PREFACE

The Langston University Catalog, 2010-2012, provides information about the academic programs of Langston University. It also contains information concerning admissions, academic regulations and requirements, services available to students, academic offerings, and a list of administrative officers, faculty, and staff of the university. Although courses listed in a curriculum are required, the suggested curricular plan for an academic program does not in any way indicate the length of time required for a student to finish degree requirements.

While every effort has been made to ensure completeness and accuracy, changes may occur at any time in requirements, deadlines, fees, curricula, courses, and course descriptions. For various reasons, such as insufficient enrollment or limited resources, courses may at times not be offered in the announced semester. Consequently, students should work with the appropriate departmental advisor in determining a schedule for any given academic session. It should be understood, therefore, that the information in this catalog is not provided in the nature of a contractual obligation.

Langston, Oklahoma 73050
(405) 466-2231

Langston University is in compliance with Title VI of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Americans 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.
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## ACADEMIC CALENDAR
### (2010-2012)

### SUMMER 2010
- May 31: Memorial Day
- June 1: Summer Term Begins
- July 5: Independence Day
- July 23: Semester Ends

### FALL 2010
- August 7-14: Freshman Orientation, Tests and Registration
- August 9-10: Faculty Institute
- August 12-13: Registration, Upperclassmen
- August 16: Class Work Begins
- August 20: End of Registration Period
- September 6: Labor Day Holiday
- September 16: Opening Convocation (Formal Opening)
- October 6-8: Mid-Term Examination Period
- October 16: Homecoming
- October 15-18: Fall Break
- November 5: Last Day to Drop and Receive a Grade of “W”
- November 15: Last Day to Drop for Fall Graduation
- November 25-26: Thanksgiving Vacation
- December 2: President’s Holiday Concert
- December 6-10: Final Examination Period
- December 10: Fall Semester Ends
- December 15: Grades Due in the Registrar’s Office

### SPRING 2011
- January 10-11: Freshman Orientation, Tests and Registration
- January 10: Faculty Institute
- January 12-13: Registration, Upperclassmen
- January 17: Martin Luther King, Jr., Holiday
- January 18: Class Work Begins
- January 31: End of Registration Period
- January 31: End of Add Period
- February 14: Last Day to Apply for Spring/Summer Graduation
- March 7-9: Mid-Term Examination Period
- March 10: Founders Day
- March 14-18: Spring Break
- April 14: Annual Honors Day
- April 15: Last Day to Drop a Class and Receive a Grade of “W”
- May 9-13: Final Examination Period
- May 13: Spring Semester Ends
- May 14: Spring Commencement
- May 18: Grades Due in the Registrar’s Office

### SUMMER 2011
- May 30: Memorial Day Holiday
- May 31: Summer Registration
- June 1: Class Work Begins
- June 6: Registration Period Ends
- June 6: End of Add Period
- July 4: Independence Day Holiday
- July 8: Last Day to Drop a Class and Receive a Grade “W”
- July 22: Final Examination Period
- July 22: Summer Semester Ends

### FALL 2011
- August 8-9: Faculty Institute
- August 10-11: Orientation, Tests and Registration
- August 11-12: Registration, Upperclassmen
- August 15: Class Work Begins
- August 26: End of Registration Period
- August 26: End of Add Period
- September 5: Labor Day Holiday
- October 3-5: Mid-Term Examination Period
- October 16, 2010: (Tentative)
- October 15-18, 2010: Fall Break (Tentative)
- November 18: Last Day to Apply for Fall Graduation
- November 4: Last Day to Drop a Class and Receive a Grade of “W”
- November 24-25: Thanksgiving Vacation
- December 5-9: Final Examination Period
- December 9: Fall Semester Ends
- December 14: Grades Due in the Registrar’s Office

### SPRING 2012
- January 9: Faculty Institute
- January 10-11: Freshman Orientation, Tests and Registration
- January 12-13: Registration, Upperclassmen
- January 16: Martin Luther King Holiday
- January 17: Class Work Begins
- January 30: End of Registration Period
- January 30: End of Add Period
- February 13: Last Day to Apply for Spring Graduation
- March 5-7: Mid-Term Examination Period
- March 12-16: Spring Break
- April 13: Last day to Drop a Class and Receive a Grade of “W”
- May 7-11: Final Examination Period
- May 11: Semester Ends
- May 12: Spring Commencement
- May 16: Grades Due in the Registrar’s Office
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DIRECTORS

ADAMS, STEPHANIE, M.H.R.
Director, Retention

ALEXANDER, NANCY, M.B.A.
Director, Minority Business Development Center

BREWER, HOWARD, B.S.
Executive Director, Foundation

BUCKLEY, CYNTHIA, M.Ed.
Chief of Staff, President’s Office

BURROUGHS, DEBORAH, J.D.
Director I, OKC, Weekend College and Program Services

CAMPBELL, PRICE, M.S., CPA
Comptroller

CURTIS, WILLIAM, Ph.D.
Director II, Professional Counseling Center

ESCOE, VERA, M.B.A.
Business Manager

GIBSON, ASHLEY, B.A.
Director, Public Relations

HOWARD, DENNIS, M.S.
Assistant Administration, Research/Extension

JOHNSON, GREGORY, B.S.
Head Football Coach

KELSO, CRYSTAL, M.A.
Director, Sports Information and Assistant Softball Coach

KING, CHARLES, M.A.
Director, Langston Community Development Corporation

LAWRENCE, LUKATA, M.Ed.
Director II, Student Support Services

OSBORNE, MAURICE, B.A.
Associate Director, Admission & Outreach Programs

SIMMONS, KATHY, M.A.
Registrar

SIMON, PATRIC, M.A.
Athletics Director

SMITH, BEVERLY H., M.Ed.
Director IV, Human Resources, and Assistant Affirmative Action Officer

WALLACE, JAMES A., M.B.A.
Director III, Career Development, Placement, Assessment and Cooperative Education

WARE-ROBERTS, VONNIE D., B.A.
Director II, Alumni Affairs

PROFESSIONAL STAFF

BARKER, CRYSTAL, M.Ed.
Curriculum Coordinator, Upward Bound

BARKER, WILLA, M.Ed.
Manager, Wage and Student Employment Services

BENNETT, CARMEN, M.Ed.
Counselor, Upward Bound

BLACK, JAMES, JR., M.A.
University Architect II

BOYLES, YOLANDA, M.B.A.
Program Coordinator, School of Business

BROWN, SHATARA, M.A.
Risk Management Coordinator

BUSBY, JOSHUA, M.P.A.
Financial Aid Counselor/Data Analyst

DOH, NATASHA, B.A.
Assistant Women’s Basketball Coach

DRIVER, VICTOR, ITS Technician

DUARTE, DIANA, Admission Counselor/Recruitment Specialist (LU/Tulsa)

GAFFNEY, WILLIAM F., M.Ed., Coordinator, Distance Learning

GIBSON, BILLY, B.S., Acting Programmer/Database Analyst Trainee

GIBSON, QUINCY, B.A., Systems Analyst

HARKINS, CLARENCE, M.H.A., Coordinator II/Harrison Library

HARRIS, MICHEAL S., B.A., Manager I/Quality Control Officer

HILLIARD, JAMES W., B.S.
Head Coach/Men & Women Track & Field

HO, WAH SEE, M.A., Coordinator/Assessment and Student Advisement

HUGHES, CONNIE, B.B.A., Manager/Compensation Services

JACKSON, VICKIE MAY, M.A.T.
Special Assistant to the President

JOSEPH, ROBERT L. JR., B.S.
Assistant Football Coach

KEATING, LISA, B.S., Grant Accountant, Comptroller’s Office

LAWRENCE, BEATRICE, M.A.
Counselor, Honors Program

LEWIS, DESHNIK, M.S.
University Events Coordinator

LONGAN, KAREN S., Assistant Director/Assistant Comptroller

MCCARROLL, GWENDOLYN, M.S. Rehabilitation Counseling

Administrative Specialist II, Academic Affairs

MOORE, ALISSLIA, D.P.T.
Director, Institutional Planning & Research

MORRIS, LINDA, B.S.
Director, Financial Aid

MORROW, NICOLE, B.S., Bursar

MULCAHY, MICHAEL, A.A.
Photographer/Graphic Design

OLIVER, RUBEN, B.S., Senior Contract Manager, Physical Plant

OVERTON, ROBERT, B.S., M.S., Associate Director, Computer Technology Information Center/Assistant Professor, Educational Technology, School of Education and Behavioral Sciences

PIZINSKI, MICHAEL J., M.Ed.
Part-time Instructor and Assistant Football Coach

QUINN, ALAN L., B.S., Strength/Conditioning and Assistant Track Coach

ROBERTSON, GAYLE, B.M.
Coordinator, Student Enrollment Management

SAHLU, TILAHUN, PH.D.
Director, International Goat Research

SANFORD, JOHNSON W., M.D.
University Physician

STANLEY, ANNETTE, M.Ed.
Coordinator, Title III Program

STEVENSON, DEIRDRE, B.A.
Purchasing Manager

STORR, MICHAEL, B.S./M.ESL.
Chief, University Police

TAFT, CECILIA, Manager, Benefits Services

TEAL-HARRIS, MARY ANN, M.A.
Assistant to the Chair/Research Administrator, Rehab Counselor

THOMAS, EARNESTINE C., B.S., Assistant Director, Registrar’s Office

THOMAS, NIGEL, B.S., Assistant Men’s Basketball Coach

TIMMONS, STANLEY E., Deputy Police Chief

WALDON, BRETT, M.S.
Head, Athletic Trainer
WALLACE, THELMA, M.Ed., Associate Director, NASA-OSGC/Executive Specialist, Title III
WATKINS, SHADONNA, B.A.
  Director, Early Childhood Development Center
WEST, AUGUSTA MARLENE, M.S., Coordinator II/Admissions Tulsa Center
WHITE, MARLENE, PH.D.
  Director, Associate Degree Program
WILLIAMS, IRENE, M.Ed., LINC Coordinator
WILLIAMS, LINDA, M.Ed., Coordinator, Associate Degree Programs
WILLIAMS, STACY, B.B.A, Manager, Employment Services
WILLIS, JEROME, B.A., Head Women’s Basketball Coach
WILSON, DOROTHY, M.Ed., M.S., Program Leader/4-H & Youth Development
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 of the North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
(312) 263-0456 or (800) 621-7440
www.ncahlc.org

American Dietetic Association
120 South Riverside Plaza Ste. 2000
Chicago, Illinois 60606-6995
1-312-899-0400 Ext: 5400
www.eatright.org

Oklahoma State Board of Education
Oklahoma State Department of Education
2500 N. Lincoln Blvd., Oklahoma City, OK 73105
(405) 521-3301
http://sde.state.ok.us

Oklahoma Commission for Teacher Preparation
4545 N. Lincoln Boulevard, Suite 275
Oklahoma City, Oklahoma 73105-3418
(405) 525-2612 Fax: (405) 525-0373
OCTP@OCTP.org

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

National Council for Accreditation of Teacher Education (NCATE)
2010 Massachusetts Avenue, NW, Suite 500
Washington, D.C. 20036-1023
(202) 466-7496 Fax: (202) 296-6620
Website: www.ncate.org
Email: ncate@ncate.org

The National League for Nursing Accrediting Commission
3343 Peachtree Road NE, Suite 500
Atlanta, GA 30326
(404) 975-5000; Fax: (404) 975-5020
www.nlnac.org

The Association of Collegiate Business Schools and Programs (ACBSP)
(Our accreditation is specific to the Bachelor of Business Administration Programs)
7007 College Blvd., Suite 420
Overland Park, KS 66211
(913) 339-9356
www.acbsp.org

Commission on Accreditation in Physical Therapy Education
American Physical Therapy Association
1111 N. Fairfax Street
Alexandria, VA 22314
(703) 706-3245 Fax: (703) 706-3387

Council on Rehabilitation Education (CORE)
300 N. Martingale Road, Suite 460
Schaumour, IL 60173

Website: www.ncate.org
Email: ncate@ncate.org
MEMBERSHIPS
Approved by U.S. Department of State (for exchange of foreign students)
Association of American Colleges
American Association of Colleges for Teacher Education
Council of Graduate Schools
Conference of Southern Graduate Schools
Great Plains Honors Council
National Association of African American Honors Programs (NAAHAP)
National Association for Equal Opportunity in Higher Education
National Association for the Education of Young Children (NAEYC) and
National Academy of Early Childhood Programs (a Division of NAEYC)
National Association of Land Grant Colleges and Universities
National Collegiate Honors Council (NCHC)
National Council on Rehabilitation Education (NCRE)
Oklahoma Association of Colleges for Teacher Education
Oklahoma State System of Higher Education
U.S. Department of States’ Agency for International Development for the Training of Nationals
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
The universality of the African proverb (above) quoted by former poet laureate of Liberia Melvin B. Tolson, professor of English, speech, and drama at Langston University (1947-1965), is reflected in the inspiring story of Oklahoma's only historically black college or university (HBCU)-Langston University. Born in turmoil, strengthened through adversity, Langston University today sits "high on a throne with royal mien." She celebrated her centennial in March 1997 and has moved with confidence into a second century of excellence.

On the one-year anniversary of Oklahoma statehood, April 22, 1890, 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 doctorates. The school participated in the national tenure, the school improved its library and physical plant, of the state at the point of their greatest need." During his tenure, research continued to expand as did cooperative education, and the Five College Curriculum Innovative Thrust Program was established. The library joined the Interlibrary Loan System. An auditor's report revealed that the school had severe financial problems. Sims resigned, and the director of the Cooperative Extension Service, James L. Mosley, was appointed fourth interim president, serving in 1974-75. Sims pointed out that Langston University must be given a substantial increase in funding to survive. He was commended by the Board of Regents and offered the opportunity to remain as a faculty member, but he chose to go to Colorado State University.

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

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

Ernest L. Holloway, Langston University alumnus, was named fifth interim president in 1977-78. He 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 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

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 printshop. 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.

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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.

The 1990's the residence of former presidents (the White House) was renovated and dedicated as the Helen Aline Johnson Hospitality Management Center. It includes 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 participating in instructional TV through the Higher Education Telecommunications Network (HETA) and the Black College Telecommunications Network (BCTN). Established on campus were the Professional Counseling Center, the Small Business Development Center, and the National Institute for the Study of Minority Enterprise program. Langston University was officially adopted by the Federal Aviation Administration (FAA), which provided support to the Department of Technology, resulting in the establishment of a B. S. degree program in Airway Science, a cooperative effort with Oklahoma State University.

The Soil Conservation Service provided a liaison to assist with programs and activities in the Agriculture Department.

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

State funding for Research and Extension was secured for the first time. In support of the Angora Goat Program, 160 acres of land were purchased. The university also participated in the Bryan Abandoned Mine Land Reclamation and Demonstration Project near Henryetta, a project 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, Gayles Gymnasium, and Sanford Hall were completed.

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

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

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

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.

VISION STATEMENT

Langston University, a land grant historically Black institution of higher learning, will continue its rich tradition of developing leaders from a diverse, multicultural student body through excellent teaching, research, community service and public and private sector partnerships. As Langston University moves from Excellence to Greatness, it will be recognized for providing solutions to problems facing underserved populations in Oklahoma, the nation, and the world.

MISSION STATEMENT

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 one that fulfills the needs of nations and individuals alike. Langston University strives to educate individuals to become the leaders of tomorrow within their local, national, and global communities. A reflection on the Langston University history as a land grant institution established in 1890 “to instruct both male and female Colored persons,” the mission of the university continues to be the education of African-Americans in the arts, sciences, humanities, business, agriculture, education, nursing and health professions. Langston University offers post-secondary education leading to associate, baccalaureate, master’s, and doctoral degree programs. As a university with an urban mission in a rural setting, Langston University has the challenge of educating individuals who will serve their communities in urban centers as well as rural communities. To fulfill the mission, Langston University actively recruits faculty and students who support and complement the purpose and functions of the university.

STATEMENT OF PURPOSE

- Langston University enhances the lives of diverse learners at all levels of society in a nurturing environment with dynamic teaching, relevant research, community service and opportunities which produce leaders and professionally competent graduates.

- The university provides access to a population of culturally diverse learners from all levels of society who demonstrate a desire to pursue higher education in an environment where knowledge is extended to the global marketplace.

- The university serves the State of Oklahoma, nation and the world through its programs of distinction, scholarly activities, student-centered campuses, community involvement and international scientific research. We emphasize the use of education to develop innovative solutions to improve the quality of life of underserved populations in urban and rural communities globally. As a state institution with a global impact, we strive not only to increase the supply of well-educated and skilled labor and to
foster economic development in Oklahoma, but also throughout the world.

CORE VALUES

- **Strong work ethic and dedication** – We are united in our dedication to working as hard and as long as necessary in order to realize our vision of developing creative solutions to the problems facing underserved populations in Oklahoma, the nation and the world.

- **Passion for learning** – Our zeal for knowledge, our quest to understand “why” and our desire to develop innovative answers create a vibrant academic community.

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

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

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

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

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

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

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

LANGSTON UNIVERSITY OBJECTIVES

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

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

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
Located in Oklahoma City and Tulsa, the urban campuses mission to Langston University in 1978 by the Oklahoma municipal governments, local, federal and state agencies, for adult education, and direct student contact with placement, testing, community service, special opportunity phenomena. The urban campuses provide career counseling, urban ecology studies, and related urban dynamics and systematic identification and analysis of urban problems, interaction, urban planning and research, internships, experiences, resources for direct urban dialogue and special environments and clinics for teaching, learning 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
4205 N. Lincoln Blvd
Oklahoma City, OK 73105
(405) 962-1620 (Voice)
(405) 962-1621 (Fax)

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

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

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

The university enhanced its Land-Grant mission by establishing on its campus The American Institute for Goat Research for which a name change was effected in 1990 to the E (Kika) de la Garza Institute for Goat Research. It is the world’s foremost goat research center and is staffed with highly competent researchers in the area of Nutrition, Reproductive Physiology, and Animal Health. The Institute has cooperative working agreements with Ethiopia, Mexico, China, and the Philippines. Also, the university has the state’s Lead Research and Extension Group in Aquaculture. This group is largely responsible for the building of the catfish industry in Oklahoma from a few dollars to a multimillion dollar business.

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.

GEAR-UP PROGRAM

Phone: (918) 594-8096

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) began operation in 1999-2000 with participating partnerships between the Oklahoma City Public School District and the Tulsa Public School District. Planned as a five-year grant, the funding was extended through 2004-2005 to include a sixth year.

The goals and objectives of the program are to impact the academic achievement and life skill development opportunities that enhance success during the following post-secondary enrollment of middle and secondary school students. The services and activities provided include but are not limited to mentoring, tutoring, recreational and competitive athletic programs, on-site presentations, special events, field trips, teacher development, parental workshops, standardized testing skills and financial aid counseling. The final year will focus on the processes for completing post-secondary applications, college admission requirements, scholarship searches, as well as portfolio building.

The teaching staffs at the GEAR-UP schools are provided interventions through professional development activities. Professional development is an important component of the project and is implemented to enable the schools’ staff to provide learning opportunities that will lead to increased academic performance.

Parents of GEAR-UP participants are encouraged to attend meetings, which will provide additional information about GEAR-UP, the University, the enrollment process for post secondary studies, and financial aid opportunities. The parental interventions are provided in the hope that parents will become actively involved in their children’s educational aspirations and will be better equipped to help their children pursue these goals.

TITLE III PROGRAM

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

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

SAFETY AND SECURITY

The police department for Langston University at Langston derives its authority from the 1971 Oklahoma State Statutes, Section 360.11 and 360.13, as well as from the Oklahoma 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 350 hours of training at the State Peace Officer Training Academy located in Ada, Oklahoma, as required by state law. After graduation from the academy, each officer is assigned to a 14-week field training program (experienced officers receive an 8-week field training regiment). All Langston University police officers are certified in CPR, First Responder training, and MIMS 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 engraving, 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 on the corner of I.W. Young and Centennial Drive immediately upon entering the southwest gates of the campus.

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

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

ASSESSMENT AND CAREER SERVICES
The Office of Assessment and Career Services is housed on the second floor of Gandy Hall. This office has responsibility for institutional assessment, basic skills, and a full range of career related services.

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

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

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

Surveys of student satisfaction perceptions are administered throughout the university community to provide relevant feedback for improvements to academic programs and services. Feedback is shared throughout the academic community to insure continuous quality improvements to strengthen programs.

Part of the mission and function of Langston University is to place its graduates in a highly strategic position to assume career and professional opportunities that meet and exceed the changing demands in urban society. Institutional assessment is designed to facilitate effective course placement, proper remediation, quality academic and career advisement, appropriate support programs, and qualitative and quantitative improvement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Public Relations/Publications:** The Office of Public Relations serves as the principal liaison for Langston University with members of the media in addition to alumni and the university family. The Office of Public Relations serves as a news gathering office, which develops and writes news stories for both internal and external publications. The Office of Public Relations promotes the spirit of excellence of Langston University through various mediums. The office creates and supervises communication vehicles for university initiatives such as student recruitment, alumni relations, university morale, and public perceptions by insuring that the image of the university is concise and consistent. Langston University’s Office of Public Relations works to increase awareness, understanding, and support of the university’s vision, mission, and accomplishments by working with the entire Langston University community.

**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 administers, monitors, and modifies all 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 upgrade the research, training, and international capabilities manual for the university and articulate strengths of the university to potential funding sources;
4. To provide general institutional information for personnel writing grant proposals.

**Office of Alumni Affairs.** The Office of Alumni Affairs represents a primary constituency which significantly affects the institution's present vitality and future strength.

The Office of Alumni Affairs strives to promote the university through its graduates and former students by

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

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

**Langston University Creative Services/Copy Center:**

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

Objectives for the LU Creative Services/Copy Center follow:

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

**Langston Community Development Corporation (LCDC):**

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

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

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

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

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

UNIVERSITY FACILITIES AND EDUCATIONAL
SERVICES

UNIVERSITY PHYSICAL PLANT

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

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 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 (Student Affairs,
Assessment/Career Placement, and Integrated
Technology Center), Anderson Stadium (stadium, tennis
courts, practice field and track), the H. Aline Johnson
Center, John Montgomery Multi-Purpose Building, the
President’s home, the Centennial Plaza, the physical
therapy laboratory, the Counseling Center, the Retail
Plaza, the E. Kika del Garza American Institute for Goat
Research, and the Calvin Hall Building.

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

LIBRARY AND INFORMATION RESOURCES

The G. Lamar Harrison Library, the Melvin B. Tolson Black
Heritage Center, the LU-OKC library and the LU-Tulsa
Library Center serve as the primary research collections
for Langston University. Growing collections of books, e-
books, e-journal, journals, government documents,
educational media, and microforms combine to offer a
collection numbering over 1,000,000 items. Over 600
periodical subscriptions are supplemented by more than
50 online databases. These databases provide access to
a wide range of general and subject specific resources to
support the teaching and research needs of the university
community. All of the databases are accessible on and off
campus.

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 185 users. The Elmyra Todd Davis
Room provides conference space for small groups. The
Harrison library contains 44 public-use computers which
offer internet access, as well as other applications
including the Microsoft Office Suite, and the ebrary
Reader. The Library’s home page gives users access to
the online databases and the online catalog. All
computers are connected to network printers. Copiers
and scanners are available to all library users.

The Harrison Library has served the Fifth Congressional
District as a U.S. Government Documents Depository
since 1941. The status as a selective depository was
reaffirmed in October 1997. The university community
and the general public have access to the documents
collection located on the third floor of Harrison Library.
They also have access to all digital government
documents through the library catalog.

The Melvin B. Tolson Black Heritage Center houses
approximately 10,500 volumes and subscribes to more
than 128 journals and newspapers that reflect the heritage
and current situations of Africans and the African diaspora.
The Center is located in Sanford Hall with a separate west
door entrance. Seating is available for 60 persons. The
Center also houses a collection of African art and artifacts
and a browsing room for current books. The current
books, 16mm film collections cover an array of topics on
Black history, culture, arts, literature, and entertainment.
The comfortable environment also serves as a
seminar/exhibit hall.

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, gerontology, 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 Center.

The Reading, Writing, and Language Laboratories, which is 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 second floor of Gandy Hall.

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

**INTERACTIVE TELEVISION**

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

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

**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., NTE, 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.
THE DIVISION OF STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT

Vision Statement:
The vision of the Division of Student Affairs and Enrollment Management at Langston University is to continue its rich tradition of developing exemplary student leaders from diverse backgrounds through the provision of student-centered programs and services that extend beyond the classroom.

Mission Statement:
The mission of the Division of Student Affairs and Enrollment Management is to provide student-centered programs and services designed to create an inclusive campus community that underscores the timeless human values of Langston University and contributes to the diverse intellectual, social, and multicultural environment of the university.

Goals/Objectives:
The goals of the Division of Student Affairs and Enrollment Management are as follows:

1. Develop a nurturing and caring environment that is conducive to the development of the whole student;
2. Ensure a seamless transition for students from high school to college;
3. Promote the timeless human values of Langston University;
4. Promote student participation in community and university service;
5. Develop academic and technological competent student leaders with strong ethics.

While 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, the Office of Student Affairs effectively delivers a variety of quality student services beyond the classroom. Collectively, these services are designed to enrich the educational experiences of a diverse student body, thereby allowing each student to realize his or her maximum potential at Langston University.

The Division of Student Affairs and Enrollment Management consists of the following units: Admissions and Recruitment, Annie Laurie Coleman Heritage Center, Center, Dining Service, Disability Services, Financial Aid, First Year Experience including New Student and Transfer Student Orientation and the Langston University Ambassadors, the GEAR UP Program, Professional Counseling Center, Registrar, Retention, Student Health Services, Student Housing, Student Judicial Affairs, Student Life and Campus Organizations, Student Activities, TRIO Programs consisting of Student Support Services and Upward Bound, and the William H. Hale Student Center.

Office of Admissions and Recruitment
Gandy Hall, Room 116
Phone: (405) 466-3428; Fax (405) 466-3391
P. O. Box 667, Langston, Oklahoma 73050

Langston University welcomes all inquiries regarding admission requirements and application procedures from prospective students, both first year and transfer students.

The Oklahoma State Regents for Higher Education determines the admission requirements for state colleges and universities. The state requirements for admission to Langston University follow.

UNIVERSITY POLICIES ON ADMISSION

FIRST-TIME ENTERING FRESHMEN

Any individual who (a) is a graduate of an accredited high school, (b) has participated in the American College Testing Program (ACT) or a similar acceptable battery of tests, (c) has completed the mandated high school curricular requirements, and (d) meets at least one of the following requirements is eligible for admission to Langston University:

1. Maintained an average grade of "C" or above in the four years of high school study (2.7 or higher on a 4.0 scale) and ranked scholastically in the top 50% of the high school graduating class.
2. Attained a composite standard score on the American College Testing Program or equivalent which would place the applicant among the top 50% of Oklahoma high school seniors.

HIGH SCHOOL CURRICULAR REQUIREMENTS

Students meeting both the high school curricular and the high school performance criteria are eligible for admission.

Units (Years)Course Areas

<table>
<thead>
<tr>
<th>Units</th>
<th>Course Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English (Grammar, Composition, Literature)</td>
</tr>
<tr>
<td>2</td>
<td>Lab Science (Biology, Chemistry, Physics)</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics (from Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus)</td>
</tr>
<tr>
<td>3</td>
<td>History and citizenship skills (including 1 unit American History and 2 additional from the subject of History, Economics, Geography, Government, and Non-Western Culture)</td>
</tr>
<tr>
<td>3</td>
<td>Additional units of subjects previously listed or selected from the following: Computer Science, Foreign Language.</td>
</tr>
</tbody>
</table>

15 Required Units

The English courses should include an integrated writing component. In addition to the above requirements, the following subjects are recommended for college preparations:

<table>
<thead>
<tr>
<th>Units</th>
<th>Course Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Additional units: Fine Arts: music, art, Drama; speech</td>
</tr>
<tr>
<td>1</td>
<td>Additional unit: Lab Science</td>
</tr>
<tr>
<td>1</td>
<td>Additional unit: Mathematics</td>
</tr>
</tbody>
</table>

While these curricular requirements will normally be met by students in grades 9 through 12, advanced students who complete these courses in earlier grades will not be required to take additional courses for purposes of admission.
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 tests (GED), (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.

REMEDICATION 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 subscores below 20* OR scores below the cutoff on the university's entry-level assessment battery.

Students may remove curricular deficiencies in one of three ways:

1. Scoring at the 70th percentile or higher on the ACT in the deficiency area;
2. Achieving a score at or above the cutoff on the university's entry-level assessment battery; or
3. Successfully completing a zero-level course in the area of deficiency with a grade equivalent of "C" or better.

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

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

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

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

SPECIAL ADMISSION CATEGORIES

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

A. Summer Enrollment

An applicant for the Summer Provisional Admission Program must meet the following criteria to be considered for admission as a regular university student in the fall:

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

Program Requirements:

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

English: Either of the introductory college-level English courses unless the student through advanced standing credit or concurrent enrollment has previously acquired such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below:

Mathematics: College Algebra or the equivalent unless the student through advanced standing credit or concurrent enrollment has previously earned such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

Social Science: A college-level 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 is required to participate in academic support programs designed to enhance their success.

B. Special Non-Degree Seeking Student

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

C. Alternative Admission

Students who are high school graduates who do not meet the curricular and performance criteria may be admitted to Langston University through the "Alternative Admission" category as follows:

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

All students admitted through the Alternative Admission category will have an interview, either electronically or in person, with the Director of Admissions before they are accepted. Additionally, these students must adhere to the following principles:

1. Utilizing the university's Academic Support Services, including professional and peer tutoring;
2. Meeting once per week with a member of Student Support Services for monitoring of academic progress.

D. Adult Admission

Students who are 21 years of age or older or on active military duty and who do not qualify for regular admission at Langston University may apply for admission based on the following criteria:

1. High School Graduates

If these students do not meet the performance and/or curricular requirements, they may be admitted in the Adult Admission category with the following stipulations:

a. Students' ACT subscores will be reviewed by the Admission and Retention Committee, who will evaluate each student's probability for success. They will also evaluate the student's academic background as it relates to any curricular deficiencies. Students may submit additional documents, i.e., letters, resumes, letters of recommendation, job evaluations, etc., reflective of academic potential.

b. If approved, the Admission and Retention Committee will stipulate whether the student's enrollment will be limited to 13 credit hours for the first semester, whether the student will have no restriction on enrollment within university policy.

c. All students admitted in this category must participate in the university's Academic Support Services, including professional and peer tutoring.

d. All students will be required to meet once per week with a member of Student Support Services for monitoring of their academic progress.

2. Students Who Are Not High School Graduates

Students who did not graduate from high school but whose class has graduated may apply for admission as an "Adult Associate" (Adult Associate does not have to be 21 years old as long as his/her high school class has graduated) with the following stipulations:

a. Students' ACT subscores will be reviewed by the Admission and Retention Committee, who will evaluate each student's academic background as it relates to any curricular deficiencies. Students may submit additional documents, i.e., letters, resume, letters of recommendation, job evaluations, etc., reflective of academic potential.

b. If the student is approved, the Admission and Retention Committee will stipulate whether the student's enrollment will be limited to 13 credit hours for the first semester or whether the student will have no restriction on enrollment within university policy.

c. All students admitted in this category must participate in the university's Academic Support Services, including professional and peer tutoring.
d. All students will be required to meet once per week with a member of Student Support Services for monitoring of their academic progress.

e. Only those students admitted as "Adult Associate" AND who are seeking financial aid at Langston University must complete a prescribed standardized test, the purpose of which is to fulfill a federal financial aid requirement of the "ability to benefit" criterion.

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

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

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

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

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

CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS

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

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

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

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

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

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

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

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

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

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

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

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

A high school student admitted under the "Concurrent Enrollment" provision may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester credit hours. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester credit hours of college work. Students wishing to exceed this limit may appeal to the Vice President of Academic Affairs. The student's load may not exceed the number of semester credit hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment. High school students enrolling concurrently in off-campus classes may enroll only in liberal arts and sciences courses. A student who is otherwise eligible under this policy may enroll in a maximum of nine semester credit hours during the summer term. The completion of the high school curricular requirements set forth in "First-Time Entering Freshmen" shall not be required of concurrently enrolled high school students for purposes of admission.
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 high enough to meet the retention standards of 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 semester credit hours of regularly graded (A,B,C,D,F) college work and must also complete the curricular requirements before transferring.

B. Undergraduate Students Entering by Transfer from an Out-of-State Institution

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

1. Transcripts of records from colleges or universities accredited by the North Central Association or other regional associations will be given full value.

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 applicant must meet the conditions of B1-a and B1-b above and also will be required to validate the transferred credit by making satisfactory progress (an average of "C" or better) for at least one semester.

C. Transfer Probation

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

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

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

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

4. Any student admitted in this category must do the following to continue enrollment at Langston University:

   a. If there are any curricular deficiencies, they must be removed within the first 12 hours of enrollment.

   b. He/She must achieve a semester grade point average of at least 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 registrar is also the International Admissions Officer, who is 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. The registrar is also responsible for generating the Eligibility Certificate (I-20), which allows the student to enter the USA or transfer to schools within the USA.

I. First-Time Undergraduate Students
A. Score 500 or higher on the Test of English as a Foreign Language (TOEFL) paper-based exam, or score 173 or higher on the computer-based exam, or score 61 or higher on the internet-based exam, or score a six (6) on the IELTS.
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. The applicant must have proof of sufficient financial support in the form of a Financial Statement in the amount of $20,460 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.

IV. Additional Requirements for All International Students
A. If an applicant is denied admission on any of the foregoing grounds, there must be substantial evidence supporting the basis for the denial. In addition, he/she must be afforded adequate procedural safeguards, including the following:
   1. He/she must be advised of the grounds for denial;
   2. He/she must be informed of the facts which form the basis of the denial; and
   3. He/she must be afforded an opportunity to be heard.
   4. The Admission and Retention Committee, which is appointed by the president, will hear all appeals and have the authority to rule in favor of or against any appeal.
RESIDENCE STATUS OF ENROLLED STUDENTS

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

Students attending an Oklahoma college or university may perform many objective acts, some of which are 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 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.

ANNIE LAURIE COLEMAN HERITAGE CENTER
Phone: (405) 466-2901; Fax: (405) 466-3271
P.O. Box 718, Langston, Oklahoma 73050

The Annie Laurie Coleman Heritage Center Serves as a place for student fellowship and social interaction. The facility is open from 8:00 a.m. to 5:00 p.m., Monday through Friday, and from 10:00 a.m. to 12 noon on Sundays.

DINING SERVICE
Phone: (405) 466-6035; Fax: (405) 466-9859
P. O. Box 776, Langston, Oklahoma 73050

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

OFFICE OF DISABILITY SERVICES
Gandy Hall, Room 202
Phone: (405) 466-3446; Fax: (405) 466-3447
P. O. Box 718, Langston, Oklahoma 73050

By reasonably accommodating students with qualifying disabilities, Langston University strives to ensure that all students achieve access to educational opportunities. Students requesting reasonable accommodation must self-identify to the Office of Disability Services and provide appropriate diagnostic information that substantiates both the disability and the functional limitations of the disability. Such information must be obtained from a licensed and certified practitioner in the area of the disability. All requests for reasonable accommodation must be initiated prior to receiving services. The Office of Disability Services will then facilitate and coordinate the provision of services to reasonably accommodate the disability. All diagnostic information is confidential. Examples of reasonable accommodations that may be granted to qualifying students include alternative 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.

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, phone number, major, participation in sports, current and past class schedule, height, weight, degrees, honors, and major dates of attendance, and previous colleges attended. A student has the right to prevent the disclosure of directory information by filing a request in the Registrar’s Office on a form provided by that office. Copies of this document may be obtained from the Registrar’s Office.

OFFICE OF FINANCIAL AID
Gandy Hall, Room 121
Phone: (405) 466-3357; Fax: (405) 466-2986
P. O. Box 668, Langston, Oklahoma 73050

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 college work-study employment. Financial services are also coordinated for students who meet the guidelines to receive funds through 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 agencies, and other educational institutions in support of this goal.
3. Parents are expected to contribute to their child's education according to their means, taking into account their income, assets, number of dependents, and other relevant information. Students themselves are expected to contribute from their own assets and earnings, including appropriate borrowing against future income.

4. Langston University fully complies with the Family Rights and Privacy Act and all documentation provided the financial aid office will be kept confidential.

HOW FINANCIAL NEED IS DETERMINED

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

Federal student aid programs include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study Program (FWS), Oklahoma Tuition Aid Grant (OTAG), The William D. Ford Federal Direct Loan Program: Federal Direct Subsidized Loans, Federal Direct Unsubsidized Loans, Federal Direct Parent Loans, 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 based upon consistent and standardized criteria. Financial need is the difference between what the student and/or family is expected to contribute and the cost of attending Langston University.

Among the factors that determine the family's expected contributions are:

1. Annual Adjusted Gross Income as determined by the Internal Revenue Service;
2. Savings, stocks and bonds;
3. Non-taxable income and benefits;
4. The student's income and assets;
5. The size of the household and number in college.

Generally considered in the cost of education at Langston University are:

1. Tuition and fees, including out-of-state fees, if applicable;
2. Room and board;
3. Books and supplies;
4. Transportation;
5. Personal expenses, and
6. Other fees.

FEDERAL FINANCIAL AID ELIGIBILITY

All students at Langston University are encouraged to apply for federal and/or student financial aid. To apply for any federal or state financial aid program, the student must meet all of the following requirements:

1. Student must be a U. S. citizen or an eligible non-citizen.
2. Student must have a high school diploma, GED, or have passed an approved Ability-to-Benefit Test (COMPASS Tests) prior to enrollment.
3. Student must have financial need as determined by the need analysis.
4. Student must not owe a refund to any university on any previous grants received.
5. Student must not be in default on any educational loan previously received to attend any institution of higher learning.
6. Student must show academic progress.
7. Student must accept responsibility for all agreements signed.

FEDERAL FINANCIAL AID APPLICATION PROCESS

1. Student must complete the Free Application for Federal Student Aid (FAFSA) using either on-line or paper process. Indicate Langston University (Code 003157) as the attending school.
2. Students must apply shortly after January 1 for the upcoming fall, spring, summer terms, respectively.
3. Student must apply for admission to Langston University.
4. Student must submit academic transcripts from all previously attended institutions.
5. Student must respond promptly to any other request made by the Financial Aid Office. Other documents may include student/parents' tax return, marriage license, social security verification, etc.
6. Funds will be electronically transmitted to the student's account as early in the semester as possible.
7. Student Loan Disbursements are made in two installments; one in the fall and the second one in the spring. In the event the student will be attending one semester, the disbursements are still made in two installments; one as early in the semester as possible, and the second disbursement is made at the mid-point of the loan period.
8. 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.

A. Grants

Grants are similar to scholarships in that they need not be repaid. To receive a grant, a student must meet the criteria listed above under the section discussing student financial aid programs.

1. Federal PELL Grant

This is a federal grant which ranges in award amounts from $659 to over $5,550 per academic year. This grant is available only to eligible students who are working toward their first bachelor's degree.

2. Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG Program is a federal grant awarded to the neediest Pell-eligible students. This grant is awarded until Langston University's FSEOG funds are depleted.
3. Oklahoma Tuition Aid Grant (OTAG)

The OTAG program is available to legal Oklahoma residents with a demonstrated financial need who are enrolled as at least half-time students pursuing a first bachelor’s. Availability is limited, and students must apply through the FAFSA by April 1.

4. Academic Competitiveness Grant (ACG)

The Academic Competitive Grant will provide up to $750 for the first year of undergraduate study and up to $1,300 for the second year of undergraduate study to full-time students who are eligible for a Federal Pell Grant and who had successfully completed a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education. Second year students must also have maintained a cumulative grade point average (GPA) of at least 3.0. The ACG is in addition to the student’s Pell Grant award.

5. National Science and Mathematics Access to Retain Talent Grant or National SMART Grant

The National SMART Grant will provide up to $4,000 for each of the third and fourth years of undergraduate study to full-time students who are eligible for a Federal Pell Grant and who are majoring in physical, life, or computer sciences, mathematics, technology, or engineering or in a foreign language determined critical to national security. The student must have maintained a cumulative grade point average (GPA) of at least 3.0 in coursework required for the major. The National SMART Grant award is in addition to the student’s Pell Grant award.

B. Student Employment

Student employment is provided, as funds are available, to students who wish to work part-time while pursuing their education at Langston University. The types of positions that a student might hold under student employment at Langston University vary from the general to those that are highly technical in nature. Job placement is usually made on the basis of available openings, class schedule, academic majors, skills, interests, and experience.

1. Federal Work-Study

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

2. Langston University 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. Loans

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

William D. Ford Federal Direct Loan Program (Direct Loan Program) The federal program that provides loans to eligible student and parent borrowers directly through the U.S. Department of Education rather than through a bank or other lender. The Direct Loan Programs include the following loans; and detailed information is provided by going to www.studentloans.gov, or call 800-557-7394, Applicant Services.

1. Direct Subsidized Stafford Loans:

A loan for students with financial need as determined by federal regulations. No interest is charged while you are in school at least half-time, during your grace period, and during deferment periods.

2. Direct Unsubsidized Stafford Loans:

A student loan that is not based on financial need. Interest is charged during all periods. The student is responsible for paying the interest during all periods, starting from the date the loan is first disbursed.

3. Federal Direct PLUS Loan:

PLUS loans are meant to provide additional funds for educational expenses. These loans are available to graduate students or to parents of dependent undergraduate students. The borrower enters into repayment within 60 days of the date of disbursement. A review of the credit history is required and is performed by the Department of Education. 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. There is no grace period. A parent PLUS Authorization Form must be completed and submitted to the financial aid office prior to funds being disbursed to the student account. The Parent Authorization Form is available on Langston University’s website, www.lunet.edu, and click on Financial Aid, click on Forms, complete and fax to 405-666-2986. For 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 PLUS Loans are unsubsidized loans available to students enrolled in graduate or professional programs. These loans are available regardless of financial need and the amount of eligibility depends on the total cost of attendance. We must have a valid FAFSA application on file. You are eligible for a PLUS Loan if you do not have an adverse credit history and are enrolled at least half-time. The borrower is responsible for interest during the life of the loan. There is no grace period. The first payment is due within 60 days after the date the loan is fully disbursed. For more detailed information regarding the Direct PLUS Loan, go to www.studentloans.gov, or call 800-557-7394, Applicant Services.

RETURN OF TITLE IV FUNDS

Students awarded Title IV funds who completely withdraw, drop to less than half-time or stop attending class may be required to repay some of the funds they received. Based on the percentage of the semester the student attended, Langston University will calculate the amount of aid (if any) that must be repaid. The students will be notified if repayment is required. Any questions regarding this process should be directed to the Financial Aid Office.
REVISION AND CANCELLATION OF FINANCIAL AID

Langston University reserves the right to review, revise or cancel a financial aid award at any time due to changes in financial or academic status, or one’s failure to comply with applicable federal and/or state laws and/or regulations or university policies. In addition, financial aid award is subject to revision should the annual allocation of funds from the federal government be reduced below the anticipated funding level for a program(s), or should budget limitations be placed upon funds which are intended for student financial aid purposes. In no instance will a student receive need-based assistance in excess of his/her determined financial need.

FINANCIAL AID STANDARD ACADEMIC PROGRESS POLICY

Satisfactory academic progress is defined as processing toward successful completion of degree requirements. The Langston University Office of Financial Aid is required by federal regulation to determine whether a student is meeting the requirements. The official record of the Langston University Registrar is reviewed to determine student compliance with this policy.

This policy pertains only to applicants for federal and state (OTAG) assistance. A recipient of an LU cash or tuition scholarship/tuition waiver, or athletic grant-in-aid must meet the eligibility requirements of the respective program. If you have questions about the monitoring of satisfactory progress not addressed in this Policy, please contact our office.

Satisfactory Academic Progress Requirements:

1. Not exceed a maximum number of hours to complete the degree program (Table 1); AND,

2. Maintain a cumulative Graduation/Retention Grade Point Average (Table 2); AND

3. Successfully complete at least 67% of the total cumulative hours attempted. This includes all courses attempted at any college or university. For example, a student who has attempted a cumulative total of 55 hours must have successfully completed at least 37 credit hours to meet requirement (55x.67=36.85; round decimals down to whole numbers).

### Course/Grades Used in Determining Satisfactory Academic Progress

All coursework attempted, including any dropped, repeated, reviewed or remedial courses or withdrawals recorded on the Langston University Transcript at the time of the progress check are considered when determining if the student has exceeded the maximum number of hours for degree completion and has completed 67% of the total cumulative hours attempted.

The following grades indicate successful completion of a course: “A”, “B”, “C”, “D”, “P”, or “X”. The following grades indicate a course was not successfully completed: “I”, “W”, “AW”, “F”, “N”, and “NP”. Audit courses (grades of “AU”) are not counted in the total hours attempted for any semester or as successful completion of a course. Independent study, correspondence and extension courses may count toward successful completion of hours attempted if they are completed by the last day of the semester. For information about eligibility and payment of aid for these types of courses, please contact the Office of Financial Aid.

### Failure to Maintain Satisfactory Academic Progress

A student who exceeds the maximum number of hours allowed for degree completion (See Table 1) will be suspended from future financial aid until the reason for the excessive hours can be adequately documented. A student who either fails to achieve the required cumulative Graduation/Retention GPA (See Table 2), or to complete at least 67% of the total hours attempted, at the end of the spring semester will be placed on financial aid suspension for the following semester of enrollment at Langston University.

### Financial Aid Suspension

A student denied assistance based on the Satisfactory Academic Progress Policy can submit a written appeal to the Langston University Office of Financial Aid Appeals Committee. An appeal form is included in the suspension notification letter and is also available on the office’s website http://www.lunet.edu/finaid/LU_financial_Aid_Appeal_Form.pdf and on the first floor of Gandy Hall. The appeal should speak in detail to mitigating or extenuating circumstances that affected the student’s academic performance, i.e., severe physical injury or mental trauma. Please provide documentation to validate circumstances needed for the appeal.

<table>
<thead>
<tr>
<th>Table 1</th>
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<tr>
<td><strong>Classification</strong></td>
<td><strong>Maximum Hrs.</strong></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>186*</td>
</tr>
<tr>
<td>Masters</td>
<td>54**</td>
</tr>
<tr>
<td>Doctoral</td>
<td>168</td>
</tr>
<tr>
<td>*Degree Programs with Different Maximum Hour Limits</td>
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</tr>
<tr>
<td>B.S. Early Childhood Education</td>
<td>maximum is 221 hrs.</td>
</tr>
<tr>
<td>B.S. Nutrition &amp; Dietetics</td>
<td>maximum is 192 hrs.</td>
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<tr>
<td>B.S. English Education</td>
<td>maximum is 231 hrs.</td>
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<tr>
<td>B.S. Mathematics Education</td>
<td>maximum is 231 hrs.</td>
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<tr>
<td>B.S. Biology</td>
<td>maximum is 191 hrs.</td>
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<tr>
<td>B.S. Biology Education</td>
<td>maximum is 231 hrs.</td>
</tr>
<tr>
<td>B.S. Chemistry Education</td>
<td>maximum is 231 hrs.</td>
</tr>
<tr>
<td>B.S. Technology Education</td>
<td>maximum is 231 hrs.</td>
</tr>
<tr>
<td>B.S. Music Education</td>
<td>maximum is 231 hrs.</td>
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<tr>
<td>B.S. Elementary Education</td>
<td>maximum is 231 hrs.</td>
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<tr>
<td>B.S. HPER</td>
<td>maximum is 231 hrs.</td>
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</table>

**M.S. Rehabilitation Counseling maximum is 72 hrs.**

**M.S. Visual Rehabilitation Service maximum is 86 hrs.**

**M.S. Entrepreneurial Studies maximum is 78 hrs**

<table>
<thead>
<tr>
<th>Cumulative Graduation/Retention GPA Requirement</th>
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<tbody>
<tr>
<td><strong>Hrs. Attempted</strong></td>
</tr>
<tr>
<td>Undergraduate</td>
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<tr>
<td>Undergraduate</td>
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<tr>
<td>Masters/Doctoral</td>
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</tbody>
</table>
A student suspended for exceeding the maximum hours allowed for degree completion must also have their academic advisor complete the “Remaining Hours Required for Degree Completion” form if extenuating circumstances require the student to exceed the maximum hours limit.

**Action taken on a financial aid appeal is final and is transmitted to the student in writing by the Langston University Financial Aid Appeals Committee.**

A student suspended for reasons other than exceeding the maximum number of hours for degree completion who does not appeal, or whose appeal is denied, may be reinstated on a probationary basis by meeting both of the following criteria:

1. Achieve the required cumulative Graduation and Retention GPA (Table 2) or the required Semester GPA (Undergraduate = 2.00; Masters/Doctoral = 3.00) for the following semester; and
2. Successfully complete 67% of the total cumulative hours attempted or 67% of the hours attempted for that semester.

These requirements may be met while either attending LU for the semester without financial aid or by transferring work meeting the requirements to LU from an accredited institution. Transfer work must be reflected on the LU transcript to be considered for purposes of financial aid eligibility.

**CAUTION:** Please be advised that the enrollment costs incurred for hours in which a student is enrolled, pending the results of an appeal, must be paid by the student according to the LU Business Office payment policy regardless of the outcome of the appeals process.

**INSTITUTIONAL SCHOLARSHIPS**

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

McCabe I, McCabe II, 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 funds available.

Scholars must be full-time students (minimum 12 hours per semester) and must have a total of 24 hours for fall and spring semesters. If they have less than 24 hours for this period, they must attend summer school at their own expense in order to attain the 24 hours before the following fall semester for the scholarship to be continued. Also, scholars must live in campus housing (residence halls or campus apartments).

**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 listed below by the end of the second semester of the freshman year and maintains it thereafter (exception is if the grade point average is under a 2.00 at the end of the first semester, in which case the scholarship is discontinued); (2) the scholar attends the minimum required fine arts/cultural enrichment programs and submits the forms for documentation to the Honors Office (University Women 110) at the end of each semester; and the scholar meets the community service requirement and submits the form for documentation to the Honors Office. Scholarships are subject to the availability of funds.

**Minimum Cumulative Grade Point Average Which Must Be Maintained:**

- *McCabe I Scholarship*: 3.50 cumulative GPA
- *McCabe II Scholarship*: 3.50 cumulative GPA
- *Regents’ Scholarship*: 3.25 Cumulative GPA (3.00 cumulative GPA after making minimum 2 semesters)

*For incoming freshmen who are National Merit or National Achievement Scholar Semifinalists or Finalists. (PELL Grant is not included in McCabe I Scholarship and Regents Scholarship but is included in McCabe II Scholarships.)*

**Fine Arts and Cultural Enrichment Requirement**

Scholars are required to attend a minimum of five fine arts and cultural enrichment programs each semester as well as the monthly meetings of the Langston University Scholars Club. They must sign the roll at each of the events listed below as documentation of their attendance. Scholars are encouraged to attend additional fine arts or cultural events and to keep documentation of their attendance (music recitals, vespers services, plays, art exhibits, guest speakers, etc.). Such documentation should be attached to an appeal for a scholarship extension as evidence of commitment to scholarship program objectives. The student should keep a copy for the above purposes should an appeal be necessary. A copy should also be turned in to the Honors Program at the end of each semester.

Scholars should attend each of the activities listed below:

**Fall Semester**

1. Formal Opening of the University (assembly) - September
2. Fall Honors Convocation (assembly) - November
3. President's Dinner for Scholars with Guest Speaker
4. Pollard Theatre Production
5. President's Christmas Concert - December
6. Monthly Meetings of the Langston University Scholars Club
7. Other Fine Arts/Cultural Enrichment Events

**Spring Semester**

1. Founders Week Activities - March
2. Spring Honors Convocation (assembly) - April
3. President's Dinner for Scholars with Guest Speaker
4. Pollard Theatre Production
5. Commencement Exercises - May
6. Monthly Meetings of the Langston University Scholars Club
7. Other Fine Arts/Cultural Enrichment Events

**Community Service**

Scholars are to give a minimum of one hour per week or the equivalent (minimum 20 hours per semester) of their time to helping others. 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.

Suggested types of community service are tutoring for Special Services (Cottage 5, Upward Bound Office, Talent Search Office, etc.); tutoring in the Math Lab, Writing Lab, or
Process of Appeal for Extension of Scholarship

Students who do not meet the required cumulative grade point average by the end of the second semester of the freshman year and maintain it thereafter have the right to submit a letter of appeal for an extension of their scholarship for one semester to the Honors Program Advisory Council chairman. Letters of appeal should be submitted at the end of the fall semester as soon as the student receives his/her grades (December) and at the end of the spring semester (May). The letter requesting an extension should contain the following information and attachments:

1. Student's name and social security number;
2. Student's home address and telephone number (or local address and telephone number if student is on campus at time of appeal);
3. Type of scholarship student has been awarded;
4. Detailed explanation of why required GPA was not attained;
5. Unofficial copy of transcript;
6. Copy of fine arts/cultural enrichment activities form for the previous semester;
7. Copy of community service form for the previous semester.

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

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

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

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

Diversity Scholarships

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

Tuition Waivers

These scholarships offer tuition waivers to graduate and undergraduate students who are pursuing a degree at Langston University. A portion of general enrollment tuition is waived per semester. Beginning year 2010-2011, the President’s Tuition Waiver (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. Deadline date for submitting applications is April 1. 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 made through the Veterans Affairs Coordinator in the Registrar’s Office.

Bureau of Indian Affairs
The purpose of this program is to enable Native American students to attend college. The student should contact his or her TRIBE for specific requirements.

Loan Funds

A number of loan funds have been established for students at Langston University. Listed below are loan funds and criteria established by their donors. Students interested in loans should contact the Langston University Development Fund.

- General Fund (university requirement)
- Alumni Loan Fund (university requirement)
- Washington, D.C. Loan Fund (prefer students from D.C. area)
- Novella Nicholson (prefer students from Chicago)
- G. Lamar Harrison Loan Fund (not to exceed $100; for Black Americans)
- Hollis D. Stearns and Lila Hobson Fund ($199.00 limit; student from Okmulgee or Okfuskee counties)
- Eunice B. Simmons Loan Fund ($250.00 limit; young ladies only)
- Technology Department (technology students with approval of Department Chair)
- Amelia R. Taylor Loan Fund (music majors with approval of Department Chair)
- Los Angeles Alumni Loan Fund (prefer students from California)
- Biology Department (Department majors; not to exceed $50.00; approval of Department Chair)
Peggy Holloway Memorial Fund ($75.00 limit recommended)

Social Science Department (Departmental majors with approval of Chair)

M. C. Allen Loan Fund (accounting majors with approval of School of Business Director; $200.00 per person per semester limit; upper division student with 3.00 GPA; U.S. citizen)

Business Administration Loan Fund (majors with approval of School of Business Dean)

Luther "Jake" Crawford ($100.00 limit recommended; high moral character; 2.5 GPA; university requirements)

Thomas H. Black, Jr. Memorial Fund (agriculture majors with approval of Department Chair)

Ella Lee Clement Loan Fund (tuition, books, room and board; $200.00 per person per semester; U.S. citizen; 60 hours with 3.00 GPA; mathematics major; participation in at least one (1) professional organization; approval of Department Chair)

Langston Class Reunion Loan Fund ($25.00 limit; American-born students who reside or have resided in Langston community for minimum of four (4) consecutive years or have graduated from Langston Public Schools; full-time student)

Ione Alford Memorial Fund (Teacher Education majors; approval of Department Chair; $200.00 limit; 2.5 GPA; university requirements)

Faver Reunion Loan Fund (student’s parent or grandparent must be graduate of Faver High School, Guthrie - notarized; $250.00 limit; 2.00 GPA at least one (1) semester at Langston University)

James E. Starks Memorial Fund (university requirement)

Greater St. Louis Alumni Chapter Loan Fund ($100-$300; full-time main campus student; U. S. citizen; 2.00 GPA)

Elwyn B. Welch Loan Fund (English majors and minors with approval of Department Chair; $100.00 limit; 2.00 GPA)

Langston Alumni Chapter Loan Fund ($50.00 limit; 2.00 GPA; U.S. citizen)

Okmulgee County Loan Fund ($150.00 limit; 2.10 GPA; university requirements)

Laverne Blackwell McKenney Student Loan Fund ($75.00 limit; 2.10 GPA)

Wichita, Kansas LUAA Chapter Loan Fund (Wichita, Kansas, student or needy student)

Alpha Beta Chapter, Alpha Phi Alpha Loan Fund (Alpha Phi Alpha Beta Kappa undergraduate; must be approved by Advisor)

Northern California Loan Fund (Oakland) - ($150.00 limit; 2.10 GPA)

Kappa Alpha Psi Fraternity Loan Fund ($100-$300; full-time student currently enrolled; must be approved by Office of Student Aid)

N.W. Consistory #84 Loan Fund (university requirement)

H. Lydia Assembly #84 Loan Fund (university requirement)

J. A. Rouse Memorial Loan Fund (university requirement)

S. M. Twine, Jr. Memorial Student Loan Fund (university requirement)

LaTraviata Club (Black students from Guthrie or parents originally from Guthrie)

Luther Elliott (financial need; 2.50 GPA)

Drs. Coker/Jones (sophomore or above; agriculture or Teacher Education; GPA 2.00; financial need)

Leroy G. Moore, Sr. (university requirements)

Heroines of Jericho Kingsmen’s Court #4 (Black students; parents from Guthrie)

William E. Hibbler (2.00 GPA; financial need)

Eddie L. and Ruebin J. Strong (Teacher Education majors; $150.00 limit; 2.00 GPA; financial need)

Chemistry Department (university requirements; approval of Department Chair)

Morning Star Baptist Church (first priority given to Morning Star Baptist Church members; second priority given to Tulsa County area)

Janice M. Gellispie (black female; undergraduate; full-time student; main campus)

Gomez Cortez Hamilton and Paul H. Vaughn Memorial (full-time student; must have attended Langston for at least one year with major in Biology Department; maximum $150.00)

Class of '66 (university requirements)

Arzelia D. Starks Memorial (university requirements)

Floyd/Bonita Smith Student Loan Fund (junior or senior level; minimum 2.50 GPA; out-of-state residence; maximum $100.00; financial need, emergency)

Beta Phi Zeta Chapter of Zeta Phi Beta Sorority, Inc. (Loan Fund for sophomores through seniors. GPA required is 2.50. Loans not to exceed $200.00, at least 3 references)

Leon Gordon Loan Fund (A full time student; freshmen through seniors. GPA required is 2.25. Must have a financial need)

Maurine Francisco Memorial Loan Fund (Music majors approved by Department Chair)

Stewart L. Gilbert Loan Fund (freshmen through seniors; GPA required is 2.00)

Beta Sigma Omega, AKA Loan Fund (full-time student on main campus and have a financial need)

Oklahoma Federation of Colored Women’s Club Loan Fund (full-time student; GPA required is 2.00)

Robert G. Miller Memorial Loan Fund (Broadcast Journalism major; GPA required is 2.00. A financial need with a loan limit of $150.00)
Orientation programs are offered to new students to acquaint them with university services and the registration process. New freshmen who begin their study in the fall semester attend an orientation program prior to the beginning of the semester. This program consists of basic skills assessment, study skills seminars, university services, and a general overview of what to expect as a college student. Transfer students are also invited to attend orientation programs. Parents of new and transfer students are invited to participate in all activities.

NEW AND TRANSFER STUDENT ORIENTATION PROGRAM
University Women, Room 203
Phone: (405) 466-2980; Fax: (405) 466-3447
P. O. Box 718, Langston, Oklahoma 73050

The goal of the Langston University (LU) Ambassador Program is to assist the university with the following functions: recruitment of potential students, orientation of new and transfer students, campus tours for parents of new and transfer students, and information sharing pertaining to campus life and activities. LU Ambassadors are carefully selected and trained by the Office of Student Activities and serve as mentors to first year and transfer students. LU Ambassadors strive to promote a spirit of unity among all Langston University students and provide exemplary university and community service. All students interested in applying to become Langston University Ambassadors must contact the Office of Student Activities for an application form.

PROFESSIONAL COUNSELING CENTER
Counseling Center
Phone: (405) 466-3400; Fax: (405) 466-3403
P. O. Box 658, Langston, Oklahoma 73050

The chief concern of the Professional Counseling Center is to enhance student retention by providing psychological assistance in the form of individual and group counseling. The focus of the Counseling Center is to assist students to minimize the impact of personal problems on academic performance. The Professional Counseling Center also provides treatment for problems associated with the abuse of alcohol, tobacco, and other drugs. The Counseling Center additionally facilitates campus-wide drug education seminars and workshops as well as HIV/AIDS preventative information and counseling. Theme-specific mental health forums are routinely provided by the Professional Counseling Center staff to classes and special populations such as residence halls and campus organizations. The services of the Professional Counseling Center are provided without charge to currently enrolled students, faculty, and staff. The Center is open 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.

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

OFFICE OF RETENTION
Gandy Hall, Room 202
Phone: (405) 466-3446; Fax: (405) 466-3447
P. O. Box 718, Langston, Oklahoma 73050

OFFICE OF STUDENT HEALTH SERVICES
University Women, Room 112
Phone: (405) 466-3335; Fax (405) 466-3402
P. O. Box 1500, Langston, Oklahoma 73050
The student health clinic provides medical care to all students enrolled at Langston University. Students who are pre-paid are eligible to receive medical care without charge at the clinic. Outpatient services are provided, including x-rays and some laboratory work. Prior to receiving services at the Health Center, each student is required to have a health record on file.

OFFICE OF STUDENT HOUSING
Gandy Hall, Room 215
Phone: (405) 466-2919; Fax: (405) 466-2964
P. O. Box 718, Langston, Oklahoma 73050

Residence Halls
Young Hall and Brown Hall are dormitory style living. All rooms are private unless special circumstances arise. Each room consists of 2 twin beds, cable ready (local basic cable is provided), phone jack, 2 closets, a work desk and two chairs, dresser drawers and blinds. There are restrooms and showers located on every floor as well as washers and dryers located on the first floor. Cooking is prohibited in the rooms. Microwaves are provided on each floor for the students to utilize 24 hours a day. Small refrigerators are allowed in the rooms. Absolutely no pets allowed. Young Hall provides housing for both male and female students whereas Brown Hall is specifically for the Lions Football Team. All single students are permitted to reside in Young Hall.

The residence halls have Residence Assistants (RA's), who are selected and trained to promote the best interests of students in residential living. The RA's present student opinions to officials and, at the same time, represent the institution to student residents.

The residence hall has a council consisting of a president, vice-president, secretary/treasurer, reporter, student council representative, and chaplain. Residence halls are inspected weekly to insure proper sanitary conditions. The university reserves the right to enter and to inspect all university-owned housing. Residence hall information may be obtained by writing to
Office of Student Affairs
P. O. Box 718
Langston, OK 73050
(405) 466-2982

Centennial Court Apartments
The Centennial Court Apartments have 4 bedrooms, fully furnished apartments that include free basic cable, microwave ovens, refrigerator with ice maker, dishwasher and individually locking bedrooms. Centennial Court also has a volleyball/basketball court, full-time live-in staff and many fun activities. There are 6 buildings for female residents and 5 buildings for male residents. There are also assigned buildings for the Langston University Marching Pride Band members. Only students with a 2.00 GPA and higher can reside in Centennial Court.

Centennial Court Management
(405) 466-3939

Cimarron Gardens Apartments
Cimarron Garden Apartments are designed for married students and students with children. Cimarron Garden provides a two bedroom apartment. Furnished and unfurnished units are available. All bills are paid and free basic cable is provided. Only students who are married and students with children can reside in Cimarron Garden.

Cimarron Garden Apartment Management
(405) 466-2964

Scholars Inn Apartments
Scholars Inn Apartments are designated for scholars, e.g., students receiving Regents Scholarships, McCabe I & II scholars, Thurgood Marshall scholars, etc., and first-time entering freshmen and upper-classmen. There are 2- & 3-bedroom apartments available. The 2-bedroom apartments are reserved for seniors. Each bedroom is equipped with a double bed, desk, nightstand, dresser, microwave, refrigerator and closet. There are 2 bathrooms and 2 showers. The apartment also has a sitting area and partial kitchen. All bills are paid. Only freshmen scholars, freshmen with 3.0 GPA or higher and upper-classmen with a 2.5 GPA can reside in Scholars Inn.

Scholars Inn Management
(405) 466-6028

The Commons Apartments
The Commons Apartments are new facilities off campus. The Commons are specifically designed for married couples, singles parents, faculty and staff. These apartments have two bedrooms, full kitchen and washer/dryer units. All apartments are fully furnished with all bills paid. Only married students, students with children, faculty and staff can reside in the Commons.

The Commons Apartment Management
(405) 466-6044
STUDENT HOUSING FEES

<table>
<thead>
<tr>
<th>Single Students Residences:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Residence Hall</td>
<td></td>
</tr>
<tr>
<td>Fall/Spring Semester (Double Occup)</td>
<td>1,160.00 per sem</td>
</tr>
<tr>
<td>Summer</td>
<td>580.00</td>
</tr>
<tr>
<td>Fall/Spring Semester (Priv. Room)</td>
<td>1,600.00 per sem</td>
</tr>
<tr>
<td>Summer</td>
<td>800.00</td>
</tr>
</tbody>
</table>

*Centennial Court Apartments | 2,175.00 per sem
Summer | 870.00

The Commons Apartments
- Fall/Spring: 3,400.00  
- Summer: 1,360.00  
- Housing Deposits: 200.00  
- Housing Appl. Fee (Non-refundable): 35.00  
- Housing Technology Fee: 10.00 per sem  
- Lease Termination Fee:  
  - Residence Halls: 150.00  
  - Apartments: 300.00  
  - Cafeteria Plan: 1,066.00-1,150.00  
  (based on meal selected)

*Students in these residences are required to purchase cafeteria 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.

Payment of Fees: Payment of tuition and fees is due at the time of enrollment. Forty percent (40%) of room and board is also due at the time of enrollment. The balance of room and board is due in full by the end of the add/drop period. All fees are payable either by mail or in person at the Business Office. Cash should not be sent through the mail. Payment intended for the personal use of students should not be included in any remittance drawn to Langston University; any such remittance must be deposited in full to the student's account.

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

STUDENT LIFE AND CAMPUS ACTIVITIES

Gandy Hall, Room 221  
Phone: (405) 466-2982; Fax: (405) 466-2964  
P.O. Box 718, Langston, Oklahoma 73050

Students who come to Langston University enter a world in which the dominant desire is to learn and the most characteristic activity is to ask questions. A student at Langston University soon discovers that his/her opinions, doubts, and, above all, questions will be honored whether they are expressed in writing, in the give and take of class discussion, in student publications, or in informal contact with advisors, instructors or fellow students. At Langston, the art of teaching is viewed not as a mere matter of "imparting knowledge" but as a process of encouraging and guiding inquiry.

Extracurricular activities are planned and fostered at Langston University because of the significant contribution these activities make to the education of the student. The university maintains an extensive program of extracurricular activities including athletics, theatrical productions,
Intercollegiate Athletics - Various National Association of Intercollegiate Athletics (NAIA) sports are available to both men and women at Langston University. The university engages in intercollegiate competition in football, basketball, softball, volleyball, track, and cross-country.

Campus Recreation – The Division of Student Services provides intramural sports activities and recreational activities during the academic year. These programs are designed to provide opportunities for physical fitness and recreation, offer an enjoyable break from the routine of academia, and foster the competitive drive through structured activities.

Theatre - During the academic year, productions are presented by the Langston University Theatre Arts program. Any enrolled student is eligible to participate in the productions.

Professional Performing Arts on Campus - Each year the Office of Student Activities, in conjunction with the Student Government Association, brings performances to the campus by renowned artists from various fields of entertainment. Typical presentations are displays of art, music, dance, and theatre.

Student Publications - The Gazette is the university's student-generated newspaper. It is a weekly publication which provides an opportunity for all students, regardless of major, to participate in professional news gathering, photography, and publishing. The students and the university also publish newsletters and bulletins on a regular basis. A university yearbook, the Lion, is published annually.

Religion - Numerous opportunities for the nurturing and maturing of the religious life of the student are available: religious activities, lectures, seminars, student religious organizations, the factual study of religion in courses in the curriculum, and religious counsel and worship in designated facilities around the campus area. The university has an annual Religious Emphasis Week that is coordinated via the Religion and Life Council along with other observances throughout the year.

University Radio Station and Television- KALU 89-dot-3 is a student-staffed FM carrier current radio station which serves students living on campus and in the surrounding communities. KALU broadcasts music, national and campus news, student programs, and LU sporting events. KALU is a non-commercial educational station.

Honor Societies and Organizations - Superior achievement in various academic disciplines and in extracurricular activities is recognized in honor organizations and by the university. Specific information on honors may be obtained from the Registrar's Office and/or the student's major chairman or school dean.

Fraternities/Sororities – Langston University recognizes eight of the nine fraternities and sororities governed by the National Pan-Hellenic Council. There are also fraternities and sororities founded to promote other aspects of life such as religion, music, and scholarly achievement. Sororities and fraternities strive for the social and personal development of their members and for their growth as responsible scholars and citizens in the university community. The activities of these sororities and fraternities are coordinated through the Office of Student Activities.

Music - Music organizations and ensembles are open to all students by audition. Music majors as well as non-music majors are encouraged to participate. Some of the groups available are University Choir, Marching Band, Jazz Band, Symphonic Band, plus various instrumental ensembles.

Special Interest/Other Organizations - Organizations sponsored by departments and special interest groups provide students the opportunity to become better acquainted with other students and faculty while exploring and perpetuating interests outside the classroom. The membership requirements for these organizations vary. Requirements may be based on academic major or some other type of special interest.

STUDENT ORGANIZATIONS
William H. Hale Student Union, Room 136
Phone: (405) 466-2922; Fax: (405) 466-2964
P. O. Box 718, Langston, Oklahoma 73050

Langston University recognizes the following organizations:

National Academic Societies
Alpha Chi Honor Society
Beta Kappa Chi (Science)
Kappa Delta Pi (Education)

National Pan-Hellenic Organizations
Alpha Kappa Alpha
Alpha Phi Alpha
Delta Sigma Theta
Kappa Alpha Psi
Omega Psi Phi
Phi Beta Sigma
Sigma Gamma Rho
Zeta Phi Beta

Departmental Clubs
Corrections/Criminal Justice Club
English Club
Family and Consumer Sciences Organization
Health Administrators Student Association
Nutrition and Dietetic Student Association
National Association of Black Accountants
National Association of Black Journalists
Elementary Education Club
Psychology Club
Sociology Club
Student Nurses Association

Musical Organizations
Kappa Kappa Psi (Band)
Phi Mu Alpha
Sigma Alpha Iota
Tau Beta Sigma (Band)
University Band
University Choirs

Publications
Bulletin: Catalog Edition
Langston University GAZETTE
Excellence
Residence Life Newsletter
Student Handbook
The LION (Yearbook)

Special Interest/Other Organizations
Alpha Lambda Omega, Christian Sorority
Baptist Student Union
Campus All-Star Challenge (College Bowl)
College Republicans
Collegiate 4-H
Gamma Phi Delta, Christian Fraternity
Gay, Lesbian, Bisexual Students and Friends
International Student Organization
LU Cheerleaders
Information on all student activities, organizations and honors is available in the Student Activities Office.

STUDENT SUPPORT SERVICES
Gandy Hall, Room 319
Phone: (405) 466-2989; Fax: (405) 466-2966
P.O. Box 832, Langston, Oklahoma 73050

Student Support Services is one of three TRIO Programs at Langston University. TRIO programs were designed to help low-income Americans enter college, graduate and move on to participate more fully in America's economic and social life. Student Support Services' goal is to provide activities and services to help the students who participate in the program stay in college until they earn their baccalaureate degrees.

Who is eligible to participate? A student is eligible to participate in the Student Services Program if the student meets all of the following requirements: (a) is a citizen or national of the U.S. or meets the residency requirements for federal student financial assistance; (b) is enrolled at Langston University for the next academic term; (c) has a need for academic support, as determined by Langston University, in order to pursue successfully a postsecondary educational program; (d) is a low-income individual, a first generation college student, or an individual with disabilities (must be documented).

Services provided include (a) personal counseling; (b) academic advisement and assistance in course selection; (c) tutorial services and counseling and peer advisors; (d) exposure to cultural events and academic programs not usually available to high need students; (e) activities to acquaint students with the wide range of career options; (f) activities designed to encourage students to pursue graduate and professional degrees; (h) mentoring programs involving faculty and or upper class students, and (h) other activities designed to meet the needs of program participants.

Financial assistance services are provided to help students find and apply for additional financial assistance to meet their educational expenses. The Student Support Services Supplemental Grant is awarded to eligible students. (The Supplemental Grant is awarded depending upon the availability of program funding). Students must be willing to participate fully in the required designed program activities and services to successfully benefit from the services and activities provided.

UPWARD BOUND
Gandy Hall, Room 211
Phone: (405) 466-3430; Fax: (405) 466-2021
P. O. Box 1500, Langston, Oklahoma 73050

Upward Bound Langston University Upward Bound is a highly successful college-based program of rigorous academic instruction, individual tutoring and counseling for low-income high school students, most of whom are the first generation of their families to consider postsecondary education. This eleven (11) month program (September-July) is supported with U.S. Department of Education funds. During the academic year, weekly and monthly meetings are held to enrich the students' academic needs, college preparation, cultural and social attributes. ACT preparatory training and financial aid seminars are provided. The mandatory Summer Academy is designed for students to live on campus and become involved in an intensive academic study program with emphasis on English, mathematics, science, reading, foreign language and writing. The Summer Academy is a six-week program during the months of June and July for returning high school students. The Bridge Summer Academy is designed for graduated seniors to bridge the gap between high school and college. The Bridge Academy provides six hours of college credit for the graduates during the eight-week summer session at Langston University.

WILLIAM H. HALE STUDENT CENTER
Phone: (405) 466-2922; Fax: (405) 466-2964
P. O. Box 718, Langston, Oklahoma 73050

The Student Center serves as an informal meeting place for students, staff, alumni, and guests of the university. The Center houses the cafeteria, Varsity Shop, game room, snack bar, ballroom, Student Government Association office and Randy Ponder Military Center. The Student Center is an integral part of the educational program of the university. It serves as a laboratory for citizenship and for training students in social responsibility and leadership development. Through the staff and committees, the Center provides a cultural, social, and recreational program and encourages self-directed activities, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness.
FEES

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

Comprehensive Fees Per Semester

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

General Fees

<table>
<thead>
<tr>
<th>TUITION</th>
<th>MAIN CAMPUS</th>
<th>OKC CAMPUS</th>
<th>TULSA CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate-Non guaranteed</td>
<td>$88.00 Per Cr. Hr.</td>
<td>$89.25 Per Cr. Hr.</td>
<td>$89.25 Per Cr. Hr.</td>
</tr>
<tr>
<td>Undergraduate-Guaranteed</td>
<td>$101.20 Per Cr. Hr.</td>
<td>$102.63 Per Cr. Hr.</td>
<td>$102.63 Per Cr. Hr.</td>
</tr>
<tr>
<td>Graduate</td>
<td>$113.50 Per Cr. Hr.</td>
<td>$113.50 Per Cr. Hr.</td>
<td>$113.50 Per Cr. Hr.</td>
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<tr>
<td>Doctoral-Physical Therapy</td>
<td>$140.40 Per Cr. Hr.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Non Residents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>$274.00 Per Cr. Hr.</td>
<td>$274.00 Per Cr. Hr.</td>
<td>$274.00 Per Cr. Hr.</td>
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<tr>
<td>Graduate</td>
<td>$327.60 Per Cr. Hr.</td>
<td>$327.60 Per Cr. Hr.</td>
<td>$327.60 Per Cr. Hr.</td>
</tr>
<tr>
<td>Doctoral-Physical Therapy</td>
<td>$445.00 Per Cr. Hr.</td>
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<td>N/A</td>
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<tr>
<td>Mandatory Fees (Per Cr. Hr.)</td>
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<tr>
<td>Student Activity Fee</td>
<td>$7.50 Per Cr. Hr.</td>
<td>$7.50 Per Cr. Hr.</td>
<td>$7.50 Per Cr. Hr.</td>
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<tr>
<td>Student Facility Fee</td>
<td>$8.30 Per Cr. Hr.</td>
<td>$8.30 Per Cr. Hr.</td>
<td>$8.30 Per Cr. Hr.</td>
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<tr>
<td>Student Technology Ser. Fee</td>
<td>$7.00 Per Cr. Hr.</td>
<td>$7.00 Per Cr. Hr.</td>
<td>$7.00 Per Cr. Hr.</td>
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<tr>
<td>Library Auto.&amp; Materials Fee</td>
<td>$2.25 Per Cr. Hr.</td>
<td>$2.25 Per Cr. Hr.</td>
<td>$2.25 Per Cr. Hr.</td>
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<td>Library Resources Fee</td>
<td>$3.00 Per Cr. Hr.</td>
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<tr>
<td>Career Services Fee</td>
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<td>$2.00 Per Cr. Hr.</td>
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<td>Parking Fee</td>
<td>N/A</td>
<td>N/A</td>
<td>$2.50 Per Cr. Hr.</td>
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<tr>
<td>Academic Records Fee</td>
<td>$1.00 Per Cr. Hr.</td>
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<td>Assessment Fee</td>
<td>$1.00 Per Cr. Hr.</td>
<td>$1.00 Per Cr. Hr.</td>
<td>$1.00 Per Cr. Hr.</td>
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<tr>
<td>Urban Campus Fee</td>
<td>N/A</td>
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<td>$20.00 Per Cr. Hr.</td>
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<tr>
<td>Per Semester Fees</td>
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<td></td>
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<tr>
<td>Publications Fee</td>
<td>$15.00 Per Semester</td>
<td>$15.00 Per Semester</td>
<td>$15.00 Per Semester</td>
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<tr>
<td>SGA Activities Fee</td>
<td>$50.00 Per Semester</td>
<td>N/A</td>
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<tr>
<td>Student Health Fee</td>
<td>$54.00 Per Semester</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Cultural &amp; Recreational Fee</td>
<td>$13.50 Per Semester</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Transit/Security Fee</td>
<td>$10.00 Per Semester</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other Fees</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Application Fee</td>
<td>$25.00 Per Application</td>
<td>$25.00 Per Application</td>
<td>$25.00 Per Application</td>
</tr>
<tr>
<td>Late Enrollment Fee</td>
<td>$50.00 Per Enrollment</td>
<td>$50.00 Per Enrollment</td>
<td>$50.00 Per Enrollment</td>
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<tr>
<td>Drop/Add Fee</td>
<td>$5.00 Per Cr. Hr.</td>
<td>$5.00 Per Cr. Hr.</td>
<td>$5.00 Per Cr. Hr.</td>
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<tr>
<td>Graduation Fee</td>
<td>$25.00 Per Graduation</td>
<td>$25.00 Per Graduation</td>
<td>$25.00 Per Graduation</td>
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<tr>
<td>Return Check Fee</td>
<td>$50.00 Per Check</td>
<td>$50.00 Per Check</td>
<td>$50.00 Per Check</td>
</tr>
<tr>
<td>International Student Status Fee</td>
<td>$50.00 Per Semester</td>
<td>$50.00 Per Semester</td>
<td>$50.00 Per Semester</td>
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<tr>
<td>Off-Campus Electronic Media</td>
<td>$20.00 Per Cr. Hr.</td>
<td>$20.00 Per Cr. Hr.</td>
<td>$20.00 Per Cr. Hr.</td>
</tr>
<tr>
<td>Re-Admit Fee</td>
<td>$5.00 Per Readmit</td>
<td>$5.00 Per Readmit</td>
<td>$5.00 Per Readmit</td>
</tr>
<tr>
<td>Smart Card/ID Card Fee</td>
<td>$15.00 Per Issuance</td>
<td>$15.00 Per Issuance</td>
<td>$15.00 Per Issuance</td>
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<tr>
<td>Smart Card/ID Replacement Fee</td>
<td>$25.00 Per Replacement Fee</td>
<td>$25.00 Per Replacement Fee</td>
<td>$25.00 Per Replacement Fee</td>
</tr>
</tbody>
</table>

*Non-resident students are assessed nonresident tuition only, and not the combination of nonresident tuition and resident tuition.

Tuition and fees noted are in effect for Academic Year 2009-2010. Actual Tuition and fees for Academic Year 2010-2011 will be available by June 30, 2010.

Academic Course Fees

**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: $15.00 per semester
- AS 3123 Principles of Animal Nutrition: $20.00 per semester
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<th>Course Code</th>
<th>Course Title</th>
<th>Fee per Semester/Per Course</th>
</tr>
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<td>AS 3223</td>
<td>Field Crop Production</td>
<td>$15.00</td>
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<tr>
<td>AS 3323</td>
<td>Introduction to GIS &amp; GPS</td>
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<tr>
<td>AS 3333</td>
<td>Water Resource Management</td>
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<tr>
<td>AS 3413</td>
<td>Elements of Forestry</td>
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<tr>
<td>AS 3433</td>
<td>Feeds and Feeding</td>
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<tr>
<td>AS 3523</td>
<td>Dairy Technology</td>
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<td>AS 3623</td>
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<td>AS 4153</td>
<td>Natural Resources Management</td>
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<td>AS 4323</td>
<td>Soil Fertility and Management</td>
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<tr>
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<td>Plant Breeding</td>
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<td>Advanced Information Processing for Business</td>
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<td>Fundamentals of System Development</td>
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<td>Social &amp; Ethical Issues in Computer Science</td>
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<td>CS 2164</td>
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<td>CS 3203</td>
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<td>CS 3243</td>
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<td>CS 4163</td>
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</table>
CS 4173  Artificial Intelligence  $20.00 per course
CS 4183  Social Issues in Computing Science  $20.00 per course

Economics
EC 2013  Principles of Macroeconomics  $20.00 per course
EC 2023  Principles of Microeconomics  $20.00 per course
EC 2033  The Financial System in the Economy  $20.00 per course
EC 2203  Economics for General Education  $20.00 per course
EC 3203  Microeconomic Analysis  $30.00 per course
EC 3213  Labor Economics  $20.00 per course
EC 3223  Urban and Regional Economics  $20.00 per course
EC 3233  Macroeconomic Analysis  $20.00 per course
EC 3243  Money Banking & Financial Institutions  $20.00 per course
EC 3253  Public Finance  $20.00 per course
EC 3263  Capital Market Theory  $20.00 per course
EC 4203  Managerial Economics & Strategy  $20.00 per course
EC 4213  International Trade & Finance  $20.00 per course
EC 4223  Economic Growth & Development  $20.00 per course
EC 4243  Industrial Org & Public Policy  $20.00 per course
EC 4253  Econometrics  $30.00 per course

Finance
FN 4323  Business Forecasting  $5.00 per course
FN 2123  Personal Finance  $20.00 per course
FN 2333  Insurance & Financial Planning  $20.00 per course
FN 2343  Taxation for Financial Planners  $20.00 per course
FN 2353  Fundamentals of Retirement Planning  $20.00 per course
FN 2363  Estate Planning  $20.00 per course
FN 2373  Fundaments of Investments  $20.00 per course
FN 3303  Business Statistics  $20.00 per course
FN 3313  Financial Management  $20.00 per course
FN 3323  Investment & Portfolio Management  $20.00 per course
FN 3333  Financing New Venture  $20.00 per course
FN 3343  Real Estate Investment  $20.00 per course
FN 3353  Financial Derivatives & Risk Management  $20.00 per course
FN 3363  Financial Statement Analysis I  $20.00 per course
FN 3372  Financial Statement Analysis II  $20.00 per course
FN 4303  Advanced Financial Management  $20.00 per course
FN 4333  Financial Policy and Administration  $20.00 per course
FN 4343  Equity Analysis  $20.00 per course
FN 4353  Fixed Income Securities  $20.00 per course
FN 4993  Professional Programs Review  $20.00 per course

Information Systems
MIS 3503  Microcomputer Applications in Business  $20.00 per course
MIS 3513  Introduction to Business Computing  $20.00 per course
MIS 3523  Data Center Management  $5.00 per course
MIS 3533  File Organization and Processing  $20.00 per course
MIS 3543  Database Systems  $20.00 per course
MIS 3563  Introduction to MIS  $20.00 per course
MIS 3603  Web Page & GUI Design  $30.00 per course
MIS 4503  Management Information Systems  $20.00 per course
MIS 4513  Business Telecommunications  $20.00 per course
MIS 4523  Systems Analysis and Design I  $30.00 per course
MIS 4533  Systems Analysis and Design II  $30.00 per course
MIS 4543  Business Simulation Systems  $20.00 per course
MIS 4553  Decision Support Systems  $20.00 per course
MIS 4563  Computer Networks & Enterprise Networking  $30.00 per course
MIS 4573  Information Systems Policy  $20.00 per course
MIS 4583  Introduction to Electronic Commerce  $30.00 per course
MIS 4593  Information Systems Planning & Project Management  $30.00 per course
MIS 4703  Current Topics in MIS  $15.00 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 per course
ED 3113  Integrated Math & Science I  $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
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<td>ED 4212</td>
<td>Educational Technology</td>
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<td>ED 4232</td>
<td>Instructional Strategies</td>
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<td>Instructional Strategies for Middle and Junior High School Learners</td>
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<td>*ED 4270</td>
<td>Student Teaching in the Elementary School</td>
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<td>*ED 4280</td>
<td>Student Teaching in the Secondary School</td>
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<td>Experimental Foods</td>
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<td>FCS 4621</td>
<td>Selected Field Experiences in Early Childhood Development</td>
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<td><strong>Nursing and Health Professions (includes liability insurance)</strong></td>
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<td>NR 3335</td>
<td>Health Assessment</td>
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<td>NR 3435</td>
<td>Psychosocial Nursing</td>
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<td>NR 3445</td>
<td>Nursing Care of the Childbearing Family</td>
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<td>NR 4336</td>
<td>Adult Nursing</td>
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<td>NR 4423</td>
<td>Care of Client with Complex Health Needs</td>
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<tr>
<td>NR 4426</td>
<td>Nursing Leadership/Management</td>
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GENERAL ACADEMIC REGULATIONS

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

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

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

INSTITUTIONAL HOLDS
The following is a list of "HOLDS" that will prevent a student from completing the registrations process:

- Business Office (BO) – Students with financial holds or owe library fines;
- Student Affairs (SA) – Students who may owe housing, fees, lost key, damaged apartment, utility bills or have disciplinary problems;
- Registrar Office (R) – A student who is on either Academic Probation or Academic Suspension;
- Admissions Office – Students who haven’t completed or submitted their medical history reports from a certified doctor, Transfer Reference Form, 24 hour rule or all incoming first time entering or transfer students who have missing documents, students who have not taken Placement, SAT, or ACT Test or have not paid for the ACT, and students who have not submitted their official transcripts.
- Financial Aid Office – Students who have not completed their exit interview or dropped below six hours for the semester.

OFFICIAL ENROLLMENT
To be considered officially enrolled, students must pay through the Business Office.

ENROLLMENT STATUS
Students who enroll for a regular semester in twelve (12) or more semester hours are considered to be full-time. Full-time for a summer session will be based on six (6) or more semester hours with a nine (9) hour limit.

Students who enroll for the regular semester in less than twelve (12) semester hours are considered to be part-time. Part-time for a summer session will be based on less than six (6) hours.

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.

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

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

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

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

CHANGE OF MAJOR
Once students have declared a major and then wish to change, students should:
1. pick up a student academic change form from the Registrar's Office;
2. pick up their file folder from former advisor and have the advisor sign the form;
CREDIT FROM AN ACCREDITED SENIOR COLLEGE
Credit will be given for work done in residence in an institution in Oklahoma recognized by the Oklahoma State Regents for Higher Education as an accredited college or university. For residence work done in a college or university elsewhere, credit will be given on the basis of the recommendations contained in the current issue of the Higher Education Directory.

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

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

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

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

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

ADVANCED PLACEMENT AND ADVANCED 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.

EXTRAINSTITUTIONAL LEARNING
Extrainstitutional 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.

CREDIT FOR MILITARY SERVICE
Students who have previously served in the Armed Forces will be allowed eight (8) semester credits by submitting a DD-214 form or its equivalent to the Registrar's Office.

Students who have completed formal service school training may request an evaluation for credit. "The Guide to the Evaluation of Education Experiences in the Armed Services" will be used to determine credit to be awarded. Student must submit DD-295.

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

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

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

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

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

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

CLASS ATTENDANCE POLICY
Students at Langston University are expected to take the requirements of their academic courses seriously and to give their course obligations first consideration. Regular attendance is required of all students in all classes and activities scheduled for credit. An absence may be considered excused only by written administrative statement.

In cases of absence from class for any reason, it is the student's responsibility to obtain an official excuse and present this explanation to the instructor no more than three (3) days from his/her return to class. In case of illness, the student is also obligated to present a doctor's statement before an official excuse may be granted.

When students attend officially authorized functions on campus and officially sanctioned field trips sponsored by the university, they may obtain the official excuses for these absences from the Office of Academic Affairs. An absence immediately preceding or following a holiday will constitute a double absence in any course meeting on those days unless the student is involved in an authorized university activity. Absence from class, whether excused or unexcused, does not relieve the student of the responsibility for work required in the course during his/her absence.

The university imposes a penalty on students who violate the intent of this attendance policy by indiscriminately failing to attend their classes. This penalty is administered by requiring students to withdraw from courses they have habitually ignored as documented by the attendance records of their instructors. The university recognizes that absences affect academic performance in a negative way and that students who habitually miss their classes are denied access to course content for which they are held accountable by examinations, quizzes, and course projects. Instructors will discuss attendance requirements at the beginning of each academic term and will include course attendance standards in the official syllabus issued to the student. Students who accumulate six (6) hours in unexcused absences for any course may be dropped from that course and may be assigned the grade of "F" for the semester.

GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>Equals to four (4) grade points per semester hour</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>Equals to three (3) grade points per semester hour</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>Equals to two (2) grade points per semester hour</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>Equals to one (1) grade point per semester hour</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>No grade points</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>No grade points.</td>
</tr>
</tbody>
</table>

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 institution's add period. Students changing their enrollment status from audit to credit must meet institutional admission/retention standards. The allowable time to change an enrollment status from credit to audit must not exceed the institution's last date for withdrawal from classes.)

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  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.

**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

These grades will not contribute to student's GPA.

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

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

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

**ACADEMIC FORGIVENESS PROVISIONS**
Circumstances may justify a student's being able to recover from academic problems in ways which do not forever jeopardize his/her academic standing. The student's academic transcript, however, should be a full and accurate reflection of the facts of the student's academic life. Therefore, in situations which warrant academic forgiveness, the transcript will reflect all courses in which a student was enrolled and in which grades were earned, with the academic forgiven 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. All institutions will conform to the "repeated courses" forgiveness provision. Institutions may elect to offer students academic reprieve or academic renewal as detailed below.

**ACADEMIC REPRIEVE**
Offering academic reprieve for students is optional for all State System institutions. Academic Reprieve is a provision allowing a student who has experienced extraordinary circumstances to disregard up to two semesters in the calculation of his or her retention/graduation GPA. A student may request an academic reprieve consistent with these guidelines listed:

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

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

**ACADEMIC RENEWAL**
Offering academic renewal for students is optional for all State System institutions. Academic Renewal is a provision allowing a student who has had academic trouble in the past and who has been out of higher education for a number of years to recover 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 public State System institutions with academic renewal policies consistent with these guidelines:

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

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

RETENTION/GRADUATION GRADE POINT CALCULATION
In calculating grade point averages, the total grade points earned are divided by the total number of hours attempted, excluding the repeated or reprieved hours.

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

GRADE CORRECTIONS
An instructor who submits to the Registrar's Office an incorrect grade may request the Registrar to correct the grade. The request must be in writing, have the approval of the Vice President for Academic Affairs, and must be within the grade reporting period prior to posting the transcript. In order to change a grade, the following procedure must be adhered to:

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

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

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

COMMITTEE FOR 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 Student Support Services, 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.

DEFINITION OF TERMS
Good Academic Standing: Any student who meets the retention requirements as set forth in this policy is in good academic standing.

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

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

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

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

**CUMULATIVE GRADE POINT AVERAGE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Credit Attempted</th>
<th>Cumulative GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 30 semester credit hours</td>
<td>1.70</td>
</tr>
<tr>
<td>Greater than 30 semester hours</td>
<td>2.00</td>
</tr>
</tbody>
</table>

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

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

**ADDITIONAL REQUIREMENTS**

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

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

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

**SCHOLASTIC HONORS**

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

- 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.

Those students transferring from an Oklahoma junior college may graduate with the same honors as a four-year resident student.

**WITHDRAWAL FROM THE UNIVERSITY**

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

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

**REQUIREMENTS FOR BACHELOR’S DEGREE**

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

Specific Graduation requirements are as follows:

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

12. A maximum of nine (9) semester hours of credit applicable to a major field or six (6) in a minor field may be earned through correspondence and extension study.

13. Each candidate for a degree in the Teacher Education Program must earn the grade point average prescribed by the School of Education and Behavioral Science.

14. At least 15 of the final 30 hours applied toward the degree must be taken at Langston University.

15. Students recommended for the Bachelor's Degree must achieve a grade point average of 2.00 as a minimum on all course work attempted, excluding any courses repeated or reprieved as detailed in the State Regents' Grading Policy and excluding physical activity courses. Specific majors may require a higher grade point average.

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

Graduate credit is not accepted in meeting requirements for the Bachelor's Degree if it is required for a graduate course.
Degree programs include a General Education requirement with a minimum of 50 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.

**Bachelor of Arts Degree Majors**

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

**Bachelor of Arts in Education Degree Majors**

Programs
- English (Language Arts)
- Music

**Bachelor of Business Administration Degree Majors**

Programs
- Business Administration

Options
- Accounting
- Economics
- Finance
- Financial Economics
- Management Information Systems
- Business Administration (Urban Centers only)
- Management

**Bachelor of Science Degree Majors**

Programs
- Agricultural Science
- Agribusiness-Urban
- Animal Science - Urban
- Crop and Soil Science-Urban
- Natural Resources Management
- Biology
- Chemistry
- Computer and Information Sciences
- Corrections
- Criminal Justice
- Health Administration
- Health, Physical Education and Recreation
- Child Development
- Family and Consumer Sciences
  - Family and Consumer Sciences Education
  - Early Childhood Education
  - Nutrition and Dietetics
- International Studies
- Organizational Leadership
- Technology
  - Building Construction Management
  - Computer-Aided Drafting and Design
  - Electronics

**Bachelor of Science in Rehabilitation Service Degree Major**

**Bachelor of Science in Education Degree Majors**

Programs
- Biology
- Mathematics
- Chemistry
- Special Education (Mild and Moderate)
- Elementary Education
- Technology Education
- Health, Physical Education and Recreation
- Early Childhood Education
- Family and Consumer Sciences

**Bachelor of Science in Nursing Degree Major**

Program
- Nursing

**Associate of Science Degree Majors**

Programs
- Child Development
- Computer and Information Sciences
- Drafting and Design Technology
- Electronic Technology
- Financial Planning
- Pre-Veterinary Science
- Criminal Justice
### DEGREE PROGRAMS (MAJORS), OPTIONS, AND MINORS

#### School of Agriculture and Applied Sciences

<table>
<thead>
<tr>
<th>Program (Majors/Options)</th>
<th>Department or School</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Science</td>
<td>Agriculture and Natural Resources</td>
<td>B.S.</td>
</tr>
<tr>
<td>Agribusiness-Urban (Opt.)</td>
<td></td>
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<tr>
<td>Animal Science-Urban (Opt.)</td>
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<tr>
<td>Crop and Soil Science-Urban (Opt.)</td>
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<tr>
<td>Natural Resources Management (Opt.)</td>
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<tr>
<td>Pre-Veterinary Science</td>
<td></td>
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<tr>
<td>Family and Consumer Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Development (Opt.)</td>
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<tr>
<td>Family and Consumer Sciences Education</td>
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<tr>
<td>Nutrition and Dietetics (Opt.)</td>
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<tr>
<td>Early Childhood Education</td>
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<td>Child Development</td>
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#### School of Arts and Sciences

<table>
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<th>Program (Majors/Options)</th>
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<th>Degree</th>
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<tbody>
<tr>
<td>Biology</td>
<td>Natural Sciences</td>
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<tr>
<td>Biology (Ed.)</td>
<td>Natural Sciences</td>
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<td>Broadcast Journalism</td>
<td>Communication and English</td>
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<td>Chemistry</td>
<td>Natural Sciences</td>
<td>B.S.</td>
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<td>Natural Sciences</td>
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<tr>
<td>Corrections</td>
<td>Social Sciences and Humanities</td>
<td>B.S.</td>
</tr>
<tr>
<td>Criminal Justice (Opt.)</td>
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<tr>
<td>Criminal Justice</td>
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<td>English</td>
<td>Communication and English</td>
<td>B.A.</td>
</tr>
<tr>
<td>English (Language Arts - Ed.)</td>
<td>Communication and English</td>
<td>B.A. in Education</td>
</tr>
<tr>
<td>Social Sciences and Humanities</td>
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<tr>
<td>Mathematics</td>
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<td>B.S.</td>
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<td>Mathematics (Ed.)</td>
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<td>B.S. in Education</td>
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<td>Music (Ed.)</td>
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<td>Sociology</td>
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<td>Theatre Arts</td>
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<td>Technology</td>
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<tr>
<td>Electronics (Opt.)</td>
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<tr>
<td>Building Construction Management (Opt)</td>
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<tr>
<td>Computer Drafting Design Technology (Opt)</td>
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<tr>
<td>Drafting and Design Technology</td>
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<td>Electronic Technology</td>
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<tr>
<td>Technology Education (Ed.)</td>
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<td>B.S. in Education</td>
</tr>
<tr>
<td>Organizational Leadership</td>
<td>Corrections/Organization Management</td>
<td>B.S.</td>
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</table>

#### School of Business

<table>
<thead>
<tr>
<th>Program (Majors/Options)</th>
<th>Department or School</th>
<th>Degree</th>
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<tbody>
<tr>
<td>Business Administration</td>
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<td>B.B.A.</td>
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<tr>
<td>Accounting (Opt.)</td>
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<tr>
<td>Economics (Opt.)</td>
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<tr>
<td>Finance (Opt.)</td>
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</tr>
<tr>
<td>Management Information Systems (Opt.)</td>
<td></td>
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<tr>
<td>Financial Economics (Opt.)</td>
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<tr>
<td>Business Administration (Opt.)</td>
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<tr>
<td>Organizational Management (Opt.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Planning</td>
<td>Business</td>
<td>A.S.</td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td>Business</td>
<td>A.S., B.S.</td>
</tr>
<tr>
<td>International Studies</td>
<td>Business</td>
<td>B.S.</td>
</tr>
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</table>

#### School of Education and Behavioral Sciences

<table>
<thead>
<tr>
<th>Program (Majors/Options)</th>
<th>Department or School</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>Education and Behavioral Sciences</td>
<td>B.S. in Education</td>
</tr>
<tr>
<td>Psychology</td>
<td>Education and Behavioral Sciences</td>
<td>B.A.</td>
</tr>
<tr>
<td>Health, Physical Education and Recreation</td>
<td>Health, Physical Education and Recreation</td>
<td>B.S.</td>
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<tr>
<td>Health, Physical Education and Recreation (Ed.)</td>
<td>Health, Physical Education and Recreation</td>
<td>B.S. in Education</td>
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</tbody>
</table>
Special Education (Ed.)  Education and Behavioral Sciences  B.S. in Education
Liberal Education (BALE) (Opt.)  Education and Behavioral Sciences  B.A. in Liberal Educ

Program (Majors/Options)  Department or School  Degree
Cultural Studies (BALE) (Opt.)  Education and Behavioral Sciences  B.A. in Liberal Education
Rehabilitation Services  Rehab Counseling and Disability Studies  B.S.

(Teacher Education Program is in School of Education and Behavioral Sciences.)

School of Nursing and Health Professions
Gerontology  Nursing and Health Professions  B.A.
Health Administration  Nursing and Health Professions  B.S.
Nursing  Nursing and Health Professions  B.S. in Nursing

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  Gerontology
Agribusiness - Urban  Health Administration
Animal Science - Urban  Health, Physical Education and Recreation
Biology  Management Information Systems
Broadcast Journalism  Marketing
Business Administration  Mathematics
Chemistry  Natural Resources Management
Computer and Information Sciences  Nutrition and Dietetics
Corrections  Business Administration
Crop and Soil Science - Urban  Organization Management
Early Childhood Development  Psychology
Economics  Sociology
Family and Consumer Sciences  Spanish
English  Technology
Finance  Theatre Arts
French

For a list of requirements for minors, see p. 188.

INFORMATION ON THE GRADUATE PROGRAMS

MASTER OF EDUCATION DEGREE (M.ED.)

Options:
  Bilingual/Multicultural Education
  English As A Second Language
  Urban Education
  Elementary Education
  Educational Leadership
(For more information see the Master of Education Program on p.190)

MASTER OF SCIENCE IN REHABILITATION COUNSELING (M.S.)
(For more information see The Graduate Programs, p.199)

MASTER OF SCIENCE IN VISUAL REHABILITATION SERVICES (M.S.)
(For more information see the Graduate Programs, p. 202)

MASTER OF ENTREPRENEURIAL STUDIES (MES)
(For more information see the Graduate Programs, p. 205)

DOCTOR OF PHYSICAL THERAPY (DPT)
(For more information see the Graduate Programs, p. 208)
GENERAL EDUCATION REQUIREMENTS

General Education Philosophy

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

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

A minimum of 50 semester hours as outlined below is required for each baccalaureate degree. A maximum of 9 hours of General Education courses may be used to meet requirements in both General Education and in the major or minor. General Education course requirements for Teacher Education majors in Elementary Education, Special Education and Early Childhood Education vary in order to meet the 4x12 requirement of the State Regents for Higher Education (see p.155).

Section A. These courses or equivalents are required. 33 – 39 hours

*English.................................................................................................................................................. 9 hours
EG 1113 English Composition I
EG 1213 English Composition II
EG 2033 Advanced Composition

*Mathematics.......................................................................................................................................... 6 hours
MT 1513 College Algebra (or higher level course)
MT 1613 Plane Trigonometry (or higher level course)

*Computer Science .................................................................................................................................. 3 hours
CS 1103 Introduction to Information Processing

*Science.................................................................................................................................................. 7 – 11 hours
(Must include one course in a biological science and one course in a physical science)
NB 1114 Natural Science (Biological)
BI 2114 General Zoology
NP 1113 Physical Science
PH 1115 Physics I
PH 1125 Physics II
CH 1315 General Chemistry I
CH 1515 General Chemistry II
CH 1014 Principles of Inorganic Chemistry

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

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

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

Section B: 9 - 15 hours are to be selected from courses below with a maximum of 4 hours in courses with the same prefix. 9-15 hours

EC 2203 Economics for General Education
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
FCS 2123 Introduction to Nutrition
HU 2103 Survey of Western Humanities I
HU 2203  Survey of Western Humanities II  
PY 1113  Introduction to Psychology  
SP 2713  Introduction to Speech  
SP 3133  Oral Interpretation

Section C: To complete 50-hours General 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

Section D: Associate Degree General Education Requirement
ED 1601  Academic Achievement Seminar
DIVISION OF ASSOCIATE DEGREE PROGRAMS

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

To fulfill its mission, The Associate Degree Program

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

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

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

Objectives:
The objectives of the Langston University Associate Degree Program are to prepare graduates who are able to

1. Communicate effectively;
2. Develop knowledge, skills and dispositions in the academic field of study;
3. Be prepared for the world of work by exhibiting academic excellence;
4. Exhibit ethical and professional behavior in the learning environment and in the workplace.

THE ASSOCIATE DEGREE PROGRAM:

Computer and Information Sciences (School of Business)
The goal is to provide students with the fundamental knowledge and interdisciplinary problem-solving skills required for a career in the computing industry. The program serves to prepare students for entry-level positions in computer information science, to prepare existing workers in need of retraining and to prepare students to transfer to four year degree programs in computer and information science.

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.

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 and prevention 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 Engineering, Industrial Technology or Technology Education.

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.

Pre-Veterinary Science (Department of Agriculture and Natural Resources, School of Agriculture and Applied Sciences)
The goal is to prepare students for an entry-level position in the field of Veterinary Medicine. The program includes
some of the basic science courses that are prerequisites for the baccalaureate level Veterinary Medicine Program.

Refer to the following academic departments for additional information on the Associate degrees course descriptions and plan of study.

Child Development
Early Childhood Education
Pre-Veterinary Science
Criminal Justice Drafting and Design Technology
Financial Planning
Computer and Information Science

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. Assessments at Langston University will occur at the initial entry and midway 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

Dr. Jo Ann Clark, Dean
Professor of English

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

The E. P. McCabe Honors Program was established in 1989 following a special legislative appropriation, and the first classes were offered in Fall 1989. The Honors Program seeks to create and maintain a community of bright and talented students who will play leadership roles throughout the state, nation, and world. The program is named for one of the first African-Americans elected to a high state office, a man influential in founding the town of Langston and in selecting the site of Langston University—Edwin P. McCabe.

Honors Program Objectives:

Honors Program objectives are as follows:

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

McCabe Honors Program scholars take approximately fifty (50) hours of honors courses in addition to participating in enrichment and leadership activities, taking educational field trips, and volunteering time to community service. During the critical freshman and sophomore years, they are in small classes which enable interaction with faculty members and with one another.

The Honors Program curriculum is strongly based in the liberal arts, emphasizing intensive reading, analytical thinking, writing, oral communication, and research. In addition to approximately thirty-five (35) hours of special sections of general education courses, honors scholars take fifteen (15) hours of other general education courses in order to complete the university requirement of fifty (50) hours of general education. They also take approximately fifteen (15) hours of additional honors courses, including HN 3001 (Special Problems) and HN 4003 (Application of Research Through Thesis/Project) in which they write a thesis, as well as all courses required by their major.

All scholars in the E.P. McCabe Honors program are required to enroll in at least one seminar offered through the Oklahoma Scholar Leadership Enrichment Program(OSLEP), an academic program of the Oklahoma State Regents for Higher Education administered by the University of Oklahoma. The seminars are offered both fall and spring semesters, and the scholar has the option of taking a seminar for two or three hours credit or for no credit. The cost for the seminar is not covered through the McCabe Scholarship; however, there are possibilities for financial support through OSLEP and other sources if the scholar applies early. For more information and application packet, contact the Dean of the E.P. McCabe Honors Program.

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

Honors Program Curriculum

Freshman Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>(H)PY 1111</td>
<td>Personal and Social Development</td>
<td>1</td>
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<tr>
<td>(H)EG 1113</td>
<td>English Composition I</td>
<td>3</td>
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<tr>
<td>(H)MT 1513</td>
<td>College Algebra (or above)</td>
<td>3</td>
</tr>
<tr>
<td>(H)HT 1483</td>
<td>American History</td>
<td>3</td>
</tr>
<tr>
<td>(H)NB 1114</td>
<td>Natural Science (Biology) or above</td>
<td>4</td>
</tr>
<tr>
<td>(H)RD 1121</td>
<td>Advanced Reading Seminar</td>
<td>1</td>
</tr>
<tr>
<td>(H)EG 1213</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>(H)MT 1613</td>
<td>Trigonometry (or above)</td>
<td>3</td>
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<td>(H)PS 1113</td>
<td>U.S. Government</td>
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<td>(H)NP 1113</td>
<td>Natural Science (Physical) or above</td>
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<tr>
<td>(H)HN 2121</td>
<td>Honors Colloquium I</td>
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<tr>
<td>(H)CS 1103</td>
<td>Intro to Information Processing</td>
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Sophomore Year

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<tr>
<td>(H)HU 2103</td>
<td>Survey of Western Humanities I</td>
<td>3</td>
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<tr>
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<td>or</td>
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<tr>
<td>(H)HU 2203</td>
<td>Survey of Western Humanities II</td>
<td>3</td>
</tr>
<tr>
<td>(H)SP 2713</td>
<td>Introduction to Speech</td>
<td>3</td>
</tr>
<tr>
<td>(H)EG 2033</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
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<td>(H)HN 3131</td>
<td>Honors Colloquium II</td>
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<td>(H)HN 3141</td>
<td>Honors Colloquium III</td>
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Junior and Senior Years

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<tbody>
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<td>(H)HN 3001</td>
<td>Special Problems</td>
<td>1 - 3</td>
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<tr>
<td>(H)CE 3000</td>
<td>Cooperative Education (4CR) or</td>
<td>4 -12</td>
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<tr>
<td>(H)HN 3000</td>
<td>Internship (major area, 3-12) or</td>
<td>3 -12</td>
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<tr>
<td>(H)ED 3000</td>
<td>Student Teaching (10CR)</td>
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</tr>
<tr>
<td>(H)HN 4003</td>
<td>Application of Research Through Thesis/Project</td>
<td>3</td>
</tr>
</tbody>
</table>

E. P. McCabe Program Scholarships:

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

Criteria for selection of incoming freshmen for McCabe Scholarships are ACT/SAT scores, high school grade point average, rank in class, and participation in extracurricular or community service activities, with emphasis on ACT/SAT scores.

Deadline for scholarship applications each year is April 1. The Honors Program Offices are located in Jones Hall Room 111.

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: RD1121 or permission of Dean of the Honors Program.
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: HN 2121 or permission of Dean of the Honors Program.

HN 3141 (1CR)  HONORS COLLOQUIUM III
Readings and discussion of ideas and current issues of global concern. Continuation of independent reading followed by intensive discussion to test comprehension of selected readings. Emphasis on student-led discussions. Prerequisite: HN 3131 or permission of Dean of the Honors Program.

HN 3001 (1CR)  SPECIAL PROBLEMS
Credit for experiential learning in problems of research methodology and application. May be repeated for maximum 3 hours credit (1 hour equivalent to 3 clock hours per week for 16-week semester or 6 hours per week for 8-week summer term). Prerequisite: Permission of Dean of the Honors Program.

HN 4003 (3CR)  APPLICATION OF RESEARCH THROUGH THESIS/PROJECT
Exploration and development of research for senior thesis or project in major area. Prerequisite: Senior standing or permission of Dean of the Honors Program.
SCHOOL OF AGRICULTURE AND APPLIED SCIENCES

Dr. Marvin Burns, Dean
Professor, 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, nutrition and dietetics, 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, nutritional and dietetics, early childhood development and consumer sciences;
5. To develop, recognize, and reward excellence in teaching;
6. To become a premier land grant institution that prepares students for the global marketplace.

Program Process:
The School of Agriculture and Applied Sciences is located in the Agricultural Research, Teaching and Extension Complex 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 also the 1890 Land Grant Research Director. The faculty members are also actively engaged in individual and collaborative research, extension and international activities. The School is also the home of the renowned E. (Kika) de la Garza American Institute for Goat Research.

Departments and Degree Programs:
Department of Agriculture and Natural Resources
Agricultural Science
- Agribusiness - Urban
- Animal Science - Urban
- Crop and Soil Science - Urban
- Natural Resources Management
- Associate of Pre-Veterinary Science

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

DEPARTMENT OF AGRICULTURE AND NATURAL RESOURCES

Mission:
The Mission of the Department of Agriculture and Natural Resources is to prepare students for modern and sustainable careers in the production of food and fiber, natural resources management, agribusiness, and other allied fields in Oklahoma, our nation and the world through an innovative infrastructure that integrates teaching, research and extension for a well rounded education.

Vision:
To develop an academic center of excellence where facilities for teaching and research are cutting edge and students are challenged to excel and empowered for service in the community.

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 agriculture;
3. To provide experiential learning in various disciplines of 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 agriculture;
6. To train students to become lifelong learners and to prepare them for post-graduate studies in 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. It also offers a two-year Associate of Science degree program in Pre-Veterinary Sciences. 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. Students have the unique opportunity to interact with researchers in the world-renowned American Institute for Goat Research located on campus. They also experience additional 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 graduating. 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

AGRICULTURE - URBAN

I. Degree: Bachelor of Science
II. Major: Agricultural Science
III. Option: Agribusiness - Urban

A. General Education: 50 hours
B. Basic courses in other departments: 12 hours
C. Required Courses: 58 hours

AS 1114 Introduction to Agribusiness
AS 1124 Introduction to Animal Science
AS 1214 Elements of Crops
AS 2313 Elements of Soil
AS 3113 Agricultural Finance
AS 3143 Agricultural Marketing
AS 3323 Introduction to GIS and GPS
AS 3613 Introduction to Urban and International Agriculture
AS 3633 Principles of Agribusiness
AS 4113 Agricultural Prices
AS 4143 Agricultural Policy
AS 4153 Natural Resource Management
AS 4333 Applied Statistics
AS 4621 Topical Seminar
AS 4653 Internship

D. Electives: 4 hours

Agribusiness – Urban Plan of Study

FIRST YEAR

Freshman First Semester
EG 1113 English Composition I 3
MT 1513 College Algebra 3
AS 1114 Introduction to Agribusiness 4
AS 2313 Elements of Soil 3
PS 1113 U.S. Government 3
PY 1111 Personal and Social Development 1
Total 17

Freshman Second Semester
EG 1213 English Composition II 3
MT 1613 Plane Trigonometry 3
AS 1124 Introduction to Animal Sciences 4
AS 1214 Elements of Crops 4
PY 1113 Introduction to Psychology 3
Total 17

SECOND YEAR

Sophomore First Semester
EG 2033 Advanced Composition 3
NB 1114 Biology 4
AC 2103 Accounting I 3
AS 3613 Intro to Urban & Int'l Agric. 3
HT 1483 U.S. History 3
Total 16

Sophomore Second Semester
NP 1113 Natural Science (Physical) 3
CS 1103 Information Processing 3
AC 2203 Accounting II 3
AS 3143 Agricultural Marketing 3
SP 2713 Introduction to Speech 3
Total 15

THIRD YEAR

Junior First Semester

EC 2023 Prin. of Microeconomics 3
AS 3633 Principle of Agribusiness 3
IS 3503 Microcomputers in Business 3
HU 2103 Survey of Western Humanities I 3
AS 4113 Agricultural Prices 3
Total 15

Junior Second Semester
EC 2013 Prin. of Macroeconomics 3
AS 3323 Introduction to GIS and GPS 3
AS 4153 Natural Resources Management 3
MG 3703 Fundamentals of Management 3
AS 4143 Agricultural Policy 3
AS 4653 Internship 3
AS 4621 Topical Seminar 1
AS Agricultural Electives 3
Total 15

FOURTH YEAR

Senior First Semester
AS 4113 Agricultural Prices 3
AS 4143 Agricultural Policy 3
AS 4653 Internship 3
AS 4621 Topical Seminar 1
AS Agricultural Electives 3
Total 13

Senior Second Semester
AS 3113 Agricultural Finance 3
AS 4333 Applied Statistics 3
BA 3623 Business Communication 3
AS Agricultural Elective 3
AS Electives 4
Total 16

COURSES

AGRICULTURE - URBAN

AS 1114 (4CR) INTRODUCTION TO AGRIBUSINESS
(Formerly AS 1113)
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 MARKETING
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 PRICES
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) INTERNSHIP
Experiences in practical application techniques and principles of agriculture, on/or off-farm enterprises and/or urban agencies related to agriculture.

ANIMAL SCIENCE - URBAN
I. Degree: Bachelor of Science
II. Major: Agricultural Science
III. Option: Animal Science - Urban
   A. General Education: 50 hours
   B. Basic courses in other departments: 10 hours
   C. Required Courses: 58 hours
      AS 1114 Introduction to Agribusiness
      AS 1124 Introduction to Animal Science
      AS 2313 Elements of Soil
      AS 3123 Principles of Animal Nutrition
      AS 3133 Reproductive Physiology
      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 Principles of Range and Pasture Management
      AS 4333 Applied Statistics
      AS 4513 Large Animal Production
      AS 4621 Topical Seminar
      AS 4653 Internship
   D. Electives: 6 hours

Animal Science - Urban Plan of Study

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

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

SECOND YEAR
Sophomore First Semester
EG 2033 Advanced Composition 3

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 3133 (3CR) REPRODUCTIVE PHYSIOLOGY**  
Physiological processes of reproduction in farm animals, gonadal function, endocrine relationships, fertility and factors affecting reproductive efficiency. Laboratory emphasis on semen collection, handling, artificial insemination and embryo transfer.

**AS 3433 (3CR) FEEDS AND FEEDING**  
A study of various sources of food nutrients, characteristics and factors affecting feed utilization and growth and production of animals, emphasizing smaller ones.

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

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

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

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

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

**CROP AND SOIL SCIENCE - URBAN**

**I. Degree: Bachelor of Science**  
**II. Major: Agricultural Science**  
**III. Option: Crop and Soil Science-Urban**

A. General Education: 50 hours  
B. Basic courses in other departments: 10 hours  
C. Required Courses: 58 hours  
AS 1114 Introduction to Agribusiness  
AS 1124 Introduction to Animal Science  
AS 1214 Elements of Crops  
AS 2313 Elements of Soil  
AS 3113 Principles of Weed Control  
AS 3233 Soil Genesis, Morphology and Classification  
AS 3313 Principles of Weed Control  
AS 3323 Introduction to GIS and GPS  
AS 3613 Introduction to Urban and International Agriculture  
AS 3623 Urban Horticulture  
AS 4143 Agricultural Policy  
AS 4153 Natural Resources Management  
AS 4213 Soil Chemistry  
AS 4231 Soil Chemistry  
AS 4313 Principles of Range and Management  
AS 4323 Principles of Soil Fertility and Management  
AS 4333 Applied Statistics  
AS 4343 Plant Breeding and Genetics  
AS 4621 Topical Seminar  
AS 4653 Internship  
D. Electives: 6 hours

**Crop and Soil Sciences - Urban Plan of Study**

**FIRST YEAR**

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

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

**SECOND YEAR**

**Sophomore First Semester**  
NB 1114 Biology  
AS 3613 Introduction to Urban & Int'l Agric  
HT 1483 U.S. History  
PS 1113 U.S. Government  
**Total** 16

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

**THIRD YEAR**

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

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

**FOURTH YEAR**

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

**Senior Second Semester**  
AS 4323 Soil Fertility & Management  
AS 4333 Applied Statistics  
AS 4213 Soil Chemistry  

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 2123 (3CR) PRINCIPLES OF ORGANIC FARMING
Principles of organic farming, including plant nutrition and protection using organic methods; certification for organic production; processing and marketing organic products.

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.

NATURAL RESOURCES MANAGEMENT

I. Degree: Bachelor of Science
II. Major: Agricultural Science
III. Option: Natural Resources Management
A. General Education: 50 hours
B. Basic courses in other departments: 14 hours
C. Required courses: 55 hours

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. Electives 5 hours

Natural Resources Management Plan of Study

FIRST YEAR

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

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

SECOND YEAR

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

Sophomore Second Semester
NB 1214 Natural Science Biology II 4
CS 1103 Information Processing 3
AS 3333 Water Resource Management 3
SP 2713 Introduction to Speech 3
PY 1113 Introduction to Psychology 3
Total 16

THIRD YEAR

Junior First Semester
CH 1315 General Chemistry I
AS 3413 Elements of Forestry
AS 4223 Wildlife Management
HU 2103 Western Humanities
AS 4323 Fisheries Management
Total 17

Junior Second Semester
CH 1515 General Chemistry II 5
AS 3323 Introduction to GIS and GPS 3
AS 4153 Natural Resources Management
BI 2114 General Zoology 4
AS 4621 Topical Seminar 1
Total 16
FOURTH YEAR
Senior First Semester
AS 4313 Range & Pasture Management 3
AS 4143 Agricultural Policy 3
AS 4653 Internship 3
BI 2134 General Botany 4
AS Electives 3
Total 16

Senior Second Semester
AS 4323 Soil Fertility & Management 3
AS 4333 Applied Statistics 3
AS 4213 Soil Chemistry 3
BI 3144 Ecology 4
AS 4233 Limnology 3
AS Electives 2
Total 18

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 resource 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 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 4233 (3CR) LIMNOLOGY
Physical, chemical and biological factors in lakes and streams.
AS 4433 (3CR) FISHERIES MANAGEMENT
Techniques and principles involved in management of fishes.

ASSOCIATE DEGREE PROGRAM
1. Associate of Pre-Veterinary Science
The School of Agriculture and Natural Resources offers an Associate of Science degree in Pre-Veterinary Science, a two-year program designed to assist the student in preparing for the Veterinary Medicine program. The courses required in the Associate of Sciences degree program include some of the basic science courses that are prerequisites for the Veterinary Medicine program. The student who desires to pursue a Veterinary Medicine program should complete an additional two years after the Associate Degree program in order to fulfill the basic science requirements for veterinary school.

Requirements for an Associate of Science Degree in Pre-Veterinary Science
A. General Education: 41 hours
  EG 1113 English Composition I 3
  EG 1213 English Composition II 3
  MT 1513 College Algebra 3
  MT 1613 Trigonometry 3
  CS 1103 Information Processing 3
  NB 1114 Natural Science-Biology 4
  NP 1113 Natural Science-Physical 3
  HT 1483 U.S. History 3
  PS 1113 American History 3
  PY 1111 Personal & Social Development 1
  PY 1113 Introduction to Psychology 3
  HU 2103 Survey of Western Humanities I 3
  SP 2713 Introduction to Speech 3
B. Required Courses: 28 hours
  AS 1114 Introduction to Agribusiness 4
  AS 1124 Introduction to Animal Science 4
  CH 1315 General Chemistry I 5
  CH 1515 General Chemistry II 5
  PH 1115 General Physics I 5
  PH 1125 General Physics II 5
C. Additional Requirements: Minimum of 2.0 grade point average on 4.0 scale and minimum of grade of “C” in Major courses.

Associate of Science Degree in Pre-Veterinary Science Plan of Study
FIRST YEAR

Freshman First Semester
ED 1601 Academic Achievement Seminar 1
PY 1111 Personal and Social Development 1
EG 1113 English Composition I 3
MT 1513 College Algebra 3
NB 1114 Natural Science (Biology) 4
Total 15

Freshman Second Semester
AS 1124 Introduction to Animal Science 4
EG 1213 English Composition II 3
MT 1613 Plane Trigonometry 3
CH 1315 General Chemistry I 5
PS 1113 U.S. Government 3
Total 14

SECOND YEAR

Sophomore First Semester
AS 1114 Introduction to Agribusiness 4
EG 2033 Advanced Composition 3
HT 1483 U.S. History 3
CS 1103 Information Processing 3
Science Elective 4/5
Total 17/18

Sophomore Second Semester
HU 2103 Survey of Western Humanities I 3
SP 2713 Introduction to Speech 3
Science Elective 4/5
Science Elective 4/5
Total 14/16
DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

Mission:
A “Tradition of Excellence from Langston University to the World” continues to be part of the mission in the Department of Family and Consumer Sciences at Langston University. Family and Consumer Sciences educational experiences ensure that the student will receive a high quality education through programs that are effective and efficient in the twenty-first century.

The mission of the Department is
1. To educate for a dual role including 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;
4. To integrate students’ knowledge and skills with advances in technology to improve the quality of life for families and individuals nationally and internationally.

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
1. To create a learning environment that will provide the base for a variety of career opportunities, one of which is teaching;
2. To prepare students for graduate study in Family and Consumer Sciences;
3. To increase an understanding and appreciation of Family and Consumer Sciences by interpreting the program to the local community and the state;
4. To provide instruction that qualifies individuals to engage in wage-earning occupations that require knowledge and skills acquired through Family and Consumer Sciences subject matter areas;
5. To discover creative talent 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, Early Childhood Education, Nutrition/Dietetics and Family and Consumer Sciences 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, Family and Consumer Sciences Education, and Nutrition & Dietetics as well as an Associate Degree in Child Development.

Assessment of Student Learning:
The assessment of student learning consists of three components:

1. Comprehensive exit exam (FCSAT) – The test consists of student’s mastery of knowledge of basic principles and theories that are related to nutrition, growth and development. Graduating seniors are required to take an exit assessment in their area of specialization (FCSAT).
2. Portfolio Assessment – Provides a global perspective of possibilities for faculty to prepare and develop candidates for the job market and graduation.
3. Outcomes – Are reviewed with faculty and are incorporated into the annual department course reviews for curriculum development. 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: 50 hours
B. Required Courses: 50 hours

*FCS 1412 Survey of Family and Consumer Sciences
*FCS 2113 Food Preparation
*FCS 2123 Introduction to Nutrition
*FCS 2163 Utilizing Family & Community Relations
*FCS 2173 Mgmt. of Early Childhood Educ
*FCS 2233 Parent and Parenting
FCS 3243 Child Development - Infancy and Toddler
FCS 3042 Program Planning for Pre-School Child
FCS 3253 Early Childhood Social Studies, Science, and Math
FCS 3213 Child Development
FCS 3233 Guidance of the Pre-School Child
FCS 3322 History and Philosophy of Early Childhood
FCS 3323 Child Nutrition
FCS 4620-12 Selected Field Experiences in Early Childhood Development (Pre-professional Experience)

*Core courses in Family and Consumer Sciences Courses to be selected with assistance of departmental advisor.
C. Additional Requirements: Selected courses in Art, Music, Psychology, and Health Education.
D. Electives to complete 124 hours required for graduation, including 45 hours of upper division courses(e.g., FC 4173, Display and Demonstration Techniques).
E. Students are required to have a Criminal History Background Check.

Child Development Plan of Study

FIRST YEAR

Freshman First Semester
PY 1111 Personal & Social Development 1
EG 1113 English Composition I 3
MT 1513 College Algebra 3
PS 1113 American Government 3
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<th>Course Title</th>
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<td>NB 1114</td>
<td>Natural Science-Biology</td>
<td>4</td>
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<td>FCS 1412</td>
<td>Survey of FCS</td>
<td>2</td>
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**Freshmen Second Semester**

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<td>English Composition II</td>
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<tr>
<td>MT 1613</td>
<td>Trigonometry</td>
<td>3</td>
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<tr>
<td>HT 1483</td>
<td>U. S. History</td>
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<td>NP 1113</td>
<td>Physical Science</td>
<td>3</td>
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<td>FCS 1143</td>
<td>Beginning Reading Readiness</td>
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<tr>
<td>FCS 4621</td>
<td>Selected Field Experiences</td>
<td>1</td>
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**Second Year**

**Sophomore First Semester**

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<tr>
<td>PY 1113</td>
<td>Introduction to Psychology</td>
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<td>Advanced Composition</td>
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<td>HU 2103</td>
<td>Survey of Western Humanities I</td>
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<td>FCS 2113</td>
<td>Food Preparation</td>
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**Sophomore Second Semester**

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<td>Perceptual Motor Development</td>
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<td>SP 2713</td>
<td>Intro to Speech</td>
<td>3</td>
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<td>HD 2002</td>
<td>First Aid &amp; Safety</td>
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<tr>
<td>FCS 2153</td>
<td>The Special Needs Child</td>
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<tr>
<td>FCS 2173</td>
<td>Mgmt of Early Childhood Centers</td>
<td>3</td>
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<tr>
<td>SO 1113</td>
<td>Introduction to Sociology</td>
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**Third Year**

**Junior First Semester**

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<td>FCS 3042</td>
<td>Program Plan for Preschool Child</td>
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<tr>
<td>SPED 3143</td>
<td>Education of Exceptional Child</td>
<td>3</td>
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<tr>
<td>FCS 3243</td>
<td>Child Dev Infancy &amp; Toddlers</td>
<td>3</td>
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<tr>
<td>FCS 3163</td>
<td>Health, Safety &amp; Nutrition</td>
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<td>FCS 4173</td>
<td>Display &amp; Demo Tech</td>
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**Junior Second Semester**

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<td>Creative Activities in Art, Music &amp; Liter.</td>
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<td>LS 3153</td>
<td>Children’s Literature</td>
<td>3</td>
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<td>FCS 3213</td>
<td>Child Development</td>
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<td>FCS 3233</td>
<td>Guidance of Pre-school</td>
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<td>FCS 2163</td>
<td>Utilizing Family &amp; Community Relations</td>
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**Fourth Year**

**Senior First Semester**

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<tr>
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<td>Early Childhood Soc Stud, Sci &amp; Math</td>
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<tr>
<td>*FCS 4543</td>
<td>Family Finance &amp; Consumer Prob.</td>
<td>3</td>
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<tr>
<td>FCS 4623</td>
<td>Selected Field Exp in Child Dev</td>
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**Senior Second Semester**

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**Course**

**Child Development**

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<tr>
<td>FCS 1143</td>
<td>Beginning Reading Readiness</td>
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</table>
FCS 3253 EARLY CHILDHOOD SOCIAL STUDIES, SCIENCE, AND MATH
This course is designed to study the development of methods and techniques necessary for teaching Safety, Social Studies, Science, and Math concepts appropriate for early childhood education. Includes organization and presentation of teaching experiences for children in early learning situations. Prerequisite: FCS 3213

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

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

FCS 4543 FAMILY FINANCE AND CONSUMER PROBLEMS
This course will cover management of the family income, wise spending and saving, how consumer problems and legislation affect consumers, study of current trends in consumption and consumer responsibilities.

FCS 4624 SELECTED FIELD EXPERIENCES (PRACTICUM)
This course covers an in-depth study of selected experiences not covered by listed courses. Course may be taken for credit from 1-8 hours. Consent of Instructor

EARLY CHILDHOOD EDUCATION
I. Degree: Bachelor of Science
II. Major: Family and Consumer Sciences
III. Option: Early Childhood Education
A. General Education: 50 hours
B. Required Courses: 44 hours
   *FCS 1143 Beginning Reading Readiness
   *FCS 1412 Survey of Family and Consumer Sciences
   ED 2053 Foundations of Reading
   *FCS 2233 Parents and Parenting
   MT 2413 Mathematical Structures I
   MT 2513 Mathematical Structures II
   SP 2713 Introduction to Speech
   ED 3013 Social Studies & Language Arts in the Elementary School
   *FCS 3042 Program Planning for Pre-School Children
   ED 3053 Foundations of Reading in the Elementary School
   FCS 3123 Creative Art. For Children, Art, Music & Literature
   ED 3153 Educational Sociology
   *FCS 3163 Health Safety & Nutrition
   FCS 3213 Child Development
   *FCS 3233 Guidance of the Pre-School Child
   FCS 3253 Early Childhood Education Social Studies, Science and Math
   FCS 3322 History and Philosophy of Early Childhood Education
   **ED 4001 Introduction to Teaching Portfolio Development Teacher Educ.
   ** 4002 Seminar
   *FCS 4233 Marriage and Family Relations
   ED 4243 Diagnostic and Remedial Reading
   FCS 4253 Special Problems in Family and Community
   FCS 4621-8 Selected Field Experiences in Early Childhood Development (Pre-professional Experience)
*C. Additional Requirements: 35 hours of Professional Teacher Education (see Teacher Education Program).
D. Hours to complete 147 hours required graduation, including 45 hours in upper division coursework.
E. Documentation of second language proficiency required for certification.
F. Must have Oklahoma History Competency for certification.

Early Childhood Education Plan of Study
FIRST YEAR
Freshman First Semester
PY 1111 Personal & Social Development 1
EG 1113 English Composition I 3
MT 1513 College Algebra 3
HT 1483 U.S. History, 1942-1865 3
NB 1114 Natural Science-Biology w/Lab 4
PY 1113 Introduction to Psychology 3
Total 17
Freshman Second Semester
EG 1213 English Composition II 3
*FCS 1412 Survey of Family/Consumer Science 2
PS 1113 U.S. American Government 3
NP 1113 Natural Science-Physical 3
MT 2013 Elementary Statistics or
MT 2603 Finite Mathematics 3
CS 1103 Intro to Info Processing 3
Total 17
SECOND YEAR
Sophomore First Semester
EG 2033 Advanced Composition 3
**ED 2212 Historical & Philosophical Foundations
Of American Education 2
MT 2413 Mathematical Structures I 3
*FSC 2233 Parent and Parenting 3
*FCS 1143 Beginning Reading Readiness 3
**ED 4001 Intro to Teaching/Portfolio Dev. 1
HU 2103 Survey of Western Humanities I 3
Total 18
Summer Term 1
SN 1115 Elementary Spanish I or
FL 1115 Elementary French I 5
Total 5
Sophomore Second Semester
SP 2713 Introduction to Speech 3
ED 2303 Foundations of Reading 3
SO 1113 Introduction to Sociology 3
MT 2513 Mathematical Structures II 3
FCS 3123 Creative Activities, Music & Art 3
HT 2323 Oklahoma History 3
**COURSES**

**EARLY CHILDHOOD EDUCATION (FCS)**

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

**FCS 3042 (2CR) PROGRAM PLANNING FOR PRESCHOOL CHILDREN**
Methods of designing and implementing curriculum for young children.

**FCS 3213 (3CR) CHILD DEVELOPMENT**
Designed to give students an understanding of the basic principles and newer theories that are related to growth, development, and behavior in the pre-school child. Studies made of the needs of individual children and ways of meeting them. Observations and experiences in pre-school laboratory. Open to all students.

**FCS 3222 History and Philosophical of ECE (2CR)**

**FOREIGN LANGUAGE COMPETENCY REQUIREMENT**
Two semesters of Foreign Language College Credit (Minimum of 6 credit hours).

**CLEP exam: SN 1115 Elementary Spanish I and SN 1225 Elementary Spanish II, to determine High School competency.**

**CLEP exam: FL 1115 Elementary French I and FL 1125 Elementary French II, to determine High School competency.**

**FCS 3233 (3CR) GUIDANCE FOR PRE-SCHOOL CHILDREN**
Biological, social, psychodynamic factors in the development of young children. Directed observations in the Nursery School.

**FCS 3243 (3CR) CHILD DEVELOPMENT/INFANCY AND TODDLER**
Development during prenatal period and first 24 months of life. 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.

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

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

**FCS 4233 (3CR) MARRIAGE AND FAMILY RELATIONSHIPS**
A study of interpersonal relationships and processes of adjustment through problem-solving techniques. Open to all students.

**FCS 4253 (3CR) SPECIAL PROBLEMS IN FAMILY AND COMMUNITY LIVING**
A course designed to study the constructive approach to living, interrelationships of family and community. Crises and special problems encountered in family living. An opportunity for students to explore special interests in the areas of family relations and community living. Open to all students.

**FCS 4621-8 (1-8CR) SELECTED FIELD EXPERIENCES IN EARLY CHILDHOOD DEVELOPMENT (Pre-professional Experience)**
In-depth study of selected experiences not covered by listed courses. May be taken for credit from 1-8 hours. Consent of instructor (50 clock hours per semester hour of credit).

**FAMILY AND CONSUMER SCIENCES EDUCATION**

I. Degree: Bachelor of Science
II. Major: Family and Consumer Sciences
III. Option: Family and Consumer Sciences Education

A. General Education: 50 hours

B. Required Courses: 44 hours

- FCS 2013 Introduction to Interior Design
- FCS 2123 Introduction to Nutrition
- FCS 2233 Parent and Parenting
- FCS 3233 Guidance for Pre-School Children
- FCS 3343 Cultural Food Patterns
FCS 4253 Special Problems in Family and Community Living  
FCS 2573 Textiles  
*FCS 2113 Food Preparation  
FCS 3403 Housing for Contemporary Living  
*FCS 1412 Survey of Family and Consumer Sciences  
FCS 3213 Child Development  
FCS 3103 Current Trends in Clothing  
FCS 4183 Consumer & Clothing Market  
*FCS 4233 Marriage and Family Relations  
FCS 4543 Family Finance and Consumer Problems  
FCS 3422 Curriculum and Methods  
* Core Courses in Family and Consumer Sciences  
C. Additional Requirements: 35 hours of Professional Education (see Teacher Education Program requirement and Suggested Curriculum Plan for Family and Consumer Sciences Education).  
D. Electives to complete 124-hours required for graduation, including 45 hours of upper division courses.

Family and Consumer Sciences Education Plan of Study

FIRST YEAR

Freshman First Semester
PY 1111 Personal & Soc Develop 1  
EG 1113 English Composition I 3  
MT 1513 College Algebra 3  
PS 1113 U.S. Government 3  
NB 1114 Natural Science Biology 4  
*FCS 2113 Food Preparation 3  
Total 17

Freshman Second Semester
EG 1213 English Composition II 3  
MT 1613 Plane Trigonometry 3  
HT 1483 U.S. History 3  
NP 1113 Natural Science-Physical 3  
*FCS 2123 Introduction to Nutrition 3  
*FCS 1412 Survey of Family & Consumer Sciences 2  
Total 17

SECOND YEAR

Sophomore First Semester
PY 1113 Introduction to Psychology 3  
FCS 2573 Textiles 3  
CS 1103 Introduction to Info Process 3  
EG 2033 Advanced Composition 3  
ED 2212 Historical & Phil Found of Am Educ 3  
*FCS 2233 Parent & Parenting 3  
Total 18

Sophomore Second Semester
HU 2103 Survey of Western Humanities I 3  
SP 2713 Intro to Speech 3  
FCS2013 Intro to Interior Design 3  
ED 3153 Educational Sociology 3  
FCS 3213 Child Development 3  
IT 1153 Engineering Design Graphic I 3  
Total 18

THIRD YEAR

Junior First Semester

ED 3143 Education of Exceptional Child 3  
ED 3232 Measurement & Evaluation 2  
CH 1315 General Chemistry I 5  
FCS 3403 Housing for Cont. Living 3  
FCS 4253 Special Problems 3  
FCS 4233 Marriage & Family Relationships 3  

Total 19

Junior Second Semester
PY 3313 Developmental Psychology 3  
FCS 3233 Guidance Preschool Child 3  
ED 4222 Education Psychology 2  
FCS 3423 Curriculum and Methods FCS 3  
FCS 3103 Current Trends in Clothing 3  

Total 14

FOURTH YEAR

Senior First Semester
FCS 4543 Family Finance & Consumer Relations 3  
ED 4212 Educational Technology 2  
ED 4242 Classroom Management 2  
ED 4232 Instructional Strategies 2  
FCS 4183 Consumer & Clothing Marketing 3  
Total 12

Senior Second Semester
ED 4270 Student Teaching 10  
ED 4002 Education Seminar 2  
Total 12

COURSES

FAMILY AND CONSUMER SCIENCES EDUCATION (FCS)

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. An overview of how the specialties interrelate to the total unit will be conducted.

FCS 2013 (3CR) INTRODUCTION TO INTERIOR DESIGN
This course covers the procedures and techniques used to design interior spaces using system or small-scale model furniture and designing and detailing system or small-scale custom furniture. Systems prototype designs and space planning using system/model furniture are covered in projects that are presented using computer-aided or small-scale models.

FCS 2573 (3CR) TEXTILES
Similarities and dissimilarities between natural and made-made fibers; the use and care of textiles, and their importance in the world economy; consumer problems.

FCS 3103 (3CR) CURRENT TRENDS IN CLOTHING
Current trends in sewing (fabrics, patterns, notions) and techniques that give professional results will be emphasized, as well as the creative art of sewing.

FCS 3403 3CR) HOUSING FOR CONTEMPORARY LIVING
Factors and problems involved in the choice of housing, evaluation of dwelling unit types and house space in terms of the needs, values, and goals of individuals and families are studied in this course.
FCS 3422 (3CR)  CURRICULUM AND METHODS IN FAMILY AND CONSUMER SCIENCES
A study of various fundamental teaching and curriculum methods in Family and Consumer Sciences, including an examination of different instructional materials and resources. Practical experiences give opportunities for students to demonstrate and explore the various fundamental teaching methods.

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. Prerequisite: Open to junior and senior-level students.

FCS 4183 (3CR)  CONSUMER AND CLOTHING MARKETING
Designed to include the development and interpretation of ideas in clothing selection and the economy. Sociological, psychological, and aesthetic factors which affect fashion and influence family clothing choices will be explored. Emphasis on making and understanding clothing choices based on each student's identified values and standards.

FCS 4543 (3CR)  FAMILY FINANCE AND CONSUMER PROBLEMS
Managing the family income. Wise spending and saving. Consumer problems and legislation affecting consumers. Study of current trends in consumption; consumer responsibilities.

NUTRITION AND DIETETICS

Mission:
The mission of the Didactic Program in Dietetics (DPD) program is a) to provide students with a comprehensive and precise high quality education that equips them with quest for life long learning, critical thinking, problem solving and effective communications skills needed for entry level Nutrition and Dietetics professionals; b) to increase the pool of diverse Nutrition and Dietetics professionals in the state and country and also fulfill the goal of American Dietetic Association (ADA).

This mission supports the land grant mission of the department, school and the university. As an integral component of the land grant mission, the DPD program operationalizes Langston University’s historical mission. Continued development of the program is a vital component of Langston University’s strategic plan and vision for the future.

Vision:
The Langston University Nutrition and Dietetics Program is striving to be recognized at the community, state and national levels for its leadership in developing optimal teaching and learning within nutrition programs. The program will continue to prepare future nutritionists, registered dietitians, and nutrition managers to address important food and nutrition issues that impact the quality of life of people.

Goals:
The goals of the Didactic Program in Dietetics (DPD) are
1. To prepare students to be successful candidates for the CADE-accredited dietetic internship or graduate program;
2. To prepare students who do not complete internship programs for entry-level positions in health care and food service facilities;
3. To enhance the recruitment and retention efforts and increase the graduation rate of students, with a special emphasis on minorities and under-represented groups.

Outcome Measurements
1. The course content of the DPD didactic courses, including general education, social sciences, biological and physical science courses, will be designed to include 100% of the foundation, knowledge and skills required by the 2002 ERAS.
2. Students who do not complete internship programs will be gainfully employed at entry-level positions in health care and food service facilities.
3a. Enrollment in the Langston University DPD will increase at least 10% each year.
3b. At least 80% of students will complete the DPD within six (6) years of initial enrollment.
3c. 75% of students who transfer and declare Nutrition and Dietetics after successfully completing all the general education requirements and pre-requisites for Nutrition and Dietetics option will successfully complete the full program within three years.

Objectives:
The objectives of the Langston University Didactic Program in Dietetics (DPD) are to prepare graduates who are able to
1. Demonstrate effective communication;
2. Develop skills in social, emotional, physical, and biological sciences in food and nutrition;
3. Integrate the principles of social sciences into food and nutrition;
4. Provide evidence of knowledge and application of research methodologies into food and nutritional sciences;
5. Demonstrate knowledge, application and integration of principles of food;
6. Demonstrate the knowledge, application and integration of principles of normal, clinical and community nutrition;
7. Illustrate the knowledge and skills of the application of management, theories and systems;
8. Present knowledge of health care delivery systems;
9. Develop a nutrition achievement portfolio;
10. Exhibit knowledge and behavior of ethical principles.

Brief Description of Department and Program:
To become a Registered Dietician (RD), one must complete the following:
• A minimum of a bachelor’s degree in Family and Consumer Sciences with a concentration in Nutrition and Dietetics, which provides foundation, knowledge and skills requirements needed by entry-level dietitians. The program at Langston University is a Didactic Program in Dietetics (DPD). The program has Probationary Accreditation by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA). The address and phone number of CADE are
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
A CADE accredited internship at a healthcare facility, community agency, or a foodservice corporation after graduation combines A CADE-accredited internship with undergraduate or graduate studies. Typically, an internship program is six to twelve months.

A national examination administered by the Commission on Dietetic Registration (CDR) with a passing score.

To maintain the Professional RD credentials one must complete continuing professional education requirements.

(See Student Handbook for Verification Policy Statement)

Requirements and Information:
All prospective students and those who have declared nutrition as a major are required to adhere to the university requirements in that their health record will include a physical examination within the past year, a negative chest x-ray or tuberculosis test within the past year, proof of positive rubella titer and MMR vaccination. Additional health records may be required for Senior Practicum (pre-professional experience).

Students are required to carry Professional Liability Insurance obtained through the Maginnis and Associates Blanket Coverage plan. The cost of this coverage at this time is $16.00 per year. A student without evidence of Professional Liability Insurance coverage through the Blanket Coverage plan will not be allowed to enroll in FCS 4003 Senior Practicum. Students are responsible for providing their own transportation to clinical areas and purchasing textbooks.

All prerequisite courses must be completed before the student can advance from one sequence to the next. Grades of "C" or better must be earned in the General Education courses in Section A; all major required courses in Section B, and in additional required courses listed in Section C.

I. Degree: Bachelor of Science
II. Major: Family and Consumer Sciences
III. Option: Nutrition and Dietetics

A. General Education: 50 hours
   *EG 1113 English Composition I
   *EG 1213 English Composition II
   *EG 2053 Technical Writing
   *MT 1513 College Algebra
   *MT 2013 Elementary Statistics
   *CH 1315 General Chemistry I or
   *CH 1515 General Chemistry II
   *PY 1113 Introduction to Psychology
   *NB 1114 Natural Science Biology

B. Core Courses: 17 hours
   *FCS 1412 Survey Family and Consumer Sciences
   *FCS 2113 Food Preparation
   *FCS 2123 Introduction to Nutrition
   *FCS 2233 Parent and Parenting
   *FCS 4233 Marriage and Family Relations
   *FCS 3343 Cultural Food Patterns

C. Required Courses: 31 hours
   *FCS 3003 Nutrition in Life Span
   *FCS 3223 Child Nutrition
   *FCS 3334 Quantity Food Preparation
   *FCS 3453 Community Nutrition
   *FCS 4003 Senior Practicum
   *FCS 4011 Food Nutrition Seminar
   *FCS 4012 Nutrition Counseling and Education
   *FCS 4023 Food Service Management
   *FCS 4223 Experimental Foods
   *FCS 4333 Advance Nutrition
   *FCS 4123 Medical Nutrition Therapy I
   *FCS 4133 Medical Nutrition Therapy II

D. Required Courses: 33 hours to Meet American Dietetic Association Registration Eligibility:
   *BI 3014 General Microbiology
   *BI 3104 Human Anatomy
   *BI 4214 Human Physiology
   *SO 1113 Introduction to Sociology
   *CH 3315 General Chemistry II
   *CH 3315 Organic Chemistry
   *CH 4514 Biochemistry
   *MG 3803 Fundamentals of Management
   *AC 2103 Principles of Accounting
   *MG 3763 Principles of Marketing

E. Electives to complete 128 hours to meet requirements including a minimum of 45 hours of upper division coursework (e.g.)

Prior learning and credit toward program requirements will be interpreted based on the University Experiential Learning Policy as outlined by the Oklahoma State Regents for Higher Education (see Student Handbook).

Nutrition and Dietetics Plan of Study

FIRST YEAR

Freshman First Semester
PY 1111 Personal & Social Development 1
EG 1113 English Composition I 3
MT 1513 College Algebra 3
PY 1113 Introduction to Psychology 3
*FCS 1412 Survey of Family & Consumer Sciences 3
Total 16

Freshman Second Semester
EG 1213 English Composition II 3
CH 1315 General Chemistry I 5
MT 1513 College Algebra 3
*FCS 2113 Food Preparation 3
Total 13

SECOND YEAR

Sophomore First Semester
*FCS 2113 Food Preparation 3
HT 1483 U.S. History 3
BI 3104 Human Anatomy 4
CH 1515 Chemistry II 5
Total 15

Sophomore Second Semester
MT 2013 Elementary Statistics 3
EG 2053 Technical Writing 3
BI 4214 Human Physiology 4
FCS 3003 Nutrition in the Life Span 3
Total 13
### THIRD YEAR

#### Junior First Semester
- AC 2103 Principles of Accounting 3
- CH 3315 Organic Chemistry 5
- *FCS 3343 Cultural Food Patterns 3
- FCS 3234 Quantity Food Preparation 4
- MG 3703 Fundamentals of Management 3
- **Total 18**

#### Junior Second Semester
- CH 4514 Biochemistry 4
- BI 3014 Microbiology 4
- MG 3763 Principles of Marketing 3
- FCS 3453 Community Nutrition 3
- FCS 4012 Nutrition Counseling & Education 2
- **Total 16**

### FOURTH YEAR

#### Senior First Semester
- SO 1113 Introduction to Sociology 3
- *FCS 2233 Parent & Parenting 3
- FCS 4333 Advanced Nutrition 3
- FCS 4123 Medical Nutrition Therapy I 3
- FCS 4223 Experimental Foods 3
- **Total 15**

#### Senior Second Semester
- *FCS 4133 Medical Nutrition Therapy II 3
- FCS 4023 Food Service Management 3
- FCS 4233 Marriage & Family Relations 3
- HU 2103 Survey of Western Humanities I 3
- FCS 4011 Food & Nutrition Seminar 1
- FCS 4003 Senior Practicum 3
- **Total 16**

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### COURSES

#### NUTRITION AND DIETETICS (FCS)

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<td>FCS 2113</td>
<td>FOOD PREPARATION</td>
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<tr>
<td>FCS 2123</td>
<td>INTRODUCTION TO NUTRITION</td>
<td>3</td>
</tr>
<tr>
<td>FCS 3003</td>
<td>NUTRITION IN THE LIFE SPAN</td>
<td>3</td>
</tr>
<tr>
<td>FCS 3234</td>
<td>QUANTITY FOOD PREPARATION</td>
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**FCS 2113 (3CR) FOOD PREPARATION**

In this course, basic physical and chemical principles involved in the preparation of foods are integrated. Preparation skills, sanitation standards, and economical management of quality foods with maximum nutrient content. Open to all students. Theory: 2 hours; Lab: 3 hours.

**FCS 2123 (3CR) INTRODUCTION TO NUTRITION**

An introductory course designed to cover nutritional requirements of the body at all age levels. Emphasis placed on the fundamental principles and practical application of nutrition to health, digestion, absorption, and metabolism of food. Open to all students.

**FCS 3003 (3CR) NUTRITION IN THE LIFE SPAN**

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.

**FCS 3234 (4CR) QUANTITY FOOD PREPARATION**

The methods of purchasing, storing, planning menus, preparation and services of food in large quantities are explored. This course will familiarize students with basic knowledge about standards of equipment. Prerequisite FCS 2113.

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### FCS 3323 (3CR) CHILD NUTRITION

Principles of nutrition applied to children (pre-school through elementary school years). Dietary implications for child care, school food services, and nutrition education of parents will be discussed. Observation of children at a meal and snack-time at the Early Childhood Laboratory School is required. Prerequisite: FCS 2123, PY1113.

**FCS 3343 (3CR) CULTURAL FOOD PATTERNS**

This course is designed to cover the relationship of the social and cultural development of people to their acceptance and use of foods as well as international problems in food and nutrition. Prerequisite: SO 1113.

**FCS 3453 (3CR) 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 and PY 1113, FCS 3003.

**FCS 4003 (3CR) SENIOR PRACTICUM**

(Pre-professional Experience)

Supervised administrative or clinical work experience in health care or food service institutions. Required of all seniors. FCS 3453, FCS 4012, FCS 4023, FCS 4123, FCS 4133. Eight hours per week (total 16 weeks).

**FCS 4011 (1CR) FOOD AND NUTRITION SEMINAR**

This course is designed to provide current information about statistical techniques used in research and technical reports. Emphasis will be placed on the student’s ability to interpret and evaluate research articles and technical reports. Experience in writing a technical report will be provided. FCS 3453, FCS 4012, FCS 4333.

**FCS 4012 (2CR) NUTRITION COUNSELING AND EDUCATION**

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. Prerequisite: FCS 3003 and FCS 3453 or concurrent enrollment. Students may also enroll with the permission of the instructor.

**FCS 4023 (3CR) FOOD SERVICE MANAGEMENT**

This course is designed to provide recognition of organizational management responsibilities and technical operations in the planning, controlling, and evaluating of various food service systems. Field experience is required. Prerequisites: MG3703, AC2103, FCS 3234, MG 3763.

**FCS 4123 (3CR) MEDICAL NUTRITION THERAPY I**

This course includes the theory and application therapy that integrates nutrition, biochemistry, pharmacology, in the nutritional assessment of nutritional deficiency diseases. Theory: 2 hours, Lab: 3 hours, FCS 3003, FCS 3453, CH 4514, BI 4214, FCS 3003, FCS 3453, CH 4514, BI 4214.

**FCS 4133 (3CR) MEDICAL NUTRITION THERAPY II**

This course is a continuation of Medical Nutrition Therapy I and explores the pathophysiology, planning and applying nutrition intervention for diseases such as cardiovascular, pulmonary, gastrointestinal, endocrine, renal, immunological and obesity disorders. Theory: 2 hours, Lab: 3 hours. Prerequisite FCS 4123.

**FCS 4223 (3CR) EXPERIMENTAL FOODS**

Emphasis will be on experimental methods and the application of scientific principles in the use of an individual research and preparation of food products. Development of a research project is required. Prerequisites: CH 3315, FCS 2113. Theory: 2 hours; Lab: 3 hours.
FCS 4333 (3CR) ADVANCED NUTRITION
This course will include a review of basic nutrient needs and advanced study of the physiological and biochemical aspects of digestion, absorption, and metabolism of nutrient functions and nutritional interrelationships. Assessment and evaluation of nutritional requirements will be related to various stages of the life cycle. Prerequisites: BI 4214, BI 3014, and FCS 3003, CH 4514. Instructor Permission required.

FCS 4351 (1-6CR) SELECTED TOPICS IN NUTRITION AND DIETETICS
In-depth study of selected areas in nutrition, food service management, and dietetics not covered by listed courses. May be taken for credit from 1-6 hours. Prerequisite: Consent of instructor.

ASSOCIATE 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 Child Development

I. Associate of Science
II. Major: Child Development

A. General Education: 39 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PY 1111</td>
<td>Personal &amp; Soc Dev</td>
<td>1</td>
</tr>
<tr>
<td>EG 1113</td>
<td>Eng Comp I</td>
<td>3</td>
</tr>
<tr>
<td>HT 1483</td>
<td>U.S. History</td>
<td>3</td>
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<tr>
<td>NB 1114</td>
<td>Natural Science (Biology)</td>
<td>4</td>
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<tr>
<td>EG 1213</td>
<td>Eng Comp II</td>
<td>3</td>
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<tr>
<td>MT 1513</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PY 1113</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>NP 1113</td>
<td>Physical Science</td>
<td>3</td>
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<td>PS 1113</td>
<td>American Govt.</td>
<td>3</td>
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<tr>
<td>CS 1103</td>
<td>Intro to Info Process</td>
<td>3</td>
</tr>
<tr>
<td>HU 2103</td>
<td>Survey of Western Humanities</td>
<td>3</td>
</tr>
<tr>
<td>EG 2033</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>SP 2713</td>
<td>Introduction to Speech</td>
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B. Required Courses: 30 hours

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<tr>
<td>FCS 1123</td>
<td>Intro &amp; Principles of Early CE</td>
<td>3</td>
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<tr>
<td>NB 1114</td>
<td>Natural Science-Biology</td>
<td>4</td>
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<tr>
<td>*FCS 1143</td>
<td>Reading Readiness</td>
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Total 17

SECOND YEAR

Sophomore First Semester

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<tr>
<td>PS 1113</td>
<td>U.S. Government</td>
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<tr>
<td>*FCS 2163</td>
<td>Utilizing Family &amp; Co. Resources</td>
<td>3</td>
</tr>
<tr>
<td>CS 1103</td>
<td>Introduction to Info Process</td>
<td>3</td>
</tr>
<tr>
<td>*FCS 2153</td>
<td>The Special Needs Child</td>
<td>3</td>
</tr>
<tr>
<td>*FCS 2173</td>
<td>Management of Early Child Center</td>
<td>3</td>
</tr>
<tr>
<td>*FCS 1133</td>
<td>Perceptual Motor Dev w/Practicum</td>
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Total 18

Sophomore Second Semester

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<tr>
<td>HU 2103</td>
<td>Survey of Western Humanities I</td>
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<tr>
<td>*FCS 2133</td>
<td>Creative Act for Child: Art &amp; Music</td>
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<tr>
<td>EG 2033</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>*FCS 2143</td>
<td>Practicum for Young Children</td>
<td>3</td>
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<tr>
<td>SP 2713</td>
<td>Introduction to Speech</td>
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Total 15

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 neurological and environmental factors that affect the child's acquisition of these skills.

FCS 1143 (3CR) READING READINESS FOR YOUNG CHILDREN
This course focuses on early identification of various disabilities and developmental lags and provides reading remediation activities to foster social, emotional, and cognitive development in young children.

FCS 1153 (3CR) COGNITIVE ACTIVITIES FOR CHILDREN: MATH, SCIENCE AND SOCIAL STUDIES
This course provides students with opportunities to develop observation skills and problem solving techniques and to plan and implement developmentally appropriate activities for young children that will enhance creativity and develop concepts in math, science, and social studies.

FCS 2163 (3R) HEALTH, SAFETY, & NUTRITION
This course provides students with opportunities to study and implement health, safety and nutritional needs of young children, birth to six years of age. Students will acquire information on licensing regulations, childhood illnesses, a safe and nurturing environment, health inspection, nutritious meals and snacks, and first aid and safety.

FCS 2133 (3CR) CREATIVE ACTIVITIES FOR CHILDREN: ART & MUSIC
This course provides students with opportunities to develop and implement creative developmentally appropriate activities in art and music for young children in an early childhood setting.

FCS 2143 (3CR) PRACTICUM FOR YOUNG CHILDREN
This course provides students with direct interaction and practical experiences with children in a supervised early childhood facility.

FCS 2153 (3CR) THE SPECIAL NEEDS CHILD
A study of the history, theories, inclusive practices, strategies, characteristics and developmental needs of the exceptional child in the home, school and community.

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.
SCHOOL OF ARTS AND SCIENCES
Dr. Clarence Hedge, Acting Dean
Assistant Professor of Technology

Mission:
The School of Arts and Sciences seeks to advance scholarly
and creative activities through excellence in teaching,
research, public service and artistic production. These
elements will be used to enhance undergraduate education
in science, social sciences, English, mathematics,
technology, communication, and the arts, as well as offer an
exemplary core of general education courses for all units of
the university.

Vision:
The vision of the School of Arts and Sciences is to become
the premier School recognized for academic excellence in
teaching, public service, and scholarly activities and to be
valued as a vital resource by the State of Oklahoma and the
nation.

Purpose/Goals:
The School of Arts and Sciences provides the intellectual
focus around which the academic life of the university
revolves. The aim of the School is to
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 value;
6. Develop an appreciation for diverse cultures.

Departments and Degree Programs:
Five (5) Departments, (17) programs and (3) Associate
degree programs comprise the School of Arts and Sciences.

Department of Communication and English
   Broadcast Journalism
   English
   English Education
   Theatre Arts

Department of Mathematics
   Mathematics
   Mathematics Education

Department of Natural Sciences
   Biology
   Biology Education
   Chemistry
   Chemistry Education

Department of Social Sciences and Humanities
   Corrections
   Music Education
   Sociology

Department of Technology
   Technology
   Technology Education

Organization Leadership Program
   Option: Corrections
   Option: Organization Management

Associate Degree Programs
   Criminal Justice
   Drafting and Design Technology
   Electronic Technology

Program Process:
To further enhance its position and increase visibility among
regional tier one universities, the School of Arts and
Sciences will invest in selected academic programs that will
advance the School at the state and national levels in the
areas of biology and chemistry. The School of Arts and
Sciences provides the intellectual underpinning for all
disciplines.
The School of Arts and Sciences recognizes the need and
benefit of extending learning beyond America's borders. Each
year the School provides its students and faculty with
international opportunities to include study abroad, research,
work abroad, volunteerism and internships in the Republic of
South Africa, West Africa and The Gambia. As we prepare
students to become leaders at the local, national and
international levels, we will help them to meet the challenges
created by the global community in which knowledge of
other nations and their customs and traditions will be no
longer just desirable but imperative.

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

DEPARTMENT OF COMMUNICATION AND ENGLISH

Communication

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

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

Goals/Objectives
Academic programs in Broadcast Journalism and Theatre
Arts/Speech are designed
1. To provide a broad spectrum of courses in radio,
television, journalism, theatre arts, and speech
which will prepare students for employment in the
electronic and print media, theatre, and related
areas in industry in urban settings and for
admission to graduate school;
2. To develop effective oral and written communication
skills by requiring writing labs and English and
Speech courses beyond General Education requirements;
3. To undergird coursework with experiential training in the TV studio, KALU-FM, photography lab, Interactive TV, public relations office, News Bureau, Dust Bowl Theatre, Pollard Theatre, Langston Gazette office, Langston Lion office and through required 8- or 14-week internships in urban areas.

Description of Programs
The Communication program offers majors in Broadcast Journalism and Theatre Arts, leading to the liberal arts degree (B.A.). Minors are available in Broadcast Journalism and Theatre Arts.

BROADCAST JOURNALISM
I. Degree: Bachelor of Arts
II. Major: Broadcast Journalism
A. General Education: 50 Hours
B. Required Courses: 42 hours
   BJ 2113 Writing for the Mass Media
   BJ 2313 Introduction to Mass Media
   BJ 2393 News Writing I
   BJ 3143 Announcing I
   *BJ 3151 Station Participation
   BJ 3113 Broadcast Writing I
   BJ 3163 Broadcast Writing II
   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)
D. Electives to complete 124 hours required for graduation, including 45 hours of upper division coursework. Students are encouraged to select a minor in Theatre Arts, English, Business, Speech or another area related to their career goals.
E. Elective Courses 25 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

*May be repeated for credit.

Broadcast Journalism Plan of Study

FIRST YEAR
Freshman First Semester
   BJ 2313 Introduction to Mass Media 3
   MT 1513 College Algebra 3
   *EG 1113 English Composition I 3

SECOND YEAR
Sophomore First Semester
   NP 1113 Natural Science-Physical 3
   EG 2033 Advanced Composition 3
   SP 2714 Intro to Speech 3
   BJ 2393 News Writing I 3
   BJ 3312 Layout and Design (el.) 2

Sophomore Second Semester
   HU 2103 Survey of Western Humanities I 3
   NB 1114 Natural Science-Biology 4
   BJ 3343 News Writing II (el) 3
   BJ 3353 News Editing (el) 3
   BJ 3363 TV Production I 3
   BJ 3383 Journalism Practicum (el) 3

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

Junior Second Semester
   BJ 3163 Broadcast Writing II 3
   BJ 3222 Intermediate Photography 2
   BJ 3311 Journal Participation 1
   BJ 4133 Announcing II 3
   BJ 4113 TV Production II 3
   BJ 3315 Station Participation Experience 1
   BJ 3383 Journalism Practicum 3

FOURTH YEAR
First Semester
   BJ 3313 Principles of Public Relations 3
   BJ 4173 Broadcast Law 3
   BJ 4180 Internship 6 or 12
   BJ 4193 Web Design for Journalism 3

Senior Second Semester
   BJ 4083 Communication Seminar 3
   BJ 4180 Internship 6 or 12
   BJ 4182 Problems in Radio and TV 2
   BJ 3321 Field Experience 1
   Electives 3
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 economical and social evolution of interrelationships of mass media with society. Current issues in radio and TV development, telecommunications, satellite communications and cable TV are explored. In addition, consideration is given to broadcasting terminology, principles and regulation.

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

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

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

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

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

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

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 3321 (1CR) FIELD EXPERIENCES IN BROADCAST JOURNALISM
Observation of activities in radio, television, print journalism, advertising, industry, and municipal and state government in urban areas. Emphasis on securing information about career options and on writing reports based on field experiences and research. Junior standing.

BJ 3332 (2CR) RADIO PRODUCTION
Study and practice of full length radio productions, newscasts, news magazines, public service announcements, public affairs and music programs. Both digital and analog theory will be studied. Prerequisite: BJ 3151.

BJ 3343 (3CR) NEWS WRITING II

BJ 3353 (3CR) NEWS EDITING
Use of reference material in writing and verifying information, writing and rewriting news stories. Uses of devices for illustrating and presenting the news and feature materials. Prerequisite: BJ 2393 or permission of instructor.

BJ 3363 (3CR) TV PRODUCTION I
Study and practice of television studio full length productions, newscasts, news magazines, commercials, public affairs shows and creative productions. Skill development in lights and sound, camera operations and digital editing. Prerequisites: BJ 3151, BJ 3332.

BJ 3383 (3CR) JOURNALISM PRACTICUM
Advanced experience in gathering, writing, and interpretation of news for print media including layout and design, photography and digital application. Prerequisites: BJ 2393, BJ 3212, BJ 3312. May be repeated for credit.

BJ 4083 (3CR) COMMUNICATION SEMINAR
Seminar on such subjects as public relations, advertising and layout, sales, etc. May be repeated to take seminar on more than one topic. Prerequisite: 12 hours BJ courses.

BJ 4113 (3CR) TV PRODUCTION II
Advanced study and practice of television studio productions and digital editing. Prerequisite: BJ 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 shows, and voice-over work. Prerequisite: BJ 3143.

BJ 4173 (3CR) BROADCAST LAW, LIBEL AND ETHICS
Principles involved in statutes and case decisions in broadcast media. Government regulations of broadcasting. Prerequisites: 12 hours of BJ courses, including BJ 3113 and BJ 3151.

BJ 4182 (2CR) PROBLEMS IN RADIO AND TV
Individual studies of problems in community ascertainment, management, and other selected topics in radio and TV. Prerequisite: 12 hours in BJ courses.

*Grade of “C” or above required
BJ 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 hour per week internship or 12 hours credit for 14-week, 40 hour per week internship at radio or TV station, newspaper office, advertising agency, or communication-related internship in industry. Prerequisite: Junior or senior classification and approval of Internship Committee.

BJ 4193 (3CR) WEB DESIGN FOR JOURNALISM
Practical application in the design and production of journalistic web sites using the skills of writing, visual design, photography, streaming of audio and video as a means of disseminating news and information. Prerequisite: Senior standing.

THEATRE ARTS
I. Degree: Bachelor of Arts
II. Major: Theatre Arts
A. General Education: 50 hours
B. Required courses: 40 hours
   TA 2413 Introduction to Theatre
   *TA 3020 Theatre Performance/Production
   TA 3033 Acting I
   TA 3332 Stagecraft I
   TA 3011 Field Experiences in Theatre Arts and Speech
   TA 3253 Theatre History I -OR-
   TA 3263 Theatre History II
   TA 4103 Directing
   TA 4010 (6 - 12 hours) Internship
Electives in Theatre Arts and Speech to complete 40-hour requirement.
C. Additional requirements: Minimum of "C" in EG 1113 (English Composition I), EG 1213 (English Composition II), and EG 2033 (Advanced Composition).
D. Electives to complete 124 hours required for graduation, including 45 hours of upper division coursework. Students are encouraged to take a minimum of 6 hours of foreign language and to select a minor in English, Broadcast Journalism, Business, foreign language, or other related area.
   *Course may be repeated for credit.

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 improving pronunciation with attention to non-standard speech. Emphasis on correcting distracting articulation, voice qualities, and regionalism. 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.

Theatre Arts Plan of Study
FIRST YEAR
Freshman First Semester
NB 1114 Natural Science-Biology I 4
MT 1513 College Algebra 3
*EG 1113 English Composition I 3
HT 1483 US History, 1492-1865 3
PY 1111 Personal Social Development 1
CS 1103 Introduction to Info. Processing 3
Total 17

Freshman Second Semester
NB 1214 Natural Science- Biology II 4
BJ 2341 Communication Skills 1
*EG 1113 English Composition II 3
PS 1113 US Government 3
MT 1613 Plane Trigonometry 3
PY 1113 Introduction to Psychology 3
Electives 2
Total 17

SECOND YEAR
Sophomore First Semester
TA 3033 Acting 3
EG 2033 Advanced Composition 3
TA 2413 Introduction to Theater 3
Sp 2713 Introduction to Speech 3
TA 3021 Theater Performance & Prod. 1
Total 13

Sophomore Second Semester
SP 3133 Oral Interpretation 3
HU 2103 Survey of Western Humanities I 3
PH 2133 Phil of Cont Life 3
BJ 3313 Prin. of Public Relations 3
SP 3113 Adv. Public Speaking 3
Electives 2
Total 17

THIRD YEAR
Junior First Semester
TA 3253 Theater History I or 3
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<tr>
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<tr>
<td>TA 3263</td>
<td>Theater History II</td>
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<td>TA 3011</td>
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<td>SP 3143</td>
<td>Voice &amp; Speech Imp.</td>
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<td>Light and Sound</td>
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**Junior Second Semester**

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<tr>
<td>TA 3352</td>
<td>Makeup &amp; Costuming</td>
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<tr>
<td>SP 3103</td>
<td>Argumentation &amp; Debate</td>
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<td><strong>TA 3021</strong></td>
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**FOURTH YEAR**

**Senior First Semester**

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<tr>
<td>TA 4103</td>
<td>Directing</td>
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<tr>
<td>SP 4173</td>
<td>Inter. Speech Communication</td>
<td>3</td>
</tr>
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<td>Electives</td>
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**Senior Second Semester**

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*Grade of “C” or above required

**May be repeated for maximum 6 hours credit**

**COURSES**

**THEATRE ARTS (TA)**

**TA 2413 (3CR) INTRODUCTION TO THE THEATRE**
Provides students with general knowledge of theatre: types and styles of plays, vocabulary, theatrical terms in common use, acting, stagecraft, directing, etc.

**TA 3011 (1CR) FIELD EXPERIENCES IN THEATRE ARTS/SPEECH**
Observation and experiential education in Theatre Arts and/or Speech activities in urban settings.

**TA 3020 (1-6CR) THEATRE PERFORMANCE AND/OR PRODUCTION**
Credit for participation in theatrical productions. May enroll the semester of participation or semester following participation for 1 hour of credit. May be repeated for maximum 6 hours credit (1 hour equivalent to 3 clock hours per week for 16-week semester or 6 clock hours per week for 8-week term).

**TA 3033 (3CR) ACTING I**
Techniques in acting. Study of characterization, including character analysis and concentration. Use of imagination, voice, and body. Application and practice in scenes from plays.

**TA 3043 (3CR) ACTING II**
Continuation of Acting I, including study of character analysis, techniques in acting, and application of techniques. Prerequisite: TA 3033.

**TA 3223 (3CR) CONTEMPORARY EUROPEAN AND AMERICAN DRAMA**
Selected plays and playwrights of Europe and America from Ibsen to present, emphasizing play analysis and its relation to styles and techniques of production.

**TA 3253 (3CR) THEATRE HISTORY I**
The history of the theatre: Primitive, Egyptian, Greek, Roman, Medieval, and Elizabethan periods.

**TA 3263 (3CR) THEATRE HISTORY II**
The history of Western and Oriental theatre. Renaissance to the present.

**TA 3273 (3CR) CONTEMPORARY BLACK DRAMA**
A study of contemporary Black playwrights and their plays. Discussion and analysis of selected works of 20th century Black playwrights.

**TA 3323 (3CR) LIGHTING AND SOUND FOR TELEVISION AND THEATRE**
Theory and practice in use of lighting and sound equipment for theatre and television. Study of instruments, color, and control.

**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 are 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. Minors are offered in two foreign languages: Spanish and French. The faculty, eighty percent of whom have doctorate degrees, prepare the entire student body for written language proficiency.

ENGLISH

I. Degree: Bachelor of Arts
II. Major: English
   A. General Education: 50 hours
   B. Required Courses: 33 hours (nine of these hours may also be used as General Education electives, Groups B and C)
      EG 2543 English Literature I
      EG 2653 English Literature II
      EG 3013 American Literature I
      EG 3023 American Literature II or
      EG 3033 Contemporary American Literature
      EG 3053 World Literature
      EG 3063 Black Authors in American Literature
      EG 3153 Advanced Grammar
      EG 4023 Romantic Literature or
      EG 4033 Victorian Literature
      EG 4073 Shakespeare
      EG 4113 Advanced Writing Workshop
      EG 4123 Special Topics in English
      EG 4183 History of the English Language/Linguistics
   C. Restricted Electives – 9 hours; Electives in English, Foreign Languages, Theatre Arts, Speech, Library Science, or Broadcast Journalism, as approved by departmental advisor.
   D. Foreign Language – 10 hours; Two semesters of coursework in a single language, e.g. Elementary Spanish I and II, or successful completion of a departmental competency examination.
   E. Electives to complete 124 hour graduation requirement, including 45 hours of upper division coursework.

English Plan of Study

FIRST YEAR
Freshman First Semester
EG 1113 English Composition I  3
HT 1483 U.S. History, 1492-1865 or
HT 1493 U.S. History, 1865-Present  3
MT 1513 College Algebra  3
NB 1114 Natural Science -Biology  4
PY 1111 Personal & Social Development  1
PY 1113 Introduction to Psychology  3
Total  17

Freshman Second Semester
EG 1213 English Composition II  3
SN 1115 Elementary Spanish or
FL 1125 Elementary French  5
PS 1113 US Government  3
MT 1613 Trigonometry or
EG 2603 Finite Mathematics  3
CS 1103 Intro to Information Processing  3
Total  17

SECOND YEAR
Sophomore First Semester
EG 2033 Advanced Composition  3
NP 1113 Natural Science (Physical)  3
EG 3013 American Literature I  3
SP 2713 Introduction to Speech  3
SN 1225 Elementary Spanish or
FL 1125 Elementary French  5
Total  17

Sophomore Second Semester
EG 3153 Advanced Grammar  3
EG 3013 American Literature II or
EG 3033 Contemporary Amer. Literature  3
HU 2103 Humanities  3
EG 2543 English Literature I  3
Total  18

THIRD YEAR
Junior First Semester
EG 4023 Romantic Literature or
Victorian Literature  3
ENGLISH (Teacher Education)
I. Degree: Bachelor of Arts in Education
II. Major: English (Teacher Education - Language Arts)
   A. General Education: 50 hours
   B. Required Courses: 36 hours (nine of these hours may also be used as General Education electives, Groups B and C). Required courses are the same as for English majors, above, plus EG 4083 Methods of Teaching Language Arts in the Secondary School
      EG 2543 English Literature I
      EG 2563 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
   C. Restricted Electives – 9 hours, Same as for English majors
   D. Foreign Language – 10 hours (or pass a departmental competency examination)
   E. Professional Education – 35 hours (see Teacher Education Program)
   F. Electives to complete 124 – hour minimum graduation requirement. Must include minimum of 45 Hours of upper division coursework.

English Education Plan of Study

FIRST YEAR
Freshman First Semester
EG 1113 English Composition I
HT 1483 U.S. History (1492-1865) or
HT 1484 U.S. History, 1865-Present
MT 1513 College Algebra
NB 1114 Natural Science Biology (w/lab)
PY 1113 Introduction to Psychology
PY 1111 Personal and Social Development
Total 17

Freshman Second Semester
EG 1213 English Composition II
PS 1113 U.S. Government
CS 1103 Intro to Info Processing
MT 1613 Trigonometry or
MT 2603 Finite Math
SN 1115 Elementary Spanish or
FL 1115 Elementary French
Total 17

SECOND YEAR
Sophomore First Semester
EG 2033 Advanced Composition
NP 1113 Natural Science (Physical)
EG 3013 American Literature I
ED 2001 Education Seminar; Intro to Teach.
SP 2713 Introduction to Speech
SN 1225 Elementary Spanish I or
FL 1125 Elementary French I
Total 18

Sophomore Second Semester
General Education Section B
HU 2103 Humanities
EG 3023 American Literature II or
EG 3033 Contemporary American Lit.
EG 3153 Advanced Grammar
EG 2543 English Literature I
ED 2212 Foundation of Amer. Education
ED 2001 Education Seminar: Portfolio Assess
Total 18

THIRD YEAR
Junior First Semester
EG 2653 English Literature II
EG 4033 Victorian Literature or
EG 4023 Romantic Literature
3000-4000 Restrictive Elective
SPED 3143 Survey of Exceptional Child
*ED 3153 Educational Sociology
LS 3163 Literature for Young Adults
Total 18

Junior Second Semester
EG 3063 Black Authors in Amer. Literature
General Education Section C
PY 3313 Human Growth & Development
ED 3232 Measurement & Evaluation
3000-4000 Restrictive Elective
EG 3053 World Literature
Total 18
FOURTH YEAR
Senior First Semester
EG 4133 History of English Language 3
ED 4232 Instructional Strategies or 2
ED 4252 Instructional Strategies MS/JR 2
ED 4262 School Law & Legal Issues or 2
ED 4242 Classroom Management 2
ED 4212 Educational Technology 2
EG 4113 Advanced Writing Workshop 3
EG 4083 Methods/Teaching Language Arts 3
ED 4222 Educational Psychology 2
Total 17
Senior Second Semester
ED 4002 Education Seminar 2
EG 4073 Shakespeare 3
EG 4123 Special Topics in English 3
ED 4280 Student Teaching Secondary 10
Total 18

Foreign Language Competency Requirement
Two semesters of Foreign Language College Credit (Minimum of 6 credit hours).
CLEP exam: SN 1115 Elementary Spanish I and SN 1225 Elementary Spanish II, to determine High School competency.

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 scores 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
(Formerly EG 1213)
Freshman composition course designed to develop student's skills in writing descriptive and expository prose. Literary works are read and discussed in preparation for writing.
EG 1213 (3CR) ENGLISH COMPOSITION II
(Formerly EG 1223)
Continuation of English Composition I. Emphasis on developing skills in interpretation, critical thinking, and writing. Introduction of research paper as final project. Prerequisite: EG 1113.
EG 2033 (3CR) ADVANCED COMPOSITION
Review of fundamentals of composition and further practice in analysis of literary works and writing expository prose. Major writing project is research paper. Prerequisites: EG 1113 and EG 1213.
EG 2043 (3CR) INTRODUCTION TO THE WRITING OF VERSE AND FICTION
A study of prosody and practice in writing verse and a study of narrative techniques and practice in writing fiction. Prerequisites: EG 1113, EG 1213, and EG 2033 or instructor's permission based on writing samples.
EG 2053 (3CR) TECHNICAL WRITING
An introduction to technical writing, including letters, resumes, proposals, reports, instructions, and mechanism descriptions; the use of visuals and oral presentations.
EG 2543 (3CR) SURVEY OF ENGLISH LITERATURE I
(Formerly EG 2233)
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 modern 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 Asiatic, European, and American literature. Emphasis is placed on pivotal masterpieces of ancient, medieval, and modern eras. Literary criticism is emphasized. Prerequisites: 6 hours of college English.
EG 3063 (3CR) THE BLACK AUTHORS IN AMERICAN LITERATURE
A study of Black authors and their contributions to American literature. Prerequisites: six hours of college English and consent of instructor.
EG 3153 (3CR) ADVANCED GRAMMAR
Analysis of the grammatical framework of English. Comparisons of traditional and newer approaches to the study of grammar. Prerequisites: EG 1113 -1213.
EG 3173 (3CR) PRINCIPLES OF LITERARY CRITICISM
The development of critical theory from Plato to the present. Original interpretations and critical analyses. Prerequisites: Junior standing or consent of instructor.
EG 4013 (3CR) LITERATURE - FILM
A study of selected American short stories and novels which have been adapted for the silver screen. Emphasis is placed on analysis of both the literary works and the motion pictures. Literary and cinematic techniques will be critically analyzed. Prerequisite: permission of instructor or junior standing.
EG 4023 (3CR) ROMANTIC LITERATURE
A study of poetry and prose writers of the period 1789 -1832 in England. Writers included are Byron, Coleridge, DeQuincy, Hazlitt, Keats, Lamb, Shelley, and Wordsworth. Prerequisites: EG 2543 - EG 2653.
EG 4033 (3CR) VICTORIAN LITERATURE
The rise of Victorianism as represented by the principal intellectual movement which influenced the literature of the age. Among the chief writers considered are Arnold, Browning, Carlyle, Mills, Newman, Rossetti, and Tennyson. Prerequisites: EG 2543 - EG 2653.

EG 4073 (3CR) SHAKESPEARE
A study of Shakespeare's drama and sonnets. Nine of the best known plays are selected for detailed consideration. Prerequisites: EG 2543 - EG 2653.

EG 4083 (3CR) METHODS OF TEACHING LANGUAGE ARTS IN THE SECONDARY SCHOOL
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 4082 (3CR) ADVANCED WRITING WORKSHOP
(Replaces EG 4082)
Study and application, through extensive practice, of the principles of effective expository writing. Students will explore individual and group writing processes, philosophies of composition, and the assumptions and theories underlying them. Students will do field work in the Writing Laboratory. Prerequisites: Senior standing or consent of instructor.

EG 4123 (3CR) SPECIAL TOPICS IN ENGLISH
Study of selected themes, genres, and problems in literature and composition. Areas of study will vary from semester to semester. Prerequisites: Senior Standing or consent of instructor. (3 credit hours; may be repeated with departmental permission).

EG 4133 (3CR) HISTORY OF THE ENGLISH LANGUAGE
The historical development of English vocabulary, sounds, syntax, orthography, and inflections. Open to juniors and seniors.

The Department of Communication and English also offers minors in French and Spanish as well as courses in Reading and Library Science.

COURSES
FOREIGN LANGUAGES (FL)

French

FL 1115 (5CR) ELEMENTARY FRENCH I
(Formerly FL 1513)
A study of the basic fundamentals of the French language with the objectives of developing some degree of proficiency in oral and written usage in the reading of simple texts and in the comprehension of the spoken tongue. Theory, 3 hours; lab, 2 hours. Prerequisite: FL 1115.

FL 1125 (5CR) ELEMENTARY FRENCH II
(Formerly FL 1523)
Continuation of Elementary French I. A study of the basic fundamentals of the French language with the objectives of developing some degree of proficiency in oral and written usage in the reading of simple texts and in the comprehension of the spoken tongue. Theory, 3 hours; lab, 2 hours. Prerequisite: FL 1115.

FL 2125 (5CR) ELEMENTARY JAPANESE II
(Formerly FL 1425)
This course is a continuation of Intermediate Japanese I. In addition, the student will be introduced to reading and two of the Japanese writing systems. Prerequisite: FL 1115.

FL 2126 (3CR) INTERMEDIATE JAPANESE I
(Formerly FL 1415)
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
(Formerly FL 1425)
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 1115 (5CR) ELEMENTARY SPANISH I
(Formerly FL 1313 and FL 1115)
A study of the basic fundamentals of the Spanish language with the objective of developing some degree of proficiency in oral and written usage in the reading of simple texts and in the comprehension of the spoken language. Theory, 3 hours; lab, 2 hours.

SN 1225 (5CR) ELEMENTARY SPANISH II
SN 2113 (3CR) INTERMEDIATE SPANISH I
(Formerly FL 2313 and FL 2113)
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 1115 Theory, 3 hours; lab, 2 hours.

SN 2223 (3CR) INTERMEDIATE SPANISH II
(Formerly FL 2323 and FL 2223)
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 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 3143 (3CR) INTRODUCTION TO TECHNICAL SERVICES
A general introduction to the basic functions of technical services in libraries. A brief introduction to acquisitions, cataloging, bindery preparations, gifts and exchanges, and serials. Current utilization of electronic technology to perform such functions will be reviewed.

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
(Formerly LS 2162)
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 4113 (3CR) LIBRARY CATALOGING AND ACQUISITION
Study of cataloging and classification of print and non-print materials; emphasis on descriptive cataloging, Library of Congress and Dewey Decimal Classification systems, and the assigning of subject heading. Indexing and abstracting principles will be introduced. Use of electronic databases in records control will be reviewed.

LS 4123 (3CR) INTRODUCTION TO PUBLIC SERVICES
An introduction to library public services operations for library media technical assistants and other paraprofessionals. Introduction to circulation, references, interlibrary loan, collection maintenance, public relations, and reserve book collection procedures. Provide experience in use of electronic services and methods for interfacing these services with library clientele.

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 of its students, individual differences, and diverse opinions. As a part of the School of Arts and Sciences, we will continue to ensure that we maintain an excellent learning and working environment and meet the needs of our students.

Vision:
To provide excellent instruction for students enrolled in mathematics courses and aid in students’ 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 through 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, we are educating students about quantitative and analytical thinking in an environment that encourages and inspires students to succeed. 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 find it challenging and fascinating. It is also appreciated by many who use mathematics as a tool.

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: 50 hours
   B. Required Courses: 45 hours (above MT 1513 - College Algebra and MT 1613 Plane Trigonometry)
   MT 2145 Calculus I
   MT 3223 Linear Algebra

MT 3543 Introduction to Number Theory
MT 3624 Calculus II
MT 3633 Calculus III
MT 4023 Advanced Calculus I
MT 4233 Abstract Algebra
MT 4353 Discrete Mathematics
MT 4423 Mathematical Statistics I
MT 4433 Mathematical Statistics II
MT 4453 Numerical Analysis
MT 4583 Mathematical Modeling
MT 4643 Differential Equations
Six Hours of electives in Mathematics:
MT 4553 Complex Variables
MT 4653 Seminar in Mathematics
MT 4743 History of Mathematics

C. Additional requirements: Physics I and Physics II and electives in computer science approved by advisor to complete a minimum of 124 hours for graduation, including 45 hours in upper division coursework. 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 Plan of Study

FIRST YEAR

Freshman First Semester
EG 1113 English Composition I 3
HT 1483 U.S. History, 1492-1865 or
HT 1493 U.S. History, 1865-Present 3
*MT 1513 College Algebra 3
*MT 1613 Trigonometry 3
PY 1111 Personal & Social Development 1
PY 1113 Introduction to Psychology 3
Total 16

Freshman Second Semester
*EG 1213 English Composition II 3
HU 2103 Humanities 3
PS 1113 US Government 3
MT 2145 Calculus I 5
CS 1103 Intro to Computer Processing 3
Total 17

SECOND YEAR

Sophomore First Semester
*EG 1213 English Composition II 3
MT 3624 Calculus II 4
PH 1115 College Physics I 5
MT 3543 Introduction to Number Theory 3
CS 2103 Programming Concepts 3
Total 18

Sophomore Second Semester
MT 3223 Linear Algebra 3
MT 3633 Calculus III 3
PH 1125 College Physics II 5
SO 1113 Introduction to Sociology 3
CS 2113 Advanced Programming Concepts 3
Total 17

THIRD YEAR

Junior First Semester
<table>
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<th>Course Code</th>
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<td>MT 4423</td>
<td>Mathematical Statistics I</td>
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<tr>
<td>MT 4353</td>
<td>Discrete Mathematics</td>
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<tr>
<td>CS 3113</td>
<td>Analysis &amp; Design of Algorithms</td>
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<td>BI 3113</td>
<td>Concepts of Biology</td>
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**Junior Second Semester**

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<td>MT 4543</td>
<td>College Geometry</td>
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<td>MT 4643</td>
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<td>SP 2713</td>
<td>Introduction to Speech</td>
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**FOURTH YEAR**

**Senior First Semester**

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<tr>
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<td>Elective</td>
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**MATHEMATICS (TEACHER EDUCATION)**

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

A. General Education: 50 hours
B. Required Courses: 45 hours (above MT 1513 - College Algebra and MT 1613 - Plane Trigonometry)

<table>
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<tr>
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<td>MT 3543</td>
<td>Introduction to Number Theory</td>
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<tr>
<td>MT 3624</td>
<td>Calculus II</td>
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<td>Calculus III</td>
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<tr>
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<tr>
<td>MT 4643</td>
<td>Differential Equations</td>
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</tr>
<tr>
<td>MT 4753</td>
<td>Methods of Teaching Mathematics in Secondary Schools</td>
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<tr>
<td>MT 4743</td>
<td>History of Mathematics</td>
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C. Professional Education – 35 hours (See Teacher Education program.)
D. Electives to complete 124 hour requirement for graduation, including 45 hours in upper division coursework.

**Mathematics Education Plan of Study**

**FIRST YEAR**

**Freshman First Semester**

<table>
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<tr>
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<th>Course Title</th>
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<tr>
<td>EG 1113</td>
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**Freshman Second Semester**

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<td>SP 2713</td>
<td>Introduction to Speech</td>
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<tr>
<td>CS 2103</td>
<td>Programming Concepts</td>
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**SECOND YEAR**

**Sophomore First Semester**

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<tr>
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<td>FL 1115</td>
<td>Elementary French I</td>
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<td>SPED 3043</td>
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**Sophomore Second Semester**

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<tbody>
<tr>
<td>MT 3223</td>
<td>Linear Algebra</td>
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<tr>
<td>MT 2224</td>
<td>Calculus II</td>
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<tr>
<td>SO 2113</td>
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<td>PH 1115</td>
<td>College Physics I</td>
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**Summer Semester I**

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<td>Intro to Number Theory or</td>
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<tr>
<td>MT 3533</td>
<td>Intro to Numerical Analysis</td>
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<tr>
<td>MT 4423</td>
<td>Mathematical Statistics I</td>
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<tr>
<td>HU 2103</td>
<td>Survey of Western Humanities I</td>
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<tr>
<td>ED 3153</td>
<td>Educational Sociology</td>
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<tr>
<td>CS 3113</td>
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**Summer Semester II**

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<td>The History of Mathematics</td>
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<tr>
<td>MT 4753</td>
<td>Methods of Teaching Secondary Math</td>
<td></td>
</tr>
<tr>
<td>MT 4433</td>
<td>Mathematical Statistics II</td>
<td></td>
</tr>
<tr>
<td>MT 3543</td>
<td>College Geometry</td>
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<tr>
<td>MT 4353</td>
<td>Discrete Mathematics</td>
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<tr>
<td>ED 4222</td>
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**THIRD YEAR**

**Junior First Semester**

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<td>MT 3543</td>
<td>Intro to Number Theory or</td>
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**Fourth Year**

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<td>PY 1113</td>
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<td>PY 1111</td>
<td>Personal and Social Development</td>
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**Total**

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FOURTH YEAR

Senior First Semester
MT 4233 Abstract Algebra 3
MT 4583 Mathematical Modeling 3
ED 4412 Educational Technology 2
MT 4643 Differential Equations 3
ED 4232 Instructional Strategies 2
ED 4262 School Law & Legal Issues or
ED 4242 Classroom Management 2
ED 3232 Measurement & Evaluation 2
Total 17

Senior Second Semester
ED 4002 Education Seminar 2
ED 4280 Student Teaching: Secondary 10
Total 12

Foreign Language Competency Requirement
Two semesters of Foreign Language College Credit
(Minimum of 6 credit hours).
CLEP exam: SN 1115 Elementary Spanish I and SN 1225
Elementary Spanish II, to determine High School
competency.
CLEP exam: FL 1115 Elementary French I and FL 1125
Elementary French II, to determine High School
competency.

*Grade of “C” required

COURSES
MATHEMATICS (MT)
MT 0003 (0CR) ELEMENTARY ALGEBRA
A course designed for the student who has not completed
the prerequisites for college algebra. This course, together
with MT 0123, provides a complete review of the 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, this course carries no college credit.

MT 0123 (0CR) INTERMEDIATE ALGEBRA
A second course for the student who has not completed the
high school curricular requirement for mathematics. This
course completes the treatment of algebraic principles and
processes necessary for preparation for college algebra.
Topics include intermediate level algebraic concepts and a
continuation of problem solving techniques. Algebraic
concepts include rational exponents and radicals, second-
degree equations and inequalities, linear equations in two
variables and functions. Prerequisite: MT 0003.

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

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 or equivalent or MT 1513.

MT 2103 (3CR) ELEMENTARY STATISTICS
Organization and analysis of data, elementary probability,
permutations, combinations, the binomial distribution, the
normal distributions, random sampling, testing hypothesis.
Prerequisite: MT 1513 or equivalent.

MT 2101 (1CR) CALCULUS I COLLOQUIUM
Facilitated discussions, discrete study groups, and
collaborative problem solving provide more through
col loquiums 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 2103 (3CR) BUSINESS MATHEMATICS
Interest, periodic payments, linear programming, graphs
and statistics. Prerequisite: MT 1513 or equivalent.

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,
numbering systems and operations, number theory, and
algebraic thinking. Problem solving, mathematical
reasoning, and written oral mathematical communication are
over arching themes. 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 oral mathematical communication are
over arching themes. Instructional practices will include the use of manipulatives, inquiry-based
learning, and collaborative learning: MT 2413-Mathematical Structures I.

MT 2603 (3CR) FINITE MATHEMATICS
A course designed for non-science and non-mathematics majors. This course is designed to convey a general knowledge and appreciation of mathematics and its applications in numerous settings. Topics may include, but are not limited to sets, logic, numeration systems, counting techniques, probability, statistics, mathematics of finance, geometry, matrices, linear programming, game theory, and graph
theory. Prerequisites: MT 1513 College Algebra.
MT 3223 (3CR)  LINEAR ALGEBRA
Systems of Linear Equations; Determinants; Vector Spaces; Subspaces; Subspaces Spanned by Vectors; Inner Product; Inner Product Vector Spaces; Special Subspaces - Orthogonal Complements; Orthogonalization; Projections; Vector Space of Free Vectors; Applications in Elementary and Analytic Geometries; Vector Space Homomorphisms (Linear Transformations); Isomorphisms; Endomorphisms; Automorphisms; Matrix Representations of Homomorphisms; Special Subspaces Generated by Homomorphisms; Kernels, Images, Eigenspaces; Applications – Diagonalization of Matrices; Regressions (Least Squares Solutions); Special Linear Transformations; Projections, Reflections. MT 2145 or Permission of Instructor

MT 3313 (3CR)  MATHEMATICS CONCEPTS
Percent, ratio, and proportion, powers and roots, simple equations, equations in more than one unknown, quadratic equations, exponents, and logarithms, variation, plane geometry, trigonometry. Prerequisite: MT 1513 or equivalent.

MT 3543 (3CR)  INTRODUCTION TO NUMBER THEORY
Well-ordering and induction, Integer Representations (different bases), Primes, Divisibility, Euclid’s Algorithm, Fundamental Theorem of Arithmetic; Equivalence Relations Mod m (Congruences), System of Linear Congruences; Fermat’s Little Theorem, Euler’s Function, Pythagorean Triples, Diophantine Approximation and Pell’s Equation; Application in Cryptology.

MT 3624 (4CR)  CALCULUS II
The second course in a three-semester course of unified calculus and analytic geometry including transcendental functions, hyperbolic functions, various methods of calculus and analytic geometry including transcendental, ordinary differential, and finite difference equations, exponents, and logarithms, variation, plane geometry, trigonometry. Prerequisite: MT 3624 or equivalent.

MT 3633 (3CR)  CALCULUS III
A continuation of Calculus II. Power series, expansion of functions into series with applications, definition and meaning of ordinary partial derivatives, multiple integrals and vector calculus. Prerequisite: MT 3624 or equivalent.

MT 4023 (3CR)  ADVANCED CALCULUS
A rigorous treatment of calculus of one and several variables. Elementary topology of Euclidean spaces, continuity and uniform continuity, differentiation and integration. Prerequisites: MT 2145, MT 3624, MT 3633.

MT 4123 (3CR)  COMPLEX VARIABLES
A study of the complex number system, functions of a complex variable, differentiation, integration, series, residues and poles, conformal mappings, and applications to the physical sciences. Prerequisites: MT 2145, MT 3624, MT 3633.

MT 4233 (3CR)  ABSTRACT ALGEBRA
Sets, relations, and functions; Operations on Sets; Operational Compatible with Equivalence Relations; Algebraic Structures; Sub-Algebraic Structures; Quotient Algebraic Structures; Algebraic Structure Homomorphisms; Groups: Rings; Fields; Vector Spaces; Applications of Algebraic Structures in Number Theory, Cryptology (Modular Rings), and Galois Theory. MT 3223 or Permission of Instructor

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 4423 (3CR)  MATHEMATICAL STATISTICS I
The algebraic development of formulas used in statistical methods, frequency curves, curve fitting, correlation, probability, the binomial distribution, the Poisson distribution, random sampling, large sample theory, testing hypotheses, small methods, Chi-squared distribution, analysis of variance. Prerequisites: MT 2145 or permission.

MT 4433 (3CR)  MATHEMATICAL STATISTICS II (Statistical Inference)
Purposes and nature of statistical inference; estimation of population parameters; one and two-sample tests of hypotheses; the role of probability in hypothesis testing; introduction to linear regression analysis and curve fitting; analysis of variance; correlation analysis; multiple linear regression and nonlinear regression models; orthogonal designs; model selection; one-factor experiments; randomized complete block designs; factorial experiments (two or more factors); non-parametric statistics. Prerequisites: MT 4423; MT 2145.

MT 4453 (3CR)  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 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 geometries, Saccheri 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.

M 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 4843 (3CR)  METHODS OF TEACHING MATHEMATICS IN SECONDARY SCHOOLS
The National Council of Teachers of Mathematics Standards for grades 7-12 will guide content and classroom practice. The primary focus will be middle school mathematics, basic mathematics, pre-algebra, algebra I and II, and probability and statistics. Relevant content, diversity, ethical, and pedagogical issues for the secondary mathematics classroom teacher will be considered. Prerequisite: MT 3633 (Calculus III) and admission into the teacher education program.

DEPARTMENT OF NATURAL SCIENCES
BIOLOGY and BIOLOGY EDUCATION

Mission:
The mission of the programs in Biology and Biology Education is to provide an excellent undergraduate education. Our curriculum embraces the breadth of the discipline and values both classical and modern approaches of biological inquiry.

Vision:
To provide students with current knowledge, technical skills, and opportunities for further study and preparation to enter the global marketplace.

Goal:
Our goal is to increase the students’ understanding about the natural world in which we live and help them address issues of personal well-being and worldwide concern such as environmental depletion, threats to human health, and maintaining viable and abundant food supplies. Our curriculum emphasizes coursework that includes a balance of traditional and modern biological sciences and collaborative student-faculty research.

Objectives:
1. To prepare successful, scientifically literate, participating citizens who have an understanding and appreciation for both nature and scientific investigation;
2. To prepare research trainees for graduate studies in the biological sciences and related areas;
3. To prepare students who are capable of competing successfully for admission to and who will succeed in professional schools of medicine, dentistry, veterinary medicine, pharmacy, allied health, and other biomedical programs;
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;
6. To prepare highly qualified biology teachers for positions in public and private secondary schools.

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 Department of Biology 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: 50 hours
   Must include
   CH 1315  General Chemistry I
   *Six hours of mathematics at the level of MT 1323 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
   NB 1214  Natural Science Biology II
   BI 2114  Zoology (Animal Diversity)
   BI 2134  Botany (Plant Diversity)
   BI 3014  Microbiology
   BI 3144  Ecology or
   BI 3114  Environmental Biology
   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): 35 hours
   CH 1515  General Chemistry II
   CH 3315  Organic Chemistry I
   CH 3325  Organic Chemistry II
   PH 1115  College Physics I or
   PH 2015  College Physics: Mechanics, Heat, and Sound
   PH 1125  College Physics II or
Fourth Year

Senior First Semester
- BI 3254 Genetics 4
- BI 3/4 Electives 3/4
- BI 3/4 Electives 3/4
- BI 3/4 Electives 3/4
- Total 14/16

Senior Second Semester
- BI 4091 Biology Seminar 1
- BI 4 Electives 3/4
- BI 4 Electives 3/4
- BI 4 Electives 3/4
- Total 13/17

Grade of “C” or above required

Biology Plan of Study
FIRST YEAR
Freshman First Semester
- NB 1114 Natural Science (Bio) I 4
- MT 1323 College Algebra 3
- EG 1113 English Composition I 3
- HT 1483 US History, 1492-1865 3
- PY 1111 PSY 1
- CS 1103 Intro Info. Processing 3
- Total 17

Freshman Second Semester
- NB 1214 Natural Science (Bio) II 4
- MT 1613 Trigonometry 3
- EG 1213 English Composition II 3
- PS 1113 US Government 3
- PY 1113 General Psychology 3
- Total 16

SECOND YEAR
Sophomore First Semester
- BI 2114 Zoology (Animal Diversity) 4
- CH 1515 General Chemistry I 5
- MT 2413 Elementary Statistics 3
- EG 2033 Advanced Composition 3
- Total 15

Sophomore Second Semester
- BI 2134 Botany (Plant Diversity) 4
- CH 151 General Chemistry II 5
- MT 2145 Calculus I 5
- SP 2714 Intro to Speech 3
- Total 17

THIRD YEAR
Junior First Semester
- PH 1115 College Physics I 5
- HU 2103 Humanities 3
- CH 3315 Organic Chemistry I 5
- BI 3234 Cell Biology 4
- Total 17

Junior Second Semester
- PH 1125 College Physics II 5
- CH 3325 Organic Chemistry II 5
- BI 3014 General Microbiology 4
- BI 3144 Ecology 4
- Total 18

Biology Plan of Study

FOURTH YEAR
Senior First Semester
- BI 3254 Genetics 4
- BI 3/4 Electives 3/4
- BI 3/4 Electives 3/4
- BI 3/4 Electives 3/4
- Total 14/16

Senior Second Semester
- BI 4091 Biology Seminar 1
- BI 4 Electives 3/4
- BI 4 Electives 3/4
- BI 4 Electives 3/4
- Total 13/17

Grade of “C” or above required
### Biology Education Plan of Study

#### FIRST YEAR

**Freshman First Semester**
- PY 1111 Personal and Social Development 1
- EG 1113 English Composition I 3
- MT 1323 College Algebra 3
- NB 1114 Natural Science Biology w/Lab 4
- CS 1103 Intro to Information Processing 3
- HT 1483 U.S. History (1492-1865) 3
- Total 17

**Freshman Second Semester**
- EG 1213 English Composition II 3
- MT 2413 Elementary Statistics 3
- NB 1214 Natural Science Biology II 4
- PS 1113 U.S. Government 3
- PY 1113 Introduction to Psychology 3
- ED 4001 Introduction to Teaching Seminar 1
- Total 17

#### SECOND YEAR

**Sophomore First Semester**
- BI 2114 Zoology (Animal Diversity) 4
- ED 4001 Portfolio Assessment Seminar 1
- CH 1315 General Chemistry I 5
- ED 2212 Hist & Phil Found of Amer Educ 2
- SP 2713 Introduction to Speech 3
- EG 2033 Advanced Composition 3
- Total 18

**Sophomore Second Semester**
- HU 2103 Survey of Western Humanities I 3
- BI 2134 Botany (Plant Diversity) 4
- CH 1515 General Chemistry II 5
- PY 3313 Developmental Psychology 3
- BI 3144 Ecology 3
- Total 18

**Sophomore Summer Semester II**
- SN 1115 Elementary Spanish I or FL 1115 Elementary French I 5
- Total 5

**Summer Semester II**
- SN 1225 Elementary Spanish II or FL 1125 Elementary French II 5
- Total 5

#### THIRD YEAR

**Junior First Semester**
- CH 2034 Principles of Biochemistry 4
- CH 1024 Principles of Organic Chemistry 4
- SPED 3043 Survey of Exceptional Child 3
- ED 3153 Educational Sociology 3
- ED Electives 4
- Total 18

**Junior Second Semester**
- BI 4091 Biology Seminar 1
- BI 4002 Biology Teaching Technology 2
- BI 3234 Cell Biology 4
- BI 3254 Genetics 4

**FOURTH YEAR**

**Senior First Semester**
- ED 3232 Measurement, Assess. & Evaluation 2
- ED 4222 Educational Psychology 2
- ED 4232 Instructional Strategies 2
- ED 4212 Educational Technology 2
- ED 4242 Classroom Management or ED 4262 School Law & Legal Issues 2
- Total 12

**Senior Second Semester**
- ED 4002 Clinical Teaching Seminar 2
- ED 4270 Clinical Teaching Secondary 5-10
- Total 12

### Foreign Language Competency Requirement

Two semesters of Foreign Language College Credit (Minimum of 6 credit hours).

CLEP exam: SN 1115 Elementary Spanish I and SN 1225 Elementary Spanish II, to determine High School competency.


### COURSES

**BIOLOGY (BI)**

**BI 0123 (0CR) BIOLOGICAL SCIENCE: AN INTRODUCTION**

A course designed for students who have not completed the high school curricular requirement for biology. A complete course in the basic biological principles and processes.

**NB 1114 (4CR) NATURAL SCIENCE BIOLOGY (Biological Principles I)**

An introductory study of broad foundations of biology including biochemistry, cell biology, genetics (transmission, population, molecular, and cellular), evolution, and ecology. Emphasis in lectures is on modern understandings, theory, and scientific thought. The lab emphasizes investigation and the scientific process for science majors and non-majors. Lecture 3 hours; lab 3 hours. Prerequisite: Successful assessment based on high school record and ACT scores.

**NB 1214 (4CR) NATURAL SCIENCE BIOLOGY II (Biological Principles II)**

A continuation of the study of broad foundations of biology including biodiversity of microbes, protists, fungi, plants, and animals with an introduction to the study of plant and animal form and function. Emphasis in lecture is on modern understandings, theory, and scientific thought. The lab emphasizes investigation and the scientific process. Intended primarily for science majors, but open to all students. Lecture 3 hours; lab 3 hours. Prerequisite BI 1114.
BI 1201 (1CR) BIOLOGY I COLLOQUIUM
Facilitated discussions, discrete study groups, and collaborative problem solving provide more thorough discourse on classroom concepts and theory. Inquiry-based learning techniques apply conjecture, logical reasoning, and critical thinking to support understanding and application of theory. Colloquium and core course content are based on materials covered in national standardized tests and in the Educational Testing Service (ETS). One (1) 2-hour session per week.

BI 2114 (4CR) ZOOLOGY (Animal Diversity)
(Formerly BI 1115)
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 304 (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 3144 (4CR) ECOLOGY
A study of the interactions of organisms with their physical and biotic environment, including individual, population, community, ecosystem, and biospheric levels. Theory and modern scientific thought are emphasized in lecture; methodology including field work, experimentation, quantitative reasoning, and scientific process are emphasized in lab. Lecture 3 hours; lab 3 hours. Field trips required. Prerequisites: BI 2114, BI 2134, CH 1125, MT 1323 or equivalent.

BI 3214 (4CR) INVERTEBRATE ZOOLOGY
A phylogenetic survey of the invertebrates, including the major and minor phyla. The course emphasizes evolution, morphology, and ecology, with attention to physiology and economic importance. The lab emphasizes investigation and will include field trips. Lecture 3 hours; lab 3 hours. Prerequisite: BI 2114.

BI 3221 (1CR) RESPONSIBLE CONDUCT IN BIOMEDICAL RESEARCH
This is a topical course in research ethics. Some key topics include Scientific Priority and Presentation, Being a Responsible Reviewer, University Policies and Procedures; Dealing with Research Misconduct, Laboratory Record Keeping-Data Ownership. Lecture 1 hour. Prerequisite: 8 hours of BI.

BI 3223 (3CR) NEUROSCIENCE
This course will cover topics in neuroscience, including autonomic nervous system, sensory, motor system, hypothalamic control mechanisms, learning, memory, hippocampus, anxiety, fear/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 3254 (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
May be repeated one time for no more than 6 CR total. 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 2 hours per week. 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 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 4273, both must be taken together. Lecture 3 hours. Prerequisite: Junior standing, 12 hours of BI.

BI 4433 (3CR) FISHERIES MANAGEMENT
Techniques and principles involved in management of fishes. (Same as AS 4433).

BI 4443 (3CR) LIMNOLOGY
Physical, chemical, and biological factors in lakes and streams. (Same as AS 4233).

BI 4514 (4CR) BIOCHEMISTRY
Biological principles of cellular constituents. An introduction to chemical processes in living systems. Introduction to the study of carbohydrates, lipids, and proteins. Prerequisites: CH 2114 and CH 3325. Two (2) lectures and two (2) two-hour labs per week. (Same as CH 4514).

CHEMISTRY AND CHEMISTRY EDUCATION
Mission:
The mission for the Chemistry and Chemistry Education programs is to provide excellent instruction and an environment that is conducive to teaching and learning. The Chemistry faculty will consistently demonstrate awareness
of and support for strategic recruitment, mentoring, student research, and student excellence.

Vision:
The Chemistry and Chemistry Education programs will be a primary resource for recruiting, developing, and supporting Chemistry and Chemistry Education students in becoming the premier source of well-qualified, dedicated graduate students in chemistry and future chemistry professionals who also have the capacity to lead and serve, and provide out-of-the-box solutions to emergent problems.

Goals/ Objectives of the Chemistry Program:
1. To prepare successful, scientifically literate professionals who have an understanding and appreciation for scientific investigation, social responsibility and service learning;
2. To prepare students who are capable of competing successfully for admission to and who will succeed in graduate school; professional schools for medicine, dentistry, pharmacy, veterinary medicine, nursing, allied health, and other biomedical programs;
3. To prepare students for entry level positions in conservation, natural resource management, industrial chemistry, agriculture, technology and other fields;
4. To provide a sound fundamental knowledge of chemistry, mathematics and physics for all chemistry majors;
5. To provide hands-on laboratory experiences with special emphases on chemical and laboratory safety and hazardous waste management;
6. To provide opportunities for professional growth through participation in research and industry internships as well as attendance and participation in professional organizations and meetings.

Goals/Objectives of the Chemistry Education Program:
1. To provide a basic curriculum in science and mathematics that will enable the student to be a competent secondary school science teacher;
2. To provide teaching experiences in addition to the conventional supervised course in student teaching. This will include activities such as assisting or 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.

I. Degree: Bachelor of Science
II. Major: Chemistry
A. General Education: 50 hours
B. Required Courses: 40 hours
   CH 1315 General Chemistry I
   CH 1515 General Chemistry II
   CH 2114 Analytical Chemistry
   CH 3224 Instrumental Analysis
   CH 3315 Organic Chemistry I
   CH 3325 Organic Chemistry II
   CH 3415 Physical Chemistry
   CH 4601 Chemistry Seminar
   CH 4612 Introduction to Chemical Research
   4 hours of electives in Chemistry
C. Additional Requirements:
   MT 2524 Analytic Geometry
   MT 2145 Calculus I
   MT 3624 Calculus II
   10 hours of Physics
   3 hours of Computer Science
D. Electives to complete 124 hours required for graduation, including 45 hours of upper division coursework.

Chemistry Plan of Study
FIRST YEAR
Freshman First Semester
   CH 1315 General Chemistry I 5
   MT 1513 College Algebra 3
   EG 1113 English Composition I 3
   HT 1483 US History, 1492-1865 3
   PY 1111 Personal & Social Development 1
   Total 15
Freshman Second Semester
   CH 1515 General Chemistry II 5
   MT 1613 Trigonometry 3
   EG 1213 Advanced Composition 3
   PS 1113 US Government 3
   Elective 3
   Total 17
SECOND YEAR
Sophomore First Semester
   CH 3315 Organic Chemistry 4
   MT 2524 Plane Anal Geometry 5
   EG 2033 Advanced Composition 3
   NB 1114 Natural Science-Biology I 4
   Total 16
Sophomore Second Semester
CH 3325 Organic Chemistry II 5
MT 2145 Calculus I 5
CS 1103 Introduction Info Proc. 3
PY 1113 Introduction to Psychology
(General Ed, Sec B. requirement) 3
Total 16

THIRD YEAR
Junior First Semester
PH 1115 College Physics I 5
CH 2214 Analytical Chemistry 4
MT 3624 Calculus II 4
SP 2713 Introduction to Speech
(or General Education, Section B elective) 3
Total 16

Junior Second Semester
CH 3224 Instrumental Analysis 4
PH 1125 College Physics II 5
CH 4514 Biochemistry 4
HU 2203 Survey of Western Humanities
(or Gen. Ed. Sec. B elective) 3
Total 16

FOURTH YEAR
Senior First Semester
CH 3415 Physical Chemistry I 5
CH 4612 Introduction to Chemical Research 2
CH 4601 Chemistry Seminar 1
Electives 8
Total 16

Senior Second Semester
CH 3425 Physical Chemistry II (Optional) or other
Upper Division 5
CH 4622 Introduction to Chemical Research 2
HE 2123 Introduction to Nutrition
(or Gen. Ed. Sec. B elective) 3
Electives 2
Total 12

*Grade of “C” required

CHEMISTRY (Teacher Education)
I. Degree: Bachelor of Science in Education
II. Major: Chemistry (Teacher Education)
   A. General Education: 50 hours
   B. Required Courses: 32 hours
      CH 1315 General Chemistry I
      CH 1515 General Chemistry II
      CH 2114 Analytical Chemistry
      CH 3315 Organic Chemistry I
      CH 3325 Organic Chemistry II
      CH 3415 Physical Chemistry
      CH 4601 Chemistry Seminar
      CH 4612 Introduction to Chemical Research
   C. Additional Requirements: 35 hours of Professional Education (see Teacher Education Program); 12 hours of Biology; 10 hours of Physics; 14 hours of Mathematics, including 1 semester of Calculus; 3 hours of Earth Science (see Suggested Curriculum Plan for Chemistry Education).
   D. Electives to complete 124 hours required for graduation. Must have 45 hours of upper division coursework.
   
   Chemistry Education Plan of Study
   FIRST YEAR
   Freshman First Semester
   EG 1113 English Composition I 3
   MT 1513 College Algebra 3
   NB 1114 Natural Science-Biology 4
   CH 1315 General Chemistry I 5
   PY 1111 Personal and Social Development 1
   Total 16

   Freshman Second Semester
   EG 1213 English Composition II 3
   MT 2603 Trigonometry or
   MT 2013 Elementary Statistics 3
   HT 1483 U.S. History 3
   CH 1515 General Chemistry II 5
   CS 1103 Intro to Info Processing 3
   Total 17

   SECOND YEAR
   Sophomore First Semester
   PS 1113 U.S. Government 3
   ED 4001 Portfolio Assessment 1
   NS 1113 Earth Science 3
   EG 2033 Advanced Composition 3
   ED 2212 Hist. & Phil. Found. Of Amer. Educ. 2
   PH 1115 College Physics I 5
   Total 17

   Sophomore Second Semester
   HU 2103 Survey of Western Humanities I 3
   PH 1125 College Physics II 5
   CH 2214 Analytical Chemistry 4
   BI 2114 Zoology w/Lab 4
   ED 4001 Education Seminar: Intro to Teaching 1
   Total 17

   Summer Term I
   SN 1115 Elementary Spanish I or
   FL 1115 Elementary French I 5
   SP 2713 Introduction to Speech 3
   Total 8

   Summer Term II
   SN 1225 Elementary Spanish II or
   FL 1125 Elementary French II 5
   Total 5

   THIRD YEAR
   Junior First Semester
   MT 2414 Elementary Statistics 3
   CH 4002 Method of Teaching Chemistry 2
   CH 4612 Intro to Chemical Research 2
   CH 3315 Organic Chemistry I 5
   CH 4601 Chemistry Seminar 1
   PY 3313 Developmental Psychology 3
   Total 16

   Junior Second Semester
   SPED 3043 Survey of Except. Child 3
   ED 3153 Educational Sociology 3
   ED 3232 Meas. Assess & Evaluation 2
   MT 2145 Calculus I 5
   CH 3325 Organic Chemistry II 5

   Total 5
Total 18
Note: 35 hours of Professional Education Courses (See Teacher Education Program) 12 hours of Biology; 10 hours of Physics; 14 hours of Mathematics, including 1 semester of calculus; 3 hours of Earth Science

FOURTH YEAR
Senior First Semester
CH 3415 Physical Chemistry I 5
ED 4222 Educational Psychology 2
ED 4232 Instructional Strategies 2
ED 4212 Educational Technology 2
ED 4242 Classroom Management or 2
ED 4262 School Law & Legal Issues 2
Total 15

Senior Second Semester
ED 4002 Clinical Education Seminar 2
ED 4280 Clinical Teaching Secondary 10
Total 12

Foreign Language Competency Requirement
Two semesters of Foreign Language College Credit (Minimum of 6 credit hours).
CLEP exam: SN 1115 Elementary Spanish I and SN 1225 Elementary Spanish II, to determine High School competency.

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 are based on materials covered in national standardized tests and in the Educational Testing Service (ETS). One (1) 2-hour session per week.
CH 1315 (5CR) GENERAL CHEMISTRY II
(Formerly CH 1115)
A continuation of Chemistry 1315. Three (3) lectures and two (2) two-hour laboratory periods per week. Prerequisites: CH 1315.

CH 2114 (4CR) ANALYTICAL CHEMISTRY
(Formerly CH 2214)
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 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
A comprehensive survey of the chemistry of carbon compounds by functional groups. The laboratory portion of this course includes organic synthesis and the use of various instruments used in the characterization and identification of organic compounds. Three (3) lectures and two (2) two-hour laboratory periods per week. Prerequisites: CH 1315 and CH 1515.
CH 3325 (5CR) ORGANIC CHEMISTRY II
A continuation of Chemistry 3315. 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 3624 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 3454 (4CR) GENERAL RESEARCH LABORATORY TECHNIQUES
The purpose of this course is to give chemistry teacher candidates at the middle-school through high school levels a practical experience preparing courses and course materials including theory, laboratory and laboratory safety, delivering instruction theory, laboratory and laboratory safety, and evaluating student progress.

CH 4002 (2CR) METHODS OF TEACHING CHEMISTRY & RELATED SCIENCES
A practical introduction to pedagogy specific to chemistry and related sciences. The purposes, problems, issues, strategies, and materials in the teaching of science at the middle and high school levels will be examined critically through classroom discussions, individual and group work, field experiences, class projects, and peer teaching. Includes literature review, curriculum, material selection, lesson preparation, laboratory and laboratory safety, lecture, and other instructional formats, practice in delivery, assessment and evaluation. Lecture 1 hour; laboratory 2 hours. Prerequisite: Organic Chemistry II CH 3325 and admittance into Teacher Education program.

CH 4006 (3-6CR) INTERNSHIP IN PHYSICAL SCIENCE
Practical work experience in a chemical or related industry. Duration and credits vary 3-6 semester hours. Prerequisites: Junior standing.

CH 4133 (3CR) INORGANIC CHEMISTRY
Atomic structure, periodic relationships, chemical bonding, nomenclature, aqueous and noneaqueous 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 the area of chemistry. Three topics obtained from current literature are acceptable for literature assignments. The student will be required to present papers orally in a scientific seminar format and public setting, utilizing multimedia tools, overhead transparencies, slide projections, poster presentations, etc. The student project must relate the concepts of chemistry to contemporary, historical, technological and societal issues. In addition, the student will be required to research career opportunities in science and technology through literature research, brochures, internet and scientific periodicals.

CH 4612 (2CR) INTRODUCTION TO CHEMICAL RESEARCH
This course will emphasize individualized research projects that are conducted to develop the student’s high level technical and safety skills in the use of the scientific equipment and apparatus and in the use of the scientific literature in the solution of scientific problems. Students will conduct inquiry based open-ended investigation in chemistry with faculty supervision. The project must emphasize 1) the location of research resources; 2) the analysis, synthesis, theory and utility of chemical compounds and reactions; 3) laboratory and store room 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.

NS 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.
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
A five-hour course fulfilling the needs of students in electronics and technology. There will be three hours of lecture and four hours laboratory each week. Includes topics in properties of matter, mechanics, heat and sound. Prerequisites: MT 1323 and MT 1613 or may be taken concurrently or with consent of instructor.

PH 1125 (5CR) COLLEGE PHYSICS
A five-hour continuation of Physics 1115. Includes topics of electricity, light, and modern physics.

PH 2015 (5CR) COLLEGE PHYSICS: MECHANICS, HEAT, AND SOUND
(Formerly PH 2215)
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
(Formerly PH 2125)
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.

PH 3112 (2CR) ADVANCED PHYSICS LABORATORY
A laboratory course designed to give the student familiarity with modern methods of measurements in physics and to supplement theory courses by illustrating physical principles. Projects are selected from the fields of mechanics, heat, sound, light, electricity, and atomic physics. Individual initiative encouraged. Two (2) three-hour lab periods per week. Prerequisite: PH 1125 or 2025.

PH 3113 (3CR) ELECTRICAL INSTRUMENTATION
A course designed for chemists, physicists, engineers, medical researchers, biologists, and others who need to gain a working knowledge of electronic devices and circuits used in current laboratory research and technical application. One (1) lecture and two (2) three-hour laboratory periods per week. Prerequisites: Two semesters of physics or the equivalent background; approval of the instructor.

PH 3122 (2CR) ADVANCED PHYSICS LABORATORY
A laboratory course continuing the work of PH 3112. Two (2) three-hour laboratory periods per week. Prerequisite: PH 3112.

PH 3123 (3CR) MECHANICS
A study of particle and rigid body dynamics utilizing vector concepts with an introduction to Language and Hamiltonian Methods. Prerequisites: MT 2145; PH 1115 or PH 2015.

PH 4003 (3CR) MODERN PHYSICS
An introduction to topics in atomic nuclear and radiation physics. Three lectures per week. Prerequisite: PH 3123.

DEPARTMENT OF SOCIAL SCIENCES AND HUMANITIES

Mission:
The mission of the department is to offer the social sciences and humanities core of the university through academic majors, support courses for other programs, and contributions to the general education program.

Vision:
The vision of the Department of Social Sciences and Humanities is to offer programs that prepare students for the many opportunities and challenges of an increasingly complex, diverse, and ever-changing society.

Programs in the Department of Social Sciences and Humanities
Social Sciences degree programs culminate in the Bachelor of Arts in sociology, the Bachelor of Science in corrections and the Associate of Science in criminal justice. In addition, the Department of Social Sciences and Humanities offers the Bachelor of Arts for music education majors and courses in art, geography, history, humanities, philosophy, political science, and religion.

SOCIAL SCIENCES PROGRAMS
Goals/Objectives:
The major goals of the Social Sciences programs are to

1. Assist students in understanding the importance of the social sciences and humanities to their everyday lives;
2. Enhance students’ knowledge of American society, its social institutions and its current problems;
3. Promote an understanding and appreciation of diversity and the ways it can contribute to the enrichment of society;
4. Prepare students to meet the requirements of graduate and professional schools;
5. Prepare students for increasing professional opportunity in a rapidly changing society;
6. Provide a student-friendly learning environment that offers personalized advising and mentoring to foster students’ personal and professional development;
7. Guide students toward acquiring strong analytical, information gathering, critical thinking, and communication skills;
8. Enhance student learning beyond the traditional classroom by offering experiential opportunities such as field trips, internships, cooperative education, service learning, professional conferences, and study abroad.

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 non-profit, private, government, and business organizations.

I. Degree: Bachelor of Arts
II. Major: Sociology
   A. General Education: 50 hours
   B. Required Courses: 39 hours
      SO 1113 Introduction to Sociology
      SO 2223 Social Psychology
      SO 3123 Sociology of Gender
      SO 3213 Social Problems
      SO 3243 Social Research
      SO 3253 Urban Sociology, or
      SO 3173 Sociology of Community
      SO 3263 Criminology
      SO 3273 Race and Ethnic Relations
      SO 4123 Social Stratification
      SO 4253 Social Statistics
      SO 4263 Demography
      SO 4273 Social Theory
      SO 4003 Internship in Sociology
   C. Electives in Sociology: 3 hours
      SO 3233 Industrial Sociology
      SO 4173 Sociology of Professions
      SO 4333 Exploration of Sociological Issues
      SO 4233 Cultural Anthropology
      SO 4283 Development of Non-Western Societies
   D. Support Courses: 6 hours
      HT 3143 Black History or
      HT 3103 Afro-American Heritage
      FCS 4233 Marriage & Family Relationships
   E. Foreign Language: 10 hours
      SN 1115 Elementary Spanish I
      SN 1225 Elementary Spanish II
   F. Electives to complete 124 hours required for graduation. Must include minimum 45 hours of upper division courses.
   G. Required assessment exam taken prior to graduation.

Sociology Plan of Study

FIRST YEAR

Freshman First Semester
PS 1113 U.S. Government 3
*EG 1113 English Composition I 3
*MT 1513 College Algebra 3
*SO 1113 Introduction to Sociology 3
PY 1111 Personal and Social Development 1
NB 1114 Natural Science (Biological) 4
Total 17

Freshman Second Semester
NP 1113 Physical Science 3
*EG 1213 English Composition II 3
HT 1483 U.S. History, 1492-1865 or
HT 1493 U.S. History, 1865-Present 3
PY 1113 Introduction to Psychology 3
CS 1103 Intro to Information Processing 3
Total 17

SECOND YEAR

Sophomore First Semester
*MT 2013 Elementary Statistics 3
*EG 2033 Advanced Composition 3
*SN 1115 Elementary Spanish I 5
FCS 2123 Intro to Nutrition or
HD 1213 Personal Health 3
GE 1412 Intro to Geography or
GE 2413 Human Geography 2/3
Total 16/17

Sophomore Second Semester
*SN 1225 Elementary Spanish II 5
HU 2103 Survey of Western Humanities I or
HU 2003 Survey of Western Humanities II 3
EC 2203 Economics (GE) or
EC 2013 Principles of Macroeconomics or
EC 2023 Principles of Micro 3
*SO 2223 Social Psychology 3
SP 2713 Introduction to Speech 3
Total 17

THIRD YEAR

Junior First Semester
*SO 3243 Social Research 3
*SO 3213 Social Problems 3
*SO 3253 Urban Sociology or
*SO 3173 Sociology of Community 3
*SO 3263 Criminology 3
*HT 3103 Afro-American Heritage or
*HT 3143 Black History 3
Total 15

Junior Second Semester
PL 2133 Philosophy of Cont Life 3
*SO 3123 Sociology of Gender 3
*SO 3273 Race & Ethnic Relations 3
3/4000 Elective 3
3/4000 Elective 3
Total 15

Fourth Year
Senior First Semester
*SO 4123 Social Stratification 3
*SO 3/4000 Sociology Course 3
3/4000 Elective 3
3/4000 Elective 3
3/4000 Elective 3
Total 15

Senior Second Semester
*SO 4263 Demography 3
*SO 4253 Social Statistics 3
*SO 4273 Social Theory 3
*SO 4003 Internship 3
*FCS 4233 Marriage & Family 3
Total 15

*Grade of “C” required

COURSES

SOCIOLGY (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 1323; MT 2103.

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 1323; MT 2013.
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: 50 hours
B. Required Courses: 30 hours
   CO 2113   Introduction to Corrections
   CO 3113   Probation & Parole
   CO 3273   Correctional Treatment Systems or
   CO 4263   Corrections & Rehabilitation
   CO 3233   Criminal Typology & Classification or
   CO 3263   Juvenile Delinquency
   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
C. Additional Requirements: 12 hours
   CJ 2123   Introduction to Criminal Justice
   CJ 3/4000  Elective
   CO 4253   Social Statistics
C. Electives to complete 124 hours required for graduation. Must include 45 hours of upper division courses.
D. Required assessment exam taken prior to graduation.

Corrections Plan of Study

FIRST YEAR
Freshman First Semester
HT 1483   U.S. History, 1492-1865 or
HT 1493   U.S. History, 1865-Present 3
*EG 1113   English Composition I 3
*MT 1513   College Algebra 3
CS 1103   Introduction to Info Processing 3
PY 1111   Personal and Social Development 1
NB 1114   Natural Science-Biology 4
Total 17

Freshman Second Semester
PY 1113   Introduction to Psychology 3
*EG 1213   English Composition II 3
EC 2203   Economics (GE) or
EC 2013   Principles of Macroeconomics or
EC 2023   Principles of Micro 3
PS 1113   U.S. Government 3
HD 1213   Personal Health or
FCS 2123  Introduction to Nutrition 3
Total 15

SECOND YEAR
Sophomore First Semester
SP 2713 Introduction to Speech 3
*EG 2033 Advanced Composition or
*EG 2053 Technical Writing 3
*CJ 2123 Intro to Criminal Justice
*SO 1113 Introduction to Sociology 3
*MT 2013 Elementary Statistics or
*MT 2603 Finite Math 3
Total 15

Sophomore Second Semester
HU 2103 Humanities I or
HU 2003 Survey of Western Humanities II 3
*CO2113 Introduction to Corrections 3
NP 1113 Physical Science 3
2/3000 Elective 3
PH 2113 Philosophy of Cont Life 3
Total 15

THIRD YEAR
Junior First Semester
*CO 3113 Probation & Parole 3
*CO 3273 Correctional Treatment Systems or
*CO 4263 Corrections & Rehabilitation 3
*CO 3/4000 CJ Course 3
3/4000 Elective 3
3/4000 Elective 3
Total 15

Junior Second Semester
*CO 3233 Criminal Typology & Classification or
*CO 3263 Juvenile Delinquency 3
*CO 3223 Correctional Counseling 3
*CO 3/4000 CJ Course 3
3/4000 Elective 3
3/4000 Elective 3
Total 15

FOURTH YEAR
Senior First Semester
*CO 4223 Correctional Law 3
*CO 4273 Prison Administration 3
3/4000 Elective 3
3/4000 Elective 3
3/4000 Elective 3
Total 18

Senior First Semester
*CO 4083 Individualized Reading or
*CO 4283 Women in Corrections 3
*SO 4253 Social Statistics 3
*CO 4986 Internship 6
3/ 4000 Elective 3
Total 15

*Grade of “C” required

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 particular kinds of offenders who engage in patterns of crime. Prerequisite: CO 2113.

CO 3252 (2CR) SPECIAL TOPICS IN CORRECTIONS
Topics of study will vary; emphasis will be on current issues 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: CO2113.

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: 50 hours

B. Required Courses: 30 hours

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C. Additional Requirements: 12 hours

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<td>Social Statistics</td>
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D. Electives to complete 124 hours required for graduation. Must include 45 hours of upper division courses.

E. Required assessment exam taken prior to grad.

**Corrections – With Concentration in Criminal Justice**

**Plan of Study**

**FIRST YEAR**

**Freshman First Semester**

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**Total** 17

**Freshman Second Semester**

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**Total** 15

**SECONd YEAR**

**Sophomore First Semester**

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**Total** 15

**Sophomore Second Semester**

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**THIRD YEAR**

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**Junior Second Semester**

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**Total** 15

**FOURTH YEAR**

**Senior First Semester**

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**Senior Second Semester**

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**Total** 15

*Grade of “C” required

**COURSES**

**CRIMINAL JUSTICE (CJ)**

**CJ 2123 (3CR) INTRODUCTION TO CRIMINAL JUSTICE**

A study of the development and operation of the criminal justice system in the United States. Included will be an examination of the components which make up the criminal justice system, their roles and responsibilities as a part of the system.

**CJ 2133 (3CR) INTRODUCTION TO LAW ENFORCEMENT**

Philosophy and history of law enforcement; role and place of law enforcement in the total criminal process; limitation on law enforcement as it is in accordance with the Constitution.

**CJ 3223 (3CR) IDENTIFICATION AND INVESTIGATION**

A survey of scientific crime detection methods; identification and preservation of evidence; instrumentation and report writing. Prerequisites: CJ 2123; CJ 2133.

**CJ 3243 (3CR) LAW AND SOCIETY**

The nature and function of law; meaning of jurisprudence urban law, administrative law and procedures, adjudication and the courts. Prerequisite: CJ 2123.

**CJ 3253 (3CR) LEGAL ASPECTS OF LAW ENFORCEMENT**

Legal ramifications of investigations, search and seizures; studies of constitutional and statutory law as it relates to civil rights. Prerequisites: CJ 2123; CJ 2133.
CJ 3263 (3CR) POLICE ADMINISTRATION AND ORGANIZATION
Organization and function of law enforcement agencies; analysis of effective means of social control; relationship of law enforcement to the total correctional process. Prerequisites: CJ 2123; CJ 2133.

CJ 4003 (3CR) CRIMINAL JUSTICE SEMINAR
Selected topics in Criminal Justice and Corrections. Emphasis on contemporary problems and issues. Prerequisite: CJ 2123; CO 2113.

CJ 4233 (3CR) ADVANCED CRIMINAL JUSTICE ORGANIZATIONS
An analysis of complex formal organizations and bureaucracies in an institutional setting. Prerequisites: CJ 2123; CJ 2133.

CJ 4273 (3CR) ADMINISTRATIVE CONCEPTS FOR LAW ENFORCEMENT
Basic principles and practices of administration and their application to practical police problems; application of management practices to police agencies. Prerequisites: CJ 2123; CJ 2133.

ASSOCIATE DEGREE PROGRAM

CRIMINAL JUSTICE
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: 39 hours
   CS 1103 Intro to Info 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
   NP 1113 Natural Science-Physical
   PY 1113 Intro to Psychology
   MT 1513 College Algebra
   HU 2103 Surv of Western Hum.I
   or
   HU 2003 Surv. of Western Hum. II
   SP 2713 Introduction to Speech
   ED 1601 Academic Achievement Seminar

   Required Courses: 24 hours
   CJ 2123 Intro to Criminal Justice
   CJ 2133 Intro to Law Enforcement
   CJ 2143 Criminal Law
   CJ 2163 Report Writing
   CJ 2333 Crime & Delinquency
   CO 2113 Intro to Corrections
   PS 2313 State Government
   SO 2223 Social Psychology

   Associate of Science in Criminal Justice Plan of Study

FIRST YEAR
Freshman First Semester
* EG 1113 English Composition I 3
* PS 1113 U.S. Government 3
* MT 1513 College Algebra 3
* PY 1111 Personal and Social Development 1
* PY 1113 Introduction to Psychology 3
* NB 1114 Natural Science-Biology 4
   Total 17

Freshman Second Semester
* EG 1213 English Composition II 3
* SO 1113 Introduction to Sociology 3
* HT 1483 U.S. History, 1492-1865 or
* HT 1493 U.S. History, 1865-Present 3
* CJ 2123 Intro to Criminal Justice 3
   Total 16

SECOND YEAR
Sophomore First Semester
* NP 1113 Natural Science-Physical 3
* HU 2103 Survey of Western Humanities I or
* HU 2003 Survey of Western Humanities II 3
* CJ 2133 Intro to Law Enforcement 3
* SO 2223 Social Psychology 3
* CJ 2333 Crime & Delinquency 3
   Total 15

Sophomore Second Semester
* SP 2713 Introduction to Speech 3
* CJ 2143 Criminal Law 3
* CO 2163 Report Writing 3
* CO 2113 Intro to Corrections 3
* PS 2313 State Government 3
   Total 15

   *Grade of "C" required
   *Basic Skills (zero-level) courses, activity courses (swimming, etc.) and performance courses (band, choir, etc.) do not count toward graduation.

COURSES
ASSOCIATE OF CRIMINAL JUSTICE

CJ 2123 (3CR) INTRODUCTION TO CRIMINAL JUSTICE
A study of the development and operation of the criminal justice system in the United States. Included will be an examination of the components which make up the criminal justice system, their roles and responsibilities as a part of the system.

**CJ 2133 (3CR) INTRODUCTION TO LAW ENFORCEMENT**
Philosophy and history of law enforcement; role and place of law enforcement in the total criminal process; limitation on law enforcement as it is in accordance with the Constitution.

**CO 2113 (3CR) INTRODUCTION TO CORRECTIONS**
A survey of the correctional field including probation and parole, institutional treatment, organizational structure, program content and current problems.

**SO 2223 (3CR) SOCIAL PSYCHOLOGY**
A study of the individual in social context. Social psychological theories and research methods, and their application to such topics as development of the self, attitudes, conformity, interpersonal attraction, prosocial and aggressive behavior will be discussed. Prerequisites: SO 1113; PY 1113.

**CJ 2333 (3CR) CRIME AND DELINQUENCY**
An introduction to the problems of crime and delinquency, especially the nature and extent of crime, theories of criminal behavior and social responses to crime. Prerequisite: CJ 2123.

**CJ 2143 (3CR) CRIMINAL LAW**
A study of the nature of criminal law, its philosophical and historical development, the definition and elements of major offenses in the criminal codes of all levels of government and the penalties which attach to those convicted of committing crimes. Prerequisite: CJ 2123.

**CJ 2163 (3CR) REPORT WRITING**
An introduction to the basic mechanics and procedures of report writing, emphasizing clear, concise, and accurate writing of communications as they relate to law enforcement records, investigations, and research. Prerequisites: EG 1113; EG 1213: 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- Choral (Teacher Education) and Music-Instrumental (Teacher Education)**

**Mission:**
The mission of the department of music is to provide students a personalized learning environment to establish excellence in teaching, performance, creativity, and research.

**Vision:**
To provide performance and learning opportunities that enable all students to achieve their full potential in the art of music.

**Objectives:**
The department of music strives to achieve the following objectives:
1. To offer music courses of interest and value to all university students for development of appreciative listeners and trained participants;
2. To offer state-approved curricula for the preparation of teachers of music in the elementary and secondary public and private schools;
3. To offer instruction which can lead into fields of performance, conducting, composition and arranging, and related fields;
4. To offer instruction as preparation for graduate study;
5. To provide artistic leadership in the university and to present a wide range of musical events enriching the lives of individuals on campus and in the community.

**Brief Description of the Music Program:**
The music program prepares students in the knowledge and basic skills of the history of music, the understanding of musical structures, the creation and interpretation of music and the applications of music technology.

**MUSIC-VOCAI (Teacher Education)**

I. Degree: Bachelor of Arts in Education
II. Major: Music-Choral (Teacher Education)
A. General Education: 50 hours
B. Required Courses: 74 hours (maximum)
C. Professional Education: 35 hours
   * MS 1612-4612 Major Applied Voice
   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 2533 Theory III
   MS 2563 Theory IV
   MS 1911 Conducting Fundamentals
   MS 2212 Voice Diction I (English and Italian)
   MS 2222 Voice Diction II (German, French, and Spanish)
   MS 2922 Instrumental Music Survey
   MS 3223 Secondary Choral Methods
   MS 3213 Choral Methods
   MS 1822 Music Survey
   MS 3813 Music History I
   MS 3823 Music History II
   * MS 4001 Performance Seminar
   MS 4212 Orchestration
   ** MS 2021 Ensemble (Choir)
   MS 4913 Music Education Methods
   MS 3912 Voice Class
   (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.)
C. Additional Requirements: 35 hours of Professional Education (see Teacher Education Program).
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. The accumulative Jury grade will count as 1/3 of the grade for both Major and Secondary Applied. A senior recital is required for students during the
seventh semester of Applied Study prior to enrolling in the Professional block courses.

E. Electives to complete 155 hours to complete degree requirements in Music Education. These hours must include a minimum of 45 hours in upper division courses.

*Must enroll each semester prior to student teaching.

**Only four semester hours will count as credit toward the degree requirement; however, students must enroll each semester during residency.

Music-Vocal (Teacher Education) Plan of Study

FIRST YEAR

Freshman First Semester
*EG 1113 English Composition I 3
*MT 1513 College Algebra 3
PY 1111 PSD 1
MS 1533 Music Theory I 3
MS 1612 Major Applied I 2
MS 4001 Music Perform Seminar 1
MS 2021 Choir 1
MS 1511 Secondary Applied I 1
MS 1911 Conducting Fundamentals 1
Total 16

Freshman Second Semester
*EG 1213 English Composition II 3
MT 1613 Trigonometry or MT 1413 Survey of Mathematics 3
PY 1113 Introduction to Psychology 3
MS 1622 Major Applied II 2
MS 1521 Secondary Applied II 1
MS 1543 Music Theory II 3
Total 16

Summer Session I
NB 1114 Natural Science-Biology 4
HT 1483 US History 1492-1865 3
Total 7

Summer Session II
NP 1113 Natural Science-Physical 3
PS 1113 US Government 3
CS 1103 Intro to Info Process 3
Total 9

SECOND YEAR

Sophomore First Semester
EG 2033 Advanced Composition 3
SP 2713 Intro to Speech 3
ED 2001 Education Seminar; Port. Assesses 1
*ED 2212 Found of American Education 2
MS 2212 Voice Dictation I 2
MS 2612 Major Applied III 2
MS 2511 Secondary Applied III 1
Music Perform Seminar 1
MS 2553 Music Theory II 3
Total 18

Sophomore Second Semester
HU 2103 Survey of Western Humanities I 3
MED 2001 Education Seminar ; Intro to Teach 1
MS 2562 Music Theory IV 3
MS 1822 Music Survey 2
MS 2212 Voice Dictation II 2
MS 2021 Choir 1
MS 2622 Major Applied IV 2
MS 4001 Music Perform Seminar 1
MS 2521 Piano IV 1
Total 16

THIRD YEAR

Junior First Semester
MS 2021 Choir 1
MS 3813 Music History I 3
MS 3223 Choral Conducting 3
MS 3912 Instrumental Music Survey 2
MS 3612 Major Applied V 2
MS 3511 Secondary Applied V 1
MS 4001 Music Perform Seminar 1
ED 3153 Educational Sociology 3
Total 16

Junior Second Semester
MS 2021 Choir 1
MS 4212 Orchestration 2
*MS 3823 Music History II 3
MS 3213 Choral Methods 3
MS 3521 Secondary Applied VI 1
MS 4001 Music Perform Seminar 1
PY 3313 Developmental Psychology 3
MS 3922 Voice Class 2
MS 3612 Elective 2
Total 18

Summer Session III
SN 1115 Elementary Spanish or
FL 1115 Elementary French 5
Total 5

Summer Session IV
SN 1225 Elementary Spanish II or
FL 1225 Elementary French II 5
Total 5

FOURTH YEAR

Senior First Semester
*MS 4913 Music Ed Methods 3
MS 4612 Major Applied VII 2
MS 4001 Music Perform Seminar 1
MS 2021 Choir 1
*SPED 3043 Survey of Exceptional Child 3
*ED 3232 Measurement and Evaluation 2
*ED 4252 Methods of Teaching 2
MS 4511 Piano VII 1
Total 15

Senior Second Semester
MS 4622 Major Applied VII 2
MS 4040 Senior Recital 0
MS 4001 Music Perform Seminar 1
MS 2021 Choir 1
*ED 4222 Educational Psychology 2
*ED 4232 Instructional Strategies 2
*ED 4242 Classroom Management 2
**Music-Instrumental (Teacher Education) Plan of Study**

### FIRST YEAR

**Freshman First Semester**
- EG 1113 English Composition I 3
- *MT 1513* College Algebra 3
- PY 1111 Personal & Social Development 3
- MS 1533 Music Theory I 3
- MS 1612 Major Applied I 2
- MS 4001 Music Perform Seminar 1
- MS 2611 Band 1
- MS 1511 Secondary Applied Piano I 1
- **Total** 17

**Summer Session I**
- NB 1114 Natural Science-Biology 4
- HT 1483 US History 1492-1865 3
- **Total** 7

**Summer Session II**
- NP 1113 Natural Science (Phy) 3
- PS 1113 US Government 3
- CS 1103 Intro to Info Process 3
- **Total** 9

**Freshman Second Semester**
- *EG 1213* English Composition II 3
- MT 1613 Trigonometry 3
- PY 1113 Introduction to Psychology 3
- MS 1622 Major Applied II 2
- MS 1521 Secondary Applied Piano II 1
- MS 4001 Music Perform Seminar 1
- MS 2611 Band 1
- MS 1911 Conducting Fundamentals 1
- MS 1543 Music Theory II 3
- **Total** 18

### SECOND YEAR

**Sophomore First Semester**
- EG 2033* Advanced Composition 3
- SP 2713 Intro to Speech 3
- ED 2001 Education Seminar; Port. Assess 1
- MS 2553 Music Theory III 3
- MS 2611 Band 1
- MS 4001 Music Perform Seminar 1
- MS 2612 Major Applied III 2
- MS 2511 Secondary Applied Piano III 1
- MS 2422 Brass Wind Technique 2
- **Total** 17

**Sophomore Second Semester**
- HU 2103 Humanities 3
- ED 2001 Educ. Seminar Intro to Teaching 1
- **ED 2212** Found of American Education 2
- MS 2563 Music Theory IV 3
- MS 1822 Music Survey 2
- MS 2611 Band 1
- MS 4001 Music Perform Seminar 1
- MS 2622 Major Applied Piano IV 2
- MS 2521 Piano IV 1
## 2021-2022 Curriculum

**SCHOOL OF ARTS AND SCIENCES / 113**

**THIRD YEAR**

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### Junior First Semester

- **MS 2611** Band 1
- **MS 3813** Music History I 3
- **MS 3923** Instrumental Conducting 3
- **MS 3412** Percussion Technique 2
- **Ms 2912** Choral Music Survey 2
- **MS 3612** Major Applied V 2
- **MS 3511** Secondary Applied V 1
- **MS 4001** Music Perform Seminar 1
- **ED 3153** Educational Sociology 3
- **Total** 18

### Junior Second Semester

- **MS 2611** Band 1
- **MS 4212** Orchestration 2
- **MS 3823** Music History II 3
- **MS 3312** String Technique 2
- **MS 3413** Band Methods 3
- **MS 3521** Secondary Applied VI 1
- **MS 4001** Music Perform Seminar 1
- **MS 2742** Woodwind Technique 2
- **PY 3313** Human Growth & Development 3
- **Total** 18

### Summer Session III

- **SN 1115** Elementary Spanish I or 5
- **FL 1115** Elementary French I 5
- **Total** 5

### Summer Session IV

- **SN 1225** Elementary Spanish II or 5
- **FL 1125** Elementary French II 5
- **Total** 5

**FOURTH YEAR**

### Senior First Semester

- **MS 4913** Music Ed. Methods 3
- **MS 4612** Major Applied VII 2
- **MS 4001** Music Perform Seminar 1
- **MS 2611** Band 1
- ***SPED 3043** Survey of Exceptional Child 3
- ***ED 4252** Methods of Teaching 2
- ***ED 3232** Measurement and Evaluation 2
- **MS 4511** Piano VII 1
- **Total** 15

### Senior Second Semester

- **MS 4622** Major Applied VIII 2
- **MS 4040** Senior Recital 0
- **MS 4001** Music Perform Seminar 1
- **MS 2611** Band 1
- ***ED 4222** Educational Psychology 2
- ***ED 4232** Instructional Strategies 2
- ***ED 4242** Classroom Management 2
- ***ED 4262** School Law & Legal Issues 2
- ***ED 4212** Educational Technology 2
- **MS 4521** Soc Piano VIII 1
- **Total** 15

### 2nd Year Senior – First Semester

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*Grade of “C” or above required*

### COURSES

#### MUSIC (MS)

#### Music History and Literature

**MS 1812 (2CR) AFRICAN-AMERICAN MUSIC**
A survey of music and musicians of African-American heritage from pre-slavery to present. Study of styles and forms, psychological background and listening to representative literature. Course open to general student body. No prerequisites.

**MS 1822 (2CR) MUSIC SURVEY**
A general study of examples of music literature together with those fundamentals of form and design essential for the intelligent enjoyment of music; also such historical information as may be necessary to give rise to music understanding and appreciation. No prerequisites: Open to general student body.

**MS 2912 (2CR) CHORAL MUSIC SURVEY (Instrumental Specialist)**
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 (Choral Specialist)**
A course designed to give students with choral 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: Junior standing or permission of instructor.

**MS 3823 (3CR) MUSIC HISTORY II**
A continuation of Music History I (MS 3813) to the present. Prerequisite: MS 2813 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**
(Formerly MS 1714)
Eighteenth century choral writing correlated with sight singing, keyboard harmony harmonic and melodic dictation, using principal and subordinate triads, through the dominant seventh.

**MS 1721 (1CR) MUSIC Fundamentals II**
Continuation of Music Fundamentals I. Prerequisite: Music Fundamentals I.
MS 1731 (1CR) MUSIC FUNDAMENTALS III
Prerequisite: Music Fundamentals II.

MS 1543 (3CR) THEORY II
(Formerly MS 1724)
Requirements the same as Music Theory 2713. 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
(Formerly MS 2714)
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
(Formerly MS 2724)
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 appreciatonal 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 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, STRINGS, 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.
Continuation of MS 2622. Prerequisite: Music major, MS 2612.

MS 3612 (2CR)  MAJOR APPLIED PIANO, VOICE, BRASS, WOODWIND, STRINGS, PERCUSSION
Continuation of MS 2612. Prerequisite: Music major, MS 2622.

MS 3622 (2CR)  MAJOR APPLIED PIANO, VOICE, BRASS, WOODWIND, STRINGS, PERCUSSION
Continuation of MS 3612. Prerequisite: Music major, MS 3622.

MS 4612 (2CR)  MAJOR APPLIED PIANO, VOICE, BRASS, WOODWIND, STRINGS, 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, WOODWIND, 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, WOODWIND, STRINGS, PERCUSSION
Continuation of MS 1511. Prerequisite: Instructor's approval, MS 1511.

MS 2511 (1CR)  SECONDARY APPLIED PIANO, VOICE, BRASS, WOODWIND, 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 3511. Prerequisite: Instructor's approval, MS 3521.

MS 3521 (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 (choral or instrumental). Four hours of Ensemble credit are required for graduation.

COURSES

ENSEMBLE

MS 2611 (1CR)  UNIVERSITY BANDS
(Formerly MS 1011)
The Marching Lions, the Concert Band, the Stage Band, the Basketball Prep Band. 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)  CHOIRS
Concert Choir and/or University Choir. For Concert Choir, auditions are required. Limited enrollment. Programs chosen from selected choral literature. High standard of vocal ability and musicianship required. Elective for students outside the Department of Music with consent of director. Tours and outside engagements. Numerous campus concerts. Must be member of University Choir to be in Concert Choir. University Choir is mixed chorus. Repertoire of major choral selections. Winter and spring concerts often performed with orchestra. 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.
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) PUBLIC 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 3103 (3CR) WEATHER AND CLIMATE
Regional analysis of the world's weather and climate as they affect man, animal life, vegetation, and agricultural production.

GE 3023 (3CR) POLITICAL GEOGRAPHY
The organization and behavior of man in political space, with emphasis on cultural, physical, and distributional aspects of politically organized units.

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 4002 (2CR) SEMINAR IN URBAN GEOGRAPHY
Oral and written reports on geographic issues and problems in the urban environment.

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.

GE 4113 (3CR) MAP INTERPRETATION AND EARTH IMAGERY
Development of skills in map reading and interpretation, with emphasis on the characteristics and uses of various maps, charts, and grid coordinate systems.

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
(Formerly HT 2122)
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 3113 (3CR) ANCIENT HISTORY
A general treatment of the history of early mankind and the early civilizations of Babylonia, Egypt, and Persia; a survey of the early life and institutions of Greece and Rome; a study of the rise of the Roman Empire and the steps leading to its disintegration. Primarily for History majors and minors.

HT 3123 (3CR) HISTORY OF MEDIEVAL EUROPE
A study of the disintegration of the Roman Empire. The barbarian invasions and establishment of new political communities. The growth of church, feudalism, and the development of the national states and the end of the Middle Ages. Prerequisite: HT 3113 or consent of the instructor.
HT 3133 (3CR) MODERN EUROPEAN HISTORY
An introduction to modern European history in its political, social, and cultural aspects from 1438 to 1815. Special attention will be given to the development of European nationalism and imperialism during the designated period.

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.

HT 3153 (3CR) HISTORY OF LATIN AMERICA
A study of the political, economic, social, and religious history of the American nations of Latin origin. An effort is made to show the relations of these nations to the United States and to world politics.

HT 3163 (3CR) ECONOMIC HISTORY OF THE UNITED STATES
This course will, in a broad way, cover the period from 1782 to the present but is not presented as a survey. It will give rather intensive consideration to certain selected periods, movements, and development of U.S. economic history.

HT 3173 (3CR) HISTORY OF ENGLAND
A general survey of the development of England to 1688. Particular emphasis will be given to the rise of the English nation and development of English institutions.

HT 4113 (3CR) AMERICAN HISTORIOGRAPHY AND BIBLIOGRAPHY
The course is designed to acquaint students with outstanding historians and schools of thought in the discipline. It requires students to demonstrate writing competence and the use of resource data.

HT 4123 (3CR) HISTORY OF CIVILIZATION
A survey of the movements and institutions that have contributed most to present-day civilization. The course makes a general sweep of the period from prehistoric times to the present. Particular emphasis is placed on the political, social, economic, artistic, religious, and scientific development of man.

HT 4133 (3CR) HISTORY OF CIVILIZATION
A continuation of History 4123.

HT 4143 (3CR) CONTEMPORARY EUROPE
The course deals with Europe from 1815 to the present. Attention will be given to the background of the first and second world wars as well as other major problems.

HT 4153 (3CR) HISTORY OF RUSSIA
A study of modern Russia beginning with the 17th century. Emphasis will be placed on 19th and 20th century developments.

HT 4163 (3CR) HISTORY OF THE FAR EAST
An advanced seminar dealing with topics relating to the Far Eastern history.

HT 4173 (3CR) DIPLOMATIC HISTORY OF THE UNITED STATES
A survey of United States foreign relations from the period of the confederation to the present.

COURSES
HUMANITIES (HU)

HU 2103 (3CR) SURVEY OF WESTERN HUMANITIES I
(Formerly HU 2214)
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
(Formerly HU 2224)
A study emphasizing the common characteristics, traits, and ideas in selective Western literature, art, and music from 1600 to the present. Students seek out the inherent feelings and expressions of the arts as related to a period and a culture.

HU 3102 (2CR) HUMANITIES SEMINAR
Selected topics in the area of humanities. Topics may vary from semester to semester, depending on students' needs and interests.

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.

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 open 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 3052 (2CR) INTRODUCTION TO RELIGION EDUCATION
Deals with the nature, achievements, objectives, leadership of religion education; a study of the Christian home and the Christian college.

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 Technology Department 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 Technology Department is to strive for excellence through laboratory-based instruction and to meet educational needs and the standards of business, industry and government.

Goals/Objectives:
1. Develop a high degree of skill and technical competency in an area of specialization;
2. Develop managerial and supervisory skills for use in a highly technological society;
3. Develop a broad technical background necessary for adaptation to, and advancement in, a large number of industries and government.

Description of Program:
A student enrolled in the Department of Technology may select one of two majors: Technology Education or Technology. Technology Education leads to the Bachelor of Science in Education degree. Its primary purpose is to prepare students to teach Technology Education in middle and secondary schools, although positions in teacher training and in business and industry are also available to graduates of this program. A major in Technology leads to the Bachelor of Science in Technology degree. A broadly based program, it prepares persons for technically oriented supervisory and middle management positions in industrial firms and government. Three options are offered in the Technology degree program: Electronics, Computer Design, and Building Construction Management. In addition, the Department of Technology offers two Associate in Science degree programs: Drafting and Design Technology and Electronic Technology.

TECHNOLOGY
All Technology majors complete these Technology core courses:

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

Specific requirements for specialized areas are listed below:

COMPUTER DRAFTING DESIGN
I. Degree: Bachelor of Science
II. Major: Technology (Computer Drafting Design)
   A. General Education: 50 hours
   B. Required Computer Design Courses: 33 hours
      IT 2423   Engineering Computer Aided Design I
      IT 2433   Engineering Computer Aided Design Graphic II
      IT 3413   Architectural Drafting
      IT 3433   Industrial Machine Drafting
      IT 3443   Descriptive Geometry
      IT 3643   Computer Graphic Design
      AS 4433   Advanced GIS/GPS
      Electives in Computer Design to complete 33 hours
   C. Additional Requirements:
      PH 1115   College Physics
      CS 2103   Programming Concepts
      CS 2113   Advance Programming Concepts
   D. Electives in Technology as approved by department advisor
   E. Electives to complete 124a minimum of hours required for graduation including 45 hours upper-division coursework.

COMPUTER DESIGN OPTION PLAN OF STUDY

FIRST YEAR
Freshman First Semester
EG 1113   English Composition I 3
MT 1513   College Algebra 3
PY 1111   Personal and Social Development 1
HT 1483   US History, 192-1865 3
CS 1103   Intro to Info. Processing 3
IT 1153   Engineering Graphic I 3
Total 16

Freshman Second Semester
EG 1213   English Composition II 3
MT 1613   Trigonometry 3
NB 1114   Natural Science-Biology 4
PY 1113   Introduction to Psychology 3
IT 2113   Technical Illustration 3
Total 16

SECOND YEAR
Sophomore First Semester
EG 2033   Advanced Composition 3
CS 2103   Programming Concepts 3
PS 1113   US Government 3
TE 2613   Introduction to Technology 3
PH 1115   College Physics I 5
Total 17

Sophomore Second Semester
EC 2203   Economics (GE) 3
HU 2103   Survey of Western Humanities I 3
IT 1913   Electronic Drafting 3
SP 2713   Introduction to Speech 3
IT 1923   Basic Electronics 3
Total 15

Junior First Semester
IT 2033   Engineering Math 3
AS 3323   Intro to GIS or 3
IT 3013   Surveying 6
Electives 3
IT 3533   Machine Cabinet or 3

Junior Second Semester
TE 2623   Materials & Process 3
IT 3413   Architectural Drafting 3
CS 2113   Advanced Programming Concepts 3
IT 2433   Eng. Computer-Aided Design II 3
IT 3433   Industrial Machine Drafting 3
Total 15

Senior First Semester
IT 3443   Descriptive Geometry 3
IT 4533   Care Mgmt of Industrial Equip 3
IT 3463   Advance Computer Graphic Design 3
AS 4423   Advance GIS/GPS or 3
IT 4433   Topographical Drafting 3
IT 4443   Adv Architectural Drafting 3
Total 15

Senior Second Semester
IT 4473   Selected Topics in Computer Design or 3
IT 4453   Engineering Design 3
TE 4613   Public Relations in Tech 3
IT 4000   Internship 3/6
IT 4953   Senior Project 3
Total 12/15

COURSES
COMPUTER DESIGN
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 (Formerly IT 2413) DESIGN (CAD) I
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 entities, and associative cross-hatching techniques). Prerequisites: IT 1153.

IT 2433 (3CR) ENGINEERING COMPUTER-AIDED DESIGN (CAD) II
This course covers advanced concepts of CAD software and applications. The primary focus is generating three-dimensional wire-frame, surfaced and solid models. Prerequisites. IT 2423.
IT 3413 (3CR) ARCHITECTURAL DRAFTING
Elements of residential and industrial design and construction. Analysis of need, development, and presentation of drawings and models for architectural planning.

IT 3433 (3CR) INDUSTRIAL MACHINE DRAFTING
Detail and assembly drawing including gears, cams, and other mechanisms; emphasis on drawing standard machine parts and dimensions for tolerance and numerical control.

IT 3443 (3CR) DESCRIPTIVE GEOMETRY
Study and analysis of the space relationships of points, lines, and planes that precede design. Emphasis is placed on orthographic projection, auxiliary view techniques, and revolution. In addition, time will be spent on practical application of engineering and mathematical problems.

IT 3463 (3CR) ADVANCED COMPUTER-GRAPHIC DESIGN
This is the study of computer graphics and its application to design: computer graphics hardware, software standards, two and three-dimensional transformations, projections, planning and the production of necessary working drawing within specialized industrial fields. Prerequisites: IT 2423, IT 2433.

IT 4000 (3-6CR) INTERNSHIP (Drafting)
Actual work experience is provided to aid the student in developing those skills and techniques needed to handle problems and assignments encountered in the job situation. Prerequisite: Junior standing or above.

IT 4433 (3CR) TOPOGRAPHICAL DRAFTING AND SURVEYING
Field notes are used for drawing maps using representatives for relief of natural and man made surfaces. Plane table, stadia and leveling field practice; study of photogrammetry with field trips to astrogeological 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.

Building Construction Management
I. Degree: Bachelor of Science
II. Major: Technology (Building Const. Mgmt.)
   A. General Education: 50 hours
   B. Required Building Construction Management Courses: 33 hours
      IT 3513 Strength of Materials and Cost Analysis in Construction
      IT 3813 Concrete Technology
      IT 3833 Engineering Mechanics and Statistics
      IT 4823 Planning and Scheduling
      IT 4833 Estimating Cost
      IT 4843 Contract and Specifications
      Electives in Building Construction Management to complete 33 hours.

C. Additional Requirements:
   AG 2313 Elements of Soil
   FN 3303 Business Statistics
   BA 3103 Fundamentals of Management
   BA 3113 Human Behavior in Organizations
   D. Electives in Technology as approved by department advisor.
   E. Electives to complete a minimum of 124-hours required for graduation including 45 hours of upper division coursework.

BUILDING CONSTRUCTION MANAGEMENT PLAN OF STUDY

FIRST YEAR
Freshman First Semester
*EG 1113 English Composition I 3
*MT 1513 College Algebra 3
PY 1111 Personal and Social Development 1
HT 1483 US History, 192-1865 3
CS 1103 Intro to Info. Processing 3
IT 1153 Engineering Graphic I 3
Total 16

Freshman Second Semester
*EG 1213 English Composition II 3
MT 1613 Trigonometry 3
NB 1114 Natural Science-Biology 4
PY 1113 Introduction to Psychology 3
IT 2613 Introduction to Technology 3
Total 16

SECOND YEAR
Sophomore First Semester
EG 2033 Advanced Composition 3
IT 1923 Basic Electronics 3
PS 1113 US Government 3
NP 1113 Natural Science-Physical 3
PH 1115 College Physics I 5
Total 17

Sophomore Second Semester
EC 2203 Economics (GE) 3
HU 2103 Survey of Western Humanities I 3
IT 2423 Engineering Computer Aided Design I 3
AG 2313 Elements of Soil 3
SP 2713 Introduction to Speech 3
CS 2103 Programming Concepts 3
Total 18

THIRD YEAR
Junior First Semester
FN 3303 Business Statistics 3
IT 3013 Surveying Machine Cabinet 3
IT 3533 Construction 3
IT 3333 Weld Steel Construction 3
IT 3413 Architectural Drafting 3
Total 15

Junior Second Semester
IT 3513 Strength of Materials & Cost Analysis 3
IT 3813 Concrete Technology 3

SCHOOL OF ARTS AND SCIENCES / 120
MG 3173 Human Behavior in Organizations 3
IT 3833 Engineering Mechanics: Statistics 3
MG 3703 Fundamentals of Management 3
Total 15

FOURTH YEAR
Senior First Semester
IT 4013 Electrical Construction 3
IT 4533 Care & Mgmt of Industrial Equip. 3
TE 4623 Building Structure 3
TE 4631 Public Relations in Technology 3
IT 4813 Mechanic Equipment for Building 3
Total 15

Senior Second Semester
IT 4823 Planning & Scheduling 3
IT 4833 Estimating Cost 3
IT 4000 Internship 3/6
IT 4963 Senior Project 3
IT 4843 Contracts & Specifications 3
Total 15

*Grade of “C” required

COURSES
BUILDING CONSTRUCTION MANAGEMENT
IT 2033 (3CR) ENGINEERING MATHEMATICS
A course designed to acquaint students with basic mathematics, formulas, equations, functions, etc., that will be structured for use in Technology courses. The use of hand calculators and their functions will also be studied.
IT 3013 (3CR) SURVEYING
The use and care of surveying instruments and the methods used in topographic surveying.
IT 3333 (3CR) WELDING STEEL STRUCTURES
All position welding of plain carbon and low alloy steels with reading and interpreting prints of building construction and analysis of materials and construction.
IT 3513 (3CR) STRENGTH OF MATERIALS & Cost ANALYSIS IN CONSTRUCTION
Principles of design and construction applied to cabinet making. Includes a study of cost analysis and cost control, overhead and cost comparisons.
IT 3533 (3CR) MACHINE CABINET CONSTRUCTION
Basic operations and exercises involving power woodworking equipment used in cabinet construction and related information concerning cabinet drawing, types of woods suitable for cabinet construction and wood finishing.
IT 3813 (3CR) CONCRETE TECHNOLOGY
Analysis and design of reinforced concrete structure, slabs, footings, caissons and pile foundation; design of concrete structures in agreement with the current building codes and practices.
IT 3833 (3CR) ENGINEERING MECHANICS AND STATICS
Fundamentals and concepts of static equilibrium, centroids, trusses, friction and moments of inertia; also mechanics of deformable bodies; stress and strain; torsion; bending, deflection of beams and columns.

IT 4000 (3-6CR) INTERNSHIP (Construction)
Actual work experience is provided to aid the student in developing those skills and techniques needed to handle problems and assignments that are encountered in the actual job situation. Prerequisite: Junior standing or above.
IT 4013 (3CR) ELECTRICAL CONSTRUCTION
A practical course in elementary electricity revolving around simple fixtures, wiring, repairing electrical equipment and a study of N.E.C.
IT 4043 (3CR) ENERGY METHODS IN ELASTICITY
Energy concepts in mechanics. Beam and rods, truss methods of calculus of variation, and buckling and elementary vibrations.
IT 4813 (3CR) MECHANICAL EQUIPMENT FOR BUILDING
Analysis and design of heating, ventilating and air conditioning systems for residential and small commercial buildings, including code requirements and estimating costs. Prerequisite: IT 3413.
IT 4823 (3CR) PLANNING AND SCHEDULING
Organizing and managing the construction process; layout and planning; job supervision; material requisitioning; and progress charts.
IT 4833 (3CR) ESTIMATING COST
IT 4843 (3CR) CONTRACTS AND SPECIFICATIONS
Legal documents of construction contracts; a general study of the principles of the law of contracts, with emphasis on the drafting of contracts and forms.

ELECTRONICS PLAN OF STUDY
Requirement Information:
I. Degree: Bachelor of Science
II. Major: Technology (Electronics)
A. General Education: 50 hours
B. Required Electronics Courses: 33 hours
IT 2933 Circuit Analysis I
IT 3943 Electronic Communications
IT 3953 Electronics Fundamentals and Applications
IT 3913 Circuit Analysis II
IT 3923 Digital Logic Design
IT 4933 A+ Computer Hardware
IT 4923 Introduction to Analog and Digital Circuits
Electives in Electronics to complete 33 hours.
C. Additional Requirements:
MT 2145 Calculus I
PH 1115 Physics I
PH 1125 Physics II
CS 2103 Programming Concepts
CS 2113 Advanced Programming Concepts
Elective
D. Electives in Technology as approved by department advisor
E. Electives to complete a minimum of 124 hours required for graduation including 45 hours of upper division coursework.
# ELECTRONICS OPTION PLAN OF STUDY

## FIRST YEAR

**Freshman First Semester**

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<thead>
<tr>
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<tbody>
<tr>
<td><em>EG 1113</em> English Composition I</td>
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<td><em>MT 1513</em> College Algebra</td>
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<tr>
<td>PY 1111 Personal and Social Development</td>
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<td>NB 1114 Natural Science-Biology</td>
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**Freshman Second Semester**

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<tr>
<td>MT 1613 Trigonometry</td>
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<td>NP 1113 Natural Science-Physical</td>
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<td>PY 1113 Introduction to Psychology</td>
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## SECOND YEAR

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<td>PS 1113 American Government</td>
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<td>TE 2613 Introduction to Technology</td>
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**Sophomore Second Semester**

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<tr>
<td>IT 2933 Circuit Analysis I</td>
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<td>HU 2103 Survey of Western Humanities I</td>
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<td>PH 1125 College Physics II</td>
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<td>IT 2111 Technical Illustration</td>
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<td>SP 2713 Introduction to Speech</td>
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## THIRD YEAR

**Junior First Semester**

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<tr>
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<td>IT 3913 Circuit Analysis II</td>
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<tr>
<td>EC 2203 Economics for General Education</td>
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<td>Elective</td>
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<td>IT 2963 Introduction to Troubleshooting</td>
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**Junior Second Semester**

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<td>IT 3953 Electronic Fundamentals</td>
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<td>IT 3923 Digital Logic</td>
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<tr>
<td>MT 2145 Calculus I</td>
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<tr>
<td>CS 2113 Advanced Programming Concepts</td>
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## FOURTH YEAR

**Senior First Semester**

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<td>IT 4923 Introduction to Analog &amp; Digital Circuits</td>
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<tr>
<td>IT 4533 Care &amp; Mgmt of Industrial Equip.</td>
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<tr>
<td>TE 4613 Public Relations in Technology</td>
<td>3</td>
</tr>
<tr>
<td>IT 4913 Electronic Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>IT 3933 Basic Television</td>
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**Senior Second Semester**

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<tr>
<td>IT 4933 A+ Computer Hardware</td>
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<td>IT 4943 Micro Processing</td>
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<td>IT 4000 Internship</td>
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<tr>
<td>IT 4963 Senior Project</td>
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### COURSES

#### TECHNOLOGY (IT)

##### ELECTRONICS

**IT 1913 (3CR) ELECTRONICS DRAFTING**
The course provides fundamental electronic drafting practices with emphasis on reading and understanding schematic diagrams. Included are lettering, mechanical layouts, block diagrams and graphical representation.

**IT 1923 (3CR) BASIC ELECTRONICS**
A beginning course in electronics. This course covers AC/DC fundamentals. Emphasis is placed on resistors, capacitors, and inductors, then branches into diodes, rectifiers, transistors, and amplifiers. Prerequisite: MT 1323.

**IT 2212 (2CR) FUNDAMENTALS OF ELECTRICITY**
Development and preparation of instructional materials for use by electricity and electronics teachers in vocational and technical education programs.

**IT 2933 (3CR) CIRCUIT ANALYSIS I**
This course covers OHMS Law, Kirchoff's Law, Series Resistive Circuits, Parallel Circuits, Series Parallel Circuits, Superposition Theorem, Thvenin's Theorem, Norton's and Millaman'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, Karnough 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

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.

TECHNOLOGY EDUCATION PLAN OF STUDY

FIRST YEAR

Freshman First Semester
EG 1113 English Composition I  3
HT 1483 U.S. History (1492-1865)  3
MT 1513 College Algebra  3
NB 1114 Natural Science-Biology  4
CS 1103 Intro to Information Processing  3
PY 1111 Personal and Social Development  1
Total 17

Freshman Second Semester
EG 1213 English Composition II  3
PS 1113 U.S. Government  3
NP 1113 Nature Science-Physical  3
PY 1113 Introduction to Psychology  3
MT 2013 Elementary Statistics  3
Total 15

SECOND YEAR

Sophomore First Semester
EG 2033 Advanced Composition  3
*ED 2212 Historical & Phil. Found of AM Ed  2
IT 1153 Engineering Graphic I  3
IT 1923 Basic Electronics  3
TE 2613 Introduction to Technology  3
ED 4001 Education Seminar Portfolio Assess  1
Total 15

Sophomore Second Semester
IT 2423 Computer Aided Design I  3
SPED 2713 Introduction to Speech  3
IT 2933 Circuit Analysis I  3
ED 4001 Education Seminar: Test Taking  1
ED 4001 Education Seminar: Intro to Teaching  1
HU 2213 Survey of Western Humanities  3
Total 14
## Sophomore Summer Semester I

SN 1115  Elementary Spanish I or  
FL 1115  Elementary French I 5  
**Total 5**

## Summer Semester II

SN 1225  Elementary Spanish II or  
FL 1125  Elementary French II 5  
**Total 5**

## THIRD YEAR

### Junior First Semester

- IT 2433  Computer Aided Design II 3  
- TE 3633  Manufacturing Systems 3  
- PY 3313  Developmental Psychology 3  
- TE 4653  Methods of Teaching Technology 3  
**Total 15**

### Junior Second Semester

- IT 4513  Production Methods & Processes 3  
- IT 4533  Care & Management of Industrial Equip. 3  
- ED 3153  Educational Sociology 3  
- SPED 3043  Survey of Exceptional Children 3  
- TE 3623  Transportation Systems 3  
**Total 15**

## Sophomore Summer Semester II

- TE 4623  Building Structure 3  
- TE 3643  Technology Systems 3  
**Total 6**

## FOURTH YEAR

### Senior First Semester

- *ED 4222  Educational Psychology 2  
- *ED 4232  Instructional Strategies 2  
- *ED 3232  Meas., Assess. And Evaluation 2  
- ED 4262  School Law & Legal Issues or  
- ED 4242  Classroom Management 2  
- ED 4212  Educational Technology 2  
- IT 4963  Senior Project 3  
**Total 13**

### Senior Second Semester

- ED 4002  Clinical Teaching 2  
- ED 4280  Clinical Teaching Secondary 10  
**Total 12**

## Foreign Language Competency Requirement

Two semesters of Foreign Language College Credit (Minimum of 6 credit hours).  
CLEP exam: SN 1115 Elementary Spanish I and SN 1225 Elementary Spanish II, to determine high school competency.  
CLEP exam: FL 1115 Elementary French I and FL 1125 Elementary French II, to determine high school competency.

## COURSES

### TECHNOLOGY EDUCATION (TE)

- **TE 2613 (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 3603 (3CR) POWER TRANSMISSION CONTROL AND STORAGE**  
  A study of mechanical, hydraulic, and pneumatic power. Transmission, generator, conversion, and application of basic power systems.

- **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 3623 (3CR) TRANSPORTATION SYSTEMS**  
  A course designed to study methods and techniques of various mechanisms and systems. Emphasis will be placed on developing skills needed to work with all types of mechanical systems. This study will also include the basic theory and practical application.

- **TE 3633 (3CR) MANUFACTURING SYSTEMS**  
  This course is designed to introduce manufacturing management with emphasis on planning and control methods of industrial production. Focus will be centered around industrial equipment, physical facilities, and maintenance.

- **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.

- **TE 4623 (3CR) BUILDING STRUCTURE**  
  A study of systems and techniques used by industry which concerns itself with the structural properties of concrete, wood, and materials for building components.

- **TE 4633 (1-3CR) SEMINAR IN TECHNOLOGY EDUCATION AND TECHNOLOGY**  
  An opportunity for students doing independent research to report and receive criticism.

- **TE 4643 (3CR) TECHNOLOGY SYSTEMS**  
  A course designed to study the use and application of modern theory of planning and control methods or industrial production. Emphasis will be placed on leadership responsibilities concerning communication and motivation in our society.
TE 4653 (3CR) METHODS OF TEACHING TECHNOLOGY
This course is designed to provide prospective teachers with methods essential in teaching Technology at the secondary school level. Emphasis will be placed on equipment, equipment maintenance and usage, trends in economics, social, and philosophical factors in the areas of communication, manufacturing, transportation, construction, and energy and power. Direction will be provided in understanding instructional objectives, content and techniques for improving the teaching of Technology Education. Prerequisite: Admission to Teacher Education and/or Senior Standing.

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 3373 (3CR) PATTERN AND FOUNDRY WORK
A course designed to give the student a working knowledge of pattern-making and foundry work and its relationship and practical application to the metal industry.
IT 3383 (3CR) SMALL ENGINES
Theory of internal combustion engine with emphasis on small two-stroke and five-cycle engines. Laboratory activities will include disassembly and re-assembly of small engines and motor overhaul of student-provided engines.
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: 40 hours

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B. Required Courses: 22 hours

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<td>IT 2423</td>
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<tr>
<td>IT 2333</td>
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C. Additional Requirements: Minimum 2.0 grade point average on 4.0 scale and minimum grade of “C” in major courses.

ASSOCIATE OF SCIENCE IN TECHNOLOGY-DRAFTING AND DESIGN OPTION PLAN OF STUDY

FIRST YEAR

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SECOND YEAR

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SECOND YEAR

Sophomore First Semester
EG 2033  Advanced Composition  3
NP 1113  Natural Science-Physical  3
IT 2033  Engineering Math  3
IT 1923  Basic Electronics  3
IT 1913  Electronic Drafting  3
Electives  2/3
Total  17/18

Sophomore Second Semester
IT 2933  Circuit Analysis I  3
HU 2103  Survey of Western Humanities I  3
SPED 2713  Introduction to Speech  3
IT 2963  Introduction to Troubleshooting  3
IT 2333  Materials & Process  3
Total  15

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 GPA in past college course work; the student must have completed general education requirements as defined by the home institution admitting the student. A provisional admission status may be used for students who do not yet meet this requirement. The student must satisfy all institutional requirements for completion of remedial course work. Once a student is approved for admission, the applicant will be notified in writing and assigned an advisor or contact person. The student should then complete an individual degree plan with the advisor at the home institution. Students completing this degree program will meet the same graduation requirements as those in other baccalaureate degree programs. Graduation requirements will be monitored by the home institution and will include 1) 124 earned hours; 2) 2.0 grade point average for graduation/retention; 3) 60 credit hours at a four-year institution excluding physical education activity courses; 4) 40 hours of upper division course work (3000 and 4000 level) excluding physical education activity courses; 5) 30 hours of extra-institutional credit through CLEP, DANTES, Military, or prior learning assessment (maximum of 15 hours in this category); 6) at least 15 of the final 30 hours or ½ the major from the institution granting the degree; 7) English proficiency as defined by the institution granting the degree; and 8) computer proficiency as defined by the institution granting the degree.

I. Degree: Bachelor of Science
II. Major: Organizational Leadership
III. Option: Organization Management
IV. Option: Corrections
A. General Education: 40-45 hours
B. Major/Minor: Common Core Course: 42 hours
C. Institution Specific Courses: 12-15 hours
D. Professional Elective and Free Electives: 37-42 Hours
E. These courses will be defined by each individual institution
F. Required Common Core courses: 30 hours
   ORGL 3113 Foundations of Organizational Leadership and Personal Development

H. Required Courses for Corrections/Criminal Justice
   CO 3273 Correctional Treatment System
   CO 3223 Correctional Counseling
   CO 4083 Individualized Readings
   CJ 3243 Law and Society
   CJ 4273 Adm. Concepts in Law Enforcement
   CJ 4003 Criminal Justice Seminar
   CJ 3253 Legal Aspects of Law Enforcement
   SO 3263 Criminology

I. Required Courses for Organization Management
   MG 3173 Human Resources in Organization
   MG 3703 Fundaments of Management
   MG 3763 Principles of Marketing
   IS 3503 Microcomputer Applications in Business
   BA 3633 Business Law I
   MG 4713 Managing Individuals in Work Groups
   MG 4723 Managing Complex Organizations
   MG 4733 Managing Decision Processes

COURSES
ORGANIZATIONAL LEADERSHIP
ORGL 3113 (3CR) FOUNDATIONS OF ORGANIZATIONAL LEADERSHIP AND PERSONAL DEVELOPMENT

This course is an introduction to the Organizational Leadership Bachelor of Science program. Essential components will include overview of program expectations; principles of adult learning; resources for success including library, campus, online resources and mentoring relationships; personal wellness/stress and time management techniques; study and test-taking skills; and basic computer skills for working in an online environment.

ORGL 3223 (3CR) PROFESSIONAL COMMUNICATION

A study of communication in the work place 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

Dr. Solomon S. Smith, Dean
Professor, Finance and Economics

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 a challenged student 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 a curriculum that exposes students to meaningful real-world applications by imparting the imperative for life-long learning through a process of student-initiated and unstructured learning that is central to professional advancement.

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 for enhance.

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 is organized into two departments: The Department of Business Administration offers the Bachelor of Business Administration (BBA) in Accounting, Economics, Financial Economics, Finance, Management Information Systems and Organizational Management and the Associate of Science (A.S.) in Financial Planning. The Department of Computer and Information Sciences offers the Bachelor of Science (B.S.) and the Associate of Science (A.S.) degrees in Computer and Information Sciences.

The BBA program is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Assessment and Student Learning:
All School of Business graduating seniors are required to take the ETS Majored Field Test in Business (Exit Examination). The examination is administered in the Business Policy course twice a year, in November and in March. 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.

DEPARTMENT OF BUSINESS ADMINISTRATION

Business Administration programs are designed to prepare students for entry into the job market, enhance their prospects for upward mobility in their chosen careers, or enable them to pursue graduate education. By grounding the Business Administration programs in a broad-based liberal arts curriculum, students develop the necessary skills to compete in the constantly evolving business environment. The department has highly experienced and seasoned faculty who keep abreast of the changes in the business field and strive to incorporate such changes in the curricula and pedagogy on a regular basis.

Goals/Objectives:
The goals/objectives of the Business Administration programs for each student are encapsulated in the following five core abilities:

1. 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. Ability to develop team-building skills by following organizational processes and working collaboratively with teams, groups, units, and individuals to respond to stakeholder needs and meet organizational goals/objectives in proactive and efficient manners;
3. Ability to cultivate 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. Ability to demonstrate leadership talents by taking bold initiatives and assuming responsibility for job performance;
5. Ability to master abstract business concepts, principles, theories, and models and apply them toward solving real-world organization problems.

Brief Description of Department and Programs:
The department awards the Bachelor of Business Administration (BBA) degree with concentrations in the following fields:

- Accounting
- Economics
- Finance
- Financial Economics
- Management Information Systems
- Management
SCHOOL OF BUSINESS / 130

Management
Supply Chain Management
Entrepreneurship
Human Resource Management

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.

CORE COURSES
AC 2103 Principles of Accounting I
AC 2203 Principles of Accounting II
EC 2023 Principles of Microeconomics
EC 2013 Principles of Macroeconomics*
FN 3303 Business Statistics
FN 3313 Financial Management
MIS 3503 Microcomputer Applications in Business
MIS 3563 Introduction to Management Information Systems
MG 3703 Fundamentals of Management
BA 3623 Business Communication
BA 3683 Introduction to Management Science
MG 3753 Production and Operations Management
BA 3633 Business Law I
MG 3763 Principles of Marketing
MG 4703 Business Policy and Strategy

*Also used to satisfy general education requirement.
The School of Business offers six concentrations in specialized areas: Accounting, Economics, Finance, Financial Economics, Management Information Systems, and Organization Management.

Accounting Program Goals:
The Accounting curriculum provides students with the learning they need to take a strategic and integrated approach to accounting information. Today, accountants are involved in decision making, directing management teams, and strategic planning. On the completion of this degree, students will have the knowledge of

1. Integrating principles from accounting and business theory with liberal arts learning to analyze and interpret business situations and to effectively communicate accounting information to users in a variety of contexts;
2. Classifying, recording economic events and preparing financial statements and other accounting information in accordance with generally accepted accounting principles (GAAP);
3. Disseminating financial information to users (internal and external) for decision-making through the financial statements. Financial statements should enable users to predict the economic future of an entity;
4. Identifying business organization structures and the environment in which they operate; and
5. Understanding the role of an accountant as an independent verifier

ACCOUNTING
I. Degree: Bachelor of Business Administration
II. Major: Accounting
A. General Education: 50 hours
B. Business Core Courses: 42 hours (see above)
C. Required Courses: 18 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. Elective Courses (select 15 hours from the following in consultation with your advisor based on your interest: (a) CPA track (b) CMA track or (a) CIA track). Students who choose the CPA track are reminded that they need 150 total hours to qualify to sit for the examination. These students should consult with their advisor and be acquainted with the specific accounting requirements of the Oklahoma Society of Certified Public Accountants (OSCPA).
AC 3133 Accounting Information Systems
AC 3223 Cost Accounting
AC 3153 International Accounting
AC 4013 Internal Auditing
AC 4023 Management Control Systems
AC 4123 Advanced Income Tax Accounting
AC 4133 Government and Nonprofit Accounting
AC 4143 Accounting Theory
AC 4163 Professional Accounting Review
FN 3323 Investment and Portfolio Management
FN 3503 Financial Derivatives and Risk Management
FN 4343 Equity Analysis
FN 4353 Fixed Income Analysis
BA 4653 Research Methods
E. Computer Electives
MIS 3513 Introduction to Business Computing
MIS 4513 Business Telecommunications

Accounting Plan of Study

FIRST YEAR

Freshman First Semester
EG 1113 English Composition I 3
HT 1483 American History (1492-1865) 3
MT 1513 College Algebra 3
NB 1114 Natural Science-Biology 4
CS 1103 Intro to Info Processing 3
PY 1111 Personal and Social Development 1
Total 17

Freshman Second Semester
EG 1213 English Composition II 3
PS 1113 U.S. Government 3
MT 1413 Survey of Mathematics 3
PY 1113 Intro to Psychology 3
NP 1113 Nature Science-Physical 3
Total 15

SECOND YEAR

Sophomore First Semester
EG 2033 Advancement Composition 3
*EC 2023 Prin. of Microeconomics 3
*AC 2103 Prin. of Accounting I 3

*Also used to satisfy general education requirement.
AC/FN Elective 3
AC 3143 Income Tax 3
+BA 4993 Internship 3
+AC 4133 Govt./Non-profit Accounting 3
+AC 4113 Auditing & Control 3

FOURTH YEAR

Total 18

PH 1113 Phil. of Contemporary Life 3

SCHOOL OF BUSINESS

Junior Second Semester
*BA 3633 Business Law 3

Total 18

FOURTH YEAR

Senior First Semester
+AC 4113 Auditing & Control 3
+AC 4133 Govt./Non-profit Accounting 3
*BA 4993 Internship 3
AC 3143 Income Tax 3
AC/FN Elective 3

Total 15

Senior Second Semester
*MG 4703 Bus. Policy and Strategy 3
*MIS 3563 Introduction to MIS 3
+AC 4103 Adv. Financial Accounting 3
AC 3133 Accounting Information Systems 3
Free Elective 6

Total 18

*Core Courses in Business
+Core Courses in Accounting
Electives in Accounting will be selected in conjunction with advisor responsible for the student’s primary area of interest.

**Recommended substitute: Applied Calculus BA 3673

COURSES

ACCOUNTING

AC 2103 (3CR) PRINCIPLES OF ACCOUNTING I

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 2103.

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 2104.
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: AC3113.

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 of 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.

Economics Program Goals:
Economics consideration is reflected in all decisions organizations make. Knowledge of economic principles will help students to understand the basis of organizational decisions.

On the completion of this degree, students will have knowledge and understanding of

1. Debates concerning economic, social and cultural processes that have produced modern economies and societies and are transforming them now;
2. A range of economic theories and the ability to apply them to economic issues and problems; an ability to engage in economic debate, including capacity for critical reading of the non-technical specialist economic and business press and the results of economic research;
3. Relevant aspects of current research and scholarship within economics;
4. Ideas and techniques of statistical data analysis, of finite mathematics (including matrices), of calculus and statistical modeling;
5. Arguments based on statistical reasoning and a general appreciation of the setting and breadth of application of statistics in today's world; and
6. The role of statistical software in the modeling process.

ECONOMICS
I. Degree: Bachelor of Business Administration
II. Major: Economics
   A. General Education: 50 hours
   B. Business Core Courses: 42 hours (see above)
C. Required Courses: 15 hours
   EC 3233  Macroeconomics Analysis
   EC 3203  Microeconomic Analysis
   EC 3243  Money, Banking and Financial Institutions
   EC 3263  Capital Market Theory
   EC 4213  International Trade and Finance

D. Elective Courses (Select four courses from the following or other courses approved by the academic advisor.)
   HT 3163  Economic History of the U.S.
   EC 3253  Public Finance
   EC 4223  Economic Growth and Development
   EC 4243  Industrial Organization and Public Policy
   EC 4203  Managerial Economics & Strategy
   EC 4253  Econometrics
   EC 3223  Urban and Regional Economics

E. Computer Electives
   MIS 3513  Introduction to Business Computing
   MIS 4513  Business Telecommunications

Economics Plan of Study

FIRST YEAR
Freshman First Semester
   EG 1113  English Composition I  3
   HT 1483  American History (1492-1865)  3
   MT 1513  College Algebra  3
   NB 1114  Natural Science-Biology  4
   CS 1103  Intro to Processing  3
   PY 1111  Personal and Social Development  1
   Total  17

Freshman Second Semester
   EG 1213  English Composition II  3
   PS 1113  U.S. Government  3
   MT 1413  Survey of Mathematics  3
   PY 1113  Introduction to Psychology  3
   NP 1113  Nature Science-Physical  3
   Total  15

SECOND YEAR
Sophomore First Semester
   EG 2033  Advanced Composition  3
   EC 2013  Prin. of Macroeconomics  3
   *AC 2103  Prin. of Accounting I  3
   SO 1113  Intro. to Sociology  3
   PH 1113  Phil. of Contemporary Life  3
   Total  15

Sophomore Second Semester
   SP 2713  Introduction to Speech  3
   *EC 2023  Prin. of Microeconomics  3
   *AC 2203  Prin. of Accounting II  3
   HU 2103  Survey of Western Humanities I  3
   *FN 3303  Business Statistics  3
   Total  15

THIRD YEAR
Junior First Semester
   *MG 3703  Fundamental Management  3
   *MG 3763  Prin. of Marketing  3
   +EC 3233  Macroeconomic Analysis  3
   +FN 3313  Financial Management  3
   *BA 3683  Introduction to Management Science  3
   EC  Elective  3
   Total  18

Junior Second Semester
   *BA 3623  Business Communication  3
   *MG 3753  Prin. Operations Management  3
   *MG 3633  Business Law  3
   +EC 3203  Microeconomic Analysis  3
   +EC 3243  Money and Banking  3
   *MIS 3503  Micro Comp./Appli. Business  3
   Total  18

FOURTH YEAR
Senior First Semester
   *MIS 3563  Introduction to MIS  3
   +EC 4203  Managerial Economics and Strategy  3
   +BA 4993  Internship  3
   EC  Electives  3
   Total  12

Senior Second Semester
   +EC 4253  Econometrics  3
   *MG 4703  Business Policy and Strategy  3
   +EC 4213  International Trade & Finance  3
   EC/FN  Elective  3
   Free Elective  3
   Total  15

   *Core Courses in Business
   +Core Courses in Economics
   Electives in Economics will be selected in conjunction with advisor responsible for the student’s primary area of interest.

   **Recommended substitute: Applied Calculus BA 3673

COURSES
ECONOMICS (EC)

EC 2013  (3CR)  PRINCIPLES OF MACROECONOMICS
This is the second of the one-year principles of economics sequence and focuses on the macro-economy and the impact of both monetary and fiscal policy on inflation, unemployment, interest rates, investment, the exchange rate, and international trade. Studies the role of government in the economy, including Social Security, the tax system, and economic change in other countries. Covers international trade and an introduction to open-economy macroeconomics. Prerequisite: Sophomore standing.

EC 2023  (3CR)  PRINCIPLES OF MICROECONOMICS
This is the first of the one-year sequence in introductory economics and meets the business core economics requirements for all business students and those who plan no further work in the field. Together with EC 2013 it provides an introduction to economic issues and basic economic principles and methods. This course focuses on microeconomic issues, including supply and demand of goods and services, labor markets, financial markets, taxation and social economic issues of health care, poverty, the environment, and income distribution. Sophomore standing.
EC 2033 (3CR) THE FINANCIAL SYSTEM IN THE ECONOMY
This course provides an overview of the global financial system and its influence on the financial services industry. Included is an examination of financial markets, the principal institutions operating in these markets, the economic functions they perform, and the products and services they provide to clients. This course also examines the rapidly changing regulatory and competitive environment within which financial services institutions and professionals work and the major currently unresolved issues whose resolution will shape the future environment.

EC 2203 (3CR) ECONOMICS FOR GENERAL EDUCATION
A survey of economic concepts, institutions, and problems in contemporary life. How a national economy works and how individuals, firms, and governmental units participate in the economy are the two primary areas of investigation. Examines current economic events and defines the process of thinking in economic terms. Not open to students in the BBA degree program. Prerequisite: Sophomore standing.

EC 3203 (3CR) MICROECONOMIC ANALYSIS
(Formerly Intermediate Microeconomics)
A rigorous introduction to microeconomic theory for students who are mathematically inclined. Students may substitute this course for EC 4203.

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
(Formerly BA 3363)
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
(Formerly Intermediate Macroeconomics)
Aggregates economic activity is studied with reference to both long-run economic growth and business cycle behavior. Theoretical models are presented and linked with recent experiences as well as with policy choices. Topics include growth models, the behavior of prices and output and role of fiscal and monetary policy, and political business cycle theory. Prerequisite: EC 2013.

EC 3243 (3CR) MONEY, BANKING AND FINANCIAL INSTITUTIONS
(Formerly Money & Banking)
Discusses the major operating characteristics of money and capital markets, both domestic and international. Analyzes the role of money, interest rates, and credit in an open economy. Evaluates operations of the commercial banking industry, instruments and processes of monetary policy used by central bankers, and functions of non-banking financial intermediaries. Prerequisite: EC 2013.

EC 3253 (3CR) PUBLIC FINANCE

EC 3263 (3CR) CAPITAL MARKET THEORY
This course explores how the actions and opportunities in the capital markets affect individuals, firms and industries. We examine the efficiency of markets for bonds, stocks, and other financial assets and acquire a deeper understanding of interest rates determination and their behavior. We introduce students to portfolio theory and the pricing of selected financial assets. Prerequisite: FN 3303.

EC 4203 (3CR) MANAGERIAL ECONOMICS AND STRATEGY
This course begins with the development and application of the theories of the firm at an intermediate level and proceeds to examine the evolution and structure of the modern firm, dynamics of competition in free markets and how to achieve and sustain competitive advantage. Prerequisite: EC 2023.

EC 4213 (3CR) INTERNATIONAL TRADE AND FINANCE
This course explores foreign trade practices and theory, exchange mechanisms, balance of payments, U.S. trade and investment policies, EU, East-West trade, foreign aid, the global firm, and impact of trade on development. In addition, the course explores balance of payments theory and practice, foreign exchange markets, international hedging and speculation with financial derivative instruments (forwards, futures, options, and swaps), the mechanism of international capital markets, as well as the international monetary system-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 2013.

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. Emphasizes 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.

Finance/Financial Economics Program Goals:
On the completion of this degree, students will have knowledge and understanding of
1. Financial analysis for business entities, commercial banks, securities firms, and government agencies;
2. Investments, their risks and their expected benefits;
3. Capital budgeting, operations and analysis;
4. Credit management, financial services, and retail brokerage sales;
5. Financial markets, financial planning and asset valuation; and
6. Risk Management and economic theory

**FINANCE**

**I. Degree:** Bachelor of Business Administration  
**II. Major:** Finance  
**A. General Education:** 50 hours 
**B. Required Core Courses:** 42 hours (see above)  
**C. Required Courses:** 18 hours  
- AC 3123 Managerial Accounting and Control  
- EC 3243 Money, Banking and Financial Institutions  
- FN 3323 Investment and Portfolio Management  
- FN 3333 Financing New Ventures  
- FN 4363 International Financial and Capital Markets  
- FN 4303 Advanced Financial Management  
**D. Elective Courses:** 9 hours  
(Select three courses from the following or other courses approved by academic advisors.)  
- AC 3103 Intermediate Financial Accounting I  
- EC 3253 Public Finance  
- EC 4213 International Trade and Finance  
- FN 3303 Business Statistics  
- FN 4303 Advanced Financial Management  
**E. Computer electives:** 6 hours  
- MIS 3513 Introduction to Business Computing  
- MIS 4513 Business Telecommunications

**Finance Plan of Study**

**FIRST YEAR**

**Freshman First Semester**
- EG 1113 English Composition I 3  
- HT 1483 American History (1492-1865) 3  
- MT 1513 College Algebra 3  
- NB 1114 Natural Science-Biology 4  
- CS 1103 Intro to Processing 3  
- PY 1111 Personal and Social Development 1  
**Total** 17

**Freshman Second Semester**
- EG 1213 English Composition II 3  
- PS 1113 U.S. Government 3  
- MT 1413 Survey of Mathematics 3  
- PY 1113 Introduction to Psychology 3  
- NP 1113 Nature Science-Physical 3  
**Total** 15

**SECOND YEAR**

**Sophomore First Semester**
- EG 2033 Advanced Composition 3  
- EC 2013 Prin. of Macroeconomics 3  
- *AC 2103 Prin. of Accounting I 3  
- SO 1113 Introduction to Sociology 3  
- PH 1113 Phil. of Contemporary Life 3  
**Total** 15

**Sophomore Second Semester**

**THIRD YEAR**

**Junior First Semester**
- *MG 3703 Fundamental Management 3  
- *MG 3763 Prin. of Marketing 3  
- +AC 3123 Managerial Accounting 3  
- *FN 3313 Financial Management 3  
- *BA 3683 Introduction to Management Science 3  
**Total** 15

**Junior Second Semester**
- *MG 3623 Business Communication 3  
- *MG 3753 Prin. of Microeconomics 3  
- *MG 3633 Business Law 3  
- +FN 3323 Investment/Portfolio Management 3  
- +EC 3243 Money and Banking 3  
- +FN 4303 Advanced Financial Management 3  
**Total** 18

**FOURTH YEAR**

**Senior First Semester**
- FN  Elective 3  
- *MIS 3503 Microcomputers 3  
- +FN 3333 Financing New Ventures 3  
- *BA 4993 Internship 3  
- +EC 4253 Econometrics 3  
**Total** 15

**Senior Second Semester**
- MG 4703* Business Policy and Strategy 3  
- FN 4323+ Business Forecasting 3  
- MIS 3563* Introduction to MIS 3  
- MIS 4513 Business Telecommunication 3  
- Free Elective 3  
**Total** 15

- *Core Courses in Business  
- +Core Courses in Finance

Electives in Finance will be selected in conjunction with advisor responsible for the student’s primary area of interest.

**FINANCIAL ECONOMICS**

**I. Degree:** Bachelor of Business Administration  
**II. Major:** Financial Economics  
**A. General Education:** 50 hours  
**B. Required Core Courses:** 42 hours  
**C. Required Courses:** 18 hours  
- EC 3233 Macroeconomic Analysis  
- EC 3243 Money, Banking & Financial Institutions  
- EC 3263 Capital Markets Theory  
- FN 3363 Financial Statement Analysis I  
- FN 4363 International Financial and Capital Markets  
- FN 4303 Advanced Financial Management  
**D. Elective courses:** (11-12) hours  
- EC 2123 Financial Reporting  
- EC 3203 Microeconomic Analysis  
- EC 4203 Managerial Economics and Strategy
FN 3323  Investment and Portfolio Management  
FN 3343  Real Estate Investment  
FN 3353  Financial Derivatives and Risk Management  
FN 3372  Financial Statement Analysis II  
EC 4213  International Trade and Finance  
EC 4253  Econometrics  
FN 4333  Financial Policy & Administration  
FN 4343  Equity Analysis  
FN 4353  Fixed Income Analysis  
FN 4993  Professional Program Review

E. Computer Electives (3 hours)  
MIS 4513  Business Telecommunications  
CS 2103  Programming Concepts

Total Credit Hours Required: 125

Financial Economics Plan of Study

FIRST YEAR

Freshman First Semester  
EG 1113  English Composition I 3  
HT 1483  American History (1492-1865) 3  
MT 1513  College Algebra 3  
NB 1114  Natural Science-Biology 4  
CS 1103  Intro to Processing 3  
PY 1111  Personal and Social Development 1  
Total 17

Freshman Second Semester  
EG 1213  English Composition II 3  
PS 1113  U.S. Government 3  
MT 1413  Survey of Mathematics 3  
PY 1113  Introduction to Psychology 3  
NP 1113  Nature Science-Physical 3  
Total 15

SECOND YEAR

Sophomore First Semester  
EG 2053  Technical Writing 3  
EC 2013  Prin. of Macroeconomics 3  
*AC 2103  Prin. of Accounting I 3  
SO 1113  Intro. to Sociology 3  
PH 1113  Phil. of Contemporary Life 3  
Total 15

Sophomore Second Semester  
SP 2713  Introduction to Speech 3  
*EC 2023  Prin. of Microeconomics 3  
*AC 2203  Prin. of Accounting II 3  
HU 2103  Western Hum. I 3  
*FN 3303  Business Statistics 3  
Total 15

THIRD YEAR

Junior First Semester  
*MG 3703  Fundamental Management 3  
*MG 3763  Prin. of Marketing 3  
+EC 3243  Money, Bank./Fin. Inst. 3  
*FN 3313  Financial Management. 3  
+EC 3233  Macroeconomics Analysis 3  
*BA 3683  Intro to Management Science 3  
Total 18

Junior Second Semester  
*BA 3623  Business Communication 3  
*MG 3753  Pro. Operations Management 3

FOURTH YEAR

Senior First Semester  
*MIS 3503  Microcomp, Application 3  
+FN 3363  Financial Statement Analysis I 3  
+FN 4303  Advanced Financial Management 3  
*BA 4993  Internship 3

Total 15

Senior Second Semester  
FN 3353  Risk Management 3  
*MG 4703  Business Policy and Strategy 3  
*MIS 3563  Introduction to MIS 3  
FN/EC  Elective 3  
MIS 4513  Business Telecommunication 3  
FN 4345  Fixed Income Analysis 3  
Total 15

*Core Courses in Business  
+Core Courses in Financial Economics

Electives in Financial Economics will be selected in conjunction with advisor responsible for the student’s primary area of interest.

**Recommended substitute: Applied Calculus BA 3673

ASSOCIATE DEGREE PROGRAM

FINANCIAL PLANNING

The Financial Planning program is designed to equip students with the requisite knowledge and skills needed to function as financial counselors or planners in private practice or financial institutions – banks, insurance companies, brokerage houses and other entities that have fiduciary responsibilities to clients’ assets. The program focuses on the comprehensive financial planning process as an organized way to collect and analyze information on a client’s total financial situation. Students should be able to identify and establish specific financial goals and be able to formulate, implement, and monitor a comprehensive plan to achieve those goals.

I. Degree: Associate of Science

II. Major: Financial Planning

Requirements:

A. General Education: 37 hours
B. Business Core: 15 hours

EC 2013  Principles of Microeconomics  
AC 2103  Principles of Financial Accounting  
AC 2203  Principles of Managerial Accounting  
EC 2023  The Financial Systems 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

Total Credits Hours Required: 67
## Associate Degree Financial Planning Plan of Study

### FIRST YEAR

**Freshman First Semester**

<table>
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<tr>
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<td>NB 1114</td>
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<td>CS 1103</td>
<td>Intro to Processing</td>
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**Freshman Second Semester**

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<td>EC 2013</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<tr>
<td>NP 1113</td>
<td>Nature Science-Physical</td>
<td>3</td>
</tr>
<tr>
<td>SP 2713</td>
<td>Introduction to Speech</td>
<td>3</td>
</tr>
<tr>
<td>PY 1113</td>
<td>Introduction to Psychology</td>
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### SECOND YEAR

**Sophomore First Semester**

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<td>Principles of Financial Accounting</td>
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<tr>
<td>+FN 2333</td>
<td>Insurance &amp; Financial Planning</td>
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<tr>
<td>EC 2023</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>+FN 2353</td>
<td>Retirement Planning</td>
<td>3</td>
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<tr>
<td>EC 2033</td>
<td>Financial System in the Economy</td>
<td>3</td>
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<tr>
<td>MG 2703</td>
<td>Legal Environment of Business</td>
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<td><strong>Total</strong></td>
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**Sophomore Second Semester**

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<td>HU 2103</td>
<td>Western Hum. I</td>
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<tr>
<td>+FN 2343</td>
<td>Taxation for Financial Planner</td>
<td>3</td>
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<tr>
<td>*AC 2203</td>
<td>Principles Accounting II</td>
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<tr>
<td>+FN 2363</td>
<td>Estate Planning</td>
<td>3</td>
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<tr>
<td>+FN 2373</td>
<td>Fundamentals of Investment</td>
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<td><strong>Total</strong></td>
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</tbody>
</table>

*Business Core/Foundation Courses

+Required Professional Courses

### 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.

**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 particular reference to the taxation of individuals. Topics covered include items of gross income, exclusions from gross income, deductions, tax credits, capital gains and losses, and the taxation of life insurance and annuities. The income taxation of partners and partnerships, as well as corporations and their shareholders, also is covered. **Prerequisite:** AC 2103.

**FN 2353 (3CR) FUNDAMENTALS OF RETIREMENT PLANNING**

This course focuses on retirement planning for the business, the business owner, and the individual. It consists of two major parts. The first covers qualified plan, nonqualified plans, and IRAs; the second part deals with retirement needs for individual clients. This course emphasizes the practical knowledge needed for choosing the best retirement plan and designing a plan that will meet a client's need from tax and retirement standpoint. Personal retirement planning and retirement distribution planning are also discussed. **Prerequisite:** FN 2333.

**FN 2363 (3CR) ESTATE PLANNING**

The course presents various aspects of estate and gift tax planning, including the nature, valuation, transfer, administration, and taxation of property. Particular emphasis is given to a basic understanding of the unified estate and gift tax system, including the strategies used in estate planning. This course also covers gratuitous transfers of property outright or through trusts, wills, and power of appointment. It covers the marital deduction, the valuation of assets, and buy-sell agreements. In addition, it discusses the client interview, fact-finding, ethical standards, and development of appropriate personal estate plans. **Prerequisite:** FN 2333.

**FN 2373 (3CR) FUNDAMENTALS OF INVESTMENTS**

This course covers various aspects of the principles of sound investments and their application to financial planning. Topics include risk analysis, risk reduction through diversification, expected returns of various investments, and the nature of securities markets and investment companies. In addition, the course examines fixed-income securities (e.g. bonds), common and preferred stock, mutual funds, options, futures and other investment vehicles, and describes methods of evaluating various investments. Methods of portfolio design and analysis are also covered. **Prerequisite:** EC 2013.
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 4993 (3CR) PROFESSIONAL PROGRAMS REVIEW
A professional capstone course for CFA and CFP students. Review of topics in ethics and professional conduct, investment tools, portfolio planning and management. The course will be taught by a cross section of our faculty and practitioiners in accounting, economics, and finance. Prerequisite: Permission of instructor.

Management Information Systems Program Goals:
The MIS 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.

MIS

I. Degree: Bachelor of Business Administration
II. Major: Management Information Systems
   A. General Education: 50 hours
   B. Business Core Courses 42 hours
   C. Required MIS Courses: 18 hours
      CS 2103 Programming Concepts
      MIS 3513 Introduction to Business Computing
      MIS 3543 Database Management Systems
      MIS 4523 Systems Analysis and Design I (with CASE Tools)
      MIS 4513 Business Telecommunications
      MIS 4593 Information Systems Planning and Project Management
   D. Elective Courses 12 hours (select at least four courses from the following):
      1. Information Technology and Decision Sciences Methods
         CS 2113 Advanced Programming Concepts
         CS 3123 Introduction to Computer Organization
         CS 4133 File Structure and Database
         CS 4173 Artificial Intelligence
         MIS 3603 Web Page and Graphical User Interface Design
         MIS 4543 Business Simulation Systems
         MIS 4563 Computer Networks and Enterprise Networking
         MIS 4583 Introduction to Electronic Commerce
         MIS 4703 Current Topics in MIS
         FN 4323 Business Forecasting
      E. Free Electives: 3 hours
         Needed for graduation: 125 hours

Management Information Systems Plan of Study

FIRST YEAR

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<td>Freshman First Semester</td>
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<td></td>
<td>CS 1103</td>
<td>Introduction Information Processing</td>
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*Core Courses in Business
**Required Courses in MIS
***EG 2053 Technical Writing may be used as substitute with advisor approval

A concentration in CS, Mathematics or Supply Chain Management may be substituted for MIS electives with permission of MIS Program Chair.
COURSES
MANAGEMENT INFORMATION SYSTEMS (MIS)

MIS 3503 (3CR) MICROCOMPUTER APPLICATIONS
Studies the standard office applications for the microcomputer: Word Processing, Electronic Spreadsheets, Databases fundamentals and computer-based presentations. Students are expected to master advanced word processing techniques, develop electronic spreadsheet fluency, understand the fundamentals of a modern database and be able to make a presentation to a group using presentation software (Service Learning Course).

MIS 3513 (3CR) INTRODUCTION TO BUSINESS COMPUTING
Examines the role of computers in business and fundamental concepts of information technology. Discusses the essentials of business applications on the microcomputer, including "object oriented" programming and the relationship between a computer-based information system and basic business functions. Identifies linkages between innovation in the business computing environment and new techniques in information processing. All interested students are invited.

MIS 3533 (3CR) FILE ORGANIZATION AND PROCESSING
Discusses sequential file processing and random-access storage, file, and index organization, and techniques for file creation and retrieval in business applications. Evaluates high-level computer languages for report generation and input-output control within the systems environment. Examines problems related to the operating system's role in allocating resources to the central processor and peripherals. Prerequisite: MIS 3513

MIS 3543 (3CR) DATABASE SYSTEMS
This course deals with the theory, architecture, and implementation of database management systems in business. Studies the concepts of database management and processing as they apply to the design and implementation of databases in business applications. Evaluates basic database models and languages, their impact on the computing environment, and current trends in database systems. Prerequisite: MIS 3513

MIS 3563 (3CR) INTRODUCTION TO MIS
Introduces the business applications of information technology. Evaluates the operating characteristics and organizational implications of business information systems from the viewpoint of general management. Discusses information planning, organizational change, systems-based decision-making and appropriate methodologies for systems analysis. Examines processes contributing to effective management of desired information outcomes. Prerequisite: MG 3703.

MIS 4503 (3CR) MANAGEMENT INFORMATION SYSTEMS
Evaluates the operating characteristics and organizational implications of business information systems from the viewpoint of general management. Discusses strategic information planning, organizational change, systems-based decision-making and appropriate methodologies for systems analysis. Examines processes contributing to effective management of desired information outcomes. Prerequisite: MG 3703.

MIS 4513 (3CR) BUSINESS TELECOMMUNICATIONS
Discusses the role of telecommunications in the modern enterprise from the perspective of the end-user. Examines the impact of real-time data transfer on management practices in small and large organizations. Applies the basic concepts of telecommunications to the systems environment of those organizations and raises the paramount control issues requiring management attention. Prerequisite: Senior standing.

MIS 4523 (3CR) SYSTEMS ANALYSIS AND DESIGN I
(With CaseTools)
Introduces basic systems analysis tools and procedures for conducting the assessment of value in business information systems. Topics include the general feasibility study, system requirement, structured analysis, logical design, the detailed system proposal, and the system life-cycle. Students gain practical experience through projects and case studies. Prerequisite: MIS 3513.

MIS 4533 (3CR) SYSTEMS ANALYSIS AND DESIGN II (With CaseTOOLS)
Continues the presentation of tools and procedures used in evaluating the worth of business information systems. Topics include physical system design, detailed feasibility analysis, design of programs and files, control procedures, systems testing, the implementation process, life-cycle management, and performance evaluation. Students implement concepts through case studies and projects. Prerequisite: MIS 4523.

MIS 4543 (3CR) BUSINESS SIMULATION SYSTEMS
(Formerly Simulation Modeling Systems)
Studies simulation models used in business to demonstrate the design integrity of information systems prior to the commitment of resources for their implementation. Examines high-level programming languages central to the construction of probability models and the evaluation of simulated outputs. Students are expected to determine the feasibility of information systems from the underlying models. Prerequisite: MIS 3513.

MIS 4553 (3CR) DECISION SUPPORT SYSTEMS
Studies the framework, processes, and technical components underlying the development of decision support systems in organizations. Explores the construction of models typically used to illuminate loosely structured problems from managerial and organizational perspectives. Emphasis is placed on management science models and their role in answering "what if" questions. Prerequisite: MIS 3513 and MIS 3753.

MIS 4563 (3CR) COMPUTER NETWORKS AND ENTERPRISE NETWORKING
Introduces students to the use, structure and architecture of computer networks. Analyzes the systematic design of computer networks and distributed systems. Evaluates data processing techniques in a network architecture in business settings. Students undertake experiments related to network topologies and their applications in enterprise networking. Prerequisites: CS 3123 and MIS 3563.
MIS 4573 (3CR) INFORMATION SYSTEMS POLICY
Discusses management issues and problems related to the development of database, decision support, and large-scale software systems in business. Evaluates the commitment of managerial and technical resources to maximize benefits from information technology at all organizational levels. Presents the internal and external factors that may influence the development of effective policy. Prerequisite: MIS 4503.

MIS 4583 (3CR) INTRODUCTION TO ELECTRONIC COMMERCE
Studies the application of electronic communications to reach customers and handle transactions to achieve business objectives. Explores the use of such information technologies and concepts as virtual firms, EDI, electronic funds transfer, the Internet and the World Wide Web. Related legal and social issues are also discussed. Prerequisite: MIS 3603, MIS 4513, Senior standing, and consent of the advisor.

MIS 4593 (3CR) INFORMATION SYSTEMS PLANNING AND PROJECT MANAGEMENT
Examines the strategic uses and roles for information technology within organizations, explores methods for the development and implementation of information systems. Studies the principles and methods in the selection and evaluation of MIS components, and methods in scheduling and control of resources for IS projects. Involves both quantitative and qualitative analysis in MIS planning and project management. Prerequisite: MIS 3503. Available to all School of Business students and others with the instructor’s permission.

MIS 4703 (3CR) CURRENT TOPICS IN MIS
Current topics in MIS such as data mining/data warehousing, current development of computing/communications technology, privacy and security of IS/IT, social impacts of IS/IT, the international dimension of IS/IT, and legal and regulatory issues in MIS. Prerequisite: Senior standing and consent of the advisor.

Management 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
I. Degree: Bachelor of Business Administration
II. Major: Organization Management
   A. General Education: 50 hours
   B. Business Core Courses: 42 hours (see above)
   C. Required Courses: 15 hours
      MIS 4513 Business Telecommunications
      MG 3713 Human Behavior in Organizations
      MG 4753 International Management
      MG 4713 Managing Individuals and Work Groups
      MG 3723 Human Resource Management
   D. Elective Courses for Specialization (9 hours)
      Entrepreneurship
      FN 3333 Financing New Ventures
      MG 3743 Entrepreneurship
      FN3323 Investment and Portfolio Management or
      EC 3243 Money, Banking and Financial Institutions
      Human Resources
      BA 3653 Labor Relations Law
      MG 3733 Labor and Industrial Relations
      MG 4743 Compensation and Benefits
      Marketing
      MG 3773 Marketing Management
      MG 4763 Marketing Research
      MG 4773 International Marketing
      Supply Chain Management (*Required).
      Students of SCM need not take electives from Section “E” below.
      *MG 3783 Purchasing Management
      *MG 3793 Purchasing and Logistics Management
      *MG 4783 Supply Chain Management
      *MG 4793 Quality Management and Control
      *MIS 4583 Introduction to Electronic Commerce
      *MIS 4593 Project Management
   E. Other Electives
      MIS 4513 Business Telecommunication
      BA 4653 Research Methods

Management Plan of Study

FIRST YEAR
Freshman First Semester
EG 1113 English Composition I 3
HT 1483 American History (1492-1865) 3
MT 1513 College Algebra 3
NB 1114 Natural Science-Biology 4
*MIS 3503 Micro Comp/Application Business 3
PY 1111 Personal and Social Development 1
Total 17

Freshman Second Semester
EG 1213 English Composition II 3
PS 1113 U.S. Government 3
MT 1413 Survey of Mathematics 3
PY 1113 Introduction to Psychology 3
NP 1113 Nature Science-Physical 3
Total 15

SECOND YEAR
Sophomore First Semester
EG 2033 Advanced Comp. 3
EC 2013 Prin. of Macroeconomics 3
*AC 2103 Prin. Of Accounting I 3
SO 1113 Intro. To Sociology 3
PH 1113 Phil of Contem. Life 3
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### Sophomore Second Semester

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### THIRD YEAR

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*Core Courses in Business

+Required Courses in Management (6 credit internship can fulfill internship requirement and one MG/BA elective)

*** 12 hours of Electives in Management will be selected in conjunction with advisor responsible for the student’s primary area of interest. **Recommended substitute: Applied Calculus BA 3673

#### Management Specialization: Supply Chain Management

**Plan of Study**

1. **Degree:** Bachelor of Business Administration
2. **Major:** Organization Management
   - **A. General Education:** 50 hours
   - **B. Business Core Courses:** 42 hours (see above)
   - **C. Required Courses:** 15 hours
      - MIS 4513 Business Telecommunications
      - MG 3713 Human Behavior in Organizations
      - MG 4753 International Management
      - MG 4713 Managing Individuals and Work Groups
      - MG 3723 Human Resource Management
   - **D. Elective Courses for Specialization (9 hours)**
      - **Entrepreneurship**
      - FN 3333 Financing New Ventures
      - MG 3743 Entrepreneurship
      - FN 3323 Investment and Portfolio Management
      - EC 3243 Money, Banking and Financial Institutions

### Human Resources

- BA 3653 Labor Relations Law
- MG 3733 Labor and Industrial Relations
- MG 4743 Compensation and Benefits

### Marketing

- MG 3773 Marketing Management
- MG 4763 Marketing Research
- MG 4773 International Marketing

#### Supply Chain Management (*Required)

Students of SCM need not take electives from Section “E” below.

- *MG 3783 Purchasing Management
- *MG 3973 Purchasing and Logistics Management
- *MG 4783 Supply Chain Management
- *MG 4793 Quality Management and Control
- *MIS 4583 Introduction to Electronic Commerce
- *MIS 4593 Project Management

### E. Other Electives

- MIS 4513 Business Telecommunication
- BA 4653 Research Methods

#### FIRST YEAR

#### Freshman First Semester

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<td>Introduction to Speech</td>
<td>3</td>
</tr>
<tr>
<td>*EC 2023</td>
<td>Prin. of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>*AC 2203</td>
<td>Prin. of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>HU 2103</td>
<td>Western Hum. I</td>
<td>3</td>
</tr>
<tr>
<td>*FN 3303</td>
<td>Business Statistics</td>
<td>3</td>
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<td><strong>Total</strong></td>
<td></td>
<td><strong>15</strong></td>
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### THIRD YEAR

#### Junior First Semester
**MG 3703** Fundamental Management 3
**BA 3683** Introduction to Management Science 3
**MIS 3503** Micro/Appl. Business 3
**BA 3623** Business Communication 3
**FN 3313** Financial Management. 3

**Total** 15

**Junior Second Semester**
+**MG 3713** Human Behavior Organization 3
+**MG 3753** Pro. Operations Management 3
+**MG 3763** Principle of Marketing 3
+**MIS 3563** Introduction to MIS 3
+**MG 3633** Business Law 3

**Total** 15

**FOURTH YEAR**

**Senior First Semester**
+**MG 4753** International Management 3
+**MG 4713** Manag. Indiv./WK Group 3
**MG 4513** Business Telecommunication 3
+**BA 4993** Internship 3
***MG/FN Elective*** 3

**Total** 15

**Senior Second Semester**
+**MG 4733** Management Comp. Organization 3
+**MG 4703** Business Policy and Strategy 3
+**MG 4723** Managing Decision Process 3
**MG Electives** 6
++**MG Elective** 3

**Total** 18

*Core Courses in Business
***Tinker students should elect MG 4723 Decision Processes
+Core Courses in Major.
*** Tinker students should elect MG 4713 Managing Ind. & Wk/Gp
***CPM Review for qualified students only
++Tinker students should elect MG 3723 Human Resource Management

**COURSES MANAGEMENT (MG)**

**MG 2703 (3CR)** LEGAL ENVIRONMENT OF BUSINESS

This course identifies the legal and ethical environment in which businesses function. Included is an examination of the nature, sources, functions and processes of law and legal reasoning relating to contracts, agency and torts, government regulations and administrative law. This course also examines ethical issues relating to employees and customers in varied business environments.

**MG 3703 (3CR)** FUNDAMENTALS OF MANAGEMENT

Assesses the management process in both service and manufacturing organizations. Investigates the philosophy of management, organization structures, social relationships, group behavior, cultural diversity, and leadership in domestic and international business. Analyzes the planning, decision-making, and control cycle through which management decisions are implemented and monitored. Prerequisite: Junior standing.

**MG 3713 (3CR)** HUMAN BEHAVIOR IN ORGANIZATIONS

Studies how individuals adapt to organizations of varying size, how managers motivate and lead in work situations, and how an organization operates as a complex social system. Investigates managerial effectiveness, employee motivation, job satisfaction, authority and discipline, and small-group dynamics. Accepting the need for teamwork and committing to the team concept are dominant goals. Prerequisite: MG 3703.

**BA 3653 (3CR)** LABOR RELATIONS LAW

This course evaluates the impact of managerial decisions on the organization's human resources and the impact of human resources management on organizational performance. Develops human resource management skills and sensitivity to the link between an effective human resources function and better performing employees. Prerequisite: MG 3703.

**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) PURCHASING AND 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 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 model-building 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 3703.

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 Baldrige Award. Prerequisite: MG 3753.

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: 50 hours
   B. Business Core: 42 hours
Required Courses: Consult with Program Advisors in OKC and Tulsa for specific requirements.
COURSES
BUSINESS ADMINISTRATION (BA)

BA 2603 (3CR) INTRODUCTION TO BUSINESS
Outlines the structure and activities of business entities and associated problems of scale. Defines the role of business in a global economy and the multicultural character of modern organizations. Integrates the primary business functions into a purposeful system of planning and control. This course provides a framework for the development of career interests and the selection of an appropriate major. Prerequisite: Sophomore standing.

BA 3603 (3CR) INTRODUCTION TO OFFICE AUTOMATION
Outlines how information, communication, and processing systems are linked in the modern office. Discusses the human-machine interface and systemic constraints on worker productivity. Evaluates output of administrative systems using perspectives from organization design and competent needs analysis. Enhanced organizational throughput is tied to predetermined standards for office automation. Prerequisite: MG 3703.

BA 3613 (3CR) OFFICE AUTOMATION TECHNOLOGY
Develops empirical evidence about relationships involving technology, people, and procedures and the effect of those relationships on end-users’ productivity. Technologies essential to efficient management of administrative support areas are examined in detail. Particular attention is paid to technological change, ergonomics, and the integration of office systems into a composite information network. Prerequisite: BA 3603.

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: BA 3603.

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 3653 (3CR) LABOR RELATIONS LAW
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.

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 4603 (3CR) INFORMATION STORAGE AND RETRIEVAL
Investigates the storage and retrieval of information in organizations. Examines the role of the electronic database in providing fundamental storage and retrieval of management reports, proprietary business data, technical assessments, and external documents. Evaluates such issues as protection of vital records, level of access to central data files, security problems, and micro-imaging technologies. Prerequisite: BA 3603.

BA 4613 (3CR) DESIGN OF AUTOMATED SYSTEMS
Develops the step-by-step approach that system analysts use to design, test, and implement an office information system. Evaluates the final product from the point of view of end-users and technical support groups. Discusses the control element, key to the effectiveness of automated systems, using perspectives such as productivity gains, enhanced teamwork, and cost efficiencies. Prerequisite: BA 3603.

BA 4623 (3CR) HUMAN FACTORS IN AUTOMATION
Explores the impact of automation on the individual worker and develops connections between human factors engineering and systems management. Relates changing communication, social, and workplace patterns to those human factors that should be considered in designing administrative systems. Evaluates the effect of job design on worker satisfaction. Prerequisite: BA 3603.
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 human-computer interface to design and implement solutions.

The department offers the Bachelor of Science (B.S.) and the Associate of Science 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; and
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 Degree programs will have depth and breadth in the following key areas:

- Algorithms and Data Structures
- Computer Organization
- Operating Systems
- Database and Information Retrieval
- Introduction to Programming
- Introduction to Networking
- Social, Ethical and Professional Issues
- Software Methodology and Engineering
- System Development

COMPUTER AND INFORMATION SCIENCE
I. Degree: Bachelor of Science
II. Major: Computer and Information Sciences

A. General Education: 50 hours
B. Required Courses: 51 hours
CS 2103 Programming Concepts
CS 2113 Advanced Programming Concepts
CS 3183 Discrete Mathematics
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 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
D. Other General Requirements (12 hours)
CS 2133 Introduction to Mathematics for Computer Science
MT 2145 Calculus I
MT 3223 Linear Algebra
MT 3624 Calculus II

Computer and Information Science Plan of Study
FIRST YEAR
Freshman First Semester
EG 1113 English Composition I 3
HT 1483 American History (1492-1865) 3
MT 1513  College Algebra  3
NB 1114  Natural Science-Biology  4
PY 1113  Introduction to Psychology  3
PY 1111  Personal and Social Development  1
Total  17

**Freshman Second Semester**
EG 1213  English Composition II  3
PS 1113  U.S. Government  3
NP 1113  Nature Science-Physical  3
MT 1613  Plane Trigonometry  3
+CS 2103  Programming Concept  3
Total  15

**SECOND YEAR**

**Sophomore First Semester**
EG 2033  Advanced Composition  3
EC 2013  Prin. of Macroeconomics  3
+CS 2113  Advanced Program Concepts  3
CS 2133  Intro. to Math for CS  3
SP 2713  Introduction to Speech  3
Total  15

**Sophomore Second Semester**
MT 2413  Mathematics Structures I  3
*M 2145  Calculus I  5
*EC 2023  Prin. of Microeconomics  3
+CS 3183  Discrete Math  3
HU 2103  Western Humanities  3
Total  17

**THIRD YEAR**

**Junior First Semester**
+CS 3123  Intro. To Computer Organization  3
+CS 3113  Analysis/Design Algorithms  3
+MT 3223  Linear Algebra  3
MT 3674  Calculus II  4
+CS 3203  Foundation of Humanities Introduction  3
Total  16

**Junior Second Semester**
+CS 3253  Fundamental Tech Comp Graphics  3
+CS 3133  Data Structures and Algorithms  3
+CS 3163  Software Engineering  3
+CS 3173  Programming Languages  3
CS/MIS  Elective  3
Total  15

**FOURTH YEAR**

**Senior First Semester**
CS 4163  Operating System  3
+CS 4103  Introduction to Compilers  3
+CS 4173  Artificial Intelligence  3
*CS 4993  Internship  3
CS/MIS  Electives  3
Total  15

**Senior Second Semester**
+CS 4133  File Structure and Database Mgmt.  3
+CS 4153  Intro. To Math Programming  3
+CS 4123  Computer Network  3
CS/MIS  Elective  6
Total  15

*Core Courses in Business
+Core Courses in Computer and Information Science

Electives in Computer and Information Science will be selected in conjunction with advisor responsible for the student’s primary area of interest.

**ASSOCIATE DEGREE PROGRAM COMPUTER AND INFORMATION SCIENCES**

The Department of Computer and Information Science offers the Associate of Science degree in computer and information science. The mission of the associate degree program in computer and information science is to provide students with the fundamental knowledge and interdisciplinary problem-solving skills required for a career in the dynamic computing industry. The program serves career-track students who may be preparing for entry-level positions in computer and information science, existing workers in need of retraining, and students preparing to transfer to four-year degree programs in computer and information science. It focuses on the computer and information science core curriculum with appropriate career-enhancement courses to provide greater depth in application areas of computing.

Graduates of the computer and information science associate degree program will have depth and breadth in the following areas:

- Algorithms and Data Structures
- Computer Organization
- Operating Systems
- Database and Information Retrieval
- Introduction to Programming
- Introduction to Networking
- Social, Ethical, and Professional Issues
- Software Methodology and Engineering
- System Development

I. Degree:  Associate of Science
II. Major:  Computer and Information Science

A. General Education:  38 hours
  - CS 1103  Introduction to Information Processing
  - PY 1111  Personal and Social Development
  - MT 1513  College Algebra
  - MT 1413  Survey of Mathematics
  - NB 1114  Natural Science (Biology)
  - PH 1113  Natural Science (Physical)
  - HT 1483  American History to 1865
  - PS 1113  U.S. Government
  - EG 1213  English Composition I
  - EG 1223  English Composition II
  - EC 2203  Economics for General Education
  - SP 2173  Introduction to Speech
  - HU 2103  Survey of Western Humanities
B. Computer Science Core Courses:  12 hours
  - CS 2103  Programming Concepts
  - CS 2113  Advanced Programming Concepts
  - CS 2133  Introduction to Mathematics for Computer Science
  - CS 2173  Seminar in Computer Science
C. Major Required Courses:  18 hours
  - CS 2134  Advanced Information Processing for Business
  - CS 2124  Computing Fundamentals
  - CS 2143  Fundamentals of System Development
  - CS 2153  Social and Ethical Issues in Computer Science
  - CS 2164  Introduction to Computer Networks
**FIRST YEAR**

**Freshman First Semester**

EG 1113  English Composition I  3  
HT 1483  American History (1492-1865)  3  
MT 1323  College Algebra  3  
EC 2203  Economics for General Education  3  
CS 1103  Introduction to Information Processing  3  
PY 1111  Personal and Social Development  1  

**Total**  16

**Freshman Second Semester**

EG 1213  English Composition II  3  
PS 1113  U.S. Government  3  
MT 2613  Finite Mathematics  3  
**CS 2103**  Programming Concepts  3  
**NB 1114**  Natural Science (Biology)  4  
**CS 2133**  Intro to Mathematics for CS  3  

**Total**  19

**SECOND YEAR**

**Sophomore First Semester**

**CS 2113**  Advanced Programming Concepts  3  
*CS 2124**  Computing Fundamentals  3  
**CS 2173**  Seminar in Computer Science  3  
NP 1113  Natural Science (Physical)  3  
*MG 2703**  Legal Environment of Business  3  
*SP 2713**  Introduction to Speech  3  

**Total**  18

**Sophomore Second Semester**

HU 2103  Western Humanities I  3  
*CS 2134**  Advanced Infor. Process for Business  4  
*CS 2143**  Fundamentals of Systems Development  3  
*CS 2153**  Social & Ethical Issues in CS  3  
*CS 2163**  Intro to Computer Networks  3  

**Total**  16

*Required Major Courses

*Computer Science Core Courses

**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 courses uses the advanced features of a procedural business-oriented language and standardized packages typically available to firms and government agencies.

**CS 2143 (3CR)  FUNDAMENTALS OF SYSTEM DEVELOPMENT**

This course leads students through the entire systems development life cycle. Topics include analysis, prototyping, design, implementation, enhancement maintenance, backup, recovery, and documentation. Students are expected to understand the systems development life cycle and be aware of different development strategies, capture user requirements, and document and present a system proposal, including evaluation of alternative solutions and recommendation of a preferred solution.

**CS 2153 (3CR)  SOCIAL AND ETHICAL ISSUES IN COMPUTER SCIENCE**

This course introduces students to elements of professional responsibility and ethical behavior. It integrates problem solving and decision-making and fundamentals of intellectual property rights. Students study the basic cultural, social, legal, and ethical issues inherent in the discipline of computing. They are introduced to the history, current issues, current trends of the discipline, and the legal rights of software and hardware vendors and users.
CS 2164 (4CR) INTRODUCTION TO COMPUTER NETWORKS
This course introduces students to data communication, network architectures, communication protocols, data link control, and medium access control. It introduces local area networks, metropolitan area networks, and wide area networks.

CS 2173 (3CR) SEMINAR IN COMPUTER SCIENCE
This course is designed to provide students with the opportunity to explore an intellectual topic with a faculty member in a small-seminar setting. Course may be repeated for credit as topic varies.

CS 3113 (3CR) ANALYSIS AND DESIGN OF ALGORITHMS
The initial course in algorithms treats such topics as appropriate choice of data structures, recursive algorithms, complexity issues, and issues associated with computability and decidability. Discusses intractable problems, such as those found in artificial intelligence and expert systems. An introduction to concepts in parallel algorithms is also included. Prerequisite: CS 3103.

CS 3123 (3CR) INTRODUCTION TO COMPUTER ORGANIZATION
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 LANGUAGES
Covers the syntax, organization and run-time behavior of a representative number of high-level languages used in problem-solving applications. Discusses control protocols, data types and structures, and primitive operations within those languages. stresses the universality of primary concepts through hands-on assignments with a practical orientation. Prerequisite: CS 3133.

CS 3183 (3CR) DISCRETE MATHEMATICS
Introduces topics in mathematics basic to computer science. Emphasizes mathematical reasoning, set theory, relations and functions, graph theory, circuits, propositional calculus, and Boolean algebra. Applications in computer science are associated with each topic covered. Students are expected to develop an understanding of the relationship between programming and data representation. Prerequisites: MT 2343, MT 2614, or BA 2614.

CS 3203 (3CR) FOUNDATIONS OF HUMAN COMPUTER INTERACTION
Issues in the design, development, and evaluation of users' interfaces for computer systems. Topics include concepts in human factors, usability, and interface design, and the effects of human capabilities and limitations on interaction with computer systems. Prerequisites: CS 2103, CS 2113.

CS 3243 (3CR) CLIENT-SERVER COMPUTING
Client-side and server-side techniques for use on the World Wide Web. Topics include interactive, dynamically-generated, and database-enabled web pages. Course content changes frequently to incorporate new Internet technologies. Prerequisite: CS 2113.

CS 3253 (3CR) FUNDAMENTAL TECHNIQUES IN GRAPHICS
This course provides an overview of the principles and methodologies of computer graphics programming. Topics include coordinate systems, representation, manipulation and display of two and three dimensional objects. Discusses graphics hardware; geometrical transformation; data structures for graphic representations; hidden edge and hidden surface removal algorithms; shading models. Prerequisites: CS 2113, CS 3183.

CS 4103 (3CR) INTRODUCTION TO COMPILERS
This course outlines the structure and implementation of programming-language compilers and interpreters. Presents initial coverage of data structures within computer storage and the operation of assemblers and loaders. The internal representation of characters and numbers, addressing concepts, and input-output operations are discussed in the context of procedure-oriented languages. Prerequisite: CS 3123.

CS 4113 (3CR) COMPUTER GRAPHICS
Provides an overview of the principles and methodologies of computer graphics, including the representation, manipulation and display of two- and three-dimensional objects. Discusses graphics hardware, interactive graphics programming, specialized algorithms, and shading models. Programming routines relevant to the description and implementation of non-numeric problems are discussed. Prerequisites: CS 3153; CS 3183.

CS 4123 (3CR) COMPUTER NETWORKS
This course introduces students to the use, structure and architecture of computer networks. Analyzes the systematic design of computer networks and distributed systems. Evaluates data processing techniques in a network architecture. Students undertake experiments related to network topologies. Prerequisite: CS 3123.
CS 4133 (3CR)  FILE STRUCTURES AND DATABASE MANAGEMENT
Discusses concepts and techniques used in processing external data files and managing the physical characteristics of external storage devices. Evaluates the physical representation of data structures in sequential and random-access storage. Presents algorithms to manipulate external files and maintain the integrity of database management protocols in small- and large-scale systems. Prerequisite: CS 3153 or CS 3163.

CS 4153 (3CR)  INTRODUCTION TO MATHEMATICAL PROGRAMMING
Presents mathematical programming techniques and their relationship to the solution of numeric problems. Topics include matrix manipulations, simplex method, sensitivity analysis, and linear programming. Provides the foundation for data management in scientific and business applications with a computational content. Prerequisites: CS 3153 or CS 3163.

CS 4163 (3CR)  OPERATING SYSTEMS
This course deals with the concepts and techniques involved in the design, development, and implementation of operating systems. Topics include simultaneous processing, time-sharing networks, memory hierarchies, and multi-programming protocols. Discusses both routine and unique processes that the productive designer takes into account and illustrates the techniques of efficient memory management. Prerequisite: CS 3133.

CS 4173 (3CR)  ARTIFICIAL INTELLIGENCE
Develops the representation of knowledge, notational systems, and search strategies used in applications for artificial intelligence. Topics include parallel and serial processing, unique algorithms, LISP protocols, and natural language processes. Students solve problems and prove theorems within an applications environment. Prerequisites: CS 3173; CS 3183.

CS 4183 (3CR)  SOCIAL ISSUES IN COMPUTING SCIENCES
Social implementations of computer use or misuse with emphasis on the effects on the individual, society and other human institutions. Social responsibilities of people involved in using or applying computers. Prerequisites: Senior standing.

CS 4981/6 (1-6CR)  SELECTED TOPICS IN COMPUTER AND INFORMATION SCIENCES
Provides in-depth study of selected areas in computer and information sciences not covered by listed courses. This course is available for credit more than once if content varies. Consultation with an appropriate instructor is required prior to registration. Content changes every semester. Verification of each semester's topics is available at the School of Business office. Prerequisite: Consent of advisor.

CS 4993 (3CR)  INTERNSHIP
This is the capstone course in the major that allows each student to demonstrate the capacity to apply acquired knowledge. The experiential activity may take the form of a position with a firm, government agency or not-for-profit organization, or an independent assessment of a problem in computer and information sciences. Prerequisite: Consent of advisor or internship coordinator.

INTERNATIONAL STUDIES

Mission:
The mission of the International Studies program is to prepare its graduates to be competitors for careers in the global marketplace and for graduate school.

Vision:
The graduates of the International Studies program, many of whom will be minorities, women, the non-traditional, and the physically challenged, will find they are well prepared and in demand for an increasing number of international career opportunities and for graduate school.

Goal:
The goal of the International Studies program is to recruit and retain good students, producing graduates with a strong liberal arts background, a fluency in one or more foreign languages, and an in-depth awareness of and sensitivity to cultural, ethnic, and linguistic differences. Graduates will be well prepared for careers in a global society and for graduate school.

Objectives:
1. To provide students with a strong, broad-based liberal arts education;
2. To ensure students' fluency in one or more global critical languages;
3. To provide effective academic training for students in international marketing, trades, finances, economic systems, agriculture, cultural food patterns, geography, and other pertinent areas;
4. To provide a meaningful internship for each student;
5. To ensure students' cultural awareness of and sensitivity to cultural, ethnic, and linguistic differences;
6. To graduate students who will be competitive in the international job market and prepared to enter graduate school.

Brief Description of the Program
The International Studies program has been designed to prepare graduates to be competitors in the global marketplace and to be well prepared for graduate and postgraduate studies. It is an interdisciplinary degree program built on a solid liberal arts foundation. Offerings are drawn from religion, foreign languages, agriculture, economics, business, political science, history, sociology and psychology. Students learn to respect, distinguish and apply knowledge of cultural, international, national and regional ethnic differences. Graduates of this program receive the Bachelor of Science degree.

Some areas of employment these students may elect to enter are banking and finance, small business management, engineering and information systems, relief and refugees, democracy and elections, environmental research organizations, social work, work with youth and children, agriculture, United Nation agencies, religious organizations, human rights groups, United States government, developmental education, the media, teaching, tourism, and international trade.
I. Degree: Bachelor of Science
II. Major: International Studies

A. General Education: 50 hours
B. Required Foundation Courses: 28 hours
   Foreign Language (16 hours in the same foreign language)
   EC 2013 and 2023
   AC 2103 and 2203
Required Courses: 38 hours
   AS 3613 Introduction to Urban and International Agriculture
   EC 3243 Money, Banking and Financial Institutions
   EC 4213 International Trade and Finance
   HE 3343 Culture and Food Patterns
   HS 4423 Travel and Tourism
   MG 4753 International Management
   MG 4773 International Marketing
   PS 4313 International Law and Relations
   RL 3042 World Religions
   SO 4263 Migration and Population Problems
   SO 4283 Seminar in Non-Western Studies
   6 hours International Internship
C. Additional Requirements:
   1. A minimum of 16 hours in a foreign language or completion of Program of Study in Critical Foreign Language
   2. International Internship
D. Electives from program courses to complete 124 hours required for graduation. Majors are encouraged to select a minor in Business, Marketing, Finance, Agriculture, Nutrition, Foreign Languages, or another area related to their career goals.

International Studies Plan of Study

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>COURSE</th>
<th>CREDITS</th>
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<td>CS 1103</td>
<td>Introduction to Info Processing</td>
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<td>PY 1111</td>
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<tr>
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<td>Prin. of Macroeconomics</td>
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<td>AC 2103</td>
<td>Principles of Accounting I</td>
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<tr>
<td>SO 1113</td>
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THIRD YEAR

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<td>*HE 3343</td>
<td>Culture Food Patterns</td>
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<td>*EC 4213</td>
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<td>*SO 4233</td>
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<td>*MG 4753</td>
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<td>*PS 4313</td>
<td>Int'l Law &amp; Relations</td>
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<td>*SO 4243</td>
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<td>*MG 4773</td>
<td>Int'l Marketing</td>
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FOURTH YEAR

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<td>*SN 2113</td>
<td>Intermediate Spanish II</td>
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<tr>
<td>*SO 4263</td>
<td>Migration &amp; Population Problems</td>
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<td>*SO 4283</td>
<td>Seminar in Non-Western Studies</td>
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*Required Core Courses
SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

Mission:
The mission of the School of Education and Behavioral Sciences is to prepare members of the workforce with strong academic backgrounds in subject matter, thereby delivering productive members who are able to use acquired knowledge in making judicious decisions. The academic programs are designed to prepare specifically future professional leaders who are able to acquire and apply knowledge, skills, diversity (multiculturalism), dispositions, and assessments in making appropriate decisions in the ever-increasing global workforce. The ultimate goal of the School's mission is to enable its graduates to translate the knowledge and understanding they have acquired into being successful and productive world citizens. The mission will be realized through, but not limited to, the following instructional strategies: field and clinical experiences, classroom instruction, and modeling that will foster intellectual growth and sensitivity that leads to critical and creative thinking and problem solving.

Purpose and Goals:
The School’s purpose and goals are driven by its mission. The primary goal of the School is to provide opportunities for students to develop 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 provides courses in General Education and thus contributes to the institutional program.

Program Process:
Changes for each program in the School of Education and Behavioral Sciences are subject to university guidelines. All programs, with the exception of Teacher Education, must first submit the proposed change to the department chairman. If approved, the proposal is then forwarded to the Dean of the School for action. The Dean then forwards the approved proposal to the Vice President for Academic Affairs.

Teacher Education changes must first be presented to the Director of Teacher Education for action by the Teacher Education Committee. The Teacher Education Committee forwards the proposal to the Dean of the School. The Dean then forwards the approved proposal to the Vice President for Academic Affairs.

Departments and Degree Programs:
The primary goal of the School is to provide opportunities for students to develop mentally, emotionally, and physically to the extent of their abilities while attaining academic preparation for the professions of their choices. This major goal is manifested through six departments: Elementary Education, Special Education, Psychology, Teacher Education, Health, Physical Education and Recreation, and BALE.

Assessment and Student Learning:
In the belief that accountability is instrumental for the viability and success of any endeavor, and the realization that student learning and academic growth are paramount in the School of Education and Behavioral Sciences and the university, the position of Coordinator of Assessment and Student Advisement was created. The coordinator has the responsibility of gathering collective data from the School’s faculty. The data is then organized, interpreted, analyzed, summarized, and presented to the Dean of the School, who makes the information available to the faculty in order that they may make informed and just decisions for change and program improvement. This centralized data system for the School of Education and Behavioral Sciences is compatible with, and feeds into, the university’s unitized data system.

(Objectives of assessment program, relationship of assessment activities to Institutional Mission, Vision, and Core Values; Expected Learning Outcomes, and other relevant information are in the Student Handbook).

DEPARTMENT OF ELEMENTARY EDUCATION

Mission:
The Department of Elementary Education seeks to guide prospective and in-service teachers in the selection of specialized and non-specialized courses in major fields of knowledge and to provide experiences leading to the development of competencies necessary for successful participation in community living and in understanding, teaching, and guiding children. The department will provide candidates with the knowledge and skills necessary to make informed, effective, and ethical classroom decisions.

Vision:
The Department of Elementary Education will continue to prepare highly qualified teachers at both the primary and intermediate levels for the state and the nation. In addition to a rich undergraduate academic experience, the department will provide support, guidance and assistance as the graduates pursue their professional careers.

Goals and Objectives
The goals and objectives of the department are to produce quality, technologically advanced elementary teachers with effective classroom management skills, a diversity of instructional strategies, knowledge of general and specific pedagogy, knowledge of the characteristics of the regular learner and children with special needs, acceptance of cultural and ethnic differences, and general and specific knowledge. The department will instill in its candidates the dispositions needed to be morally, ethically, and productive citizens.

Description of the Program:
The Elementary Education program at Langston University is a stringent four- to five-year professional preparation culminating in a Bachelor of Science in Education degree, which allows one to teach first through eighth grades upon successfully passing the state’s licensure tests. The program requires specific coursework in general education, specialized elementary education, and professional education, which includes the Clinical Experience. The combined knowledge gained from the coursework and
experiences from these three areas results in a polished candidate for the teaching profession.

I. Degree: Bachelor of Science in Education

II. Major: Elementary Education

A. General Education: 70 hours (to include 4x12 requirement courses)*

B. Required Courses: 24 hours

ED 2303 Foundations of Reading in the Elementary Schools
ED 2001 Test Taking Skills
ED 3404 Integrated Language Arts and Social Studies
ED 3043 Trends in Reading
LS 3153 Children's Literature
ED 3414 Integrated Mathematics and Science
ED 4243 Diagnostic and Remedial Reading
ED 3433 Fine Arts & Creative Activities

C. Additional Requirements: 36 hours of Professional Education (see Teacher Education program); a minimum of 18 hours in one of the following areas of concentration:

- Special Education
- Early Childhood Education
- Language Arts (English)
- Social Studies (including minimum of 6 hours in history and 2-3 hours in Geography)
- Mathematics
- Science (both Physical and Biological Science)
- Fine Arts (Music, Theatre Arts)
- Health, Physical Education and Recreation
- Technology Education

Note: A maximum of 12 hours taken in the General Education areas listed above and in Specialized Education may be counted in meeting the 18-hour requirement when it is in the area of concentration chosen.

D. Electives to complete requirements for graduation must include 45 hours of 3000 and 4000-level courses.

Note: Electives are recommended in the following areas: Computer Science, Mathematics, Special Education, Spanish, French, and Early Childhood Education.

*Foreign Language Competency Requirement – If coursework needs to be completed, the number of hours for general education could increase.

Content Preparation Requirement (4 x 12):

Teacher candidates in Early Childhood Education, Elementary Education, and Special Education must have subject area concentrations that qualify them as generalists. Oklahoma State Regents for Higher Education (OSRHE) require 12 hours in mathematics, science, language arts, and social studies. To meet these requirements the teacher candidates at Langston University are required to take and earn a minimum grade of "C" in the following courses:

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<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<td>English</td>
<td>EG 1113</td>
<td>English Composition I</td>
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<tr>
<td></td>
<td>EG 1213</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EG 2033</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SP 2713</td>
<td>Introduction to Speech</td>
<td>3</td>
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<tr>
<td>Mathematics</td>
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<td></td>
<td>MT 1513</td>
<td>College Algebra</td>
<td>3</td>
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<tr>
<td></td>
<td>MT 1613</td>
<td>Plane Trigonometry or</td>
<td>3</td>
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<td></td>
<td>MT 2603</td>
<td>Finite Math or</td>
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<td></td>
<td>MT 2013</td>
<td>Elementary Statistics</td>
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<td>MT 2413</td>
<td>Mathematical Structures I</td>
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<td>MT 2513</td>
<td>Mathematical Structures II</td>
<td>3</td>
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<td>Science</td>
<td>NB 1114</td>
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<td></td>
<td>BI 3113</td>
<td>Concepts of Biology</td>
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<td>BI 3114</td>
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<tr>
<td>Social Science</td>
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<td>HT 1483</td>
<td>U.S. History 1492 to 1865</td>
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<td>HT 2323</td>
<td>Oklahoma History</td>
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<td>SO 1113</td>
<td>Introduction to Sociology</td>
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<td>PS 1113</td>
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Elementary Education Plan of Study

FIRST YEAR

Freshman First Semester

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<tr>
<td>HT 1483</td>
<td>U.S. History 1492-1865</td>
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<tr>
<td>MT 1513</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>NB 1114</td>
<td>Natural Science (w/lab)</td>
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<tr>
<td>PS 1113</td>
<td>Personal and Social Development</td>
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Freshman Second Semester

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<td>PS 1113</td>
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<td>NP 1113</td>
<td>Nature Science Physical w/lab</td>
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<td>PY 1113</td>
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<td>MT 2013</td>
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SECOND YEAR

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Sophomore Second Semester

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THIRD YEAR

Junior First Semester
*ED 3153 Educational Sociology 3
*ED 3414 Integrated Math/Science 4
*ED 3404 Integrated Language Arts/SS 4
BI 3113 Concepts of Biology 3
*ED 3043 Trends in Reading 3
Total 17

Junior Second Semester
PY 3313 Developmental Psychology 3
SN 1225 Elementary Spanish II or
FL 1125 Elementary French II 5
LS 3153 Children Literature 3
ED 4243 Diagnostic & Remedial Reading 3
BI 3114 Environmental Biology 4
Total 18

FOURTH YEAR
Senior First Semester
*ED 4222 Educational Psychology 2
*ED 4252 Instructional Strategies 2
*ED 3232 Measurement, Assess. & Evaluation 2
*ED 4262 School Law & Legal Issues 2
*ED 4242 Classroom Management 2
*ED 4212 Educational Technology 2
ED 3433 Fine Arts & Creative Act. Elementary Teaching 3
Total 15

Senior Second Semester
*ED 4002 Education Seminar 2
*ED 4270 Clinical Teaching Elementary 10
Total 12

Foreign Language Competency Requirement
Two semesters of Foreign Language College Credit (Minimum of 6 credit hours).
CLEP exam: SN 1115 Elementary Spanish I and SN 1225 Elementary Spanish II, to determine High School competency.

DEPARTMENT OF SPECIAL EDUCATION
Mission:
The mission of the Department of Special Education is to provide exemplary teacher preparation in the area of Mild/Moderate Disabilities. The importance of properly prepared special education teachers is especially important with the recent federal legislation which addresses the Individuals with Disabilities Act (IDEA) and inclusion. Faculty in the Special Education Department are cognizant of the directives and are ensuring that the candidates in special education are aware of and meet the mandates as outlined.

Vision:
The constant increase of children with special needs in the classroom has resulted in a high demand for highly qualified special education teachers. An organized recruitment plan to increase the number of majors in this area is being implemented. The Special Education Department seeks to prepare prospective teacher candidates to meet the ever-changing needs of these students to become productive citizens in this global society.

Goals and Objectives
The goals and objectives of the Special Education Department are to
1. Provide optimal, relevant instruction to candidates seeking degrees in Mild/Moderate Disabilities;
2. Prepare teachers who will make judicious decisions that will foster learning;
3. Increase the number of teacher candidates and faculty in this area;
4. Provide highly qualified special education teachers for the state and nation.

Description of Special Education Program:
The Department of Special Education offers a teacher education program in the area of Mild/Moderate Disabilities which enables the graduate to teach from the pre-kindergarten level through the twelfth grade.

Students with disabilities are presently being taught and held accountable for comparable content in the same classes as their neighbors and peers. Oklahoma stipulations to meet the mandates of the No Child Left Behind Act of 2001 (NCLB) require that the special education teacher pass subject matter state tests pertinent to the level at which he/she is assigned to teach. The teacher has two years from the date of employment to become “highly qualified” in all other core academic subjects taught.

Candidates in this area are required to complete courses in general education, special education (with some elementary specialization), and professional education, culminating with the Clinical Practice experience.

I. Degree: Bachelor of Science in Education
II. Major: Special Education – Mild/Moderate Disabilities
   A. General Education: 70 hours (to include the 4x12 requirement courses)*
   B. Required Core Courses: 10 hours of
      ED 2303 Foundations Reading in the Elementary Schools
      SPED 3312 Introduction to Speech Disorders
      ED 4243 Diagnostic and Remedial Reading
      SPED 4313 Methods of Teaching and Curriculum for Learners with Mild/Moderate Disabilities
   C. Required Curriculum Content Courses: 8 Hours
      ED 3404 Integrated Language Arts and Social Studies
      ED 3414 Integrated Mathematics and Science for Elementary School Teachers
   D. Required Specialization Courses: Mild/Moderate Disabilities-12 hours
      SPED 3313 Nature and Characteristics of the Mild and Moderate Learner I
      SPED 4313 Methods of Teaching and Curriculum for Learners with Mild/Moderate Disabilities
      SPED 2101 Practicum for M & M Learners I
      SPED 3002 Practicum for M & M Learners II
      SPED 3343 Remediation of Content for Mild/Moderate Learner I
   E. *Foreign Language Competency Requirement – If course work needs to be completed, the number of hours for general education could increase.
   F. Content Preparation Requirement (4x12)
Additional Requirements: 36 hours of professional Education (See Teacher Education Program)

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

**Mathematics**
- MT 1513 College Algebra 3
- MT 1613 Plane Trigonometry or 3
- MT 2603 Finite Math 3
- MT 2013 Elementary Statistics or 3
- MT 2413 Mathematical Structures I 3
- MT 2513 Mathematical Structures II 3

**Science**
- NB 1114 Natural Science (Biological with Lab) 4
- BI 3113 Concepts of Biology 3
- BI 3114 Environmental Biology 4
- NP 1113 Natural Science (Physical with Lab) 3

**Social Science**
- HT 1483 U.S. History 1492 to 1865 3
- HT 2323 Oklahoma History 3
- SO 1113 Introduction to Sociology 3
- PS 1113 Introduction to U.S. Government 3

**Special Education Mild-Moderate Disabilities Plan of Study**

**FIRST YEAR**

**Freshman First Semester**
- EG 1113 English Composition I 3
- HT 1483 U.S. History (1492-1865) 3
- MT 1513 College Algebra 3
- NB 1114 Natural Science Biology (w/lab) 4
- CS 1103 Intro to Information Processing 3
- PY 1111 Personal and Social Development 1
  **Total** 17

**Freshman Second Semester**
- EG 1213 English Composition II 3
- PS 1113 U.S. Government 3
- NP 1113 Natural Science Physical w/lab 3
- PY 1113 Introduction to Psychology 3
- MT 2013 Elementary Statistics or Finite Math 3
- *ED 4001 Introduction to Teaching/Portfolio Development & Assessment 1
  *ED 2001 Test Taking Skills 1
  **Total** 17

**SECOND YEAR**

**Sophomore First Semester**
- EG 2033 Advanced Composition 3
- *ED 2212 Historical & Phil. Found of Amer. Ed 2
- HT 2323 Oklahoma History 3
- *ED 2301 Foundations of Rdg Elem. School 3
- HU 2213 Survey Western Humanities 3
- MT 2413 Mathematical Structures I 3
  **Total** 17

**Summer Semester I**
- SN 1115 Elementary Spanish I or

**Sophomore Second Semester**
- SP 2713 Introduction to Speech 3
- SO 1113 Introduction to Sociology 3
- MT 2513 Mathematical Structures II 3
- SPED 3123 Nature & Characteristic of M/M Learner 3
- SPED 3312 Introduction to Speech Disorders 2
- PY 3313 Developmental Psychology 3
  **Total** 17

**Sophomore Summer Semester II**
- SN 1125 Elementary Spanish II or
- FL 1125 Elementary French II 5
  **Total** 5

**THIRD YEAR**

**Junior First Semester**
- SPED 3143 Survey of Exceptional Children 3
- *ED 3414 Integrated Math/Science 4
- SPED 2102 Practicum I 2
- *ED 3153 Educational Sociology 3
- SPED 3343 Remediation of Content M/M I 3
- BI 3114 Concepts of Biology 3
  **Total** 18

**Junior Second Semester**
- *ED 3043 Trends in Reading 3
- *ED 3404 Integrated Language Arts/SS 4
- SPED 4303 Guidance. & Beh.Manage. Exceptional Child 3
- BI 3114 Environmental Biology 4
- SPED 3002 Practicum II 2
  **Total** 18

**FOURTH YEAR**

**Senior First Semester**
- *ED 4222 Education Psychology 2
- *ED 4252 Instructional Strategies 2
- *ED 3232 Measurement, Assessment & Evaluation 2
- *ED 4262 School Law & Legal Issues 2
- *ED 4242 Classroom Management 2
- *ED 4212 Educational Technology 2
- SPED 4333 Methods of Teaching & Curriculum M/M 3
- ED 4243 Diag & Remedial Reading 3
  **Total** 18

**Senior Second Semester**
- *ED 4002 Education Seminar 2
- *ED 4270/80 Clinical Teaching Elementary, or Secondary 5-10
  **Total** 12

**Foreign Language Competency Requirement**
- Two semesters of Foreign Language College Credit (Minimum of 6 credit hours).
- CLEP exam: SN 1115 Elementary Spanish I and SN 1225 Elementary Spanish II, to determine High School competency.
TEACHER EDUCATION PROGRAM
School of Education and Behavioral Sciences

Mission:
The mission of the Teacher Education Program at Langston University is to provide teacher candidates post-secondary coursework, opportunities, and experiences which will produce academically highly qualified teachers for the nation’s schools. The Teacher Education Program will provide exemplary teacher preparation within the framework provided by the Oklahoma Commission for Teacher Preparation and the Oklahoma State Department of Education Standards for General Competencies for Teacher Licensure and Certification.

Building on the conceptual framework of “Teacher as Decision Maker,” faculty seek to prepare teachers who will make informed, ethical classroom decisions that foster their students’ learning; strive to prepare teachers with a variety of backgrounds in cultural and ethnic relations and reflective thinking techniques; provide myriads of instructional strategies for diverse learners; and stress vast global knowledge to further their intellectual quest for pedagogical general and specific knowledge.

Vision:
The vision for the Teacher Education Program is twofold: (1) Increase the number of teacher education candidates and program areas at Langston University through viable and visible avenues. This may be accomplished through the strengthening of the process and policies for admission to the transition levels within teacher education by initiating cadres. Each cadre will systematically progress through the professional education component of the program and the mandated state tests as a unit. (2) Enhance the course offerings and perspectives by employing additional teacher education faculty and increasing professional development and research opportunities.

Goals and Objectives:
The ideals of the Langston University Teacher Education Program embrace several philosophical designs ranging from pragmatic thought to critical theory. The basic philosophies of the program include the ideals of mentoring, cultural diversity, tolerance, human relations, critical thinking, global perspective, community, freedom to learn, a microcosmic society, acquisition of knowledge, and empowerment of the candidate. These concepts are taken from the foundations for such educational philosophies as pragmatism, progressivism, reconstructionism, existentialism, critical theory, and humanism.

The teacher education candidates participate in a variety of experiences that help foster these ideals. The primary purpose of the teacher education program is to provide high quality curricular offerings for prospective teachers to insure that graduates of the program will enter the teaching field keenly aware of the integral relationships that exist among education and other aspects of the community and the world. The following goals are designed to achieve the primary purpose:

1. To enable students to develop an awareness of the functions and relationships of education in a democracy;
2. To enable candidates to become aware of themselves, their strengths, limitations, sensitivities, talents, abilities, and self-worth;
3. To offer guided experiences and a core of courses that constitute essential knowledge for an educator;
4. To enable candidates to develop an understanding of basic principles underlying growth and development of school children and to provide the opportunity for them to demonstrate this understanding through working with students in academic and non-academic settings;
5. To establish a framework in which candidates may work in organizing learning experiences for their pupils that will encourage actual involvement in the process of education;
6. To create an environment in which candidates may be able to relate the principles and theories of psychology and philosophies of education;
7. To guide candidates through pedagogical methods to acquire knowledge related to general education, professional education, and specialized education;
8. To impress upon candidates the importance of professional responsibility, school policy, ethics and law;
9. To enable candidates to develop knowledge, skills and dispositions necessary to become effective classroom teachers who can help all children learn;
10. To require candidates to engage in research, which transfers to effective classroom teaching, i.e. pedagogical strategies, classroom management, discipline strategies, assessment techniques, interpersonal communication skills;
11. To enable candidates to appreciate cultural diversity and exhibit tolerance within a pluralistic society;
12. To facilitate the development of an appreciation of a global society;
13. To enable candidates to use technology and assessment as instructional tools for the classroom;
14. To facilitate the development of portfolios as an assessment measure of their academic professional capabilities in teacher education.

Description of the Teacher Education Program:
The conceptual framework for teacher education is found within three categories of education: general education, professional education, and specialized education. The 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 understanding of the universe, of society, and of ourselves.

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

A more sophisticated schema enables teacher candidates to make decisions like those made by more experienced teachers. The conceptual framework "Teacher as Decision Maker" is aimed at developing reflective teachers who make wise decisions in the classroom. It is based on a model of teacher decision-making that is drawn largely from cognitive psychology. Teachers who make well-informed, appropriate decisions in the classroom are more likely to foster their students' learning, growth, and development than are teachers who do not. The theme provides a conceptual framework that underlies the program's goals, rationale, university course work, and field experiences.

The seven important areas of knowledge and skills that influence classroom decision-making are (1) the nature (knowledge) of the learner; (2) the nature (knowledge) of the subject matter; (3) general pedagogy; (4) subject-specific pedagogy; (5) school (educational) context; (6) self as a teacher ; and (7) curriculum.

The model has three decision-making phases: curriculum planning, instruction, and post-lesson reflections and possible revision. Each phase emphasizes effective choices that (a) prepare students for learning, (b) provide effective instruction through use of clear examples and checking for understanding, and (c) provide guided and independent practice.

The Teacher Education Program at Langston University is designed to produce individuals with a strong academic background in their subject who are able to incorporate this into teaching decisions. The ultimate goal is to enable candidates to translate this knowledge and understanding into curriculum plans and instructional decisions that will foster a similar awareness of cultural diversity in their future students.

The knowledge base for specialized education is derived from the standards and objectives of professional learned societies for each specialty area.

Foreign Language Requirement Authority
A foreign language competency at the novice-high level is a requirement for all teacher education programs. The foreign language competency is both a degree requirement approved by the Oklahoma State Regents for Higher Education (OSRHE) and a certification requirement approved by the Oklahoma Commission for Teacher Preparation (OCTP).

Definitions
The foreign language competency is defined as "novice – high level" – the ability to communicate minimally with learned material. The foreign language competency is a requirement beginning with freshman students entering universities in the fall of 1997. It does not apply to students previously enrolled in programs.

Language
The foreign language competency encompasses a broad spectrum of languages including French, German, Spanish, Russian, Latin, Native American languages, and American Sign Languages. Students from a variety of cultural backgrounds may meet this competency without any coursework. Others may achieve a novice-high level before entering college through previous exposure to a language or culture.

Langston University offers the following options to teacher candidates to meet the Foreign Language Competency Requirement:

1. Two years (4 semesters) high school foreign language with a grade of "C" or above in each course. Candidates meeting this option must pass a competency test in Spanish and/or French to certify competency at the novice-high level. The tests must be taken no later than the spring semester of the candidate's first year of enrollment at Langston University.

2. Two semesters of foreign language college credit (10 Credit Hours). Langston University will accept two 3-credit hour transfer courses from another university for students and candidates transferring to Langston University.

3. CLEP Examination: FL 1115 Elementary French I (5- CR) (College Level Examination Program)

4. CLEP Examination: SN 1115 Elementary Spanish I (5- CR)

5. CLEP Examination for Other Languages

Langston University will accept passing scores for the other languages approved by the Oklahoma State Regents for Higher Education:

- American Sign Language
- German
- Latin
- Native American Languages
- Russian

These requirements are consistent with the spirit and intent of H.B. 1549 and the Oklahoma Commission for Teacher Preparation's standard of a foreign language competency.

General Education

Teacher Education – Must be completed with a grade of “C” or above

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<td>Mathematics</td>
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<td>MT 1513</td>
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Psychology
PY 1111 Personal & Social Development 1
PY 1113 Introduction to Psychology 3

Computer Science
CS 1103 Introduction to Information Processing 3

Communications
SP 2713 Introduction to Speech* 3

Sociology
SO 1113 Introduction to Sociology* 3

Humanities
HU 2213 Survey of Western Humanities 3

Foreign Language
FL 1115
And
FL 1125 **Elementary French I & II, or 10
SN 1115 and
SN 1225 **Elementary Spanish I & II 10

*4x12 Requirements for Early Childhood Education, Elementary and Special Education
**Must be completed if High-Novice leveling foreign language competency is not met
***Options for MT 2013 – MT 1413 (Survey of Mathematics); or MT 1613 (Plane Trigonometry)

TEACHER EDUCATION ADMISSION POLICIES

There are three levels of admission relating to the Teacher Education Program. The first level is not admission to the program; rather, it is admission to the introductory course. The second level is admission to the Teacher Education Program. The third level is admission to Clinical Teaching (Student Teaching). Admission policies for each level are delineated below.

Admission to Introductory Course:

Students interested in the Teacher Education Program should enroll in ED 2212, Historical and Philosophical Foundations of American Education*. Prerequisites for enrollment in ED 2212 are

1. Completion of thirty (30) hours in general education;
2. A minimum grade of "C" in six (6) hours of general education English (EG 1113 and 1213);
3. A minimum grade of "C" in six (6) hours of general education mathematics (MT 1323 and 2013 or Option);
4. A minimum overall grade point average of 2.00 ("C").

* Fifteen clock hours of field experience are required.

A transfer student of advanced standing should contact the Director of Teacher Education and make application to the program as soon as possible following admission to the university. Applications are submitted to the Director of Teacher Education at the close of the semester while students are enrolled in ED 2212.

Admission to Teacher Education Program

It is mandatory that a student meet specific requirements before admittance to the Teacher Education Program. The requirements for admission are as follows:

1. Have completed a minimum of forty-five (45) semester hours of general education;
2. Have a minimum grade point average of 2.50;
3. Show evidence of adequate reading, writing, and verbal communication skills in course work;
4. Express interest in teaching as demonstrated by prior experiences and activities;
5. Have an academic record that clearly indicates the student's commitment to the academic aspects of teaching;
6. Have a minimum grade of "C" in Education 2212, Historical and Philosophical Foundations of American Education;
7. Have a minimum grade of "C" in English 1113, 1213, or the equivalents;
8. Have a minimum grade of "C" in Mathematics 1513 and 2013 (options: MT 2603, MT 1613) or the equivalents;
9. Make formal application to Teacher Education during enrollment in ED 2212, Historical and Philosophical Foundations of American Education;
10. Show evidence of personal traits and dispositions that suggest potential for working with youth, parents and other constituents of the teaching profession;
11. Be approved by the Teacher Education Committee;
12. Pass the Oklahoma General Education Test (OGET). Students desiring admission to Teacher Education should enroll in ED 4001, Education Seminar: Test Taking and Study Skills, to assist them in passing the state required tests;
13. Must complete successful interviews with three (3) teacher education faculty members, one of which must be the Director of Teacher Education;
14. Successfully complete the Portfolio Development and Assessment/Introduction to Teaching *seminar.

*Fifteen clock hours of field experience are required.

Each admission must be based on a professional assessment of the candidate on all of the above criteria as determined by the Teacher Education Committee. Each applicant is either admitted to Teacher Education or denied admission. There is no conditional admission. Students who do not meet requirements for admission to Teacher Education but who express the intention to pursue a Teacher Education Program are encouraged to take the following courses after completing the introductory course:

PSY 3313, Developmental Psychology
SPED 3143, Education of Exceptional Child
ED 3153, Educational Sociology

Fifteen clock hours of separate field experiences are required in Psy 3313 and ED 3153.

Conditional Admission to Teacher Education Program

Conditional admission to the teacher education program is predicated on the fact that a student meets certain requirements. The requirements for conditional admittance to the teacher education program are the same as admission to teacher education except:

1. The student must have attempted or be registered to take the OGET
2. The student must enroll in ED 2001 (OGET: Test Taking Skills)
3. The student has one year or two semesters to remove any conditions
4. Conditions must be approved by the teacher education committee
5. Conditionally admitted students will not be allowed to enroll in ED 4232 Instructional Strategies or ED 4262 School Law & Legal Issues until conditions have been satisfied, unless special permission is granted by the Dean of the School of Education and Behavioral Sciences.

Requirements for Admission to Clinical Teaching

A candidate must have been be admitted to Teacher Education prior to admission to Clinical Teaching.
Normally, application is made during the spring semester of the junior year or in the senior year the semester prior to the clinical teaching semester. Prerequisites to admission to clinical teaching are as follows:
1. Make formal application with the Director of Teacher Education;
2. Show continued scholastic progress;
3. Have an overall minimum grade point of 2.50 or above in all college work;
4. Have a minimum grade of "C" in all professional education and specialization courses;
5. Completion of Content Preparation Requirement (4x12) with a minimum grade of "C" if special education, Elementary Education, or Early Childhood Education majors;
6. Have met the Foreign Language requirement;
7. Completion of at least ninety percent (90%) of specialization courses if applying during the spring semester of the junior year;
8. Completion of least (60) hours of field experiences;
9. Be recommended by advisor and approved by the Director of Teacher Education and the Teacher Education Committee;
10. Completion of at least thirty (30) semester hours at Langston University (not required for applicants who hold the baccalaureate degree);
11. Provide evidence that all program requirements will be completed during the Clinical Teaching semester or the semester immediately following Clinical Teaching;
12. Have a formal interview with three (3) members of the Teacher Education Committee, one of which must be the Director of Teacher Education;
13. Be evaluated by three (3) teachers under whom courses have been taken;
14. Be a member of Student Oklahoma Education Association (SOEA). Note: The liability insurance provided by this professional organization protects the clinical teacher while in the classroom;
15. Have successful portfolio development and assessment and knowledge of the Teacher Work Sample.

For additional details regarding requirements for admission to Teacher Education, retention in the program and admission to Clinical Teaching, the candidate should consult the Director of Teacher Education.

For information regarding requirements for teaching in grades 7-12, see specific major areas, i.e. English Education in Department of Communication and English, or the Director of Teacher Education.

All Teacher Education programs require the same professional education component. Once admitted to the Teacher Education Program, Early Childhood Education, Elementary-Secondary and Secondary majors are dually advised.

Portfolio Policy:
All Teacher Education majors at Langston University are required to enroll in ED 4001, Introduction to Teaching/Portfolio Development and Assessment. The one-hour seminar should be taken before or in conjunction with ED 2212, Historical and Philosophical Foundations of American Education. All teacher education majors must present their portfolio several times prior to completing the program: (A) admission to Teacher Education; (B) admission to Clinical Teaching (formerly Student Teaching); (C) graduation requirement. Self-assessment, peer assessments, and faculty assessment are required. Portfolio reflection forms should be completed for each artifact, which must be aligned with the competencies and the conceptual framework of the School of Education and Behavioral Sciences, The Oklahoma General Competencies, and the subject specific competencies for the State of Oklahoma. Portfolios should be available for review by faculty during enrollment in courses. Transfer students are required to meet the portfolio requirement as stated above and identify the university where the artifacts were developed. As a graduation requirement, all candidates must present their portfolio for evaluation by faculty and peers in a formal presentation setting.

PROFESSIONAL EDUCATION

Professional education courses for students preparing for certification and teaching at all levels are provided through the School of Education and Behavioral Sciences. Langston University offers certification programs in the areas of Early Childhood Education, English, Biology, Technology, Chemistry, Mathematics, Family and Consumer Sciences, Music, Health and Physical Education, Elementary Education, Special Education (Mild and Moderate), English Education and Music will culminate in a Bachelor of Arts in Education degree; all others culminate in a Bachelor of Science in Education degree.

The program of professional preparation for secondary and elementary-secondary school teaching, as well as early childhood, elementary, and special education teachers, is designed to enable each student to (1) acquire and demonstrate knowledge of the processes of human growth, development and learning as they relate to teaching; (2) demonstrate knowledge of methods, materials, media, and technology appropriate to the level of teaching and specific to the area of concentration; (3) exhibit an understanding of the historical, philosophical, and sociological foundation of American education; (4) develop a functional understanding of the administrative and organizational structure of the school and other educational institutions and agencies; (5) demonstrate skills in clinical teaching which are indicative of successful professional teaching; (6) Possess Classroom Management techniques; (7) and have knowledge of laws affecting education.

The sequence of courses and pre-professional experiences is planned jointly by the department of the student’s major concentration area and the Director of Teacher Education. This dual advisement system assists students in the selection of courses and experiences which will strengthen employment opportunities, provide a greater depth of the educational scene, and help develop their potential as functioning adults in a contemporary society.

Courses

Professional Education

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ED 2212</td>
<td>Hist./Phil. Foundations of Amer. Ed</td>
<td>2</td>
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<tr>
<td>ED 4001</td>
<td>Education Seminar: Intro. To Teaching/Portfolio Development &amp; Assessment</td>
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<td>PY 3313</td>
<td>Developmental Psychology</td>
<td>3</td>
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</tr>
<tr>
<td>ED 3153</td>
<td>Educational Sociology</td>
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</table>

The courses and seminars listed above may be taken prior to formal admission to Teacher Education.

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<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ED 3232</td>
<td>Measurement, Assessment and Eval</td>
<td>2</td>
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<tr>
<td>ED 4212</td>
<td>Educational Technology</td>
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<td>Course Code</td>
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<td>ED 4222</td>
<td>Educational Psychology</td>
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<tr>
<td>ED 4232</td>
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<td>ED 4252</td>
<td>Instructional Strategies in Middle and Junior High Schools</td>
<td>2</td>
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<td>ED 4242</td>
<td>Classroom Management</td>
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<td>ED 4262</td>
<td>School Law and Legal Issues</td>
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<td>ED 4002</td>
<td>Education Seminar</td>
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<tr>
<td>ED 4270/80</td>
<td>Student Teaching Elementary/Secondary</td>
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**Total 36**

**COURSES**

**EDUCATION (ED)**

**ED 1601 (1CR) ACADEMIC ACHIEVEMENT SEMINAR**

This course is designed to empower students to succeed through the development and utilization of academic achievement skills including critical thinking, reading, speaking, listening, studying, test taking, and time management. Leadership development will be emphasized.

**ED 2000 (1-3CR) EDUCATION SEMINAR**

The purpose of this seminar course 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, OPTC).

**ED 2212 (2CR) HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF AMERICAN EDUCATION**

This course is the introductory teacher education course to be taken in conjunction with the Introduction to Teaching / Portfolio Development and Assessment seminar. It is the first course in the Professional Education sequence. The structure, purposes, organization, philosophy, and management of schools in a multi-ethnic society are emphasized. Fifteen clock hours of field experiences are required beyond normal class time. Prerequisites: Minimum grade of "C" in EG 1113 and EG 1213, minimum grade of "C" in MT 1323 and MT 2413 or a higher level mathematics course (general education), completion of 30 hours of general education, and minimum grade point average of 2.00.

**ED 2303 (3CR) FOUNDATIONS OF READING IN THE ELEMENTARY SCHOOLS**

(Formerly ED 2053 and ED 3053)

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 3014 (4CR) INTEGRATED LANGUAGE ARTS AND SOCIAL STUDIES**

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.

**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. 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**

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**

A course dealing with techniques involved in the improvement of teacher-made tests and examinations; 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 3414 (4CR) INTEGRATED MATHEMATICS AND SCIENCE FOR ELEMENTARY TEACHERS I
(Formerly ED 3113, ED 3123 and ED 3033)
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
An integrated approach to the activities, theories, and practices prevalent in the areas of visual art, dance, music, drama, and 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 4000 (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 to provide students field experiences and/or the opportunity to do individual projects. Prerequisites: 4 hours of professional education and permission of the instructor (Introduction to Teaching, Portfolio Development and Assessment, Student Teaching Seminar).

ED 4212 (2CR) EDUCATIONAL TECHNOLOGY
(Formerly Audio Visual Education)
Utilization of educational media, technology (including microcomputers in the classroom), and educational software. Basic production projects are required. Prerequisite: Admission to Teacher Education.

ED 4222 (2CR) EDUCATIONAL PSYCHOLOGY
Principles of learning and motivation relevant to the classroom, individual differences, and classroom management in the context of a culturally diverse and global society. Prerequisite: Admission to Teacher Education, and Senior Standing.

ED 4232 (2CR) INSTRUCTIONAL STRATEGIES
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 4242 (2CR) CLASSROOM MANAGEMENT
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 the context, teacher-focused activities, student-focused activities, and place-focused activities. Prerequisites: Admission to Teacher Education and senior standing.

ED 4243 (3CR) DIAGNOSTIC AND REMEDIAL READING
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, and ED 3043, Trends in Reading.

ED 4252 (2CR) INSTRUCTIONAL STRATEGIES FOR MIDDLE AND JUNIOR HIGH SCHOOL LEARNERS
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
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.

ED 4270 (5-10CR) CLINICAL PRACTICE: ELEMENTARY
Clinical teaching in the elementary school includes sixteen (16) weeks of full-time teaching at two levels; eight weeks at the primary level and eight weeks at the intermediate level. The clinical teaching will also be completed at two different sites. Elementary-Secondary (Music and Health & P.E.) candidates may enroll in five (5) hours at this level and five (5) hours at the secondary level, if desired. Prerequisites: Admission to Teacher Education, senior standing, and approval. Note: See requirements for Admission to Clinical Teaching.

ED 4280 (5-10 CR) CLINICAL PRACTICE: SECONDARY
Clinical Teaching at the secondary school includes sixteen (16) weeks of full-time teaching at two levels eight weeks at the middle or junior high level and eight weeks at the senior high level. The clinical teaching will also be completed at two different sites. Elementary-Secondary (Music and Health & P.E.) candidates may enroll in and complete all of their clinical teaching experience in this course, or if elementary experience is desired, enroll in five hours of ED 4270 and five hours of ED 4280. Prerequisites: Admission to Teacher Education, senior standing, and approval. Note: See requirements for Admission to Clinical Teaching.

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 special education 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. Prerequisite: PY 1113.

SPED 3312 (2CR) INTRODUCTION TO SPEECH DISORDERS
An introduction to specific speech disorders and techniques 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
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 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 Mild and Moderate Disabled Learners courses. Opportunities for constructing teacher-made materials and learning centers and planning and developing individual education programs (IEP’s) for grades K-12.

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.

SPED 4333 (3CR) CURRICULUM FOR THE MILD AND MODERATE LEARNER
This course is designed to equip teacher candidates with knowledge of organization patterns of curriculum designs and modifications in the areas of language arts, social sciences, health and safety education, and instructional techniques and materials used in teaching children with mild and moderate disabilities and the development of Individualized Education Programs (IEP’s).

SPED 4343 (3CR) BEHAVIORAL MANAGEMENT
An introduction of techniques and learning theories appropriate for managing behavioral problems of children with special needs. Prerequisites: Admission to Teacher Education.

SPED 4352 (2CR) GUIDANCE OF EXCEPTIONAL CHILDREN
Principles and practices involved in the guidance of exceptional children. Prerequisite: SPED 3143, Survey of Exceptional Children.

GENERAL STUDIES

(BALE—Bachelor of Arts in Liberal Education)

Mission:
The mission of the BALE program is to provide excellent post-secondary education in liberal education to individuals seeking knowledge, skills, and dispositions that will enhance the human condition and promote a world that is peaceful, intellectual and technologically advanced.
Specific objectives of the program are enhancements in the Langston University BALE graduates possess course work and university experiences that ensure study in a broad spectrum of academic areas. Students are major objectives of the BALE program. The enhancement of critical thinking, citizenship, oral and written communication skills, moral and ethical values, and cultural appreciation and diversity.

Goals and Objectives

The BALE program seeks to achieve the stated mission by providing students with liberal education opportunities in course work and university experiences that ensure Langston University BALE graduates possess

1. Knowledge of information and experiences relevant to contemporary society;
2. Knowledge of problems and race relations;
3. Knowledge of ecological, environment, and energy systems;
4. Knowledge of philosophy and religion; and
5. Knowledge of consumer economics and government.

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:

Option 1

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 upon information and experiences relevant to the contemporary society, urban problems, race relations, ecology and environmental studies, cultural history, energy systems, philosophy, religion, government, consumer economics, etc. The enhancement of critical thinking, responsible citizenship, communication skills, moral and ethical values, and greater cultural appreciation are major objectives of the BALE program. The BALE approach is liberal in thrust in that it allows for study in a broad spectrum of academic areas. Students are required to do independent study and special projects and to participate in structured BALE colloquia.

I. Degree: Bachelor of Arts
II. Major: General Education (BALE-Bachelor of Arts in Liberal Education)
   A. General Education: 50 hours
   B. Required Courses: 36 hours
      6 upper division hours in 6 academic areas (minimum of 6 hours must be in Arts and Sciences)
      3 hours of independent study in field approved by advisor
      6 hours of BALE Colloquium
   C. Additional Requirements: A minimum of 18 hours in Liberal Education courses must carry 4000-level number. (Courses included in Liberal Education requirement for the major cannot be used to fulfill 50-hour General Education requirement.)
   D. Electives to complete 124-hour requirement for graduation, including a minimum of 45 upper division hours.

COURSES

BALE (ED)

ED 4003 (3CR) INDEPENDENT STUDY
Independent Research on an agreed topic

ED 4012A (2CR) BALE COLLOQUIUM A
Special projects in writing; emphasis on grammar and mechanics of composition.

ED 4022B (2CR) BALE COLLOQUIUM B
Application of research principles and communication skills through selected projects in speech; public address, discussion, interpersonal communication, etc.

ED 4032C (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 4042D (2CR) BALE COLLOQUIUM D
Emphasizes international cultures, education, economics, geography, law and politics; international relations, third world problems, etc.

CULTURAL STUDIES (Weekend College)

Mission:
The mission of the Weekend College’s accelerated degree Program in Cultural Studies, which is within the School of Education and Behavioral Sciences, is to educate and facilitate transferring and/or returning non-traditional adult learners with a minimum of forty-eight approved college credit from an accredited institution(s) in earning a Bachelor of Arts degree in Cultural Studies.

Vision:
The Weekend College Cultural Studies Program will prepare non-traditional adult learners with critical understanding(s) of cultural heritage and cultural change through the use of seminars which examine political, educational, social and ethical issues; workshops which explore research and information gathering and dissemination; and complex assignments which provide insight concerning efforts toward the resolution of community-based and societal issues. Moreover, it is our vision to develop non-traditional adult learners who are professionals and are life-long learners.

Goals and Objectives:
The goals of the Weekend College’s accelerated Program in Cultural Studies are to have each non-traditional adult learner to successfully complete the requirements for a Bachelor of Arts in Cultural Studies within eighteen months or less. Further, upon completion, a body of graduating scholars will be created who will have the ability to efficiently and effectively resolve the needs of society due to their competence in 1) the chosen field of study, 2) critical thinking abilities, 3) oral and written communication skills, 4) knowledge and application of professional and ethical skills, 5) and technological ability, which in turn will allow them to become gainfully employed in both the public and private sectors.

Program Progress:
Non-traditional adult learners admitted to Langston University are not automatically admitted into the Weekend College’s accelerated Program in Cultural Studies. Non-traditional adult learners wishing admittance must submit
an application, a change of major request, and meet the following criteria:

1. Must be a returning or transferring adult learner who has earned a minimum of forty-eight hours from an accredited university or college.
2. Must have completed sixty credit hours from an accredited university or college before being officially admitted to this program and assigned an advisor. A non-traditional adult learner meeting this minimum credit hour requirement will be officially notified.
4. Must complete the Departmental Evaluative Plan of Study requirements as shown in the School of Education and Behavioral Sciences Handbook.

Additionally, non-traditional adult learners may minor in Special Education, Organizational Management, Gerontology, Business, Journalism, Criminal Justice, English, Early Childhood Education, Management Informational Systems, Psychology, or Elementary Education.

**Departmental and Degree Programs:**
The Weekend College’s accelerated Program in Cultural Studies is in the School of Education and Behavioral Sciences, which offers a Bachelor of Arts degree in Liberal Education upon completion of the previously specified general and departmental evaluative plan of study educational requirements.

**Assessment and Student Learning:**
Assessment of the non-traditional learner’s understanding(s) and knowledge-base is ongoing throughout the Cultural Studies Program, as shown in course midterm and final examinations, portfolio development, state and regional colloquia participation, community service projects, research papers, state and regional workshop attendance, reflection papers, reaction papers, action research, etc. Further, the specific assessments measures are stated in each course’s syllabus. In addition, this Program’s assessment measures are in congruence with the School of Education and Behavioral Sciences’ assessment benchmarks.

(BALE Bachelor of Arts in Liberal Education)

**Program in Cultural Education Option 2**
The Program in Cultural Studies (PICS) provides a degree-completion program for adult learners in the Weekend College. In the Oklahoma City Metro adults may select their degree-completion program of choice from a number of options, each particularly suited to a specific group of individuals.

These specific groups are composed of adults with a near-term incentive to complete a formal program of undergraduate education which is suited for this segment of the market, primarily because those persons are highly motivated to qualify for the baccalaureate as quickly as possible. Adults in this market segment believe new job opportunities will develop after the undergraduate degree has been awarded. The intent of PICS is to capitalize on the adult-learning market in a way that promotes value added via critical analysis of American culture and critical thinking about the broad structure of America's roots.

PICS joins courses found within the specialties of Communication, Geography, Humanities, Literature, Sociology, and Urban Studies in creating an integrated approach to the study of contemporary cultural authority and cultural power. The curriculum focuses on the relationship between cultural practices and substantive analysis of the world in which we live. This concept of culture is not committed to just a single perspective on or prescription for social, economic, and political complexities observed in contemporary American life.

Four clusters have been designed to set a tone of balance to provide students with a constructive exposure to cultural studies with an emphasis on rigorous assessment of the American experience. The experience of teaching culture is expected to become an eminently enjoyable task, one able to promote a broad, humanistic understanding of the American cultural scene.

To receive the Bachelor of Arts in Liberal Education degree, students must meet the graduation requirements stated below in full, or their equivalent through the combination of transfer credits and PICS coursework. Continuous advising will place adult students in a position to maximize benefits from this curriculum and their association with other learners in cohort groups.

**Requirements and Information:**

**Cluster I Culture of Media and Information**
- Culture, Media, and Identities
- Modes of Cultural Analysis
- Issues in Networking Information
- Readings in Mass Culture

**Cluster 2 Culture of Urban Environment**
- Cities: Impressions and Perspectives
- Digital Cities and the Internet
- Sociology of Community
- Culture, Conflict, and the City

**Cluster 3 Culture of Professions in Society**
- Language, Literacy, and Culture Professionals: Agents for Change
- Socialization across Professions
- Literature, Values, and Social Responsibility

**Cluster 4 Culture of Discovery and Innovation**
- The Information City
- Global Cyber-Cultures
- Episodes of Innovative Behavior
- Geography of the Information Economy

**Project A**
- Capstone Analysis of Theory in Cultural Studies (ED 4466 – Communication and Community)

**Project B**
- Capstone Analysis of Cultural Practices and Institutions (ED 4466 – Neighborhoods and Narratives)

**Requirements and Information**

I. Degree: Bachelor of Arts in Liberal Education

II. Major: Cultural Studies (BALE - Program in Cultural Studies)

A. General Education: 50 hours

B. Required Courses: 60 hours

   With 48 upper division hours in prescribed interdisciplinary courses and 12 upper division hours in two (2) integrative, faculty-supervisory cultural studies.
Electives to complete 124 hour requirement for graduation, including a minimum of 45 upper division hours.

**CLUSTER 1: Culture of Media and Information**

**COURSES**

**HU 3103 (3CR) CULTURE, MEDIA, AND IDENTITIES**
This course provides an assessment of selected topics in the area of humanities. Topics may vary from one period of instruction to the next in response to needs and interests of students. The course may be repeated for credit as new topics are offered.

**ED 4413 (3CR) MODES OF CULTURAL ANALYSIS**
This course introduces methods and approaches that are used in examining some themes and issues within cultural studies. Students read a range of texts and discuss them in detail. The course builds from the idea that observation and reflection are essential components of cultural analysis. Historical and contemporary points of view interpret cultural phenomena; project work focuses attention on the specific elements of critique.

**HU 3203 (3CR) ISSUES IN NETWORKING INFORMATION**
This course provides an assessment of selected topics in the area of humanities. Topics may vary from one period of instruction to the next in response to needs and interests of students. The course may be repeated for credit as new topics are offered.

**EG 4203 (3CR) READINGS IN MASS CULTURE**
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.

**CLUSTER 2: Culture of Urban Environments**

**COURSES**

**SO 3173 (3CR) SOCIOLOGY OF COMMUNITY**
An introduction to sociological theory and research on community life, both rural and urban. The emergence and transformation of communities will be examined through anthropological, ecological, economic, historical, and political analytic frameworks. Prerequisite: SO 1113.

**US 4033 (3CR) CITIES: IMPRESSIONS AND PERSPECTIVES**
This course looks at how cities are connected to one another and how those connections affect problems and potentials in various locales. The health of cities is addressed as well as the status of their continuing effort to advance community stewardship of embedded resources. Those resources include technologies, processes of governance, social networks, and human knowledge. How to interpret the culture of urban environments is a fundamental part of this course.

**ED 4423 (3CR) DIGITAL CITIES AND THE INTERNET**
This course looks at urban cultural phenomena from the view of information technology and provides an education in new media and virtual community. The course assumes the imagined city will confer new insights on the real city. Organized as a series of debates about urbanism in the future, the course explores the role of media in providing geographically dispersed urban communities access to virtual knowledge and confirmation of their capacity for collective action.

**US 4043 (3CR) CULTURE, CONFLICT, AND THE CITY**
This course looks at the city as a physical object continuously subject to social, economic, political, and cultural forces. The course also looks at the city as an ideal in process. Complex activities that make up the cultures of an urban locale are studied in detail; focus is placed on the diverse relations between culture and the contemporary city. Basic premise of the course is that urban activities are never in unison although they do have correspondence.

**CLUSTER 3: Culture of Professions in Society**

**COURSES**

**SP 3203 (3CR) LANGUAGE, LITERACY, AND CULTURE**
This course examines contexts in which discourse, the meaningful exchange of ideas, influences ways in which social structuring, cultural assumptions, and language use are taken into account in both private and public speech. Content and delivery are predominant factors in speech encounters. Speech is introduced to the study of interactions that result from discourse in such areas as the professions, social service agencies, government service, the military, and private-sector organizations.

**ED 4433 (3CR) PROFESSIONALS: AGENTS FOR CHANGE**
This course addresses discursive practices used in professional settings to inform or persuade. Students will explore how professionals use cultural language in their everyday work and in their production of transformative speech. They will critique public and private speech that responds to social situations, communicates social identities, or expresses leadership behaviors. We study professionals’ approach to speech performance and their evaluation of the cultural practices they willingly appropriate in their speech.

**SO 4173 (3CR) SOCIOLOGY OF PROFESSIONS**
A study of profession as a dominant influence shaping the world of work. Examines the development and licensing of a profession, jurisdictional disputes, socialization, internal control, client choice, evaluation of individual practitioner, and the problem of public trust. Prerequisite: SO 1113.

**EG 4213 (3CR) LITERATURE, VALUES, AND SOCIAL RESPONSIBILITY**
This course assigns value to literary texts on the premise that they occupy a place of esteem in various cultures. The course examines how values survive in the language and literature of particular peoples and how such values form part of their social identity. Focus is placed on the application of culturally based literatures to problems found in the spheres of politics, economics, social critique, and education.
CLUSTER 4: Culture of Discovery and Innovation

COURSES

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 Psychology program offers an option in Behavioral Management/Alteration. The Psychology Department offers a wide range of courses which may help to fulfill requirements for other majors as well as General Education. 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 (Behavioral Management/Alteration)

A. General Education: 50 hours

B. Required Courses: 45 hours (above PY 1113)

  *PY 3033 Adolescent Behavior and Development
  *PY 3103 Experimental Psychology
  PY 3113 Psychology of Aging
  PY 3203 Personality
  PY 3213 Physiological Psychology
PY 3223 Psychological Testing  
PY 3233 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 Industrial & Organizational Psychology  
C. Additional Requirements: Electives to complete 124 hours required for graduation.  
*Electives

Psychology Plan of Study

FIRST YEAR

Freshman First Semester
EG 1113 English Composition I 3  
HT 1483 U.S. History (1492-1865) 3  
MT 1513 College Algebra 3  
NB 1114 Natural Science Biology w/lab 4  
PY 1113 Introduction to Psychology 3  
PY 1111 Personal and Social Development 1  
Total 17  

Freshman Second Semester
EG 1213 English Composition II 3  
PS 1113 U.S. Government 3  
SO 1113 Introduction to Sociology 3  
CS 1103 Intro to Information Processing 3  
MT 2013 Elementary Statistics or MT 1413 Survey of Mathematics 3  
Total 15

SECOND YEAR

Sophomore First Semester
EG 2033 Advanced Composition 3  
SN 1115 Elementary Spanish I or FL 1115 Elementary French I 3  
SP 2713 Introduction to Speech 3  
HU 2103 Survey of Western Humanities I 3  
NP 1113 Physical Science w/Lab 3  
Total 17  

Sophomore Second Semester
HT 3103 African American Heritage 3  
PH 2113 Philosophy of Contemporary Life 3  
Electives 6  
FCS 2123 Introduction to Nutrition 3  
Total 15

THIRD YEAR

Junior First Semester
PY 3213 Physiological Psychology 3  
PY 3313 Developmental Psychology 3  
PY 3323 Psychological Statistics 3  
*PY 3033 Adolescent Behavior & Development 3  
HU 2103 Survey of Western Humanities 3  
Elective 3  
Total 18

Junior Second Semester
PY 3023 Cognitive Psychology 3  
PY 3203 Personality 3  
PY 3113 Psychology of Aging 3  
PY 3223 Psychological Testing 3  
Elective 3  
Total 15

FOURTH YEAR

Senior First Semester
PY 4203 Psychology of Learning 3  
PY 4013 Abnormal Psychology 3  
PY 4133 Social Psychology 3  
*PY 4123 Classic Studies in Psychology 3  
PY 4223 Senior Practicum 3  
Total 15

Senior Second Semester
PY 4103 Experimental Psychology 3  
PY 4113 History of Psychology 3  
PY 4213 Theories & Techniques of Counseling 3  
*PY 4233 Industrial/Organizational Psychology 3  
PY 4003 Seminar in Psychology 3  
Total 15

*Optional Psychology Electives

COURSES

PSYCHOLOGY (PY)

PY 1011 (1CR) PERSONAL AND SOCIAL DEVELOPMENT  
This course, required of all freshmen, is designed to provide exposure to the many facets of college life so that personal and social development will be facilitated and intellectual development will be enhanced.

PY 1113 (3CR) INTRODUCTION TO PSYCHOLOGY  
(Formerly PY 1113 General 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 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 3113 (3CR) PSYCHOLOGY OF AGING  
(Formerly Psychology of the Elderly)  
The purpose of the 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.

PY 3203 (3CR) PERSONALITY  
(Formerly Theories of Personality)  
This course is designed to study the methods and concepts which can be used in studying personality. Consideration is given to various theories as well as the experimental and clinical findings on personality. Prerequisites: PY 1113, PY 3313.
PY 3213 (3CR) PHYSIOLOGICAL PSYCHOLOGY
The thrust of this course is the study of the biological systems and processes that underlie behavior and experience with an emphasis on neural mechanism. Prerequisites: PY 1113, PY 3313, NB 1114.

PY 3223 (3CR) PSYCHOLOGICAL TESTING
In this course students will understand the concepts involved in psychological testing. Emphasis is on the scientific approach to validation, interpretation and construction of standardized tests. Special attention is given to the review of psychological tests.

PY 3313 (3CR) DEVELOPMENTAL PSYCHOLOGY
(Formerly Human Growth and Development)
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. Fifteen (15) hours of field experiences are required beyond regular class time. Teacher Education students only. Service Learning Project required. Prerequisites: PY 1113, or ED 2212 for Education majors.

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 2803.

PY 4003 (3CR) SEMINAR IN PSYCHOLOGY
Students will re-visit selected topics in psychology, focusing on critical issues in contemporary social and clinical concerns. Prerequisite: Senior standing.

PY 4013 (3CR) ABNORMAL PSYCHOLOGY
(Formerly 3013 Abnormal Psychology)
In this course students will examine the symptoms and therapies of mental deficiencies, behavior disorders and other abnormal conditions. Prerequisite: PY 3213.

PY 4103 (3CR) EXPERIMENTAL PSYCHOLOGY
(Formerly 3103)
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 2803.

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. It considers the proper position of psychology in the curriculum of post-secondary education in the United States. Prerequisite: Senior standing.

PY 4123 (3CR) CLASSIC STUDIES IN PSYCHOLOGY
Students will have the opportunity to examine in detail important topics that have had a profound effect on the field of psychology. Topics 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 or instructor’s permission.

PY 4203 (3CR) PSYCHOLOGY OF LEARNING
(Formerly 4103 Theories of Learning)
Students will be 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 will be examined.

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, 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.

PY 4233 (3CR) INDUSTRIAL AND ORGANIZATION PSYCHOLOGY
Students are introduced to principles, methods, and issues in industrial and organizational settings. Personnel selection, placement, evaluation, and productivity are considered. The course also covers personnel training and development, motivation, professional ethics, human engineering, worker efficiency, and job satisfaction. Prerequisite: PY 4013 and Instructor’s permission.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Mission:
The mission of the Department of Health, Physical Education, and Recreation is to enhance the health and well being of society through the discovery, communication, and application of knowledge in physical activity. As an academic unit focusing on a multidisciplinary study of health, nutrition and human movement, the department promotes the acquisition of motor skills which enhance successful participation in perpetual physical and recreational pursuits. We aim to inspire a passion for lifelong learning and endeavor to indoctrinate our students to become leaders and valued members of society.

Vision:
Our vision is to be acclaimed for excellence in pedagogical instruction, innovative research, and the production of highly prepared graduates.

Goals/Objectives
1. To prepare persons who, as teachers of health and physical education, will have a sound background in principles and practices of the field;
2. To emphasize to the prospective teacher the importance of realizing that teaching is a profession and thereby warrants professional preparation;
3. To make available such courses and experiences as will enable the student to work in the fields of physical education and health instruction, athletic instruction, and recreational activities;
4. To promote the acquisition of specific motor skills which enhance successful participation in lifelong physical and recreational pursuits.

Description of the Program:
The curriculum of the Department of Health, Physical Education, and Recreation is designed to meet and exceed the general requirements of the university and to prepare students for their professional field of choice. There are two degree options offered in Health, Physical Education, and Recreation: the Bachelor of Science in Education with teacher certification requirements and the Bachelor of Science degree in Health, Physical Education, and Recreation with an emphasis in Wellness.

Requirements and Information:
I. Degree: Bachelor of Science
II. Major: Health, Physical Education, and Recreation (with emphasis in Wellness)
   A. General Education: 52 hours
   B. Required Courses: 42 hours
      HD 2603  Personal Health
      HD 2602  First Aid and Safety
      PE 2112  Introduction to Physical Education and Recreation
      PE 3153  Leisure/Lifetime Recreation
      PE 3152  Sports Fundamentals I
      PE 3162  Sports Fundamentals II
      PE 3172  Folk Dancing
      PE 4122  Recreation Mgmt. & Program Planning
      PE 3133  Organization & Adm. of Physical Educ.
      PE 4033  Urban Recreation
      PE 3142  Coaching Theory & Practices
      PE 4133  Applied Anatomy
      PE 4152  Sports Officiating
      PE 4163  Tests and Measurements in Physical Education
      PE 4001  Seminar in Recreation
      Total  16

SECOND YEAR
Sophomore First Semester
EG 2033  Advanced Composition
MT 2013  Elementary Statistic or Finite Math
PE 3152  Sports Fundamentals I
PE 2112  Introduction to Physical Education
HD 2602  First Aid
HD 2603  Personal Health
Total  15

Sophomore Second Semester
HD 2223  Community & School Health
HU 2213  Survey of Western Humanities
PE 3153  Leisure/Lifetime Recreation
PE 4133  Applied Anatomy
PE 3162  Sport Fundamentals II
ED 2212  Historical & Phil Foundation of American Education
Total  16

THIRD YEAR
Junior First Semester
FCS 2123  Introduction to Nutrition
PE 4123  PE in Elementary Schools (Elective)
PE 4033  Urban Recreation
PE 3113  Care and Prevention
PE 4013  Kinesiology (Elective)
PE 3142  Coaching Theory & Practice
Total  17

Junior Second Semester
PE 3172  Folk Dancing
PE 4143  Physiology Exercise (Preq: PE 4133) (Elective)
PE 3123  PE Secondary Schools (Preq: PE 3123) (Elective)
PE 4152  Sports Officiating
PY 3313  Human Growth and Development
PE 3133  Organ & Admin of Physical Education
Total  16

FOURTH YEAR
Senior First Semester
PE 4993/6  Recreation Internship
PE 4182  Camp Leadership
PE 4122  Recreation Management
SPED 3143  Survey of Exceptional Child (Elective)
Total  13-16

Senior Second Semester
PE 4033  Recreation for Special Populations
PE 4993/6  Recreation Internship
PE 4173  Adapted PE (Elective)
ED 3153  Introduction to Sociology
Total  12/15

I. Degree: Bachelor of Science
II. Major: Health, Physical Education, and Recreation
   (Teacher Education)
   A. General Education Courses for Teacher Education
   B. Required Courses: 44 hours
      PE 2112 Introduction to Physical Education
      PE 3123 Physical Education for the Secondary Schools (Preq: PE 4123)
      PE 4123 Physical Education for Elementary Schools
      PE 3152 Sports Fundamental I
      PE 3162 Sports Fundamental II (Preq: PE 3152)
      PE 4163 Tests and Measurements in Physical Education (Preq: MT 1613)
      PE 4143 Physiology of Exercise (Preq: PE 4133)
      PE 4013 Kinesiology (Preq: PE 4133)
      PE 4133 Applied Anatomy
      PE 3113 Care of Athletic Injuries (Preq: PE 4133)
      PE 4173 Adapted Physical Education
      PE 3133 Organization and Administration of Physical Education
      PE 3171 Supervision in Physical Education
      PE 4152 Sports Officiating
      HD 2603 Personal Health
      HD 2602 First Aid and Safety
      HD 2223 Community and School Health
   C. Additional Requirements: Professional Education, 36 hours
   D. Electives to complete 124 hours required for graduation, including minimum of 45 hours of upper division courses.
   NOTE: PE 3113 (Folk Dancing), and PE 4133 (Camp Leadership) are strongly recommended.

A foreign language competency at the novice-high level is requirement for all Teacher Education programs.

Health, Physical Education (Teaching) Plan of Study

FIRST YEAR
Freshman First Semester
EG 1113 English Composition I 3
HT 1483 U.S. History 3
CS 1103 Intro to Info Process 3
NB 1114 Natural Science Biology (w/lab) 4
SPED 2713 Introduction to Speech 3
PY 1111 Personal and Social Development 1
Total 17

Freshman Second Semester
EG 1213 English Composition II 3
PS 1113 American Government 3
NP 1113 Natural Science Physical (w/lab) 3
PY 1113 Introduction to Psychology 3
MT 1323 College Algebra 3
PE 3171 Supervision in PE 1
Total 16

SECOND YEAR
Sophomore First Semester
EG 2033 Advanced Composition 3
HD 2602 First Aid and Safety 2

 MT 2013 Elementary Statistics or
 MT 2603 Finite Math 3
 PE 2112 Introduction to Physical Education 2
 PE 3152 Sports Fundamentals I 2
 HD 2603 Personal Health 3
 ED 4001 Intro to Teaching/Portfolio 1
 Total 16

Sophomore Second Semester
ED 2212 Hist/Phil Found of Amer Education 2
HD 2223 Community & School Health 3
PE 3133 Organization/Admin of Physical Ed 3
FCS 2123 Introduction to Nutrition 3
PE 3162 Sports Fundamentals II 2
PE 4133 Applied Anatomy 3
Total 16

Summer Semester I
SN 1115 Elementary Spanish I or
FL 1115 Elementary French I 5
Total 5

Summer Semester II
SN 1125 Elementary Spanish II or
FL 1125 Elementary French II 5
Total 5

THIRD YEAR
Junior First Semester
SPED 3143 Survey of Exceptional Children 3
PE 4123 PE in Elementary Schools 3
PE 3142 Coaching Theory/Practice 2
PE 4013 Kinesiology 3
PE 3113 Care Athletic Injuries (Preq: PE 4133) 3
**ED 3153 Educational Sociology 3
Total 17

Junior Second Semester
PE 4152 Sports Officiating 2
PE 4143 Physiology Exercise (Preq: PE 4133) 3
PE 3123 PE Secondary Schools (Preq: PE 4123) 3
HU 2213 Survey of Western Humanities 3
PE 4163 Test & Meas, PE (Preq: MT 1613) 3
PY 3313 Human Growth & Development 3
Total 17

FOURTH YEAR
Senior First Semester
**ED 4173 Adapted Physical Education 3
**ED 4252 Instructional Strategies MS/Jr 2
**ED 4262 School Law & Legal Issues or
**EG 4212 Educational Technology 2
**ED 4262 Classroom Management 2
**ED 3232 Measurement, Assess. & Evaluation 2
**ED 4222 Educational Psychology 2
Total 15

Senior Second Semester
**ED 4002 Clinical Teaching Seminar 2
**ED 4270/80 Clinical Teaching Elementary or
Clinical Teaching Secondary 5-10
Total 12

**Indicate courses that are required
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
(Formerly HD 2213)
This course is design to study the signs, symptoms, and immediate care given to a victim in injury or sudden illness.

HD 2603 (3CR) PERSONAL HEALTH
(Formerly HD 1213)
Consider 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 4133, Physical Education for Elementary Schools.

PE 3133 (3CR) ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION
Aligns and defines the importance of sports administration. Lectures and reports cover care of facilities and equipment, bookkeeping, budget management, athletic medical records, and intramural programs.

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.
The School of Education and Behavioral Sciences.

Organizationally, the RSP functions as a program within the School of Education and Behavioral Sciences.

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.

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.

Philosophy:
The undergraduate program in rehabilitation services is centered on the philosophy that rehabilitation professionals can impact the field of rehabilitation when they are trained to understand the complexity of living with a disability and possess a high degree of professional competency to deliver a variety of services to people with disabilities. To enhance this position, the 124 credit hour curriculum is designed to provide students with the core understanding and awareness of the social, psychological, economic, physical, medical and environmental barriers a person with a disability faces.

Course Requirements for a B.S.:
The curriculum includes completion of 50 hours of general education and a minimum of 74 hours in the core courses and electives. Students will participate in a 9 hour internship (200 clock hours).

I. Degree: Bachelor of Science
II. Major: Rehabilitation Services
A. General Education: 50 hours
B. Required Courses: 83 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RS 3603</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HA 3332</td>
<td>Introduction to Research</td>
<td>2</td>
</tr>
<tr>
<td>HA 3433</td>
<td>Case Management</td>
<td>3</td>
</tr>
<tr>
<td>RS 3633</td>
<td>Psychology of Disability</td>
<td>3</td>
</tr>
<tr>
<td>PY 3203</td>
<td>Personality</td>
<td>3</td>
</tr>
<tr>
<td>RS 3663</td>
<td>Introduction to Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>RS 3684</td>
<td>Medical Anthropology &amp; Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HA 3333</td>
<td>Community Health</td>
<td>3</td>
</tr>
<tr>
<td>RS 3706</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>*RS 3673</td>
<td>Introduction to Health &amp; Wellness</td>
<td>3</td>
</tr>
<tr>
<td>*RS 3733</td>
<td>Culture, Health, Wellness &amp; Disability</td>
<td>3</td>
</tr>
<tr>
<td>PY 4213</td>
<td>Theories &amp; Technique of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>RS 4803</td>
<td>Counseling for Behavioral Change</td>
<td>3</td>
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<tr>
<td>RS 4713</td>
<td>Drugs &amp; Society</td>
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</tr>
<tr>
<td>BI 3104</td>
<td>Human Anatomy</td>
<td>3</td>
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<tr>
<td>HA 4333</td>
<td>Issues in Minority Health</td>
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<tr>
<td>RS 4743</td>
<td>Seminar in Independent Living</td>
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<tr>
<td>RS 4753</td>
<td>Introduction into Substance &amp; Addictions</td>
<td>3</td>
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<tr>
<td>BI 4214</td>
<td>Human Physiology</td>
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<tr>
<td>RS 4773</td>
<td>Addictions Counseling Models</td>
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<td>RS 4783</td>
<td>Addictions Counseling Practice</td>
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<tr>
<td>RS 4793</td>
<td>Applied Behavioral Analysis &amp; Observation</td>
<td>3</td>
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<tr>
<td>*RS 3933</td>
<td>Introduction to Assistive Technology</td>
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</tr>
<tr>
<td>*RS 4813</td>
<td>Introduction to SPL Language &amp; Hearing</td>
<td>3</td>
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<tr>
<td>*RS4823</td>
<td>Disability, Positive Life Span Approaches</td>
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*Required Electives (Choose 2 of 5)

Rehabilitation Plan of Study

Fall – Junior Year

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<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>RS 3603</td>
<td>Introduction to Human Services</td>
<td>3</td>
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<tr>
<td>HA 3332</td>
<td>Introduction to Research</td>
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<tr>
<td>HA 3433</td>
<td>Case Management</td>
<td>3</td>
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<tr>
<td>RS 3633</td>
<td>Psychology of Disability</td>
<td>3</td>
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<tr>
<td>PY 3203</td>
<td>Personality</td>
<td>3</td>
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<tr>
<td>RS 4803</td>
<td>Counseling for Behavior Change</td>
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Spring – Junior Year

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<td>PY 4213</td>
<td>Theories &amp; Technology Counseling</td>
<td>3</td>
</tr>
<tr>
<td>RS 3663</td>
<td>Introduction into Mental Health</td>
<td>3</td>
</tr>
</tbody>
</table>
models of case management are introduced. Students course is on case management in long term care, other case management role. Although the major focus of the knowledge and skills needed to function effectively in a This interdisciplinary core course focuses on the conduct basic

HA 3333 COMMUNITY HEALTH (Health Care Administration)

HA 3433 CASE MANAGEMENT (Health Care Administration)

This interdisciplinary core course provides the student with opportunities to acquire knowledge of the community as client, the family as client, and community-focused practice with populations at risk. The student will explore health behaviors and values related to culture, lifestyle, and health care delivery from a community perspective. This course includes a service learning component.

RS 3633 INTRODUCTION TO MENTAL HEALTH

The purpose of this course is to survey major types of principles, practices, and processes of rehabilitation services and the dynamics of the human condition as it relates to mental health-related conditions. How individual consumers develop self-awareness and self-advocacy and how to coordinate these activities with service delivery systems.

RS 3673 INTRODUCTION TO HEALTH AND WELLNESS

An introductory guide to healthy living that encompasses all areas of health: the physical, emotional, social, intellectual, and spiritual. Topics include fitness, exercise, and diet; the impact of relationships on health; threats to health posed by illness, injuries, and substance abuse; threats to public health such as AIDS and pollution; and health issues such as health care providers, health self-care, aging, and death and dying.
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 3706 (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 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 is designed to investigate the systemic impact of subgroup membership on families and other relationships and how subgroups in turn affect the larger cultural system. Included in this study are the recursive repercussions of discrimination. The second major component of the course, which is infused throughout, is a study of methods of doing therapy with diverse cultures.

This course also looks at medicine from a cross-cultural perspective, focusing on the human, as opposed to biological, side of things. Students learn how to analyze various kinds of medical practice as cultural systems. Particular emphasis is placed on Western bio-medicine; students examine how biomedicine constructs disease, health, body, and mind and how it articulates with other institutions, national and international.

PY 4013 (3CR) ABNORMAL PSYCHOLOGY
In this course students will examine the symptoms and therapies of mental deficiencies, behavior disorders and other abnormal conditions.

PY 4213 (3CR) THEORIES AND TECHNIQUES OF COUNSELING
This course will focus on accepted theories and philosophies of kindergarten through eighth grade physical education. Special emphasis is given to theories of individual and team sports, the curriculum, the role of the teacher, and the needs of the students in the physical education setting K-8.

RS 4713 (3CR) DRUGS AND SOCIETY
This is an introductory course to the counseling process and the field of chemical dependency. We will examine the medical model of addiction, risk and resiliency factors, the role of the chemical dependency professional in the community and how to access and interact with other community resources. Students will be actively involved in the learning process through competency-based education techniques including group activities, class presentations, research, and readings.

RS 4724 (4CR) HUMAN ANATOMY (BI 3104)
A study of the human body as an adapted system of cells, tissue, organs, and organ systems, including its functional morphology. Laboratory includes a detailed dissection of the cat with reference to equivalent structure in humans. Lecture 3 hours and 3 lab hours.

RS 4333 (3CR) ISSUES IN MINORITY HEALTH (HA 4333)
This interdisciplinary core course examines the specific health issues, health care needs and intervention strategies for minority populations, i.e., African Americans, American Indians, Hispanic Americans, and Asian/Pacific Islanders. This course includes a service learning component.

RS 4743* (3CR) SEMINAR IN INDEPENDENT LIVING AND COMMUNITY INTEGRATION
This course provides an introduction to independent living for special populations, such as individuals with physical disabilities, developmental disabilities, or serious emotional disturbances. Topics include community-based programming, the deinstitutionalization movement, legislative issues, and the concepts of integration, inclusion, and normalization.

RS 4753 (3CR) INTRODUCTION TO ADDICTIONS AND ABUSE
This course examines the causes of and therapeutic techniques used in abusive relationships including domestic violence, and sexual, verbal, and emotional abuse. This course also investigates socially destructive addictions, socially unacceptable addictions, treatment of and interventions for addictions, prevention of addictions, and psychopharmacological implications of addictions. This course is designed to acquaint students with the standards for addictions training required for certification in addictions counseling.

Bi 4214 (4CR) HUMAN PHYSIOLOGY (Biology)
General consideration of the principles and methods of human body functions. Lectures and laboratory demonstrations on the fundamental psychological activities of man.

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. The eight practice competencies of addiction counseling include the following: 1. Clinical Evaluation – Screening and Assessment; 2. Treatment Planning; 3. Referral; 4. Service Coordination; 5. Implementing the Treatment Plan Consulting; 6. Addiction Counseling Competencies Counseling – Individual Counseling, Group Counseling, Counseling for Families, Couples and Significant Others; 7. Client, Family, and Community Education Documentation; 8. Professional and Ethical Responsibilities.

RS 4793  (3CR)  APPLIED BEHAVIOR ANALYSIS AND OBSERVATION METHODS
This course will examine the factors to be considered in observing and measuring behavior and environment; methods of recording data with emphasis on the conditions under which each method is most appropriate. Study of the conceptual framework of behavior analysis; studies of epistemological issues and nature of scientific explanation; examination of common misconceptions and theoretical foundations for applications and basic research.

RS 4803  (3CR)  BEHAVIORAL COUNSELING FOR CHANGE
This course involves the student in assessing the issues of problem identification, problem solving, change enabling, and accountability in relationship to theoretical approaches to counseling. The student examines the systemic issues involved in interpersonal and organizational change and critically examines the existing research base in relationship to effective change processes in counseling and marital, couple and family counseling and therapy.

RS 4813  (3CR)  INTRODUCTION TO SPEECH-LANGUAGE HEARING AND SENSORY DISORDERS
Survey identifying characteristics, causes, diagnosis and treatment of speech, language, and hearing disorders. This includes disorders in hearing, stuttering, voice, articulation, child language, adult aphasia, head injury and dementia. This course will provide student with an understanding of how sensory processing works, what happens when something goes wrong, and how to develop a comprehensive, sensory-based treatment program to address the client's individual needs. This course is appropriate for entry and intermediate level therapists who currently work or plan to work with individuals with sensory processing issues.

RS 4823  (3CR)  DISABILITY, POSITIVE LIFE SPAN APPROACHES
The purpose of this course is to provide an introduction to the culture of disability across the lifespan. The impact of disabilities on an individual across the lifespan will be explored, and the unique culture that is created by having a disability will be addressed. The historical basis for the disability movement and special education will be addressed, including legislation and litigation that has had a significant impact on the field. Students also will learn about the characteristics of individuals with diverse abilities as well as current trends in educational services.
SCHOOL OF NURSING AND HEALTH PROFESSIONS

Dr. Carolyn T. Kornegay, Dean
Professor of Nursing

Mission:
The mission of the Langston University School of Nursing and Health Professions is to prepare health care professionals who can provide excellent, culturally appropriate, collaborative care for diverse clients (individuals, families, groups, and communities) across the lifespan with special emphases on minority health and health disparities.

Vision:
The graduate of the Langston University School of Nursing and Health Professions is a scholarly health care professional who participates as a member of the interdisciplinary health care team and provides leadership in assuring that health care is culturally appropriate for clients across the lifespan, with focused attention on health disparities.

Core Values: Ethics, Cultural Competence, Professionalism, and Excellence

Purpose and Goals:
Langston University School of Nursing and Health Professions students will
1. Develop beginning professional competence in an area study;
2. Participate in a common core of experiences that will facilitate collaboration on interdisciplinary health care teams;
3. Develop effective communication skills including appropriate use of technology;
4. Demonstrate effective critical thinking skills;
5. Demonstrate moral and ethical behavior in personal and professional environments;
6. Demonstrate respect for diversity;
7. Value individual culture as well as the cultures of others;
8. Develop intellectual curiosity and research skills to apply in personal and professional situations;
9. Practice disease prevention and health promotion;
10. Develop basic leadership skills.

PROGRAMS:
Nursing
Gerontology
Health Administration

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, Health Administration and Gerontology. Students collaborate across disciplines in the classes, although the courses are cross-listed in accord with their respective disciplines.

Interdisciplinary Core Curriculum:
The goal of the interdisciplinary core curriculum is to prepare health professionals who are able to function effectively in today’s health care environment. Listed below are the Interdisciplinary Core Courses:

- 3323 Conceptual Foundation of Professional Practice
- 3332 Introduction to Research
- 3333 Community Health
- 3343 Orientation to Professional Practice
- 3433 Case Management
- 4333 Issues in Minority Health
- 4421 Research Seminar

SCHOOL OF NURSING

The School of Nursing offers an upper-division undergraduate curriculum leading to the Bachelor of Science in Nursing (BSN) degree. Opportunities are provided for students to develop the cognitive, psychomotor, and affective competencies essential to beginning professional nursing practice.

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 for Registered Nurses (NCLEX-RN). 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. 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 allows a license to be issued only 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, in person, valid documentary evidence of:

1. A valid, unexpired immigrant or nonimmigrant visa for admission into the United States;
2. A pending or approved application for temporary protected status in the United States;
3. Admission into the United States in refugee status;
4. A pending or approved application for temporary resident status;
5. Approved deferred action status;
6. A pending application for adjustment of status to legal permanent resident status or conditional resident status.

The Board has the right to deny a license to an individual with a history of criminal background, disciplinary action on another health-related 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 charges. 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].
Vision:
The Langston University School of Nursing BSN graduate is a scholarly, professional nurse leader who provides 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.

Core Values: Ethics, Character, Caring, and Cultural Competence

Objectives
The objectives of the Langston University nursing program are to prepare graduates who are able to
1. Synthesize knowledge from nursing and related disciplines into professional nursing practice;
2. Utilize critical thinking to promote, maintain, or restore the health of clients (individuals, families, groups, and communities) in various environments;
3. Utilize the nursing process as the problem-solving method for professional nursing practice;
4. Value the application of transcultural nursing concepts in addressing the health needs of clients;
5. Operationalize leadership skills and theories through multiple nursing roles;
6. Evaluate professional responsibility and accountability for nursing practice;
7. Synthesize the application of the research process to professional nursing practice;
8. Effect change in a dynamic health care environment.

Requirements and Information
All prospective nursing students are required to submit a health record which will include a physical examination within the past year, a tetanus booster within the past ten years, a negative chest x-ray or tuberculosis test within the past year, Hepatitis B vaccination, proof of positive rubella titer and MMR vaccination. Additional health documentation may be required for clinical affiliations. Students should be advised that drug screening and criminal background checks are also required. Professional liability insurance, CPR certification, and immunizations must be maintained throughout enrollment in the clinical nursing program. 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. All prerequisite courses must be completed before the student enrolls in the nursing program on a full-time basis. 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. Nursing
A. General Education: 50 hours
   *EG 1113 English Comp I
B. Required Courses: 54 hours
   NR 3322 Introduction to Research
   NR 3323 Community Health
   NR 3335 Health Assessment
   NR 3343 Orientation to Professional Practice
   NR 3433 Case Management
   NR 3435 Psychosocial Nursing
   NR 3445 Childbearing Family Nursing
   NR 4333 Issues in Minority Health
   NR 4334 Childrearing Family Nursing
   NR 4336 Adult Health Nursing
   NR 4421 Research Seminar
   NR 4422 Dynamics of Professional Nursing
   NR 4423 Complex Nursing Care
   NR 4426 Nursing Leadership
C. Additional Requirements:
   *PY 3313 Developmental Psychology
   *SO 1113 Introduction to Sociology
   *HE 2123 Introduction to Nutrition
   *BI 3104 Human Anatomy
   *BI 4214 Human Physiology
   *BI 3014 Microbiology

Admission to university and to the School of Nursing required. Applications and supporting documents must be received by March 1 for the next academic year. Students must have junior classification with a minimum cumulative GPA of 2.5 on 4.0 scale. Students must complete either a Certified Nurse Assistant (CAN) course or NR 3013 Introduction to Nursing prior to enrollment in NR 3335 Health Assessment. No more than two prerequisite courses can be repeated to earn grades of “C” or better. Also, a nursing course can be repeated one time only. No more than two nursing courses can be repeated. Satisfactory performance on teacher made and standardized achievement tests is required for progression in the nursing program. Failure to perform at the designated level will result in a failing grade for the course. Additional information may be obtained from the School of Nursing regarding admission, readmission, progression graduation, and program requirements. The School of Nursing reserves the right to make changes in the policy and program without prior notice.

D. Electives to complete 124 hours required for graduation, which includes a minimum of 54 credit hours of upper division coursework in Nursing.
Nursing Plan of Study

**FIRST YEAR**

**First Semester**
- EG 1113 English Composition I 3
- PY 1011 Personal and Social Development 1
- HT 1483 American History (1492-1865) 3
- CH 1315 General Chemistry 5
- NB 1114 (Elective) Natural Science Biology I 4
  **Total 16**

**Second Semester**
- EG 1213 English Composition II 3
- PY 1113 Introduction to Psychology 3
- SO 1113 Introduction to Sociology 3
- BI 2104 Human Anatomy 4
- MT 1513 College Algebra 3
  **Total 16**

**SECOND YEAR**

**First Semester**
- EG 2033 Advanced Composition 3
- BI 4214 Human Physiology 4
- PY 3313 Developmental Psychology 3
- MT 2013 Elementary Statistics 3
- Elective 3
  **Total 16**

**Second Semester**
- BI 3014 Microbiology 4
- PS 1113 U.S. Government 3
- HE 2123 Nutrition 3
- Elective 3
- CS 1103 Introduction to Information Processing 3
  **Total 16**

**THIRD YEAR**

**Summer Session**
- NR 3013 3
  **NR 3013 Introduction to Nursing 3**
  **Total 3**

**First Semester**
- NR 3300 Current Topics in Nursing 1-5
- NR 3323 Conceptual Foundation of Prof. Practice 3
- NR 3332 Introduction to Research 2
- NR 3333 Community Health 3
- NR 3335 Health Assessment 5
- NR 3343 Orientation to Professional Practice 3
  **Total 17-21**

**Second Semester**
- NR 3400 Current Topics in Nursing 1-5
- NR 3433 Case Management 3
- NR 3435 Psychosocial Nursing 5
- NR 3445 Childbearing Family Nursing 5
- Elective 3
  **Total 17-21**

**Fourth Year**

**First Semester**
- NR 4400 Current Topics in Nursing 1-5
- NR 4333 Issues in Minority Health 3
- NR 4334 Childbearing Family Nursing 4
- NR 4336 Adult Health Nursing 6
- Elective 3
  **Total 17-21**

**COURSES**

**NURSING (NR)**

**NR 3013 (3CR) INTRODUCTION TO NURSING**
This course provides the student with the opportunity to develop the beginning skills used in the care of clients across the life span. The emphasis is on developing a fundamental understanding of the scope of nursing and practicing the technical skills needed for client care.

**NR 3300 (1-5CR) CURRENT TOPICS IN NURSING**
(Theory 2 hours; Lab 3 hours)
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 3323 (3CR) CONCEPTUAL FOUNDATION OF PROFESSIONAL PRACTICE**
This interdisciplinary core course addresses theories and concepts from a variety of disciplines as they pertain to the health professions. Emphasis is on interdisciplinary professional practice and includes critical thinking, problem-solving, communication, change, systems, stress, crisis, learning, health promotion, and caring. This course includes a service learning component. Prerequisites: Admission to the professional program or permission of instructor.

**NR 3331 (2CR) INTRODUCTION TO RESEARCH**
This interdisciplinary core course introduces fundamental research concepts, the critical analysis of research, and the application of research in clinical practice. The course is designed to enhance critical thinking skills and to enable students to become knowledgeable consumers of research. Prerequisites: NR 3323 concurrent, or permission of the instructor. Theory 2 hours; Laboratory 0 hours.

**NR 3333 (3CR) COMMUNITY HEALTH**
This interdisciplinary core course provides the student with opportunities to apply knowledge of the community and the group as client with a focus on populations at risk. 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 health care delivery from a community perspective. This course includes a service learning component. Prerequisites: NR 3323 or concurrent, or permission of the instructor. Theory 3 hours, Laboratory 0 hours.

**NR 3335 (5CR) HEALTH ASSESSMENT**
This course provides students with the opportunity to develop beginning skills using the nursing process with clients across the life span. 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 3323 or concurrent. Theory 3 hours; Laboratory 6 hours.
NR 3343 (3CR) ORIENTATION TO PROFESSIONAL PRACTICE
This interdisciplinary course is designed to provide entry level health professions students with a foundation for safe clinical practice. Students complete selected instructional modules designed for interdisciplinary practice. Modules include medical terminology, pharmacotherapeutics, health care systems, environmental safety, communication, professional standards, and problem solving. Prerequisites: NR 3335 or concurrent, or permission of the instructor. Theory 3 hours; Laboratory 0 hours.

NR 3400 (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 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. Prerequisites: NR 3323, NR 3333, NR 3343, NR 3332, NR 3335; concurrent with NR 3435, or permission of 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 3323, NR 3335, NR 3343, NR 3332. Theory 3 hours; Laboratory 6 hours

NR 3435 (5CR) PSYCHOSOCIAL NURSING
This course expands on theories and concepts related to multiple system alterations throughout the life span from conception to death. Concepts include crisis, dysfunctional lifestyles, and multiple alterations in psychosocial systems. Emphasis is on analysis of multiple system alterations, exploration of therapeutic modalities to promote, maintain and restore health. This course includes a service learning component. Prerequisites: NR 3323, NR 3332, NR 3333, NR 3335, NR 3343. Theory 3 hours; Laboratory 6 hours

NR 4300 (1-5CR) CURRENT TOPICS IN NURSING
This course provides an opportunity for students to engage in in-depth study of selected areas of nursing. The course is offered for variable credit (1-5 hours). Specific content is determined by curriculum and student needs. Prerequisites: Senior standing in program and permission of instructor.

NR 4333 (3CR) ISSUES IN MINORITY HEALTH
This interdisciplinary core course examines the specific health issues, health care needs and intervention strategies for minority populations, i.e., African Americans, American Indians, Hispanic Americans, and Asian/Pacific Islanders. This course includes a service learning component. Prerequisites: NR 3323, NR 3332, NR 3333, NR 3335, NR 3343, NR 3433, NR 3435, NR 3445 or permission of the instructor. Theory 3 hours; Laboratory 0 hours.

NR 4334 (4CR) CHILDBEARING FAMILY NURSING
This course focuses on promotion, maintenance and restoration of health of the child and family. The student is afforded the opportunity to explore concepts and theories related to child health and to apply nursing process in selected settings. Emphasis is placed on the roles of the professional nurse in facilitating and empowering the family to manage the health of the child. This course includes a service learning component. Prerequisites: NR 3323, NR 3333, NR 3343, NR 3332, NR 3433, NR 3435, NR 3445; concurrently NR 4336. Theory 2 hours; Clinical 6 hours.

NR 4336 (6CR) ADULT HEALTH NURSING
This course explores 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 3433, NR 3343, NR 3445; concurrent with NR 4333, NR 4334. Theory 4 hours; Laboratory 6 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 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

NR 4422 (2CR) DYNAMICS OF PROFESSIONAL NURSING
This course focuses on professional role accountability and responsibility of the nurse in relationship to current trends and issues that impact nursing practice, education, and research. Emerging legal, political, economic, ethical, social and cultural forces are examined in relation to their impact on current and projected professional nursing practice. Prerequisites: Senior standing in the nursing program; NR 4334, NR 4336, NR 4333 and concurrent enrollment in NR 4426. Theory 2 hours; Laboratory 0 hours

NR 4423 (3CR) COMPLEX NURSING CARE
This course will provide students with opportunities 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 4336, NR 4333 and concurrent enrollment in NR 4426. Theory 1 hour; Laboratory 6 hours.
NR 4426 (6CR)  NURSING LEADERSHIP MANAGEMENT
This course allows the student to develop leadership skills while examining and applying leadership/management principles and theories. This course includes a service learning component. Prerequisites: Senior standing in the nursing program, NR 4334, NR 4336, NR 4333 and concurrent enrollment in NR 4423. Theory 2 hour; Laboratory 12 hours. Full-time and part-time programs of study are available.

GERONTOLOGY
Mission:
The program in Gerontology, which leads to a Bachelor of Arts degree, is designed to provide opportunities for students to acquire knowledge about aging and the changes associated with aging.
Vision:
The graduate of the Langston University Gerontology program is a scholarly health care professional who collaborates on interdisciplinary health care teams and provides leadership in addressing cultural competence and health disparities for elderly clients in a variety of settings.
Core Values: Compassion, Competence, and Character
Goals/Objectives:
Objectives of the Gerontology Program are to prepare graduates with
1. The knowledge, skills, and experience to begin a career or continue study in the field of Gerontology;
2. General knowledge of the health professions field;
3. General knowledge of the field of aging;
4. Specific skills to work in the field of Gerontology;
5. Specific work experiences with older adults;
6. Professional qualities and behaviors necessary to work in a professional role.

Brief Description of Program:
The major focus areas that a student is exposed to are
1. Health and social issues of the older adult;
2. Counseling, problem solving and resource identification for older adults;
3. Teaching, working, and research with older adults.
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 Gerontology, 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 through an internship which allows the student to spend one semester in an agency or institution that matches the student's major career interest.

Gerontology Plan of Study
FIRST YEAR
First Semester
EG 1113   English Comp. I  3
MT 1513   College Algebra  3
NP 1113   Physical Science  3
PY 1113   Introduction to Psychology  3
Total 15
Second Semester
EG 1213   English Comp. II  3
HT 1483   U.S. History  3
NB 1114   Biology  4
PY 1113   Introduction to Psychology  3
Elective  4
Total 15
SECOND YEAR
First Semester
HE 2123   Intro. To Nutrition.  3
EG 2033   Advanced Comp.  3
EC 2203   Economic For Gen. Ed.  3
SO 1113   Intro. To Sociology  3
PY 3313   Developmental Psychology  3
Total 15
Second Semester
MT 2413   Elementary Statistics  3
HE 3003   Nutri. In the Life Span  3
HD 2602   First Aid and Safety  2
SP 2713   Intro. To Speech  3
Elective  4
Total 15
THIRD YEAR
First Semester
GR 3333   Community Health  3
GR 3343   Orientation to Professional Practice  3
GR 3433   Case Management  3
GR 3723   Social Gerontology  3
GR 4000   Current Topics in Gerontology  3
GR 4333   Issues in Minority Health  3
GR 4421   Research Seminar  3
GR 4441   Special Topics in Gerontology  3
GR 4533   Case Management II  3
GR 4633   Counseling for the Elderly  3
GR 4713   Meaning of Death  3
GR 4721   Seminar in Gerontology  3
GR 4710   Internship in Gerontology  3
PY 3113   Psychology of Aging  3
PY 3203   Personality  3

C. Additional Requirements: All general education requirements complete and grade of C or better in
   MT 2413   Elementary Statistics  3
   PY 1113   Psychology  3
   PY 3313   Human Growth and Development  3
   HE 3003   Nutrition in the Life Span  3
   HD 2602   First Aid and Safety  3

D. Electives to complete 124 hours required for graduation, including 45 hours of upper division course work.
GR 3332 (2CR) INTRODUCTION TO RESEARCH
This course is an introduction to the field of Gerontology, including theories, concepts, perspectives and research utilized in the study of aging. Prerequisite: All general education requirements and prerequisites complete or permission of instructor.

GR 3323 (3CR) CONCEPTUAL FOUNDATION OF PROFESSIONAL PRACTICE
This interdisciplinary core course addresses theories and concepts from a variety of disciplines as they pertain to the health professions. Emphasis is on interdisciplinary professional practice and includes critical thinking, problem solving, communication, change, systems, stress, crisis, learning, rehabilitation, health promotion, and caring. Prerequisite: All general education requirements and prerequisites complete or permission of instructor.

GR 3333 (3CR) COMMUNITY HEALTH
This interdisciplinary core course provides the student with opportunities to acquire knowledge of the community as client, the family as client and community-focused practice with populations at risk. The student will explore health behaviors and values related to culture, lifestyle, and developmental stage. The student is introduced to concepts of epidemiology, health care financing, legislation, and health care delivery from a community perspective. This course includes a service learning component. Prerequisite: All general education requirements and prerequisites complete or permission of instructor.

GR 3343 (3CR) ORIENTATION TO PROFESSIONAL PRACTICE
This interdisciplinary core course is designed to provide entry level health professions students with a foundation for safe clinical 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 prerequisites complete or permission of instructor.

GR 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: GR 3323, GR 3434, GR 3332 and GR 3333 or permission of instructor.
GR 3723 (3CR) SOCIAL GERONTOLOGY
This course examines the influence society has on aging individuals and the influence they have on society. Focus areas include psychological, physiological, and sociological changes related to aging. Additional topics include cultural, ethnic and political issues related to aging. Prerequisite: GR 3013 and GR 3313 or permission of instructor.

GR 4000 (1-5CR) CURRENT TOPICS IN GERONTOLOGY
This course provides an opportunity for students to engage in in-depth study of selected areas of Gerontology. 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.

GR 4333 (3CR) ISSUES IN MINORITY HEALTH
This interdisciplinary core course examines the specific health issues, health care needs and intervention strategies for minority populations, i.e., African Americans, American Indians, Hispanic Americans, and Asian/Pacific Islanders. This course includes a service learning component. Prerequisite: GR 3433 or permission of instructor.

GR 4421 (1CR) RESEARCH SEMINAR
This interdisciplinary core course is a continuation of GR 3332, Introduction to Research. The application of research knowledge and skills is accomplished through the development of a research proposal. The knowledge and skills acquired in the course will further facilitate the student's knowledge and ability in utilizing research. Prerequisite: GR 3332 and all interdisciplinary core courses or permission of instructor.

GR 4441 (1CR) SPECIAL TOPICS IN GERONTOLOGY
This course is an in-depth examination of advanced topics in gerontology. Students will discuss current gerontology issues, trends, and research as they impact on the field of Gerontology and their internship experiences. Prerequisite: Concurrent enrollment in GR 4710 or permission of instructor.

GR 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: GR 3433 or permission of instructor.

GR 4633 (3CR) COUNSELING FOR THE ELDERLY
This course focuses on ways of adapting counseling theory and practice to meet the needs of older adults and their families. Emphasis will be placed on counseling techniques and outcomes appropriate to the needs of older adults living independently, with their families, or in institutional settings. Prerequisite: GR 3723, PY 3113, and PY 3203 or permission of instructor.

GR 4710 (10CR) INTERNSHIP IN GERONTOLOGY
This course is an internship experience designed to translate and integrate theory into practice. Students are assigned to sites where they may be exposed to clients, volunteers, professionals, and other personnel in community, private or public sector programs/organizations serving the aged. Opportunities in administration and direct services are used to offer learning, practice, and involvement under agency-based and faculty supervision. 480 contact hours. This course includes a service learning component. Prerequisite: GR 4721, all 3000-level Gerontology courses complete, and concurrent enrollment in GR 4441 or permission of instructor.

GR 4713 (3CR) MEANING OF DEATH
This course focuses on understanding the process of dying. Topical areas include the individual process of dying, one's personal response to death, society's reaction to death, and professional responsibilities toward the dying individual and the family. Prerequisite: GR 3313 and GR 3013 or permission of instructor.

GR 4721 (1CR) SEMINAR IN GERONTOLOGY
This course focuses on practical aspects of working with aging individuals and organizations that serve the elderly. Emphasis is on preparing students for their internship experiences. Prerequisite: All 3000 level Gerontology courses complete or permission of instructor.

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, and 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: 50 hours

B. Required Courses: 60 hours

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<td>HA 3000</td>
<td>Current Topics in Health Administration</td>
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<tr>
<td>HA 3133</td>
<td>Introduction to Health Administration</td>
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</tr>
<tr>
<td>HA 3143</td>
<td>Health Administration Finance</td>
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<td>HA 3213</td>
<td>Organization &amp; Administration of Health Services</td>
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<td>HA 3243</td>
<td>Health Care Delivery Systems</td>
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<td>HA 3323</td>
<td>Conceptual Foundation of Professional Practice</td>
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<td>Introduction to Research</td>
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<td>HA 3333</td>
<td>Community Health</td>
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<td>HA 3343</td>
<td>Orientation to Professional Practice</td>
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<td>Current Topics in Health Administration</td>
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<td>Case Management II</td>
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<td>MG 3174</td>
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<tr>
<td>MG 3763</td>
<td>Principles of Marketing</td>
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C. Additional Requirements: All general education requirements complete and grade of C or better in

- AC 2103 Introduction to Financial Accounting
- MT 2413 Elementary Statistics
- MG 3703 Fundamentals of Management
- AC 2103 Principles of Accounting
- SP 2713 Introduction to Speech
- BA 3253 Microcomputer Applications

D. Electives to complete 124 hours required for graduation, which must include a minimum of 45 hours of upper division course work.

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**Health Administration Plan of Study**

**FIRST YEAR**

**First Semester**

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<th>Hours</th>
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<td>PY 1111</td>
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**Second Semester**

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**SECOND YEAR**

**First Semester**

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<td>SO 1113</td>
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<td>EC 2203</td>
<td>Economics For Gen. Ed.</td>
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<td>Developmental Psychology</td>
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**Second Semester**

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<td>MG 3703</td>
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<td>AC 2103</td>
<td>Principles of Accounting</td>
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<td>SP 2713</td>
<td>Introduction to Speech</td>
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<td>BA 3253</td>
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**THIRD YEAR**

**First Semester**

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<td>Intro. To Health Admin.</td>
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<td>Orientation to Prof. Prac.</td>
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<td>MG 3173</td>
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**Second Semester**

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**FOURTH YEAR**

**First Semester**

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<td>HA 4333</td>
<td>Issues in Minority Health</td>
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<td>HA 4533</td>
<td>Case Management II</td>
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<td>HA 4173</td>
<td>Legal Concepts in Hlth. Ad.</td>
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<td>HA 4133</td>
<td>Public Health Admin.</td>
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<td>Management Development</td>
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<td>HA 4731</td>
<td>Health Admin. Seminar</td>
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**Second Semester**

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<td>HA 4710</td>
<td>Health Ad. Internship</td>
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HA 3000 (1-5CR) CURRENT TOPICS IN HEALTH ADMINISTRATION
This course provides an opportunity for students to engage in in-depth study of selected areas of Health Administration. The course is offered for variable credit (1-5 hours). Specific content is determined by curriculum and student needs. Prerequisites: Junior or senior standing in program and permission of instructor.

HA 3133 (3CR) INTRODUCTION TO HEALTH ADMINISTRATION
This course focuses on the characteristics of the field of health administration with emphasis on general skills, aptitudes and techniques utilized by health administrators. The role of the health administrator in health services and employment opportunities is also covered. Prerequisite: All general education and prerequisites complete or permission of instructor.

HA 3143 (3CR) HEALTH ADMINISTRATION FINANCE
This course focuses on the theory of finance as it affects decision making and management in the health services industry. Topics include financial statement analysis and interpretation; methods of financing; budgets, cost analyses, and accounting reports. Prerequisite: MG 3703, MG 3763, HA 3133 or permission of instructor.

HA 3213 (3CR) ORGANIZATION AND ADMINISTRATION OF HEALTH SERVICES
This course focuses on the organizational structure of health care systems in the United States with emphasis on management and supervision of health care programs. Topical areas include organizational and administration structures in hospitals, nursing homes, clinics, and hospices. Prerequisite: MG 3703, MG 3763, HA 3133 or permission of instructor.

HA 3243 (3CR) HEALTH CARE DELIVERY SYSTEM
This course focuses on the characteristics of the health care delivery system in the United States and other societies, including facilities, institutions, and organizations involved in the provision and compensation of services. Prerequisite: MG 3703, MG 3763, HA 3133 or permission of instructor.

HA 3323 (3CR) CONCEPTUAL FOUNDATION OF PROFESSIONAL PRACTICE
This interdisciplinary core course addresses theories and concepts from a variety of disciplines as they pertain to the health professions. Emphasis is on interdisciplinary professional practice and includes critical thinking, problem solving, communication, change, systems, stress, crisis, learning, rehabilitation, health promotion, and caring. Prerequisite: All general education requirements and prerequisites complete or permission of instructor.

HA 3332 (2CR) INTRODUCTION TO RESEARCH
This interdisciplinary core course introduces fundamental research concepts, the critical analysis of research, and the application of research in professional practice. The course is designed to enhance critical thinking skills and to enable the student to become a knowledgeable consumer of research. Prerequisite: MT 2413, all general education requirements and prerequisites complete or permission of instructor.

HA 3333 (3CR) COMMUNITY HEALTH
This interdisciplinary core course provides the student with opportunities to acquire knowledge of the community as client, the family as client, and community-focused practice with populations at risk. The student will explore health behaviors and values related to culture, lifestyle, and developmental stage. The student is introduced to concepts of epidemiology, health care financing, legislation, and health care delivery from a community perspective. This course includes a service learning component. Prerequisite: All general education requirements and required Health Administration prerequisites complete or permission of instructor.

HA 3343 (3CR) ORIENTATION TO PROFESSIONAL PRACTICE
This interdisciplinary core course is designed to provide entry level health professions students with a foundation for safe professional practice. Students complete selected instructional modules designed for interdisciplinary practice. Modules include medical terminology, pharmaco therapeutics, 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. Prerequisite: HA 3243, HA 3213, HA 3133 or permission of instructor.

HA 4173 (3CR) LEGAL CONCEPTS
This course focuses on the study of the principles of law involved in health services. Sources of law, court system, liability, negligence, contracts, confidentiality, labor relations and current ethical issues are considered. Prerequisite: HA 3243, HA 3213, HA 3133 or permission of instructor.

HA 4233 (3CR) MANAGEMENT DEVELOPMENT
This course focuses on developing management skills with emphasis on management techniques for decision-making, planning, and reorganization in the health administration field. Prerequisite: HA 3243, HA 3213, HA 3133 or permission of instructor.
HA 4333 (3CR) ISSUES IN MINORITY HEALTH
This interdisciplinary core course examines the specific health issues, health care needs and intervention strategies for minority populations, i.e., African Americans, American Indians, Hispanic Americans, and Asian/Pacific Islanders. This course includes a service learning component. Prerequisite: HA 3433 or permission of instructor.

HA 4421 (1CR) RESEARCH SEMINAR
This course is the application component of NR 3332, Introduction to Research. The application of research knowledge and skills is accomplished through the development of a research proposal and is intended to facilitate the student's knowledgeable utilization of research. Prerequisites: Elementary Statistics MT 2013; NR 3323, NR 3332, NR 4426 (or concurrent), or permission of instructor. Theory 1 hour; Laboratory 0 hours.

HA 4441 (1CR) SPECIAL TOPICS IN HEALTH ADMINISTRATION
This course is an in-depth examination of advanced topics in Health Administration. Students will discuss current Health Administration issues, trends, and research as they impact on the field of Health Administration and their internship experiences. Prerequisite: HA 4731 and concurrent enrollment in HA 4710 or permission of instructor.

HA 4533 (3CR) CASE MANAGEMENT II
This course moves beyond the fundamentals of basic case management to explore, examine and analyze the issues of advanced case management tasks and practice consideration. Topics of discussion include techniques to sustain the most vulnerable and difficult clients; organizations and intersystem innovations; financial and client management data; human resource development; quality assurance; and ethical considerations. Prerequisite: HA 3433 or permission of instructor.

HA 4710 (10CR) HEALTH ADMINISTRATION INTERNSHIP (480 CONTACT HOURS)
This course is an internship experience designed to translate and integrate theory into practice. Students are exposed to clients, volunteers, professionals, and other personnel in community health administration organizations. Opportunities in administration and direct services are used to offer learning, practice, and involvement under agency-based faculty supervision; 480 contact hours. This course includes a service learning component. Prerequisite: HA 4731, all 3000 level Health Administration courses completed and concurrent enrollment in HA 4441 or permission of instructor.

HA 4731 (1CR) HEALTH ADMINISTRATION SEMINAR
This course is an in-depth examination of advanced topics in health administration. Students will discuss current health administration issues, trends, and research as they impact on the field of health administration. Prerequisite: All 3000 level Health Administration courses complete or permission of instructor.
**REQUIREMENTS FOR MINORS**

**SCHOOL OF AGRICULTURE AND APPLIED SCIENCES**

**AGRICULTURE AND NATURAL RESOURCES**

**Agribusiness - Urban**

I. Required Courses ........................................... 19 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 1114</td>
<td>Introduction to Agribusiness</td>
</tr>
<tr>
<td>AS 3143</td>
<td>Agricultural Marketing</td>
</tr>
<tr>
<td>AS 4113</td>
<td>Agricultural Prices</td>
</tr>
<tr>
<td>AS 4143</td>
<td>Agricultural Policy</td>
</tr>
<tr>
<td>AS 3113</td>
<td>Agricultural Finance</td>
</tr>
<tr>
<td>AS 3633</td>
<td>Principles of Agribusiness</td>
</tr>
</tbody>
</table>

Total Required 19 Hours

**Animal Science - Urban**

I. Required Courses ........................................... 19 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 1124</td>
<td>Introduction to Animal Science</td>
</tr>
<tr>
<td>AS 3123</td>
<td>Principles of Animal Nutrition</td>
</tr>
<tr>
<td>AS 3433</td>
<td>Feeds and Feeding</td>
</tr>
<tr>
<td>AS 4513</td>
<td>Large Animal Production</td>
</tr>
<tr>
<td>AS 4123</td>
<td>Small Ruminant Mgmt.</td>
</tr>
<tr>
<td>AS 4133</td>
<td>Animal Breeding</td>
</tr>
</tbody>
</table>

Total Required 19 Hours

**Crop and Soil Science - Urban**

I. Required Courses ........................................... 19 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 1214</td>
<td>Elements of Crops</td>
</tr>
<tr>
<td>AS 2313</td>
<td>Elements of Soil</td>
</tr>
<tr>
<td>AS 3623</td>
<td>Urban Horticulture</td>
</tr>
<tr>
<td>AS 3223</td>
<td>Field Crop Production</td>
</tr>
<tr>
<td>AS 4323</td>
<td>Principles of Soil Fertility and Management</td>
</tr>
<tr>
<td>AS 4433</td>
<td>Plant Breeding and Genetics</td>
</tr>
</tbody>
</table>

Total Required 19 Hours

**Natural Resource Management**

I. Required Courses ........................................... 18 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 4153</td>
<td>Natural Resources Management</td>
</tr>
<tr>
<td>AS 3333</td>
<td>Water Resources Management</td>
</tr>
<tr>
<td>AS 4313</td>
<td>Principles of Range and Pasture Management</td>
</tr>
<tr>
<td>AS 3413</td>
<td>Elements of Forestry</td>
</tr>
<tr>
<td>AS 4223</td>
<td>Wildlife Management</td>
</tr>
<tr>
<td>AS 4233</td>
<td>Limnology</td>
</tr>
</tbody>
</table>

Total Required 18 Hours

**Family and Consumer Sciences**

I. Required Courses ........................................... 18 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 2573</td>
<td>Textiles</td>
</tr>
<tr>
<td>FCS 2123</td>
<td>Introduction to Nutrition</td>
</tr>
<tr>
<td>FCS 4253</td>
<td>Special Problems in Family and Consumer Living</td>
</tr>
<tr>
<td>FCS 2233</td>
<td>Parents and Parenting</td>
</tr>
<tr>
<td>FCS 4233</td>
<td>Marriage and Family Relationships</td>
</tr>
<tr>
<td>FCS 4543</td>
<td>Family Finance and Consumer Problems</td>
</tr>
</tbody>
</table>

Total Required 18 Hours

**Child Development**

I. Required Courses ........................................... 18 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 2233</td>
<td>Parents and Parenting</td>
</tr>
<tr>
<td>FCS 3223</td>
<td>Nursery School Procedures</td>
</tr>
<tr>
<td>FCS 3322</td>
<td>History and Philosophy of Early Childhood</td>
</tr>
<tr>
<td>FCS 3213</td>
<td>Child Development</td>
</tr>
<tr>
<td>FCS 3253</td>
<td>Early Childhood Social Studies, Science and Math</td>
</tr>
<tr>
<td>FCS 4621-8</td>
<td>Selected Field Experiences in Early Childhood Development (Pre-professional Experience)</td>
</tr>
</tbody>
</table>

Total Required 18 Hours

**SCHOOL OF ARTS AND SCIENCES**

**Biology**

I. Required Courses ........................................... 24 Hours

*NB 1114 is required in General Education and thus is not part of the 24 hours.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NB 1114</td>
<td>Natural Science Biology I</td>
</tr>
<tr>
<td>NB 1214</td>
<td>Natural Science Biology II</td>
</tr>
<tr>
<td>BI 2114</td>
<td>General Zoology</td>
</tr>
<tr>
<td>BI 2134</td>
<td>General Botany</td>
</tr>
<tr>
<td>BI 3144</td>
<td>Ecology or</td>
</tr>
<tr>
<td>BI 3114</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>BI 3234</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BI 3254</td>
<td>Genetics</td>
</tr>
</tbody>
</table>

Total Required 24 Hours

**Broadcast Journalism**

I. Required Courses ........................................... 9 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BJ 2313</td>
<td>Introduction to Mass Media</td>
</tr>
<tr>
<td>BJ 2393</td>
<td>News Writing I</td>
</tr>
<tr>
<td>BJ 3113</td>
<td>Broadcast Writing I</td>
</tr>
</tbody>
</table>

II. Electives ........................................................... 9 Hours

Total Required 18 Hours

**Chemistry**

I. Required Courses ........................................... 24 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 1315</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CH 1515</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CH 2114</td>
<td>Analytical Chemistry</td>
</tr>
<tr>
<td>CH 3315</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CH 3325</td>
<td>Organic Chemistry II</td>
</tr>
</tbody>
</table>

Total Required 24 Hours

**Corrections**

I. Required Courses ........................................... 18 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 2113</td>
<td>Introduction to Corrections</td>
</tr>
<tr>
<td>CO 3113</td>
<td>Probation &amp; Parole</td>
</tr>
<tr>
<td>CO 3233</td>
<td>Criminal Typology &amp; Classification</td>
</tr>
<tr>
<td>CO 3263</td>
<td>Juvenile Delinquency</td>
</tr>
<tr>
<td>CO 3/4000</td>
<td>Elective</td>
</tr>
<tr>
<td>CO 3/4000</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Total Required 18 Hours

**English**

I. Required Courses ........................................... 12 Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG 2543</td>
<td>English Literature I</td>
</tr>
<tr>
<td>EG 2653</td>
<td>English Literature II</td>
</tr>
<tr>
<td>EG 3013</td>
<td>American Literature I</td>
</tr>
<tr>
<td>EG 3023</td>
<td>American Literature II or</td>
</tr>
<tr>
<td>EG 3033</td>
<td>Contemporary American Literature</td>
</tr>
</tbody>
</table>

II. Electives (3000 and/or 4000 level courses) ..... 6 Hours

Total Required 18 Hours

**French**

I. Required Courses ........................................... 25-28 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 1115</td>
<td>Elementary French I</td>
</tr>
</tbody>
</table>

Total Required 18 Hours
FR 1125 Elementary French II
FR 2513 Intermediate French I
FR 2523 Intermediate French II
FR 3513 Survey of French Literature and Culture I
FR 3523 Survey of French Literature and Culture II
FR 3313 Contemporary Francophone Africa
*FR 4333 Methods of Teaching French
*For Teacher Education majors only

Total Required 25-28 Hours

Spanish
I. Required Courses ...................................... 28-31 hours
SN 1115 Elementary Spanish I
SN 1225 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
*SN 4333 Methods of Teaching Spanish
*For Teacher Education majors only
Total Required 28-31 Hours

Mathematics
I. Required Courses ............................................. 9 Hours
MT 2145 Calculus I
MT 3624 Calculus II

II. Electives ............................................................ 9 Hours
(Note: 9 hours of electives in Mathematics must be above MT 1513 and MT 1613.)
Total Required 18 Hours

Sociology
I. Required Courses ........................................... 15 Hours
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

Theatre Arts
I. Required Courses ........................................... 8 Hours
TA 2413 Introduction to Theatre
TA 3033 Acting I
TA 3332 Stagecraft I

II. Electives................................................................10 Hours
(Elective courses may be selected from courses in either Theatre Arts or Speech above SP 2713).
Total Required 18 Hours

Technology
I. Electives................................................................18 Hours
(A minimum of 18 hours in sequential order in one of the following: (1) Computer Design, (2) Electronics, (3) Building Structures, (4) Airway Science.)
Total Required 18 Hours

SCHOOL OF BUSINESS

All minors in the School of Business are open to students whose major field lies outside the disciplines of business. Our minors prepare each student in a cognate field that complements the major area of interest. Students enrolled in business programs will select a minor with the assistance of an appropriate advisor.

Accounting
I. Required Courses ........................................... 12 Hours
AC 2103 Principles of Accounting I
AC 2203 Principles of Accounting II
AC 3143 Income Tax Accounting
AC 4113 Auditing and Control

II. Electives (select 6 hours)....................................... 6 Hours
AC 3123 Managerial Accounting and Control
AC 3133 Accounting Information Systems
AC 4133 Government and Non-profit Accounting
AC 4123 Advanced Income Tax Accounting
Total required 18 Hours

Economics
I. Required Courses ........................................... 12 Hours
EC 2013 Principles of Macroeconomics
EC 2023 Principles of Microeconomics
EC 3243 Money and Banking and Financial Institutions
EC 3223 Urban and Regional Economics

II. Electives (select 6 hours)....................................... 6 Hours
EC 3253 Public Finance
EC 4223 Economic Growth and Development
EC 4243 Industrial Organization and Public Policy
EC 4213 International Trade and Finance
Total Required 18 Hours

Finance
I. Required Courses ........................................... 12 Hours
AC 2103 Principles of Accounting I
AC 2203 Principles of Accounting II
FN 2333 Insurance and Financial Planning
FN 3313 Financial Management

II. Electives (select two courses from list following) 6 Hours
FN 3323 Investment and Portfolio Management
FN 3333 Financing New Ventures
FN 4303 Advanced Financial Management
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 Tools)
MIS 4513 Business Telecommunications

II. Electives (select two courses from list following) 6 Hours
MIS 3563 Introduction to MIS
MIS 3533 File Organization and Processing
MIS 3543 Database Systems
Total Required 18 Hours

Marketing
I. Required Courses ........................................... 15 Hours
MG 3763 Principles of Marketing
MG 4763 Marketing Research
MG 4773 International Marketing
MG 3773 Marketing Management
BJ 3313 Public Relations

II. Electives ........................................................... 3 Hours
(Note: Business majors must have 6 hours)
BJ 3312 Layout and Design (2hrs)
BA 4653 Research Methods
BA 4213 Conventions and Trade Shows
BA 4183 Hospitality Environment
BA 4193 Travel and Tourism
Management
I. Required Courses .............................. 12 Hours
   CS 2103  Programming Concepts
   MIS 3513  Introduction to Business Computing
   MIS 3543  Database Systems
   MIS 4523  Systems Analysis
II. Electives (select 6 hours) ................. 6 Hours
    MIS 3603  Web Page and GUI
    MIS 4513  Business Telecommunication
    MIS 4593  Project Management
    CS 2113  Advanced Programming Concepts
Total Required   18 Hours

Computer and Information Sciences
I. Required Courses (Select Two Courses) .... 12 Hours
   CS 2103  Programming Concepts
   CS 2113  Advanced Programming Concepts
   CS 3113  Analysis and Design of Algorithms
   CS 3133  Data Structures and Algorithms
II. Electives (select 6 hours) ................. 6 Hours
    CS 3163  Software Engineering
    CS 3183  Discrete Mathematics
    CS 4133  File Structures and Database Management
    CS 4163  Operating Systems
Total Required   18 Hours

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

Health, Physical Education, And Recreation
I. Electives ..................................... 18 Hours
   (A minimum of 18 semester hours of 3000 or 4000-level courses in Health, Physical Education, and recreation constitute the minor in Health, Physical Education, and Recreation.)
   Total Required   18 Hours

Psychology
I. Electives ..................................... 18 Hours
   (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

Gerontology
I. Electives ..................................... 18 Hours
   (Select 18 hours from Gerontology courses, excluding GR 4533, GR 4721, GR 4441, and GR 4710.)
   Total Required   18 Hours

Health Administration
I. Electives ..................................... 18 Hours
   (Select 18 hours from Health Administration courses, excluding HA 4533, HA 4731, 4710, and HA 4441.
   Total Required   18 Hours
THE MASTER’S DEGREE PROGRAMS

Dr. Alex Lewis, Director
Professor, Education and Behavioral Science

Mission:

The Master’s Degree Programs

Langston University offers four master’s degrees: the Master of Education degree (M.Ed.) the Master of Entrepreneurial Studies and Research (M.E.S.), the Master of Science in Rehabilitation Counseling (M.S.), and the Master of Science in Visual Rehabilitation Services (M.S.)

The Master of Education Degree Program

The Master of Education degree program is a multi-purpose program whose mission is to provide individuals who are already certified to teach or those who are certifiable with the knowledge, skills and dispositions that will enable them to successfully perform their duties. The duties include working with students growing up in urban areas with multifaceted problems in education, health care, child care, law enforcement and corrections, and/or neighborhood blight. The Master of Education degree provides five options:

- Bilingual/Multicultural Education
- English As a Second Language
- Elementary Education
- Urban Education
- Educational Leadership

Vision:

The graduate program in Education at Langston University has as its vision a commitment to prepare highly competent educational practitioners who are capable of addressing the special problems that they may encounter in urban experiences at the community, state, and national levels.

Master of Education Goals/Objectives

The Master of Education degree options in Bilingual/Multicultural Education, English As a Second Language, Elementary Education, Educational Leadership, and Urban Education anticipate the needs of the teaching profession to prepare for an increasingly multicultural urban clientele in which minority students are becoming the majority.

Target populations are elementary and secondary teachers and others who recognize the necessity to develop special training skills which will enable them to respond to needs and develop potential of the ethnically diversified student body which will be the norm in the 21st century. Therefore, the following objectives for the Master of Education degree program have been established:

1. To aid teachers in coping with special problems that they encounter in all urban experiences;
2. To ensure that students understand and can apply appropriate methods of research and documentation;
3. To provide a core of courses to ensure that the student understands the nature of the language the child brings with him/her and the ability to utilize it as a positive tool in teaching;
4. To identify resources and develop curricula reflecting current research support in the four option areas;
5. To understand methods and approaches of language acquisition and their implication for the classroom;
6. To recognize and accept different patterns of child development within and between cultures in order to formulate realistic objectives

Requirements and General Information

Administration

Executive and administrative matters of the master’s degree programs are the responsibility of the dean, who is charged directly with enforcement of the regulations and with organization of administrative procedures. The master’s degree programs, as an extension of the overall instructional program, are under the general supervision of the Vice President for Academic Affairs.

The dean has a major responsibility to enhance and ensure the high quality of graduate study for graduate students. Policies and regulations concerning the program are developed and interpreted by the Graduate Program Commission.

Graduate Faculty

Graduate faculty are those members of the Langston University faculty who have authorization from the president of the university through the Vice President for Academic Affairs based on their academic qualifications, tenure, and rank. The student’s academic advisor will be selected from the graduate faculty.

Graduate Program Commission

The governance of the master’s degree programs is vested in a Commission whose authority is subject to the specific restrictions of the Governing Boards of the State of Oklahoma.

Responsibilities of the Commission include the following:

1. Sets the agenda for Commission meetings and provides advice and counsel as requested to the director;
2. Recommends criteria for membership in master’s degree program faculty and for standards and policies for the admission of students;
3. Advises on problems of graduate training and professional development in the area of language and communication skills;
4. Evaluates and reviews new and existing courses;
5. Reviews new and existing policies concerning the welfare and professional ethics of the graduate faculty and graduate students for the investigation of means to further the cultural, intellectual, and social welfare of the graduate community;
6. Considers awards policies and judges applications for financial assistance, scholarships, assistantships, etc.

ADMISSION

All matters relating to admission to the master’s degree programs are administered by the director. All applications for admission and inquiries about admission should be addressed to:

Langston University
Master’s Degree Programs
School of Education and Behavioral Sciences
4205 North Lincoln Blvd.
Requirements for Admission:

To be admitted to a master's degree program at Langston University, the applicant must have completed requirements for a bachelor's degree at an accredited college or university; submitted official copies of transcripts (undergraduate and graduate hours earned); submitted a completed application for admission to the master's degree program; maintained a minimum undergraduate cumulative grade point average of 2.50 (on a scale in which 4.0 equals "A") or a minimum GPA of 3.0 in the undergraduate major; submitted the aptitude section of the Graduate Record Examination; made a minimum score of 80 on the Langston University Writing Skills Test.

Probationary Admission

An applicant may be admitted to a master's degree program. After having completed 15 hours of graduate work with a 3.0 average and no grade having been below "C", the applicant may apply for regular graduate status. The application will be submitted to and approved by the dean.

Unclassified Admission

A student admitted to the university but who has not received regular admission to a graduate program, may take graduate courses. An unclassified student who later wishes to work toward the master's degree must make application for regular admission to the master's degree program with the dean. Credits earned by an unclassified student may be used in meeting the requirements for the master's degree; however, no more than 15 hours of work completed may be counted.

Admission to Candidacy

Admission to candidacy means that the student has been admitted to the graduate program and that the Program of Study has been officially approved by the director. The program should be planned by the student and academic advisor as soon as possible following the student's admission to the master's degree program. For the purpose of determining degree requirements, the student's official catalog shall be the catalog that is current during the semester the student submits a plan of study.

Admission of Foreign Students

To be eligible for admission to a master's degree program, a foreign student must meet all the requirements outlined above for a graduate student. In addition to these requirements, a foreign student must do the following:

1. Make an acceptable score in the Test of English as a Foreign Language (TOEFL). Information regarding this test may be obtained by writing the Educational Testing Service, Box 899, Princeton, N.J. 08540 or by presenting a certificate of completion from a State Regents-approved intensive English program.
2. Submit proof of financial ability to remain on the campus long enough to complete degree requirements.

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 bachelor's degree and who is not deficient in grade points may be allowed to register for work to count for graduate credit under the following conditions:

1. That the total registration for all work shall not exceed 15 semester hours in a semester or 12 semester hours in the two summer terms;
2. That all work for undergraduate credit must be completed during that semester or summer session;
3. That all work to be counted for graduate credit must be approved and specified at the time of enrollment by the graduate advisor and by the dean;
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.)

ACADEMIC INFORMATION

Residence Requirements

The residence requirements for the master's degree in a 36-hour program is a minimum policy of 30 semester hours and in a 48-hour program, a minimum of 48 semester hours. in residence 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 15 hours and a maximum summer term load of 9 semester hours unless the director approves an overload.

Graduate Work of Teachers Employed in Oklahoma Public Schools

Langston University permits a schoolteacher to earn 12 semester hours during the nine-month school term in which fully employed, provided that

1. No more than 6 semester hours are taken in one semester;
2. Student has a "B" average in all completed graduate work. In case the student has earned less than 6 semester hours of graduate work, a "B" average in the last 15 hours of undergraduate work is required.

Transfer of Coursework from Other Colleges

The entire program of any graduate degree is normally completed in residence study at Langston University. Upon the approval of the dean, however, 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.

STANDARDS OF SCHOLARSHIP

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 the master's degree. Courses with the grades of "D," "F," "I" (Incomplete), or "W" (Withdrawal) cannot be used to satisfy any of the requirements of a graduate degree, but they will be used to determine a student's academic standing.

A grade of "I" is given only when extenuating circumstances (hospitalization, personal injury, etc.) prevent a student from completing course requirements. The grade of "I" is given also when a student is engaged in a research project and additional time is required to complete the work. The grade of "I" must be replaced by a passing grade within one year or it is counted as an "F."

All courses taken for graduate credit will be counted in computing the student's grade point average to determine academic standing. Final examinations are required of all graduate students for all coursework.

Grading System
Grades with grade point values per semester hour of credit used in marking student records are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
</tr>
</tbody>
</table>

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 not be averaged with work done at the university.

Probation
A student working toward a master's degree must maintain a "B" average in all work offered toward degree requirements. If a student's grade point average falls below "B," the student is placed on probation.

The length of the probationary period is set by the director in 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 from the program and suspended from further work toward a master's degree at the university.

A student who is suspended may petition the director for reinstatement, but the petition must be accompanied by a positive recommendation from a graduate faculty member.

Comprehensive Examination
A comprehensive examination -- oral, written, or both -- covering at least the field of concentration shall be passed by all candidates for the master's degree. The nature of the examination and its administration are the responsibility of the dean. The time and place of the comprehensive examination are determined by the student's advisor or by the dean.

Comprehensive examinations are scheduled regularly on an individual student basis once each semester and once during the summer. One semester or the equivalent (16 weeks or 2 summer terms) must elapse before the comprehensive examination may be taken a second time. Additional coursework, directed study, or research will be required of a student after the first failure of the comprehensive examination; the second failure of a comprehensive examination will result in automatic suspension from the graduate program.

At least five days prior to the comprehensive examination, the name of the candidate and the day, date, time, and place of the examination shall be posted in a prominent place.

Oral comprehensive examinations shall be open to all members of the university academic community. Participation of non-committee members is at the discretion of the committee chairperson.

APPLICATION FOR GRADUATE DEGREE
Application for a graduate degree must be made by students no later than February 1 if they expect to receive the degree at the spring Commencement and no later than June 1 if they expect to receive the degree at the summer Commencement. This application is to be made on forms available in the Office of the Director and is to be returned to the dean.

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 particularly seeks to prepare teachers for those students growing up in urban areas with multifaceted problems in education, health care, child care, law enforcement and corrections, and/or neighborhood blight. To these ends a program of academic excellence combined with practical experience has been developed.

Philosophy
The Master of Education degree program is centered around the philosophy that members of the teaching profession serve best when they have, in addition to cognitive skills, a genuine commitment to high standards of professional responsibility. To enhance this position four program options are provided to convey to the students not only the knowledge of how to teach learners with special needs but also an awareness of the responsibilities to society that accompany the power inherent in that knowledge.

Five Program Options (Areas of Concentration)
The four Graduate Program options or areas of concentration are:

1. Bilingual/Multicultural Education
2. English As a Second Language
3. Elementary Education
4. Urban Education
5. Educational Leadership

COURSE REQUIREMENTS FOR M.Ed.
A minimum of 36 credit hours in approved graduate courses is required in the Master of Education (M.Ed.) program at
Langston University. Six of these hours may be a thesis. The degree requirements are as follows:

1. Core Courses (12-15 hours)
2. Concentration Courses (15-18 hours)
3. Electives (3-6 hours) and/or Thesis (6 hours)

**Core Courses**
The core of 12 to 15 hours is designated to form the basis for graduate study in education. Core courses are to be selected from those listed below:

- EDU 5003 Educational Research and Evaluation
- EDU 5023 Theory and Application of Tests and Measurements
- EDU 5033 Foundations of Education Psychology
- EDU 5043 Educational Sociology
- EDU 5053 Philosophy of Teaching
- EDU 5103 Studies in the Teaching of Comp.
- EDU 5113 Teaching the Culturally Different Student
- EDU 5123 Foundations of Cross cultural Practices in Human Development
- EDU 5143 Studies in the Teaching of Literature
- EDU 5153 Linguistics and Literature
- EDU 5163 Teaching Reading to Second Languages Learners
- EDU 5263 Educational Technology

**BILINGUAL/MULTICULTURAL EDUCATION OPTION**

**Objectives**

1. To prepare the candidate in the foundations of bilingual/multicultural education, including the rationale and program orientation;
2. To give the candidate the necessary training in multiple areas of linguistics so that he or she will be adequately equipped to understand the nature of language development, acquisition and usage, and their implications for teaching the bilingual/multicultural student;
3. To equip the candidate with the most current bilingual/multicultural teaching and learning strategies in core curriculum and content area courses;
4. To prepare the candidate in the appropriate areas of psychology and sociology needed to successfully teach the bilingual/multicultural student;
5. To prepare the candidate in the aspects of culture, cultural patterns and regional and cultural contributions of the bilingual/multicultural student;
6. To insure proficiency in the language of the target population of which the candidate is preparing to serve.

**Required Courses in Area of Concentration**

- BED 5403 Foundation of Bilingual/Multicultural Education
- EDU 5133 Teaching the Culturally Different Student
- ESL 5563 Teaching English As a Second Language
- BED 5413 Curriculum Development in Bilingual/Multicultural Education
- BED 5433 Second Language Learning
- BED 5453 Assessing and Interpreting Language Proficiency
- BED 5993 Thesis Research
- BED 5996 Thesis Research

**ENGLISH AS A SECOND LANGUAGE OPTION**

**Objectives**

1. To prepare the candidate in the foundations of English as a Second Language, including the rationale and program orientation;
2. To give the candidate the necessary training in multiple areas of linguistics so that s/he will be adequately equipped to understand the nature of language development, acquisition and usage, and their implications for teaching the student with limited English proficiency student;
3. To involve the candidate with the most current teaching and learning methods in English As a Second Language, with special emphasis in the areas of listening, speaking, reading, and writing;
4. To prepare the candidate in the appropriate areas of psychology and sociology needed to successfully teach the student with limited English proficiency student;
5. To prepare the candidate in the aspects of culture, cultural patterns, and regional and cultural contributions of the student with limited English proficiency.

**Required Courses in Area of Concentration**

- ESL 5503 Phonology
- ESL 5513 Syntax
- 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

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
- Verification of language proficiency as determined under the guidance and supervision of Langston University.
ELEMENTARY EDUCATION OPTION

Objectives
1. To develop within each candidate an individual philosophy for effective teaching and learning the elementary school;
2. To explore innovative curricular strategies for maximizing learning with a diverse student population of the elementary level;
3. To improve instruction in the language arts, mathematics and social studies, and science through alternative teaching and learning strategies in the elementary school;
4. To insure proficiency in diagnosis and remediation of reading difficulties in the elementary school;
5. To explore the sociological and psychological basis of education, learning, and teaching.

Required Courses in Area of Concentration
- EED 5313 Classroom Reading Diagnosis
- EED 5323 Elementary School Curriculum
- EED 5333 Improvement of Instruction in Language Arts
- EED 5343 Improvement of Instruction in Social Studies
- EED 5353 Improvement of Instruction in Mathematics
- EED 5363 Improvement of Instruction in Science
- EED 5993 Thesis Research
- EED 5996 Thesis Research

Core Courses: 12-15 hours (see above)
Electives: 3-6 hours
and/or Thesis: 6 hours
Total Hours: 36

URBAN EDUCATION OPTION

Objectives
1. To explore urban life and the consequences of urbanization on the individual and the group;
2. To examine the problems, programs, and practices appropriate for urban education;
3. To design curricula and develop innovative instructional strategies appropriate for a multicultural urban population;
4. To develop an increased awareness of cultural diversity in the student population of the urban school;
5. To examine the political, economic, governmental, and environmental factors which impinge on urban schools;
6. To explore current theories of classroom management and alternative discipline approaches in the urban school;
7. To improve communication skills through counseling strategies, positive self-concept techniques, and parental involvement approaches.

Required Courses in Area of Concentration
- UED 5203 Philosophy and Principles of Urban Education
- UED 5213 Maintaining Classroom Discipline
- UED 5233 Developmental Reading for the Urban School
- UED 5243 Educational Strategies for Behavioral Change in Exceptional Learners
- UED 5253 Current Issues and Trends in Education
- 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

COURSES

BED 5403 (3CR) FOUNDATION OF BILINGUAL/MULTICULTURAL EDUCATION
Study the historical development of bilingual/multicultural education, its trends and implications in the field of education. The students will be introduced to the multiple program designs currently in practice.

BED 5413 (3CR) CURRICULUM DEVELOPMENT IN BILINGUAL/MULTICULTURAL EDUCATION
The students are expected to acquire, evaluate, adopt, and develop materials appropriate to the bilingual/multicultural classroom. It is also expected that students identify current biases and deficiencies in existing curriculum and in both commercial and teacher-prepared materials of instruction.

BED 5433 (3CR) SECOND LANGUAGE LEARNING
Understand basic concepts regarding the nature of language. Students will identify and understand structural differences between the child's first and second language, recognizing areas of potential interference and positive transfer.

BED 5453 (3CR) ASSESSING AND INTERPRETING LANGUAGE PROFICIENCY
Carry out research of current assessment instruments available that measure language proficiency. Particular emphasis will be given to screening, assessment, placement, and prescriptive procedures.

BED 5993 (3CR) THESIS RESEARCH
Research in Bilingual/Multicultural Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and dean.

BED 5996 (6CR) THESIS RESEARCH
Research in Bilingual/Multicultural Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and dean.

EDU 5003 (3CR) EDUCATIONAL RESEARCH AND EVALUATION
Introduction to research in education. Included in this course content are (1) a survey of current educational research, (2) the nature of research methodology, (3) the preparation of research reports, and (4) reactions to current research.
EDU 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 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 life styles 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.

EDU 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.

EDU 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.

EDU 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.

EDU 5243 (3CR)  EDUCATIONAL STRATEGIES FOR BEHAVIORAL CHANGE IN EXCEPTIONAL LEARNERS

An exploration of a variety of instructional activities designed to effect behavioral change in mainstreamed exceptional students in the urban setting. Specific focus is on social behavior, academic remediation, and study skills.
UED 5253 (3CR) CURRENT ISSUES AND TRENDS IN URBAN EDUCATION
A study of the most recent topics in the field of urban education issues such as community power, school integration, multicultural education, human relations, and the urban environment will be explored.

UED 5263 (3CR) MEDIA IN EDUCATION
Emphasis is on development, production, and utilization of materials. Skills in basic techniques for the production of slide/tape and videotape materials and educational use of computers will be acquired.

UED 5273 (3CR) ADMINISTRATION OF COMPENSATORY AND URBAN EDUCATION
Preparation for administering programs to special pupil populations. Emphasis will be given to special concepts, issues, regulations, problems, and procedures in the management of compensatory and urban education. Also included will be state and federal legislation and court decisions pertaining to special pupil populations.

UED 5283 (3CR) PRACTICUM IN THE URBAN ENVIRONMENT
On-site experiences required for students who have not taught or worked in the urban school and/or urban community. The course will focus on specific needs and problems within each individual setting. Prerequisites include a minimum of nine (9) hours from the following courses: UED 5203 (Philosophy and Principles of Urban Education), UED 5213 (Maintaining Classroom Discipline), UED 5233 (Developmental Reading in the Urban School), UED 5243 (Educational Strategies for Behavioral Change in Exceptional Learners).

UED 5993 (3CR) THESIS RESEARCH
Research in Urban Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and dean.

UED 5996 (6CR) THESIS RESEARCH
Research in Urban Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and dean.

ED 5881 (1CR) SEMINAR
The purpose of the seminar course is to provide an atmosphere in which the graduate students and faculty may examine, review, discuss, and/or research current trends in the education profession and to provide graduate students field experience and/or the opportunity to do individual projects. Prerequisite: Permission of advisor.

ED 5882 (2CR) SEMINAR
The purpose of the student course is to provide an atmosphere in which the graduate students and faculty may examine, review, discuss, and/or research current trends in the education profession and to provide graduate students field experience and/or the opportunity to do individual projects. Prerequisite: Permission of advisor.

ED 5883 (3CR) SEMINAR
The purpose of the student course is to provide an atmosphere in which the graduate students and faculty may examine, review, discuss, and/or research current trends in the education profession and to provide graduate students field experience and/or the opportunity to do individual projects. Prerequisite: Permission of advisor and dean of the Graduate Program.

EED 5313 (3CR) CLASSROOM READING DIAGNOSIS
Designed to emphasize the understanding and use of reading survey tests, group diagnostic assessment tests, criterion-referenced assessment programs, and appropriate teacher-constructed tests. The course will include the selection, administration, scoring, and interpretation of group-ready tests and a diagnostic practicum.

EED 5323 (3CR) ELEMENTARY SCHOOL CURRICULUM
Study of the elementary school curriculum, including all of the experiences of children for which the school will assume responsibility. The potential of this broad concept of the curriculum is explored as a means of developing desired elementary learner characteristics.

EED 5333 (3CR) IMPROVEMENT OF INSTRUCTION IN LANGUAGE ARTS
Recent developments in the teaching of language arts in elementary and/or middle school grades; problems, concerns, methods, materials, and research related to listening and to oral, written, and visual communication. Students can select particular concepts and related skills for special attention.

EED 5343 (3CR) IMPROVEMENT OF INSTRUCTION IN SOCIAL STUDIES
A study of recent changes in social studies curriculum and instruction designed to investigate strengths and limitations of various approaches. Competency in teaching for concept development, dealing with value-laden issues, and teaching for inquiring are stressed. An inquiry-centered learning environment emphasizes personalizing the social studies curriculum for children. Alternate teaching strategies and complementary evaluative techniques are reviewed and practiced.

EED 5353 (3CR) IMPROVEMENT OF INSTRUCTION IN MATHEMATICS
Consideration of recent trends in subject matter context and teaching guides to improve understanding of meanings, vocabulary, and mathematical concepts. Instructional methods and materials are included.

EED 5363 (3CR) IMPROVEMENT OF INSTRUCTION IN SCIENCE
Designed to identify and explore the principles of science that teachers should recognize, understand, and consider from kindergarten through grade eight.

EED 5993 (3CR) THESIS RESEARCH
Research in Elementary Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and dean of the Graduate Program in Education.

EED 5996 (6CR) THESIS RESEARCH
Research in Elementary Education for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and dean of the Graduate Program.

ESL 5503 (3CR) PHONOLOGY
Modern English phonology is studied with emphasis on contemporary theories of linguistic analysis. The course relates the sound system of English both to phonetic universals and to the other components of a complete grammar of English.

ESL 5513 (3CR) SYNTAX
The primary aim of this course will be a present a detailed study of the morpho-syntactic component of the grammar of English. Particular emphasis will be placed on contemporary theories of structural linguistics. Some time will be given to comparing the applicability of these theories to English grammar and the grammar of selected languages.
ESL 5523 (3CR) STUDIES IN APPLIED LINGUISTICS
This course will focus on the application of the principles and findings of linguistic science to the solution of selected practical problems of English grammar. These problems will include both the phonological and syntactic structures that have particular application to pedagogy. Additional problems may be included which have been taken from other languages for the sake of comparison to English grammar.

ESL 5533 (3CR) METHODS AND MATERIALS USED IN TEACHING ENGLISH AS A SECOND LANGUAGE
Students will gain practical experience in the design of materials for English as a Second Language instruction. From a study of contemporary theories of second language acquisition, students will have individual projects of actual practice in teaching English to speakers of other languages.

ESL 5543 (3CR) STUDIES IN DESCRIPTIVE LINGUISTICS
Students will study language analysis, with particular emphasis on the synchronous description of morphology and phonology. A system of analytic techniques will be explored which will enable the student to develop an appreciation of the complexities of language structures and descriptive linguistic techniques.

ESL 5553 (3CR) CURRICULUM DEVELOPMENT IN ENGLISH AS A SECOND LANGUAGE
The students are expected to acquire, evaluate, adopt, and develop materials appropriate to teaching English as a Second Language. It is also expected that students identify current biases and deficiencies in existing curricula and in both commercial and teacher-prepared materials for instruction.

ESL 5563 (3CR) TEACHING ENGLISH AS A SECOND LANGUAGE
The rationale, methodologies, and techniques of teaching English as a second language will be identified and discussed. Mastering the practical application of these concepts is a requirement.

ESL 5993 (3CR) THESIS RESEARCH
Research in English as a Second Language for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and Dean of the Graduate Program in Education.

ESL 5996 (6CR) THESIS RESEARCH
Research in English as a Second Language for the M.Ed. degree. Prerequisites: EDU 5003 and EDU 5023; consent of major advisor and Dean of the Graduate Program.

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.

Langston Educational Leadership Courses: 24 hours including the Practicum may be skipped.

*EDL 5113 School and Community Relations
EDL 5133 School Administration
EDL 5143 School Finance
EDL 5153 School Law
EDL 5163 School Personnel
EDL 5173 Group Dynamics
EDL 5183 Curriculum Design and Supervision
EDL 5193 Clinical Supervision
UED 5283 Practicum in the Urban Environment

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 Evaluation 3
EDU 5023 Theory and Application or Tests and Measurement 3
EDU 5033 Foundation of Education Psychology 3
EDU 5043 Educational Sociology 3
Total 12

Spring I
EDU 5003 Educational Research & Evaluation
EDU 5023 Theory & Applic or Test & Measurement
EDL 5113 School and Community Relations
EDL 5153 School Law
EDL 5183 Curriculum Design & Supervision
UED 5283 Practicum in the Urban Environment

Spring II
EDU 5033 Foundation of Education Psychology
EDU 5043 Educational Sociology
EDL 5113 School and Community Relations
EDL 5163 School Personnel
EDL 5193 Clinical Supervision
Summer I (4 Weeks)
EDL 5133 School Administration
EDL 5143 School Finance
EDL 5153 School Law
EDL 5163 School Personnel

Summer II (4 Weeks)
EDL 5173 Group Dynamics
EDL 5183 Curriculum Design and Supervision

Fall I
EDU 5003 Educational Research & Evaluation
EDU 5023 Theory & Application or Test & Measurement
*EDL 5113 School and Community Relations
EDL 5143 School Finance
EDL 5193 Clinical Supervision
UED 5283 Practicum in the Urban Environment

Fall II
EDU 5033 Foundation of Education Psychology
EDU 5043 Educational Sociology
*EDL 5113 School and Community Relations
EDL 5133 School Administration
EDL 5173 Group Dynamics

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 provides an introduction to school administration, including the federal, state, and local roles in education; school funding and budgeting; school safety and security; and family and community collaboration and partnerships. This course is based upon the Interstate School Leaders Licensure Consortium (ISLLC) standards and targets ISLLC standards 3 and 4. Current and future administrators will examine how to manage their schools to create an effective learning environment and how to strengthen ties with the community to enhance student achievement.

EDL 5143 (3CR) SCHOOL FINANCE
This course is an introductory course in school finance. Since funding is so varied from state to state, it will be personalized to the student’s local district. It will include a review of the federal, state, and local roles in school funding, the variety of funding options to include grants and non-profit sources, how budgets are built at the district level, and how funds should be allocated for the education of publics and the maintenance and overall operation of the school district. Emphasis will be placed on the role of the school administrator or manager for efficiency and to allocate resources on programs that improve student achievement.

EDL 5153 (3CR) SCHOOL LAW
Students explore current legal issues in education. Although the course deals with problems and legal remedies, it also devotes time to avoiding problems and preventing litigation. This course is aimed primarily at public school administration at the school and district levels, but teachers and parents may find it of use as well. This is a rigorous and comprehensive course designed to thoroughly immerse participants in current legal issues facing school districts.

EDL 5163 (3CR) SCHOOL PERSONNEL
Knowing how to maximize the potential of school personnel to meet student needs is a critical skill needed by experienced and future school administrators. How to meet the challenges of school personnel issues while enriching and nurturing staff requires a fine balance that impacts the culture of the school. This course provides an introduction to the administration of human resources in schools.

It places emphasis on viewing human resources planning as a process that is ongoing. The content encompasses the continuum from initial recruitment through induction to continuous professional development and retention.

EDL 5173 (3CR) GROUP DYNAMICS
This course explores literature on effective leaders in business and schools with a primary focus on developing leadership vision, using effective communication strategies to build 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 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.

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 (CRCC) Certification, the Oklahoma Licensed Professional Counselor (LPC) credential, and the Certified Vocational Evaluator (CVE) Certification;
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 The 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 30 hours of core courses, 3-hour elective course, 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

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 5633 Assessment and Evaluation  3
Total  12

Second Semester
RC 5643 Research Methods and Statistics  3
RC 5653 Medical and Psychological Aspects of Disability II  3
RC 5783 Legal Concerns and Ethics in Counseling  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)  3
RC 5903 Occupational Information and Vocational Analysis (VEWA)  3
Total  15

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
Total  15

Sixth Semester
RC 5833 Advanced Addictions and Counseling (LPC)  3

Licensed Professional Counselor (LPC) Track Option
The curriculum offers a 12-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 12 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. 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. Students who complete the 60 hours VEWA track will be eligible to make application to sit for the Certified Vocational Evaluator (CVE) examination. Two Asterisks (**) denote VEWA track courses in the description section.

COURSES

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 AND 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 in order to demonstrate the knowledge acquired throughout the program.

RC 5763 (3CR) CAREER DEVELOPMENT AND WORLD OF WORK
Students will be exposed to the vocational aspects of disabilities, including theories and approaches to career development and exploration as well as occupational information, labor market trends, and the importance of meaningful employment with a career focus. Emphasis will be placed on multicultural career influences, ADA and 504 issues in career development and job placement.

RC 5773 (3CR) COUNSELING METHODS AND TECHNIQUES
This course is designed as a survey of major theories and techniques of counseling. The survey will include methods of behaviorism, humanism and psychoanalysis theories and their application in counseling. The course will include examination of the issues of clinical practice, intervention, confidentiality and ethics.

RC 5783 (3CR) LEGAL CONCERNS AND ETHICS IN COUNSELING
Identification and implementation of laws and ethical standards affecting rehabilitation counseling practice, with examples of their application and ethical decision-making. This course is designed to investigate and review the objectives of professional counseling organizations, codes of ethics, legal aspects of counseling practice and standards for the role of persons providing direct counseling.

RC 5793 (3CR) HUMAN GROWTH AND DEVELOPMENT
This course is designed to provide students with an understanding of human development over a lifetime focusing on life stages of infancy, adolescence and adulthood incorporating cognitive, physical and social development concerns.

RC 5803 (3CR) INDIVIDUAL TESTING TECHNIQUES *(LPC Track Option)
A study of the rationale and the administration and diagnostic uses of the Wechsler III Scales including a module of a personality instrument as well as cultural and legal/ethical issues in testing.

RC 5823 (3CR) ABNORMAL/ BEHAVIOR DIAGNOSTICS
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 ADDICTIONS AND 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 various symptoms and diagnosed illness.

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 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 PRACTICE OF VOCATIONAL EVALUATION** (VEWA Track Option)

This course focuses on the theories and principles of the major vocational evaluation and assessment systems in the VEWA laboratory such as TOWER, JEVS, SINGER, MICRO TOWER, VAL PAR, VD ARE< 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)

This course 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. 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.

The anticipated outcome of completion of the Master of Science in Rehabilitation Counseling degree program is well-trained, diversified, and qualified vocational rehabilitation counselors who will impact the educational and social concerns of Region VI, the State of Oklahoma, and community rehabilitative services for historically underrepresented and underserved groups. Graduates will be able to use strategies and skills learned while enrolled in the rehabilitation counseling graduate program and apply those strategies and skills in the workplace.

Rehabilitation counselors who now work in VR agencies will be able to continue training that will enable them to provide quality rehabilitation services resulting in outcomes of independence and employment.

* Indicate LPC Track Option
**Indicate VEWA Track Option

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

Mission Statement:

The mission of the Visual Rehabilitation Services Program (VRSP) is to train qualified personnel to provide quality visual rehabilitation services to persons who are blind and visually impaired and to engage in ongoing research, information dissemination and service to enhance the lives of persons who are visually impaired, blind or possess other types of disabilities.

Vision:

The VRSP will strive to become nationally recognized by its production of highly qualified Low Vision Therapists (LVT), Certified Visual Rehabilitation Therapists (CVRT), Orientation and Mobility Specialists (COMS), and Rehabilitation Counselors with a specialization in visual rehabilitation services from the state and federal Visual Services and Rehabilitation Programs or counseling-related agencies; 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 The 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 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, visually impaired, 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 54 core domain course hours, 3 hours of internship (350 to 600 hours), 3 hours of optional practicum (for students interested in certifying as a rehabilitation counselor). These courses include 3 hours of research, courses in Braille, Orientation and Mobility, Independent Living Skills, and a Comprehensive Examination (or Evaluation).

Visual Rehabilitation Services Plan of Study

### Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>RC 5003</td>
<td>Assessment &amp; Eval for Persons with VI</td>
<td>3</td>
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<tr>
<td>RC 5613</td>
<td>Medical and Psychological Aspects of Disability I</td>
<td>3</td>
</tr>
<tr>
<td>RC 5623</td>
<td>Theory and Practice of Rehabilitation Counseling</td>
<td>3</td>
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### Spring Semester

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<tbody>
<tr>
<td>RC 5783</td>
<td>Legal Concerns and Ethics in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>RC 5653</td>
<td>Medical and Psychological Aspects of Disability II</td>
<td>3</td>
</tr>
<tr>
<td>RC 5773</td>
<td>Counseling Methods and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>RC 5793</td>
<td>Human Growth and Development</td>
<td>3</td>
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### Summer Semester

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<tr>
<td>RC 5693</td>
<td>Case Management</td>
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</tr>
<tr>
<td>RC 5033</td>
<td>Braille &amp; Relevant Communications Format</td>
<td>3</td>
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### SECOND YEAR

#### Fall Semester

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<tr>
<td>RC 5643</td>
<td>Research Methods and Statistics</td>
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<tr>
<td>RC 5003</td>
<td>Medical Aspects &amp; Implication of Blindness and Low Vision</td>
<td>3</td>
</tr>
<tr>
<td>RC 5733</td>
<td>Group Counseling</td>
<td>3</td>
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<tr>
<td>RC 5023</td>
<td>Principles of Rehabilitation Teaching</td>
<td>3</td>
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#### Summer Semester

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<tr>
<td>RC 5683</td>
<td>Practicum <strong>(Optional)</strong></td>
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<tr>
<td>RC 5053</td>
<td>Introduction to Orientation &amp; Techniques</td>
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#### SPRING Semester

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<td>RC 5063</td>
<td>Orientation &amp; Mobility Systems &amp; Techniques</td>
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<tr>
<td>RC 5073</td>
<td>Internship I</td>
<td>3</td>
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<tr>
<td>RC 5043</td>
<td>Methods of Teaching Independent Living Skills to Persons with Visual Impairment</td>
<td>3</td>
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<td>RC 5083</td>
<td>Comprehensive Evaluation</td>
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### COURSES

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<th>Course Title</th>
<th>Credit Hours</th>
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<td>RC 5603</td>
<td>FOUNDATION OF REHABILITATION COUNSELING AND INDEPENDENT LIVING PHILOSOPHY</td>
<td>3CR</td>
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</table>

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. The role of social movements such as the Civil Rights Movement, Consumerism, self-help, and de-medicalization within IL will also be discussed. An overview of the IL paradigm will be examined. Organizational structure of the vocational rehabilitation systems, including public, private for-profit, and not-for-profit service settings, will also be discussed.
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 related to the helping process. Examines the variety of clinical settings available for professional preparation.

RC 5643 (3CR) RESEARCH METHODS AND STATISTICS
This course provides an introduction to basic research methods and concepts. Students will learn the importance of research in the field of rehabilitation counseling. Students will also learn to interpret recent research studies and apply the results. They will have opportunity to develop a research proposal. The course examines basic principles in rehabilitation research and program evaluation, including an emphasis on the critical review of published research for use in rehabilitation practice. It focuses on students' understanding of the application of research and program evaluation tools to enhance service delivery.

RC 5693 (3CR) CASE MANAGEMENT & INFORMATION AND REFERRAL SERVICES
This course explores benefit systems, ethics, goal development, rehabilitation planning, coordination and delivery of rehabilitation services, community resources, and documentation. Focuses on critical analyses of representative disability-specific case studies. Students learn to develop case files according to the Oklahoma Department of Rehabilitation Services. Students will learn about the various types (i.e., community support groups and transportation referral) of referral services that are indicative of IL.

RC 5733 (3CR) GROUP COUNSELING
This course is designed to provide students with an advanced knowledge base and skills necessary to provide group counseling. The course is a survey of counseling theories and methodologies used in group counseling with emphasis on utilization with culturally diverse populations.

RC 5773 (3CR) COUNSELING METHODS AND TECHNIQUES
This course is designed as a survey of major theories and techniques of counseling. The course will include examination of the issues of clinical practice, intervention, confidentiality, case management, and ethics. This course also addresses the principles of visual perception development; implications of visual field losses; introduction to optics; optical, non-optical low-vision aids; procedures for vision screening; vision stimulation activities, and low vision simulation experiences.

RC 5003 (3CR) MEDICAL ASPECTS & IMPLICATIONS OF BLINDNESS AND LOW VISION
This course would address anatomy, structure and function of the eye, frequently occurring diseases, and malfunctions and injuries of the visual system in children and adults. This course will include presentation of conditions and or disease process, treatment modalities, implications for education, independent living and vocational placement. This course would also address the principles of visual perception development; implications of visual field losses; introduction to optics; optical, non-optical low-vision aids; procedures for vision screening; vision stimulation activities; and low vision simulation experiences.

RC 5013 (3CR) ASSESSMENT & EVALUATION FOR VISUAL SERVICES
In this course, students will learn the importance of vocational evaluation and assessment and their roles within the rehabilitation counseling process. They will also learn about assessment such as personality, interest, vocational, and aptitude, as well as intelligence. Students will learn how to complete a job analysis, write a vocational report, and interpret vocational reports as well as learn the ethical issues to consider during assessment. This course will provide extensive theories of vocational choice, vocational counseling, vocational choice, vocational counseling, vocational assessment, job development, and placement techniques. This course investigates problems relating to the placement of persons with disabilities in employment. Students will learn skills from this course that will assist them with helping consumers with disabilities reach higher levels of proficiency in living independently and participating in community activities such as job-seeking skills training.
RC 5023 (3CR) **PRINCIPLES OF REHABILITATION TEACHING**

This course covers the principles of providing rehabilitation teaching services to adults of all ages with visual impairments, including conducting needs assessments, interviews, and writing of individual teaching plans. Scope of practice and the code of ethics for Visual Rehabilitation Therapists, Low Vision Therapists, and Orientation and Mobility Specialists will be addressed. Principles in coordination of services and resource access will be covered as well.

RC 5033 (3CR) **BRAILLE AND RELEVANT COMMUNICATION FORMATS**

This course is designed to cover the following domains of communication: teaching expressive and receptive communication skills Braille, keyboarding, handwriting, recording and the use of assistive technology. This course includes exercises, activities and experiences that are "hands on" in a variety of environments and agencies providing services for persons with visual impairments. Students will acquire the ability to read and write standard English Braille including transcribing rules and formats, the use of slate and stylus, and the use of Perkins Brailier. Students will be expected to tactually or visually discriminate embossed configurations.

RC 5043 (3CR) **METHODS OF TEACHING INDEPENDENT LIVING SKILLS TO PERSONS WITH VISUAL IMPAIRMENT**

This course provides an introduction to the concepts and techniques of teaching independent living skills and the skills to function in diverse environments. Students will be exposed to the following content areas: Spatial Organization Orientation; Orientation and Mobility Basics; Personal Management; Environment Adaptation & Management; Communication; and Recreation and Leisure Activities.

RC 5053 (3CR) **INTRODUCTION TO ORIENTATION AND MOBILITY**

This course will provide the student with an opportunity to develop knowledge in the areas of (1) role of body image, special, temporal, positional, directional and environmental concepts of moving purposefully in the surrounding environment; (2) effects of blind and visual impairment (knowledge of published list of concepts); (3) O&M assessment, program design and implementation and student evaluation; (4) knowledge of concomitant disabilities’ effect on the acquisition and utilization of O&M skills; (5) knowledge of methods of adaptation and strategies used to adapt developmental instruction for students with cognitive or intellectual disabilities; (6) understanding of the importance of acquainting family members, significant others and other professionals or services providers with the issues and needs of persons with visual impairments.

RC 5063 (3CR) **ORIENTATION AND MOBILITY SYSTEMS AND TECHNIQUES**

This course will serve as the capstone of the systems, techniques, technologies, and instruction of orientation and mobility training for person who are visually impaired. Key concepts included in this course will be (1) use of the long cane, types, adaptations, construction, assembly, and maintenance; (2) use of adaptive mobility devices, their strengths and weaknesses or limitations; (3) techniques used to prescribe canes, adaptive mobility devices, the use of guide dogs, and electronic travel aids; (4) knowledge of optical and non-optical devices and their uses or applications as supplementary orientation and mobility system; (5) understanding the unique issues surrounding the use of ambulatory aids such as supportive canes, walkers, crutches, and wheelchairs and the manner in which persons with visual impairment utilize these devices; (6) techniques used to travel on public and private transportation; and (7) knowledge of modification to O&M skills and techniques appropriate for students with unique individual needs.

RC 5073 (3CR) **INTERNSHIP**

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.

MASTER OF ENTREPRENEURIAL STUDIES AND RESEARCH (M.E.S.)

Mission Statement:
The Center for Entrepreneurial Studies and Research at Langston University seeks to maximize learning opportunities for entrepreneurially-inclined students; deliver a world class entrepreneurship curriculum for the MES Program; facilitate and conduct academic research on topics relevant and useful to entrepreneurs; create a network of relationships with the local entrepreneurial community; and provide a comprehensive and meaningful resource for students, faculty and the entrepreneurial community.

Vision:
The Center for Entrepreneurial Studies and Research at Langston University strives to produce highly qualified entrepreneurs. The Center is committed to prepare highly competent and business-educated entrepreneurs who are capable of addressing the many scenarios faced in entrepreneurship.

Goals/Objectives:
The faculty and staff at the Center for Entrepreneurial Studies and Research strive to
1. Prepare students with an innovative entrepreneurial mindset to pursue careers with new and emerging growth companies representing different stages in the value chain;
2. Facilitate rigorous research in the field of entrepreneurship;
3. Create symbiotic relationships and partnerships between the center and the students who create, build and operate entrepreneurial companies;
4. Produce well-educated entrepreneurial innovators;
5. Significantly enhance the prospects for success of students who embark on entrepreneurial ventures;
6. Create venture funding via endowments to fuel the success of the entrepreneurship program and to provide the resources to propel the program to ever greater successes;
7. Develop and create a highly skilled and educated workforce to restore the glorious past of traditional businesses in the state of Oklahoma and the country as a whole;
8. Facilitate a strong economy, innovative technologies, and a extraordinary quality of life for emerging entrepreneurs.

Description of the Program:
The Center for Entrepreneurial Studies and Research is located in Tulsa, Oklahoma, one of the fastest growing economics 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 President Haysbert’s guiding vision for Langston, “From Excellence to Greatness,” in the next 10 years. The center seeks to transform entrepreneurial 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, the 48-hour curriculum is 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 Course Requirements:
- Management Core – 15 credits
- Entrepreneurship Core – 21 credits
- Enrichment Core – 6 credits
- Specialization – 6 credits

MES Plan of Study
A representative curriculum for the MES degree follows:

Year I

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>ENT 5173</td>
<td>Marketing in Entrepreneurial Ventures</td>
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<tr>
<td>ENT 5123</td>
<td>Accounting and Finance for Managers</td>
<td>3</td>
<td></td>
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<tr>
<td>ENT 5143</td>
<td>Entrepreneurship and New Venture of Creation</td>
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<tr>
<td>ENT 5101</td>
<td>Seminar in Oklahoma Business and Economy</td>
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<td>ENT 5300</td>
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<td>ENT 5103</td>
<td>Economic Analysis</td>
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<tr>
<td>ENT 5163</td>
<td>Legal Aspects of New Venture Creation</td>
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<tr>
<td>ENT 5153</td>
<td>Business Plan Development and New Venture Financing</td>
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<td>ENT 5400</td>
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YEAR II

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<td>ENT 5643</td>
<td>Applied Management Science</td>
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<td>ENT 5233</td>
<td>Entrepreneurship in Financial Services</td>
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<tr>
<td>ENT 5193</td>
<td>Strategy in Entrepreneurial Organization</td>
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<tr>
<td>ENT 5183</td>
<td>Franchising, Licensing &amp; Distribution</td>
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<td>Practicum</td>
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<tr>
<td>ENT 5213</td>
<td>Entrepreneurship in High Technology Industries</td>
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<tr>
<td>ENT 5223</td>
<td>Entrepreneurship in Transportation and Logistics</td>
<td>3</td>
<td></td>
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<tr>
<td>ENT 5243</td>
<td>Entrepreneurship in Hospitality and Tourism</td>
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<tr>
<td>ENT 5253</td>
<td>Corporate Venturing</td>
<td>3</td>
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<tr>
<td>ENT 5263</td>
<td>Social Entrepreneurship</td>
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</table>
COURSES

ENT 5101 (3CR) 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 macro economics. 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: 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. Prerequisite: Undergraduate marketing course.

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.

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 TRANSPORTATION SERVICES

ENT 5243 (3CR) ENTREPRENEURSHIP IN FINANCIAL SERVICES

ENT 5253 (3CR) CORPORATE VENTURING

ENT 5263 (3CR) SOCIAL ENTREPRENEURSHIP
These are specialization courses. 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 during the final semester.

ENT 5300 (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 5400 (1CR) SPECIAL TOPICS
This course may be repeated up to three times depending on the topic.
SCHOOL OF PHYSICAL THERAPY

DOCTOR OF PHYSICAL THERAPY PROGRAM

Milagros (Milee) Jorge, Ed.D., PT
Dean of the School of Physical Therapy

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:

- 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.
- 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.
- 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.
- 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.
- Social responsibility for leadership within the community that assures delivery of quality care and allocation of resources for all individuals independent of financial means.
- Independent learners who demonstrate a commitment to the pursuit of knowledge for the purpose of continued excellence in the physical therapy profession through the use of evidence-based practice; participation in self- and peer-directed study; attendance at continuing education
workshops; and utilization of scientific inquiry and research through peer-review research.

- Educators who demonstrate a commitment to enhancing the knowledge of others for promotion of health and wellness and prevention of disease and disability through the application of creative teaching and learning opportunities for individuals of varying ages and abilities in a variety of life circumstances.

Admission and Retention:

Admission to the Doctor of Physical Therapy program requires a separate application to the School of Physical Therapy. Contact (405)466-2925 for an application packet or download the application from the Langston University web site (www.lunet.edu). Students admitted to the Doctor of Physical Therapy program progress through the course of study as a class. The program begins in summer Year I and ends in May of Year III. Students attend school for nine consecutive semesters: Summer, Fall, and Spring- Year I, II, and III.

Student Progress and Retention

Students must meet the minimum requirements for continued enrollment in the DPT program. A minimum grade of "C" is required for each course and an overall semester grade point average (GPA) of 3.0 is required to remain a student in good academic standing. Students with a GPA of less than 3.0 are subject to dismissal from the program. A student with a grade of "D" or "F" regardless of the overall GPA will be dismissed from the program. Students with a GPA of less than 3.0 but greater than 2.6 may request consideration for continued enrollment on academic probation. The Student Progress and Retention Committee may recommend continued enrollment on academic probation for students who demonstrate they have the potential to successfully complete the program. Any student granted continued enrollment on academic probation must achieve a semester GPA of 3.0 in each subsequent semester and must achieve an overall GPA of 3.0 prior to enrolling in Clinical Education II. A student who fails to meet the minimum semester GPA of 3.0 and/or the overall 3.0 GPA by the end of the didactic course work in summer Year III will result in dismissal from the program. A student on academic probation who improves the GPA to 3.0 or better must maintain the GPA until completion of the program. Probationary status is permitted one time only while enrolled in the program.

Assessment and Student Learning:

Students must complete courses in the sequence presented in the DPT course study. A minimum grade of "C" in each course and an overall semester GPA of 3.0 is required for continued enrollment in the program. Students with a "D" or "F" grade will be dismissed from the program. Students with a semester GPA of less than 3.0 but greater than 2.8 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 (8 credits)
- Introduction to Psychology 1 semester (3 credits)
- Child Psychology or Developmental Psychology 1 semester (3 credits)
- Statistics 1 semester (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

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>Summer Semester</td>
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<tr>
<td>PT 5906</td>
<td>Human Gross Anatomy</td>
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<tr>
<td>PT 5912</td>
<td>Critical Thinking for Professional</td>
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<td>PT 5902</td>
<td>Human Microanatomy</td>
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<td>PT 5913</td>
<td>Neuroscience</td>
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<td>Biomechanics &amp; Human Motion Analysis</td>
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<tr>
<td>PT 5934</td>
<td>Physical Therapy Tests and Measurements</td>
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<td>PT 5944</td>
<td>Physical Therapy Procedures I</td>
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<td>PT 5973</td>
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<td>PT 5984</td>
<td>Physical Therapy Procedures II</td>
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<td>Human Microanatomy</td>
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<td>PT 5912</td>
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<td>Practice (30 contact hours)</td>
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<td>(75 contact hours)</td>
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<td>(3 lecture hours and 2 lab hours per week)</td>
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</table>

**Course Description**

**DOCTOR OF PHYSICAL THERAPY DEGREE PROGRAM**

**YEAR I SUMMER SEMESTER**

**PT 5906 (6CR) Human Gross Anatomy**

(80 lecture hours and 60 hours lab)

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.

**PT 5912 (2CR) Critical Thinking for Professional Education and Practice (30 contact hours)**

Critical Thinking for Professional Education and Practice is a required course for the Doctor of Physical Therapy students in the first semester of professional education. The course introduces the students to critical thinking using elements of thought essential for problem solving. The course focuses on the application of critical thinking to enhance the teaching and learning process essential for success in professional education and professional practice. This is a foundation course and is required for progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students.

**YEAR I FALL SEMESTER**

**PT 5902 (2CR) Human Microanatomy**

30 contact (2 lecture hours and 1 lab hour per week)

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. 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.

**PT 5913 (3CR) Neuroscience**

60 semester contact hours (3 lecture hours and 2 lab hours)

Neuroscience is the study of the science of the human nervous system. 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. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisite courses: PT 5904 Human Gross Anatomy and PT 5902 Microanatomy.

**PT 5914 (4CR) Biomechanics and Human Movement Analysis**

75 contact hours (3 lecture hours and 2 lab hours)

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. This course 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. Prerequisite course: PT 5904 Human Gross Anatomy.

**PT 5934 (4CR) Physical Therapy Tests and Measurements**

75 contact hours (3 lecture hours and 2 lab hours per week)

Physical Therapy Tests and Measurements is a course designed to introduce the first year physical therapy student to the fundamental tests and measures used in physical therapy. Tests and measurements used to assess the
neuromuscular, musculoskeletal, integumentary system, cardiac and pulmonary systems are presented. This is a foundation course required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisite course: PT 5904 Human Gross Anatomy.

**PT 5944 (4CR) PHYSICAL THERAPY PROCEDURES I**

75 contact hours (3 lecture hours and 2 lab hours per week)

Physical Therapy Procedures I is a basic course in the study of physical handling, positioning, and mobility training in the administration of physical therapy treatments. The first year physical therapy student will be presented with the essentials of occupational safety and health standards including infection control and injury and disease prevention. The use of good body mechanics for self and the patient/client will be presented and practiced. The student will also be instructed on the importance of applying the fundamentals of patient care procedures. Students enrolled in this course will participate in service learning. This is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisite course: PT 5904 Human Gross Anatomy.

**YEAR I SPRING SEMESTER**

**PT 5924 (4CR) HUMAN PATHOPHYSIOLOGY**

75 contact hours (4 lectures)

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. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisite courses: PT 5904 Human Gross Anatomy and PT 5902 Microanatomy.

**PT 5953 (3CR) HUMAN INTERACTION IN HEALTH CARE**

45 contact hours (3 lecture hours per week)

Human Interaction in Health Care is a course that presents the role of the physical therapist in a human service profession and specifically in the healthcare arena. The course includes topics related to health care service delivery for patients/clients, families, and health personnel. The role of the clinician in meeting cultural competency with regard to the practice of physical therapy will be presented. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisite coursework: Year I Fall semester physical therapy coursework.

**PT 5964 (4CR) MUSCULOSKELETAL PHYSICAL THERAPY I**

75 contact hours (3 lecture and 2 lab hours per week)

Musculoskeletal Physical Therapy I is the first of a two-course sequence that prepares the student to attain clinical competency in the management of individuals with musculoskeletal problems. This course is a foundation course for the Clinical Education I experience. The student must successfully complete this course before progressing to the Clinical Education II course. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisite courses: PT 5904 Human Gross Anatomy, PT 5902 Microanatomy, PT 5934 Test and Measurement, and PT 5944 Physical Therapy Procedures I.

**PT 5973 (3CR) RESEARCH METHODS IN PHYSICAL THERAPY**

45 contact hours (3 lecture)

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 experimental, non-experimental research designs as well as the single case research design. This course is a foundation course for the research component of the physical therapy course of study. The student must successfully complete this course for continued progression in the program. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisite coursework: Year I Fall semester physical therapy coursework.

**PT 5984 (4CR) PHYSICAL THERAPY PROCEDURES II**

75 contact hours (3 lecture hours and 2 lab hours per week)

Physical Therapy Procedures II expands on the information presented in the Physical Therapy Procedures I course. The student will apply the information presented in Physical Therapy Procedures I while learning about physical therapy interventions and strategies for patient/client care using therapeutic physical agents such as hydrotherapy, cryotherapy, heat, ultrasound, electrotherapeutic modalities, and therapeutic massage. Students are required to participate in service learning. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisite courses: PT 5943 Physical Therapy Procedures I and Year I Fall semester physical therapy coursework.

**PT 6223 (3CR) METHODS OF INSTRUCTION AND CONSULTATIONS**

45 contact hours (3 hours per week)

Methods of Instruction and Consultation is a required course. The course emphasizes the role of the physical therapist as an educator of patients/clients, health care providers, family members. The principles and methods of effective teaching will be presented and applied in the clinical course 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. Students will be required to participate in service learning. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisites:

**YEAR II SUMMER SEMESTER**

**PT 6002 (2CR) CLINICAL EDUCATION SEMINAR I**

30 contact hours

Clinical Education Seminar I provides the education forum that will allow the student to demonstrate that the didactic learning opportunities presented in Year I of the physical therapy course of study and in the first full-time clinical education experience have been adequately integrated.
This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisites: Year I physical therapy coursework and PT 6004 Clinical Education I.

PT 6004 (4CR) CLINICAL EDUCATION I
(8 consecutive weeks of full time clinical education experience)
Clinical Education I is the first of four full-time clinical education experiences and follows completion of Year I of the physical therapy course of study. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisite: Year I physical therapy coursework.

YEAR II FALL SEMESTER

PT 6114 (4CR) NEUROMUSCULAR PHYSICAL THERAPY I
75 contact hours (3 lecture and 2 lab hours per week)
Neuromuscular Physical Therapy I introduces the student to the current concepts in the study of neuroscience in physical therapy. The motor control and motor learning theories of human movement and the various theories of recovery of motor function after injury to the neurological system are presented. The neuromuscular physical therapy practice patterns 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. Service learning is required. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisites: Year I physical therapy coursework and PT 6004 Clinical Education I.

PT 6124 (4CR) MUSCULOSKELETAL PHYSICAL THERAPY II
75 contact hours (3 lecture and 2 lab hours per week)
Musculoskeletal Physical Therapy II is the second course in the physical therapy examination and treatment of the patient/client with musculoskeletal dysfunction. The student will continue to learn the physical therapy management of patients/clients as identified in the preferred practice patterns in the Guide to Physical Therapist Practice. The student will learn the best practice in the rehabilitation management of the patient/client with musculoskeletal dysfunction. The use of evidence-based clinical decision making for the management of the individual with musculoskeletal impairments will be required in the clinical case study approach that will be integrated into the course. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisites: Year I physical therapy coursework and PT 6004 Clinical Education I.

PT 6153 (3CR) BASIC PHARMACOLOGY FOR PHYSICAL THERAPISTS
(45 contact hours)
Basic Pharmacology for Physical Therapists presents an overview of the medications typically used in the management of patients with acute and chronic illness that affects the musculoskeletal, neuromuscular, cardiac, pulmonary, 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 practices will be discussed. The management strategies for retaining a 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. Enrollment in the course is restricted to Doctor of Physical Therapy degree students.

PT 6163 (3CR) GENERAL MEDICINE
(30 contact hours)
General Medicine is a course in scientific inquiry. Prerequisites: Year I physical therapy coursework, PT 6103 General Medicine and PT 6005 Clinical Education I.

YEAR II SPRING SEMESTER

PT 6153 (3CR) SCIENTIFIC INQUIRY I
45 contact hours (3 hours per week)
Scientific Inquiry I is the second of four courses in developing critical thinking in the physical therapy professional. The 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. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisites: Year I physical therapy coursework and PT 6004 Clinical Education I and PT 6002 Clinical Education Seminar II.

PT 6133 (3CR) CARDIOVASCULAR AND PULMONARY PHYSICAL THERAPY
60 contact hours (3 lecture and 1 Lab hour per week)
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 preferred practice patterns for cardiovascular and pulmonary physical therapy identified in the Guide to Physical Therapists Practice will be presented in detail. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisites: Year I physical therapy coursework, PT 6004 Clinical Education I, and PT 6002 Clinical Education Seminar II.
Prerequisites: Year I coursework, PT 6004 Clinical Education, and PT 6002 Clinical Education Seminar II.

PT 6174 (4CR) NEUROMUSCULAR PHYSICAL THERAPY II
75 contact hours (3 lecture hours per week)
Neuromuscular Physical Therapy II continues to develop the physical therapy student in the ability to develop clinical competency and proficiency in the patient care management of the individual with neuromuscular impairments. The student will learn about the acute and sub-acute rehabilitation process as well as long-term rehabilitation and outpatient rehabilitation service delivery models. The student will develop proficiency in the management of individuals with traumatic brain injury, spinal cord injury, and non-progressive and progressive degenerative disorders of the nervous system. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students.
Prerequisites: Year I and II Summer and Fall semester physical therapy coursework.

PT 6183 (3CR) PROSTHETICS AND ORTHOTICS
45 contact hours (3 lecture hours per week)
Prosthetics and Orthotics is the course that offers the study of the clinical application of prosthetic and orthotic devices in physical rehabilitation. The clinical decision making process applied to determining the prosthetic and orthotic needs of individuals with musculoskeletal impairments and limb amputation is presented. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students.
Prerequisites: Year I and II Summer and Fall semester physical therapy coursework.

PT 6193 (3CR) GERIATRIC PHYSICAL THERAPY
45 contact hours (3 hours per week)
Geriatric Physical Therapy emphasizes the physical therapy management procedures that are specific to the elderly patient/client. Specific health care demands and conditions germane to the geriatric population will be presented. Critical thinking in the ways and means for maximizing physical, emotional, and social functioning for the geriatric client will be explored. Service learning is required in this course. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students.
Prerequisites: Year I and II Summer and Fall semester physical therapy coursework.

PT 6203 (3CR) PEDIATRIC PHYSICAL THERAPY
45 contact hours
Pediatric Physical Therapy presents the physical therapy management of infants and children with developmental impairments using the education model of service delivery from birth to 21 years of age. The specific biophysical, clinical, educational, social, and environmental considerations germane to pediatric clients will be emphasized. The student will learn to apply the use of the disablement framework in the pediatric population. The student will review the theories of motor learning and motor control and develop physical therapy management approaches based on clinical evidence for recovery of motor function. The public policies on equal access to education and the Individuals with Disabilities Education Act (IDEA) will be thoroughly presented. The physical therapy practice opportunities in the education setting and in the medical model setting will each be discussed in the classroom. This course is a foundation course for Clinical Education III and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students.
Prerequisites: Year I Physical Therapy coursework, Year III Clinical Education II and Clinical Seminar II.

PT 6204 (4CR) CLINICAL EDUCATION III
4 credits (7 weeks of full-time clinical practicum)
Clinical Education III requires the student to participate in a full-time clinical education experience for six consecutive weeks. The student will have the opportunity to select a clinical education experience that complements the previous clinical education experiences and addresses the clinical education needs identified by the Director of Clinical Education and the student. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students.
Prerequisites: Year III Fall semester Physical Therapy coursework, including completion of PT 6253 Research Forum.

PT 6233 (3CR) EXERCISE SCIENCE AND SPORTS PHYSICAL
45 contact hours
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 and for individuals with physical and emotional impairments will be presented. A main educational focus is sports injury prevention and rehabilitation. This course is required as a pre-requisite for participation in Clinical Education III. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students.
Prerequisites: Year I Physical Therapy coursework, Year III Clinical Education II and Clinical Seminar II.
PT 6273 (3CR) NUTRITION SCIENCE FOR HEALTH AND WELLNESS - 45 contact hours
Nutrition in Health and Wellness presents the critical crisis of the health status of Americans in the twenty-first century. The nutritional factors that have contributed and continue to influence the deterioration of the health state of citizens will be presented. The nutritional and environmental linkages between disease prevention, disease control, and health promotion will be emphasized. The student will be required to explore and develop the role of the physical therapist as an advocate for good nutrition, health wellness, and physical fitness. The student will develop a health promotion program for citizens living in rural Oklahoma that encourages healthy living through good nutrition, addressing health needs, and daily physical fitness. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisites: Year II Physical Therapy coursework, Year III Clinical Education II, and Clinical Seminar II.

YEAR III FALL SEMESTER

PT 6102 (2CR) CLINICAL EDUCATION SEMINAR II 30 contact hours
Clinical Education Seminar II provides the 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 the second full-time clinical education experience have been adequately integrated. Students engage in learning how to be a clinical instructor. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisites: PT 6205 Clinical Education II.

PT 6104 (4CR) CLINICAL EDUCATION II 12 consecutive weeks of full-time clinical education experience
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 participate in two six-week rotations. The student will be provided with the opportunity to develop clinical proficiency in neuromuscular physical therapy, cardiopulmonary physical therapy, and musculo-skeletal physical therapy while working in the acute, subacute, long-term, outpatient rehabilitation settings as well as primary care clinics and ambulatory care settings. The Clinical Performance Instrument will be used for assessment of student performance. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisites: Each of the foundation courses must be successfully completed prior to student enrollment in Clinical Education II.

PT 6202 (2CR) CLINICAL EDUCATION SEMINAR III 2 credits (30 contact hours)
Clinical Education Seminar III emphasizes reflection on ethical decision making in health care. Students present a clinical case study involving ethical principles. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisite: PT 6293 Clinical Education III.

PT 6253 (3CR) RESEARCH FORUM – 45 contact hours
Research Forum is an elective course. The Research Forum course is offered in seminar format. The students will present the research study before a community of clinicians, scholars, scientists, and colleagues. The student will lead a discussion about the research and present options for continued research opportunities. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisites: Year II Physical Therapy coursework, Year III Clinical Education II, and Clinical Seminar II.

PT 6263 (3CR) PUBLIC POLICY IN COMMUNITY HEALTH – 45 contact hours (3 hours per week)
Public Policy in Community Health is offered as a health promotion and disease prevention course. The course provides students with opportunities to obtain knowledge of the health statuses of local community populations at risk of adverse health and health outcomes. The overall goal of the course is to introduce students to concepts of epidemiology, health care financing, legislation, and health care delivery from a community perspective. This course is required for all Doctor of Physical Therapy students. This course is a foundation course and is required for continued progression in the physical therapy course of study. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisites: Year I coursework, PT 6004 Clinical Education, and PT 6002 Clinical Education Seminar II.

YEAR III SPRING SEMESTER

PT 6304 (4CR) CLINICAL EDUCATION IV 4 Credits (12 weeks full-time clinical practicum)
Clinical Education IV requires the student to participate in a full-time clinical education experience for twelve consecutive weeks. The student will have the opportunity to select a clinical education experience that complements the previous clinical education experiences and addresses the clinical education needs identified by the academic coordinator of education and the student. Enrollment in the course is restricted to Doctor of Physical Therapy degree students. Prerequisites: Year III Spring semester coursework.

PT 6302 (2CR) CLINICAL EDUCATION SEMINAR IV 2 Credits (30 semester contact hours)
Clinical Education Seminar IV emphasizes reflection on legal and ethical practices in health care. Students present a clinical case study that reflects knowledge of legal and ethical parameters affecting patient care or physical therapy practice. Prerequisites: PT 6303 Clinical Education IV.
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