education Fee	$100 per semester

Technology

IT 1153	Engineering Design Graphic	$20.00 per course
IT 1513	Introduction to Woodwork	$20.00 per course
IT 1913	Electronics Drafting	$20.00 per course
IT 1923	Basic Electronics	$20.00 per course
IT 2113	Technical Illustration	$20.00 per course
IT 2353	Oxy-Acetylene Welding	$20.00 per course
IT 2413	Engineering Design Graphic II	$20.00 per course
IT 2933	Circuit Analysis I	$20.00 per course
IT 2963	Introduction to Troubleshooting	$20.00 per course
IT 3333	Welding Steel Structures	$20.00 per course
IT 3343	Arc Welding and Materials Testing	$20.00 per course
IT 3373	Pattern and Foundry Work	$20.00 per course

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

IT 3383	Small Engine	$20.00 per course
IT 3443	Architectural Drafting	$20.00 per course
IT 3433	Industrial Machine Drafting	$20.00 per course
IT 3413	Descriptive Geometry	$20.00 per course

per course

IT 3533	Machine Cabinet Construction	$20.00
IT 3913	Circuit Analysis II	$20.00 per course
IT 3923	Digital Logic Design	$20.00 per course
IT 3933	Basic Television	$20.00 per course
	Electronic Communication	$20.00 per
ITIT 39433953	Electronic Fundamentals and Applications	course $20.00
IT 4433	Topographical Drafting and Survey	per course
IT 4443	Advanced Architectural Drafting and Home Design	$20.00 per
IT 4453	Engineering Design	course
IT 4473	Selected Topics Computer Hardware Fee	$20.00 per course
	Care & Management of Industrial Equipment	$20.00 per course
ITIT 45334913	Electronic Instrumentation	$20.00 per
IT 4923	Introduction to Analog/Digital I	course $20.00
IT 4933	Computer Hardware Fee	per course
IT 4943	Microprocess Technology Applications	$20.00 per course
IT 4953	Electronic Deign	$20.00 per course
TE 2613	Technology Lab Fee	$20.00 per course
TE 4623	Building Structure	$20.00 per course
Acc ounting		$20.00 per course
AC 2103 AC 2203	Principles of Accounting I	$20.00 per course
AC 3103	Principles of Accounting II	
AC 3113	Intermediate Fin. Accounting I	$25.00 per course
ACAC 31233133	Intermediate Fin. Accounting II	$25.00 per course
AC 3143	Managerial Accounting	$25.00 per course
AC 4103	Accounting Information Systems	$25.00 per course
AC 4113	Income Tax Accounting	$25.00 per course
AC 4123	Advanced Financial Accounting	$25.00 per course
AC 4133	Auditing and Control	$25.00 per course
AC 4143	Advanced Income Tax Accounting	$25.00 per course
AC 4153	Government & Nonprofit Accounting	$25.00 per course
	Accounting Theory	$25.00 per course
	CPA Review	$25.00 per course
Computer and Information Systems		$25.00 per course
CS 1103	Introduction of Information Processing	$25.00 per course
CS 2103	Programming Concepts	
CS 2113	Advanced Programming Concepts	
CS 2124	Computing Fundamentals	$25.00 per course
CS 2133	Introduction to Math for Computer Science	$25.00 per course

per course

CS 2134	Advanced Information Processing for Business	$25.00 per course
CS 2143	Fundamentals of System Development	$25.00 per course
CS 2153	Social & Ethical Issues in Computer Science	$25.00 per course
CS 2164	Introduction to Computer Network	$25.00 per course
CS 2173	Seminar in Computer Science	$25.00 per course
CS 3103	Introduction to Computer Systems	$25.00 per course
CS 3113	Analysis & design of Algorithms	$25.00 per course
CS 3123	Introduction to Computer Organizations	$25.00 per course
CS 3133	Data Structures and Algorithms	$25.00 per course
CS 3143	Program Design and Development	$25.00 per course
CS 3153	Software Systems	$25.00 per course
CS 3163	Software Engineering	$25.00 per course
CS 3173	Programming Languages	$25.00 per course
CS 3183	Discrete Mathematics	$25.00 per course
CS 3203	Foundation of Human Computer Interaction	$25.00 per course
CS 3243	Client Server Computing	$25.00 per course
CS 3253	Fundamental Techniques in Graphics	$25.00 per course
CS 4103	Introduction to Compilers	$25.00 per course
CS 4113	Computer Graphics	$25.00 per course
CS 4123	Computer Networks	$25.00 per course
CS 4133	File Structures and Database Management	$25.00 per course
CS 4143	Microcomputer Systems Development	$25.00 per course
CS 4153	Introduction to Mathematical Programming	$25.00 per course
CS 4163	Operating System	$25.00 per course
CS 4173	Artificial Intelligence	$25.00 per course
CS 4183	Social Issues in Computing Science	$25.00 per course
Economics		
EC 2013	Principles of Macroeconomics	$25.00 per course
EC 2023	Principles of Microeconomics	$25.00 per course
EC 2033	The Financial System in the Economy	$25.00 per course
EC 2203	Economics for General Education	$25.00 per course
		$25.00 per course
		$25.00 per course
		$25.00 per course
		$25.00 per course
EC 3203	Microeconomic Analysis	$25.00
EC 3213	Labor Economics	$25.00 per course
EC 3223	Urban and Regional Economics	$25.00 per course
EC 3233	Macroeconomic Analysis	$25.00 per course
EC 3243	Money Banking & Financial Institutions	$25.00 per course
EC 3253	Public Finance	$25.00 per course
EC 3262	Capital Market Theory	$25.00 per course
EC 4203	Managerial Economics & Strategy	$25.00 per course
EC 4213	International Trade & Finance	$25.00 per course
EC 4223	Economic Growth the Development	$25.00 per course
EC 4243	Industrial Org and Public Policy	$25.00 per course
EC 4253	Econometrics	$25.00 per course
Finance		
FN 4323	Business Forecasting	$25.00 per course

per course

FN 2123	Personal Finance	$25.00 per course
FN 2333	Insurance & Financial Planning	$25.00 per course
FN 2343	Taxation for Financial Planners	$25.00 per course
FN 2353	Fundamentals of Retirement Planning	$25.00 per course
FN 2363	Estate Planning	$25.00 per course
FN 2373	Fundamentals of Investments	$25.00 per course
FN 3303	Business Statistics	$25.00 per course
FN 3313	Financial Management	$25.00 per course
FN 3323	Investment & Portfolio Management	$25.00 per course
FN 3333	Financing New Venture	$25.00 per course
FN 3343	Real Estate Investment	$25.00 per course
FN 3353	Financial Derivative & Risk Management	$25.00 per course
FN 3363	Financial Statement Analysis I	$25.00 per course
FN 3372	Financial Statement Analysis II	$25.00 per course
FN 4303	Advanced Financial Management	$25.00 per course
FN 4333	Financial Policy and Administration	$25.00 per course
FN 4343	Equity Analysis	$25.00 per course
FN 4353	Fixed income Securities	$25.00 per course
FN 4993	Professional Programs Review	$25.00 per course

Information Systems

IS 3503	Microcomputer Applications in Business	$25.00 per course
IS 3513	Introduction to Business Computing	$25.00 per course
IS 3523	Data Center Management	$25.00 per course
IS 3533	File Organization and Processing	$25.00 per course
IS 3543	Database Systems	$25.00 per course
IS 3563	Introduction to MIS	$25.00 per course
IS 3603	Web Page & GUI Design	$25.00 per course
IS 4503	Management Information Systems	$25.00 per course
IS 4513	Business Telecommunications	$25.00 per course
IS 4523	Systems Analysis and Design I	$25.00 per course
IS 4533	Systems Analysis and Design II	$25.00 per course
IS 4543	Business Simulation Systems	$25.00 per course
IS 4553	Decision Support Systems	$25.00 per course
IS 4563	Computer Networks & Enterprise Networking	$25.00 per course
IS 4573	Information Systems Policy	$25.00 per course
IS 4583	Introduction to Electronic Commerce	$25.00 per course
IS 4593	Information Systems Planning & Project Management	$25.00 per course
IS 4703	Current Topics in MIS	$25.00 per course

Band Fee

IS 2611	Band	$50.00 One Time Fee

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

		per course

Mathematics

MT 1513	College Algebra	$15.00 per course
MT 2013	Elementary Statistics	$2.00 per course
MT 2145	Calculus I	$20.00 per course
MT 2413	Mathematical Structures I	$20.00 per course
MT 2513	Mathematical Structures II	$20.00 per course
MT 4583	Mathematical Modeling	$15.00 per course
MT 2603	Finite Mathematics	$2.00 per course

Education

AT 4913	Public School Art	$20.00 per course
ED 3404	Integrated Language Arts & Social Studies	$15.00 per course
ED 3023	Integrated Language Arts & Social Studies II	$15.00
ED 3113	Integrated math & Science *	$15.00 per course
ED 3123	Mathematics for Elementary Teachers II	$15.00 per course
ED 3023	Integrated Language Arts/Social Studies II	$20.00 per course
ED 3403	Integrated Language Arts/Social Studies I	$20.00 per course
ED 3414	Integrated Mathematics & Science for Elementary Teachers I	$20.00 per course
ED 3423	Integrated Mathematics & Science for Elementary Teachers II	$20.00 per course
ED 4212	Educational Technology	$20.00 per course
ED 4232	Instructional Strategies	$20.00 per course
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),	

		per course
	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 Adult 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

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

OFFICE OF ACADEMIC AFFAIRS

OFFICE OF THE REGISTRAR

Campus Contact Information
Page Hall, Room 134
Mail: P. O. Box 728
Langston, Oklahoma 73050
Phone: (405) 466-3225
Email: luregistrar@langston.edu

The Office of the Registrar coordinates registration events as advisors register students for course(s). Students that have less than 40 hours must go through University College to register for course(s). Students with 40 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
Mail: P. O. Box 718
Langston, Oklahoma 73050
Phone: (405) 466-3446
Fax: (405) 466-3447

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.

INSTITUTIONAL HOLDS

The following is a list of "HOLDS" that will prevent a student from completing the registration process: **Office of Admission, Recruitment, and Outreach Program Holds**

- Admissions Document Required-This hold is placed on a student's account by the Office of Admissions.
- College Transcript Required-This hold is placed on a student's account until an updated transcript is submitted from another institution you've attended has been received.
- Final High School transcript-This hold is placed on a student's account until a final high school transcript has been received.
- Test Scores Required-This hold is placed on a student's account until test scores are received.

Office of Enrollment Management Holds

- Enrollment Management-This hold is placed on student's accounts by the Office of Enrollment Management.

Office of Financial Aid Holds

- FAFSA Fall-This is a hold placed on student's accounts when students do not have the needed FAFSA on fill for the fall semester.
- FAFSA Hold-This hold is placed on student's accounts for students who have not submitted a FAFSA to the University.
- FAFSA Hold Even-This hold is placed on student's accounts for students who have not submitted a FAFSA to the University.
- FAFSA Hold Odd-This hold is placed on student's accounts for students who have not submitted a FAFSA to the University.
- FAFSA Hold Spring-This hold is placed on student's accounts when students do not have the needed FAFSA on fill for the spring semester.
- FAFSA Hold Summer-This hold is placed on student's accounts when students do not have the needed FAFSA on fill for the summer semester.
- Fin Aid Exit-This hold is placed on student's accounts who have not completed their exit interview?
- Financial Aid Direct Loan-This hold is placed on student's accounts by the Office of Financial Aid for students. This hold prevents registration.
- NSLDS Change FFELP Default-This hold is placed on student's accounts of students with a federal defaulted loan.

Office of the Registrar Holds

- General Comment-This hold is placed on student's accounts by the Office of the Registrar.
- Only Permitted to take 9 Hours-This hold is placed on student's accounts only permitted to enroll in 9 hours.
- Pre-Enrollment Holds-This hold is placed on student's accounts by the Office of the Registrar.

Office of Student Affairs Holds

- Dean of Students-This hold is placed on a student's account by the Office of Student Affairs.

Residential Life and Housing Services Hold

- Housing Exempt-This hold is placed on student's accounts by Housing.
- Meal Plan Exempt-This hold is placed on student's accounts by Housing.

Student and Employee Services Holds

- Bad Debt-This hold is placed on students accounts whose debt has been transferred to a collection agency.
- Bursar-Registration Hold-This hold is placed on student's accounts with a past due balances by Student and Employee Services and is released after the account is either paid in full or has below $200 balance.
- College Agency Placement-This hold is placed on students accounts whose debt has been transferred to a collection agency.
- Financial Hold Business Office-This hold is placed on student's accounts with past due balance by Student and Employee Services and is released after the account is paid in full or has below a $200 balance.

Title IX Holds

- "1is2many Training" Required-This is a required Title IX training for all students who intend to enroll.
- Title IX General Hold-This hold is placed on student's accounts by Title IX.

OFFICIAL ENROLLMENT

Students must have a zero balance to enroll for course(s) or make payment arrangements with the Office of Enrollment Management. 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 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 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 four (4) to five (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, available in the Office of the Registrar, 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 based on advanced standing examinations.

If the request for extra hours is approved, the vice president will forward written permission to the Office of 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

For students enrolled in the full-semester (16-weeks) dropping and adding during the first ten (10) days after classes begin during the fall or spring receive 100% refund for course(s) dropped and 100% charges for course(s) added.

For students enrolled an 8-week session dropping and adding during the first five (5) days after classes begin during that session receive 100% refund for course(s) dropped and 100% charges for all course(s) added. Intersession courses, short session courses that do not extend through the entire semester, students adding or dropping during the add/drop period for the session receive 100% refund for

course(s) dropped and 100% charges for all course(s) added. See the Academic Calendar (https://www.langston.edu/academics/resources/academic-calendar) for specific dates.

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 based on a proportionate period.

CHANGE OF MAJOR

Once students have declared a major and then wish to change majors to a different 4-year degree program, students should

1. pick up a student academic change form from the Office of the Registrar or from their website (https://www.langston.edu/academics/academic- services/registrars-office/forms); 2. have the current advisor sign the form.
3. have the new advisor sign the form.
4. return the form to the Office of the Registrar.

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 https://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 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 luregistrar@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 based on 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 based on 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 Office of the Registrar's, 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".

LU offers military leave of absence (MLOA) to students who are members of the active uniformed military services of the United States who are called to active duty. An MLAO allows a student to withdraw from any or all courses for the period of active-duty service without penalty to admission status or GPA and without loss of institutional financial aid or receive an "I" for any or all courses for the period of activeduty status irrespective of the student's grade at the time the "I" is awarded; provided, however, that the student has completed a minimum of fifty percent (50%) of all coursework prior to being called to active duty and the student completes all courses upon return from active duty. The student's admission status and GPA shall not be penalized, and the student shall not experience loss of institutional financial aid.

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) 466-6113 or luacademicaffairs@langston.edu.

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. LU also accepts credits earned through the DSST exams (DANTES Subject Standardized tests) for active veteran and dependent military personnel. As well as the Community College of the Air Force (CCAF).

We recommend students who wish to establish credit for military training should request and submit a copy of their JST (Joint Services Transcript) and/or a DSST transcript to the Office of the Registrar for evaluation.

NON-CREDIT E N R O L L M E N T

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. 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

A	Excellent	Equals to four (4) grade points per semester hour
B	Good	Equals to three (3) grade points per semester hour
C	Average	Equals to two (2) grade points per semester hour
D	Below Average	Equals to one (1) grade point per semester hour
F	Failure	No grade points
I	Incomplete	No grade points.

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.)

AU Audit 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 institutions 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.)

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.

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.

P-F 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 "F" and is calculated into the GPA.

P Pass is used in for pass/no pass grading system approved courses. Both credit hours and grade points are ignored in calculating grade point average.

N No Grade No grade points. An "N" grade may be used to indicate that the semester grade was not submitted by the instructor by the appropriate deadline. The "N" grade must be replaced by the appropriate letter grade prior to the end of the subsequent semester. The "N" grade is GPA neutral.

NP Not Pass Remedial course grade only P. Pass Remedial course grade only. NP is given for unsatisfactory work (e.g., 'F') in courses on the pass-no pass grading system. These grades will not contribute to student's GPA.

W Thesis in Progress No grade points. An "X" grade is assigned for graduate thesis in progress and is GPA neutral.

PASS NO PASS GRADING (SPRING 2020)

For spring **2020 ONLY**, students were offered the option to elect pass/no pass grades for spring 2020 courses in the main 16-week semester and short courses that end during the second eight weeks of the term (i.e., end date on or after March 23, 2020) that are graded on either a standard letter grade or pass/fail basis. Short courses that ended within the first eight weeks of the semester, before the **COVID-19** pandemic impacted LU classes, are not eligible for optional pass/no-pass grading.

Students were given ten days to view assigned grades and elect pass/no-pass grading on a course-by-course basis. At the undergraduate level letter grades of "C" or better convert to a "P" (pass) if pass/no-pass grading is selected. Letter grades of "D" or "F" automatically convert to NP (no pass).

At the graduate and professional levels, grades of "C" or better convert to a "P" if pass/no-pass is selected. Letter grades of "D" and "F" automatically convert to an "NP".

Nursing courses with an "NR" subject prefix is not eligible for P/NP election.

Physical Therapy courses with an "PT" subject prefix is also not eligible for N/NP election.

All spring 2020 courses receiving passing (P) grades will count toward degree requirements, including requirements where a minimum grade of C is required. This policy exception is in accordance with guidance received from the Oklahoma State Regents for Higher Education. ***This policy was added due to the impact of COVID-19 and reflect the SPRING 2020 semester ONLY.**

ACADEMIC FORGIVENESS (UNDERGRADUATES)

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.

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, except for 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 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 currently enrolled or former Langston University student may request an academic reprieve for all courses in one semester or two consecutive semesters if the following conditions are met:

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. Prior to requesting academic reprieve, 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; 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.
7. All courses remain on the student's transcript but are not calculated in the student's GPA. Course work with a passing grade included in a reprieved semester may be used to demonstrate competency in the subject matter. However, the course work may not be used to fulfill credit hour requirements.

Application for Academic Reprieve, which includes additional information concerning Academic Reprieve, may be picked up in the Office of the Registrar.

ACADEMIC R E N E W A L

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 several years to recover without penalty and have a fresh start. Under academic renewal, course work taken prior to a date specified by the institution is not counted in the student's graduation/retention GPA.

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.

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

REQUEST FOR REPRIEVED OR RENEWAL

A student may request academic reprieved or renewal by submitting an Academic Reprieved or Renewal Petition to the Office of the Registrar. The registrar reviews each request and makes a recommendation to the vice president of academic affairs based on the conditions stated above and the extenuating circumstances reported by the student. Courses that are reprieved or renewed remain on the student's transcript but are excluded from the overall (retention and graduation) grade-point average and identified as such on the transcript.

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 an incorrect grade to the Office of the Registrar may request the 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.

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 Office of 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 Office of the Registrar and will record in detail on the form the conditions for removing the "I". (Please see the "I" description in the "Grading System" on page 51.)

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 NOTICE

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 notice.

ACADEMIC PROBATION

Any student whose retention grade point average falls below the requirements of a 2.0 and attempted 31 hours (in the following section Cumulative GPA Requirements) for any 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 notice. 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 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 to the Academic Suspension Appeals Committee in Academic Affairs. 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.

Cum Laude	Grade point average of 3.00 to 3.39
Magna Cum Laude	Grade point average of 3.40 to 3.69
Summa Cum Laude	Grade point average of 3.70 to 4.00
With Distinction	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.

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

PRESIDENT'S HONOR ROLL

Full-time undergraduate students who complete at least 12 earned Langston credit hours during a fall or spring semester with a current term semester (not overall) grade-point average of 4.00 (i.e., all "A's") are placed on the President's Honor Roll.

DEAN'S HONOR ROLL

Grades earned through correspondence may not be included in meeting the minimum enrollment required or grade-point average required for an honor roll. Students who have completed their courses under the same requirements as outlined above, with a grade-point average of 3.50 or higher and no grade below "C," are placed on the Dean's Honor Roll.

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 based on 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, excluding physical education activity courses.
3. A minimum of 45 semester hours of credit must be earned at a senior institution, courses numbered 3000 – 4000 excluding physical education activity courses.
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 by completing the Dual Enrollment Request Form located in the Office of the Registrar.
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 or at least 50 percent of the hours required by the institution in the major field must be satisfactorily completed 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.

*Some undergraduate programs require a minimum of 120 earned semester hours for degree completion. See the major requirements section for details by major.

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 to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24hour 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 for a review of their degree audit and transcripts to determine graduation status during the last semester of their junior year.

Academic Certification – Academic Advisors, chairs and deans must ensure all supporting documents for the student's degree audit have been submitted for all prospective degree candidates to the Office of the Registrar for certification prior to the submission of a Graduation 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 upon meeting the established graduation application deadline.

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.

Graduation Application – All prospective degree candidates must submit a completed Graduation Application to the Office of the Registrar.

The degree application must adhere to the deadline to apply for Graduation for the date specified by the Office of the Registrar.

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 are 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 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.

NOTE:

***BASICS SKILLS (ZERO-LEVEL) COURSES,**

ACTIVITY COURSES (SWIMMING, ETC.) AND PERFORMANCE COURSES (BAND, CHOIR, ETC.) **DO NOT COUNT TOWARD GRADUATION**

DEGREE PROGRAMS (MAJORS), OPTIONS, AND MINORS

SCHOOL OF AGRICULTURE AND APPLIED SCIENCES

MAJOR DEGREE	DEPARTMENT	
Agricultural Science Agribusiness-Urban (Opt.) Animal Science-Urban (Opt.) Crop and Soil Science-Urban (Opt.) Natural Resources Management (Opt.)	Agriculture and Natural Resources	B.S.
Family and Consumer Sciences Child Development (Opt.) Early Childhood Education (Opt.)	Family and Consumer Sciences	B.S.
Child Development	Family and Consumer Sciences	A.S.

SCHOOL OF ARTS AND SCIENCES

MAJOR DEGREE	DEPARTMENT	
Biology	Biology	B.S.
Biology (Ed.)	Biology	B.A.E.
Broadcast Journalism	Communication	B.A.
Chemistry	Chemistry	B.S.
Chemistry (Ed.)	Chemistry	B.A.E.
Corrections	Social Sciences and Humanities	B.S.
Criminal Justice (Opt.) (OKC-Only)	Social Sciences and Humanities	
Criminal Justice	Social Sciences and Humanities	A.S.
English	English and Foreign Language	B.A.
English (Language Arts - Ed.)	English and Foreign Language	B.A.E.
Mathematics	Mathematics	B.S.
Mathematics (Ed.)	Mathematics	B.A.E.
Music (Ed.)	Music	B.A.E.
Sociology	Social Sciences and Humanities	B.A.
Technology	Technology	B.S.
Building Construction Management (Opt) Computer Drafting Design Technology (Opt) Electronic Technology (Opt)		
Drafting and Design Technology	Technology	A.S.
Electronic Technology	Technology	A.S.
Organizational Leadership Organizational Management Corrections	Social Science and Humanities	B.S.

SCHOOL OF BUSINESS

MAJOR DEGREE	DEPARTMENT

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

Business Administration Accounting (Opt.) Economics (Opt.) Finance (Opt.) Information Systems Management (Opt.) Financial Economics (Opt.) Business Administration (Opt.) Management (Opt.) Supply Chain Management (Opt.)	Business Administration	B.B.A.
Computer Sciences	Computer Science	B.S.
Financial Planning	Business Administration	A.S.
Accountancy (Tulsa Only)	Business Administration	B.S.

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

MAJOR	**DEPARTMENT**	**DEGREE**
Elementary Education (Ed.)	Education and Professional Programs	B.S.E.
Health, Physical Education and Recreation	Health, Physical Education, & Recreation	B.S.
Health, Physical Education and Recreation (Ed.) *	Health, Physical Education, & Recreation	B.S.E.
Liberal Education (BALE)	Liberal Education	B.A.
Psychology	Psychology	B.A.
Rehabilitation Services	Rehabilitation & Disability Studies	B.S.
Special Education (Ed.)	Education and Professional Programs	B.S.E.

(Teacher Education Program is in School of Education and Behavioral Services)

SCHOOL OF NURSING AND HEALTH PROFESSIONALS

MAJOR DEGREE	**DEPARTMENT**	
Health Administration	Health Administration	B.S.
Public Health	Public Health	B.S.
Nursing	Nursing	B.S.N.

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

GRADUATE P R O G R A M S

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

MAJOR DEGREE	**DEPARTMENT**	
Bilingual/Multicultural Education*	Education and Professional Programs	M.ED. M.ED.
Educational Leadership*	Education and Professional Programs	

Elementary Education*	Education and Professional Programs	M.ED.
English as A Second Language*	Education and Professional Programs	M.ED.
Rehabilitation Counseling Urban	Rehabilitation & Disability Studies	M.S.
Education	Education and Professional Programs	M.ED.
Visual Rehabilitation Service	Rehabilitation & Disability Studies	M.S.

SCHOOL OF BUSINESS

MAJOR	**DEPARTMENT**	**DEGREE**
Entrepreneurial Studies	Entrepreneurial Studies	M.E.S.

PROFESSIONAL P R O G R A M

SCHOOL OF PHYSICAL THERAPHY

MAJOR	**DEPARTMENT**	**DEGREE**
Physical Therapy	Physical Therapy	D.P.T.

*Program on moratorium

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 f 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- h o u r s 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 to meet the 4x12 requirement of the State Regents for Higher Education (see p.140).

Required Core Courses: These courses or equivalents are required. 41 hours

*English ..... 9 hours

EG 1113	English Composition I **and**
EG 1213	English Composition II **and**
EG 2033	Advanced Composition **or**
EG 2053	Technical Writing

* Mathematics ..... 6 hours

MT 1413	Contemporary Math (or higher-level course) **and**
MT 1513	College Algebra (or higher-level course) **or**
MT 1613	Plane Trigonometry (or higher-level course) **or**
MT 2013	Elementary Statistics (higher-level course) **or**
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 Biology I with
NB 1101	Nat Sci Biology I (Bio Prin. I) **or**
NB 1114	Natural Science Biology I **or**
BI 2114	Zoology (Animal Diversity) **and**

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

NP 1113 Natural Science Physical **or**
PH 1115 College Physics I **or**
PH 1125 College Physics II **or**
CH 1315 General Chemistry I W/ Lab **or**
CH 1515 General Chemistry II W/Lab **or**
CH 1014 Principles of Inorganic Chemistry
or

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

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

* 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.

Recommended substitute courses to complete a minimum of 41-hours General Education requirement, select remaining hours from courses offered below:

AS 1114 Introduction to Agribusiness
BA 2603 Introduction to Business
BI 2114 Zoology (Animal Diversity)
BJ 2313 Introduction to Mass Media
CH 1014 Principles of Inorganic Chemistry
CH 1315 General Chemistry I W/ Lab
CH 1515 General Chemistry II W/ Lab
CS 2103 Programming Concepts
EC 2013 Principles of Macroeconomics
EC 2023 Principles of Microeconomics
EG 2543 Survey of English Literature I
EG 2653 Survey of English Literature II
EG 3013 Survey of American Literature I
EG 3023 Survey of American Literature II
ED 1601 Academic Achievement Seminar
FCS 1113 Perceptual Motor Development
FCS 2123 Introduction to Nutrition
HD 2603 Personal Health
HU 2003 Humanities II
HU 2103 Survey of Western Humanities I
IT 1153 Engineering Design Graphics
IT 1923 Basic Electronics
MS 1822 Music Survey
NP 1113 Natural Physical Science
PH 1115 College Physics I
PH 2113 Philosophy of Contemporary Life
PY 1113 Introduction to Psychology
SO 1113 Introduction to Sociology
SP 2713 Introduction to Speech
SP 3113 Advanced Public Speaking
SN 1113 Elementary Spanish I
SN 1223 Elementary Spanish II
TE 2613 Introduction to Technology

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

***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

1. Offers Associate Degrees in Child Development, Criminal Justice, Drafting and Design Technology, Electronic Technology, Financial Planning, and General Studies.
2. Enhances educational knowledge through technologyassisted 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 can

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 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.

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.
6.

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

interaction with faculty members and with one another,
freshman and sophomore years, they are in small classes which enable

The Honors Program curriculum is strongly based in the liberal
oral
communication, and research. In addition to approximately
arts, emphasizing intensive reading, analytical thinking, writing,
thirtyeight (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), anacademic 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.

courses.

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 1 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

(H) HN	3131	Honors Colloquium II	1

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	2103	Honors Seminar (OSLEP course)	3

Junior and Senior Years

(H) HN	3001	Special Problems	1
(H) HN	4003	Application of Research Through Thesis/Project	3
			44

E. P. McCabe Program Scholarships:
Full or partial scholarships, depending on the level of funding, are awarded each year to approximately twenty-five (25) outstandingincoming freshmen. These scholarships are renewed each semester if McCabe Scholars maintain a minimum 3.50 cumulativegrade 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.

Honors Curriculum

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.

HN 2103 (3CR)
HONORS SEMINAR
The Oklahoma Scholar-Leadership Enrichment Program - OSLEP is an intercollegiate academic program sponsored by the Oklahoma State Regents for Higher Education open to students at all the public and private universities in Oklahoma The OSLEP classes meet for 5 days.

HN 3131 (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.

HN 3001 (1CR)
SPECIAL PROBLEMS

Credit for experiential learning in problems of research methodology and application. Prerequisite: McCabe Honors Program Scholar.

HN 4003 (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, agribusiness, 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 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 Urban. 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 worldrenowned 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
Degree: Bachelor of Science
Major: Agricultural Science
Option: Agribusiness – Urban

A. General Education: 41 hours B.
Required Common Core Course:

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

*Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

COURSES – AGRIBUSINESS – URBAN

AS 1114 (4CR)
INTRODUCTION TO AGRIBUSINESS
An 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.

AS 3113 (3CR)
AGRICULTURAL FINANCE
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.

AS 3143 (3CR)
AGRICULTURAL M A R K E T I N G
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.

AS 3613 (3CR)
INTRODUCTION TO URBAN AND INTERNATIONAL AGRICULTURE
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.

AS 3633 (3CR)

PRINCIPLES OF AGRIBUSINESS
The nature, role, development, and organization of off-farm agricultural enterprises.

AS 4113 (3CR)

AGRICULTURAL P R I C E S
A study of prices of agricultural products, factors affecting them, their determination and analysis.

AS 4143 (3CR)
AGRICULTURAL POLICY
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

AS 4333 (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 4653 (3CR)
INTERNSHIPS
Experiences in practical application techniques and principles of agriculture, on/or off-farm enterprises and/or urban agencies related to agriculture.

Option: **ANIMAL SCIENCE – URBAN**

I. Degree: Bachelor of Science
II. Major: Agricultural Science
III. Option: Animal Science – Urban
C. General Education: 41 hours D.
Required Common Core Course:

AS 1114 Introduction to Agribusiness
AS 1124 Introduction to Animal Sciences
AS 1214 Elements of Crops
AS 2313 Elements of Soil AS 3123 Principles of Animal Nutrition
AS 3143 Agricultural Marketing
AS 3323 Introduction to GIS and GPS
AS 3433 Feeds and Feeding
AS 3613 Introduction to Urban and International Agriculture
AS 4123 Small Ruminant Management
AS 4133 Animal Breeding
AS 4143 Agricultural Policy
AS 4153 Natural Resources Management
AS 4313 Principals of Range and Pasture Management
AS 4333 Applied Statistics
AS 4513 Large Animal Production
AS 4621 Topical Seminar
AS 4653 Internship

*Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

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.

Option: **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.
Required Common Core Course:

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

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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

C. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

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COURSES – CROP AND SOIL SCIENCE – URBAN

AS 1214 (4CR)
ELEMENTS OF CROPS
A study of field and range crops, including production, types, varieties, history, soil and climate adaptations, seed culture, seed selection, identification, and harvesting.

AS 2313 (3CR)
ELEMENTS OF SOIL
A study of the genesis, morphology, classification, and geography of soils and materials and agencies involved in soil formation.

AS 3223 (3CR)
FIELD CROP PRODUCTION
Production of selected crops including grain, oil, and industrial crops; production, distribution, classification, utilization, and improvement of selected crops.

AS 3233 (3CR)
SOIL GENESIS, MORPHOLOGY AND CLASSIFICATION
Soil genesis, classification, and survey; soil mapping; modern methods of soil survey, including satellite imagery.

AS 3313 (3CR)
PRINCIPLES OF WEED CONTROL
Weed control principles and practices observed in cultural and chemical weed control. Current weed control practices in crops and rangeland.

AS 3623 (3CR)
URBAN HORTICULTURE
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.

AS 4213 (3CR)
SOIL CHEMISTRY
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.

AS 4323 (3CR)
SOIL FERTILITY AND MANAGEMENT
Soil fertility and its proper use for sustainable productivity; environmental issues associated with soil fertility programs.

AS 4343 (3CR)
PLANT BREEDING AND GENETICS
Basic genetic principles and their application in the improvement of plants; basic principles of plant improvement.

Option: **NATURAL RESOURCES MANAGEMENT**
I. Degree: Bachelor of Science
II. Major: Agricultural Science
III. Option: Natural Resources Management

A. General Education: 41 hours
B. Required Common Core Course:
AS 1114 Introduction to Agribusiness
AS 1124 Introduction to Animal Science
AS 1214 Elements of Crops
AS 2313 Elements of Soil
AS 3323 Introduction to GIS and GPS
AS 3333 Water Resource Management
AS 3413 Elements of Forestry
AS 3613 Urban and International Agriculture
AS 4143 Agricultural Policy
AS 4153 Natural Resources Management
AS 4223 Wildlife Management
AS 4233 Limnology
AS 4313 Principles of Range and Pasture Management
AS 4323 Soil Fertility and Management
AS 4333 Applied Statistics
AS 4433 Fisheries Management
AS 4621 Topical Seminar
AS 4653 Internship

D. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

COURSES – NATURAL RESOURCES MANAGEMENT

AS 3323 (3CR)
INTRODUCTION TO GIS AND GPS
Introduction to the theory and applications of geospatial technology in society.

AS 3333 (3CR)
WATER RESOURCE MANAGEMENT
Water resource management principles, practices, structures, and measures to manage and control water and its use.

AS 3413 (3CR)
ELEMENTS OF FORESTRY
Survey of forestry as an art, science and profession including forestry and natural resources management theory, forest resource distribution, ownership, forest recreation, wildlife interactions; introduction to forest ecology; wood science, tree identification, land and tree measurements and mapping.

AS 4153 (3CR)
NATURAL RESOURCES MANAGEMENT
A study of natural resources, their availability, use, conservation, allocation, and relative cost.

AS 4223 (3CR)
WILDLIFE MANAGEMENT
Biological basis for the management of wildlife populations and habitats, with emphasis on current management problems.

AS 4233 (3CR)
LIMNOLOGY
Physical, chemical, and biological factors in lakes and streams.

AS 4423 (3CR)
ADVANCED GIS/GPS
Hands-on use of GIS/GPS software and equipment in design of projects and problem solving; project and report.

AS 4433 (3CR)
FISHERIES MANAGEMENT
Techniques and principals 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 wageearning 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 Common Core Course:

FCS 1133 Perceptual Motor Development
FCS 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 in Early Childhood Development (Pre-professional Experience)

*Core courses in Family and Consumer Sciences

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
Courses to be selected with assistance of departmental advisor.

C. Additional Requirements: 21 hours
PY 1113 Intro to Psychology
SO 1113 Intro to Sociology
HU 2103 Humanities I
SP 2713 Intro to Speech
SPED 3143 Survey of Except Child
LS 3153 Children's Literature
SN 1113 Elementary Spanish

D. Students are required to have a Criminal History Background Check.

E. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

COURSES – CHILD DEVELOPMENT

FCS 1133 (3CR)
PERCEPTUAL MOTOR DEV. (With Practicum**)**
This course is designed to study the development and assessment of motor skills in children. The emphasis is on neurological 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, developmental lags and provides reading remediation activities to foster social, emotional, and cognitive development in young children. This 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, qualifications, and necessary background for each area. An overview of how the specialties interrelate to the total unit will be conducted

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.

FCS 2163 (3CR)
UTILIZING FAMILY AND COMMUNITY RESOURCES (with Practicum)
This course offers techniques and suggestions for teachers, parents, and community agencies to collaborate and unite to enhance the learning of children from various cultural and ethnic backgrounds.

FCS 2173 (3CR)
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.

FCS 2233 (3CR)
PARENT AND PARENTING
This course covers issues and strategies in developing effective parenting skills.

FCS 3123 (3CR)
CREATIVE ACTIVITIES FOR CHILDREN ART, MUSIC, AND LITERATURE
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 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 an Early Childhood Center is included in this course. Observations and experiences in an early childhood setting are required. Prerequisite: Junior or Senior standing

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 an early childhood setting are required.

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. Observations in an early childhood setting are required.

FCS 3243 (3CR)
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 3253 (3CR)
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 3322 (2CR)
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 4173 (3CR)
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 (3CR)
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 4623 (3CR)
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 (3 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 Common Core Course:

ED 2053 Foundations of Reading
ED 3013 Social Studies & Language Arts in the Elementary School
ED 3053 Foundations of Reading in the Elementary School
ED 4002 Seminar**
ED 4243 Diagnostic and Remedial Reading
FCS 1143 Beginning Reading Readiness and Literacy Development
FCS 1412 Survey of Family and Consumer Sciences*

Childhood Education
MT 2413 Mathematical Structures I
MT 2513 Mathematical Structures II
SP 2713 Introduction to Speech
SN 1113 Elementary Spanish
*Core Courses in Family and Consumer Sciences

C. Additional Requirements: 28 hours of Professional Teacher Education (see Teacher Education Program).
FCS 2233 Parents and Parenting*
FCS 3042 Program Planning for Young Children
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
ED 2001 Education Seminar
ED 2213 Introduction to Education
ED 3232 Measurement and Evaluation
ED 4212 Educational Technology
ED 4222 Educational Psychology
ED 4242 Classroom Management
ED 4290 Clinical Practice: Early Childhood
PY 3313 Developmental Psychology
SPED 3143 Survey of Exceptional Child

D. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

E. Documentation of second language proficiency required for certification.
F. Must have Oklahoma History Competency for certification

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

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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 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 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 an early childhood setting are required.

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. Observations in an early childhood setting 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.

ED 4290 (10CR)
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.**

FCS 4623 (4CR)
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 (3 credit hours).

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:**

EG 1113	English Comp I	3
EG 1213	English Comp II	3
EG 2033	Advanced Composition	3
MT 1413	Contemporary Math and is Applied **or**	3
MT 1513	College Algebra	3
CS 1103	Information Processing w/Lab or higher	3
NB 1114	Natural Science Biology 1 **or**	
BI 2114	Zoology (Animal Diversity)	4
NP 1113	Natural Science (Physical) **or**	
PH 1115	College Physics I **or**	
CH 1014	Principles of Inorganic Chemistry **or**	
CH 1315	General Chemistry I w/Lab	3/5
HT 1483	U.S. History, 1492 to 1865 **or**	
HT 1493	U S History, 1865 To Present	3
PS 1113	American Government	3
PY 1111	Personal & Social Development	1
HU 2103	Survey of Western Humanities	3
PY 1113	Introduction to Psychology	3
SP 2713	Introduction to Speech	3

Required Courses: 30 hours

FCS 1123	Intro & Princ of Early Childhood Education	3
FCS 1133	Perceptual Motor Dev/with Practicum	3
FCS 1143	Beginning Reading Readiness and Literacy Development	3
FCS 1153	Cog. Act. For Children Math, Science & Social Studies	3
FCS 1163	Health, Safety and Nutri	3
FCS 2133	Creative Activities for Children: Art/Music	3
FCS 2143	Practicum for Young Children	3

FCS 2153	The Special Needs Child	3
FCS 2163	Utilizing Family and Comm Res, with Practice	3
FCS 2173	Mgmt. of Early Childhood Center	3

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.
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 (3CR)
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.

FCS 2163 (3CR)
UTILIZING FAMILY AND COMMUNITY RESOURCES (with Practicum)
This course offers techniques and suggestions for teachers, parents, and community agencies to collaborate and unite to enhance the learning of children from various cultural and ethnic backgrounds.

FCS 2173 (3CR)
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

Department of Natural Sciences
Biology
Biology Education (*On Moratorium*)
Chemistry
Chemistry Education (*On Moratorium*)

Department of Social Sciences and Humanities
Corrections
Music Education
Sociology
Department of Technology Technology
Organization Leadership Program
Option: Corrections
Option: Organization Management
Associate Degree Programs
Criminal Justice
Drafting and Design Technology
Electronic Technology

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

General Studies

SCHOOL OF ARTS AND SCIENCES

Mission:

The School of Arts and Sciences seeks to advance scholarly and invest in selected academic programs that will advance the school creative activities through excellence in teaching, research, public at the state and national levels in the areas of biology and service, and artistic production. These elements will be used to chemistry. The School of Arts and Sciences provides the enhance undergraduate education in science, social sciences, intellectual underpinning for all disciplines. English, mathematics, technology, communication, and the arts, as well as offer an exemplary core of general education courses for all The School of Arts and Sciences recognizes the need and benefit units of the university. of extending learning beyond America's borders. Each year the school provides its students and faculty with international

Vision:

opportunities to include study abroad, research, work abroad,

The vision of the School of Arts and Sciences is to become the volunteerism and internships in the Republic of South Africa, West premier School recognized for academic excellence in teaching, Africa, and The Gambia. As we prepare students to become leaders public service, and scholarly activities and to be valued as a vital at the local, national, and international levels, we will help them to resource by the State of Oklahoma and the nation. meet the challenges created by the global community in which knowledge of other nations, their customs and traditions will be no

Purpose/Goals:

longer just desirable but imperative.

The School of Arts and Sciences provides the intellectual focus around which the academic life of the university revolves.

The aim of **Statement for Assessment and Student Learning:**

the school is to

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.

1. Expand students' critical thinking skills.
2. Improve their reading, written, and oral communication skills.
3. Enhance their understanding of the relationship between past and present.
4. Develop their comprehension of scientific and mathematical concepts.
5. Identify and preserve human values.
6. Develop an appreciation for diverse cultures.

Departments and Degree Programs:

Five (5) Departments, (16) programs and (4) Associate degree comprise the School of Arts and Sciences.

Department of Communication and English

Broadcast Journalism
English
English Education (*On Moratorium*)

Department of Mathematics

Mathematics
Mathematics Education (*On Moratorium*)

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.

Program Process:

To further enhance its position and increase visibility among regional tier one universities, the School of Arts and Sciences will

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.

Requirements for an Associate of Arts Degree in General Studies

I. **Degree: Associate of Arts**

II. **Major: General Studies**

A. General Education: 41 hours

B. Required Common Core Course:

EG 1113	English Comp I	3
EG 1213	English Comp II	3
EG 2033	Advanced Composition or	3
EG 2053	Technical Writing	3
MT 1413	Contemporary Math (or higher-level) or	3
MT 1513	College Algebra (or higher-level)	3
MT 1613	Trigonometry (or higher-level) or	3
MT 2013	Elementary Statistics (or higher-level) or	3
MT 2603	Finite Mathematics (or higher-level)	3
CS 1103	Intro to Info Processing (or higher-level)	3

complete 60 credit hour degree requirements.

***Program Total** **60 Credit hours**

DEPARTMENT OF COMMUNICATION AND ENGLISH

Communication

*Select remaining credit hours from supporting course in major to

(Must include one biological and physical science course each)

NB 1113	Natural Science (Biological) or	3
NB 1114	Natural Science (Biological) or	4
BI 2114	General Zoology (Biological)	4
NP 1113	Physical Science or	3
PH 1115	Physics I or	5
PH 1125	Physics II or	5
CH 1315	General Chemistry I or	5
CH 1515	General Chemistry I or	5
CH 1014	Principles of Inorganic Chemistry	4
HT 1483	U.S. History 1492-1865 or	3
HT 1493	U.S. History 1865-Present	3
HU 2103	Survey of Western Humanities I or HU 2203	3
	Survey of Western Humanities II	3
PY 1113	Introduction to Psychology or	3
SO 1113	Introduction to Sociology	3
PS 1113	U.S. Government	3
PY 1111	Personal & Soc Dev	1
SP 2713	Introduction to Speech	3

C. **Required Electives: 2-5 hours**

AS 1114	Introduction to Agribusiness	3
BA 2603	Introduction to Business	3
BI 2114	Introduction to Zoology	4
BJ 2313	Introduction to Mass Media	3
CH 1014	Inorganic Chemistry	4
CH 1315	General Chemistry I	5
CH 1515	General Chemistry II	5
CS 2103	Programming Concepts	3
EC 2013	Principles of	3
EC 2023	Macroeconomics Principles	3
EG 2543	of Microeconomics Survey of	3
EG 2653	English Literature I	3
EG 3013	Survey of English Literature II	3
EG 3023	Survey of American Literature I	3
ED 1601	Survey of American Literature II	1
FCS 1113	Academic Achievement Seminar	3
FCS 2123	Perceptual Motor Development	3
HD 2603	Introduction to Nutrition	3
HU 2103	Personal Health	3
HU 2203	Survey of Western Humanities I	3
IT 1153	Survey of Western Humanities II	3
IT 1923	Engineering Design Graphics	3
MS 1822	Basic Electronics	2
NP 1113	Music Survey	3
PH 1115	Physical Science	5
PH 2113	Physics I	5
PY 1113	Philosophy of Contemporary Life	3
SO 1113 SP	Introduction to Psychology	3
2713	Introduction to Sociology	3
SP 2133	Introduction to Speech	3
SN 1113	Advanced Public Speaking	3
SN 1223	Spanish I	3
TE 2613	Spanish II	3
	Introduction to Technology	3

***Program Subtotal** **43-46 Credit hours**

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

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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.

BJ 3143	Announcing I
BJ 3151	Station Participation**

BJ 3113 Broadcast Writing I
BJ 3163 Broadcast Writing II

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 Lions 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 J O U R N A L I S M

I. Degree: Bachelor of Arts
II. Major: Broadcast Journalism
A. General Education: 41 hours B. Required Common Core Course:

BJ 2113 Writing for the Mass Media BJ 2313 Introduction to Mass Media BJ 2393 News Writing I

BJ 3332 Radio Production BJ 3363 TV Production I
BJ 4083 Communication Seminar**
BJ 4113 TV Production II
BJ 4173 Broadcast Law
BJ 4180 (6 or 12 hours) Internship EG 3153 Advanced Grammar

C. Additional Requirements:

Minimum grade of "C" in EG 1113 (English Composition I), EG 1213 (English Composition II), EG 2033 (Advanced Composition), and SP 2713 (Introduction to Speech); Course are major specific general education courses

D. Elective Courses 28 Hours

BJ 3212 Basic Photography
BJ 3222 Intermediate Photography
BJ 3311 Journalism Participation
BJ 3312 Layout and Design
BJ 3313 Principles of Public Relations
BJ 3321 Field Exp. in Broadcast Journalism
BJ 3343 News Writing II
BJ 3353 News Editing
BJ 3383 Journalism Practicum**
BJ 4133 Announcing II
BJ 4182 Problems in Radio and Television
BJ 4193 Web Design for Journalism

E. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation including 45 hours of upper division coursework. Students are encouraged to select a minor in, English, Business, Speech, or another area related to their career goals.

**May be repeated for credit.
*C or better required

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

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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 2113, BJ 2313

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, news- casts, 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
Analyzing, researching, and writing features and interpretative articles. Critical analysis of news articles. Advanced news writing. Prerequisite: BJ 2393.

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 P R A C T I C U M
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 3363.

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 show, 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 OR 4180 (6 or 12CR)
INTERNSHIP
Internship application of techniques and theories in electronic or print media. Student receives 6 hours credit for 8-week, 40 hours per week internship or 12 hours credit for 14-week, 40 hours 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 offered in one foreign language: Spanish. The faculty, eighty percent of whom have doctorate degrees, prepare the entire student body for written language proficiency.

ENGLISH

(All courses are subject to substitution or waiver at the advisor’s discretion and with the approval of Academic Affairs)

I. Degree: Bachelor of Arts
II. Major: English
A. General Education: 41 hours B.
Required Common Core Course:
General Education: (nine of these hours may also be used as General Education**)
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. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

**See Section B and Section C of general education Requirements

***ENGLISH (TEACHER EDUCATION) ON MORATORUIM**

I. Degree: Bachelor of Arts in Education
II. Major: English (Teacher Education – Language Arts)
A. General Education: 41 hours
B. Required Common Core Course:
EG 1113 English Composition I
EG 1213 English Composition II
EG 2033 Advance Composition
MT 1413 Contemporary Math and is Applied Applications **or**
MT 1513 College Algebra (or higher-level course)
MT 1613 Plane Trigonometry (or higher-level course)
CS 1103 Introduction to Information Processing

(Sciences: must include one biological science and one in a physical science for a total of minimum of 7 hours)
NB 1113 Natural Science Biological (with)
NB 1101 Natural Science Biological (lab) **or**
BI 2114 General Zoology **or**
NP 1113 Physical Science **or**
PH 1115 Physics I **or**
PH 1125 Physics II **or**
CH 1014 Principles of Inorganic Chemistry **or**
CH 1315 General Chemistry I **or**
CH 1515 General Chemistry II or
HT 1483 U.S. History, 1492 – 1865 **or**
HT 1493 U.S. History, 1865 – Present
PS 1113 U.S. Government
PY 1111 Personal and Social Development

EC 2203 Economics for General Education
EG 2543 Survey of English Literature I
EG 2653 Survey of English Literature I
EG 3013 Survey of American Literature II
EG 3023 Survey of American Literature II
FCS 2123 Introduction to Nutrition
HU 2103 Survey of Western Humanities I
HU 2003 Survey of Western Humanities II
PY 1113 Introduction to Psychology SP 2713 Introduction to Speech
SP 3133 Oral Interpretation

(Section C Courses: To complete 50--hours General

A. Education requirement, select 0 -- 9 hours from courses offered through the following Schools:
School of Agriculture and Applied Sciences
School of Arts and Sciences
School of Business
School of Education and Behavioral Sciences
School of Nursing and Health Professions

Required Courses (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

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 4083 Methods of Teaching Language Arts in the Secondary School
EG 4113 Advanced Writing Workshop
EG 4123 Special Topics in English
EG 4183 History of the English Language

B. Professional Education Courses, including Clinical Teaching: 32 hours as specified by the School of Education

C. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

F. Note: Majors must maintain a cumulative GPA of a 2.75 or better in all required courses. Additionally, candidates must make at least a “B” in Comp I, Comp II, Advanced Composition, and Introduction to Speech.

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)

(All courses are subject to substitution or waiver at the advisor’s discretion and with the approval of Academic Affairs)

EG 2033 (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.

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 G R A M M A R
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, 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.

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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 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 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 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 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 Hispano-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 (required course must be 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
MT 4543 College Geometry MT 4553 Complex Variables
MT 4653 Seminar in Mathematics
MT 4743 History in Mathematics D.
Required Cognates: 19 hours
CS 2103 Programming Concepts CS 2113 Advanced Programing Concepts CS 3113 Analysis and Design of Algorit. PH 1115 College Physics w/Lab
PH 1125 College Physics II
E. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.
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 (TEACHER EDUCATION)
I. Degree: Bachelor of Science in Education
II. Major: Mathematics (Teacher Education)
F. General Education: 41 hours
G. Required Common Core Course:
EG 1113 English Composition I
EG 1213 English Composition II
EG 2033 Advance Composition

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

MT 1413 Contemporary Math and is Applied Applications **or**
MT 1513 College Algebra (or higher-Level course)
MT 1613 Plane Trigonometry (or higher-Level course)
CS 1103 Introduction to Information Processing (Sciences: must include one biological science and one in a physical science for a total of minimum of 7 hours)
NB 1113 Natural Science Biological (with)
NB 1101 Natural Science Biological (lab) **or**
BI 2114 General Zoology **or** NP 1113 Physical Science **or** PH 1115 Physics I **or**
PH 1125 Physics II **or**
CH 1014 Principles of Inorganic Chemistry **or**
CH 1315 General Chemistry I **or**
CH 1515 General Chemistry II **or**
HT 1483 U.S. History, 1492 – 1865 **or**
HT 1493 U.S. History, 1865 – Present
PS 1113 U.S. Government
PY 1111 Personal and Social Development

EC 2203 Economics for General Education
EG 2543 Survey of English Literature I EG 2653 Survey of English Literature I EG 3013 Survey of American Literature II
EG 3023 Survey of Amer. Literature II FCS 2123 Introduction to Nutrition
HU 2103 Survey of Western Humanities I
HU 2003 Survey of West. Humanities II
PY 1113 Introduction to Psychology
SP 2713 Introduction to Speech
SP 3133 Oral Interpretation

Education requirement, select courses offered through the following Schools:
School of Agriculture and Applied Sciences
School of Arts and Sciences
School of Business
School of Education and Behavioral Sciences
School of Nursing and Health Professions

H. Required Courses: (required course must be 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 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

I. Professional Education Courses, including Clinical Teaching: 32 hours as specified by the School of Education
J. Select remaining credit hours from approved free electives to complete the 120 hours required for graduation, including 45 hours of upper division coursework.
K. Note: Majors must maintain a cumulative GPA of a 2.75 or better in all required courses. Additionally, candidates must make at least a "B" in Comp I, Comp II, Advanced Composition, and Introduction to Speech.

COURSES – MATHEMATICS (MT)

MT 0003 (0CR)
ELEMENTARY ALGEBRA
A course designed for the student who has not completed the prerequisites for college algebra. Content in this course is a review of basic algebraic concepts and skills required for readiness for college algebra. Content areas include integer and rational number operations, first-degree equations and inequalities, exponents, polynomials, and factoring. There are no formal prerequisites. The three credits assigned to this course do not count towards credits needed for degree completion. This course does not satisfy General Education requirement.

MT 1513 (3CR) COLLEGE ALGEBRA
The real number system, coordinate systems, linear and quadratic functions, absolute value functions, rational functions, polynomial functions, inverse functions, exponential and logarithmic functions, and their associated equations, inequalities, and applications. Prerequisite: 1 year of high school algebra and plane geometry or equivalent.

MT 1413 (3CR)
CONTEMPORARY MATHEMATICS AND ITS APPLICATIONS
An introduction to problem-solving approaches, set theory, the real number system, basic concepts of algebra including functions, graphs, systems of equations, inequalities, linear and quadratic equations and their applications, measurement, geometry and topics in contemporary mathematics (3 credit hours). **Course not intended for students majoring in Science, Mathematics, Computer Science, or Business. Prerequisite: MT 0003 or placement test.**

MT 1613 (3CR)
PLANE TRIGONOMETRY
Sets, relations, circular functions and their inverses, graphs of circular functions, trigonometric functions, complex numbers, Demoivre's Theorem, vectors, polar coordinates, and graphs. Prerequisite: 1 year of high school algebra and plane geometry equivalent or MT 1513.

MT 2013 (3CR)
ELEMENTARY STATISTICS
Organization and analysis of data, elementary probability, permutations, combinations, the binomial distribution, the normal distributions, random sampling, hypothesis testing. Prerequisites: MT 1513 or MT 1413.

MT 2101 (1CR)
CALCULUS I COLLOQUIUM
Facilitated discussions, discrete study groups, and collaborative problem solving provide more through 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.

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 ALBEGRA
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; SubAlgebraic Structures; Quotient Algebraic Structures; Algebraic
Structure Homomorphisms; Groups: Rings; Fields; Vector Spaces; Applications of Algebraic Structures in Number Theory, Cryptology (Modular Rings), and Galois Theory.

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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 4353 (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 arrangements with forbidden positions, Rook Polynomials; 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, Chisquared 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 4543 (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, Saccharin quadrilaterals, areas of polygonal regions, circles and spheres, solid mensuration (volumes). Prerequisites: permission of instructor and MT 1513.

MT 4583 (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
Seminar 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 can compete 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: 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. **Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.**

F. ***Students who can take MT 2013 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.** Clinical Teaching: 32 hours as specified by the School of Education **G.**

Biology and support courses require "C" or above.

G. Select remaining credit hours from approved free electives to complete the 120required for graduation, including 45 hours hours of upper division coursework.

BIOLOGY (TEACHER EDUCATION) ON MORATORUIM

I. Degree: Bachelor of Science in Biology Education
II. Major: Biology Education

A. General Education: 41 hours
B. Required Common Core Course:
EG 1113 English Composition I
EG 1213 English Composition II
EG 2033 Advance Composition
MT 1513 College Algebra (or higher Level course) **or**
MT 1613 Plane Trigonometry (or higher-

H. Note: Majors must maintain a cumulative GPA of a 2.75 or better in all required courses. Additionally, candidates must make at least a "B" in Comp I, Comp II, Advanced Composition, and Introduction to Speech.

COURSES – BIOLOGY (BI)

NB 0123 (0CR)

BIOLOGICAL SCIENCE: AN INTRODUCTION

A course designed for students who have not

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

Level course)

MT 2013 Elementary Statistics

CS 1103 Introduction to Information Processing (or CS course approved by the advisor)

(Sciences: must include one biological science and one in a physical)

NB 1114 Natural Science Bio.

CH 1315 General Chemistry I BI 2114 General Zoology

HT 1483 U.S. History, 1492 – 1865 **or**

HT 1493 U.S. History, 1865 – Present

PS 1113 U.S. Government

PY 1111 Personal and Social Development

(Selected from courses below with a maximum of 4 hours in courses with the same prefix.)

EC 2203 Economics for General Education

EG 2543 Survey of English Literature I EG 2653 Survey of English Literature I EG 3013 Survey of Amer. Literature I

(Section C Courses: 0-9 hours from courses registered in a school)

School of Agriculture and Applied Sciences
School of Arts and Sciences
School of Business
School of Education and Behavioral Sciences
School of Nursing and Health Professions

C. Biology Core Courses:

BI 2134 Botany (Plant Diversity)

BI 3144 Ecology **or**

BI 4091 Biology Seminar

D. Language: 3 hours

FR 1113 Elementary French I or FR 1123 **or** SN 1113 Elementary Spanish I or SN 1223

E. Support Courses: 13 hours

CH 1515 General Chemistry II

PH 1115 Physics I

NP 3113 Physical Science

completed the high school curricular requirement for biology. A complete course in the basic biological principles and processes.

NB 1101 (1CR)
NATURAL SCIENCE BIOLOGY I

This laboratory course introduces students to the life sciences as a course to fulfill the general education requirement for non-biology majors (according to major plan of study). Topics to be covered include an introduction to the fundamental principles of biology, themolecules scientific and method, metabolism, the cell structure levels of and organization,biological organization and biological systematics, plant and animal systems, Mendelian genetics and heredity, evolution, ecology, and methods of investigation commonly used in each of these topics. This course consists of two 75-minute laboratory sessions per week. Students must be enrolled in both a NB 1113 Natural Science Biology I lecture and a NB 1101 Natural Science Biology I laboratory concurrently. This course does not count towards a B.S. degree in Biology and will not count as credit towards NB 1110.

NB 1110 (0CR)
NATURAL SCIENCE (BIOLOGICAL) LAB

Natural Science Biology I Laboratory (NB 1110) is an integrated part of Biology 1114 Natural Science Biology I Lecture. The lab emphasizes investigation and the scientific process for STEM majors. Students enrolled in NB 1114 Lecture must also be enrolled in NB 1110 Laboratory to earn full credit for the course. offered through

NB 1113 (3CR)
NATURAL SCIENCE BIOLOGY I

This lecture course introduces students to the life sciences as a course to fulfill the general education requirement for non-biology majors (according to major plan of study). Topics to be covered include an introduction to the fundamental principles of biology, the scientific method, cell structure and organization, biological molecules and metabolism, the levels of biological organization and systematics, plant and animal systems, Mendelian genetics and heredity, evolution, and ecology. This course consists of three 50 minute lectures per week. Students must be enrolled in both a NB 1113 Natural Science Biology I lecture and a NB 1101 Natural Science Biology I laboratory concurrently. This course does not count towards a B.S. degree in Biology and will not count as credit towards NB 1114.

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 lectures is on modern understandings, theory, and scientific thought. The lab emphasizes investigation and the

NB 1214 Natural Science Biology II w/Lab
BI 2114 Zoology (Animal Diversity)
BI 3254 Genetics **or**
BI 3234 Cell Biology
BI 3114 Env. Biology
BI 4002 Biology Teaching Techniques

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 biosphere 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/amygdala, 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 principals 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 can complete 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
  B. Required Common Core Course:

CH 1315	General Chemistry I
CH 1515	General Chemistry II
CH 2114	Analytical Chemistry

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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. Select remaining credit hours from approved free electives to complete the **124 hours** required for graduation, including upper division coursework. **E.**

CHEMISTRY (TEACHER EDUCATION) ON MORATORUIM

I. Degree: Bachelor of Science in Education
II. Major: Chemistry (Teacher Education)

A. General Education: (Includes MT 1513, MT 1613 and CH 1315)
EG 1113 English Composition I
EG 1213 English Composition II EG 2033 Advance Composition
MT 1513 College Algebra (or higher Level course) or
MT 1613 Plane Trigonometry (or higher-Level course)
MT 2013 Elementary Statistics
CS 1103 Introduction to Information Processing (or CS course approved by the advisor)

(Sciences: must include one biological science and one in a physical science)

NB 1114 Natural Science Bio. and
BI 2114 General Zoology
NP 1113 Physical Science and
CH 1315 General Chemistry I
HT 1483 U.S. History, 1492 – 1865
or
HT 1493 U.S. History, 1865 – Present
PS 1113 U.S. Government
PY 1111 Personal and Social Development

(Section B Course: 9-15 hours are to be selected from courses below with a maximum of 4 hours in courses with the same prefix.) EC 2203 Economics for General Education
EG 2543 Survey of English Literature I EG 2653 Survey of English Literature I EG 3013 Survey of Amer. Literature I

(Section C Courses: 0-9 hours from courses offered through a school)
School of Agriculture and Applied Sciences
School of Arts and Sciences
School of Business
School of Education and Behavioral Sciences
School of Nursing and Health Professions

B. Required Courses: 31 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 **or**
CH 4133 Inorganic Chemistry
CH 4601 Chemistry Seminar
CH 4612 Introduction to Chemical Research

C. Additional Requirements: Professional Education (see Teacher Education Program); 8 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. Additional Requirements. Professional Ed.: ED 2001 Education Seminar-Test Taking Skills* ED 2213 Introduction to Education (FE) *
ED 3232 Measurement, Assessment & Evaluation* ED
3153 Educational Sociology*
ED 4001 Education Seminar-Test Taking Skills*
ED 4002 Education Seminar*
ED 4212 Educational Technology*
ED 4222 Educational Psychology (FE)*
ED 4242 Classroom Management (FE)*
ED 4270 Clinical Practice or
ED 4280
(Elementary/Secondary)
PY 3313 Developmental Psychology
SPED 3143 Survey of Exceptional Children (FE)*

E. Professional Education Courses, including Clinical Teaching: 32 hours as specified by the School of Education

F. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework

G. Note: Majors must maintain a cumulative GPA of a 2.75 or better in all required courses. Additionally, candidates must make at least a "B" in Comp I, Comp II, Advanced
Composition, and Introduction to Speech.

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 1513 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 1515.

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 intended 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 N 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, complex- ions 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 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/NS)

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 1513 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 everchanging 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.

SOCIOLOGY

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 nonprofit, private, government, and business organizations.

I. Degree: Bachelor of Arts
II. Major: Sociology

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

A. General Education: 41 hours B.
Required Common Core Course:

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: (choose one) 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: (choose two) HT 3143 Black History **or**
HT 3103 Afro-American Heritage
FCS 4233 Marriage & Family Relationships E.
Foreign Language: SN 1113 Elementary Spanish I
SN 1223 Elementary Spanish II

F. Select remaining credit hours from approved free electives to complete the **124 hours** required for graduation, including 45 hours of upper division coursework. Required assessment exam taken prior to graduation

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 3123 (3CR) SOCIOLOGY OF GENDER
An examination of the differential status of women and men 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 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 contemporary and global society. Examines political, economic, and social dimensions of problems, their causes, and possible solutions. 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 Common Core Course:

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
CO 3223 Correctional Counseling
CO 4223 Correctional Law
CO 4273 Prison Administration
CO 4083 Individualized Reading **or**
CO 4283 Women in Corrections
CO 4986 Internship A.

Additional Requirements:
CJ 2123 Introduction to Criminal Justice
CJ 3/4000 Elective
CJ 3/4000 Elective
SO 4253 Social Statistics

B. Select remaining credit hours from approved free electives to complete the **124 hours** required for graduation, including 45 hours of upper division coursework. Required assessment exam taken prior to graduation

COURSES – CORRECTIONS (CO)

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 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 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 Common Core Course:
      CJ 2123 Introduction to Criminal Justice
      CJ 2133 Introduction to Law Enforcement
      CJ 3/4000 Elective
      CJ 3/4000 Elective
      CJ 3/4000 Elective
      CJ 3/4000 Elective
      CJ 3/4000 Elective
      CJ 3/4000 Elective
      CO 4986 Internship C. Additional Requirements: CO 2113 Introduction to Corrections
      CO 3/4000 Elective
      CO 3/4000 Elective
      SO 4253 Social Statistics
   D. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

   E. Required assessment exam taken prior to grad.

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 juris prudence 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
B. Required Common Core Course: 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 1113 U.S. Government
SO 1113 Introduction to Sociology * NB 1114 Natural Science Biology w/ NP 1113 Natural Science-Physical
PY 1113 Introduction to Psychology*
MT 1413 Contemporary Math and Is Appl. **or** 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
C. Semester Required Courses: 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

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: CJ 2123.

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.

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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-VOCAL (Teacher Education) ON MORATORUIM

I. Degree: Bachelor of Arts
II. Major: Music-Vocal (Teacher Education) A. General Education: 41 hours
B. Required Common Course:
MS 1511-2521 Second. Applied Piano
MS 1533 Theory I
MS 1543 Theory II
MS 1612-4612 Major Applied Voice* MS 1711 Music Fundamental I
MS 1721 Music Fundaments II MS 1822 Music Survey
MS 1911 Conducting Fundamentals
MS 2553 Theory III
MS 2563 Theory IV
MS 3813 Music History
MS 3823 Music History II
MS 4001 Performance Seminar* MS 4212 Orchestration
MS 4913 Music Education Message Methods C. Vocal Required Courses:
MS 2021 Choirs
MS 2212 Voice Diction I
MS 2222 Voice Diction II
MS 2922 Instrumental Music Survey
MS 3912 Voice Class
MS 3213 Choral Conducting
MS 3223 Choral Methods
D. Professional Education:
ED 2213 Introduction to Education
ED 3232 Measurement and Evaluation
ED 4001 Education Seminar ED 4002 Education Seminar/Practicum
ED 4212 Educational Technology
ED 4222 Educational Psychology
ED 4242 Classroom Management ED 4243 Instructional Strategies
ED 4270/4280 Clinical Practice Elem./Secondary
PY 3313 Developmental Psychology SPED 3143 Survey of Exceptional Child

(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. 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.
E. Professional Education Courses, including
Clinical Teaching: 32 hours as specified by the School of Education
F. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.
G. Note: Majors must maintain a cumulative GPA of a 2.75 or better in all required courses.
Additionally, candidates must make at least a "B" in Comp I, Comp II, Advanced Composition, and Introduction to Speech.

* 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-INSTRUMENTAL (TEACHER EDUCATION) ON MORATORUIM

I. Degree: Bachelor of Arts
II. Major: Music Instrumental (Teacher Education) A. General Education: 41 hours
B. Required Core Courses: MS 1511-2521 Second. Applied Piano
MS 1533 Theory I
MS 1543 Theory II
MS 1612-4612 Major Applied Voice*
MS 1711 Music Fundamental I MS 1721 Music Fundaments II
MS 1822 Music Survey
MS 1911 Conducting Fundamentals
MS 2553 Theory III
MS 2563 Theory IV
MS 3813 Music History
MS 3823 Music History II
MS 4001 Performance Seminar* MS 4212 Orchestration
MS 4913 Music Education Message Methods A.
Instrumental Course Requirements:

MS 2412 Woodwind Technique
MS 2422 Brass Wind Technique
MS 2611 University Band
MS 2912 Choral Music Survey

MS 3312 String Technique
MS 3412 Percussion Technique
MS 3413 Band Methods
MS 3923 Instrumental Conducting B.

Professional Education:
ED 2001 Education Seminar
ED 2213 Introduction to Education
ED 3232 Measurement and Evaluation
ED 4001 Education Seminar ED 4002 Education Seminar/Practicum
ED 4212 Educational Technology ED 4222 Educational Psychology
ED 4242 Classroom Management
ED 4270 Clinical Practice: Elementary **or**
ED 4280 Clinical Practice: Secondary **or**
PY 3313 Developmental Psychology
SPED 3143 Survey of Exceptional Child

MS 1612-4612 Major Applied Instrument*
MS 1511-2521 Secondary Applied Piano MS 1711 Music Fundamentals I
MS 1721 Music Fundamentals II MS 1533 Theory I
MS 1543 Theory II
MS 2553 Theory III MS 2563 Theory IV
MS 1911 Conducting Fundamentals
MS 1822 Music Survey
MS 3813 Music History I
MS 3823 Music History II
MS 4913 Music Education Methods MS 3312 String Technique
MS 3413 Band Methods MS 4212 Orchestration
MS 2422 Brass Wind Technique MS 3412 Percussion Technique MS 2412 Woodwind Technique MS 2912 Choral Music Survey
MS 3923 Instrumental Conducting MS 2611 Ensemble (Band)*
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. Professional Education Courses, including Clinical Teaching: 32 hours as specified by the School of Education
E. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.
F. Note: Majors must maintain a cumulative GPA of a 2.75 or better in all required courses. Additionally, candidates must make at least a "B" in Comp I, Comp II, Advanced Composition, and Introduction to Speech.

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)
INSTRUMENTAL CONDUCTING
Introducing instrumental baton technique. Practical experience in conducting varying instrumental organizations emphasizing style, phrasing, ensemble technique, proper attacks, and release, 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 1521. Prerequisite: Instructor's approval, MS 1521.

MS 2521 (1CR)
SECONDARY APPLIED PIANO, VOICE, BRASS, WOODWINDS, STRINGS, PERCUSSION
Continuation of MS 2511. Prerequisite: Instructor's approval, MS 2511.

MS 3511 (1CR)
SECONDARY APPLIED PIANO, VOICE, BRASS, WOODWIND, STRINGS, PERCUSSION
Continuation of MS 2521. Prerequisite: Instructor's approval, MS 2521.

MS 3521 (1CR)
SECONDARY APPLIEDPIANO, VOICE, BRASS, WOODWIND, STRINGS, PERCUSSION
Continuation of MS 3511.Prerequisite: Instructor's approval, MS 3511.

MS 4511 (1CR)
SECONDARY APPLIED PIANO, VOICE, BRASS, WOODWIND, STRINGS, PERCUSSION
Continuation of MS 3521. Prerequisite: Instructor's approval, MS 3521.

MS 4521 (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 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 concerts 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 laboratory 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 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.
3. Develop a broad technical background necessary for adaptation to, and advancement in, many 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:

TECHNOLOGY – COMPUTER DRAFTING DESIGN
IV. Degree: Bachelor of Science
V. Major: Technology
VI. Option: Computer Drafting Design
C. General Education: 41 hours D. Required Technology Core Courses:

IT 1153	Engineering Design Graphic I
IT 1923	Basic Electronics
IT 2033	Engineering Math
IT 4003/6	Internship
IT 4533	Care and Management of Industrial Equipment
IT 4963	Senior Project Design
TE 2613	Introduction to Technology

A. Required Computer Design Courses: 33 hours IT 2423 Engineering Computer Aided Design I IT
2433 Engineering Computer Aided Design

Graphic II Architectural
IT 3413 Drafting
IT 3433 Industrial Machine Drafting

2. Develop managerial and supervisory skills for usein a highly technological society.

IT 3443 Descriptive Geometry
IT 3643 Computer Graphic Design IT
4433 Topographical Drafting **or** AS 4433 Advanced GIS/GPS
15 hours of electives in Computer Design to complete 33 hours

B. Additional Requirements: 11 PH
1115 College Physics
CS 2103 Programming Concepts
CS 2113 Advance Programming Concepts C. Electives in Technology as approved by department advisor: 0-3 hours

D. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

IT 1153 (3CR)
ENGINEERING DESIGN GRAPHIC I
Study of the basic concepts and techniques relating to drawing 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 entitles, 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.
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
Analysis in Construction
mathematical problems.

IT 3463 (3CR)
ADVANCED COMPUTER-GRAPHIC DESIGN

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 relief of natural and man-made surfaces. Plane table, stadia and leveling field practice; study of photogrammetry with field trips to Astro geological and geological survey laboratories for observation of printers and plotters.

IT 4443 (3CR)
ADVANCED ARCHITECTURAL DRAFTING AND HOME DESIGN
Architectural drafting techniques and practices. Development of drawings for elevation, typical sections, and details of residential or industrial buildings.

IT 4453 (3CR) ENGINEERING DESIGN
A further study of engineering drafting, production, illustrations, machine design, and structural steel drafting.

IT 4473 (3CR)
SELECTED TOPICS IN COMPUTER DESIGN
Provides in-depth study of selected areas in computer design 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 will change each semester. Verification of each semester's topics is available at the Department of Technology office. Prerequisite: Consent of advisor.

TECHNOLOGY – BUILDING CONSTRUCTION MANAGEMENT

II. Degree: Bachelor of Science III. Major: Technology (Building Const. Mgmt.)
IV. Option: Building Construction Management
A. General Education: 41 hours B. Required Technology Core Courses: IT 1153 Engineering Design Graphic I
IT 1923 Basic Electronics
IT 2033 Engineering Math
IT 4003/6 Internship
IT 4533 Care and Management of Industrial Equipment
IT 4963 Senior Project Design
TE 2613 Introduction to Technology
C. Required Building Construction Management Courses: 33 hours
IT 3513 Strength of Materials and Cost

IT 3813 Concrete Technology
IT 3833 Engineering Mechanics and Statistics

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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)

IT 4833 Estimating Cost
IT 4843 Contract and Specifications Electives in Building Construction
15 hours of electives
D. Additional Requirements: 12 hours
AG 2313 Elements of Soil
FN 3303 Business Statistics
MG 3703 Fundamentals of Management
BA 3713 Human Behavior in Organizations E. Electives in Technology as approved by department advisor: 0-3 hours
F. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

COURSES – BUILDING CONSTRUCTION MANAGEMENT

IT 2033 (3CR)
ENGINEERING MATHEMATICS

TOPOGRAPHICAL DRAFTING AND SURVEYING
Field notes are used for drawing maps using representatives for
IT 4823 Planning and Scheduling

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, trusses 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
Estimating materials, labor, equipment, and methods of construction. Fundamentals of materials taken off from blueprints and specifications; operating costs and bid preparation. Prerequisites: IT 3413.

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.

TECHNOLOGY – ELECTRONICS
Requirement Information:
I. Degree: Bachelor of Science II. Major: Technology
III. Option: Electronics

A. General Education: 41 hours B. Required Technology
Core Courses: IT 1153 Engineering Design Graphic I
IT 1923 Basic Electronics
IT 2033 Engineering Math
IT 4003/6 Internship
IT 4533 Care and Management of Industrial Equipment
IT 4963 Senior Project Design
TE 2613 Introduction to Technology

C. 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
Electives 12 hours

D. Additional Requirements: 21 hours
MT 2145 Calculus I
PH 1115 Physics I
PH 1125 Physics II
CS 2103 Programming Concepts
CS 2113 Advanced Programming Concepts Elective

E. Electives in Technology as approved by department advisor: 0-3 hours
F. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

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, Kirchhoff's Law, Series Resistive
Circuits, Parallel Circuits, Series Parallel Circuits, Superposition Theorem, Thevenin's Theorem, Norton's and Milliman'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 BJTs, 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
Theory and design of Differential and Operational Amplifiers, utilizing field-effect and bipolar transistors. Theory of digital electronics. Prerequisite: IT 3953.

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
B. Required Common Core Course: EG 1113 English Composition I
EG 1213 English Composition II
EG 2033 Advanced Composition
MT 1513 College Algebra MT 1613 Plane Trigonometry
CS 1103 Computer Info. Processing NB 1114 Natural Science Biology NP 1113 Natural Science Physical
HT 1483 U. S. History, 1492-1865 **or** HT 1493 U.S. History, 1865 to Present PS 1113 U.S. Government
PY 1111 Pers. and Social Development
HU 2103 Survey of Western Human. I **or** HU 2203 Survey of Western Human. II
PY 1113 Introduction to Psychology SP 2713 Introduction to Speech

C. Required Courses:
TE 2613 Introduction to Technology

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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
6 hours Advisor approved electives

D. Students must have a minimum 2.0 grade point average on 4.0 scale and minimum grade of "C" in major courses and a minimum of **65 hours**.

ASSOCIATE OF SCIENCE IN TECHNOLOGY-ELECTRONICS OPTION

I. Degree: Associate of Science
II. Major Electronic Technology
A. General Education: 41 hours
B. Required Common Core Course:
EG 1113 English Composition I
EG 1213 English Composition II
EG 2033 Advanced Composition
MT 1513 College Algebra
MT 1613 Plane Trigonometry
CS 1103 Computer Info. Processing
NB 1114 Natural Science Biology
NP 1113 Natural Science Physical
HT 1483 U. S. History, 1492-1865 **or**
HT 1493 U.S. History, 1865 to Present
PS 1113 U.S. Government
PY 1111 Pers. and Social Development
HU 2103 Survey of Western Human. I **or**
HU 2203 Survey of Western Human. II
PY 1113 Introduction to Psychology
SP 2713 Introduction to Speech C. Required Courses: 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 8 hours

D. Students must have a minimum 2.0 grade point average on 4.0 scale and minimum grade of "C" in major courses and a minimum of 67 hours.

ORGANIZATIONAL LEADERSHIP PROGRAM

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 GPAin past collegecourse 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) 120 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; 4) 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.

III. Degree: Bachelor of Science
IV. Major: Organizational Leadership Option: Organization Management
Option: Corrections
A. General Education: 41 hours B.
Required Common Core Course:
ORGL 3113 Foundations of Organizational Leadership and Personal Dev. 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 Organize. Leadership (3 hrs. optional credit)

*C. Required Inst. Specific Opt. Courses:
***Option: 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
***Option: 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

**D. Professional Electives:

* **These courses will be defined by each individual institution**

** **C o u l d include prior academic credit on transcript, up to 30 hours of extra-institutional credit through CLEP, Joint Service Transcript, Military Transcript,**
or prior learning assessment (maximum of 15 hours in this category).

***Student must complete 12-15 hours of Corrections/Criminal Justice Courses or 12-15 hours of Organization Management courses depending on option.**

E. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

COURSES – ORGANIZATIONAL LEADERSHIP

ORGL 3113 (3CR)
FOUNDATIONSOFORGANIZATIONALLEADERSHIP 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 realworld 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 practice. 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.

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 BBA program is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The Department of Computer and Information Sciences offers the Bachelor of Science (B.S.) in Computer Science and Information Science.

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.* 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 Macroeconomics 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 Macroeconomics and Microeconomics
- 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 art 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, work collaboratively with groups, units, and individuals to respond to stakeholder needs and 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:

AC 2103	Principles of Accounting I
AC 2203	Principles of Accounting II
BA 3623	Business Communication
BA 3633	Business Law I
BA 3683	Introduction to Management Science
BA 4993	Internship
EC 2023	Principles of Microeconomics*
FN 3303	Business Statistics
FN 3313	Financial Management
IS 3503	Microcomputer Applications in Business*
IS 3563	Introduction to Management Information Systems
MG 3703	Fundamentals of Management
MG 3753	Production and Operations Management
MG 3763	Principles of Marketing
MG 4703	Business Policy and Strategy

*Also used to satisfy general education requirement.

The Department of Business Administration 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

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

II. Major: Accounting

A. General Education: 41 hours

B. Business Core Courses:

AC 2103 Principles of Accounting I
AC 2203 Principles of Accounting II
BA 3623 Business Communication
BA 3633 Business Law I
BA 3683 Introduction to Management Science
BA 4993 Internship
EC 2023 Principles of Microeconomics*
FN 3303 Business Statistics
FN 3313 Financial Management
IS 3503 Microcomputer Applications in Business*
IS 3563 Introduction to Management Information Systems
MG 3703 Fundamentals of Management
MG 3753 Production and Operations Management
MG 3763 Principles of Marketing
MG 4703 Business Policy and Strategy C.

Required Courses:

AC 3103 Intermediate Accounting I
AC 3113 Intermediate Accounting II
AC 3123 Managerial Accounting & Control
AC 3143 Income Tax Accounting
AC 3223 Cost Accounting AC 4013 Internal Auditing AC 4113 Auditing
AC 4143 Accounting Theory

D. Elective Courses (select 9 hours from the following).

AC 3133 Accounting Information Systems
AC 3153 International Accounting and Financial Reporting AC 4023 Management Control Systems
AC 4103 Advanced Accounting
AC 4123 Advanced Income Tax Accounting AC 4133 Government and Nonprofit Accounting
AC 4143 Accounting Theory
AC 4153 CPA Review
AC 4163 Professional Accounting Review
BA 4653 Research Methods
AC 4981/6 Special Topics

E. Computer Electives 3 Hours

IS 3513 Introduction to Business Computing
IS 4513 Business Telecommunication

F. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation including 45 hours of upper division coursework.

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. Analyzes 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 4981/6(1-6CR)
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.

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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:
AC 2103 Principles of Accounting I
AC 2203 Principles of Accounting II
BA 3623 Business Communication
BA 3633 Business Law I
BA 3683 Introduction to Management Science
BA 4993 Internship
EC 2023 Principles of Microeconomics*
FN 3303 Business Statistics
FN 3313 Financial Management
IS 3503 Microcomputer Applications in Business*
IS 3563 Introduction to Management Information System
MG 3703 Fundamentals of Management
Management
FN 3363 Financial Statement Analysis I
FN 4343 Equity Analysis
FN 4353 Fixed Income Analysis
MG 3753 Production and Operations Management
MG 3763 Principles of Marketing
MG 4703 Business Policy & Strategy 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 3153 International Accounting and Financial Reporting AC 3223 Cost 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
AC 4981/6 Special Topics
BA 4653 Research Methods
FN 3353 Financial Derivatives and Risk
EC 3253 Public Finance
EC 4213 International Trade and Finance
EC 4223 Economic Growth and Development
EC 4243 Industrial Organization and Public Policy III.
Select remaining credit hours from approved free electives to complete the 124 hours EC 4981/6 Selected Topics in Economics required for graduation, including 45 hours of upper division coursework. FN 3323 Investment & Portfolio Management FN 3343 Real Estate Investment
FN 4363 International Financial & Capital Markets
EC 4981/6 Selected Topics in Economics

ECONOMICS

E. Select remaining credit hours from approved free electives to complete the 124 hours **Economics** required for graduation including 45 hours of upper division coursework.

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

COURSES – ECONOMICS (EC)

EC 2013 (3CR)

PRINCIPLES OF MACROECONOMICS

1. Debates concerning economic, social and cultural processes that have produced modern economies and This is the second of the one-year principles of economics societies and are transforming them now. sequence and focuses on the macro-economy and the impact of
2. A range of economic theories and the ability to apply them to both monetary and fiscal policy on inflation, unemployment, economic issues and problems; an ability to engage in interest rates, investment, the exchange rate, and international economic debate, including capacity for critical reading of the trade. Studies the role of government in the economy, including non-technical specialist economic and business press and Social Security, the tax system, and economic change in other the results of economic research. countries. Covers international trade and an introduction to open-

3. Relevant aspects of current research and scholarship within economy macroeconomics. Prerequisite: Sophomore standing economics. and College Algebra.
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 This is the first of the one-year sequence in introductory appreciation of the setting and breadth of application of economics and meets the business core economics requirements for statistics in today's world; and all business students and those who plan no further work in the field. Together with EC 2013 it introduces economic issues and 6. The role of statistical software in the modeling process. basic economic principles and methods. This course focuses on

Economics Program Requirements:

Degree: Bachelor of Business Administration

II. Major: Economics

A. General Education: 41 hours

B. Business Core Courses: 45 hours

AC 2103 Principles of Accounting I
AC 2203 Principles of Accounting II
BA 3623 Business Communication
BA 3633 Business Law I
BA 3683 Introduction to Management Science
BA 4993 Internship
EC 2023 Principles of Microeconomics*
FN 3313 Financial Management
FN 3303 Business Statistics
IS 3503 Microcomputer Applications in Business*
IS 3563 Introduction to Management Information Systems
MG 3703 Fundamentals of Management
MG 3753 Production and Operations Management
MG 3763 Principles of Marketing
MG 4703 Business Policy and Strategy

C. Required Courses: 18 Hours

BA 3673 Applied Calculus
EC 3203 Microeconomic Analysis I
EC 3233 Macroeconomic Analysis I
EC 4303 Microeconomic Analysis II
EC 4313 Macroeconomic Analysis II
EC 4253 Econometrics

D. Electives: 12 hours (To be selected from the following)

EC 2023 (3CR)
PRINCIPLES OF MICROECONOMICS

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. Prerequisite: Sophomore standing.

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.

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: A 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

Intermediate macroeconomics: the measurement and structure of the national economy. Classical economic theory: productivity, output, inflation, and unemployment. Micro-foundations of macroeconomics: consumption, saving, and investment; the assets market, money market, and prices. Economic policy: exchange rates and international economic policy; business cycles and the analysis of policy under classical, Keynesian, and new Keynesian assumptions, using the IS- MP/AD-AS models. Prerequisites: BA 3673, EC 2013.

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

Evaluates government spending and its effect on national income and employment. Covers sources of public revenues, public expenditures, government budgeting, and public borrowing. Emphasizes problems of the revenue system, reform in public- sector budgeting, and intergovernmental fiscal relations. Prerequisite: EC 2013.

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-its 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. Emphases 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 macroeconomic 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.

EC4981/6 (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 program is to equip students with the prerequisite knowledge and skills needed to function as a financial counselor or planner in private practice or financial institutions - banks, insurance companies, brokerage houses, and other entities that have fiduciary responsibilities to clients' assets.

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: AC 2103 Principles of Accounting I
    AC 2203 Principles of Accounting II
    BA 3623 Business Communication
    BA 3633 Business Law I
    BA 3683 Introduction to Management Science
    BA 4993 Internship
    EC 2023 Principles of Microeconomics
    FN 3303 Business Statistics
    FN 3313 Financial Management
    IS 3503 Microcomputer Applications in Business w/Lab
    IS 3563 Introduction to Management Information Systems
    MG 3703 Fundamentals of Management
    MG 3753 Production and Operations Management
    MG 3763 Principles of Marketing
    MG 4703 Business Policy and Strategy
  C. Required Courses: 18 hours BA 3673 Applied Calculus
    EC 3203 Microeconomic Analysis I EC 3233 Macroeconomic Analysis I
    EC 4303 Microeconomic Analysis II
    EC 4313 Macroeconomics Analysis II
    EC 4253 Econometrics
  D. Electives: 12 hours (To be selected from the following)
    EC 3253 Public Finance
    EC 4213 International Trade & Finance
    FN 3323 Investment & Portfolio Management
    FN 3343 Real Estate Investment
    FN 3353 Financial Derivatives & Risk Management
    FN 3363 Financial Statement Analysis I
    FN 3373 Financial Statement Analysis II
    FN 4303 Advanced Financial Management
    FN 4343 Equity Analysis
    FN 4353 Fixed Income Securities
    FN 4363 International Financial & Capital Markets
    FN 4981/6 Special Topics
  E. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

Financial Economics Program Goals:

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. Demonstrate the use of economic analysis to solve specific economic policy problems.
2. Interpret, analyze, and describe present economic data.
3. Describe the fundamental operations of financial markets.

Financial Economics Program Requirements:

I. Degree: Bachelor of Business Administration
II. Major: Financial Economics A. General Education: 41 hours
  B. Business Core Courses: AC 2103 Principles of Accounting I AC 2203 Principles of Accounting II
    BA 3623 Business Communication
    BA 3633 Business Law I
    BA 3683 Introduction to Management Science
    BA 4993 Internship
    EC 2023 Principles of Microeconomics*
    FN 3303 Business Statistics
    FN 3313 Financial Management
    IS 3503 Microcomputer Applications in Business*
    IS 3563 Introduction to Management Information Systems
    MG 3703 Fundamentals of Management
    MG 3753 Production and Operations Management
    MG 3763 Principles of Marketing
    MG 4703 Business Policy and Strategy
  C. Required Courses: 18 hours BA 3673 Applied Calculus
    EC 3203 Microeconomic Analysis I EC 3233 Macroeconomic Analysis I EC 4253 Econometrics
    EC 4303 Microeconomic Analysis II EC 4313 Macroeconomic Analysis II
  D. Electives: 12 Hours (To be selected from the following)
    EC 3253 Public Finance
    EC 4213 International Trade and Finance
    EC 4981/6 Special Topics
    FN 3323 Investment & Portfolio Management
    FN 3353 Financial Derivatives & Risk Management
    FN 3363 Financial Statement Analysis I
    FN 4303 Advanced Financial Management
    FN 4343 Equity Analysis
    FN 4353 Fixed Income Securities
    FN 4363 International Financial and Capital Markets
  E. **Select remaining credit hours from approved free electives to complete the 124 hours required for**

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

graduation, including 45 hours of upper division coursework.

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 processes 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

Financial Planning Program Requirements I.
Degree: Associate of Science II. Major:
Financial Planning Requirements: A.
General Education Requirement: 41
B. Required Core Course: EG 1113
English Composition I
EG 1213 English Composition II
MT 1513 College Algebra
CS 1103 Intro to Info Process w/Lab NB
1114 Natural Science Biology 1
NP 1113 Natural Science Physical
HT 1483 U.S. History, 1492 – 1865 **or**
HT 1493 U.S. History, 1865 – Present
PY 1111 Personal and Social Dev.
EC 2013 Principles of Macroeconomics
HU 2103 Survey of Western Humanities I PY
1113 Introduction to Psychology
SP 2713 Introduction to Speech
C. Business Core Courses: 15 hours AC 2103
Principles of Accounting I
AC 2203 Principles of Accounting II
EC 2013 Principles of Macroeconomics
EC 2033 The Financial System in the Economy
MG 2703 Legal Environment of Business
Required Courses: 15 hours
FN 2333 Insurance and Financial Planning
FN 2343 Taxation for Financial Planning
FN 2353 Retirement Planning
FN 2363 Estate Planning
FN 2373 Fundamentals of Investments
D. Student is required to complete 67 hours for degree completion.

COURSES – FINANCE (FN)

FN 2123 (3CR)
PERSONAL FINANCE
Presents the principles of wealth accumulation from the individual's point of view. Surveys contemporary issues that impact the effectiveness of personal financial planning. Topics include establishing financial goals, understanding the financial environment, and monitoring all aspects of an integrated financial plan. Emphasizes problem analysis, decision-making, and the review of outcomes. Integrates career planning and awareness of changing personal financial needs as life progresses. Prerequisite: EC 2013.

FN 2333 (3CR)
INSURANCE AND FINANCIAL PLANNING
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 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. 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 valuing 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 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:*** FN3313, 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. Prerequisite: EC 3263 and FN 3313.

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: 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 AC 2103 Principles of Accounting I AC 2203 Principles of Accounting II
BA 3623 Business Communication
BA 3633 Business Law I
BA 3683 Introduction to Management Science
BA 4993 Internship
EC 2023 Principles of Microeconomics*
FN 3303 Business Statistics
FN 3313 Financial Management
IS 3503 Microcomputer Applications in Business*
IS 3563 Introduction to Management Information Systems
MG 3703 Fundamentals of Management
MG 3753 Production and Operations Management
MG 3763 Principles of Marketing
MG 4703 Business Policy and Strategy

C. Required IS Courses: 18 hours
CS 2103 Programming Concepts
CS 2113 Advanced Programming Concepts
IS 3543 Database Management Systems
IS 4513 Business Telecommunications
IS 4523 Systems Analysis and Design I (with CASE Tools)
IS 4593 Information Systems Planning and Project Management Elective Courses 12 hours (select at least four courses from the following):
IS 3603 Web Page and Graphical User Interface Design
CS 3/4000 Electives
IS 3513 Introduction to Business Computing
IS 4583 Introduction to Electronic Commerce
IS 4981/6 Special Topics

D. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

COURSES –MANAGEMENT INFORMATION SYSTEMS (MIS)

IS 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).

IS 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.

IS 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

IS 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.

IS 3563 (3CR)
INTRODUCTIONS TO MIS
Introduces the business applications of information technology. Evaluates the operating characteristics and organizational implications of business information systems from the viewpoint of management. Discusses strategic information planning, organizational change, systems-based decision-making, and preliminary methodologies for systems analysis. Examines recent developments in information systems. Prerequisite: MIS 3503.

IS 3603 (3CR)
WEB PAGE AND GRAPHICAL USER INTERFACE DESIGN
Studies the design of Web page for various types of organizations, as well as the related skills in data transfer and data retrieval. Studies the visual design for graphical user interfaces utilized in the development of business applications. Includes a hands-on survey of the most prominent business software applications and an application project. Prerequisites: IS 3503 only by permission of the instructor.

IS 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.

IS 4513 (3CR)
BUSINESS TELECOMMUNICATIONS
Discusses the role of telecommunications in the modern enterprise from the perspective of the end-user. Examines the impact of realtime 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.

IS 4523 (3CR)
SYSTEMS ANALYSIS AND DESIGN I (With Case Tools)
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: IS 3513.

IS 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: IS 4523.

IS 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: IS 3513.

IS 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: IS 3513 and IS 3753.

IS 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 IS 3563.

IS 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: IS 4503.

IS 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: IS 3603, IS 4513, Senior standing, and consent of the advisor.

IS 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 IS components, and methods in scheduling and control of resources for IS projects. Involves both quantitative and qualitative analysis in IS planning and project management. Prerequisite: IS 3503. Available to all School of Business students and others with the instructor's permission.

IS 4703 (3CR)
CURRENT TOPICS IN IS
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 IS. 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: AC 2103 Principles of Accounting I
AC 2203 Principles of Accounting II
BA 3623 Business Communication
BA 3633 Business Law I
BA 3683 Introduction to Management Science
BA 4993 Internship
EC 2023 Principles of Microeconomics*
FN 3303 Business Statistics
FN 3313 Financial Management
IS 3503 Microcomputer Applications in Business*
IS 3563 Introduction to Management Information Systems
MG 3703 Fundamentals of Management
MG 3753 Production and Operations Management
MG 3763 Principles of Marketing
MG 4703 Business Policy and Strategy
C. Required Courses: 21 hours IS 4513 Business Telecommunications
MG 3713 Human Behavior in Organizations
MG 4713 Managing Individuals and Work Groups
MG 4753 International Management
BA 4641/3 Business Seminar*
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)
EC 3233 Macroeconomic Analysis
EC 4223 Economic Growth & Development
FN 3333 Financing New Ventures
MG 3743 Entrepreneurship
MG 3773 Marketing Management

Human Resources (Select 12 hours from the following)
BA 3653 Labor Relations Law
MG 3723 Human Resource Management
MG 3733 Labor and Industrial Relations
MG 4723 Managing Decision Processes
MG 4743 Compensation and Benefits
PY 4223 Industrial & Org. Psychology

Marketing (Select 12 hours from the following)
EC 3233 Macroeconomic Analysis
MG 3773 Marketing Management
MG 3783 Purchasing Management
MG 3793 Logistic Management
MG 3873 Retailing/Merchandising
MG 4773 International Marketing

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.
IS 4583 Introduction to Electronic Commerce
MG 3783 Purchasing Management
MG 3793 Logistics Management
MG 4783 Supply Chain Management
MG 4793 Quality Management and Control

International Business (Select 12 hours from the following)
EC 3233 Macroeconomics Analysis EC 4213 International Trade
EC 4223 Economic Growth/Development FN 4363 International Fin/Capital Markets
MG 4773 International Marketing
MG 4803 Global Business Strategy

E. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

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, 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
      BA 4653 Research Methods BA
      4993 Internship
      IS 4513 Business Telecommunications
      MG 3783 Purchasing Management
      MG 3793 Purchasing & Logistic Management
      MG 4783 Supply Chain Management
      MG 4793 Quality Management & Control
      MG 4813 Negotiation
   D. Elective – Select Four courses (12 Hrs.) from the following
      AC 3223 Cost Accounting
      IS 4583 Introduction to Electronic Commerce
      IS 4593 Project Management
      MG 3713 Human Behavior in Organizations
      MG 4713 Managing Individuals & Work Group
      MG 4723 Managing Decision Processes
      MG 4733 Managing Complex Organizations
      MG 4981/6 Special Topics
   E. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

COURSES – MANAGEMENT (MG)

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.

BA 3723 (3CR)
HUMAN RESOURCE MANAGEMENT
Studies current practice in the administration of federal and state statues defining the legal relationships between employers and employees. Examines laws related to the adjudication of cases in workers' compensation, fair labor standards, collective bargaining, and administration of union-management agreements. The role of precedent is discussed in detail. Prerequisite: MG 3733.

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.

MG 3723 (3CR)
HUMAN RESOURCE MANAGEMENT
This course evaluates the impact of managerial decisions on the organizational 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 resource function and better performing employees. Prerequisite: MG 3703.

MG 3733 (3CR)
LABOR AND INDUSTRIAL RELATIONS
Assesses contemporary labor-management relationships and their effect on worker productivity. Discusses the negotiation of labor contracts, grievance and disciplinary procedures, union organization and structure, and arbitration proceedings. Evaluates strategies used by labor and management to resolve

disputes and the relative power of the American labor movement. Prerequisite: MG 3703.

MG 3743 (3CR) ENTREPRENEURSHIP
Covers the individual attitudes and skills essential to the development of a successful entrepreneur. Topics include how to recognize business opportunities, how to appraise their inherent value, and how to manage the new enterprise after its start. Explores creative approaches to team building, goal setting, and conflict resolution that may be used productively by the owner-manager. Prerequisite: MG 3703, MG 3763, AC 2103 & 2203, EC 2013 & 2023.

MG 3753 (3CR)
PRODUCTION AND OPERATIONS MANAGEMENT
Studies the design and analysis of production systems in manufacturing, service, and public organizations. Uses statistical analysis to establish performance standards and isolate performance variations. Develops the life cycle approach to the selection, design, operation, control, and revision of those systems. Content draws heavily upon the latest developments in this field. Prerequisite: FN 3303.

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. Prerequisite: Junior standing.

MG 3773 (3CR)
MARKETING MANAGEMENT
Identifies customer needs that represent profitable opportunities. Presents framework for analyzing recurrent problems in marketing management, using case studies to illustrate marketing principles, strategies, and practices. "Thinking as a marketer" is applied to products and services in consumer and business markets. Course content evaluates the product/market interface in terms relevant to profit-making and not-for-profit organizations, domestic and foreign companies, small and large firms, and low-tech and high- tech industries. Prerequisite: MG 3763.

MG 3783 (3CR)
PURCHASING MANAGEMENT
Evaluates systems and procedures essential to sound management of the purchasing function. Defines the productivity of procurement in terms of cost-effective decisions made at arm's length. Includes determination of requirements, source selection, buying standards, and buyer ethics. Emphasis is placed on integrity and professionalism in purchasing management.

MG 3793 (3CR)
LOGISTICS MANAGEMENT
The course examines the interaction between the purchasing function and logistics function in the firm including physical supply and distribution activities such as transportation, storage facility, location, inventory control, materials handling, warehousing, and organization. Prerequisite: MG 3783.

MG 3873 (3CR)
RETAILING AND MERCHANDISING
This course provides the student with a comprehensive view of retailing, retailing strategy, merchandising and store management. We analyze the retail environment and exposure to issues and developments in the industry. Retailing is changing today, and the successful business will know how to identify, adapt, and plan with these changes.

MG 4703 (3CR)
BUSINESS POLICY AND STRATEGY
Integrates previously acquired knowledge about management processes and develops a framework for useful solutions to strategic problems. Discusses how functional areas look at problems differently and how consensus is obtained. Assigned case studies illustrate the critical thinking component of strategic management. Prerequisite: Senior standing and consent of advisor.

MG 4713 (3CR)
MANAGING INDIVIDUALS AND WORK GROUPS
Examines leadership and supervision in small work groups within organizations of varying size. Investigates how and why individuals act as they do in interpersonal relationships and small- group settings. Through experiential exercises, the student develops new insights about the effective handling of issues related to individual differences and small-group performance. Prerequisite: MG 3703.

MG 4723 (3CR)
MANAGING DECISION PROCESSES
Studies techniques of decision analysis used widely by individuals and organizations. Endorses premise that the tools of decision analysis provide insights about the pros and cons of each decision event whatever its level of difficulty. Through case studies and modelbuilding exercises, the student develops a useful framework for decision-making that may be replicated many times
over. Prerequisite: MG 3703.

MG 4733 (3CR)
MANAGING COMPLEX ORGANIZATIONS
This course is taught from the perspective of the organizational leader who guides an entity toward effective response to strategic opportunities and challenges through organizational development and change. Uses the case method to help students develop systematic approaches to business conditions that demand new ways of thinking. Prerequisite: MG 3703.

MG 4743 (3CR)
COMPENSATION AND BENEFITS
Analyzes total compensation systems for employee recognition in modern organizations, using the perspectives of performance and equity. Topics include job content and evaluation, wage and salary administration, incentives and non-cash benefits, and the performance appraisal. Particular attention is given to organizational contexts in which reward systems affect relationships among employees. Prerequisite: MG 3703.

MG 4753 (3CR)
INTERNATIONAL MANAGEMENT
This course evaluates the adaptations necessary to operate an enterprise within and between different economic, social, political, and cultural environments. Emphasis is placed on strategies that may be developed to ensure the successful management of international ventures and policies that may be developed to effect mutually

beneficial business- government relations in host countries. Prerequisite: MG 3703.

MG 4763 (3CR)
MARKETING RESEARCH
Identifies research tools essential to decision-making in the global marketing environment. Assesses the activities involved in designing, conducting, and evaluating market research studies. Emphasizes problem definition, questionnaire design, and report preparation from the user's point of view. The student is expected to produce a market research study as the capstone activity for this course. Prerequisites: MG 3763, FN 3303

MG 4773 (3CR)
INTERNATIONAL MARKETING
Establishes the strategic approach to marketing products and services across national borders. Topics include modifying elements of the domestic marketing program to satisfy foreign market needs, recognizing unique foreign market structures and contending with different forms of competition. Discusses the influence of political, legal, cultural factors on the success of overseas marketing problems. Prerequisite: MG 3763.

MG 4783 (3CR)
SUPPLY CHAIN MANAGEMENT
The course examines the planning and management of supply chain activities including supplier selection and development, demand management, quick response, vendor-managed inventory, logistics options, strategy alliances, and performance measurement. Emphasis is placed on the integration of purchasing, materials management, and multi-firm logistics planning. Prerequisite: MG 3753.

MG 4793 (3CR)
QUALITY MANAGEMENT AND CONTROL
This course will focus on the general topic of quality, the definition and measurement of quality, and the quantification of the abstract term quality as the first step towards its management, and the methods for evaluating the quality of different manufacturing processes. Students will learn the strategic tools that can be used to ensure quality, explore both the theoretical foundations
(sampling and control charts) and practical
applications of statistical quality control (design of experiments) and understand when and how they can best be correctly applied. The course will conclude with a brief discussion of different ways in which quality has been benchmarked across different industries through the Baldridge Award. Prerequisite: MG 3753.

MG 4803 (3CR)
GLOBAL BUSINESS STRATEGY
This course focuses on the formulation and implementation of corporate strategy for worldwide operations. It explores the competitive, socio-cultural, and political environments in which international business takes place. Emphasis is on three interrelated topics: alternative strategies to deploy and defend global competitive advantage; design of structural and administrative solutions for maintaining control during extreme diversity, and the evaluation of different market entry modes that best suit business and market conditions in specific countries and at specific points in time.

MG 4813 (3CR)
NEGOTIATION
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:
AC 2103 Principles of Accounting I
AC 2203 Principles of Accounting II
BA 3623 Business Communication
BA 3633 Business Law I
BA 3683 Introduction to Management Science
BA 4993 Internship
EC 2023 Principles of Microeconomics*
FN 3303 Business Statistics
FN 3313 Financial Management
IS 3503 Microcomputer Applications in Business*
IS 3563 Introduction to Management Information Systems
MG 3703 Fundamentals of Management
MG 3753 Production and Operations Management
MG 3763 Principles of Marketing
MG 4703 Business Policy and Strategy
C. Required Courses: 30 hours **Consult with Program Advisors in OKC and Tulsa for specific requirements.** 30 credit hours of advisor approved courses from the 3000-4000 level, up to 6 hours at the 2000 level may count to meet this requirement. D. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

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 systems and understand the ethical use of computer technology and humancomputer 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: 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

E. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

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 DE VELOPMENT
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
Discusses the organization and structure of the major hardware components of a computer system. 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 L A N G U A G E S
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 considers 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.

(All courses are subject to substitution or waiver at the advisor’s discretion and with the approval of Academic Affairs)

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 can use acquired knowledge in making judicious decisions. The academic programs are designed to prepare specifically future professional leaders who can acquire and apply knowledge, skills, diversity (multiculturalism), dispositions, and assessments in making appropriate decisions in the ever-increasing global workforce. The 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 programs of study. 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)

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).

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 2.75 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), Via by Watermark
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 Transition Point I in Via by Watermark.
8. Review and complete the application for Teacher Education with assigned advisor PRIOR to submitting the application.
9. Successfully complete a formal interview. Following review of the application by the Department Chair of Education and Professional Programs. 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.
2. Earn and maintain a GPA of 2.75 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 have active VIA by Watermark account.
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 applying 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, if applicable, a link to apply for recommendations, renew 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, also known as the 4x12. 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

EG 1113	English Composition I	3
EG 1213	English Composition II	3
EG 2033	Advanced Composition	3
SP 2713	Introduction to Speech	3
	Total	**12**

Mathematics

MT 1513	College Algebra	3
MT 2603	Finite Math or	3
MT 2013	Elementary Statistics	3
MT 2413	Mathematical Structures I	3
MT 2513	Mathematical Structures II	3
	Total	**12**

Science

NB 1114	Natural Science Biology I	4
BI 1113	Concepts of Biology	3
BI 3114	Environmental Biology	3
NP 1113	Natural Science Physical	3
	Total	**14**

Social Sciences

HT 1483	U.S. History 1492 to 1865 **or**	3
HT 1493	U.S. History 1865 to Pres.	3
HT 2323	Oklahoma History	3
SO 1113	Introduction to Sociology	3
PS 1113	Introduction to U.S. Government	3
	Total	**12**

ELEMENTARY EDUCATION

I. Degree: Bachelor of Science in Education

II. Major: Elementary Education A. General Education: 48 hours

B. Choose 3 hours of Language:
FR 1113 Elementary French I **or**
SN 1113 Elementary Spanish I

C. Required Courses: 20 hours
ED 2303 Foundations/Reading Elem School
ED 3433 Fine Arts & Create Act/Elem Tea
ED 4243 Diagnostic and Remedial Reading
SPED 4262 School Law Legal in Special Education
SPED 3313 Nature & Character of Mild
SPED 3343 Remediation Content mm Learner SPED 3433
SPED 4313 Methods Teach Learn MM Disability.
SPED 4333 Curriculum for Mild & Mod. Learner

D. Professional Education Courses: 31
ED 2001 Education Seminar
ED 2213 Introduction to Education
ED 3232 Measurement and Evaluation
ED 4001 Education Seminar
ED 4002 Education Seminar/Practicum
ED 4212 Educational Technology

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

ED 4222 Educational Psychology
ED 4242 Classroom Management
ED 4270 Clinical Practice: Elementary **or**
ED 4280 Clinical Practice: Secondary **or**
ED 4290 Clinical Practice: Early Childhood
PY 3313 Developmental Psychology
SPED 3143 Survey of Exceptional Child

E. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

Elementary Education Program Description A teacher education program that prepares preservice teachers/candidates for state certification to teach first through eighth grades.

SPECIAL EDUCATION

I. Degree: Bachelor of Science in Education
II. Major: Special Education
A. General Education: 48 hours
B. Choose 3 hours Language:
FR 1113 Elementary French I
SN 1113 Elementary Spanish I
C. Required Courses: 23 hours
ED 2303 Foundations/Reading Elem School
ED 3433 Fine Arts & Create Act/Elem Tea ED 4243 Diagnostic and Remedial Reading
SPED 4262 School Law Legal in Special Educate.
SPED 3313 Nature & Character of Mild SPED 3343 Remediation Content mm Learner SPED 4313 Methods Teach Learn MM Disability.
SPED 4333 Curriculum for Mild & Mod. Learner
D. Professional Education Courses: 20 ED 2001 Education Seminar
ED 2213 Introduction to Education
ED 3232 Measurement and Evaluation
ED 4002 Education Seminar/Practicum
ED 4212 Educational Technology
ED 4222 Educational Psychology
ED 4242 Classroom Management
PY 3313 Developmental Psychology
SPED 3143 Survey of Exceptional Child
Must have 45 hours collectively in upper division courses (3000 – 4000) level to qualify for graduation

E. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

*** Asterisks indicate courses with Special Instructions**
FE (FE) -Field Experience

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.

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 2001 Education Seminar
ED 2213 Introduction to Education
ED 3232 Measurement and Evaluation
ED 4002 Education Seminar/Practicum
ED 4212 Educational Technology
ED 4222 Educational Psychology
ED 4242 Classroom Management
PY 3313 Developmental Psychology
SPED 3143 Survey of Exceptional Child

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 2213 (3CR)
INTRODUCTION TO EDUCATION
This course introduces 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 publicschool classroom.**

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 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 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 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.

OR

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.

OR

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).

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.
AFTER successful admission to Professional Education, candidates with guidance and advisor approval and more than 60 coursework hours, are eligible to enroll in the professional education courses below:

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.**

COURSES – EDUCATION (ED)

ED 1601 (1CR)
ACADEMIC ACHIEVEMENT SEMIINAR
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 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)
REMEDIATION 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 and moderate disabilities that have deficiencies in content areas, written, and oral expressions, as well as social skills.

SPED 3353 (3CR)
REMEDIATION 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 responsible world citizens in a democratic society.

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 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 in research of interest.

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.

I. Degree: Bachelor of Arts

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

II. Major: General Education (BALE-Bachelor of Arts in Liberal Education)

A. General Education: 41hours

B. Required Courses:

Three pathways to degree completion (36 hrs.)

1. Six hours in six academic areas – 36 hours must be at the 3000 or 4000 level: or
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
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: *

C. Liberal Education courses required (9 hours): ED4033 Colloquium I; ED4043 Colloquium II; ED4233 Capstone Seminar.

D. Must have 45 hours collectively in upper division courses (3000 – 4000) level to qualify for graduation. E. A minimum of 34 general electives required.

F. Degree requires a minimum of 120 hours. All courses in pathway selection and Liberal Education courses must be 'C' or above.

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 COLLOUQIUM 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 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.

ED 4043 (3CR)
BALE COLLOQUIUM II
INTRODUCTION TO RESEARCH
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.

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.

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 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
One central issue in cultural studies is how cultural processes are related to major social divisions and differences. The issue provides the main agenda for this course: How should 'culture' be defined? Can it be separated from social relationships like class, gender, and race or is culture just an aspect of them? These questions are addressed through close reading of theoretical texts and analysis of case studies relating theory to practice.

COURSES – CULTURE OF URBAN ENVIRONMENTS

SO 3173 (3CR)
SOCIOLOGY OFCOMMUNITY
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, ITERACY, 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 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 deal with the pressures of an urban lifestyle and to assist others in coping and adjusting 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:
    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 4223 Practicum
    PY 4233 Industrial & Organizational Psychology*
  C. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

***Optional Psychology Electives**

COURSES – PSYCHOLOGY (PY)

PY 1111 (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 P S Y C H O L O G Y
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 P S Y C H O L O G Y
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 serve as a mechanism which enhances the development of organic power and vigor, or more

broadly stated, the development of physical fitness and wellness.
2. To promote the acquisition of specific motor skills which enhance successful participation in lifelong physical and recreational pursuits.
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 be of general service to the University in its attempt to provide wholesome experiences through which students will have cultural patterns and desirable attitudes; to show, through the service courses, ways to better health and varied recreational outlets.
5. To prepare persons who, as teachers of health and physical education, will have a sound background in principles and practices of the field.
6. To emphasize to the prospective teacher, the importance of realizing that teaching is a profession and thereby warrants professional preparation.
7. To provide the kinds of experiences whereby each student will place a high value on human relationships in our democratic way of life.

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: 41 hours
B. Required Courses:
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. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

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
Required Courses:
EG 1113 English Composition I
EG 1213 English Composition II
EG 2033 Advance Composition
MT 1513 College Algebra (or higher Level course) **or**
MT 1613 Plane Trigonometry (or higher-Level course)
MT 2013 Elementary Statistics
CS 1103 Introduction to Information Processing (or CS course approved by the advisor) (Sciences: must include one biological science and one in a physical science for a total of 7-10 hours)
NB 1114 Natural Science Bio. **and**
BI 2114 General Zoology
NP 1113 Physical Science **and**
CH 1315 General Chemistry I

HT 1483 U.S. History, 1492 – 1865 **or**
HT 1493 U.S. History, 1865 – Present
PS 1113 U.S. Government
PY 1111 Personal and Social Development (Section B Course: 9-15 hours are to be selected from courses below with a maximum of 4 hours in courses with the same prefix.)
EC 2203 Economics for General Education
EG 2543 Survey of English Literature I EG 2653 Survey of English Literature I EG 3013 Survey of Amer. Literature I

(Section C Courses: 0-9 hours from courses offered through a school)
School of Agriculture and Applied Sciences
School of Arts and Sciences
School of Business
School of Education and Behavioral Sciences
School of Nursing and Health Professions

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 Ed.: 34 hours
ED 2001 Education Seminar-Test Taking Skills*
ED 2213 Introduction to Education (FE) *
ED 3232 Measurement, Assessment & Evaluation*
ED 3153 Educational Sociology*
ED 4001 Education Seminar-Test Taking Skills*
ED 4002 Education Seminar*
ED 4212 Educational Technology*
ED 4222 Educational Psychology (FE)*
ED 4242 Classroom Management (FE)*
ED 4270 Clinical Practice or
ED 4280 (Elementary/Secondary)
PY 3313 Developmental Psychology
SPED 3143 Survey of Exceptional Children (FE)*

D. Professional Education Courses, including Clinical Teaching: 32 hours as specified by the School of Education

E. Select remaining credit hours from approved free electives to complete the 124 hours required for graduation, including 45 hours of upper division coursework.

F. Note: Majors must maintain a cumulative GPA of a 2.75 or better in all required courses. Additionally, candidates must make at least a "B" in Comp I, Comp II, Advanced
Composition, and Introduction to Speech.

HEALTH, PHYSICAL EDUCATION (TEACHING EDUCATION) (*On Moratorium*)

COURSES – HEALTH EDUCATION (HD)

HD 2223 (3CR)
COMMUNITY AND SCHOOL HEALTH
A study of the optimal health and vitality, encompassing physical, emotional, intellectual, spiritual, interpersonal, and social and environmental well-being, in the community and school arena.

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.

HD 2603 (3CR)
PERSONAL HEALTH
Considers important principles, practices, and latest developments that will assist individual in safeguarding and improving one's health.

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 90 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 face.

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
B. Required Courses:

RS 3603 Introduction to Rehabilitation Services
RS 3343 Introduction to Research
RS 3391 Seminar in Assistive Technology 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: Disparity and Rehabilitation
RS 3703 Practicum
RS 3673 Introduction to Health & Wellness*
RS 3733 Culture, Health, Wellness & Disability*

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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
RS 3931 Seminar in Assistive Technology RS 4813 Introduction to Speech – Language Hearing & Sensory Disorders
RS 4823 Disability, Positive Life Span Approaches

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.

PY 3213 (3 CR)
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.

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 3433 (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 healthrelated conditions. How individual consumers develop selfawareness 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 selfcare, 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. 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 4606 (6CR)
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 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 introduces 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.

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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 some- thing 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 introduce 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 professional 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 can function effectively in today's health care environment. Listed below are the Interdisciplinary Core Courses:

HA/PUH 3333	Community Health
HA/PUH 4333	Issues in Minority Health

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 licensure 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. §567.8]. 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.
2. Collaborate with other interprofessional health care team members for health promotion and disease and injury prevention across the lifespan.
3. 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.
4. Integrate ethical values and respect for all populations with a focus on minority groups within healthcare organizations and the community.
5. Apply leadership and management of care concepts to provide high-quality nursing care.
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 Must include:
EG 1113 English Composition I*
EG 1213 English Composition II*
EG 2033 Advanced Composition* **or** EG 2053 Technical Writing*
MT 1513 College Algebra*

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

MT 2013 Elementary Statistics*
CH 1315 General Chemistry*
HT 1493 US History
CS 1103 Intro to Info Processing
PS 1113 American Government
PY 1113 Introduction to Psychology*
SP 2713 Introduction to Speech (recommended)

B. Required Courses: 60 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 4333 Issues in Minority Health
NR 4325 Childrearing Family Nursing
NR 4333 Issues in Minority Health
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 3400 Current Topics in Nursing
NR 3433 Case Management
NR 4300 Current Topics in Nursing NR 4400 Current Topics in Nursing *** Grade of C or better required.**

C. Additional Requirements: 21 hours BI 3014 Microbiology*
BI 3104 Human Anatomy*
BI 4214 Human Physiology* FCS 2123 Introduction to Nutrition* PY 3313 Developmental Psychology*
SO 1113 Introduction to Sociology*

D. 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.

E. 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.

F. Select an approved elective to complete 124 hours minimum requirement for graduation, which includes a minimum of 60 credit hours of upper division coursework in Nursing.

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 nursesensitive quality indicators. Prerequisites: NR 2313, NR 3113, NR 3325, NR 3334, NR 3523, concurrent with
NR 3123, NR 3435, and NR 3445. Theory: 2 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 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 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 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 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 maintenance 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 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.

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 4325 (5CR)
CHILDREARING 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 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 servicelearning 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 4335 (5CR)

NR 4300 (1-5CR)
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 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 4334, NR 4335, NR 4333.
Theory 1 hour.
Laboratory 6 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.

NR 4432 (2CR)
SENIOR SEMINAR
This course is designed to provide students a synthesis of theoretical nursing concepts using 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 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.

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:

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

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 ORGANIZATION AND ADMINISTRATION OF HEALTH SERVICES**

facilities, institutions, and organizations involved in the pr
and compensation of services. Prerequisite: MG 3703, MG 3763, Professional Practice HA 3332 Introduction to R
HA 3133 or permission of instructor.

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

problem solving, professional communication, practice

ration change, systems, stress, crisis, learning, rehabilitation, health HA 4233 Management Development promotion, and car

(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)

HA 4333	Issues in Minority Health
HA 4421	Research Seminar
HA 4441	Special Topics in Health Administration
HA 4533	Case Management II
HA 4731	Health Administration Seminar

HA 4710 Health Administration Internship MG 3173 Human Behavior in Organizations
MG 3763 Principles of Marketing

C. Additional Requirements: 9 hours

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

HA 3323 (3CR)

CONCEPTUAL FOUNDATION OF PROFESS

PRACTICE

This interdisciplinary core course addresses theories and c
from a variety of disciplines as they pertain to th
professions.and includes Emphasis critical thinking,is on interdisci

This course focuses on the organizational structure of health care systems in the United States with emphasis on management and supervision of heath 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

AC 2103 Principles of Accounting* MT 2013 Elementary Statistics*
MG 3703 Fundamentals of Management* *
Grade of C or better required.

D. Select approved electives to complete 124 hours required for graduation, which must include a minimum of 60 hours of upper division course work.

E.

COURSES – HEALTH ADMINISTRATION (HA)

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 servicelearning 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:
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 heath 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 Core Courses:

PUH 2313 Introduction to Global Health
PUH 2403 Food Sanitation and Safety PUH 2413 Health and Environment PUH 2433 Health Literacy
PUH 3003 Nutrition in Life Span
PUH 3233 Organization and Administration of Health Services
PUH 3303 Essentials of Epidemiology
PUH 3323 Conceptual Foundations of Prof Practice
PUH 3333 Community Health
PUH 3343 Principles of Health Education and Health Promotion
PUH 3373 Health Disparities and Inequality
PUH 3413 Introduction to Biostatistics
PUH 3423 Program Planning and Evaluation PUH 4312 Public Health Leadership Seminar
PUH 4313 Foundations of Public Health Law and Ethics
PUH 4333 Issues in Minority Health
PUH 4413 Public Health Practice and Fieldwork
PUH 4433 Fundamentals of Public Health Policy

C. Specific Area of Concentration within Public Health: 15 hours

Minority Health and Health Disparities PUH 3313
Human Sexual Behavior PUH 3353 Women's Health Issues PUH 4323 Community Health Assessment
PUH 4403 Complementary and Alternative Medicine
PUH 4423 Cultural Competence in Health Care

Nutrition and Wellness
PUH 3343 Cultural Food Patterns in Health Wellness
PUH 3363 Nutrition, Fitness, Wellness
PUH 3453 Community Nutrition
PUH 4012 Nutrition Counseling and Education
PUH 4454 Medical Nutrition Therapy: Chronic Disease Management

D. Electives: 6 hours

(Select 6 hours)
HA 3433 Case Management
HD 2602 First Aid and Safety
PUH 2311 Public Health Survey
PUH 2343 Communication in Public Health
PUH 3101-5 Current Issues in Public Health
PUH 3383 Computer Application for Public Health PY 3113 Psychology of Aging
MG 3703 Fundamentals of Management

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

MG 3763 Principles of Marketing

E. Select approved electives to complete 124 hours required for graduation, which must include a minimum of 60 hours of upper division course work.

COURSES – PUBLIC HEALTH (PUH)

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 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.

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 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 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 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 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 servicelearning component.

PUH 3343 (3CR)
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 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 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 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 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 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 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 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.

PUBLIC HEALTH ELECTIVES (6 CREDIT HOURS)

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.

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.

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.

PUH 3101-3105 (1-5CR)
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.

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.

MINORITY & HEALTH DISPARITIES
(Areas of Concentration – 15 hours)

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 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.

PUH 3343 (3CR)
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 3353 (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.

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 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 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 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 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 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 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 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.

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 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.

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.

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		**18 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	
BI 2114	General Zoology	
BI 2134	General Botany	
BI 3144	Ecology or	
Total Required		**20 Hours**
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)	

SCHOOL OF ARTS AND SCIENCES

Biology

I. Required Courses 24 Hours

*NB 1114	Natural Science Biology I
NB 1214	Natural Science Biology II

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 9 Hours
BJ 2313 Introduction to Mass Media BJ 2393 News Writing I
BJ 3113 Broadcast Writing I
II. Electives 9 Hours
Total Required 18 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 3/4000 Elective
CO 3/4000 Elective
Electives 6 hours **Total Required 18 Hours**

Total Required 18 Hours

Mathematics

I. Required Courses 9 Hours
MT 2145 Calculus I
MT 3624 Calculus II
II. Electives 9 Hours AC 2203 Principles of Accounting II
(Note: 9 hours of electives in Mathematics must be above MT 1513 and MT 1613.)
Total Required 18 Hours

Sociology

I. Required Courses FN 4303 Advanced Financial Management
SO 1113 Introduction to Sociology
SO 3213 Social Problems
SO 3253 Urban Sociology
SO 3263 Criminology
SO 3273 Race & Ethnic Relations
SO 3/4000 Elective
SO 3/4000 Elective
Total Required 21 Hours

English

I. Required Courses 12 Hours
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. "Restricted" Electives (3000 and/or 4000 level courses) 6 Hours **Total Required 18 Hours**

French

I. Required Courses 25-28 Hour
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
SN 2223 Intermediate Spanish II
SN 3313 Advanced Spanish I
SN 3323 Advanced Spanish II
SN 4313 Seminar in Spanish Literature and Culture
SN 4323 Seminar in Hispano-American Literature and Culture

12 Hours

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

EC 4243 Industrial Organization and Public Policy
Total Required 18 Hours

Finance

I. Required Courses 12 Hours
AC 2103 Principles of Accounting I
FN 3313 Financial Management
FN 3333 Financing New Ventures
II. Electives (select two courses from the list following) 6 Hours
FN 3323 Investment and Portfolio Management
FN 2333 Insurance and Financial Planning
EC 3243 Money, Banking and Financial Institutions
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

Technology tools)

II. Electives 18 Hours MIS 4513 Business Telecommunications

(A minimum of 18 hours in sequential order in one of the II. Electives (select 6 hours) 6 Hours following: (1) Computer Design, (2) Electronics, and (3) MIS 3563 Introduction to MIS

Building Structures.) MIS 3533 File Organization and Processing

Total Required **18 Hours** MIS 3543 Database Systems

Total Required **18 Hours**

SCHOOL OF BUSINESS

Marketing

All minors in the School of Business are open to students whose I. Required Courses 15 Hours major field lies outside the disciplines of business. And to those MG 3763 Principles of Marketing who are in the Business Program who are interested in learning MG 4753 International Management the core fundamentals of another option as an enhancement to MG 4763 Marketing Research their major. Our minors prepare students in a cognate field that MG 4773 International Marketing complements the major area of interest. Students enrolled in MG 3773 Marketing Management BJ business programs will select a minor with the assistance of an 3313 Public Relations appropriate advisor. II. Electives 3 Hours (Note: Business majors must have 6 hours)

Accounting BJ 3312 Layout and Design (2hrs)

I. Required Courses 12 Hours BA 4653 Research Methods

AC 2103 Principles of Accounting I MG 3873 Retailing and Merchandising

AC 2203 Principles of Accounting II MG 3783 Purchasing Management

AC 3143 Income Tax **Total Required** **18-21 Hours**

AC 3103 Intermediate Financial Accounting II

II. Electives (select 6 hours) 6 Hours **Management**

AC 3113 Intermediate Financial Accounting II I. Required Courses 12 Hours

AC 3123 Managerial Accounting MG 3703 Fundamentals of Management

AC 3133 Accounting Information Systems MG 3713 Human Behavior in Organizations

AC 3223 Cost Accounting MG 3743 Entrepreneurship

AC 4103 Internal Auditing MIS 4753 International Management

AC 4133 Government and Non-Profit Accounting II. Electives 6 Hours AC 4113 Auditing and Control MG 3723 Human Resource Management

AC 4013 Internal Auditing Any AC 4000 Level Courses MG 4713 Managing Individuals & Workgroups

MG 4723 Managing Decision Processes

Total required **18 Hours** MG 4773 International Marketing

Total Required **12 Hours**

Economics

I. Required Courses 12 Hours

EC 2013 Principles of Macroeconomics **Computer and Information Sciences**

EC 2023 Principles of Microeconomics I. Required Courses (Select Two Courses) 12 Hours

EC 3233 Microanalysis I CS 2103 Programming Concepts

EC 3203 Macroanalysis I CS 2113 Advanced Programming Concepts CS

II. Electives (select 6 hours) 6 Hours 3113 A n a l y s i s and Design of Algorithms CS

EC 3243 Money and Banking and Financial Institutions 3133 Data Structures and Algorithms

II. Electives (select 6 hours) 6 Hours

EC 3223 Urban and Regional Economics CS 3163 Software Engineering

EC 3253 Public Finance CS 3183 Discrete Mathematics

EC 4213 International Trade and Finance CS 4133 F i l e Structures and Database Management EC 4223 Economic Growth and Development

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

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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:
Urban Education
Options listed below currently on moratorium
Bilingual/Multicultural Education
English as a Second Language
Elementary 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 can address 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 Urban Education, Bilingual/Multicultural Education, English as a Second Language, Elementary Education, and Educational Leadership, 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 to formulate realistic objectives.

Admission to the Graduate Program requires that the applicant submit to the Assistant Director of Urban Enrollment:

1. **Application:** A completed graduate application for admission to Langston University.
2. **Official transcripts** from all previous undergraduate and graduate institutions.
3. **References:** The applicant should ask three individuals who know him/her well and who are able 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.

THIS PROGRAM DOES 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

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

All application materials will be used to assist the graduate faculty in determining the applicant's admissibility 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 admissibility 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
5. Academic Transcript

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. All inquiries regarding admission to the Graduate
Programs should be addressed to the Department of Urban Education. 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 with the necessary approval.
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, 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 will remain as a permanent "I". 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 Chair 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 and suspended from further work toward a master's degree at the University.

A student who is suspended may petition the Department 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 student is notified about the probationary or dismissal status and appeals process.
2. 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.
3. 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. No appeal can be instituted more than thirty calendar days after the notice of probation or dismissal has been received.

4. The M.Ed. Graduate Program staff shall place the appeal on the agenda of the next meeting of the Appeals Committee and shall forward the student's written statement and other appropriate documents to the members of the Appeals Committee.
5. The student may attend the meeting 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 meeting. The committee may seek other appropriate information. No information that reveals the grades or academic status of any other student by name may be presented.
6. Following the presentation of information, the committee may, at its option, excuse all parties to the appeal prior to beginning its deliberation.
7. Upon completion of its deliberations, the Appeals Committee 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, they may recommend that the student be allowed to enroll in additional graduate classes at Langston University.
8. The recommendation shall be forwarded in writing to the student, the Chair of Education and Professional Programs, the Dean of the School of Education and Behavioral Sciences and the Vice President for Academic Affairs.
9. After receiving the recommendation, the appropriate action is forwarded to the Registrar's Office.

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. 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 to raise the GPA to a 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. It is the responsibility of the candidate to monitor completion of required coursework and submit proof of completed requirements as needed throughout each transition. Failure to meet the requirements in sequential order can result in delays in progress toward graduation. Advisors are willing and able to assist candidates in navigating the route through Professional Education. The course instructor, advisors, and M.Ed. Graduate Program staff will monitor progress. The only way to progress through the transition points is to complete each portal in the electronic portfolio system.

All candidates are required to have an active electronic portfolio system, purchased online or through the LU bookstore. One account is used for all courses. Candidates are required to upload signature artifacts and practicum/field experiences as directed by their instructors and as outlined on the Master List. An electronic portfolio account is **MANDATORY** for

every candidate. If a candidate is passing a course and fails to submit the required assignment(s), prior to the last day of class, the candidate will receive a failing grade for the course. To successfully complete ED 5883 Capstone Seminar candidates are required to create and present a portfolio presentation and pass the comprehensive exam.

The Master List outlines the documents required throughout the program. The course instructors and advisor will ensure the submission and scoring of signature artifacts.

Portal 1: Admission – 1 Disposition Evaluation should be uploaded.
Portal 2: Pre-Candidacy – Complete 9 hours; there should be 1 signature artifact
Portal 3: Candidacy – 21 hours: 3 signature artifacts 30 hours: 4 signature artifacts and 4 Disposition Evaluations
Portal 4: Capstone – 36 hours: 5 signature artifacts and 4 Disposition Evaluations

Portfolio Courses
*ED 5883 Introduction to Graduate Studies
*UED 5203 Philosophy and Principles of Urban Education
*UED 5283 Practicum in the Urban Environment *UED 5313 Practicum in the Urban Environment
*EDU 5883 Seminar: Capstone-Action Research

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.

NOTE – Proof of a COMPLETED Background Check, Background Check Authorization, ~~Passport~~ Request Form, Proof of Portfolio Purchase, and Membership in the Professional Oklahoma Educators Organization (POE) must be posted in the appropriate D2L drop box 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.

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 website 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 drop box 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. 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 their operations, teaching, and learning.

If 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' decisionmaking; action research often includes these following steps:

1. Selecting a focus
2. Evaluating previous studies and theories
3. Identifying research question(s)
4. Collectingsurveys, data (i.e., observations, interviews,

Measurements
EDU 5263 Educational Technology
UE 5313 Educating the Whole Child

BILINGUAL/MULTICULTURAL EDUCATION OPTION (CURRENTLY ON MORATORIUM)

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.

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 5013 School, Family & Community Collaboration
EDU 5023 Theory and Application of Tests and
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

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

(CURRENTLY ON MORATORIUM)

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
(CURRENTLY ON MORATORIUM)

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

ED 5003 Educational Research & Evaluation ED 5013 School, Family & Community Development
ED 5023 Theory/Application of Test/Measurement
ED 5123 Grant Writing & Urban Community Development
ED 5213 Introduction to Graduate Studies
ED 5263 Educational Technology
ED 5883/5993 Seminar: Action Research
UED5203 Philosophy and Principles of Urban Education
UED 5223 Culturally Responsive Classroom
UED 5283 Practicum in the Urban Environment
UED 5313 Educating the Whole Child
UED 5323 Urban Schools and their Communities

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
UED 5253 Current Issues and Trends in Education or
UED 5283 Practicum in the Urban Environment
UED 5273 Administration of Compensatory and Urban Education
EDU 5013 Implication of Cross-Cultural Practices in Human Development
UED 5993 Thesis Research UED 5996 Thesis Research ED 5881 Seminar
ED 5882 Seminar
ED 5883 Seminar
Core Courses: 12-15 hours (see above)
Electives: 3-6 hours and/or
Thesis: 6 hours
Total Hours: 36

EDUCATIONAL LEADERSHIP PROGRAM OPTION

Description of Online Delivery Framework and Procedures of Program

The program will be delivered via an online case method learning model which provides a fluid program and course structure. A research-based five-step method provides future administrators enrolled in the program with opportunities to practice recognizing and solving educational problems. It allows participants to approach learning with a basis for interpretation and to solve problems with confidence.

Objectives

1. To examine the problems, programs, and practices appropriate for the administration of urban schools.
2. To design curricula and develop innovative instructional strategies appropriate for educational leadership in a multicultural urban population.
3. To examine existing leadership styles and analyze their effect upon the urban population.
4. To examine financial decisions that undergird institutional programs and administrative decision making in the urban school.
5. To increase the number of qualified administrators and counselors from traditionally underrepresented populations to work in the urban schools (environment).
6. To provide quality academic training responsive to the needs of practicing school administrators in Oklahoma's urban areas.
7. To present academic curricula that will equip students with the knowledge, skills, and competencies to meet or exceed the standards of accreditation of state and national organizations.

Required Common Core Courses

EDU 5003	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	3
	Total	**12**

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

COURSES – EDUCATIONAL LEADERSHIP OPTION (NEW COURSES)

EDL 5113 (3CR)
SCHOOL AND COMMUNITY RELATIONS
This course is designed to prepare school administrators to develop communication 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 5133 (3CR)
SCHOOL ADMINISTRATION
This course introduces 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 introduces 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 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 on- line 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. 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 commonalties in life-style patterns on cultural groups with implications for childcare programs. Special emphasis is given to cultural differences in child-rearing 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 regarding standardized testing. In addition, case measurements will be examined.

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 deviants 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 to produce 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)
EDUCATIONALSTRATEGIESFORBEHAVIORAL 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 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 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. Emphasis will be placed on contemporary theories of structural linguistics. Sometime 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 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.

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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

RC 5603	Foundation of Rehabilitation Counseling	3
RC 5613	Medical and Psychological Aspects of Disability (Prerequisite)	3
RC 5623	Theory and Practice of Rehabilitation Counseling	3
RC 5783	Legal Concerns and Ethics in Counseling	3
	Total	**12**

Second Semester

RC 5643	Research Methods and Statistics	3
RC 5653	Medical and Psychological Aspects of Disability II	3
RC 5633	Assessment and Evaluation	3
RC 5793	Human Growth and Development	3
	Total	**12**

Third Semester

RC 5683	Practicum (Prerequisite)	3
RC 5693	Case Management	3
	Total	**6**

SECOND YEAR

Fourth Semester

RC 5733	Group Counseling	3
RC 5763	Career Development and World of Work	3

RC 5773	Counseling Methods and Techniques	3
*RC 5803	Individual Testing Techniques (LPC) or	3
**RC 5903	Occupational Information and Vocational Analysis (VEWA) or	
***RC 5943	Applications of Assistive Technology In Vocational Rehabilitation	3
	Total	**12**

Fifth Semester

RC 5723	Internship I	3
RC 5743	Internship II	3
RC 5753	Comprehensive Evaluation	3
*RC 5823	Abnormal Behavior/Diagnostics (LPC)	3
**RC 5913	Theories and Practice of Vocational Evaluation (VEWA)	3
*RC 5843	Crisis Intervention (LPC)	3
	Total	**18**

Sixth Semester

*RC 5833	Advanced Addictions and Counseling (LPC)	3
**RC 5923	Principles and Practice of Work Adjustment Rehabilitation (VEWA)	3
**RC 5933	Seminar in Vocational Evaluation and Work Adjustment (VEWA) or	
***RC 5953	Clinical Observations in Assistive Technology	3
***RC 5963	Assistive Tech Access for Racial and Ethnic Minorities	3
*RC 5803	Individual Testing Techniques (LPC)	3
*RC 5853	Multicultural Counseling for Diverse Populations (LPC)	3
	Total	**18**

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 – REHABILITATION COUNSELING

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 5683 (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 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 (LPC Track Option)
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)
OCCUPATIONAL 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, MICROTOWER, 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**

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

**Indicate VEWA Track Option
***Indicate Assistive Technology

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

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 a 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 **Total**	3 **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
RC 5003	Medical Aspects & Implication of Blindness and Low Vision	3
RC 5733	Group Counseling	3
RC 5053	Introduction to Orientation and Mobility	3
RC 5763	Career Development and World of Work *(Optional)	3
	Total	**12**

SPRING Semester

RC 5063	Orientation & Mobility Systems & Techniques	3
RC 5073	Internship I	3
RC 5023	Principles of Rehabilitation Teaching	3
RC 5033	Braille & Relevant Communications Format	3
RC 5083	Comprehensive Evaluation	3
	Total	**12**

Summer Semester

RC 5073	Internship II *(Optional)	3
RC 5043	Methods of Teaching Independent Living Skills to Persons with Visual Impairments	3
	Total	**6**

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 introduces 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 then 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 Brallier. 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 introduces 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 ORIENTATIO 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 can address 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.
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 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	

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 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

Guide:

The following is a representative curriculum for the MES

	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 Entrepreneur. 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
ENT 5253	Corporate Venturing	3
ENT 5263	Social Entrepreneurship	3

Comprehensive Exam

ENT 5960 Comprehensive

MES Track 1 – 33 hour proposed Semester Schedule

degree (it includes all the above classes, and they must be taken in the semester offered in order to complete the program in one year). All classes may not be offered in any given year as only 33 hours are required:

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

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

Specialization (5 out of 7 courses are required)

ENT 5203	Entrepreneurship in Commerce	3

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)

ENT 5101		
Seminar in Oklahoma Business and Economy		1
ENT 5103	Economic Analysis	3
ENT 5123	Accounting and Finance for Managers	3
ENT 5133	Applied Management Science	3
ENT 5143	Entrepreneurship and New Venture Creation	3
ENT 5153	Business Plan Development and New Venture Financing	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
ENT 5253	Corporate Venturing	3
ENT 5263	Social Entrepreneurship	3

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

Practicum/Special Topics Courses (5 out of 6 required)

ENT 5300	Practicum (3 Total)	1
ENT 5400	Special Topics (3 Total)	1

Comprehensive Exam

ENT 5960	Comprehensive

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
ENT 5123 (3CR)
Accounting and Finance for Managers
ENT 5173 (3CR)
Marketing in Entrepreneurial Ventures
ENT 5143 (3CR)
Entrepreneurship and New Venture Creation
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 E- Commerce **and/or**
ENT 5213 (3CR)
Entrepreneurship in High-Tech Industries **and/or**
ENT 5243 (3CR)
Entrepreneurship in Hospitality Tourism **and/or**
ENT 5233 (3CR)
Entrepreneurship in Financial Services
ENT 5300 (1CR)
Practicum
ENT 5400 (1CR)
Special Topics

Year I/Semester II

A. Management Core
ENT 5103 (3CR)
Economic Analysis
ENT 5193 (3CR)
Strategy in Entrepreneurial Organization
ENT 5153 (3CR)
Business Plan Dev and New Venture Financing
ENT 5163 (3CR)
Business Plan Development and New Venture Financing
ENT 5133 (3CR)
Applied Management Science

B. Specialization Core/Specialization Electives
ENT 5253 (3CR)
Corporate Venturing **and/or**
ENT 5263 (3CR)
Social Entrepreneurship **and/or**
ENT 5233 (CR)
Entrepreneurship in Financial Services
ENT 5300 (1CR)
Practicum
ENT 5400 (1CR)
Special Topics

Year I/Semester III

A. Specialization Core/Specialization Electives ENT 5223 (3CR)
Entrepreneurship in Transportation and Logistics **and/or** ENT
5300(1CR)
Practicum
ENT 5400 (1CR)
Special Topics

Year II / Semester IV

A. Management Core
ENT 5123 (3CR)
Accounting and Finance for Managers
ENT 5173 (3CR)
Marketing in Entrepreneurial Ventures
ENT 5143 (3CR)
Entrepreneurship and New Venture Creation ENT 5183 (3CR)
Franchising, Licensing and Distributorships
ENT 5101 (1CR)
Seminar in Oklahoma Business and Economy

B. Specialization Core/Specialization Electives
ENT 5203 (3CR)
Entrepreneurship in E-Commerce **and/or** ENT 5213 (3CR)
Entrepreneurship in High-Tech Industries **and/or**
ENT 5243 (3CR)
Entrepreneurship in Hospitality Tourism **and/or**
ENT 5233 (3CR)
Entrepreneurship in Financial Services ENT 5300 (1CR)
Practicum
ENT 5400 (1CR)
Special Topics

Year II/Semester V

A. Management Core
ENT 5103 (3CR)
Economic Analysis
ENT 5193 (3CR)
Strategy in Entrepreneurial Organization
ENT 5153 (3CR)

Business Plan Dev and New Venture Financing
ENT 5163 (3CR)
Legal Aspects of New Venture Creation
ENT 5133 (3CR)
Applied Management Science

B. **Specialization Core/Specialization Electives**
ENT 5253 (3CR)
Corporate Venturing **or**
ENT 5263 (3CR)
Social Entrepreneurship **or**
ENT 5233 (CR)
Entrepreneurship in Financial Services
ENT 5300 (1CR)
Practicum
ENT 5400 (1CR)
Special Topics

Year II/Semester VI

A. **Specialization Core/Specialization Electives**
ENT 5223 (3CR)
Entrepreneurship in Transportation and Logistics
ENT 5300(1CR)
Practicum
ENT 5400 (1CR)
Special Topics

A description of the MES Courses follows. This will give you an understanding of what each course is about.

COURSES – ENTREPRENEURIAL STUDIES

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 start-ups 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 m maybe 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 using 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 1 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)
Human Anatomy and Physiology	2 semesters with labs (6-8 credits)
General Chemistry I & II	2 semesters with labs (6-8 credits)
General Physics I and II	2 semesters with lab (6-8 credits)
Introduction to Psychology	1 semester (3 credits)
Child Psychology or Developmental	1 semester (3 credits)
Statistics	1semester (3 credits)
English Composition	1 semester (3 credits)
Medical Terminology	1 semester (1-3 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

YEAR I

Summer Session

PT 5906	Human Gross Anatomy	6
PT 5912	Critical Thinking for Professional	2
	Total	**8**

Fall Semester

PT 5902	Human Microanatomy	2
PT 5913	Neuroscience	3
PT 5914	Biomechanics & Human Motion Analysis	4
PT 5934	Physical Therapy Tests and Measurements	4
PT 5944	Physical Therapy Procedures I	4
	Total	**17**

Spring Semester

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

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**

Students must pass a total of 112 credit hours to meet degree completion/graduation requirements.

COURSES – DOCTOR OF PHYSICAL THERAPY DEGREE PROGRAM

PT 6004	Clinical Education I	4
PT 6002	Clinical Seminar I **Total**	2 **6**

Fall Semester

PT 6003	Evidence-Based Medicine	3
PT 6114	Neuromuscular Physical Therapy I	4
PT 6124	Musculoskeletal Physical Therapy II	4
PT 6203	Pediatric Physical Therapy Clinical Integration	3
PT 6263	Public Policy in Community Health	3
	Total	**17**

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

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 **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. 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.

(All courses are subject to substitution or waiver at the advisor's discretion and with the approval of Academic Affairs)

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 am 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 prepare 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 educations 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 introduce 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 6273 (3CR)
NUTRITION SCIENCE FOR HEALTH AND WELLNESS
Nutrition Science for Health and Wellness course is designed to provide the knowledge and understanding of science of nutrition, emphasizing the relationship between food, nutrition and human health. The nutritional and environmental linkages between disease prevention, disease control, and health promotion will be emphasized. The community health model for health promotion and disease prevention will be emphasized. The student will be required to explore and develop the role of the physical therapist along with other health care professionals as an advocate for good nutrition, health wellness, and physical fitness. Nutrition factors associated with Minority Health and Minority Health Disparities will be studied. The student will develop a community health promotion program for citizens living in rural Oklahoma that encourages healthy living through good nutrition, addressing health needs, and daily physical fitness. Prerequisites: Successful completion of all Year I and Year II DPT program courses.

YEAR III

FALL SEMESTER

PT 6104 (4CR)
CLINICAL EDUCATION II
Clinical Education II is a clinical practicum course that follows the second 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.

PT 6102 (2CR)
CLINICAL EDUCATION SEMINAR II
Clinical Education Seminar II is the second of four clinical education seminars and follows the completion of the Clinical Education II course. Clinical Education Seminar II is designed to provide an educational forum that will allow the student to demonstrate that the didactic learning opportunities presented in Year II of the physical therapy course of study and in the second full-time clinical education experience have been adequately integrated. It is also designed to prepare the student to become a future Clinical Instructor by providing the student an opportunity to understand the essential role & responsibilities of a Clinical Instructor within the clinical setting. Through facilitated teaching and learning and assessment activities, the student is expected to show competency in the cognitive, psychomotor, and affective educational domains for the two completed professional years of coursework and demonstrate an understanding and appreciation of the role of the clinical instructor. The clinical education seminar offers the student the opportunity to reflect on the theory and practice of physical therapy as supported by scientific clinical evidence and best practice options. Prerequisites: Successful completion of all previous DPT program courses.

PT 6204 (4CR)
CLINICAL EDUCATION III
7 consecutive weeks of full-time clinical practicum

Clinical Education III is the third of four full-time clinical education courses required of the students enrolled in the Doctor of Physical Therapy program. Students participate in a full-time clinical experience for eight consecutive weeks. The type of clinical education experience can vary in specialty and/or patient population. The clinical education experience may be based in an urban and/or rural setting so that the student will learn effective physical therapy practice and management for urban as well as for rural consumers of health care.

Prerequisites: Successful completion of all previous DPT program courses.

YEAR III

SPRING SEMESTER

PT 6202 (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 6304 (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.

PT 6302 (2 CR)
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.

Prerequisites: Successful completion of all previous DPT program courses.

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