

JACKSON STATE UNIVERSITY

UNDERGRADUATE

**CATALOG 15 | 17**

**JSU** | JACKSON  
1877 STATE  
UNIVERSITY®

*Challenging Minds  
Changing Lives*



## JACKSON STATE UNIVERSITY UNDERGRADUATE CATALOG

Jackson State University  
Volume MMXV

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Jackson State University is committed to the principles of equal educational opportunity, equal employment opportunity, and affirmative action. The University does not discriminate on the basis of race, color, sex, handicap, age, religion, national origin, veteran status, or on any other illegal basis.

Second-class postage paid at Jackson, Mississippi 39217  
The official mailing address for the University is as follows:  
1400 John R. Lynch Street, Jackson, Mississippi 39217  
Telephone: (601) 979-2121  
[www.jsums.edu](http://www.jsums.edu)

TABLE OF CONTENTS

**Campus Map** ..... 4

**General Information**.....5

    Directory .....5

    University Calendar ..... 9

**Background Information**..... 15

**University Services**

    General University Services..... 25

    Division of Library and Information Resources ..... 26

    Supporting Organizations..... 28

    Institutional Advancement and University Communications..... 29

**Student Services** .....30

    Division of Student Life.....30

    Student Organizations/Student Government Association.....30

    Provisions for Superior Students..... 39

    Special Programs..... 40

**Admissions, Tuition, and Financial Aid**.....44

    Admissions.....44

    Tuition and Fees.....56

    Financial Aid.....59

    Scholarships, Honors and Special Awards.....66

**Academic Regulations**..... 76

**Academic Programs** ..... 92

**DIVISION OF UNDERGRADUATE STUDIES**.....93

    The First Year Experience .....94

    Honors College.....99

    University College ..... 102

**COLLEGE OF BUSINESS**.....106

    Department of Accounting..... 110

    Department of Economics, Finance and General Business.....112

    Department of Entrepreneurship and Professional Development ..... 116

    Department of Management and Marketing ..... 117

    Career Services ..... 119

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT** ..... 120

    Office of Professional and Field-Based Experiences.....123

    Department of School, Community and Rehabilitation Counseling.....128

    Department of Elementary and Early Childhood Education.....128

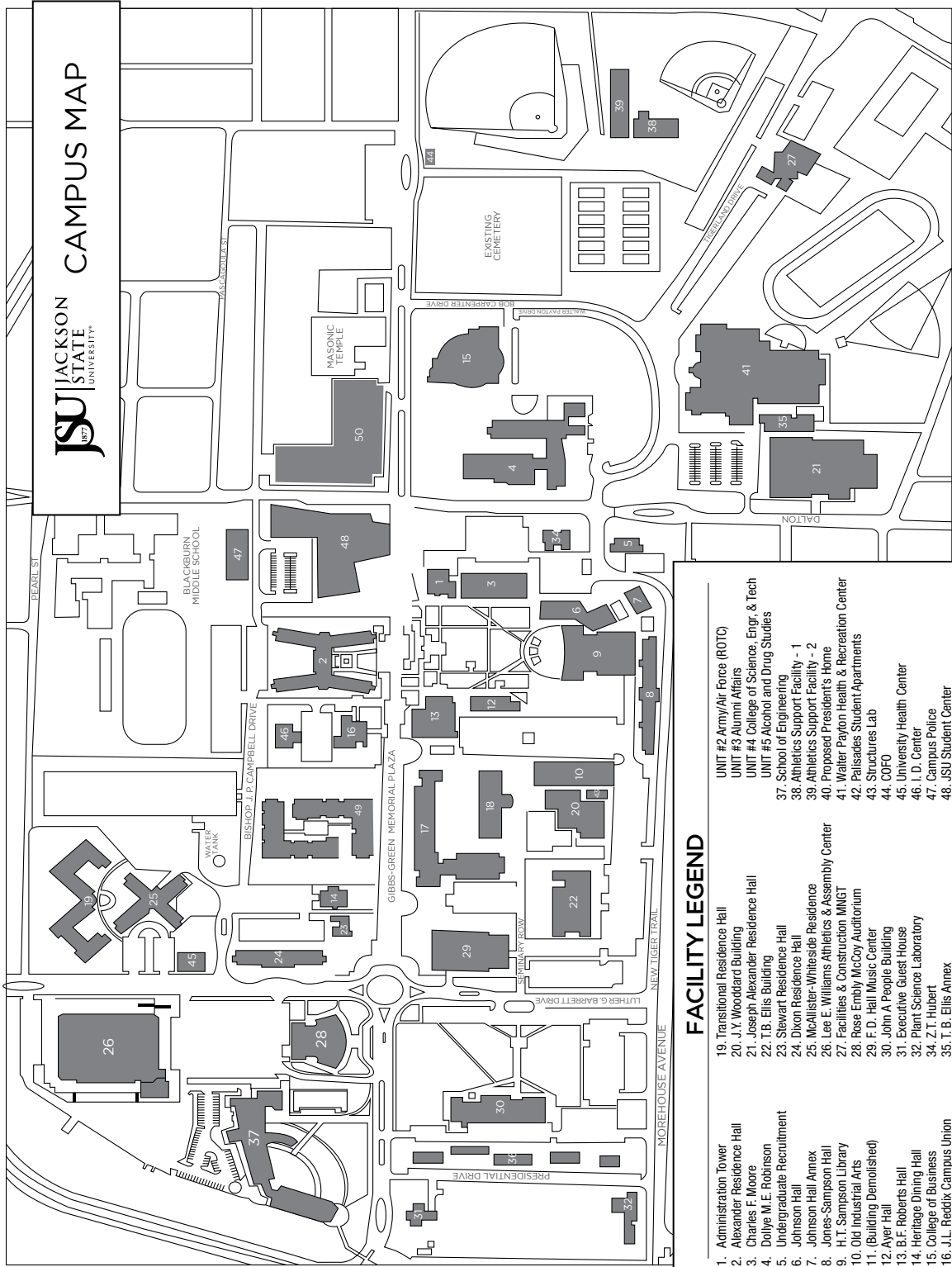
    Department of Health, Physical Education and Recreation.....135

    Department of Special Education.....140

    School of Lifelong Learning ..... 142

    Bachelor of Professional Interdisciplinary Studies Program..... 144

<b>COLLEGE OF LIBERAL ARTS</b> .....	152
Department of Art .....	154
Department of Criminal Justice and Sociology .....	156
Department of English and Modern Foreign Languages.....	158
Area of Modern Foreign Languages .....	161
Department of History and Philosophy .....	164
Department of Military Science .....	166
Department of Music .....	167
Department of Political Science .....	173
Department of Psychology.....	175
Department of Speech Communication and Theatre .....	176
Interdisciplinary Alcohol and Drug Studies Center.....	178
Margaret Walker Alexander National Research Center .....	178
<b>COLLEGE OF PUBLIC SERVICE</b> .....	179
School of Social Work–Bachelor of Social Work Program.....	180
Urban Studies Program.....	184
<b>COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY</b> .....	186
Department of Civil Engineering and Environmental Engineering.....	188
Department of Electrical and Computer Engineering .....	193
Department of Computer Science.....	196
Department of Aerospace Studies.....	198
Department of Biology .....	199
Department of Chemistry .....	205
Department of Mathematics .....	210
Department of Physics, Atmospheric Sciences and Geoscience.....	214
Department of Technology.....	219
<b>COLLEGE OF JOURNALISM AND MEDIA STUDIES</b> .....	226
Department of Mass Communications.....	227
<b>SCHOOL PUBLIC HEALTH INITIATIVE</b> .....	234
Communicative Disorders.....	234
Department of Healthcare Administration.....	235
<b><i>Description of Courses</i></b> .....	237
Index of Course Prefixes.....	237
Course Descriptions by Discipline.....	238
Broad of Trustees.....	357
Administrative Officers .....	357
Faculty.....	358
Staff.....	365
<b><i>Application for Undergraduate Admission</i></b> .....	384
<b><i>Index</i></b> .....	385



### FACILITY LEGEND

1. Administration Tower	19. Transitional Residence Hall	UNIT #2 Army/Air Force (ROTC)
2. Alexander Residence Hall	20. J.Y. Woodard Building	UNIT #3 Alumni Affairs
3. Charles F. Moore	21. Joseph Alexander Residence Hall	UNIT #4 College of Science, Engr. & Tech
4. Dollye M.E. Robinson	22. T.B. Ellis Building	UNIT #5 Alcohol and Drug Studies
5. Undergraduate Recruitment	23. Stewart Residence Hall	37. School of Engineering
6. Johnson Hall	24. Dixon Residence Hall	38. Athletics Support Facility - 1
7. Jones Hall Annex	25. McAllister-Whiteside Residence	39. Athletics Support Facility - 2
8. Jones-Sampson Hall	26. Lee E. Williams Athletics & Assembly Center	40. Proposed President's Home
9. H.T. Sampson Library	27. Facilities & Construction MNGT	41. Walter Payton Health & Recreation Center
10. Old Industrial Arts	28. Rose Embly McCoy Auditorium	42. Palisades Student Apartments
11. (Building Demolished)	29. F.D. Hall Music Center	43. Structures Lab
12. Aver Hall	30. John A. Peoples Building	44. COFO
13. B.F. Roberts Hall	31. Executive Guest House	45. University Health Center
14. Heritage Dining Hall	32. Plant Science Laboratory	46. I. D. Center
15. College of Business	34. Z.T. Hubert	47. Campus Police
16. J.L. Reddix Campus Union	35. T.B. Ellis Annex	48. JSU Student Center
17. Just Hall of Science	36. University DEPT Office Spaces:	49. Campbell College Suites
18. Blackburn Language Arts	UNIT #1 International Programs	50. One University Place

**UNIVERSITY ADMINISTRATION**

**Office of the President**

H. P. Jacobs Administration Tower, Ninth Floor (601) 979-2300

**Division of Academic Affairs**

H. P. Jacobs Administration Tower, Seventh Floor, (601) 979-2244

**Division of Business and Finance**

H. P. Jacobs Administration Tower, Fifth Floor (601) 979-3060

**Division of Institutional Advancement**

H. P. Jacobs Administration Tower, Third Floor (601) 979-2835

**Division of Information Technology**

Mississippi e-Center, Second Floor (601) 979-4299

**Division of Intercollegiate Athletics**

Lee E. Williams Athletics and Assembly Center (601) 979-2360

**Division of Research and Federal Relations**

H. P. Jacobs Administration Tower, Sixth Floor (601) 979-2931

**Division of Student Life**

JSU Student Center, Third Floor (601) 979-2241

**General Counsel**

H.P. Jacobs Administration Tower, Eighth Floor (601) 979-3950

**COLLEGES AND DIVISIONS**

**Division of Undergraduate Studies**

Charles F. Moore Bldg, First Floor, (601) 979-2127

**Division of Graduate Studies**

H. P. Jacobs Administration Tower, First Floor, (601) 979-2455

**College of Business**

College of Business Building (601) 979-2411

**College of Education and Human Development**

Joseph H. Jackson Building (601) 979-8836

**College of Public Service**

JSU Downtown (601) 979-8836

**School of Public Health**

Jackson Medical Mall (601) 979-8806

**College of Science, Engineering and Technology**

John A. Peoples Building (601) 979-2153

**College of Liberal Arts**

Dollye M.E. Robinson Building (601) 979-7036

WHERE TO GO FOR INFORMATION AND ASSISTANCE:

**Admissions**

Undergraduate Admissions, B.F. Roberts Hall, Second Floor (601) 979-0928

**ADA**

Support Services for Student and Employees and Disabilities, Jacob L. Reddix Hall, First Floor, (601) 979-3704

**Alumni Relations**

Faculty Apartments, Suite 8, (601) 979-2281

**Athletic Tickets**

Athletics Office, Lee E. Williams Athletics and Assembly Center (601) 979-2420

**Automobile Registration**

Department of Public Safety, Public Safety Building (601) 979-2580

**Books and Supplies**

Bookstore, JSU Student Center, First Floor (601) 979-2021

**Career Services Center**

Placement Office, Jacob L. Reddix Building, First Floor (601) 979-2477

**Center for Distance Learning**

Old Industrial Arts Building, First Floor (601) 979-0779

**Community College Relations**

Jacob L. Reddix Building, First Floor (601) 979-0924

**Emergencies**

Fire, Police, Health Center – Department of Public Safety, Police Building (601) 979-2580

**Financial Aid**

Financial Aid, B.F. Roberts Hall, First Floor (601) 979-2227

**Food Services**

Campus Dining, JSU Student Center, First Floor (601) 979-0440

**Honors College**

Charles F. Moore Building, First Floor (601) 979-2107

**Housing**

Student Housing, Campbell College Suites North (601) 979-2326

**Identification**

ID Center Building (601) 979-2407

**Illness**

Health Center, Health Services Center Building (601) 979-2260

**International Programs**

International Studies, Faculty Apartments (601) 979-3791

**Intramural Sports**

Intramural Office, T.B. Ellis Physical Education Complex (601) 979-2373

**LaTasha Norman Counseling Center**

JSU Student Center, Second Floor (601) 979-0374

**Library (Main Campus)**

H.T. Sampson Library (601) 979-2123

**Lost and Found**

Department of Public Safety, Police Building (601) 979-2580

**Student Organizations**

Student Activities, JSU Student Center, Second Floor, Room #2124 (601) 979-3308

**Parking Violations**

Department of Public Safety, Police Building (601) 979-2580

**Payment of Tuition and Fees**

Financial Services, B.F. Roberts Hall, Second Floor (601) 979-2215

**Postal Services**

Jacob L. Reddix Building, First Floor (601) 979-2031

**Recruitment**

Undergraduate Recruitment, Undergraduate Recruitment Building (601) 979-5845

**Registration**

Registrar and Records, B.F. Roberts Hall, Second Floor (601) 979-2300

**ROTC**

Faculty Apartments, Suite 1 (601) 979-2175

**Student Government Association (SGA)**

JSU Student Center, Second Floor (601) 979-2090



**Student Regulations**

Associate Vice President for Student Life, JSU Student Center, Third Floor (601) 979-2241

**Student Teaching**

College of Education and Human Development, Joseph H. Jackson Building, First Floor, Room 103  
(601) 979-2335

**Student Newspaper (Blue & White Flash)**

Student Publications, Blackburn Language Arts Building, Second Floor (601) 979-2167

**Tours of Campus**

Undergraduate Recruitment, Undergraduate Recruiting Building (601) 979-5845

**Tutorial Services**

Academic Skills Center, Charles F. Moore Building, First Floor (601) 979-2127

**University College**

Charles F. Moore Building, First Floor (601) 979-2127

**Veterans Affairs**

Veteran Affairs, Jacob L. Reddix Building, First Floor (601) 979-0889

ACADEMIC CALENDAR 2015 - 2017

FALL SEMESTER 2015

AUGUST

<b>13-14</b>	<b>Thur-Friday</b>	<b>Faculty/Staff Seminar, 8:30 a.m. - 5:00 p.m.</b>
15	Saturday	Residence Halls Open for Freshman and Transfer Students, 9:00 a.m.
16	Sunday	Opening Convocation and Student/Parent Orientation, 2:00 p.m.
<b>17</b>	<b>Monday</b>	<b>Assessment and Orientation for Freshman and Transfer Students, 8:15am.</b>
18	Tuesday	Advisement and Registration for Freshman and Transfer Students, 8:00am. - 4:30pm
18	Tuesday	Residence Halls Open for Returning Students, 9:00 a.m.
19-21	Wed-Friday	Registration for Readmitted and Returning Students, 8:30 a.m. - 4:00 p.m.
19-20	Wed-Thursday	Evening and Graduate Registration, 6:00 p.m. - 8:00 p.m.
<b>24</b>	<b>Monday</b>	<b>Classes Begin</b>
24	Monday	A Late Registration Fee of \$70.00 Begins

SEPTEMBER

1	Tuesday	A Late Registration Fee of \$105.00 Begins
4	Friday	Last Day to Complete Registration and Pay Fees
4	Friday	A Late Registration Fee of \$145.00 Begins
4	Friday	Last Day to Add a Course
4	Friday Evening	Class Schedules will be Purged for Non-payment of Fees
<b>7</b>	<b>Monday</b>	<b>HOLIDAY - Labor Day</b>
8	Tuesday	Classes Resume, 7:00 a.m.
8	Tuesday	Last Day a Course May be Dropped with No Grade
29	Tuesday	Sophomore Testing Day (Undergraduate English Proficiency Examination)

OCTOBER

6	Tuesday	Last Day to submit Graduation Clearance Application
<b>12-17</b>	<b>Mon-Saturday</b>	<b>Mid Semester Examinations</b>
19	Monday	Mid Semester Grades Due
22	Thursday	Founders' Day Convocation
26	Monday	Last Day to Drop a Class with "W" Grade

NOVEMBER

9-13	Mon-Friday	Academic Advisement Week @ JSU
9 December 4		Early Registration and Payment of Fees for Spring Semester and the Summer Sessions
<b>23-28</b>	<b>Mon-Saturday</b>	<b>Fall Break/Thanksgiving Recess</b>

DECEMBER

4	Friday	Classes End
<b>5-10</b>	<b>Sat-Thursday</b>	<b>Final Examinations</b>
<b>11</b>	<b>Friday</b>	<b>Commencement</b>
<b>11</b>	<b>Friday</b>	<b>Fall Semester Ends</b>
<b>11</b>	<b>Friday</b>	<b>Holiday Recess Begins</b>
14	Monday	Grade Reports Due in Registrar and Records

FALL INTERSESSION 2015

December 14, 2015 - January 8, 2016

## SPRING SEMESTER 2016

### JANUARY

6	Wednesday	Residence Hall Open, 9:00 a.m.
<b>7</b>	<b>Thursday</b>	<b>Orientation for Freshman and Transfer Students, 9:00 a.m.</b>
7	Thursday	Academic Advisement for Freshmen and Transfer Students
7-8	Thurs-Friday	Registration for Readmitted and Returning Students, , 8:30 a.m. - 4:00 p.m.
7	Thurs	Evening and Graduate Registration, 6:00 p.m. - 8:00 p.m.
<b>11</b>	<b>Monday</b>	<b>Classes Begin, 7:00 a.m.</b>
11	Monday	A Late Fee of \$70.00 Begins
<b>18</b>	<b>Monday</b>	<b>Holiday - Martin L. King, Jr.'s Birthday</b>
19	Tuesday	Classes Resume, 7:00 a.m.
19	Tuesday	A Late Fee of \$105.00 Begins
25	Monday	Last Day to Complete Registration and/or Pay Fees
25	Monday	A Late Fee of \$145.00 Begins
25	Monday	Last Day to Add a Course
25	Monday Evening	Class Schedules Will Be Purged for Non-payment of Fees
26	Tuesday	Last Day to Drop a Class With No Grade

### FEBRUARY

16	Tuesday	Sophomore Testing Day (Post CBASE)
16	Tuesday	(Undergraduate English Proficiency Examination)

### MARCH

4	Friday	Last Day to submit Graduation Clearance Application
<b>7-12</b>	<b>Mon-Saturday</b>	<b>Mid Semester Examinations</b>
14	Monday	Mid Semester Grades Due
<b>14-19</b>	<b>Mon-Saturday</b>	<b>SPRING BREAK</b>
21	Monday	Classes Resume, 7:00 a.m.
24	Thursday	Last Day a Course May be Dropped with "W" Grade
<b>25-28</b>	<b>Fri-Monday</b>	<b>HOLIDAY BREAK</b>
29	Tuesday	Classes Resume, 7:00 a.m.

### APRIL

4-22		Early Registration for the Fall Semester
4-7	Monday-Thursday	Academic Advisement Week @JSU
11-16	Monday-Saturday	Honors Week @JSU
19	Tuesday	Last Day to Withdraw from the University
21	Thursday	Honors Convocation
23	Saturday	Classes End
<b>23-29</b>	<b>Sat-Friday</b>	<b>Final Examinations</b>
29	Friday	Alumni Day
<b>29</b>	<b>Friday</b>	<b>Graduate Student Commencement Ceremony</b>
<b>30</b>	<b>Saturday</b>	<b>Undergraduate Student Commencement Ceremony</b>

### MAY

2	Monday	Grade Report Due in Registrar and Records
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### SPRING INTERSESSION 2016

May 2 - May 20

## FIRST SUMMER TERM 2016

### MAY

30	Monday	Residence Halls Open, 9:00 a.m.
31	Tuesday	Residence Halls Open for Summer Development Students, 9:00 a.m.
<b>31</b>	<b>Tuesday</b>	<b>Orientation for Freshman and Transfer Students, 8:00 a.m.</b>
31	Tuesday	Registration, 9:00 a.m. - 4:00 p.m.
31	Tuesday	Evening Registration, 6:00 p.m. - 8:00 p.m.

### JUNE

<b>1</b>	<b>Wednesday</b>	<b>Classes Begin</b>
1	Wednesday	A Late Registration Fee of \$70.00 Begins
3	Friday	Classes Start for Summer Development Students
7	Tuesday	Last Day to Complete Registration and Pay Fees
7	Tuesday	Last Day to Add a Course
13	Monday	Last Day to Drop a Class With No Grade
14	Tuesday	Sophomore Testing Day (Undergraduate English Proficiency Examination)
17	Friday Evening	Class Schedules will be Purged for Non-payment of Fees
21	Tuesday	Last Day to Drop a Class With a "W" Grade
23	Thursday	Last Day to Withdraw from the University
27	Monday	Classes End
<b>28-29</b>	<b>Tuesday-Wed</b>	<b>Final Examinations</b>
30	Thursday	Grade Reports Due in Registrar and Records

## SECOND SUMMER TERM 2016

### JUNE

30	Thursday	Residence Halls Open, 9:00 a.m.
<b>30</b>	<b>Thursday</b>	<b>Orientation for Freshman and Transfer Students, 8:30 a.m.</b>
30	Thursday	Registration, 8:30 a.m. - 4:00 p.m.
30	Thursday	Evening Registration, 6:00 p.m. - 8:00 a.m.

### JULY

<b>4</b>	<b>Monday</b>	<b>HOLIDAY - Independence Day</b>
<b>5</b>	<b>Tuesday</b>	<b>Classes Begin</b>
7	Thursday	Orientation and Academic Advisement for Transfer Students for Fall 2016
8	Friday	Last Day to Complete Registration and Pay Fees
8	Friday	A Late Registration Fee of \$70.00 Begins
8	Friday	Last Day to Add a Course
12	Tuesday	Sophomore Testing Day (Undergraduate English Proficiency Examination)
13-14	Wed-Thursday	First Year Orientation, Assessment and Advisement for Fall 2016
15	Friday	Last Day to Drop a Class With No Grade
15	Friday	Last Day to submit Graduation Clearance Application
15	Friday Evening	Class Schedules will be Purged for Non-payment of Fees
22	Friday	Last Day to Drop a Class With a "W" Grade
24	Thursday	Last Day to Withdraw from the University

### AUGUST

2	Tuesday	Classes End
<b>3-4</b>	<b>Wed-Thursday</b>	<b>Final Examinations</b>
6	Saturday	Conferring of Degrees Summer 2016
8	Monday	Grade Reports Due in Registrar and Records

## FALL SEMESTER 2016

### AUGUST

<b>11-12</b>	<b>Thur-Friday</b>	<b>Faculty/Staff Seminar, 8:30 a.m. - 5:00 p.m.</b>
13	Saturday	Residence Halls Open for Freshman and Transfer Students, 9:00 a.m.
14	Sunday	Opening Convocation and Student/Parent Orientation, 2:00 p.m.
<b>15</b>	<b>Monday</b>	<b>Assessment and Orientation for Freshman and Transfer Students, 8:15 a.m.</b>
16	Tuesday	Advisement and Registration for Freshman and Transfer Students, 8:00 p.m. - 4:30 p.m.
16	Tuesday	Residence Halls Open for Returning Students, 9:00 a.m.
17-19	Wed-Friday	Registration for Readmitted and Returning Students, 8:30 a.m. - 4:00 p.m.
17-18	Wed-Thursday	Evening and Graduate Registration, 6:00 p.m. - 8:00 p.m.
<b>22</b>	<b>Monday</b>	<b>Classes Begin</b>
22	Monday	A Late Registration Fee of \$70.00 Begins
30	Tuesday	A Late Registration Fee of \$105.00 Begins

### SEPTEMBER

2	Friday	Last Day to Complete Registration and Pay Fees
2	Friday	A Late Registration Fee of \$145.00 Begins
2	Friday	Last Day to Add a Course
2	Friday Evening	Class Schedules Will Be Purged for Non-payment of Fees
<b>5</b>	<b>Monday</b>	<b>HOLIDAY - Labor Day</b>
6	Tuesday	Classes Resume, 7:00 a.m.
6	Tuesday	Last Day a Course May be Dropped with No Grade
27	Tuesday	Sophomore Testing Day (Undergraduate English Proficiency Examination)

### OCTOBER

7	Friday	Last Day to submit Graduation Clearance Application
<b>10-15</b>	<b>Mon-Saturday</b>	<b>Mid Semester Examinations</b>
17	Monday	Mid Semester Grades Due
20	Thursday	Founders' Day Convocation
27	Monday	Last Day to Drop a Class with "W" Grade

### NOVEMBER

7-11	Mon-Friday	Academic Advisement Week @JSU
7-December 2		Early Registration and Payment of Fees for Spring Semester and the Summer Sessions
<b>21-26</b>	<b>Mon-Saturday</b>	<b>Fall Break/Thanksgiving Recess</b>
28	Monday	Classes Resume, 7:00 a.m.
28	Monday	Last Day to Withdraw from the University

### DECEMBER

2	Friday	Classes End
<b>3-8</b>	<b>Sat-Thursday</b>	<b>Final Examinations</b>
<b>9</b>	<b>Friday</b>	<b>Commencement</b>
<b>9</b>	<b>Friday</b>	<b>Fall Semester Ends</b>
<b>9</b>	<b>Friday</b>	<b>Holiday Recess Begins</b>
15	Monday	Grade Reports Due in Registrar and Records

### FALL INTERSESSION 2016

December 12, 2016 - January 6, 2017

## SPRING SEMESTER 2017

### JANUARY

4	Wednesday	Residence Halls Open, 9:00 a.m.
<b>5</b>	<b>Thursday</b>	<b>Orientation for Freshman and Transfer Students, 8:30 a.m.</b>
5	Thursday	Academic Advisement for Freshmen and Transfer Students
5-6	Thurs-Friday	Registration, 8:30 a.m. - 4:00 p.m.
5	Thurs	Evening and Graduate Registration, 6:00 p.m. - 8:00 p.m.
<b>9</b>	<b>Monday</b>	<b>Classes Begin, 7:00 a.m.</b>
9	Monday	A Late Fee of \$70.00 Begins
<b>16</b>	<b>Monday</b>	<b>HOLIDAY – Martin L. King, Jr.’s Birthday</b>
17	Tuesday	Classes Resume 7:00 a.m.
17	Tuesday	A Late Fee of \$105.00 Begins
23	Monday	Last Day to Complete Registration and Pay Fees
23	Monday	A Late Fee of \$145.00 Begins
23	Monday	Last Day to Add a Course
23	Monday Evening	Class Schedules Will Be Purged for Non-Payment of Fees
24	Tuesday	Last Day a Course May be Dropped With No Grade

### FEBRUARY

16	Thursday	Sophomore Testing Day (Post CBASE)
16	Thursday	(Undergraduate English Proficiency Examination)

### MARCH

3	Friday	Last Day to submit Graduation Clearance Application
<b>6-11</b>	<b>Mon-Saturday</b>	<b>Mid Semester Examinations</b>
13	Monday	Mid Semester Grades Due
<b>13-18</b>	<b>Mon-Saturday</b>	<b>SPRING BREAK</b>
20	Monday	Classes Resume, 7:00 a.m.
24	Friday	Last Day a Course May be Dropped with “W” Grade

### APRIL

3-7	Monday-Friday	Academic Advisement Week @JSU
3-21		Early Registration for the Fall Semester
<b>14-17</b>	<b>Fri-Monday</b>	<b>HOLIDAY BREAK</b>
18	Tuesday	Classes Resume, 7:00 a.m.
18	Tuesday	Last Day to Withdraw from the University
18-21	Tuesday-Friday	Honors Week @ JSU
20	Thursday	Honors Convocation
22	Saturday	Classes End
<b>22-28</b>	<b>Sat-Friday</b>	<b>Final Examinations</b>
28	Friday	Alumni Day
<b>28</b>	<b>Friday</b>	<b>Graduate Student Commencement Ceremony</b>
<b>29</b>	<b>Saturday</b>	<b>Undergraduate Student Commencement Ceremony</b>

### MAY

1	Monday	Grade Reports Due in Registrar and Records
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### SPRING INTERSESSION 2017

May 1 - 19

## FIRST SUMMER TERM 2017

### MAY

29	Monday	Residence Halls Open, 9:00 a.m.
30	Tuesday	Residence Halls Open for Summer Development Students, 9:00 a.m.
<b>30</b>	<b>Tuesday</b>	<b>Orientation for Freshman and Transfer Students, 8:30 a.m.</b>
30	Tuesday	Registration, 9:00 a.m. - 4:00 p.m.
30	Tuesday	Evening Registration, 6:00 p.m. - 8:00 p.m.
<b>31</b>	<b>Wednesday</b>	<b>Classes Begin</b>
31	Wednesday	A Late Registration Fee of \$70.00 Begins

### JUNE

2	Friday	Classes Begin for the Summer Development Students
5	Monday	Last Day to Complete Registration and Pay Fees
5	Monday	Last Day to Add a Course
12	Monday	Last Day to Drop a Course with No Grade
13	Tuesday	Sophomore Testing Day (Undergraduate English Proficiency Examination)
16	Friday Evening	Class Schedules will be Purged for Non-payment of Fees
20	Tuesday	Last Day to Drop a Class with a "W" Grade
22	Thursday	Last Day to Withdraw from the University
26	Monday	Classes End
<b>27-28</b>	<b>Tues-Wednesday</b>	<b>Final Examinations</b>
29	Thursday	Grade Reports Due in Registrar and Records

## SECOND SUMMER TERM 2017

### JUNE

29	Thursday	Residence Halls Open, 9:00 a.m.
<b>29</b>	<b>Thursday</b>	<b>Orientation for Freshman and Transfer Students, 8:00 a.m.</b>
29	Thursday	Registration, 9:00 a.m. - 4:00 p.m.
29	Thursday	Evening Registration, 6:00 p.m. - 8:00 p.m.

### JULY

<b>3</b>	<b>Monday</b>	<b>Classes Begin</b>
3	Monday	A Late Registration Fee of \$70.00 Begins
<b>4</b>	<b>Tuesday</b>	<b>HOLIDAY - Independence Day</b>
5	Wednesday	Classes Resume, 7:00 a.m.
6	Thursday	Orientation and Academic Advisement for Transfer Students for Fall 2017
7	Friday	Last Day to Complete Registration and Pay Fees
7	Friday	Last Day to Add A Course
11	Tuesday	Sophomore Testing Day (Undergraduate English Proficiency Examination)
12-13	Wed-Thursday	First Year Orientation Assessment and Advisement for Fall 2017
14	Friday	Last Day to Drop a Class With No Grade
14	Friday	Last Day to submit Graduation Clearance Application
14	Friday Evening	Class Schedule will be Purged for Non-payment of Fees
21	Friday	Last Day to Drop a Class with a "W" Grade
27	Thursday	Last Day to Withdraw from the University
31	Monday	Grade Reports Due in Registrar and Records

### AUGUST

1	Tuesday	Classes End
<b>2-3</b>	<b>Wed-Thursday</b>	<b>Final Examinations</b>
5	Saturday	Conferring of Degrees - Summer 2017
7	Monday	Grade Reports Due in Registrar and Records

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## BACKGROUND INFORMATION

ACCREDITATIONS

MEMBERSHIPS

THE UNIVERSITY

UNIVERSITY MISSION STATEMENT

HISTORY OF THE UNIVERSITY

ORGANIZATION OF THE INSTRUCTIONAL PROGRAM

SUMMER SESSIONS

PHYSICAL FACILITIES OF THE UNIVERSITY

### ACCREDITATIONS

Jackson State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the bachelor's, master's, education specialist, Doctor of Education, Doctor of Philosophy, and Doctor of Public Health degrees.

The Commission on Colleges of the Southern Association of Colleges and Schools is to be contacted only if there is evidence that appears to support an institution's non-compliance with accreditation requirements or standards.

The Accredited Board for Engineering and Technology (ABET)  
The Accrediting Council on Education in Journalism and Mass Communications  
American Chemical Society  
American Psychological Association  
Association of Technology Management and Applied Engineering  
Association to Advance Collegiate Schools of Business  
Council on Rehabilitation Education  
Council on Social Work Education  
Council on Education for Public Health  
Council for Accreditation of Counseling and Related Educational Programs  
Council on Accreditation in Audiology and Language-Speech Pathology  
National Association of Schools of Art and Design  
National Association of Schools of Music  
National Association of Schools of Public Affairs and Administration  
National Council for the Accreditation of Teacher Education  
The Planning Board

### MEMBERSHIPS

American Association of Colleges for Teacher Education  
American Association of Collegiate Registrars and Admissions Officers  
American Business Communication Association  
American Council on Education



American Society for Engineering Education  
American Association of Collegiate Schools of Business  
American Schools of Construction  
Association of American Colleges  
Association of Departments of English  
Association of Departments of Foreign Language  
Association of State Colleges and Universities  
Conference on Deans of Black Graduate Schools  
Conference on Southern Graduate Deans  
Cooperative Education Association  
Council of Colleges of Arts and Sciences  
Institute of International Education  
Midwest Association of Graduate Schools  
Mississippi Academy of Sciences  
Mississippi Association of Colleges  
Mississippi Association of Colleges for Teacher Education  
Mississippi Association of Collegiate Registrars and Admissions Officers  
Mississippi Council of Colleges of Arts and Sciences  
Mississippi Counseling Association  
National Association of College Deans, Registrars and Admissions Officers  
National Association of Veterans Programs Administrators  
National Center for Public Service Internship Program  
National Collegiate Honors Council  
National Commission on Accrediting  
National Council for Small Business Management Development  
National Student Exchange  
North American Association of Commencement Officers  
Southern Association of Collegiate Registrars and Admissions Officers  
Southern Business Administration Association

## **THE UNIVERSITY**

Jackson State University, a coeducational institution, is supported by the State of Mississippi. It is controlled by the Board of Trustees of Institutions of Higher Learning, appointed by the governor. The University is supported by legislative appropriations supplemented by student fees and federal and private grants.

Jackson State University is located in Jackson, Mississippi, the capital and largest city of the state. Jackson is the geographic, political, industrial, and cultural center of the state. The metropolitan area consists of a growing population presently estimated at 568,000. The location of the University in the densely populated section of central Mississippi is such that nearly one-half of the students come from within a fifty-mile radius of the institution; however, the population includes students from nearly every county in the state. A significant number of students also come from outside the state and from foreign countries.

The campus is a scenic 175-acre tract situated one mile west of the main business district of the city and is easily accessible from U.S. Highways 80, 49, and 51, and Interstates 20, 220, and 55. A modern airport with direct connections to major cities—north, south, east, and west—is about fifteen minutes away.

## **VISION STATEMENT**

Building on its historic mission of empowering diverse students to become leaders, Jackson State University will become recognized as a challenging, yet nurturing, state-of-the-art technologically-infused intellectual community. Students and faculty will engage in creative research, participate in interdisciplinary and multi-instructional/organizational collaborative learning teams and serve the global community.

## MISSION STATEMENT

The University produces technologically-advanced, diverse, ethical, global leaders who think critically, address societal problems, and compete effectively.

## EXPECTED EDUCATIONAL RESULTS

The University seeks to ensure that it is responsive to the clientele it serves by producing graduates who are capable of performing responsibly, competently, and effectively in their chosen careers. Jackson State University expects its graduates to become active leaders and participants in the activities of the local community, their home community, and the world through actions such as volunteerism, consultancies, civic and political appointments, and elections. Through numerous degree programs ranging from the baccalaureate to the doctoral levels, students are nurtured in an environment that supports research, exploration, and discovery in the learning process. The students acquire a general education and are trained to become well-rounded professionals in a variety of disciplines through the University's academic schools and colleges. Further, Jackson State University provides continuing educational opportunities, especially to non-traditional students. Training for all students is facilitated through research laboratories, traditional and innovative classroom instruction, distance learning instruction, technologically advanced libraries, and through internships and alliances with external agencies and organizations. Additionally, institutes, centers, and specialized educational and research services contribute to the experiential growth of students and faculty.

The knowledge, experiences, skills, and qualities acquired by graduates of Jackson State University include the following:

- the ability to communicate effectively through both oral and written expression;
- the ability to demonstrate competence and creativity in a discipline for the purpose of obtaining and maintaining rewarding employment, and/or engaging in entrepreneurial activities;
- the ability to analyze, synthesize, and evaluate ideas and data using logic and quantitative reasoning;
- a familiarity with, and the ability to effectively use current and appropriate technology;
- a social consciousness which will enable one to think critically and responsibly about moral, social, economic, health, cultural, technological, and political issues and to contribute to the improvement of society;
- the achievement of a level of social maturity which will empower one to exercise good human relations skills, informed decision making, motivation, and persistence;
- a knowledge and recognition of the value of one's own ethnic and cultural heritage, and of the similarities and differences inherent in a multi-cultural society; and
- a demonstration of leadership and professionalism through the pursuit of research and educational experiences required in one's chosen career.

## PRINCIPLES FOR COLLEGIATE CODE OF CONDUCT

Jackson State University, in the 2002-2003 academic year, adopted a Collegiate Code of Conduct which is designed to enhance students' success inside the classroom as well as in their campus life. It is intended also to assist with building characteristics which will serve as guideposts for lifelong success, understanding and appreciating differences among diverse groups of people, and ultimately leading to a more harmonious learning environment which fosters respect for others and one's self.

The tenets for this covenant are:

- **Integrity** - Respect and embrace the principles of academic honesty.
- **Philosophy** - Embrace an academic philosophy for positive progress toward competency in goals, critical and logical thinking, and a commitment to excellence.

- **Class Attendance** - Participate actively in classroom and other learning environments and commit to becoming a lifelong learner.
- **Diversity** - Celebrate the similarities and differences in our cultures, races, and ethnic origins.
- **Communication** - Encourage open communication and expression which is guided by respect for others.
- **Behavior** - Understand that sexual or social harassment will not be tolerated. Always dress for success.
- **Profanity** - Discourage the use of profanity and offensive actions out of respect for others.
- **Accountability** - Accept personal responsibility for one's actions and life choices and realize that embracing negative elements of an unhealthy lifestyle will interfere with success.
- **Service** - Engage in civic opportunities to share knowledge and skills with local, national, and world communities.
- **Respect** - Embrace and respect tradition by participating in rituals and observances, especially those that contribute to the history and heritage of the University. Respect others by using cell phones and other electronic devices only in appropriate settings.
- **Assessment** - Conduct periodic assessments of academic, personal, and career progress. Stay focused on your purpose for being at the University.
- **Safety** - Be alert to threats to safety and security and inform appropriate authorities of such situations.
- **Freedom** - Respect the freedom of others to express themselves in matters relating to academic and philosophical opinions.

## HISTORY OF THE UNIVERSITY

Jackson State University's distinguished history began in 1877 as the Natchez Seminary, a private church school set up in Natchez, Miss., under the auspices of the American Baptist Home Mission Society of New York. Beginning with only 20 students, the seminary educated newly freed African Americans as ministers and teachers.

In 1882, the society moved the school to Jackson, Miss., to the land where Millsaps College now stands. The seminary was renamed Jackson College in recognition of its new location in central Mississippi. Three years later, construction began on the site that is now the university's main campus.

After the turn of the 20th century, the institution began to broaden its course of study, and in 1924, the college awarded its first degree. By 1934, the American Baptist Home Mission Society had withdrawn its support for the college, which began efforts for the state to take control of the college.

In 1940, the school reorganized its curriculum as a two-year program and changed its name to the Mississippi Negro Training School. The state Institutions of Higher Learning then expanded the curriculum to a four-year teacher education program. The first graduating class under state support received Bachelor of Science degrees in Education in May 1944, two months after the school was renamed the Jackson College for Negro Teachers.

By 1967, the state had taken control of the school and renamed it Jackson State College. Through a legislative act in 1974, the college became Jackson State University. Five years later, the Institutions of Higher Learning officially designated JSU Mississippi's Urban University.

From 1984 to 1991, JSU raised \$11.2 million through a five-year capital campaign. The increased support helped enhance the university's scholarship program, establish a Community Development Corporation to improve blighted areas around campus, organize a staff senate, create the Center for Professional Development and the Center for Technology Transfer and expand programs through the Division of Continuing Education and the Universities Center.

Heading into the 1990s, Jackson State became more fiscally sound and responsible by reducing its debt and improving fiscal management, increasing campus security and launching a campus and community

improvement project. Jackson State also expanded its academic programs with 15 new graduate and undergraduate programs.

During this period, the university's academic achievements were bolstered by the establishment of the School of Social Work; the formation of the School of Engineering; the opening of the School of Allied Health Sciences; the accreditation of the School of Business; and the expansion of the Master's in Public Policy and Administration to departmental status, which made it the only such department in Mississippi's higher education system. The university's infrastructure also grew with a \$13.5 million expansion and renovation of the H.T. Sampson Library, which doubled its size, the completion of a \$2 million restoration of historic Ayer Hall and the start of construction on a home for the School of Liberal Arts.

Jackson State made history in 1999 when it landed the Jackson Heart Study, the largest single-site, prospective, epidemiologic investigation of cardiovascular disease among African Americans ever undertaken. The study was initially funded through a \$12.9 million research grant and in 2005 was extended through 2013 with an additional \$54 million.

Jackson State saw much advancement during the first 10 years of the new millennium, including a plan to combine the university's eight schools into six colleges: Business; Education and Human Development; Liberal Arts; Lifelong Learning; Public Service; and Science, Engineering and Technology. The university also created a five-square-mile urban laboratory surrounding the campus called e-City, which is a technology-based economic, housing and community development initiative. Out of that initiative came the Mississippi Learning Institute, which is a partnership with city and state educational leadership that provides a reading-based, math-oriented system for pre-K through undergraduate education.

Other successes in the new millennium include acquiring a \$20 million facility from Allstate Corporation for only \$3 million, which became home to the Mississippi e-Center @ JSU. The facility is now a technological hub for corporate, community and academic advancement. The university also undertook \$200 million in construction, which resulted in a new College of Liberal Arts, College of Business, Walter Payton Recreation and Wellness Center, Student Center, School of Engineering and the retail and residential development One University Place. The construction also brought new residence halls and apartments and the renovation of the Gibbs-Green Pedestrian Walkway. Also known as "the plaza," the decorative brick walkway provides an expanded pedestrian mall that beckons students and visitors from downtown Jackson to campus.

Jackson State's connection to downtown continued to be enhanced in 2010 with the establishment of the Civil Rights corridor along John R. Lynch Street. The corridor, which is home to the historic COFO building, educates a new generation of the movement for equality.

Today, Jackson State continues its legacy of academic excellence while it secures its future. The rankings published by *Diverse Issues in Higher Education* in 2011 named JSU No. 2 in the country for educating African American teachers. The ranking is consistent with the university's ongoing standing, where it has been either No. 1 or No. 2 since 2005. Jackson State's physical sciences master's programs ranked No. 2, and when considering all disciplines combined, Jackson State ranked No. 7 nationwide.

With an enrollment of approximately 9,000 students, Jackson State University provides students from more than 50 foreign countries and nearly all of Mississippi's 82 counties with the academic opportunities to develop the knowledge and skills to succeed.

Jackson State University presidents:

1877-1894:	Dr. Charles Ayer
1894-1911:	Dr. Luther G. Barrett
1911-1927:	Dr. Zachary T. Hubert
1927-1940:	Dr. B. Baldwin Dansby
1940-1967:	Dr. Jacob L. Reddix
1967-1984:	Dr. John A. Peoples, Jr.
1984-1991:	Dr. James A. Hefner

1991-1992:	Dr. Herman B. Smith, Jr. (interim)
1992-1999:	Dr. James E. Lyons, Sr.
1999-2000:	Dr. Bettye Ward Fletcher (interim)
2000-2010:	Dr. Ronald Mason, Jr.
2010:	Dr. Leslie Burl McLemore (interim)
2011:	Dr. Carolyn W. Meyers

## ORGANIZATION OF THE INSTRUCTIONAL PROGRAMS

The academic programs of the University are organized into the College of Business; College of Education and Human Development; College of Liberal Arts; College of Public Service; College of Science, Engineering and Technology; the Division of Undergraduate Studies; the Division of Graduate Studies; and the Division of International Studies. Details for each undergraduate academic program are presented in the appropriate section of this catalog or online. The Jackson State University Graduate Catalog lists information on the graduate academic programs and the Division of Graduate Studies, also online.

## SUMMER SESSIONS

In breadth of offerings, the work of the Summer Sessions is substantially the same as that of the academic year. The summer programs provide opportunities for students who are interested in advancing their general studies, meeting teaching requirements, accelerating their college work, or pursuing the master's, specialist, or doctoral degree.

To complement its regular work, the University offers a variety of workshops, institutes, and special programs. In general, the teaching staff of the regular year stays in residence for the summer. Visiting professors are brought in when there is a need to supplement the staff or when there is a need for specialized courses.

In April of each year, a bulletin giving full information on the Summer Sessions is issued. Requests for this bulletin should be addressed to the Registrar or the Director of Undergraduate Admissions, or online.

## PHYSICAL FACILITIES OF THE UNIVERSITY

**Jacob L. Reddix Hall**, constructed in 1967, is named in honor of the late Dr. Jacob L. Reddix, the fifth president. The exterior architecture represents a distinct departure from conventional institutional design. The building is comprised of four levels. Facilities on the lower level include the job placement services, the campus post office, bowling alley, Support Services for Students, Career Service Center, Employees with Disabilities (A.D.A.), the Community Service/Service Learning Center and Community College Relations. The second floor houses the General Purpose Room. Located on the third floor are meeting rooms, Auxiliary Services offices, and the Jacksonian Lounge. The fourth floor has twenty guest rooms.

**H. P. Jacobs Administration Tower**, constructed in 1972, is a high-rise structure composed of nine floors. The office of the University President is located on the ninth floor. The offices of Community Affairs and Events, Internal Auditor, and General Counsel are located on the eighth floor. The office of the Provost and Vice President for Academic Affairs is located on the seventh floor. The sixth floor houses the Office of the Vice President for Research and Development and Support and Federal Relations. The Office of the Vice President of Business and Finance is located on the fifth floor. The Office of Institutional Advancement is located on third floor. The Office of Public Relations is located on the second floor. The Office of the Division of Graduate Studies is located on the first floor.

The **Henry T. Sampson Library**, constructed in 1959, is a modern six story, multipurpose facility that supports the educational program of the University in an aesthetically pleasing environment. The facility combines convenience and utility in a central campus location, providing ease of access for both students and faculty. Facilities of the library include a computer lab, the Cyber Café, seminar/conference rooms, browsing and exhibit areas, an auditorium with a seating capacity for 150 persons, and student and faculty lounges. The library also has several faculty research rooms, a research room for the visually impaired, open and closed stack

areas, administrative offices, and work areas. In 1972 a major expansion of the library was undertaken that expanded the square footage space from 28,029 to 63,571 feet and the volume capacity from 75,000 to more than 450,000 volumes. Expansion and renovations in 1996 nearly doubled the size of the library and made it a very modern facility. The Office of Testing and Assessment is located on the ground level.

The **Jackson State University Student Center**, constructed in 2008, houses all student services. The JSU Bookstore and The Legacy dining facilities are located on the first floor. The offices for student services (i.e., PanHellenic Council, Student Government Association, The Latasha Norman Center, the Meditation Room, Student Activities, etc.) are located on the second floor. The administrative offices for Student Life are located on the third floor, along with a large ballroom facility, student theater, the President's Private Dining area, several meeting rooms, and the Senate Chamber.

## ACADEMIC BUILDINGS

The **Charles F. Moore Building**, constructed in 1972 as the Classroom Complex, was named for the late Charles F. Moore in 1988. Today, the building contains administrative offices, conference rooms, classrooms, lecture rooms, and computer laboratories for the Division of Undergraduate Studies. The building also houses the Honors College, University College, the School of Social Work (B.S.W. program), and Urban and Regional Planning (Undergraduate), and Institutional Research and Planning.

The **College of Business Building** was constructed in 2002 and houses administrative offices, graduate offices, the Career Management and Placement Center, conference rooms, classrooms, lecture rooms, and computer laboratories, and smart classrooms for the College of Business. This building houses administrative and faculty offices for the departments of accounting, economics, entrepreneurship, finance, general business, and marketing and management.

**Johnson Hall**, constructed in 1944, was the first facility built under the control of the State of Mississippi. Recently reconstructed, Johnson Hall reopened in January 2011, and houses offices, classrooms, and labs for the Department of Arts.

**The John A. Peoples, Jr., Science Building**, constructed in 1977, is a five-story structure which serves as the hub of scientific research at the University. The building houses the Departments of Biology, Chemistry, and Computer Science offices; classrooms, lecture rooms and laboratories. The advanced research laboratories for laser research, electron microscopy, x-ray diffraction and nuclear magnetic resonance (NMR) are also housed in the building.

Additionally, the building houses the offices of special programs such as the Preprofessional Health Careers Program, the Center for Spatial Data Applications, the Minority Biomedical Research Support (MBRS) program, the Minority Institutions Marine Sciences Association (MIMSA), the Minority Access to Research Careers (MARC) program, and the Research Careers for Minority Scholars (RCMS) program.

**Just Hall of Science** was completed and occupied in the fall of 1954. A second phase was completed in 1964. This facility, named in honor of the nationally known scientist, Ernest E. Just, contains classrooms, laboratories, machine rooms, scientific equipment rooms, a scientific supply room, an observatory with a fourteen-inch Newtonian telescope and rotating dome, and a dark room. Offices for the Departments of Mathematics, General Science, and Physics and Atmospheric Sciences and two lecture halls with a total seating capacity of 396 are also included.

The **Lee E. Williams Athletics and Assembly Center** was completed in August 1981. The building houses the Athletics Department, athletic training rooms, and classrooms for health related classes. Athletic activities held in the Athletics and Assembly Center include basketball and volleyball.

The **Blackburn Language Arts Building**, constructed in 1961, provides offices and laboratory facilities for the Office of Student Publications, the McNair Scholars Program, and the Upward Bound Program.

The **Dollye M. E. Robinson Liberal Arts Building**, constructed in 2000, houses the Office of the Dean, and Associate Dean of the College of Liberal Arts, and provides classrooms, offices, and laboratory facilities for the Departments of Criminal Justice and Sociology, English and Modern Foreign Languages, History and Philosophy, Political Science, Psychology, and Military Science (AROTC).

The **Joseph H. Jackson College of Education and Human Development Building**, constructed in 1972, contains the Office of the Dean of the College of Education and Human Development, Curriculum Laboratory, Counseling Laboratory, Statistics Laboratory, Professional Test Preparation Clinic and Reading Center, Early Childhood Center, Educational Media Laboratory, Center for Excellence in Education, forty-five classrooms, faculty offices, and a seminar room. The Departments of Counseling and Human Resource Education; Curriculum and Instruction; Educational Foundations and Leadership; Special Education and Rehabilitative Services; and the Office of Professional and Field Services are located in the Joseph H. Jackson College of Education Building.

**Ayer Hall** was constructed in 1904 and was one of the original buildings when the University first moved to the John R. Lynch Street location. This building houses the Margaret Walker Alexander National Research Center.

Among the largest of Jackson State University's structures is the **T. B. Ellis Physical Education Complex** which houses the Department of Health, Physical Education and Recreation. An Olympic-size swimming pool and a modern gymnasium are maintained. The gymnasium has two basketball courts and floor space for indoor tennis, table tennis, badminton, and volleyball. In addition, there are dance studios and faculty offices. In the outside area, there are tennis courts, a soccer field, a baseball diamond, a new tartan track, an athletic field and an archery range.

**The Frederick Douglas Hall Music Center**, constructed in 1976, contains offices and classrooms for the Department of Music. A small recital hall is located in this facility, as well as practice rooms, studios, and an art gallery.

The **J. Y. Woodard Building** was constructed in 1948. The second phase was constructed in 1967. Located in this facility are classrooms and laboratories designed for metal technology, electronics, drafting, construction, fire technology and plastic technology. The facility provides offices and classrooms for the Department of Technology.

**Rose Embly McCoy Auditorium** was originally dedicated as College Park Auditorium on March 9, 1952, served as a Civic Center for Jackson's Negro community. The 201,200 square footage building housed a branch of the municipal library, basketball court, dance floor, dressing rooms, administrative offices and a 2,500 capacity auditorium. Ownership was transferred to Jackson State University in 1978, at which time the building was renamed University Park Auditorium. Renovated in 1993, the building now houses the Department of Speech Communication and Theatre. It contains faculty offices, an administrative suite, a conference room, eight therapy rooms, three classrooms, a scene shop, a green room, a costume room, two dressing rooms (men and women), a 1,500-seat auditorium, an orchestra pit and a concession booth. It is used for University and approved community activities. A minimal fee may be charged to organizations not directly affiliated with the University.

The building was renamed the Rose Embly McCoy Auditorium during the 127th Founders Day Convocation, October 2004.

**Jackson Medical Mall** is home to the Dean of the College of Public Service, the School of Public Health, Jackson Heart Study, and the Mississippi Urban and Research Center (MURC), and is located at Woodrow Wilson and Bailey Avenues.

The **Universities Center** is home to the School of Lifelong Learning, and provides classrooms, offices, and laboratory facilities for the Department of Public Policy and Administration, the School of Social Work

graduate programs, and the Department of Communicative Disorders. The Associate Dean for Policy and Planning, and Department of Urban and Regional Planning are also located at this facility.

**School of Engineering** is Mississippi's first state-funded construction development designated as a "Leadership in Energy and Environmental Design" (LEED) certified project. The building is a 90,000-square-foot facility made of recycled materials which decreased the cost of construction. In addition to being green, the School of Engineering building has wireless communications, tiered classrooms, sensors that turn the lights on and off, a spacious auditorium, and high-bay laboratories with reinforced concrete floors that will allow students to perform sophisticated experiments.

The building is also situated on its lot to maximize the use of natural light in classrooms and labs and features interior materials constructed with recycled content and low-maintenance finishes. One of the other building highlights is a storm water management system that captures rainwater in underground wells and recycles it for landscaping uses.

The building houses the Office of the Dean of the College of Science, Engineering and Technology, the Department of Civil and Environmental Engineering, and the Department of Computer Engineering. There are six classrooms, two of which are tiered and three conference rooms all with state-of-the-art electronic equipment including white boards, computer projection systems, telephonics, document cameras, and video conferencing systems.

## AUXILIARY BUILDINGS

Jackson State University has several auxiliary buildings on its campus.

The **President's House** is located at the west end of the campus on College Park Drive.

The **Benjamin F. Roberts Hall**, constructed in 1953, houses the Offices of Enrollment Management, Admissions, Financial Aid, Financial Services, and the Registrar and Records.

The **Zachary Hubert Center**, constructed in 1944, is named in honor of the third president of the University. This facility houses offices for the Department of Human Resources.

The **Health Center** serves as a dispensary and provides temporary facilities for bed patients.

The **New Dining Hall**, located on the north side of campus, was completed in January 1977. The Heritage Dining facility operates from this location.

**Johnson Hall Annex** was built in 1945. Since that time, the building has undergone several renovations. It currently houses the Barksdale Reading Institute.

The **Mississippi e-Center @ JSU** is a cutting edge, electronics-based facility that demonstrates the University's commitment to internet technologies. The facility is a state-of-the-art complex with the computing and network infrastructure, and the Information Management staff to support a wide range of activities. These activities include electronic-based teaching and learning (e-Education), electronic-based research (e-Research), and electronic based community outreach (e-Research), and electronic based community outreach and service (e-Service). The e-Center can accommodate business meetings of all types, with support for multi-media presentations, conference calls, video conferencing and satellite uplink/downlink. Small to medium sized conferences can also be hosted at the facility. Two main auditoriums, 150 and 400 seat capacities, are available with eight break-out rooms.

The Graduate Engineering Program, the Executive Ph.D. in Urban Higher Education, and the Department of Mass Communications, along with JSU's television station (LPTV-W23BC), and the University Radio Station (WJSU) are also housed in this facility.



The **e-City Building** was constructed in 1926. In 1990, this facility was renovated to house the University's Office of Publications, but renovated a second time in 2007.

**Jones-Sampson Hall**, a two-story brick facility, was named in honor of two outstanding individuals: Dr. H. H. Jones, an alumnus of the University and pioneer missionary to Africa; and Calvin T. Sampson, an industrialist from Massachusetts and an active member of the Baptist Church, under whose auspices the University was founded. This facility houses the Title IV Office, the Scan/Copy Center, and Office of Communications and Computing.

The **Facilities Management Building**, occupied by the University since February 1994, is located at 833 Walter Payton Drive. It houses the Facilities Management staff and the Office of Transportation.

The **Walter Payton Health and Wellness Center**, named for JSU's famous running back Walter "Sweetness" Payton, is a newly constructed building which opened in January 2006. The facility has 3 aerobics studios, 12,000 square feet for strength and conditioning, 3 racquetball courts, 3 courts that can be used for basketball, volleyball, as well as a walking trail, to name just a few of the possibilities the building has to shape a healthy mind, body, and spirit.

The **University Laundry Facility** was constructed in 2000 and is located directly behind Jacob L. Reddix Hall. It houses the student laundry facilities and the I.D. Center.

## STUDENT RESIDENTIAL COMMUNITIES

**Alexander Residence Center** is named in honor of Florence Octavia Alexander, an alumna of the University and a renowned educator. Alexander Center consists of two five-story residence halls. There are 404 rooms, a main lobby, and two laundry facilities in the residential center. Alexander East Hall houses freshmen males while Alexander West Hall houses freshmen females. The fifth floor of Alexander East Hall is designated as the honor floor for the male freshmen residents. The freshmen honor females are housed on the fifth floor of McAllister Whiteside Hall.

**Campbell College Suites** is named in honor of Campbell College which was one of the first colleges for African Americans in the State of Mississippi. Campbell College Suites houses approximately 420 male and female upperclassmen. Campbell College Suites North is designated as the male facility and Campbell College Suites South is designated as the female facility. Each residence hall is suite style with study rooms on each floor, a laundry facility, Multi-Purpose Room and a community kitchen.

**Dixon Hall** was constructed in 1969. This seven-story facility houses approximately 302 upperclass males. Dixon Hall was fully renovated in 2004 and now consists of suites with study rooms on each floor, a laundry facility, and a community kitchen located on the 1st floor. In 1983, the building was named in honor of an outstanding alumnus, John W. Dixon.

**McAllister-Whiteside Residence Center** for female students was first occupied in August 1982. The 244-room facility houses approximately 488 sophomore, junior, and honor freshman female students as well as selected athletes. The five-story building has lobby, four study rooms, and a laundry facility on each floor. In October 1989, the building was officially named the Jane Ellen McAllister and Mary G. Whiteside Women's Residence Center in honor of two devoted faculty members.

**Stewart Hall** is a five-story facility that was constructed in 1961. It is a community style residence hall with a lobby and a laundry facility. Stewart Hall houses approximately 180 continuing freshmen and sophomore students. It was named in honor of a noted alumnus, Edgar T. Stewart.

**Transitional Hall** is a four-story facility that currently houses junior, senior, and graduate female students. This four-story facility houses approximately 432 female students in suites. There are study rooms and a television lounge available on the upper floors. A laundry facility is available.

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UNIVERSITY SERVICES

GENERAL UNIVERSITY SERVICES  
SUPPORTING ORGANIZATIONS  
UNIVERSITY DEVELOPMENT AND PUBLIC RELATIONS  
INFORMATION TECHNOLOGY  
BOOKSTORE  
POST OFFICE  
RECORDING STUDIO  
INSTITUTIONAL RESEARCH AND PLANNING  
FINANCIAL SERVICES  
TOURS  
PUBLIC SAFETY  
FOOD SERVICES  
I.D. CENTER  
SUPPORT SERVICES FOR STUDENTS AND  
EMPLOYEES WITH DISABILITIES (ADA)

**INFORMATION TECHNOLOGY**

The Information Technology Group, within the Division of Information Management, is headquartered at the JSU e-Center. Its mission is to support and enhance the academic and administrative activities of Jackson State University.

Academic Information Technology (IT) resources include electronic and distance learning classrooms, modern and well-equipped student computer labs, and high-performance computers for research. Many courses are web-enabled, providing online access to class information, materials, assignments, etc.

Administrative and business processes are supported by a state-of-the-art computer cluster/SAN environment, which ensures business continuity and facilitates fast disaster recovery. The University uses the Sungardhe Banner product as its ERP system. It includes modules for managing student, finance, employee, and alumni/development records and transactions.

To tie it all together, JSU currently operates a state-of-the-art metropolitan area network (MAN) that connects every building in which the University does business. The University's network consists of a fiber-optic based, gigabit Ethernet main campus backbone, with direct fiber links to three satellite campuses: the Universities Center complex, Jackson Medical Mall, and the JSU Mississippi e-Center. Within all buildings, including residence halls, all functional areas (offices, classrooms, labs, dormitory rooms, etc.) are connected to the network using structured wiring and/or wireless technologies. Internet access is provided by a 100 mbps connection to the commodity Internet and a 10 gbps connection to the nation-wide high speed academic networks: Internet2 and National Lambda Rail (NLR).

## **BOOKSTORE**

The Bookstore, located on the first floor of the Jackson State University Student Center, is operated as an educational facility coordinated with the academic program. The Bookstore is the campus center for the ordering and selling of textbooks and supplementary reading materials. The Bookstore also carries school supplies and a limited quantity of office supplies. It sells University jewelry (including class rings and pins), pennants, stickers and other insignia items. Commencement caps and gowns are ordered through the Bookstore.

## **POST OFFICE**

The Jackson State University Post Office, a contract station of the United States Postal Service located on the first floor of Jacob L. Reddix Hall, provides all of the mail services which can be obtained at larger post offices. Basic services include selling of stamps, stamped envelopes and postal money orders, sending and receiving of registered, certified, insured and express mail, and rental of postal boxes. Stamp vending is provided for after hours convenience.

Campus and interdepartmental mail may be routed through the Campus Post Office without postage. Pick-up and delivery services are provided for administrative offices. The zip code for the University is 39217.

## **RECORDING STUDIO**

The Recording Studio/Production Training Center, located on the second floor of Blackburn Language Arts Building WJSU-FM, is a forty-track studio with a console adaptable to sixty-four inputs and a training lab featuring six production cubicles. The studio is equipped fully with analog tape and disk based digital recording and serves as a production facility for WJSU as well as a laboratory in audio engineering for interested students. The training center is equipped with radio production/editing gear and serves as a training area for Broadcast majors and students from the Department of Mass Communications.

## **INSTITUTIONAL RESEARCH AND PLANNING**

Institutional Research and Planning is located on the third floor of the C. F. Moore Building. This office provides data and information on the internal operations of the University and coordinates the planning, management and evaluation of the institution's long-range planning activities. The chief purpose of the Office is to facilitate the collecting, analyzing, and reporting of data to support administrative decision making. Institutional Research and Planning also serves as a resource for data and information relevant to all phases and functions of the University.

## **FINANCIAL SERVICES**

Financial Services (Business Office) is located on the second level of the B. F. Roberts Building. The primary function of the Business Office is to provide financial services to students, faculty, staff, and other members of the JSU family. The staff strives to provide courteous, accurate, and timely service to the public in all financial areas. The Business Office is organized to include the areas of Student Accounts, Cashiering, Payroll, Requisitioning, Accounts Payable, Student Loans, Grants/Contracts, and Accounting Services.

## **TOURS**

Visitors are always welcome at Jackson State University. Campus tours are routinely scheduled at 10:00 a.m. and 2:00 p.m. daily with prior notice Monday thru Friday. Tours are approximately two hours in length. Individuals and groups interested in touring the campus should contact the Undergraduate Recruitment at (601) 979-5845.

## **PUBLIC SAFETY (CAMPUS POLICE)**

The Chief of Public Safety reports directly to the Vice President for Business & Finance. The Chief assumes command of assignment of all police staff members; directs the work of police personnel; observes the efficiency of the police officers, and instructs them in the performance of patrolmen duties; takes personal command of the patrolman organization in times of emergencies; supervises investigations; and coordinates the work of the Police Force members on their assignments.

The Public Safety Department was organized under legislative authority granted by Senate Bill No. 1408 and approved April 12, 1954. Officers of the force are vested with the powers and authority to take such action as is necessary to enforce University rules and regulations, including the arrest of violators.

The Public Safety Department is responsible for the general welfare, protection, and security of the students and faculty of the University. In this respect, it is particularly concerned with the following responsibilities: (1) the enforcement of campus regulations governing the parking of automobiles and traffic violations; (2) the maintenance of sound security measures of properties belonging to the University; and (3) the enforcement of rules governing standards of conduct.

## **FOOD SERVICES**

The primary purpose of the Department of Food Services, an auxiliary agency of the University, is to enhance campus life through services, superior food quality and efficient dining service management.

There are six basic Board Membership Plans offered:

1. All access Meal Plan 7 days a week 19 meals per week. This plan includes \$125 Tiger Bucks.
2. All access Meal Plan 7 days a week includes 15 meals per week. This plan includes \$50 in Tiger Bucks.
3. All access Meal Plan 5 days a week includes 15 meals per week. This plan includes \$30 in Tiger Bucks.

4. Block 25 Meal Plan provides 25 meals per semester.
5. Block 50 Meal Plan provides 50 meals per semester.
6. Block 50 Plus Meal Plan provides 50 meals per semester and includes \$100 in Tiger Bucks.
7. Block 100 Meal Plan includes 100 meals per semester.

## **STUDENT HOUSING/RESIDENCE HALLS**

The Director of Residence Life/Housing is responsible for the general supervision of on-campus residence halls. Information regarding off-campus housing is provided in a guide to metropolitan area apartment complexes. The guide is available upon request.

On-campus housing is provided in single-sex residence halls. All rooms are double occupancy. Students with special health needs are expected to report their specific housing requirements to the Director of Residence Life/Housing in a timely manner via the housing application.

Each student living in University housing must have a completed housing application and a signed Residence Hall Agreement on file in the Department of Residence Life/Housing. Application for student housing may be obtained from the Office of Undergraduate Admissions or the Department of Residence Life/Housing, Post Office Box 17540, Jackson State University, Jackson, Mississippi 39217. Requests for application may also be made by calling (601) 979-2326 or (601) 979-3305. Completed applications must be accompanied by the required application fee and returned to the Department of Housing before a student is assigned housing. The application fee must be paid to the Housing Department. Filing an application for housing and paying the fee does not guarantee admission to the University or assignment to a residence hall. The Housing Department reserves the right to refuse any housing application, to change or cancel assignment to a hall or room, or to terminate a resident's occupancy for justifiable cause. Students may be housed one or two per room depending on the availability of space.

A one-time, non-refundable application processing fee of \$100.00 and student admission to the University are required before the new student is given a room assignment. Continuing students are required to request housing each academic year. Procedures and deadlines for requesting housing are communicated to continuing students.

Applications for summer housing must be filed before April 15th. For fall semester housing, applications should be filed before June 30th. If the application is filed and the new student decides not to enroll at JSU or live on campus, the student is expected to provide a written request for cancellation of the application. The application processing fee is non-refundable.

Room assignments will be made on a first-come, first-served basis until all available rooms are assigned. A waiting list for housing is maintained by the Residence Life/Housing Director, when the demand for housing exceeds the available space.

**Damage.** Students are liable for any damages that they cause to University property and will be required to pay for replacement or restoration cost. Residents who vandalize or damage housing facilities can expect disciplinary action. If the staff is unable to identify the individuals responsible for damages, all residents in that area may be billed for common area damages.

## **I.D. CENTER**

It is the policy of Jackson State University that all students, faculty, and staff must obtain and carry an official JSU identification card (I.D.). The identification card provides students, faculty, and staff access to dining facilities, athletic events, residence halls, and the library. Cardholders who participate in the declining balance program for students and inclining payroll deductible program for faculty and staff may make purchases in Student Dining, the Convenience Store, the Deli, Subway, Cash Dining, Bookstore, Health Center, Laundry rooms, Publications, and Vending machines. The identification card is the property of Jackson State University; it is intended for current JSU students, faculty, staff and guests only and must be returned upon request. This card is non-transferable. No fee will be charged for the original issuance of an I.D. Card. However, replacement of a lost, stolen or damaged card is the cardholder's responsibility. The cardholder is also responsible for safeguarding his/her I.D. card. The I.D. Center is located in the Laundry Facilities Building directly behind Jacob L. Reddix Hall. Office hours are from 8:00 a.m. to 5:00 p.m. weekdays.

## **SUPPORT SERVICES FOR STUDENTS AND EMPLOYEES WITH DISABILITIES (ADA)**

Support Services for Students and Employees with Disabilities is committed to coordinating reasonable services and accommodations to JSU students and staff as well as other external constituents with disabilities. Special emphasis is given to accessibility and inclusion when meeting the needs of all of our students, employees and visitors. Any student, employee, or campus visitor who has been diagnosed with a disability is eligible for accommodations at JSU. The student, employee, or visitor must make the University aware of his/her disability by presenting documentation applicably showing the disability and need for academic adjustment, auxiliary aids, accommodations, and services.

For additional information, please contact Support Services for Students and Employees with Disabilities at (601) 979-3704. The Office is located on the second floor of the Student Center.

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## STUDENT SERVICES

**THE DIVISION OF STUDENT LIFE**  
**ASSOCIATE VICE PRESIDENT/DEAN OF STUDENT LIFE AND JUDICIAL SERVICES**  
**LATASHA NORMAN CENTER FOR COUNSELING AND DISABILITY SERVICES**  
**STUDENT HEALTH SERVICES CENTER**  
**HOUSING/RESIDENCE LIFE**  
**VETERAN AND MILITARY STUDENT CENTER**  
**CENTER FOR STUDENT ENGAGEMENT AND INCLUSION**  
**STUDENT ORGANIZATIONS**  
**ALICE VARNADO HARDEN CENTER FOR SERVICE & COMMUNITY ENGAGED LEARNING**  
**CAREER SERVICES AND STUDENT EMPLOYMENT CENTER**  
**JACKSON STATE UNIVERSITY STUDENT CENTER**  
**STUDENT PUBLICATIONS/STUDENT LIFE MARKETING**  
**UPWARD BOUND PROGRAM**

### **THE DIVISION OF STUDENT LIFE**

The Division of Student Life is committed to the growth and development of all students at Jackson State University. Through an array of programs, services, events and activities delivered by committed, competent and caring staff, the Division of Student Life supports the academic mission of Jackson State University, and fosters an atmosphere conducive to the pursuit of knowledge, basic rights and responsibilities and disciplinary standards that are in the best interest of the University.

Through the Division's program and services, students develop leadership skills, participate in University governance, engage in personal and professional development and community service activities, and are enriched by experiences acquired in ethnically culturally diverse environments.

The Division is lead by the Vice President for Student Life and includes the following units and centers: Associate Vice President/Dean of Student Life, Judicial Services, Housing/Residence Life, Career Services and Student Employment Center, Alice Varnado Center for Service and Community Engaged Learning, Latasha Norman Center for Counseling and Disability Services, Center for Student Engagement and Inclusion, Veterans Center, JSU Student Center, Student Health Services, Student Publications/Student Life Marketing, Intramurals and Upward Bound.

### **ASSOCIATE VICE PRESIDENT/DEAN OF STUDENT LIFE AND JUDICIAL SERVICES**

The Dean of Student Life creates opportunities and provides services to enhance student success in both academic and non-academic areas.

The Associate Vice President for Student Life and Dean of Students also provides oversight of the Office of Judicial Services, Veterans Services Center, Housing/Residential Life, Student Health Services, and Latasha Norman Center for Counseling and Disability Services.

The Dean of Students advises individual students and student groups; provides co-curricular educational opportunities for students; formulates and implements campus policies related to student rights, responsibilities, and behavior; receives all referrals regarding alleged violations of the Student Code of Conduct, and facilitates programs for the promotion of health and safety. The office also serves as a liaison between students, faculty and staff, parents, and members of the general public.

**Judicial Services** works with the University community to educate students about their rights and responsibilities as stated in the Jackson State University Student Handbook and the Student Code of Conduct. The mission is to support the University's educational mission and goals by promoting a just, safe, orderly, and positive University climate through behavioral standards, disciplinary processes, training, informational programming and intervention efforts.

The Office of Student Judicial Services receives all referrals regarding alleged violations of the Student Code of Conduct, and works to help students and organizations that violate University living and learning expectations become more responsible members of the JSU community. Through outreach and education to the University community, Judicial Services strives to make Jackson State University a positive living and learning environment.

### **LATASHA NORMAN CENTER FOR COUNSELING**

The Latasha Norman Center for Counseling is a short-term student support service and is committed to working with JSU students experiencing certain adjustment challenges as they matriculate through their academic program and college experience. The mission is to provide services and activities that can assist JSU students as they transition and seek assistance with building their problem-solving skills, managing relationships and becoming more independent and confident.

The Latasha Norman Center for Counseling does not discriminate based on race, ethnicity, gender, sex, age, sexual orientation, physical and mental abilities, socioeconomic status or religious choice.

Jackson State University recognizes and accepts its obligations under the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the ADA Amendments Act of 2008, which prohibit discrimination on the basis of disability and require the University to provide reasonable accommodations to otherwise qualified disabled students in all University programs and activities.

### **STUDENT HEALTH SERVICES CENTER**

The JSU Student Health Services Center provides therapeutic and preventive care and a variety of outpatient medical services for the care of acute and sub-acute conditions, illnesses and injuries for Jackson State University students, faculty and staff. The Student Health Center provides active health promotion, health protection and disease prevention services, information on student health insurance, and promotes healthy lifestyles, and the prevention of diseases in the physical, emotional and social areas.

The Center is located adjacent to Dixon Hall and is open Monday-Friday from 8:00 a.m. to 5:00 p.m. For more information, call 601-979-2260. A night and weekend on call schedule address "after hour" emergencies. If a student becomes ill or injured after clinic hours, he or she must immediately contact residential hall personnel or the JSU Department of Public Safety at 601-979-2580.

### **HOUSING/RESIDENCE LIFE**

The mission of The JSU Housing Department is to create an environment that is conducive to living and learning that fosters an appreciation for diversity in all students, as well as fosters communities that create a sense of belonging and provides active learning environments that stimulates the mind, challenges and encourages academic, personal, cultural and social growth and development by providing, facilities that are technologically sound, well maintained, attractive, functional, clean, safe, economical and adaptable. Currently, seven residence halls accommodate more than 2,000 students who wish to reside on campus.

Housing/Residence Life is responsible for the operations and maintenance of the residence halls as well as



all activities that occur in residence life, such as learning communities, programming, intramural sports, social activities, and leadership workshops. The Residence Hall Association (RHA) assists with enrichment activities and speaks to the interests and concerns of hall residents.

The residence halls are located on the north side of campus, in “residence row”. The Housing/Residence Life Office is located in Campbell Suites North.

### **IMPORTANT NUMBERS:**

Housing/Residence Life Office - 601-979-2326  
Alexander East Hall - 601-979-2656  
Alexander West Hall - 601-979-2658  
Campbell North - 601-979-5537  
Campbell South - 601- 979-5134  
Dixon Hall - 601-979-2691  
McAllister - 601-979-2085  
Tiger Plaza - 601-714-5856  
Tiger Pointe - 601-944-0291  
Transitional Hall - 601-979-6029  
University Pointe - 601-979-6886

### **VETERAN AND MILITARY STUDENT CENTER**

The mission of the Veteran and Military Student Center is to improve and enhance the success of student veterans, service members and dependents. The Center supports the Division of Student Life through the development and implementation of outreach programs designed to provide student support services focused on the special needs and requirements of today’s military student.

#### **SERVICES PROVIDED TO VETERANS, SERVICE-MEMBERS, DEPENDENTS AND SURVIVORS (VSDS):**

- 1.) Advise prospective VSDS students on the admission process.
- 2.) Assist VSDS students with their military education benefits. (G.I. Bill)
- 3.) Provide resources through the Career Center Transition Program.
- 4.) Offer counseling support services to VSDS students through the Latasha Norman Center for Counseling & Disability Services.
- 5.) Provide academic support services to VSDS students between departmental units on campus.
- 6.) Reach out to the VSDS population throughout Mississippi to inform them of education opportunities at Jackson State University.
- 7.) Recruit the VSDS population throughout Mississippi.
- 8.) Serve as a liaison between the veteran student community, the University and Veterans Affairs.

The Veterans Center is located in the Jacob Reddix Building, 1st Floor; Office # 101 & 102 and is open 8:00 a.m.- 5:30 p.m. For information, call 601-979-1365 or 601-979-1755 or visit [www.jsu.edu/studentlife/veteran-student-services-program](http://www.jsu.edu/studentlife/veteran-student-services-program)

### **THE CENTER FOR STUDENT ENGAGEMENT AND INCLUSION**

The Center for Student Engagement and Inclusion encourages students to get involved and provides opportunities for student leadership and professional development.

In addition to more than 100 student clubs and organizations, the Center for Student Engagement and Inclusion, located in Suite 2147 of the JSU Student Center, houses the Student Government Association, Pageants and Productions, the Spirit Team, and the Student Leadership Institute, which is the clearinghouse for becoming a certified leader and the Thurgood Marshall College Fund. Other popular initiatives and groups includes: Fraternities and Sororities, the Honda All-Star Campus Challenge, Commuter Connection Program, Parents Association, Religious Organizations and Academic Honor Societies just to name a few. All groups

offer opportunities for leadership, in addition to campus and community service.

The Center, under the leadership of the Assistant Vice President of Student Development and Leadership, also coordinates diversity and multicultural programming for students, the Miss JSU Pageant, and the Coronation of Miss JSU, leadership training for student leaders and the student body and houses the campus minister.

For information, call (601) 979-1179.

## **STUDENT ORGANIZATIONS**

Student Organizations are an excellent avenue to experience student life to the fullest and become a well-rounded student leader at Jackson State.

Traditionally, many successful JSU graduates have received numerous benefits such as intellectual, social, moral and physical development from being connected and involved with student clubs and organizations.

Jackson State University affords every student approximately 100 ways to complement their classroom experience, which will lead to favorably impacting the communities in which they live and work.

## **CLUBS AND ORGANIZATIONS**

- STUDENT GOVERNMENT ASSOCIATION
- MISS JSU AND THE ROYAL COURT
- ACADEMIC COUNCIL/DEPARTMENTAL , GENERAL HONOR SOCIETIES
- Accounting Society
- AFROTC - Soaring Tigers
- Alpha Chi
- Alpha Kappa Delta Honor Society
- Alpha Kappa Mu Honor Society
- Alpha Lambda Delta
- Alpha Mu Gamma Honor Society
- American Advertising Federation
- American Chemical Society
- American Marketing Association
- American Society of Civil Engineers
- Army ROTC Tiger Battalion
- Arnold Air Society
- Assoc. of Computing Machinery
- Assoc. of Technology, Management & Applied Engineering
- Artist's Club
- Beta Beta Beta
- Beta Gamma Sigma
- Beta Kappa Chi
- Blue Key Honor Society
- Chemistry Society
- Chi Alpha Epsilon Honor Society
- Chi Alpha Sigma Nat'l College Athlete Honor Society
- Chi Epsilon Pi Honor Society
- Economics Club
- Epsilon Pi Tau
- Fannie Lou Hamer Pre-Law Club
- Financial Management Association
- Health, Physical Education and
- Recreation Club

- History Club
- JSU Student Chapter of IEEE
- Kappa Delta Pi
- Lambda Alpha Epsilon
- Mass Communications Club
- Mathematics Club
- Meteorological Student Society
- Minority Association of Pre-Medical Students (MAPS)
- National Association of Blacks in Criminal Justice
- National Assoc. of Black Journalists
- National Health and Fitness Association
- National Organization for Professional Advancement of Black Chemist and Chemical Engineers
- National Society of Black Engineers
- National Student Speech, Language and Hearing Association
- Phi Alpha
- Phi Alpha Theta
- Phi Delta Alpha Business Law Society
- Phi Epsilon Kappa
- Phi Kappa Phi
- Pi Gamma Mu
- Pi Lambda Theta
- Pi Mu Epsilon
- Pi Sigma Alpha
- Political Science Club
- Pre-Health Society
- Psi Chi National Honor Society
- Psychology Club
- Psychology @ Work
- PRSSA
- Sigma Alpha Pi Honor Society
- Sigma Tau Delta Honor Society
- Social Work Student Association
- Soc. for the Adv. of Management (SAM)
- Society of Manufacturing Engineers
- Society of Physics Students
- Society of Women Engineers
- Sociological Society
- Spectrum
- Student Council for Exceptional Children
- National Education Assoc. (NEA)
- Urban Studies Club

#### **CLASS COUNCIL**

- Freshman Class
- Sophomore Class
- Junior Class
- Senior Class

#### **NATIONAL PAN HELLENIC COUNCIL, INC.**

- Alpha Kappa Alpha Sorority, Inc.
- Alpha Phi Alpha Fraternity, Inc.
- Delta Sigma Theta Sorority, Inc. (Inactive)
- Zeta Phi Beta Sorority, Inc.

- Iota Phi Theta Fraternity, Inc.
- Kappa Alpha Psi Fraternity, Inc.
- Sigma Gamma Rho Sorority, Inc.
- Phi Beta Sigma Fraternity, Inc.
- Omega Psi Phi Fraternity, Inc.

### **RELIGIOUS COUNCIL**

- Baptist Student Union
- Berean Outreach Ministry
- Church of Christ Holiness U.S.A. Student Union (S.W.A.T.)
- (COGIC) Collegiate Club
- Fellowship of Christian Athletes
- Friends Overcoming Crisis Using Solutions (F.O.C.U.S.)
- Inter-Varsity Christian Fellowship
- JSU Interfaith Gospel Choir
- Men & Women of Vision
- Men of God Christian Fraternity, Inc.
- Muslim Students Association
- Reformed Univ. Fellowship (RUF)
- Revolution on Campus (R.O.C.)
- Tigers for Christ: JSU Church of Christ Campus Ministry
- Wesley Foundation

### **RESIDENTIAL COUNCIL**

- Campbell Suites South - Women
- Campbell Suites North - Men
- E.T. Stewart Hall for Men
- F.O. Alexander East Residence
- F.O. Alexander West Residence
- John W. Dixon Hall for Men
- McAllister-Whiteside Residence Transitional Dorm
- Residence Hall Association

### **SPECIAL INTEREST COUNCIL**

- Akoben Society
- ACLU @JSU
- Awareness Society
- Blue and White Flash Newspaper
- Ceramic Clay Club
- Cheerleaders/Tumblers Club
- Commuter Student Association
- Dance Ensemble
- Dazzlers Dance Team
- Earth Angels
- First Book College Advisory Board
- Food Service Club
- Honda Campus All Star Challenge Inroads Student Association
- Insatiable Modeling Squad
- Int'l Student Assoc. Investment Club
- "J" Club
- Student Athlete Advisory Committee
- Karate Club
- Maddrama Performance Troupe

- (NAACP) Chapter #5843
- National Recreation Organization OutSpoken
- Pierian Literary Society
- Pre-Alumni Club
- Shakespeare Club
- Starlight Club
- Student Educational Exchange (SEE)
- Student in Free Enterprise (SIFE)
- Student Programming Board
- Tau Beta Sigma Sorority, Inc.
- Tiger P.R.I.D.E. Connection (TPC)
- University Choir/Chorale
- University Club- Alabama Chapter
- University Club - Arkansas Chapter
- University Club-California Chapter
- University Club-Caribbean Chapter
- University Club - China Initiatives
- University Club-Georgia Chapter
- University Club-Illinois Chapter
- University Club-Indiana Chapter
- University Club-Louisiana Chapter
- University Club-Michigan Chapter
- University Club-Missouri Chapter
- University Club-Tennessee Chapter
- University Club -Texas Chapter
- University Orchestra
- University Marching Band
- Young Democrats at JSU
- Young Forward Lookers at JSU

## **ALICE VARNADO HARDEN CENTER FOR SERVICE & COMMUNITY ENGAGED LEARNING**

The Alice Varnado Harden Center for Service and Community Engaged Learning promotes all students toward improving the human condition through civic engagement. Beginning with the Class of 2014, every student graduating from Jackson State University must have 120 verifiable community service and/or service learning hours.

Since 2006, the Center has been recognized by the Cooperation for National Community Service Presidential Honor Roll four times, the most recent in 2012. Additionally, in 2010, the University received the prestigious Carnegie Foundation Designation for Community Service.

Getting involved in civic engagement at Jackson State University is simple. The Center has information on a wide variety of opportunities for community involvement. Should you have questions about community service opportunities, number of community service hours obtained, or the National Student Exchange, please contact Center staff at (601) 979-6938.

## **CAREER SERVICES AND STUDENT EMPLOYMENT CENTER**

The Career Services and Student Employment Center provides career services in a supportive and proactive manner for Jackson State University students and alumni; including information and counseling on career choices, graduate and professional school opportunities, internship, student employment and full-time employment opportunities. The Center also provides effective and efficient services to employers through recruitment programs and activities.

The Career Services and Student Employment Center provides the following services:

- **Career Coaching**, to assist students in developing realistic and innovative career goals.
- **Job Search Skills Development** provides assistance with resume and cover letter writing and the interview process.
- **Tigers2Work**, web-based recruiting system that allows JSU students and alumni to electronically submit resumes to employers, search for internships, part-time, student employment and full-time job opportunities, and search for employer information.
- **Student Employment** provides off-campus work-study and part-time employment opportunities for Jackson State University students. These employment opportunities are posted in Tigers2Work and will provide financial support as well as valuable work experience.
- **On-Campus Interviews**, accommodate numerous employers annually to conduct interviews with students for internship, and full-time career opportunities.
- **Internship Programs**, to integrate classroom theory with practical experience in the work place.
- **Career Resources** include career guides, brochures and manuals that contain information on: graduate and professional schools; employment outlook and opportunities in business, industry, government, social service, and education; profiles of major corporations; information on salary expectations; and job seeking guides.

Students are urged to visit the Career Services and Student Employment Center and learn first-hand of available opportunities. The Center is located on the 1st Floor of the Reddix Building and is open on a walk-in basis Monday-Friday from 8:00 a.m. to 5:00 p.m.

## **JACKSON STATE UNIVERSITY STUDENT CENTER**

The Student Center offers services to make the college experience an enjoyable journey during the matriculation process. The Student Center is home to various departments that offer an invaluable number of resources to the campus and surrounding community.

### **RETAIL ANNEX**

The retail annex is home to the JSU Welcome Center, The Tiger Barber Shop, JSU Hair Studio, Subway, UPS Store, etc.

### **THE LEGACY FOOD COURT**

The Legacy Food Court is located on the first floor of the Student Center and includes dining choices, Wi-Fi and numerous television screens.

### **JSU BOOKSTORE**

The JSU Bookstore is located on the first floor offering textbooks, JSU merchandise and many of your classroom essentials.

### **BANKING**

Five ATMs are located on the first floor. Regions, Trustmark, Bank Plus, Liberty and Bancorp South ATMs are conveniently available for your banking needs.

### **SECOND FLOOR: STUDENT LIFE OFFICES**

The second floor houses the Center for Student Engagement and Inclusion, I-Pad Help Center, and the Latasha Norman Center for Counseling and Disability Services.

## **SECOND FLOOR: SOCIAL AND RECREATIONAL AREAS**

The second floor provides a theatre, flat screen televisions, a TV lounge, Commuter Lounge, Meditation Room, lounging areas and the Tiger Zone. The areas offer space for meditation, recreation and socialization. The Tiger Zone features billiards tables, Xbox Games, Wii Game, PlayStation 3, a video game library and various board games.

## **THIRD FLOOR: STUDENT LIFE OFFICES**

The third floor provides meeting rooms and houses Student Life Administration. The Vice President for Student Life and Dean of Students offices are readily available to serve the campus community. Student Center Operations is housed on the third floor.

## **THIRD FLOOR: MEETING ROOMS**

Meeting rooms are available for small meetings to conferences. Student Center Operations assists with planning meetings, conferences, retreats, receptions and banquets accommodating from 10 to 600 people. The campus community and guests may choose from five meeting rooms, a theater, and a grand Ballroom. Meeting rooms are equipped with wireless internet connections and audio-visual equipment. Flexible, affordable catering options are also available.

## **LOUNGING AND OUTDOOR SPACE**

Lounging areas are located throughout the building offering comfortable chairs, couches and tables for students to study or socialize. Patio areas are also available on the ground level and second floor for outdoor events and socializing.

The Gibbs Green Memorial Plaza is another outdoor space used for multipurpose activities such as parties, fairs and hotspots. Its origin and history are deeply rooted in the Civil Rights Movement. University events such as Founder's Day Convocation and Homecoming activities are held on the Plaza. It is a favorite place among students.

## **REDDIX HALL: STUDENT LIFE OFFICES AND MEETING ROOMS**

Reddix Hall is home to the Veterans Center, Alice Varnado Harden Center for Service and Community Engaged Learning, Career Services Student Employment Center, JSU Postal Services, Human and Capital Development, Academic Enhancement Center, Auxiliary Enterprises and Contractual Services.

## **STUDENT PUBLICATIONS/STUDENT LIFE MARKETING**

The Student Publications unit is responsible for coordinating the production of student-oriented publications, specifically, the campus/student newspaper, student magazine, handbook and e-yearbook; updating website and social media content in relations to Division of Student Life marketing efforts.

The Blue and White Flash, an award-winning newspaper, is published each week (except holiday and exam weeks). Both the print and online editions are managed and produced by a group of students from diverse academic majors and classifications, and is open to any student who wishes to join the staff.

The Flash is a major source for information about campus and local news and events, variety and entertainment features, sports coverage and student opinions and commentary. The eXperience magazine, a general features magazine, is focused in student life at Jackson State. The JSU eXperience e-yearbook chronicles campus life and captures the essence of the people who make Jackson State University come alive. The online yearbook is published at the end of the spring semester.

Student Publications is located on the 2nd Floor of the Blackburn Language Arts Building.

## **JACKSON STATE UNIVERSITY UPWARD BOUND PROGRAM**

The Upward Bound Program at Jackson State is a preparatory college program that serves 50 students grades 9 - 12 with priority given to five Jackson Public Schools. The academic curriculum is centered on Lab Science, Math, English Comp., English Lit., Foreign Language, and History.

Students also are required to engage and participate in College Admission Test preparation, Career Skills Assessment, and Mock registration and financial aid literacy classes.

Upward Bound has a holistic approach and engages students in community service, mentoring, and parenting support groups. Students also engage in cultural and college outings. The year-round program begins in August and ends in late April and conducts an intense 6 weeks Summer Academic Academy.

Office and classroom activities are located on the 1st Floor of the Blackburn Language Arts Building.

## **PROVISIONS FOR SUPERIOR STUDENTS**

THE W.E.B. DU BOIS HONORS COLLEGE

NATIONAL INSTITUTE OF HEALTH-MARC HONORS PROGRAM

YOUNG SCIENTISTS PROGRAM

## **THE W.E.B. DU BOIS HONORS COLLEGE**

The W.E.B. Du Bois Honors College at Jackson State University offers to superior students the opportunity to follow a program of study at a pace commensurate with their ability, to increase intellectual interaction among their peers, professors and advisors, to provide the opportunity for independent reading and research beyond the regular curriculum, and to participate in interdisciplinary seminars.

The college is designed to provide for each honors student a course of study suited to his or her own career plans and abilities. Each student's program is planned carefully with his or her advisor and the Associate Dean of the Honors College.

The College's explicit purpose is to offer excellent academic training and stimulating challenges to superior students. It is structured so that young scholars in each school and department can follow a program of study which includes honors courses within as well as outside of the student's department.

The qualifications for students desiring to enter the Honors College are as follows:

### **ENTERING FRESHMEN**

1. Minimum ACT Composite score of 21 or SAT equivalent
2. High School grade point average of B+

### **UPPERCLASSMEN**

Juniors and seniors otherwise qualified may enroll in honors courses and receive credit for honors work completed.

All students seeking enrollment in the Honors College should complete the following:

1. Application for Admission to the University
2. Application for the Honors College



## **STUDENTS CURRENTLY ENROLLED IN THE UNIVERSITY AND TRANSFER STUDENTS**

1. Minimum overall grade point average of 3.5 in work undertaken at the University or college level
2. Freshman or sophomore standing

## **NATIONAL INSTITUTE OF HEALTH - MARC HONORS PROGRAM**

A program to support twenty (20) junior or senior honor students in the Department of Biology and Chemistry who have as their primary objective to pursue graduate studies in the biomedical sciences. These students are given full tuition plus a stipend of \$638.00 per month.

The grant also provides for the selection of technical advisors from the department who are given \$1,000 for the support of their undergraduate research projects. Travel monies are also provided for students and faculty to attend professional meetings.

## **THE YOUNG SCIENTISTS PROGRAM**

Established under the auspices of the Department of Chemistry, the Young Scientists Program has as its primary goal to address the recently declining trends in national enrollment of student pursuing the basic sciences and engineering. The program is partially supported by a grant from the National Aeronautics and Space Administration. All students who enroll at Jackson State University and major in a science or mathematics discipline are eligible for the program. Participants are selected on the basis of high school academic experiences and achievements. Selection criteria include:

- three or more years of science and mathematics courses in high school;
- "B" average or better in high school courses;
- career interest in a science, mathematics, or engineering field.

The students receive the out-of-state tuition fee (when applicable) and a voucher for books and supplies. The program provides special laboratory experiences for the students at Jackson State University and research positions at the laboratories of the donor companies during the summer.

## **SPECIAL PROGRAMS**

INTERNATIONAL PROGRAMS

MILITARY SCIENCE PROGRAM

TITLE III-INSTITUTIONAL AID PROGRAM (IAP)

INTERCOLLEGIATE ATHLETICS

## **INTERNATIONAL PROGRAMS**

International Programs is located in Suite 9, Faculty Apartments. Established in September 1993, the International Programs engages in a variety of activities. With the overall aim of internationalizing Jackson State University, specific goals include internationalizing the curriculum; expanding the foreign language program; enhancing student involvement in international exchanges, work abroad programs and internships; increasing faculty participation in international exchanges, research, and internships; establishing language houses; increasing international student enrollment; establishment of an international village; increasing global awareness of the larger community; enhancing programs for international students; establishment of an international business center; instituting an intensive English language training program; increasing faculty involvement in technical assistance and training projects; and participation in the Diplomat-in-Residence Program. The Office is also responsible for facilitating the local programming of the International Visitors Center and coordinating the activities of the Mississippi Consortium for International Development.

In an effort to prepare Jackson State University students for the new millennium, a major priority of the Office of International Programs is to provide students with the opportunity to participate in education abroad experiences. Countries in which students can enhance their ability to compete in a global society include Costa Rica, Nicaragua, Mexico, Honduras, South Africa, Russia, Lesotho, Ghana, Japan and other countries throughout the world.

### **MILITARY SCIENCE PROGRAM (ROTC)**

The Department of Military Science at Jackson State University provides an opportunity for students to earn a commission in the United States Armed Forces or in Corporate America at the same time they work toward an academic degree. Skills that are the cornerstone of leadership excellence such as confidence, self-esteem, motivation, leadership and fellowship, creative thinking, self-discipline, team building, and decision-making are taught in the Army and Air Force Reserve Officers Training Corps (ROTC) Program. Upon completing the Army ROTC Program and all requirements for an academic degree, students can achieve the enviable combination of a degree in their chosen field and a presidential commission as an Army Second Lieutenant.

The objectives of the Army ROTC program are as follows:

1. To produce the future officer leadership of the U.S. Army
2. To provide an understanding of how the U.S. Army Reserve and the Army National Guard fit into the national defense structure.
3. To develop the leadership and managerial potential of students to facilitate their future performance as officers.
4. To develop the students' abilities to think creatively and to speak and write effectively.
5. To encourage the development of mental and moral standards that are essential to military service.

Students do not "join" ROTC, they simply enroll in the ROTC courses like any other college courses. The Program is a four-year program taken in conjunction with courses that are required in a major field of study.

The ROTC Program of instructions is divided into the Basic Course (freshmen and sophomore classes) and the Advanced Course (junior and senior classes). In addition to the lecture classes, students are also required to attend a Leadership Laboratory once a week. ROTC courses count as electives in all academic majors and may be substituted for physical education electives for non-physical education majors. Additionally, ROTC classes will not interfere with other college courses.

#### **The Basic Course**

The Basic Course includes Military Science I classes and Military Science II classes which are taught during the freshman and sophomore years. Freshmen students attend one hour lecture class and sophomore students attend two hours lecture class each week. Both freshmen and sophomores attend a one-hour Leadership Laboratory one day per week. The Basic Course instruction introduces students to basic military subjects; ROTC organization and mission, military history, military rank structure, customs and courtesies of the service, organization and functions of the military, principles and techniques of leadership and command, and first aid. There is no military obligation for students enrolled in the Basic Course Program. Students who complete the Basic Course are eligible to enroll in the Advanced Course which will lead to a commission as a Second Lieutenant.

#### **The Advanced Course**

The Advanced Course consists of Military Science III and Military Science IV classes and is composed of selected students who qualify for enrollment and demonstrate a definite potential for becoming effective leaders. Students classified as juniors and seniors are eligible to enroll in the Advanced Course. Both the juniors and seniors attend three hours of lecture classes each week and a two-hour Leadership Laboratory one day per week. Swimming classes, physical fitness training and field training are also taught in the Advanced Course. Students who successfully complete the junior class attend a six-week summer internship at Fort Lewis, Washington. The Advanced Course is both elective and selective; student must meet enrollment requirements listed below.

## **Enrollment Requirements**

All students enrolled at Jackson State University or at one of the cross-enrolled colleges, are eligible to enroll in the Army ROTC Program on the campus of Jackson State University. Cross-enrolled colleges to Jackson State University for the purpose of ROTC enrollment are: Tougaloo College, Mississippi Valley State University, Mississippi College, Millsaps College, UMC School of Nursing, and Hinds Community College. Cross-enrolled students at each school except Mississippi Valley State University, must register for the class at Jackson State University under regular admission policies at their respective colleges, and they must take the ROTC classes on the campus of Jackson State University. ROTC courses are taught on the campus of Mississippi Valley State University.

All freshmen and sophomores enrolled as full-time students in the University or at one of the cross-enrolled schools listed above and are United States citizens, are eligible to enroll in the Basic Course. Full-time juniors who are United States citizens, who have two full years of school remaining, and who can qualify for a commission in the U.S. Army prior to their 30th birthday; are eligible to enroll in Military Science III (junior class). Students who meet the requirements to enrollment in the Advanced Course (junior class) are required to contract in the Army ROTC Program, agreeing to complete the Program and receiving their commission as Army officers. After becoming a contracted student in the Army ROTC Advanced Program, students will receive a monthly allowance of \$150. Additional requirements for students to enroll in the Advanced Course are:

1. Have a minimum grade point average of 2.0 or above.
2. Have completed two years of Senior ROTC in college, or have completed four-years of Junior ROTC in high school, or have prior military experiences, or attend ROTC Basic Camp the summer prior to enrolling in the Military Science III class.
3. Pass a physical examination given at a military medical facility.
4. Pass the Army Officer Selection Baptist Examination.

## **Advanced ROTC Camp**

Upon completing the Military Science III class, students must attend the six-weeks Advanced ROTC Camp in Fort Lewis, Washington. Advanced Camp is a requirement prior to receiving a commission as an Army officer. Advanced Camp is a paid internship where students have the opportunity to utilize the leadership and management skills and techniques learned in the Army ROTC classroom. While at camp, student will also meet other young men and women from hundreds of institutions throughout the United State, thus broadening their contacts and establishing any friendships.

## **AEROSPACE STUDIES PROGRAM (AFROTC)**

The Aerospace Studies Program provides an opportunity for students to earn a commission in the United States Air Force while working toward an academic degree simultaneously. Skills that are the cornerstone of leadership excellence such as confidence, self-esteem, motivation, leadership and fellowship, creative thinking, self-discipline, team building, and decision-making are taught in the Air Force Reserve Officers Training Corps (AFROTC) Program. Upon completing the AFROTC Program and all requirements for an academic degree, students can achieve their goal of a degree in their chosen academic field and a presidential commission as an Air Force Second Lieutenant.

## **TITLE III-INSTITUTIONAL AID PROGRAM**

The Institutional Aid Program, authorized by Title III of the Higher Education Act of 1965 and subsequent amendments, assists eligible institutions in equalizing educational opportunity through a program of federal assistance. The Strengthening Historically Black Colleges and Universities Program, Part B of the Title, provides financial assistance to establish or strengthen physical plants, financial management, academic resources, and endowments of historically black colleges and universities. Through this part, Jackson State University receives funds to strengthen instructional activities in the College of Business; College of Liberal Arts; College of Science, Engineering and Technology; College of Education and Human Development; College of Public Service; Division of Undergraduate Studies; Division of International Programs; and the H. T. Sampson Library. The University also received funds for management improvement activities and for renovation, repair, and improvement of campus facilities. The University's Title III grant was funded in 2012.

## **ATHLETICS**

The University provides a comprehensive athletic program for both men and women comprising both intramural and intercollegiate sports. These activities support the ideal of attaining a sound mind in a sound body; the achievement of academic excellence and the development of athletic skills both require self-discipline, perseverance and hard work.

Intramural sports may include leagues, tournaments, and contests in the following activities: touch football, cross-country, table tennis, basketball, bowling, volleyball, swimming, badminton, softball, golf, tennis, bridge, billiards, track and field, chess, weightlifting, archery, and horseshoes.

## **INTERCOLLEGIATE ATHLETICS MISSION**

The University programs of intercollegiate athletics are designed to enhance the total education of students. Through intercollegiate athletics, students participate in organized competitive sports.

The mission statement of the Department of Athletics supports the mission of the University and is as follows:

- To promote and monitor the educational growth and development is the primary purpose of intercollegiate athletics.
- To conduct an athletics program that protects and enhances the physical and educational welfare of student athletics.
- To provide a fair and equitable opportunity for all student athletes and staff participating in intercollegiate sport activities, regardless of gender or ethnicity.
- To promote the principles of good sportsmanship and honesty in compliance with University, State, National Collegiate Athletics Associations, and conference regulations.
- To conduct a competitive athletics program that promotes faculty, staff, student, and community affiliation with the University.
- To serve the community through public service and outreach activities which positively reflect on the University and promote good will in the community.

Like other universities, Jackson State University utilizes athletics to promote and develop academic achievement, educational leadership, a competitive spirit, a desire for fitness, an appreciation of sports as a recreational pursuit, and the broad exposure of student athletes to varied campus cultures and personal contacts. These qualities are designed to enhance the academic performance of students through the imposition of discipline and mastery of time management. Together these factors promote motivation, self-esteem and maturity in student-athletes. Athletics comprise an important dimension of student life. Attendance at athletic events fosters school pride, spirit, cohesiveness and a unique culture among students, faculty and staff that treasure excellence in varied dimensions. These qualities are enhanced by the University's association with programs of national and regional renown in intercollegiate athletics competition.

Athletics provide the opportunity for unique involvement in University programs and activities. Operating within sanctioned NCAA and the Board of Trustees of State Institutions of Higher Learning guidelines, the University welcomes community participation and involvement in the operation of its athletic program. The community is involved in athletics through direct support groups, Booster Club operations and representation on the Athletics Committee.

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ADMISSIONS, TUITION, AND FINANCIAL AID

- ADMISSIONS
- TUITION AND FEES
- FINANCIAL AID
- SCHOLARSHIPS, HONORS AND SPECIAL AWARDS
- ADMISSIONS
  - ADMISSION TO THE UNIVERSITY
  - FRESHMAN ADMISSION REQUIREMENTS
  - EARLY ADMISSION
  - DUAL ENROLLMENT
  - ADMISSION OF TRANSFER STUDENTS
  - TRANSFER OF CREDITS
  - TRANSIENT NON-DEGREE STUDENT
  - INTERNATIONAL STUDENT ADMISSION
  - SPECIAL NON-DEGREE STUDENT ADMISSION
  - ADMISSION TO TEACHER EDUCATION
  - RE-ADMISSION
  - APPEAL PROCEDURES
  - MISCELLANEOUS INFORMATION:
    - Credit By College Level Examination Program (CLEP)
    - Advanced Placement
    - Residence Requirements
    - Veteran Affairs
    - Credit For Educational Experiences In The Armed Services
    - Services For Students With Disabilities

**ADMISSION TO THE UNIVERSITY**

Admission to Jackson State University is administered in accordance with the policies established by the Board of Trustees, State of Mississippi Institutions of Higher Learning and by the Jackson State University Admissions and Credits Committee.

Admission decisions are made as applications and supporting documents are received; therefore, early application is encouraged. Information submitted to Jackson State University must be true and accurate. The withholding of pertinent information or the submission of false information may result in denial of admission or in dismissal. The University reserves the right to deny admission to any applicant and to forbid any previously admitted student continued enrollment.

Jackson State complies with all applicable laws regarding affirmative action and equal opportunity in all its activities and programs and does not discriminate against anyone protected by law because of age, color, national origin, race, religion, sex, handicap, or veteran status. The University welcomes applications from all individuals whose preparation and abilities give them a reasonable chance of success in programs offered by the University. Questions regarding admission should be directed to: Undergraduate Admissions, JSU Box 17330, Jackson State University, Jackson, Mississippi 39217 - (601) 979-0928.

## FRESHMAN ADMISSIONS PROCEDURES

### How To Apply

To apply for freshman admission, an applicant must submit the following to Undergraduate Admissions:

1. APPLICATION - A completed application
2. TRANSCRIPTS - Prospective students should request their high school send an official six- or seven-semester transcript to Undergraduate Admissions. Unofficial transcripts are not accepted from students. The following high school course units are required and must be listed on the transcript:

### High School Course Requirements

(College Preparatory Curriculum)

SUBJECT	CARNEGIE UNITS	CONTENT & REMARKS
English	4	All must have substantial writing communications skills (i.e. reading, writing, listening, and speaking.) Compensatory Reading and Compensatory Writing may not be included.
Mathematics	3	Algebra I or its equivalent Math higher than Algebra 1 (2 units)
Science	3	Biology I or its equivalent Science higher than Biology 1 (2 units)
Social Studies	3	U.S. History World History U.S. Government (½ unit) Economics (½ unit) or Introduction to World Geography (½ unit)
Arts	1	Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.
Advanced Electives	2	<u>Option 1:</u> Foreign Language I and Foreign Language II <u>Option 2:</u> Foreign Language I and Advanced World Geography <u>Option 3:</u> Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advance Elective category, and AP course, any IB course
Computer Application	½	A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.
Pre-High School Units		Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course.

Substitutions	Advanced Placement (AP) and International Baccalaureate (IB) courses can be substituted for each requirement in the College Preparatory Curriculum.
Course Acceptance	A course may not be used to satisfy more than one requirement.
<b>TOTAL</b>	16.5

3. TEST SCORES - Official ACT or SAT scores for all applicants finishing high school within the past five years are mailed to Undergraduate Admissions directly from the ACT or SAT headquarters upon request (see addresses listed in this section). Score reports brought by the applicant are not considered official. **In lieu of ACT scores, students may submit equivalent SAT scores.**

American College Testing Program  
 500 ACT Drive  
 P.O. Box 168  
 Iowa City, Iowa 52243-0168  
 (319) 337-1000  
[www.act.org](http://www.act.org)

College Entrance Examination Board  
 45 Columbus Ave.  
 New York, NY 10023-6917  
 (212) 713-8000  
[www.CollegeBoard.org](http://www.CollegeBoard.org)

#### 4. PROOF OF IMMUNIZATION

##### A. Measles, Mumps and Rubella

Proof of immunization of measles, mumps and rubella is required (two doses of the MMR vaccine) of all students, unless exempt because of (a) actual or suspected pregnancy (measles or rubella vaccines are not required for females who are pregnant; if pregnancy is suspected, a valid certificate of medical exception from a health provider is required until pregnancy is resolved), (b) medical contraindication, or (c) birth prior to 1957. Temporary waivers may be granted for students enrolled in distance learning courses and/or programs where their time on campus is limited to a minimum number of hours as determined by the admitting IHL institution.

##### B. Hepatitis B

Proof of hepatitis B vaccination is required for students who are involved in health education programs that cause them to be potentially exposed to blood or other bodily fluids.

##### C. Tuberculosis

Proof of test screening for tuberculosis by chest x-ray is required for all international students.

#### **When to Apply**

High school students are encouraged to apply for admission and financial aid in January of their senior year. The earlier applications are received, the earlier students will be notified of admission and financial aid decisions. Any first time entering freshman student who meets the admission requirements and submits the necessary application for the fall semester by April 1st will receive early notification of acceptance to Jackson State University.

Students are encouraged to apply on or before:

Fall semester	August 1st
Spring semester	December 1st
First summer session	May 1st
Second summer session	June 1st

Completed applications, test scores and transcripts should be received in Undergraduate Admissions at least 30 days prior to the student's scheduled registration date.

## **FRESHMAN ADMISSION REQUIREMENTS**

### **Mississippi Residents- Regular admission will be granted to the following:**

1. All students completing the College Preparatory Curriculum (CPC) with a minimum of a 3.20 high school GPA on the CPC.
2. All students completing the College Preparatory Curriculum (CPC) with (a) a minimum of a 2.50 high school GPA on the CPC or a class rank in the top 50%, and (b) a score of 16 or higher on the ACT (or the SAT equivalent).
3. All students completing the College Preparatory Curriculum (CPC) with (a) a minimum of a 2.00 high school GPA on the CPC, and (b) a score of 18 or higher on the ACT (or SAT equivalent).
4. NCAA Division I standards for student athletes who are "full-qualifiers" or "academic redshirts" are accepted as equivalent to the admission standards established by the Board.

In lieu of ACT scores, students may submit equivalent SAT scores. Students scoring below 16 on the ACT (Composite) or the equivalent SAT are encouraged to participate in the Year-Long Academic Support Program during their freshman year.

## **ACADEMIC PLACEMENT RESULTING FROM VARIOUS DEFICIENCIES**

Those Mississippi residents who applied and failed to meet Full Admission Standards along with any Mississippi high school graduate regardless of academic performance may, as a result of review, be admitted to the summer or fall semester. The ACT is not a requirement in this category. The review shall involve a consideration of high school performance, ACT scores (if available), placement testing, special interests and skills as well as other non-cognitive factors. The review shall result in placement in one of the following categories:

### **1. Full Admission**

As a result of the review, students in this category may be placed as if admitted under Section B. In addition, students may be required to enroll in selected college level courses in science and social science equivalent to high school courses in which their background is inadequate. These courses will yield institutional credit.\* Other students in this category may be required to participate in the Year-Long Academic Support Program.

### **2. Full Admission with Academic Deficiencies**

Students who have not demonstrated adequate readiness in English or Reading or Mathematics will be granted Full Admission with Academic Deficiencies to the Summer Developmental Program. This is an intensive program that concentrates on high school subject areas (English, Reading, and Mathematics) that are applicable to success in first-year college courses. These courses carry institutional credit.\* Students who successfully complete the summer program, by passing developmental English, developmental Mathematics, developmental Reading and the Learning Skills Laboratory courses, will receive admission to the fall term with mandatory participation in the Year-Long Academic Support Program. Students who fail to successfully complete the Summer Developmental Program are not eligible for enrollment in the regular academic year and will be counseled to explore other post-secondary opportunities, including those offered by community colleges.



## YEAR-LONG ACADEMIC SUPPORT PROGRAM

This program is designed to assist those students admitted with academic deficiencies, as well as other volunteer students, with their freshman courses. The Year-Long Academic Support Program will consist of classroom, individual, and computer-assisted instruction along with career counseling in a laboratory setting. The Program carries institutional credit.\*

\*Institutional credit courses do not count toward graduation but carry all other academic requirements.

## INTERMEDIATE COURSES

- A. All entering freshmen with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Algebra during their first semester of enrollment.
- B. All entering freshmen with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment.
- C. All entering freshmen with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. Students taking Intermediate Reading should not be permitted to take reading-intensive courses, such as History.
- D. Students taking two or more intermediate courses must enroll in the yearlong Academic Support Program and will not be permitted to take more than 17 semester hours, including intermediate courses and the Academic Support Program.

## NONRESIDENT ADMISSIONS

Any student identified as a non-resident will be qualified for admission to a Mississippi institution of higher learning based on equivalent preparation as determined by the admitting institution. If, however, an admitting institution determines that anticipated enrollment will exceed the institution's capacity to adequately serve all prospective students who are otherwise qualified for admission, then the institution may make appropriate admissions decisions from among the pool of otherwise qualified non-resident applicants in light of institutional capacity and consistent with constitutional and other legal requirements, as well as in light of the IHL and the admitting institution's values, mission, and goals.

## APPLICANTS WITHOUT A DIPLOMA FROM A REGIONALLY ACCREDITED HIGH SCHOOL; HOME SCHOOL STUDENTS; GENERAL EDUCATION DEGREE (GED) STUDENTS

1. Applicants who have completed high school from a school that does not hold regional accreditation must submit the following:
  - a. Transcripts reflecting academic performance
  - b. ACT or SAT scores
2. Home-schooled applicants must submit the following:
  - a. Home-school transcripts or portfolio summarizing home school education
  - b. ACT or SAT scores
3. Applicants who have not completed high school must submit the following:
  - a. Qualifying scores on a state approved high school equivalency exam
  - b. Any transcripts reflecting academic performance in high school
  - c. ACT or SAT scores
4. International applicants who have completed an international or foreign high school may be admitted in another admissions category or must submit one of the following:
  - a. Transcripts reflecting academic performance or a secondary school leaving form or
  - b. ACT or SAT scores

All applicants described in this section are subject to the requirements outlined for Freshman Admission Requirements. Applicants in this section may validate the College Preparatory Curriculum in an alternate way. All applicants described in this section may be required to appear for an on-campus interview.

## EARLY ADMISSION

Outstanding secondary school students who choose to enter the University before graduation will be considered for admission upon completion of the junior year. Applications submitted by these students must be supported by a 3.2 GPA on 15 units courses in the college preparatory curriculum, and a recommendation from a high school official.

## DUAL ENROLLMENT

JSU also offers high qualified high school student the opportunity to earn college credit while they are enrolled in high school. To be dually enrolled, the applicant must have a minimum overall GPA of 3.0 on a 4.0 scale on all high school courses, and successful completion of 14 core high school units and/or junior status and a written recommendation from school principal or guidance counselor OR Minimum overall GPA of 3.0 on a

4.0 scale on all high school courses and Minimum composite ACT score of 30 or the equivalent SAT score and written recommendation from school principal or guidance counselor

### **ADMISSION OF TRANSFER STUDENTS**

Transfer applicants who initially meet freshman admission requirements at Jackson State University (listed under Freshman Entrance Requirements), but choose to enroll at another regionally accredited institution, may transfer at any time provided the applicant:

1. Submits a formal application
2. Submits an official transcript from each college or university attended
3. Is in good standing at the last college or university attended
4. Submits documented proof for measles, mumps and rubella immunization compliance, if born after December 1956 to the JSU Health Center, P O Box 17097, Jackson, MS 39217

Any student who was not eligible for regular admission and who has not successfully completed the Summer Developmental Program must attend an accredited institution of higher education other than those under the governance of the Board of Trustees and must attain a “C” average (2.0 GPA on a 4.0 scale, as calculated by the admitting IHL institution) in the following 30 transferable semester credit hours to be eligible to transfer to an IHL institution:

1. Six (6) semester hours of English (Composition I & II)
2. Three (3) semester hours of mathematics (College Algebra or higher)
3. Six (6) semester hours of Science (must be lab based, i.e., physical science, biology, chemistry, etc.)
4. Nine (9) semester hours of Humanities & Fine Arts
5. Six (6) semester hours of Social & Behavioral Sciences

### **TRANSFER ADMISSION FOR STUDENTS WHO HAVE EARNED AN ASSOCIATE DEGREE**

A. Any student who has earned an Associate of Arts degree from a regionally accredited institution and sufficient GPA as calculated by the admitting institution is eligible for admission.

B. Any student who has earned other Associate level degrees from a regionally accredited institution in a transferable area (as defined by the admitting institution) and sufficient GPA as calculated by the admitting institution may be eligible for admission.

### **TRANSFER OF CREDITS**

Students transferring to Jackson State University should know the following:

1. A maximum of 62 semester hours of credit for courses completed at the freshman and sophomore levels will be allowed from a community/junior college toward degree requirements.
2. Jackson State University accepts transfer courses with “C” or above grades.
3. Jackson State University does not accept for credit courses that are classified as remedial or developmental.
4. Students ordinarily receive no transfer credit for courses designed specifically for technical and vocational career programs. The dean of the college concerned should be consulted on questions pertaining to the transfer of credits.
5. After earning 62 semester hours from any accredited institution, a student may not take additional courses at the community/junior college and have them applied toward a degree from Jackson State University, unless prior approval is obtained from the college dean.
6. Any course taken for credit at another institution while a student is enrolled at Jackson State University must have prior written permission of the student’s department chair and dean in order for that credit to be accepted toward the fulfillment of degree requirements at Jackson State University.
7. Grades earned in transfer courses will show on the permanent record at Jackson State University with

a “T” in front of the earned grade from the transfer institution but will not be used in calculating Jackson State University grade point averages.

8. Normally, Jackson State University allows full credit on a course taken at another accredited institution if a comparable course is offered at Jackson State University. The final evaluation of transcripts is done by the department responsible for the program of study.

9. All students are required to have the last session of residence or its equivalent at Jackson State University and to complete satisfactorily a minimum of 30 semester hours of courses before graduation.

10. A maximum of 93 semester hours is transferable from an accredited four year institution.

### **TRANSIENT NON-DEGREE STUDENT**

Students enrolled at another college or university may apply for admission as a transient student (temporary student who wishes to transfer credits to his/her home institution). Such admission carries no commitment for permission to register for either term of the regular academic year. Students from other college or universities must be in good standing or eligible to continue academic work at their respective institutions and are responsible for determining if these institutions will accept credits earned at Jackson State University.

The student must submit the following:

1. Completed application
2. Official transcript or letter of good standing from the home institution attended

### **INTERNATIONAL STUDENT ADMISSION**

A prospective student who is not a citizen of the United States applying for admission to Jackson State University as an undergraduate must apply for admission at least four months prior to the desired date of entrance and must submit the following required documents two months prior to registration:

1. Application for Admission.
2. American College Test Score (ACT) of not less than 16 or combined Scholastic Aptitude Test (SAT) equivalent.
3. Test of English as a Foreign Language (TOEFL) or not less than 525 on the paper examination or computer-based equivalent examination.
4. Certified, translated copies of all transcripts, mark sheets, and diplomas, or official evaluation of international academic credentials from an accepted service agency.
5. Certified declaration of Financial Support (sufficient funds to cover expenses for one academic year) should be placed on deposit with the Jackson State University Business Office.
6. Completed student health form showing proof of immunization compliance for measles, mumps and rubella, if born after December 1956.
7. Proof of test screening for tuberculosis by chest x-ray is required.

### **NON-DEGREE STUDENT ADMISSION**

An applicant who is at least twenty-one (21) years old and does not meet the regular freshman admission requirements may apply for admission as a non-degree seeking student.

The non-degree seeking student may enroll in a maximum of twelve (12) semester hours during a regular term, six (6) semester hours during a summer term, or equivalent hours for alternate terms. To transition from non-degree-seeking to degree-seeking status, the student must satisfactorily complete twelve (12) hours with a “C” or better average in the general education core. Once admitted to a degree program, a maximum of eighteen (18) semester hours credit earned as a non-degree-seeking student may be applied toward a baccalaureate degree, if approved by the dean of the college or school from which the degree is sought.

## **ADMISSION TO TEACHER EDUCATION**

The College of Education and Human Development is responsible for all teacher education programs at Jackson State University. All students who expect to qualify to teach must be formally admitted to the teacher education program. For specific information see admission procedures in the College of Education and Human Development section of the catalog.

## **READMISSION**

A former student (one who has not earned a bachelors degree from Jackson State University or withdrew from the University) must submit an Application for Readmission. Official transcripts from all institutions attended since the student was last enrolled at Jackson State University must be mailed to the Office of Undergraduate Admissions. Unofficial transcripts will not be accepted from students applying for readmission. Suspended students who are approved for readmission will be readmitted on probation.

## **APPEAL PROCEDURES**

Applicants who are denied admission to the undergraduate program and who feel there are highly extenuating circumstances that could justify a different decision may appeal for further consideration. The appeal procedure is as follows:

*Applicants should write to Undergraduate Admissions and request a reevaluation. They should submit all academic and personal records which would help the Admissions and Credits Committee make a fair and informed decision. All extenuating circumstances should be explained fully.*

*Applicants may request an appointment to meet with members of the Committee to discuss their case. Applicants who are minors may be accompanied by parents or guardians.*

*After discussion, the Committee will communicate its decision through Undergraduate Admissions.*

*The Admissions and Credits Committee meets a minimum of two times per semester.*

## **MISCELLANEOUS INFORMATION**

### **Credit by College-Level Examination Program (CLEP)**

The College-Level Examination Program (CLEP) is a program of credit by examination sponsored by the College Entrance Examination Board. This program provides interested individuals an opportunity to obtain recognition for college level achievement on the basis of examination performance.

The purpose of CLEP at Jackson State University is to make these examinations accessible to incoming and enrolled students. These examinations are available to anyone seeking to earn credit for attained academic competency. There are two types of tests offered by CLEP: General Examinations and Subject Examinations. The General Examinations measure achievement in the following basic areas: (1) English Composition, (2) Humanities, (3) Mathematics, (4) Natural Sciences, and (5) Social Sciences–History. The Subject Examinations measure achievement in specific subject areas that are normally covered by first year college courses.

Advanced Placement and credit for a number of specifically approved courses are awarded for specified test scores on the General Examination and on certain Subject Examinations. CLEP credits are treated as undergraduate transfer credits and are not considered in the calculation of the student's cumulative grade point average. However, the credits may be used to fulfill degree requirements at Jackson State University. A maximum of 30 semester hours may be earned through the College-Level Examination Program.

Tests are administered at a pre-arranged time each month at colleges and universities listed in the CLEP brochure. Applicants who live more than 150 miles from the nearest center may request special administrations

at more convenient locations. This may be done by completing a registration form and sending it with the test fee, the special administrations fee for each day of testing, and a letter of request to the College Entrance Examination Board, Box 1832, Princeton, New Jersey 08540. Arrangements may take five weeks.

Jackson State University is an approved test center. Students who wish to take a test at Jackson State University should apply directly to Testing and Assessment, Jackson State University, JSU Box 17200, Jackson, Mississippi 39217.

The following includes courses currently approved for credit-by-examination through CLEP:

**CLEP General Examinations**

<b>JSU Courses</b>	<b>Credit Hrs.</b>
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English Comp.	
ENG 104	Composition 3
ENG 105	Composition 3
Humanities	
MUS 205	Music Appreciation 3
ART 206	Art Appreciation 3
Mathematics	
MATH 104	Algebra I 3
Natural Sciences	
BIO 101	Biological Science 3
SCI 201	Physical Science 3
SCI 202	Physical Science 3
Social Studies and History	
HIST 101	History of Civilization 3
HIST 102	History of Civilization 3

**CLEP Subject Examinations**

American Lit.	
ENG	Literature Elective 3
ENG	Literature Elective 3
American Hist. I (Early Colonization to 1877)	
HIST 201	United States History 3
American Hist. II (1865 to Present)	
HIST 202	United States History 3
College Algebra	
MATH 111	Algebra 3
Computers & Data Processing	
CSC 115	Digital Computer Principles 3

**ADVANCED PLACEMENT**

Students entering Jackson State University for the first time are allowed credit on the Advanced Placement Examination administered by the College Entrance Examination Board. Grades are recorded on the student's

transcript for courses in which advanced placement credit is earned. These courses do not affect grade point averages. Acceptance of advanced placement credits to a specific degree will be determined by the major department chair and dean of the college in which the student is enrolled.

## **REJECTION OF APPLICATION**

### **A. FUNDAMENTAL REQUIREMENTS**

Applications containing false, contradictory, questionable, or uncertain data, or which fail to comply with the fundamental requirements or the policies of the institutions as established by the Board shall be rejected.

### **B. FRAUDULENT STATEMENTS AND REPRESENTATIONS**

Whoever, with intent to defraud the state or any department, agency, office, board, commission, county, municipality or other subdivision of state or local government, knowingly and willfully falsifies, conceals or covers up by trick, scheme or device a material fact, or makes any false, fictitious or fraudulent statements or representations, or makes or uses any false writing or document knowing the same to contain any false, fictitious or fraudulent statement or entry, shall, upon conviction, be punished by a fine of not more than Ten Thousand Dollars (\$10,000.00) or by imprisonment for not more than five (5) years, or by both such fine and imprisonment. This section shall not prohibit the prosecution under any other criminal statute of the state.

## **RESIDENCE REQUIREMENTS**

### **A. RESIDENCE OF A MINOR**

For purposes of determining whether a minor pays out-of-state or in-state tuition for attendance at the University, the residence of a person less than 21 years of age is that of the father, the mother or a general guardian duly appointed by a proper court in Mississippi. If a court has granted custody of the minor to one parent, the residence of the minor is that of the parent who was granted custody by the court. If both parents are dead, the residence of the minor is that of the last surviving parent at the time of that parent's death, unless the minor lives with a general guardian duly appointed by a proper court of Mississippi, in which case his/her residence becomes that of the guardian. A minor student who, upon registration at a Mississippi institution of higher learning or community college, presents a transcript demonstrating graduation from a Mississippi secondary school and who has been a secondary school student in Mississippi for not less than the final four years of secondary school attendance shall not be required to pay out-of-state tuition. This policy shall not apply to the residence of a person as it relates to residency for voter registration or voting.

### **B. RESIDENCE OF AN ADULT**

The residence of an adult is that place where he/she is domiciled, that is, the place where he/she actually physically resides with the intention of remaining there indefinitely or of returning there permanently when temporarily absent.

### **C. REMOVAL OF PARENTS FROM MISSISSIPPI**

If the parents of a minor who is enrolled as a student at the University move their legal residence from the State of Mississippi, the minor shall be immediately classified as a nonresident student; such a change in classification shall not affect the tuition to be charged upon completion of the semester in which the move takes place.

### **D. RESIDENCE REQUIRED**

No student may be admitted to the University as a resident of Mississippi unless his/her residence, as defined herein above, has been in the State of Mississippi for a continuous period of at least 12 months preceding his/her admission.

### **E. RESIDENCY PETITIONS**

Nonresidents may petition the University for a change of residency classification. A person who enters the

state of Mississippi from another state and enters a system institution is considered a nonresident, unless the person meets the residency requirements set out in subsections A and B above. Provided, however, that any person who has attained 21 years of age and has thereafter actually established residency as defined within subsection A above and resided within the state of Mississippi for 12 consecutive months after attaining 21 years of age upon sworn affidavit and other representation, may petition the particular institution for a change in residency classification for the purposes of fees and tuition assessment. The institution may make reasonable inquiry into the validity of the petitioner's claim. Such petition for change of residency must be made on or before the last day a student may register at the particular institution without penalty.

#### **F. LEGAL RESIDENCE OF A MARRIED PERSON**

A married person may claim the residence status of his or her spouse, or he or she may claim independent residence status under the same regulations set forth above as any other adult.

#### **G. CHILDREN OF FACULTY OR STAFF**

Children of parents who are members of the faculty or staff of the University may be classified as residents for the purpose of attendance at the institution where their parents are faculty or staff members.

### **MILITARY PERSONNEL**

#### **A. ACTIVE DUTY STATION IN MISSISSIPPI**

Members of the United States Armed Forces on extended active duty and stationed within the State of Mississippi and members of the Mississippi National Guard may be classified as residents, for the purpose of attendance at the University. Resident status of such military personnel, who are not legal residents of Mississippi shall terminate upon their reassignment for duty in the continental United States outside the State of Mississippi.

#### **B. SPOUSE OR CHILD OF MILITARY PERSONNEL**

Resident status of a spouse or child of a member of the Armed Forces of the United States on extended active duty shall be that of the military spouse or parent for the purpose of attending the University during the time that their military spouse or parent is stationed within the State of Mississippi and shall be continued through the time that the military spouse or parent is stationed in an overseas area with last duty assignment within the State of Mississippi, excepting temporary training assignments en route from Mississippi. Resident status of a minor child terminates upon reassignment under Permanent Change of Station Orders of the military parent for duty in the continental United States outside the State of Mississippi, excepting temporary training assignments en route from Mississippi, and except that children of members of the Armed Forces who attain Mississippi residency in accordance with the above provisions, who begin and complete their senior year of high school in Mississippi, and who enroll full time at the University to begin studies in the fall after their graduation from high school, maintain their residency status so long as they remain enrolled as a student in good standing at the University. Enrollment during summer school is not required to maintain such resident status. The spouse or child of a member of the Armed Forces of the United States who dies or is killed is entitled to pay the resident tuition fee if the spouse or child becomes a resident of Mississippi. If a member of the Armed Forces of the United States is stationed outside Mississippi and the member's spouse or child establishes residence in Mississippi and registers with the University, the University shall permit the spouse or child to pay the tuition, fees and other charges provided for Mississippi residents without regard to length of time that the spouse or child has resided in Mississippi.

A member of the Armed Forces of the United States or the child or spouse of a member of the Armed Forces of the United States who is entitled to pay tuition and fees at the rate provided for Mississippi residents under another provision of this section while enrolled in a degree or certificate program is entitled to pay tuition and fees at the rate provided for Mississippi residents in any subsequent term or semester while the person is continuously enrolled in the same degree or certificate program. A student may withdraw or may choose not to reenroll for no more than one (1) semester or term while pursuing a degree or certificate without losing resident status only if that student provides sufficient documentation by a physician that the student has a medical condition that requires withdrawal or non-enrollment. For purposes of this subsection, a person is not

required to enroll in a summer term to remain continuously enrolled in a degree or certificate program. The person's eligibility to pay tuition and fees at the rate provided for Mississippi residents under this subsection does not terminate because the person is no longer a member of the Armed Forces of the United States or the child or spouse of a member of the Armed Forces of the United States.

### **C. CERTIFICATION OF RESIDENCE OF MILITARY PERSONNEL**

A military person on active duty stationed in Mississippi who wishes to avail himself/herself or his/her dependents of the provisions of (A) ACTIVE DUTY STATION IN MISSISSIPPI must submit a certificate from his/her military organization showing the name of the military member; the name of the dependent, if for a dependent; the name of the organization of assignment and its address (may be in the letterhead); that the military member will be on active duty stationed in Mississippi on the date of registration at the University; that the military member is not on transfer orders; and the signature of the commanding officer, the adjutant, or the personnel officer of the unit of assignment with signer's rank and title. A military certificate must be presented to the registrar of the University each semester at (or within 10 days prior to) registration each semester for the provisions of the (A) ACTIVE DUTY STATION IN MISSISSIPPI to be effective.

### **VETERAN AFFAIRS**

The Veteran Affairs Office (VA) assists students who are veterans and dependents of veterans who are eligible for benefits through the Veterans Administration.

The office is located on the third floor of the Jacob L. Reddix Building and was established to act as a liaison between the eligible students and the various Jackson State University offices to help resolve entitlement problems. It can be reached at (601) 979-1755.

The office hours are:

8:00 a.m. to 5:00 p.m.....Monday - Friday

The mailing address is:

Veterans Center

Division of Student Life

Jackson State University

JSU Box 17084

Jackson, Mississippi 39217-0125

### **Credit for Educational Experience in the Armed Services**

Jackson State University utilizes the American Council on Education's "Guide to the Evaluation of Educational Experiences in the Armed Services" for the evaluation of training for military occupational skills. Final acceptance of such military transfer credit is left to the discretion of the major department chair and the dean of the college in which the student is enrolled.

### **SERVICES FOR STUDENTS WITH DISABILITIES**

Services for students with documented disabilities will be coordinated by the ADA Coordinator. Contact with the coordinator prior to enrollment is encouraged. The office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. The telephone number is (601) 979-3704. The mailing address is:

ADA Coordinator

Disability Service

P O Box 17156

Jackson, MS 39217-0156



## TUITION AND FEES

(Fees are subject to change)

TUITION  
NON-RESIDENT FEE  
ROOM AND BOARD FEES  
EXPENSES  
LATE REGISTRATION FEE  
CHANGE OF SCHEDULE FEE  
AUDIT FEE  
TUITION POLICY ADJUSTMENT

### TUITION

#### Undergraduate Tuition

1.0 - 11.0 hours	\$286.00 / hour
12.0 - 19.0 hours	\$3,433.00
19.0+ hours	\$3,433.00 + \$276.00 / hour over 19 hours

#### Graduate Tuition

1.0 - 8.0 hours	\$381.00 / hour
9.0 - 13.0 hours	\$3,433.00
13.0+ hours	\$3,433.00 + \$381.00 / hour over 13 hours

### NON-RESIDENT FEE

Undergraduate and Graduate	\$4,977.50 per semester
Late Registration Fee	\$70.00; \$105.00; \$145.00
Add and Drop Fee	\$25.00

All fees may be paid in advance by cash, certified check or money order. Checks should be made payable to Jackson State University. All fees are due and payable in full at the time of registration. All financial assistance awarded to a student is applicable to the total fees at the time of registration. Any variation from this policy will require prior approval from Financial Services (Business Office). Checks returned by a bank due to insufficient funds must be redeemed immediately, with the payment of a \$40.00 fee and a University late fee, if applicable, to avoid termination of registration.

All fees are subject to change contingent on Administrative recommendation and approval by the Board of Trustees of State Institutions of Higher Learning.

### ROOM AND BOARD FEES

Room and board fees are assessed as two separate charges. The contracts are for the academic year. The cost of the All Access 7-day meal plan (\$125 Tiger Bucks) for all students is \$3,318.00, the All Access 7-day meal plan (\$50 Tiger Bucks) for all students is \$3,186.00, and the All Access 5-day meal plan (\$30 Tiger Bucks) is \$3,013.00 per academic year. If a contract for meals is not signed, the student may purchase meals from the dining hall on a cash basis. Normally, cash rates are significantly higher than contract rates.

An application must be filed with the Housing Office and a contract signed in order to secure a room in the residence hall. Students may be housed one or two to a room depending on the availability of space. The cost for a freshman, transfer student, readmitted student and upperclassmen housed two to a room ranges from \$4,620.00 to \$4,909.00 per academic year. Single occupancy is \$6,478.00 per academic year.

room, board, out-of-state fees and books (ROOM AND BOARD IS RESTRICTED TO ON-CAMPUS HOUSING ONLY!). The Presidential Academic Scholarship is awarded on a competitive basis and is renewable at the end of each year for a four-year period for entering freshmen who maintain a 3.50 Cumulative Grade Average or higher.

NOTE: (1) Scholarship Requirements are subject to change without prior notice. (2) GPA requirements are based on a 4.00 scale.

## **EXPENSES**

The matter of expenses while attending Jackson State University is of importance to every student. It is difficult, however, to give specific information about annual expenses, because they vary according to the nature of the curriculum, the place of residence (whether within Mississippi or outside), and the student's own habits and needs. It is the responsibility of the University to inform students of certain definite expenses they will have and of others that are likely to arise.

The information in this section concerning expenses and financial aid is applicable to all students enrolled at the University. The listing of fees or charges in this catalog does not constitute a contract between the University and the student. Because of rapidly changing conditions, it may become necessary to alter a fee structure before the next edition of the catalog is published. As a condition of registration, each student will pay the fees in effect at the time of registration.

### **Room Deposit and Reservation Fee**

A \$100.00 non-refundable deposit is required at the time application is made for University housing. Applicants should make money orders payable to Jackson State University. The room deposit applies as security deposit against damage and loss to University property and does not apply to rent. This is a non-refundable fee. (Exception: When the University is unable to provide accommodations.)

A room Reservation Fee of \$75.00 is required for a student to secure a room in the dormitory. The \$75.00 fee is chargeable on a yearly basis and should be remitted at the time the student submits the room reservation form to the Housing Office. The amount of the fee will be applied to the student's room rent for the Fall semester. The room reservation fee may be forfeited by the student.

### **Non-Resident Fee**

Responsibility for registering as a non-resident student is placed on the student. If a student is in doubt as to his/her legal residence and questions the decision of the Admissions Office, the matter should be referred to the Registrar for a decision before registration or payment of fees. (See Residence Status of Applicants under the section on Admissions.)

### **Transcript Fee**

Prepayment of \$7.50 is required for each transcript issued (\$10.00 for a FAXed copy). A transcript is not released until all financial obligations to the University are met. Transcript fees must be paid by cash, credit card, money order, or cashier's check.

**Room and Board**

Students in good standing who voluntarily withdraw from the University during the semester may receive an adjustment prorated on a weekly basis.

When students withdraw with seven or more days remaining in the room period and/or board period, they will receive adjustments at a rate calculated by dividing the charge for room and board by 14 weeks per semester. There will be no refund for fewer than seven days. When students withdraw with seven or more days remaining in the semester, please contact the appropriate office for a refund schedule.

**LATE REGISTRATION FEE**

Any student who fails to complete registration by payment of all fees during the official registration period is charged a later registration fee of \$70.00, \$105.00, or \$145.00, dependent on the date of registration.

**CHANGE OF SCHEDULE FEE**

For any schedule change, a fee of \$25.00 will be charged. This fee is effective after the student officially completes registration.

**AUDIT FEE**

A fee of \$287.00 per hour will be charged to undergraduate students. Audit fees for courses taught on-campus are the same as credit fees. Please note that fees are subject to change without prior notice.

**TUITION POLICY ADJUSTMENT**

Tuition adjustments are based on the date that classes begin and the date a course(s) is dropped or on the date of withdrawal. Students withdrawing from the University before the close of a semester must complete an "Application for Withdrawal" form. This form can be picked up in the Office of the Vice President for Student Life located on the third floor of the JSU Student Center.

Financial aid recipients who withdraw or drop a course may not receive a refund as a result of the tuition adjustment. The refund will be credited to the appropriate source of fee payment which includes: (1) Federal Unsubsidized Stafford Loan; (2) Federal Subsidized Stafford Loan; (3) Federal PLUS Loan; (4) Federal Direct Stafford Loan; (5) Federal Direct Plus; (6) Federal Perkins; (7) Federal Pell Grant; (8) Federal Supplemental Educational Opportunity Grant; (9) other Title IV aid; (10) other federal sources; and (11) state, private, or institutional aid.

<b>Amount Refunded</b>	<b>University</b>	<b>Due to Approp. Source</b>
<b>Student Withdraws</b>		
Start of Semester to		
Week 2	0%	100%
After Week 2	100%	0%

**Refund of Title IV Federal Financial Aid**

The Higher Education Amendments of 1998 (HEA98) represent a major shift in the return of Title IV Federal Financial Aid when a student withdraws from the University. This change in policy went into effect at Jackson State University during the Fall 2000 semester. The policy governs all federal grant and loan programs (Pell, SEOG, Stafford Loans, Perkins, and PLUS Loans), but does not include the Federal Work Study Program.

In general, the new law assumes that a student “earns” approved/verified federal financial aid awards in proportion to the number of days in the term prior to the student’s complete withdrawal. If a student completely withdraws from the University during a term, the University must calculate, according to a specific formula, the portion of the total scheduled financial assistance that the student has earned and is therefore entitled to retain, until the time that the student withdrew. If a student receives (or the University receives on the student’s behalf) more assistance than he/she earns, the unearned funds must be returned to the Department of Education or to the Federal Stafford or parent’s Federal PLUS Loans lenders. If a student’s charges are less than the amount earned, and a refund is due, the student may be able to receive those additional funds. Students who have not completed the verification process are ineligible to receive any financial aid.

## **FINANCIAL AID**

The Financial Aid Department at Jackson State University coordinates all financial assistance offered to students. The fundamental purpose of the financial aid program is to make it possible for students to attend school who would normally be deprived of a post-secondary education.

Financial Aid is economic assistance available to help a student meet the difference between what he/she can afford to pay and what it will actually cost to attend Jackson State University. This economic assistance may be in the form of grants, loans, employment, scholarships or a combination of any of these programs.

Students seeking federal financial assistance are required to complete the Free Application for Federal Student Aid (FAFSA). The priority deadline date for Jackson State University is April 15 of each year.

### **FREE APPLICATION FOR FEDERAL STUDENT AID**

**(FAFSA) – [www.fafsa.ed.gov](http://www.fafsa.ed.gov)**

All aid is contingent upon admission; therefore, a student must apply for admission to the University.

Federal Financial Aid Programs fall into one of three categories: grants, loans and work-study.

Grants are financial aid that students do not have to pay back unless, the student withdraws from school and owes a repayment. The types of grants available are:

- 1. Federal Pell Grant**
- 2. Federal Supplemental Educational Opportunity Grant (SEOG)**
- 3. Teacher Education Assistance for College and Higher Education Grant (TEACH)**
- 4. Iraq and Afghanistan Service Grant**

The **FEDERAL PELL GRANT** is the federal government’s largest student aid program and it is used as a “floor” or starting point for developing a student’s financial aid award package. Student eligibility is primarily based on financial need that is determined by a formula established by law, which is applied uniformly to all applicants. The formula produces an Expected Family Contribution (EFC) number that determines eligibility for this program.

The **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT** is awarded to undergraduate students with exceptional need, giving priority to Pell Grant recipients. Students with the lowest Expected Family Contribution (EFC) numbers are considered to have exceptional need. Supplemental grants range from \$100 to \$4,000 per academic year.

It is up to the discretion of the financial aid administrator to decide whether the aid package will contain FSEOG based on the availability of funds.

Not everyone who qualifies for FSEOG will receive an award due to limited funds. Therefore, it is important for the students to complete the FAFSA early to be considered for these funds.

The **Teacher Education Assistance for College and Higher Education Grant** provides up to \$4,000 a year in grant assistance if the student is completing or plan to complete course work needed to begin a career in teaching.

As a condition for receiving a TEACH Grant, the student must sign an Agreement to Serve promising to teach full-time in a high-need field at a low-income school or educational service agency after completing the course of study for which the student received the grant.

If the student does not complete the teaching service obligation, the TEACH Grant will be converted to a Direct Unsubsidized Loan that must be repaid with interest charged from the date of each TEACH Grant disbursement.

For detailed information on this grant, visit [www.teachgrant.ed.gov](http://www.teachgrant.ed.gov).

The **Iraq and Afghanistan Service Grant** is for students not eligible for Pell Grant whose parent or guardian was a member of the U.S. Armed Forces and died as a result of serviced performed in Iraq or Afghanistan after September 11, 2001. The student must be under 24 years old or enrolled in college at the time of the parent's or guardian's death. The student must be at least a part-time student at the time of the parent's or guardian's death.

## **LOANS**

Loans are borrowed money that must be repaid with interest. The types of loans available are:

1. Federal Perkins Loans
2. Federal Stafford Loans
3. Federal Plus Loans

### **FEDERAL PERKINS LOAN**

The **Federal Perkins Loan** is a low-interest (5%) loan obtained through the University to help finance a student's college education. These loans are for both undergraduate and graduate students with exceptional financial need.

A student may borrow up to \$5,500 for each year of undergraduate study and \$8,000 each year for graduate or professional study.

A student must sign a promissory note agreeing to repay the loan before the school will either pay him/her directly or credit the student's account. The student will receive the loan within at least two payments during the academic year.

A student has a period of time before repayment of the loan begins, called a "grace period." Half-time students have a grace period of nine months after he/she graduates, leaves school, or drops below half-time.

At the end of the grace period, the student must begin repaying the loan. He/she may be allowed up to 10 years to repay it.

### **WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM**

**Federal Direct Stafford Loans** (Subsidized and Unsubsidized) are low interest loans made by the U. S. Department of Education to students enrolled at least half-time. For loans first disbursed on or after July 1, 2011, the interest rate is 3.4 percent for subsidized loans for undergraduates, and 6.8 percent for unsubsidized loans for undergraduates and graduates.

The Federal Stafford “Subsidized” Loan is based on financial need, but the Federal Stafford “Unsubsidized” Loan is not. The Subsidized and Unsubsidized Federal Stafford Loans combined cannot exceed loan maximums set by the Department of Education per academic year. The loan maximums for undergraduate students are:

***Dependent Students:***

- \$3,500 plus (\$2,000 unsubsidized) first year;
- \$4,500 plus (\$2,000 unsubsidized) second year, and;
- \$5,500 plus (\$2,000 unsubsidized) third or fourth year.

***Independent Students:***

- \$9,500 (No more than \$3,500 in subsidized) first year;
- \$10,500 (No more than \$4,500 in subsidized) second year, and;
- \$12,500 (No more than \$5,500 in subsidized) third or fourth year.

NOTE: Students enrolled in teacher certification or re-certification programs are considered the same as 5th year undergraduate students, and may borrow up to the same limits as fourth year students (Dependent or Independent).

Eligible loan amounts are determined by the Cost of Attendance minus Expected Family Contribution, minus any other assistance the student may receive.

After the student graduates, leaves school, or drops below halftime, he/she has six months before beginning repayment. This is called a “grace period” if it is a Subsidized Stafford Loan; he/she will not have to pay any principal or interest during that period. If the student has an Unsubsidized Stafford Loan, he/she will be responsible for the interest from the time the loan is disbursed until the loan is paid in full.

Student Loan Entrance and Exit Interviews are required for all loan borrowers. Students may contact the Financial Aid Office for more information.

The **Federal Direct PLUS Loan** is a loan for the parent of a dependent child who is enrolled at least half-time. In addition, graduate or professional degree students may obtain PLUS Loans to help pay for their own education. This loan is made through the U. S. Department of Education. Credit checks are required. The yearly loan limit is the cost of attendance minus any estimated financial aid for which the student is eligible.

The Direct PLUS loan interest rate is 7.90%. Repayment begins on the date of the last disbursement for the period in which the loan was disbursed.

The **Federal Work Study Programs** provides part-time jobs for students who have financial need, allowing them to earn money to help pay education expenses. The program encourages community service work. At Jackson State University, students work in various offices and departments with their work schedule built around their academic class schedule.

The amount of the FWS award depends on the student’s financial need and the amount of money the school has been allocated for the program. In arranging a job and assigning a work schedule, the work study coordinator will take into account the student’s class schedule, health and the skills needed to perform the assigned duties. The salary received will be based on the current minimum wage. The student will be allowed to work up to 15 hours per week unless otherwise indicated. Under no circumstances can a student earn as much FWS money as he/she wants. The total amount of aid awarded from Federal and Non-Federal sources cannot exceed the student’s financial need. The student is paid once per month.

The **University Work Aid** is a non-need program that provides jobs for students who are unable to qualify for the Federal Work-Study Program. These funds are available for students who possess a needed skill or talent.

Students are employed in a variety of University offices and departments.

The criteria for determining a student's eligibility for aid under these programs are, the student:

- demonstrates financial need, except for some loan programs;
- has a high school diploma or a General Education Development (GED) certificate;
- is enrolled as a regular student seeking a degree or certificate in an eligible program;
- is a U.S. citizen or eligible non-citizen;
- has a Social Security Number;
- is making satisfactory academic progress;
- has certification that federal aid will be used only for educational expenses;
- certify not in default on federal loan and do not owe money on a federal grant;
- is registered with Selective Service, if required.

### **MISSISSIPPI STATE STUDENT FINANCIAL AID PROGRAMS**

To receive the State Financial Aid, students must apply at

<http://www.mississippi.edu/riseupms/financialaid-state.php>.

Programs offered by the State are:

- Critical Needs Alternative Route Teacher Loan Scholarship
- Critical Needs Teacher Loan/Scholarship
- Family Protection Specialist Social Worker Loan/Scholarship
- GEAR UP Mississippi Scholarship (Renewals only)
- Health Care Professions Loan/Scholarship
- Higher Education Legislative Plan for Needy Students (HELP)
- Mississippi Eminent Scholars Grant (MESG)
- Mississippi Law Enforcement Officers and Firemen Scholarship
- Mississippi Resident Tuition Assistance Grant (MTAG)
- Nissan Scholarship
- Summer Developmental Program Grant
- Teacher Education Scholars Loan/Scholarship
- William Winter Alternative Route Teacher Scholarship/Loan
- William Winter Teacher Scholar/Loan

### **VERIFICATION POLICIES AND PROCEDURES**

The Financial Aid Department conducts verification on all applicants selected for verification by the Department of Education edit checks.

Applicants selected for verification will be placed in one of the five verification groups. The verification group determines which items must be verified. The potential verification items are:

- Adjusted Gross Income (AGI)
- U.S. Income Tax Paid
- Untaxed IRA Distributions

- Untaxed Pensions
- IRA Deductions and Payments
- Tax Exempt Interest Income
- Education Credits
- Income Earned from Work
- Number in Household
- Number in College
- Supplemental Nutrition Assistance Program (SNAP-Food Stamps)
- Child Support Paid
- High School Completion Status
- Identity/Statement of Education Purpose

Applicants selected for verification must submit the required documents for the student, parents, and/or spouse, if applicable, to the Financial Aid Office.

The acceptable documentation for verification may be:

1. IRS Tax Return Transcript for the appropriate tax year requested if the IRS Data Retrieval Tool was not used or could not be used, IRS Data Retrieval used but data changed after it was transferred from IRS, or other acceptable documentation (copy of tax return, W-2 form, Form 4868, signed statement, etc) if applicable. IRS Data Retrieval maybe used if IRS request field(s) on the ISIR will have a value of "02" when the data is unchanged.
2. A completed Verification Worksheet (dependent or independent) for one of the five verification groups with acceptable documentation. The verification worksheets are used to collect data such as household size, number in college, and other untaxed income and benefits, non tax filer information, high school completion status, identify/statement of education purpose.

The information submitted on the FAFSA is compared with the information contained in the official documents submitted to complete verification (tax returns or other acceptable documents and verification worksheets). The verification process can takes four to six weeks from the time all required documents are received.

NOTE: Verification documents requested by the Financial Aid Department must be submitted within sixty (60) days of the request. If the requested information is not received within the sixty (60) days, the application for financial assistance will not be processed until verification is completed.

## **CORRECTION PROCESS**

Once all documents are received, corrections, if any are needed, will be made electronically. If the verification process results in a change in the expected family contribution (EFC), the student will receive an acknowledgment letter from the U.S. Department of Education with the corrected data. The student will also receive notification from the Financial Aid Office via his/her JSU web account. The electronic correction process takes 7 to 10 working days. Once the correction is received, the student will be awarded and notified.

## **CONFLICTING INFORMATION**

Conflicting information must be resolved prior to disbursing federal student aid to students. If conflicting information is discovered after disbursing federal student aid, the discrepancies must still be resolved and the appropriate action must be taken based on specific program requirements. Conflicting information is separate



and distinct from verification and must be resolved whether or not the student is selected for verification.

### **REFERRALS TO THE OFFICE OF THE INSPECTOR GENERAL OF THE DEPARTMENT OF EDUCATION**

The Financial Aid Department will refer to the Inspector General of the Department of Education any credible information indicating that an applicant for Title IV Program assistance may have engaged in fraud or other criminal misconduct in connection with his or her application. Examples of this information are:

1. False claims of independent student status;
2. False claims of citizenship;
3. Use of false identities;
4. Forgery of signatures or certification;
5. False statements of income; and
6. Other illegal conduct involving the administration of Title IV Programs.

### **RECOVERY OF FUNDS (OVERPAYMENTS)**

Jackson State University will make every effort to avoid overpayment of Federal funds to financial aid recipients. If a financial aid recipient receives an overpayment as a result of the verification process, the Financial Aid Department will eliminate the overpayment. The overpayment will be eliminated by adjusting subsequent financial aid payments during the award year or reimbursing the Federal Program account within sixty (60) days of the recipient's last day of attendance or the last day of the award year, whichever is earlier. **APPLICANTS WHO OWE A REPAYMENT OF FEDERAL FUNDS ARE NOT ELIGIBLE TO RECEIVE FEDERAL AID UNTIL THE OVERPAYMENT IS PAID IN FULL.**

### **STANDARDS FOR SATISFACTORY ACADEMIC PROGRESS**

Section 484 of the Higher Education Act (HEA), as amended, require students to maintain satisfactory academic progress (qualitative and quantitative) in the course of study he or she is pursuing in order to receive aid under the student financial assistance programs authorized by Title IV. These programs include the Federal Pell Grant (PELL), Federal Supplemental Education Opportunity Grant (SEOG), Teacher Education Assistance for College and Higher Education Grant Program (TEACH), Federal Work-Study, Federal Perkins Loan, and Federal Family Educational Loan Program-William D. Ford Federal Direct Loan Program (Subsidized, Unsubsidized, and PLUS).

Jackson State University students must show measurable academic progress towards a degree. Undergraduate students are required to earn a 2.00 Cumulative Grade Point Average in major courses of study in order to graduate.

Title IV recipients use a graduated scale that culminates in the graduation requirement in order to maintain satisfactory academic progress.

#### **Qualitative Standards**

The following scale is used to determine whether qualitative satisfactory progress is being maintained for undergraduate students:

<b>Undergraduate Satisfactory Academic Progress Table</b>					
Total JSU Hours Attempted	0-29	30-59	60-89	90-107	108-128
Minimum Cumulative GPA Required	1.50	1.75	1.80	1.90	2.00

### **Quantitative Standards**

Students are expected to complete the requirements for a degree within a reasonable time frame. Undergraduates pursuing a degree are allowed to attempt up to 150% of the published length of their academic program. For example, length of the program = 124 hours x 150% = 186 hours. This includes both Jackson State University attempted hours and hours transferred from other institutions.

Undergraduate students must make incremental progress (PACE) toward their degree; therefore, a minimum percentage of hours attempted must be completed. To meet this standard, students must complete 67% of hours attempted. To calculate PACE, the following formula is used:

**PACE** = Cumulative number of hours student successfully completed

Cumulative number of hours student attempted

Transfer credit hours accepted will count as hours attempted and completed and will be used in the formula to calculate the PACE rate for transfer students.

### **Financial Aid Warning**

Students who fail to maintain the above standards at the end of the evaluation period (semester) will be placed on Financial Aid Warning and eligible for Title IV assistance for the subsequent payment period (semester).

### **Financial Aid Suspension**

Students who fail to complete the required hours and maintain the required cumulative GPA for two consecutive semesters will be placed on Financial Aid Suspension. Students who fail to bring the cumulative GPA into compliance and/or complete the required hours, at this point, will be considered as not maintaining Satisfactory Academic Progress (SAP) and will be ineligible for Title IV assistance.

Students placed on financial aid suspension may submit an appeal for reinstatement of aid due to mitigating circumstances that prevented them from maintaining Satisfactory Academic Progress (SAP).

Reinstatement of an Academic Suspension to attend the university does not reinstate financial aid.

### **Grades**

All JSU credit hours attempted are included in the Satisfactory Academic Progress (SAP) calculation. Grades of "F", "W" (withdrawn), and "I" (incomplete) are not counted as hours completed; however, they are counted as hours attempted. Also, all repeated hours are counted as attempted hours. Passed hours may only be repeated ONCE for Title IV assistance.

***Satisfactory Academic Progress (SAP) is measured at the end of each payment period (semester) including the summer term.***

### **Appeal Procedures**

Students who fail to maintain Satisfactory Academic Progress (SAP) and have been placed on financial aid suspension may submit an appeal due to mitigating circumstances for reinstatement of aid. The appeal must clearly explain what mitigating circumstances caused the student to fail the standards and what has changed that will allow the student to make Satisfactory Academic Program (SAP) at the next evaluation. The appeal due to mitigating circumstances with supporting documentation must be submitted to the Financial

Aid Department by the last published date of registration. The Financial Aid Appeals Committee will render a decision and the results will be posted to the student's JSU P.A.W.S. account and/or written notification approximately seven to ten days after the appeal is received.

### **Financial Aid Probation**

Students will be placed on Financial Aid Probation for one payment period (semester) after a successful appeal. At the end of the probationary period (semester), the student must be making Satisfactory Academic Progress (SAP) or following an Academic Plan developed by the student's Academic Advisor that ensures the student can complete his educational program within a reasonable time frame.

### **Reinstatement**

Reinstatement of Financial Aid will be based on the strength of the appeal statement, documentation received, and the academic record. Filing an appeal does not guarantee Financial Aid reinstatement.

Financial aid will be reinstated for students who reestablish eligibility by maintaining the standards of Satisfactory Academic Progress (SAP).

### **Mitigating Circumstances**

Mitigating circumstances are unforeseen, special or unusual/traumatic conditions which caused undue hardship. These circumstances may include serious illness or injury relating to the student, death or serious illness of an immediate family member, significant traumatic occurrence that impaired emotional and/or physical health, or other documented circumstances

The financial Aid Office at Jackson State University does not discriminate against students on the basis of sex, handicap, race, color, religion or national origin, pursuant to the requirements of Title IX of the Educational Amendments of 1972, the Rehabilitation Act of 1973, and other applicable statutes.

## **SCHOLARSHIPS, HONORS, AND SPECIAL AWARDS**

SCHOLARSHIPS

SPECIAL HONORS AND AWARDS

WHO'S WHO AMONG STUDENTS IN AMERICA UNIVERSITIES AND COLLEGES

### **SCHOLARSHIPS**

Scholarships and achievement grants are awarded to deserving students based on scholastic merit and financial need. Scholarships and achievement grants are offered as an integral part of the recipient's total financial aid package. Policies concerning scholarships and achievement grants are determined by the Scholarship Committee. The amount of each award is determined by the scholarship or grant category. These awards shall not exceed the "cost of attendance" at the University. For individual students with scholarships from multiple source, awards from sources shall be applied to the student's "Financial Aid Budget" first and the institutional award(s) shall be applied last. This policy shall not supersede any Federal, State, NCAA, or Athletic conference regulations. Application for academic scholarships may be requested from Undergraduate Admissions.

## **CATEGORIES OF SCHOLARSHIPS AND TUITION WAIVERS**

### **FRESHMEN ACADEMIC SCHOLARSHIPS**

The Freshmen Academic Scholarship Program at Jackson State University is designed to recognize and reward freshmen students who have exemplified academic excellence. To demonstrate its commitment to talented students, the University annually awards a number of Academic Scholarships to qualified applicants. ***These scholarships are awarded on a competitive basis consecutively, and are renewable at the end of each year for a four-year period for entering freshmen. All scholarships are restricted to campus charges and two persons***

***per room (double occupancy) housing. Scholarship funds do not pay for off-campus housing. All applicants must be admitted in a degree seeking program.***

Scholarship applicants will be awarded only ONE scholarship from our academic scholarship program. If a recipient's cumulative grade point average (CGPA) falls below requirements, the scholarship award will be canceled. The recipient must submit a Letter of Appeal by June 30 for scholarship reconsideration to the Undergraduate Admissions Scholarship Committee. Reinstatement will be based on availability of funds.

Selection of scholarship recipients is based on the following criteria:

1. Admission to the University
2. Grade point average
3. Composite American College Test/Scholastic Aptitude Test Score
4. Rank in graduating class
5. Availability of Funds

### **Entering Freshmen**

#### ***Full Academic Scholarship***

- Cumulative High School GPA of "B" or above
- Composite ACT score of 25-27 or SAT equivalent
- Enroll in 15 hours per semester at JSU
- RENEWABLE: must maintain GPA of 3.25 or above

#### ***Tuition Academic Scholarship***

- Cumulative High School average of "B" or above
- Composite ACT score of 23-24 or SAT equivalent
- Covers tuition only
- Enroll in 15 hours per semester at JSU
- RENEWABLE: must maintain GPA of 3.25 or above

**DEADLINE: February 15th of each year**

### **PRESIDENTIAL ACADEMIC SCHOLARSHIPS**

The Presidential Academic Scholarship Program at Jackson State University is designed to recognize and reward students who have exemplified academic excellence. Freshmen must have completed a college preparatory curriculum with a 3.50 GPA and a 28 or higher ACT test score or the SAT equivalent. Candidates must enroll in 15 or more hours per semester at JSU. The award will cover tuition, fees, room, board, out-of-state fees and books (ROOM AND BOARD IS RESTRICTED TO ON-CAMPUS HOUSING ONLY!). The Presidential Academic Scholarship is awarded on a competitive basis and is ***renewable at the end of each year for a four-year period for entering freshmen who maintain a 3.50 Cumulative Grade Point Average or higher.***

**DEADLINE: February 15th of each year**

## **LEADERSHIP AWARD SCHOLARSHIP**

Leadership awards are awarded to entering freshmen. The purpose of this scholarship is to promote leadership. Candidates must have completed a college preparatory curriculum with a minimum high school GPA of 3.0 or ranked in the top 10% of their class and a 21 ACT test score or the SAT equivalent. Candidates are selected on the basis of scholarship, leadership, community service, citizenship and future potentials in order for the award to be renewed. The Candidate must enroll in 15 or more hours per semester at JSU and be enrolled in a degree-seeking program. THE LEADERSHIP SCHOLARSHIP AWARD IS \$1,000 PER ACADEMIC YEAR. Scholarships are awarded on a competitive basis. Limited awards are available. Students must maintain a cumulative GPA of 3.0 or higher at JSU to be considered for renewal. Applicants must submit two letters of recommendation from a school or community leader.

**DEADLINE: *February 15th of each year***

## **SCHOLARSHIPS FOR COMMUNITY/JUNIOR COLLEGE GRADUATES**

The University awards, each semester, scholarships to students who have graduated from Community/Junior College and meet scholarship requirements. The selection of scholarship recipients is done on a competitive basis. The scholarship provision and criteria for selection are presented below:

### **PHI THETA KAPPA ACADEMIC SCHOLARSHIP**

- Covers Full Tuition, Room, and Board (on campus only)
- \$1,000 per year for books
- Renewable - must maintain GPA of 3.25 or above and enroll in 15 hours per semester at JSU

#### **REQUIREMENTS:**

- Community/Junior College Graduate with an Associates of Arts degree
- Cumulative GPA of at least 3.50
- Active member of Phi Theta Kappa

### **JSU TIGER TRANSFER SCHOLARSHIP**

- Covers Full Tuition only
- Renewable – must maintain GPA of 3.00 or above and enroll in 15 hours per semester at JSU

#### **REQUIREMENTS:**

- Community/Junior College Graduate with an Associates of Arts degree
- Cumulative GPA of 3.00
- Minimum of 60 hours in transfer credits

#### **Application Deadline:**

***Fall Semester – July 1***

***Spring Semester – December 30***

***Mission-Specific Scholarships***

## **DIVERSITY SCHOLARSHIP AWARDS (UNDERGRADUATES)**

The purpose of this scholarship award is to foster and achieve diversity in the student population of Jackson State University. This program is funded through an Endowed Trust Fund. Eligibility for this program is

restricted to the following criteria:

1. Applicant must complete a Diversity Scholarship Application.
2. The recipient may not be African-American. Caucasians and persons of other non-African American ethnicity are eligible.
3. Scholarship awards may be granted to resident and non-resident students, but priority shall be given to Mississippi residents.
4. Scholarship awards may be granted to full-time students and part-time students, but priority shall be given to full-time students. Full-time students are persons enrolled in 12 or more semester credit hours. Part-time students are students enrolled in less than 12 semester credit hours.
5. Scholarship awards for first-time enrollees shall be awarded only to students who meet admissions requirements. Students required to enroll in the summer developmental program are not eligible. Transfer students whose post-high school GPA is less than 2.0 are not eligible.
6. Scholarship awards for returning students shall be awarded only to those maintaining an overall GPA of at least 2.50 in academic courses counting toward a degree at JSU.
7. Awards are made based on availability of funds.
8. The minimum amount of a scholarship award is \$250 per semester (\$500 per academic year). The maximum amount of a scholarship award on a per-semester basis shall be an amount equal to the total of tuition, fees, room and board (on campus resident) or an amount equal to tuition only (off-campus resident) in effect at the time of the award.
9. If the scholarship recipient is not continuously enrolled at Jackson State University, he/she must reapply.

**DEADLINE: *June 15th of each year***

## **PERFORMANCE/SERVICE SCHOLARSHIPS**

### **S.G.A. SERVICE AWARD**

S.G.A. Service Awards are granted to Jackson State University's S.G.A. President and Miss Jackson State University. The award covers tuition, fees, room and board.

### **BOOK AWARDS**

These awards are presented to prospective and returning students for special event participation (High School/Community College Day, Academic Spring Day, Parent for Partners Weekend, etc.). Limited funds are available. Applicant must be admissible and enroll at the University. These awards are based on funds availability and on a first application basis.

### **SCHOLARSHIPS FOR MUSIC STUDENTS**

Music scholarships are awarded to high school graduates who show special talent in instrumental, vocal and keyboard areas and who desire to major in Music or Music Education at Jackson State University. Partial scholarships are also available for students who participate in the band, choir, and orchestra. Applicants for these scholarships must be recommended by the high school principal or a member of the school faculty and must be auditioned by a representative of the University from the department in which they are seeking scholarship assistance.

### **ATHLETIC SCHOLARSHIPS**

Athletic Scholarships are awarded to high school graduates and continuing students who show a special talent in one of the following sports: Baseball, Basketball, Bowling, Football, Golf, Soccer, Softball, Track, Volleyball

and other sports. In order to receive an Athletic Scholarship, the student athlete must meet NCAA eligibility requirements and is selected by the respective coach. Athletic Scholarships are renewable pending year end evaluation of athletes' performance by the respective coach. For more information regarding athletic scholarships, contact the head coach of the respective sport.

### **STAFF-TUITION WAIVERS**

Full-time staff of Jackson State University who qualify for admission may, with the approval of the immediate supervisor, have tuition and general fees remitted for two courses (including accompanying laboratory) per semester or per summer session.

Supervisors are authorized to allow employees to take course work during their lunch hour, whenever possible (provided the course does not exceed the one hour allotted for lunch, which should be taken between the hours of 11:00 a.m. – 2:00 p.m.).

**DEADLINE: *Beginning of each semester***

### **DEPENDENT TUITION WAIVERS**

The Undergraduate Tuition Remission Policy applies to full-time faculty and staff, and single dependent children under 23 years of age.

In order to receive a 50% tuition remission, a dependent must gain admission to Jackson State University and complete the Dependent Tuition Remission Form that may be obtained from the Office of Human Resources.

Single dependent children of continuing employees hired prior to July 1, 1977, are eligible for full remission (100%) of undergraduate tuition.

Continued Eligibility – A single, dependent child may receive an undergraduate tuition waiver (consistent with the continued employment of the parent or guardian) which may be continued if the student maintains a 2.5 cumulative grade point average at the institution until the degree requirements for one baccalaureate degree are met or until age 25, whichever comes first.

A dependent may receive undergraduate tuition remission (consistent with the continued employment of the parent or guardian) until the degree requirements for one baccalaureate degree are met. The tuition remission is automatically renewable on a semester-to-semester basis provided a 2.5 grade point average is maintained. (For part-time students, the requirement is 2.5 grade point average on each accumulation of 12 semester hours). In the event the student fails to maintain the required 2.5 grade point average, he/she will be ineligible for the tuition remission until he/she can demonstrate a 2.5 overall grade point average.

**DEADLINE: *Beginning of each semester***

### **OTHER SCHOLARSHIPS AVAILABLE**

In addition to University scholarships, other scholarships are made available through the following sources:

#### **JACKSON STATE UNIVERSITY LAUREL ALUMNI CLUB SCHOLARSHIP**

The Jackson State University Laurel Alumni Club provides annually three or more tuition scholarships for students from Laurel, Mississippi. These scholarships are awarded annually to students designated by the Laurel Club on the basis of scholastic achievement and need.

#### **ARMY R.O.T.C. SCHOLARSHIPS**

***Four-Year Scholarships.*** This four-year scholarship is for selected outstanding high school students who

are interested in a military-service career. The scholarship provides for payment of tuition, fees, books, and subsistence allowance of \$150 per month for four years. Jackson State will pay room and board for four years.

**Three-Year and Two-Year Scholarships.** This scholarship program is for selected, outstanding freshman and sophomore students who are interested in a service career. The scholarship provides for payment of tuition, fees, books, and a subsistence allowance of \$150 per month for the number of years indicated.

## AIR FORCE R.O.T.C. SCHOLARSHIPS

**Historically Black Colleges and Universities Scholarship Program (HBCU):** The Historically Black Colleges and Universities (HBCU) Scholarship program offers two different scholarship opportunities for cadets attending HBCUs. Both the regular and enhanced HBCU scholarships are capped at \$18,000 per year for tuition, an annual \$900 textbook allowance, and a nontaxable monthly stipend ranging from \$300 - \$500.

HBCU and Enhanced HBCU SCHOLARSHIP are 2 to 3½ year offers scholarships. These scholarships may be offered to all fully qualified applicants who meet the scholarship requirements. Jackson State University's Air Force ROTC Department Chair can offer up to fifteen 3.5-year (i.e., activate in the middle of freshman year) scholarships through the Enhanced HBCU scholarship program. There are an unlimited number of 2-3 year HBCU scholarships available for qualified applicants. The processing for scholarships are completed at Jackson State University's AFROTC detachment..

**High School Scholarships:** Air Force ROTC offers high school graduates 3- and 4-year scholarships to Jackson State University:

- Type 1 - pays full college tuition, most fees and an annual \$900 textbook allowance
- Type 2 - pays college tuition and most fees up to \$18,000 and an annual \$900 textbook allowance

**High School Scholarship Deadlines:** The application must be submitted on-line by December 1. Support materials for the application, such as transcripts, ACT/SAT scores or recommendations, must be postmarked by mid-January of the applicant's senior year. The web site is: <http://www.afrotc.com/>.

**In-College Commander's Leadership Scholarship:** Air Force ROTC's Department Chair receives one In-college leadership scholarship each fall to award to an AS 100 cadet (freshman AFROTC student). This scholarship is valued at \$18,000 for tuition. GPA must be a 2.50 and the scholarship begins the spring semester for 3½ years.

**In-College Scholarship Phase I Program:** Air Force ROTC's Department Chair submits AS 100 and AS 200 cadets (freshman and sophomore AFROTC students) based on cadet ranking to Headquarters AFROTC Scholarship Board for Phase 1 In-College Scholarship selection.

**In-College Scholarship Phase II Program:** Air Force ROTC's Department Chair submits AS 100, AS 200, and AS 300 cadets (freshman and sophomore AFROTC students) and non-AFROTC freshmen and sophomore students may apply and compete for this Headquarters AFROTC Scholarship Board for Phase 1 In-College Scholarship selection.

**Engineering and Technical Majors Scholarship:** Scholarships are available for Engineering, Chemistry, Computer Science, Mathematics, Physics, and Meteorology majors. Scholarship length is 2 to 3½ years. GPA requirement is 2.50. Scholarships are capped at \$18,000 per year for tuition, an annual \$900 textbook allowance, and a nontaxable monthly stipend ranging from \$300 - \$500.

**Foreign Language Majors Scholarship:** Scholarships are available for selective foreign language majors (Arabic, Chinese-Mandarin or Cantonese, Persian-Dari or Farsi, Hindi, Indonesian, Japanese, Pashtu, Russian, Turkish, Urdu, Punjabi, Azerbaijani, Bengali, Cambodian, Hausa, Kazakh, Kurdish, Malay, Serbo-Croatian, Swahili, Thai, Uighur, Uzbek, and Vietnamese). Graduation date must be 2010 through 2012. Scholarships are capped at \$18,000 per year for tuition, an annual \$900 textbook allowance, and a nontaxable monthly stipend ranging from \$300 - \$500.



**ADDITIONAL INFORMATION:** All Air Force ROTC scholarship recipients receive a nontaxable monthly stipend ranging from \$300 - \$500 and an annual textbook allowance of \$900.

**Basic Eligibility Scholarship Requirements**

- Be a United States citizen
- Pass the Air Force Officer Qualification Test
- Pass the AFROTC Physical Fitness Test
- Have at least a 2.50 cumulative college GPA
- Not already be a contracted scholarship recipient
- Meet the age, moral, medical, and other scholarship eligibility requirements for Air Force ROTC
- Have completed at least 12 semester hours of college work by the end of the first term

**AEROSPACE STUDIES HONORS AND AWARDS (AFROTC)**

Armed Forces Communications and Electronics Association Honor Certificate

Military Officers Association of America Award

Scottish Rite Award

Daughters of Founders and Patriots of America Award

Sons of the American Revolution Award

Military Order of World Wars Medal

American Veterans Award

United States Automobile Association Sprit Award

American Legion Scholastic Excellence Award

American Legion General Military Excellence Award

Freedom Foundation Valley Forge Patriots Award

Air Force Cadet Officer Mentor Action Program Award

AFROTC Expect Marksmanship Award

Academic Honors Award

Physical Fitness Award

Warrior Spirit Award

Honor Flight Award

Warrior Flight Award

AFROTC Meritorious Service Award

## **GENERAL SCHOLARSHIPS**

100 Black Men of Jackson  
Andre Brown Scholarship  
Andrealene Griffin Book Award  
B.B. Dansby-W.F. Bond Scholarship  
Beta Delta Omega Chapter, Alpha Kappa Alpha Sorority, Inc.  
Blue Bengal Endowed Memorial Scholarship  
Catholic Community of West Jackson Annual Scholarship  
Creekmore Family Council Scholarship  
D.W. Wilburn Book Award  
Dr. Robbie Barnes Bingham Loan Fund  
FedEx Endowed Scholarship  
Foundation for Education and Economic Development (FEED)  
Freida R. Powell Endowed Scholarship  
Henriene Harmon Carter Endowed Scholarship  
Higgins and Pendleton Family Endowed Scholarship  
Jack and Jill of America Scholarship  
Jackson Chapter of the Links, Inc.  
Jackson State University Development Foundation  
Jackson State University Development Foundation Unmet Need  
James E. Lyons Sr. Endowed Scholarship  
James P. Sims Endowed Scholarship  
James W. Robinson Book Award  
Jeanette Dozier Scholarship  
Jim Hill Class of 1961 Scholarship  
Lee E. Williams Endowed Scholarship  
Leroy V. Smith Book Award  
Luther and Ruth Williams Endowed Scholarship  
Malcolm and Terez Jackson Annual Council Scholarship  
McTeer Endowed Scholarship  
Our C.H.E.E.R. Marian Covington Annual Scholarship  
Paul T. B. Hemphill Endowed Scholarship  
President's Scott County Endowed Scholarship  
Rascoe-Searcy-Dixon Family Scholarship  
Robert Branson Trust  
Robinson-McGee Book Fund  
Rolling Fork Scholarship  
Rosa C. Robinson Memorial Endowed Scholarship  
Rose Harper Austin Scholarship  
Saint Philip Lutheran Church Scholarship  
Sarah R. Norville New York Alumni Chapter Endowed Scholarship  
Shawn Knight Holland Scholarship  
Sherman E. Jackson, Jr.  
Southern Heritage Foundation, Inc. Scholarship  
Spring 81 Flickering Flames of Delta Sigma Theta and 13 Superheroes of Omega Psi Phi Scholarship  
TCL Financial and Tax Services Scholarship

Walter "Sweetness" Payton Memorial Scholarship  
Worth Thomas Endowed Book Award

## **DEPARTMENT SCHOLARSHIPS**

### **College of Business**

Anslan Jerome Martin memorial Endowed Scholarship  
Cellular South Scholarship  
Cellular South Foundation Endowed Scholarship  
Charles F. Moore Endowed Scholarship  
David Swinton Scholarship  
Dewitt Sullivan CPA Scholarship  
Dr. Brian C. Grizzell Annual Scholarship  
Milton Lewis harper CPA Scholarship  
Newcomen Society Endowed Scholarship in Entrepreneurship  
Souther AgCredit Annual Scholarship

### **College of Education**

Alma Britton Blakney Scholarship  
Barnes Family Endowed Scholarship  
Dessie Newton Endowed Scholarship  
Dr. Earnestine Holloway Award of Excellence  
Dr. Vivian Taylor Annual Scholarship  
Geraldine Barnes Annual Scholarship  
Howard Catchings Endowed Book Award  
John Dolph Rhodes, Sr. Memorial Endowed Scholarship  
Joseph E. Gordon Memorial Endowed Scholarship  
Joseph H. Jackson Endowed Scholarship  
Matilda Barney, Evelyn Barney Harris & Janie Bell Barney Endowed Scholarship  
Mattie A. Silas Memorial Scholarship  
Mildred B. Kelley Annual Scholarship  
Mose and Mable Austin Scholarship  
Richard Richardson, Sr. and Henry Minion Scholarship  
Sadie E. Magee Scholarship  
Vera Mae Chambers Endowed Scholarship

### **College of Science, Engineering & Technology**

Addie Travis Brookins Council Scholarship  
Bolton C. Price Science Endowed Book Scholarship  
Earl L. Cooper memorial Scholarship in Chemistry/Computer Science  
Energy Mississippi, Inc.  
E.P. and Annie Richardson Norris Endowed Scholarship  
I.P. Hunt Book Award  
Jacobs Engineering  
Kwame Building Group Endowed Scholarship in Engineering  
LAD Engineering Endowed Scholarship  
Meteorology Annual Scholarship

Northrop Grumman Computer Science Endowed Scholarship  
Soo and Kay Roh Chemistry Endowed Scholarship  
Swalm Foundation Endowed Scholarship  
American Deli Scholarship  
Bennye Simmons Henderson Biology Book Award  
C.G. Johnson Endowed Scholarship in Mathematics  
Dr. Dennis Holloway, Jr. Memorial Book Award  
Dr. Margaret A. Wodetzki Endowed Scholarship in Chemistry

### **College of Liberal Arts**

Aaron B. Carter Music Scholarship  
Dr. Emmanuel J. Abston Scholarship  
Leslie Burl McLemore Scholarship  
Theresa Garrett Almore Music Endowed Scholarship  
Tommie C. "Missy" Tolliver Memorial Scholarship  
College of Public Service  
Gwendolyn Spencer Prater Endowed Scholarship in Public Service  
W.E.B. DuBois Honors College  
Estus & Dorothy T. Smith Endowed Scholarship  
Dr. John A. Peoples, Jr. Distinguished Endowed Scholarship  
H.T. Sampson Sampson Endowed Scholarship in Mathematics  
Lottie W. Thornton Elementary Education Endowed Scholarship  
Jacob L. Reddix Endowed Scholarship in Mathematics, Science & Technology  
Percy E. Gibson, Jr. Scholarship  
Reverend Luther E. McEwen Memorial Scholarship

### **Other Departmental Scholarships**

KJs International Scholarship  
Nissan Cooperative Education Endowed Scholarship  
Valeria V. James Memorial Scholarship

### **Organizations**

Melita W. Woodard Memorial Endowed Scholarship  
Delta Pi Chapter (Fall 1997), Delta Sigma Theta Sorority, Inc. Alumnae Book Award  
Delta Pi 50th Reunion Scholarship  
Jackson (MS) Alumnae Chapter of Delta Sigma Theta Sorority, inc. Endowed Scholarship  
Tellis B. Ellis, Jr. Scholarship  
Thurgood Marshall Scholarship

JSU Alumni Chapter Book Awards and Scholarships  
JSU Chicago Alumni Chapter  
JSU Cleveland Ohio Alumni Chapter  
JSU Dallas Alumni Chapter  
Hattiesburg Alumni Chapter  
JSU Houston Alumni Chapter  
JSU Huntsville Alumni Chapter  
JSU Indianapolis Alumni Chapter  
JSU Laurel Alumni Chapter  
JSU Los Angeles Alumni Chapter  
JSU Memphis Alumni Chapter  
JSU Meridian Alumni Chapter  
JSU Milwaukee Alumni Chapter  
JSU Nashville Alumni Chapter  
JSU New Jersey Alumni Chapter  
JSU Pike County Alumni Chapter  
JSU Rankin County Alumni Chapter  
JSU Scott County Alumni Chapter  
JSU St. Louis Alumni Chapter  
JSU Vicksburg Alumni Chapter  
JSU Jackson-Hinds Alumni Chapter  
JSU Greater Washington DC Alumni Chapter  
JSU Stanlee P. Green Metro Atlanta Alumni Chapter  
JSU St. Louis Ethel Veal Scholarship Alumni Chapter

AFROTC Commendation Award  
AFROTC Achievement Award  
College Scholarship Recipient Award

### **SPECIAL HONORS AND AWARDS**

Special honors and awards are conferred annually in recognition of scholastic excellence, outstanding leadership and character, and unusual talent and ability. In some cases financial need is also considered. The University sets aside one day each spring semester for the special recognition of honor students and their families.

### **ACADEMIC AFFAIRS SPECIAL AWARDS:**

BUSINESS  
EDUCATION  
PUBLIC SERVICE  
SCIENCE, ENGINEERING AND TECHNOLOGY  
LIBERAL ARTS

Six special awards are presented annually by the Office of Academic Affairs in recognition of outstanding achievement in the areas of Business, Education, Public Service, Science, Engineering and Technology, and Liberal Arts.

### **ACADEMIC AFFAIRS SCHOLAR-ATHLETE AWARD**

This award is presented by the Office of Academic Affairs for outstanding achievement in academics and athletics.

### **DEVELOPMENT SCHOLARSHIPS**

Jackson State University has many scholarships that have been made available through the generous donations of alumni and friends of the university. All students must be admitted to Jackson State University to be considered for scholarships. Some departmental awards are not included in this listing. Scholarship eligibility, criteria, and amounts may change at any time without prior notice.

Scholarship applications can be found at <http://www.jsums.academicworks.com/users/sign-in>

JACKSON STATE UNIVERSITY

## ACADEMIC REGULATIONS

STUDENT RESPONSIBILITIES  
GENERAL PHILOSOPHY ON ACADEMIC RECORDS  
THE ACADEMIC YEAR  
STUDENT ACADEMIC LOAD  
SEMESTER HOUR  
GRADES AND QUALITY POINTS  
ACADEMIC HONESTY  
CLASSIFICATION OF STUDENTS  
THE COURSE NUMBERING SYSTEM  
REGISTRATION  
WITHDRAWAL FROM THE UNIVERSITY AND CLASS  
AUDITING COURSES  
MID-TERM GRADE REPORTING  
SCHEDULE CHANGES  
NAME AND ADDRESS CHANGE  
SCHOLASTIC RECOGNITION  
CLASS ATTENDANCE POLICY  
ACADEMIC ADVISEMENT  
ACADEMIC STANDARDS  
PETITION TO REPEAT A COURSE POLICY  
STUDENT ACADEMIC GRIEVANCE PROCEDURE  
TRANSCRIPTS  
TRANSFER OF CREDITS  
MAJOR  
AREAS OF CONCENTRATION  
GRADUATION REQUIREMENTS  
REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE  
DUAL DEGREE REQUIREMENTS  
UNDERGRADUATE DEGREE PROGRAMS

## STUDENT RESPONSIBILITIES

Jackson State University provides academic counseling for all enrolled students. Students are responsible, however, for selecting and registering for courses necessary for reasonable progress toward the selected degree and for following all requirements for the major department and college in which they are enrolled.

Requirements refer to those policies in effect at the time the student is admitted. Effective with the 1991 fall semester, continuously enrolled students who fail to meet graduation requirements within seven years from the date of their first admission, must meet the requirements in effect at the time of their scheduled graduation rather than those which were in effect at the time of their entrance. A transfer student should follow the JSU catalog which was in effect at the time the student was admitted to an accredited institution provided the catalog is not more than seven years old at the time of the student's scheduled graduation. If so, then the student must meet the requirement in effect at the time of their scheduled graduation.

Students readmitted to Jackson State University whose circumstances are not addressed in the preceding provisions must meet the graduation requirements in effect at the time of their readmission.

**Each student is responsible for knowing the academic regulations in the University catalog and the student handbook. Unfamiliarity with regulations does not constitute a valid reason for failure to carry out this responsibility.**

## GENERAL PHILOSOPHY ON ACADEMIC RECORDS

Jackson State University maintains a permanent academic record for each student enrolled. The Permanent Academic Record contains those grades received from course work completed at Jackson State University along with any transfer of courses and credits from any other accredited institution of higher learning that is used by to fulfill the degree requirements. All records are confidential. Academic records are considered property of the University. Opportunities are provided for students to inspect and to control the release of information contained in their records in accordance with the Family Education Rights and Privacy Act (FERPA) of 1974.

The purpose of FERPA is to afford certain rights to students concerning their education records. The primary rights afforded are the right to inspect and review the education records, the right to seek to have the records amended, and the right to have some control over the disclosure of information from those records. The Act applies to all education records maintained by JSU which are directly related to a student. Records containing a student's name, social security number or other personally identifiable information are covered by FERPA.

***The Retention and Disposal of Student Records:*** The Office of the Registrar and Records currently maintains academic records for students previously and currently enrolled. Academic records are stored on the mainframe computer located in the Office of Information Management with systems backup conducted nightly. Academic records that are not retrievable through computer access are stored on microfilm as well as a CD-ROM document imaging system located in the Registrar's Office. An additional copy of the microfilm, and CD-ROM disks are maintained at an off-site location, with duplicate copies of microfiche being stored in a steel vault located in the Office of Information Management.

Once the information contained in the academic record has been electronically reproduced, the hardcopy document may be destroyed. However, the contents of those records can be reproduced at such time that the student requests personal examination or disclosure of the academic record be forwarded to another institution of higher learning, a potential or present employer, or any person or persons so designated by the student. The student must make a written request to have the academic record released. The academic record is generated and printed on transcript security paper which prevents duplicating or printing an official copy outside the Office of the Registrar and Records.

## THE ACADEMIC YEAR

The academic year is divided into two semesters with a minimum of sixteen weeks each. In addition to the two semesters of the academic year, the University offers a **ten-week summer session divided into two five-week terms** during the summer. Students are admitted each semester and summer term.

## STUDENT ACADEMIC LOAD

The minimum load for a full-time undergraduate is 12.00 semester hours of credit. The maximum load is 19.00 semester hours of credit. An average undergraduate semester load is 15.00 semester hours of credit. To enroll for more than 19.00 semester hours, students must obtain special permission, prior to registration, from the Dean of the College in which they are enrolled. The minimum load for a full-time undergraduate during each summer session is 6.00 semester hours of credit or 12.00 hours for the combined sessions. The maximum load is 19.00 semester hours for the whole summer term.

## SEMESTER HOUR

A semester hour is the term used to describe the number of credits received by the student for successfully completing a specific course. A semester hour is one fifty-minute period of lecture per week or a minimum of two fifty-minute periods of laboratory or studio work per week for one 16-week period or its equivalent. The semester hour credit given a course is not necessarily equal to the actual number of clock hours spent in class. This applies particularly to courses in the sciences and fine arts where laboratory or studio sessions are scheduled in addition to regular class lectures.

## GRADES AND QUALITY POINTS

Grade point averages are determined on a 4.00 scale. Students with cumulative grade point averages of 2.00 or better are in good academic standing. Those falling below the 2.00 average are placed on academic probation. Transfer grades are not counted in computing the Jackson State University grade point average.

The following are letters used to designate a student's standing in a course:

A-Excellent	4 quality points per credit
B-Good	3 quality points per credit
C-Fair	2 quality points per credit
D-Poor	1 quality point per credit
F-Failure	0 quality points per credit
S-Satisfactory progress	4 quality points per credit
U-Unsatisfactory progress	0 quality points per credit
P-Pass	0 quality points
IP-In Progress (Graduates only)	0 quality points
R-Repeated Course	0 quality points
I-Incomplete	0 quality points

**Incomplete** is the term used to indicate failure to complete assignments, absence from final or other examinations, or other course work not completed by the end of the semester. The grade of "I" (Incomplete) indicates that the student has not completed the course for some unavoidable reason that is acceptable to the instructor. The deficiency must be removed and the grade changed by the instructor within the first six (6) weeks of the next semester the student is in residence. Whether or not the student is in residence, the deficiency must be made up within one calendar year from the date the grade of "I" was given.

If the student fails to complete the course work within the specified time, the alternate grade submitted by the instructor's grade sheet will be recorded as the grade of record. If no alternate grade is submitted by the instructor, the default grade will be an "F". **Students with questions regarding the accuracy of grades should contact the instructor of record.**

**W** Authorized Withdrawal—indicates that a student has withdrawn from class during the first 25 days of classes where no basis for evaluation has been established.

**WP** Authorized Withdrawal, Passing—indicates that a student has withdrawn from the University after the first 25 days of classes, but before the last 10 days of classes during a semester or summer session. The student was making satisfactory progress at the time of withdrawal as recorded by the instructor of record.

**WF** Authorized Withdrawal, Failing—indicates that a student has withdrawn from the University after the first 25 days of classes, but before the last 10 days of classes during a semester or summer session. The student was making unsatisfactory progress at the time of withdrawal as recorded by the instructor of record.

**AU** Audit—indicates that a student registered on an audit basis for which no letter grade or credit hours are given. The course will be recorded on the transcript with the notation of “AU.”

## **ACADEMIC HONESTY**

To make perfectly clear that Jackson State University expects and insists that students are honest in their efforts to obtain an education at the University, any student found to be dishonest in acquiring, using or reporting information, or in any other manner by violating established academic codes of conduct will face a stiff penalty for the assignment/requirement in question.

Students must be honest in all their endeavors of academic matriculation at Jackson State University. Cheating, plagiarism, or any other act of academic dishonesty will not be tolerated. In cases where evidence is sufficient to establish that a student cheated or was otherwise dishonest in completing a test, paper, report, etc., the penalty will range from repeating the assignment to expulsion from the University.

### **Procedures:**

- The Instructor discusses with the student any evidence of dishonesty with tests, assignments, or other requirements and the resulting consequences (e.g., based on documented sound evidence, the instructor may require the student to repeat the assignment, complete an alternate assignment, or record a reduced grades of “F” for the assignment; based on circumstantial evidence, the Instructor may talk with the student about the importance of honesty in the academic environment).
- The student is expected to accept established consequences for acts of dishonesty and hopefully, pledge to refrain from committing any further acts of dishonesty. In the face of circumstantial evidence, it is expected that the student will show the Instructor respect in discussing the matter and come to understand the importance of avoiding the appearance of dishonesty.
- If the student disagrees with an Instructor’s charge of academic dishonesty and the subsequently imposed penalty, the student must make a written appeal to the Department Chair for relief.
- The Chair, in consultation with appropriate individuals or through a committee structure, secures documentation of dishonesty, determines if the charge is valid and/or the penalty is reasonable, or if the evidence is suspect and the charge and penalty should be dropped. The chair submits a written response to the student within ten days.
- If the student disagrees with the Chair’s decision, the student will submit a written appeal to the college dean within ten days.
- The Dean provides the final written response within ten days, which may be done with committee input and/or in consultation with the Vice President for Academic Affairs.
- Students who commit repeated acts of dishonesty may be referred to Student Life with a recommendation for suspension from the University.

NOTE: In any case of alleged academic dishonesty, the disciplinary process should be initiated within ten days and handled in a professional manner.



## CLASSIFICATION OF STUDENTS

Students are classified according to the total number of hours earned.

Freshman	0 - 29 semester hours
Sophomore	30-59 semester hours
Junior	60-89 semester hours
Senior	90 or more semester hours

Students may also be classified by class load (full-time or part-time), objective (degree or special non-degree), and by year or class.

**By Class Load**—A student is a full-time undergraduate student if he/she carries 12.0 or more semester hours of credit per semester. The full-time credit hour load in a ten-week summer term is twelve (12) semester hours of credit. A student may earn six (6) or more semester hours each five-week summer session.

**By Objective**—A degree student is one whose immediate educational objective is such that his/her program consists wholly or principally of work normally creditable toward a Jackson State University degree.

A non-degree student is one who is not pursuing a degree program. Such students are either students who have not declared a major or students and graduates with previous college credit:

- a. who do not want degree status;
- b. whose applications for degree status are incomplete;
- c. who are not eligible for degree status;
- d. who are working towards teacher certification;
- e. who are workshop applicants; or
- f. who are visiting (transient) summer school students.

A visiting (transient) student is one who is enrolled at the University with the sole intention of using credits earned toward graduation elsewhere.

## THE COURSE NUMBERING SYSTEM

Courses numbered **001-099** include developmental and non-credit courses. Courses numbered **100-199** are freshman-level courses; **200-299** are sophomore-level courses; **280-299** are lower-division numbers used as follows: **280**, individual research courses; **283**, directed reading courses; **286**, practicum courses; **289**, intern courses; **292**, workshops, festivals, institutes; **295**, field trips; **299**, seminars. Courses numbered **300-399** are junior-level course designations. Courses numbered **400-499** are senior-level course designations. Courses **480** through **499** are used as follows: **480**, individual research courses; **483**, directed reading courses; **486**, practicum courses; **489**, intern courses; **492**, workshops, festivals, institutes; **495**, field trips; **499**, seminars. Courses numbered **500** and above are graduate-level courses.

## REGISTRATION

Students must be admitted officially and pay the fee assessed in order to complete courses at Jackson State University. Registration dates and instructions are shown in the University Calendar. Students are required to report on time for registration and to follow the registration schedule. Students who register late are charged fees of \$70.00, \$105.00, and \$145.00 in accordance with dates printed in the registration schedule. In no case is credit allowed for a course in which the student is not officially registered. Students are encouraged to register and pay fees during the Registration period.

## WITHDRAWAL FROM THE UNIVERSITY AND CLASS

Formal withdrawal from the University is processed through the Vice President for Student Life. No withdrawal from the University is official until the student has processed the appropriate forms. The effective date of withdrawal is the date the formal application is filed in Student Life. A student who leaves the University without filing a statement of formal withdrawal is given the grade which the record warrants in all courses in which he/she is enrolled.

A student may withdraw from a course within the first 25 days following registration. Grades will be recorded in accordance with the schedule listed in this section. Registration dates are printed in the Official Course Schedule Booklet, also available online.

Neglecting attendance in classes or merely giving notice to Instructors will not be considered as official notice of withdrawal. An unofficial withdrawal may result in failure in the course. Class changes which place a student below full-time status will unfavorably affect veteran subsistence, financial aid, and eligibility for other academic recognition.

<b>Number of Days* After The Beginning of Registration</b>	<b>Withdrawal From Class or University</b>	<b>Grade Awarded</b>
FALL/SPRING SEMESTER		
0-21 Days	Class/University	No Grade
22-10 Days prior to End of Semester	Class/University	"W" Grade
SUMMER SESSION		
0-8 Days	Class/University	No Grade
9-10 Days prior to End of Semester	Class/University	"W" Grade

\*Class Days (Monday - Friday)

## AUDITING COURSES

Students are permitted to audit courses provided they have approval from their college dean and have been processed properly through the Office of the Registrar and Records.

Auditors do not receive grades and are not required to participate in course examinations. Otherwise, conformity to regular classroom decorum is the same as that required for all students. Students choosing to audit courses must be admitted to the University, enroll in the courses using current registration procedures and pay the same tuition fee as regular enrollees. The course will appear on the student's transcript with the notation of "AU." Students may adjust audit status only during the scheduled dates for registration. The deadline for withdrawing from an audit course is the same as the withdrawal for other courses.

## MID-TERM GRADE REPORT

At the end of the seventh week of the regular semester, Instructors will submit mid-term grades via the BANNER Student System for all students. Mid-term grades can be viewed through the University website: [www.jsu.edu](http://www.jsu.edu) and clicking J.S.U. PAWS. The instructor will not have the option to assign an "I" grade during this process.

## **SCHEDULE CHANGES (COURSE ADD/DROP)**

Freshman, sophomore, and honor students should consult with their respective advisor in the Division of Undergraduate Studies and the Honors College before dropping/adding a class. Junior-, senior-, and graduate-level students should consult with their major department chairs. A fee of \$25.00 is charged for each transaction day. All course add/drop forms are processed via the Internet ([www.jsums.edu](http://www.jsums.edu)), or the academic advisor in accordance with the University withdrawal policy.

## **NAME AND ADDRESS CHANGE**

A student who has had a change in name after his/her last registration must provide the University with the appropriate documentation which substantiates the legal name change. This must be submitted to the Office of the Registrar and Records prior to the student's next registration. Registration under a name different from that used in the student's last enrollment cannot be accomplished without appropriate documentation, which becomes a part of the student's permanent file. All grade reports and transcripts are issued under the student's legal name as recorded in the Office of Undergraduate Admissions and the Office of the Registrar and Records.

A student who has had a change of address after his/her last registration must provide the University the new address by completing the appropriate form. This form may be secured from the Office of the Registrar and Records. All transcripts will be mailed to the location of the new address.

## **SCHOLASTIC RECOGNITION**

Scholastic recognition is awarded to students who demonstrate high academic scholarship and achievement.

### **The President's List**

The President's List is composed of those students who, during a regular semester, complete a minimum of fifteen (15) semester hours with a semester grade point average of 4.00.

### **The Dean's List**

The Dean's List is composed of those students who, during a regular semester, complete a minimum of fifteen (15) semester hours with a semester grade point average of 3.00 to 3.99.

### **Graduation with Distinction**

A student with an institutional cumulative grade point average between 3.20 and 3.49 is graduated cum laude; between 3.50 and 3.79, magna cum laude; and between 3.80 and 4.00, summa cum laude. To graduate with distinction, the student must have acquired the above grade point averages at the end of the semester prior to the semester of graduation. A transfer student is eligible to be considered for honors provided (1) the student has earned a minimum of 48 semester hours at Jackson State University prior to the semester of graduation; (2) the student maintains a 3.20 or higher grade point average for the course work completed at Jackson State University.

Transfer students must achieve the specified quality-point average on all hours attempted at Jackson State University, excluding the last period of enrollment (fall, spring, summer). The level of attainment will be determined by the overall average at Jackson State University. Quality points from other institutions are not included in computing grade point averages for honors. Students who already hold a baccalaureate degree are not eligible for this distinction.

## **CLASS ATTENDANCE POLICY**

Students at Jackson State University must fully commit themselves to their program of study. One hundred percent (100%) punctual class attendance is expected of students in all scheduled classes and activities. Instructors maintain attendance records and any absence for which a student does not provide written official excuse is counted as an un-excused absence. Students must understand that **EVEN WITH AN OFFICIAL EXCUSE**

**OF ABSENCE, THEY (STUDENTS) ARE RESPONSIBLE FOR THE WORK REQUIRED DURING THEIR ABSENCE.**

Students may be officially excused from class for attendance at University approved functions, provided the sponsor properly executes a Student Life Leave Form. Such excuses shall be accepted by the instructor. Students may also be officially excused by the Dean of their College or the Vice President for Student Life for certain campus activities. Students must submit written documentation to Student Life to obtain official excuses for absences due to illness or other emergency situations.

Students who willfully miss class face serious consequences. After being absent three times in a 50-minute class, three hours in a class that meets longer than one hour, or one time immediately before or after a scheduled recess/holiday, the instructor shall report the next un-excused absence to the Division of Undergraduate Studies for freshmen and sophomores and to the college dean and department chair for juniors and seniors. The dean/chair or designee will counsel with the student and in concern with the instructor, may require the student to complete complementary course assignments. If a student does not respond well to the counsel or with the assignments, the instructor may impose a grade penalty on the student. Un-excused absences that exceed the equivalency of six 50-minute sessions may lead to an "F" for the course. Students who do not maintain the minimum grade point average required for retention over two semesters may be academically suspended from the University.

At the discretion of the Dean and with approval of the Provost and Vice President for Academic Affairs, there may be additional class attendance policies stipulated in college handbooks and other official institution documents.

## **ACADEMIC ADVISEMENT**

All students at Jackson State University are encouraged to take full advantage of the flexibility of academic planning and to seek the advice of the faculty and staff. Freshman and sophomore students are directed to the Division of Undergraduate Studies; junior, senior, and graduate students are directed to their major departmental advisors. Students enrolled in the Honors College are directed to that College for academic advice. Each student is encouraged to obtain academic advice prior to each registration period in addition to scheduling periodic conferences during the semester to discuss academic program planning and progress. A student must follow the curriculum of the catalog under which he/she entered the University.

## **ACADEMIC STANDARDS**

**A minimum grade point average of 2.00 on the 4.00 scale is required by all students to meet degree requirements.**

### **Retention and Suspension**

**Academic Warning:** A student is placed on academic warning when the student's cumulative grade point average is less than 2.00. The student may be removed from this status when the cumulative grade point average of 2.00 or better is achieved. Students who are on academic warning are encouraged to take no more than 13 hours per semester and to take 6 hours during the summer term. They must adhere to the following suggestions to improve their grade point average:

1. Confer with appropriate major departmental advisor.
2. Use the Petition to Repeat A Course Policy, to repeat courses in which grades of "D" and "F" were earned. Note that repeated courses are automatically flagged and the grade calculation is removed from the repeated course. Only the course with the highest grade is calculated into the grade point average.
3. Increase library study hours.
4. Schedule sessions with tutors provided within the various academic units and within University College.

**Academic Probation:** A student whose cumulative grade point average falls below the minimum required for retention is placed on probation for the following semester.

**Academic Suspension:** A student on probation who does not earn the academic average required for retention for a period of two semesters is placed on suspension for one academic year. An appeal for waiver of suspension because of unusual circumstances should be made through the student's academic departmental advisor, and college dean. The final decision is made by Academic Affairs.

**Retention:** The following policy became effective in the fall of 1992. Undergraduate students are permitted to continue studies at Jackson State University as long as they maintain the following minimum grade point average required for retention.

<b>Grade Point Average Hours (including transfer)</b>	<b>Minimum Cumulative GPA Required</b>
0 - 29	1.50
30 - 59	1.75
60 - 89	1.80
90 - 107	1.90
108 and above	2.00

For retention purposes, GPA hours will include credits taken at Jackson State University and credits that have been accepted from other institutions. The grade point averages for retention will be computed only on GPA hours at Jackson State University. GPA hours are the number of credit hours used in calculating the grade point average (i.e., Grades of A, B, C, D, F, S, U).

In many cases a higher minimum grade point average specified by colleges within the University must be maintained in addition to the requirements listed above.

### **Reinstatement**

Students who are suspended for poor academic performances may be readmitted on probation. A student desiring reinstatement must send a formal letter of application to the Admissions and Credits Committee. The letter of application must include convincing evidence that the student's cause for making poor academic progress has been corrected or that the extenuating circumstances which affected academic progress have been corrected.

The student's letter of application must be received at least twenty (20) days prior to the semester or summer term for which the student seeks re-admission. The Admissions and Credits Committee will inform the student of the final disposition of the letter of application.

### **Academic Second Chance**

Policy Statement: An undergraduate student, previously enrolled at Jackson State University who has not been enrolled in any post secondary education institution since leaving Jackson State may be eligible for matriculation under the Academic Second Chance Policy. The Academic Second Chance option must be requested within the first or second semester of re-admission. Student may use this option ONE time.

1. Student must have been separated from the University for a minimum of twelve (12) consecutive months.
2. All academic credit hours and grades earned during previous enrollment at Jackson State will remain on the student's transcript:
  - a. Academic credit hours with grades of "C" and above may be used to meet degree requirements.
  - b. Academic credit hours with grades of less than "C" will not be used in the computation of the student's grade point average.
3. Student must meet all degree requirements that are in effect at the time of re-admission to Jackson State University.

### **4. Student Responsibilities**

- a. Obtain an official notification of re-admission from the Office of Undergraduate Admissions.
- b. Where appropriate, verify financial aid status in Financial Aid.
- c. Obtain an application Academic Second Chance from the Office of the Registrar and Records.
- d. Develop a program of study in consultation with an advisor in your major department.
- e. Complete the application for Academic Second Chance.
- f. Obtain signature of department chair in major area, major academic advisor, and the college dean.
- g. Submit completed application and two letters of recommendation to the Office of the Registrar and Records. (The letters of reference should be from faculty who can speak to your potential to improve academic performance.)
- h. Develop a schedule and attend weekly meetings with an academic advisor for monitoring and tracking purposes.
- i. Develop a schedule and attend tutoring sessions for classes where difficulties are experienced.

### **Academic New Start**

Policy Statement: An undergraduate student, previously enrolled at Jackson State University who has not been enrolled in any post secondary education institution since leaving Jackson State may be eligible for matriculation under the Academic New Start Policy. The Academic New Start option must be requested within the second semester of re-admission. Student may use this option ONE time.

Under this Option -

1. Student must have been separated from the University for minimum of sixty (60) consecutive months.
2. Academic New Start option must be requested within the second semester of re-admission after a minimum of twelve (12) semester hours have been completed with a minimum cumulative grade point average of 2.0.
3. All academic credit hours and grades earned during previous enrollment at Jackson State will remain on the student's transcript but will not be counted toward degree requirements.
4. Student must meet all degree requirements that are in effect at the time of re-admission to Jackson State University.

### **5. Student Responsibilities**

- a. Obtain an official notification of re-admission from Undergraduate Admissions.
- b. Where appropriate, verify financial aid status in the Financial Aid.
- c. Obtain an application for Academic New Start from the Office of the Registrar and Records.
- d. Develop a program of study in consultation with an advisor in your major department.
- e. Complete the application for Academic New Start.
- f. Obtain signature of department chair in major area, major academic advisor, and the college dean.
- g. Submit completed application and two letters of recommendation to the Office of the Registrar and Records. (The letters of reference should be from faculty or staff who can speak to your potential to improve academic performance.)
- h. Develop a schedule and attend weekly meetings with an academic advisor for monitoring and tracking purposes.
- i. Develop a schedule and attend tutoring sessions for classes where difficulties are experienced.

## **REPEAT A COURSE POLICY (Undergraduate Students Only)**

For all undergraduate students at Jackson State University who repeat a course(s), the highest grade earned will be used in calculating the grade point average. However, the semester hours for the repeated course will remain as a part of the attempted hours.

1. To repeat a course in which a low grade has been recorded, a student must register for the same course.
2. Petitions will be automatically processed and the highest grade for the course is maintained.
3. A course repeated for the purpose of replacing a low grade must be taken at Jackson State University.
4. The grade for the most recently repeated course will be computed in the cumulative grade point average. However, all grades earned will be retained on the student's official transcript.

## **STUDENTS ACADEMIC GRIEVANCE PROCEDURE**

The objective of the Grievance Procedure is to create and sustain an academic environment that permits students to freely express concerns or reveal complaints about their education and the educational process and to have their concerns and complaints addressed swiftly and forthrightly.

Students enrolled at Jackson State University may register a concern or complaint about any academic regulation, the instructional program, delivery of the program, grades received, the academic advisement system, or any other matter related to academic affairs, without any adverse action for expressing the concern or filing the complaint. Concerns and complaints will be received, explored or investigated, and responded to in a fair and timely fashion, though students should understand that the final response by the University may not always be the response that they prefer.

### **Procedures**

**Classroom Concerns or Complaints** (e.g., grades received; improper dismissals; unprofessional behavior):

- Student discusses concern or complaint with the instructor.
- Instructor provides a response (allowing up to five days if investigation is required).
- Complaints unresolved by the instructor or for which the response is unacceptable must be described in writing by the student and submitted to the department chair.
- The chair properly logs and investigates the matter and provides a written response to the student within ten days.
- Issues that are still unresolved must be submitted by the student to the college dean.
- The dean provides the final written response within ten days, which may be done with committee input and/or in consultation with higher-level administrators.

**Other Academic Concerns or Complaints** (e.g., academic advisement or academic regulations):

- Student discusses the concern or complaint with the academic advisor.
- The Advisor provides a response (allow up to five days if an investigation is needed), or refers it to the appropriate official/body, e.g., Department Chair or Academic Standards Committee, for response within 20 days. The appropriate official/body returns the response to the advisor and the advisor returns it to the student.
- Unresolved concerns or complaints must be submitted in writing by the student to the Dean.
- Dean provides a written response within ten days, which may be done with committee input and/or in consultation with the Vice President and Associate Vice President for Academic Affairs.
- If the complaint remains, the student will submit it to the Associate Vice President for Academic Affairs for a final response.

NOTE: Academic complaints dating back more than a semester generally will not be investigated.

## TRANSCRIPTS

Transcript requests are made in writing and directed to the Office of the Registrar and Records. Transcripts may also be requested online at [www.jsu.edu](http://www.jsu.edu). The transcript is a student's complete and permanent academic record. It shows all undergraduate and/or graduate work completed, results, and degrees awarded at JSU. In addition, a summary of transfer credit is listed and detailed course work may be included. After the last enrollment period, transcript totals are shown. The Office of the Registrar and Records will not release transcripts received from other schools and colleges.

The current cost for each transcript is \$7.50. Checks or money orders should be made payable to Jackson State University. Transcripts can only be released for students having no outstanding financial obligations to the University. Transcripts are also held if the student has incomplete admissions files. Fees are not refunded under any circumstance.

## TRANSFER OF CREDITS

1. A maximum of 62 semester hours of credit for courses completed at the freshman and sophomore levels will be allowed from a community/junior college toward degree requirements. Only college courses in which the grade is "C" or higher will be accepted. Jackson State University does not accept transfer courses with "D" grades.
2. Jackson State University does not accept for credit courses that are classified as remedial or developmental.
3. Students ordinarily receive no transfer credit for courses designed specifically for technical and vocational career programs. The dean of the college concerned should be consulted on questions pertaining to the transfer of credits.
4. After earning 62 semester hours from any accredited institution, a student may not take additional courses at a community/junior college and have them applied toward a degree from Jackson State University.
5. Any course taken for credit at another institution while a student is enrolled at Jackson State University must have prior written permission of the student's department chair and dean in order for that credit to be accepted toward the fulfillment of degree requirements at Jackson State University.
6. Grades earned in transfer courses may be shown on the permanent record at Jackson State University but will not be used in calculating Jackson State University grade point averages. Transfer credits have a separate grade point average and will be used to calculate the overall GPA- and includes the JSU credits plus the transfer credits combined to calculate the overall grade point average.
7. Transfer grades are not used to calculate honors designations at graduation.
8. Normally, Jackson State University allows full credit for a course taken at another accredited institution if a comparable course is offered at Jackson State University. The final evaluation of transcripts is done by the department responsible for the program of study.
9. All students are required to have the last session of residence or its equivalent at Jackson State University and to complete satisfactorily a minimum of 30 semester hours of courses before graduation.
10. A maximum of 93.0 semester hours is transferable from an accredited four year institution.
11. A transient (temporary student who wishes to transfer credits to his/her home institution) or a student who wishes to transfer to another institution must request an official transcript of credits to be issued to that institution in accordance with the transcript policy.

## MAJOR

A major is an orderly sequence of specialized courses within an academic discipline that leads to a baccalaureate degree. The requirements for majors vary and are found in the specific academic units responsible for the major. Majors should include a minimum of 30.0 semester hours and usually range from 30-39.0 hours. (These ranges may vary in some degree programs because of national accreditation or



professional certification requirements.) A minimum average of “C” in the major is required for graduation. In addition, the academic unit responsible for the major may require the student to repeat any courses required for a major in which a grade below “C” was earned. Some majors are subject to additional admission requirements and enrollment limitations.

To change a major, students should use the official form available at the Division of Undergraduate Studies.

## AREAS OF CONCENTRATION

Various areas of concentration are available and are indicated in the sections of the [Catalog](#) within the academic units. A concentration generally ranges from 18-21 hours of courses approved by the department in which it is offered.

## GRADUATION REQUIREMENTS

Minimum requirements for all undergraduate degrees offered by the University are listed below. In addition, students must meet the specific degree requirements as established by the college or department in which the degree is offered. A minimum of 124.0 semester hours is required for all baccalaureate degrees with the exception of music education and engineering. The curricula published in the announcements of the various colleges outline the requirements for the degrees offered at the University. To complete degree requirements an undergraduate student must:

1. Complete a minimum of 124.0-128.0 semester hours of work. In the College of Business, students must complete a minimum of 121.0 semester hours of work.
2. Satisfactorily complete the curricular requirements in the major field.
3. Earn a cumulative academic average of not less than 2.00 (“C”) in all courses.
4. Earn a cumulative average of not less than 2.00 (“C”) in all courses attempted in major field.
5. Complete, in residence, not fewer than 30.0 semester hours of upper-level course work required in major field.
6. Complete, in residence, the final semester’s course work, unless permission is granted otherwise.
7. Take all examinations required by the college responsible for the student’s major.
8. Satisfactorily pass the Undergraduate English Proficiency Examination\*\*.
9. File an “Application for Degree” electronically via the Online Graduation Clearance Process according to the following schedule: December graduates–beginning April 15; April graduates–beginning September 15; Summer graduates–beginning February 15. Dates are printed in the University Calendar. The deadline for applying and having name printed in the Graduation/Commencement Program Booklet is eight (8) weeks prior Commencement. After that time there is no guarantee that name will be included.
10. All students must complete 120 hours of community service for graduation. To ensure that all requirements are met in a timely manner, it is suggested that students complete a minimum of thirty (30) hours of community service each academic year. Students can begin to work toward completion of service hours at the beginning of their first year of enrollment.

For additional information, contact the Center for Service and Community Engaged Learning located on the first floor of the Jacob L. Reddix Building.

**NOTE:** Degrees may be awarded and posted to the Student Information System once he/she completes all academic requirements. However, diplomas and transcripts will not be issued until students have met all University requirements.

The deadline for applying and having names printed in the Graduation/Commencement Program booklet is two (2) weeks prior to Commencement. After that time, there is no guarantee that names will be printed. However, any late applicants will be added to the WEBSITE program that can be printed by anyone wanting to have a copy of the program after commencement is over. We will no longer print additional programs with late adds.

The Online Graduation Clearance will remain open for thirty (30) days after each graduation period (i.e., approximates for Spring–June 15th; Summer–August 31st, Fall–January 15th).

**\*\*The Undergraduate English Proficiency Examination (UEPE) is a graduation requirement for all students at Jackson State University.** The examination is administered to sophomores and juniors who have completed twelve (12) semester hours of general education courses in English. Students are required to take the UEPE at the end of their sophomore year and no later than the first semester of their junior year.

The UEPE is an essay test that assesses the ability of students to communicate ideas in a clearly written and comprehensive composition. Because the examination is intended to determine the student's level of competency in communicating ideas with a degree of verbal correctness and clarity, emphasis is placed on fluency in expressing ideas, the general thinking abilities of students, and the content of the composition. Competence in writing themes that are grammatically correct is an important consideration; however, the grammatical content of a composition is to be measured in terms of the extent to which it attributes to or interferes with understanding of the content of the composition. A pattern of errors in any of the following—subject-verb agreement, pronoun-antecedent agreement, sentence fragments, comma splices, run-on sentences, and unnecessary shifts in verb tenses or in points of view involving the pronoun-constitutes failure.

The UEPE measures a student's ability to write a five paragraph composition on a subject chosen from a variety of questions and topics related to the various fields of study. Students may chose a question or topic related to their major or of interest to them.

### **Graduation Ceremonies**

Commencement exercises are held at the end of the spring semester and at the end of the fall semester; degree candidates must be present. In case of unusual circumstances, a student wishing to receive the degree "In Absentia" must apply to the dean of the respective college thirty (30) days prior to the scheduled graduation ceremony. The school dean will recommend to the Vice President for Academic Affairs that the degree be conferred in absentia if the application is approved.

Degrees are also awarded at the end of the summer semester but there is no commencement exercise held. Diplomas are mailed in August to summer degree candidates. Degree candidates are invited back to the following fall exercise if they desire to be a part of commencement exercises.

### **Student Responsibilities**

It is the responsibility of the student to complete all course work and other university requirements for the selected major and degree.

### **REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE**

Admission to the second baccalaureate degree program is subject to approval by the chairperson of the department and dean of the college in which the degree is being sought.

Students who wish to obtain a second baccalaureate degree from Jackson State University must meet the following criteria:

1. Gain admission to the University.
2. Declare intent to pursue second baccalaureate degree by completing the Application for a Second Baccalaureate Degree. The Application for a Second Baccalaureate Degree may be secured from the Office of Academic Affairs or from the office of the college dean.

3. Develop degree plan with approval of an advisor from the department in which the degree is offered.
4. Complete at least 30.0 semester hours of approved courses beyond the first baccalaureate degree in residence at Jackson State University.
5. Maintain a minimum grade point average of 2.00.

### DUAL DEGREE REQUIREMENTS

A student may simultaneously earn two degrees. The student is encouraged to discuss interest in pursuing two degrees with the assigned University advisor. Standard criteria are as follows:

1. Student must have completed a minimum of 32.0 semester hours in residence at Jackson State University, with a minimum cumulative grade point average of 3.0.
2. Student must be registered in one of the colleges. (The College in which the student is initially accepted will be deemed the “home” or “host” college.)
3. Student must be admitted to each college in which a degree is being sought:
  - a. Student must submit a separate Application for Dual Degree along with other required documents to each respective college.
  - b. Student must return completed and signed applications to the Office of the Registrar and Records.
  - c. Degree plans must be developed and approved by an advisor from each of the respective colleges.
  - d. Student must meet requirements and follow procedures of each college.
4. Degree requirements for each major must be met simultaneously. (Meeting the requirements of dual degrees may lengthen completion time of academic programs.)
5. Student must maintain grade point average of 2.00 or higher in each degree program.
6. Student may withdraw from this arrangement at any time prior to the final semester in which the degrees are to be awarded by submitting a formal letter of withdrawal to the Dean of each college in which enrolled.

### UNDERGRADUATE DEGREE PROGRAMS

#### College of Business

MAJOR	DEGREE
Accounting	B.B.A.
Business Administration	B.B.A.
Economics	B.B.A.
Entrepreneurship	B.B.A.
Finance	B.B.A.
Management	B.B.A.
Marketing	B.B.A.

Modern Languages	B.A.
Mass Communications	B.S.
Speech Communication and Theatre	B.A.
	B.S.

#### School of Fine and Performing Arts

MAJOR	DEGREE
Art	B.A.
Music Education	B.M.E.
Music Performance	B.M.

#### College of Education and Human Development

##### School of Instructional Leadership

MAJOR	DEGREE
Child Care and Family Education	B.S.
Elementary Education	B.S.Ed.
Health, Physical Education and Recreation	B.S.
Professional Interdisciplinary Studies	B.S.
Social Science Education	B.S.Ed.
Special Education	B.S.

##### School of Social and Behavioral Science

MAJOR	DEGREE
Criminal Justice and Sociology	B.S.
History and Philosophy	B.A. B.S.
Political Science	B.A.
Psychology	B.S.

#### College of Liberal Arts

##### School of Communications

MAJOR	DEGREE
English	B.A.

##### School of Public Health Initiative

MAJOR	DEGREE
Communicative Disorders	B.S.
Health Care Administration	B.S.

**College of Public Service**

MAJOR	DEGREE
Urban Studies	B.A.

**School of Social Work**

MAJOR	DEGREE
Social Work	B.S.W.

**College of Science, Engineering and Technology****School of Engineering**

MAJOR	DEGREE
Biomedical Engineering	B.S.
Civil Engineering	B.S.
Computer Engineering	B.S.
Computer Science	B.S.
Electrical Engineering	B.S.

**School of Science and Technology**

MAJOR	DEGREE
Biology	B.S.
Biotechnology	B.S.
Chemistry	B.S.
Earth System Sciences	B.S.
Industrial Technology	B.S.
Mathematics	B.S.
Mathematics Education	B.S. Ed.
Meteorology	B.S.
Physics	B.S.
Statistics	B.S.

JACKSON STATE UNIVERSITY

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ACADEMIC PROGRAMS

DIVISION OF UNDERGRADUATE STUDIES

COLLEGE OF BUSINESS

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

COLLEGE OF LIBERAL ARTS

COLLEGE OF PUBLIC SERVICE

COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY

COLLEGE OF JOURNALISM AND MEDIA STUDIES

SCHOOL OF PUBLIC HEALTH INITIATIVE

## DIVISION OF UNDERGRADUATE STUDIES

PURPOSES AND OBJECTIVES

ORGANIZATION

EXIT CRITERIA

## DIVISION OF UNDERGRADUATE STUDIES and CYBER LEARNING

**Dr. Robert Blaine, Dean**

**Mrs. Phyllis S. Kinlaw, Administrative Assistant**

**Mrs. Ethal Smith, Receptionist/Hostess**

**Dr. Loria Brown Gordon, Associate Dean, Honors College**

**Dr. Marie O'Banner-Jackson, Associate Dean, University College**

**Mrs. Patricia Sheriff-Taylor, Director of the First Year Experience & Special Assistant to the Dean**

**Mrs. Galina Bennett, Retention Specialist**

**Mr. Christopher Buck, Assistant Lab Coordinator**

**Mrs. Edna Caston, Coordinator for the Center for Undergraduate Research**

**Ms. Parkisha Davis, Academic Advisor**

**Mrs. Shandra Fowler-Thompson, Academic Advisor**

**Ms. F. Janelle Hannah-Jefferson, Academic Advisor**

**Mrs. Josie Latham, Coordinator of Intervention Services**

**Mr. Corey Bryant, CAI Lab Coordinator**

**Mr. Clarence Lowe, Academic Advisor**

**Mrs. LaTonya Robinson-Kanonu, Assessment Coordinator**

**Mrs. Jennifer Scott-Gilmore, Coordinator of Transition Program**

**Ms. Kenya Washington, Academic Advisor**

**Ms. Sonya Webster, Coordinator of Retention Services**

**Ms. Racquel Marion, Night Lab Coordinator**

**Mr. Kafond Wilder, Academic Advisor**

**Mrs. Janelle Hannah-Jefferson, Coordinator of Advisement and Chief Academic Advisor**

Undergraduate Studies is under the administration of the Dean who reports directly to the Provost/Vice President of Academic Affairs. Undergraduate Studies includes the First Year Experience, Honors College and University College. Ancillary areas of the unit include Assessment, Advisement, Retention and Academic Support Services, and Summer Intervention/Bridge Program that serve The First Year Experience Program, Honors College and University College. Undergraduate Studies was organized by consolidating interdependent services and programs to strengthen campus readiness and build on the past and present infrastructure. The offerings of the unit provide a quality assurance program for first and second year students that will prepare them to contribute to the social, cultural, and economic development of the state, the nation and world. First year students engage in The First Year Experience which offers common shared experiences through an enriched challenging curriculum, cultural and educational opportunities, seminars, colloquia, service and community learning activities and volunteerism.

Undergraduate Studies, through the Honors College, offers superior students the opportunity to follow a program of study at a pace commensurate with their ability and provides the opportunity for independent reading and research beyond the regular curriculum. For the students who need additional support and preparation for success, Undergraduate Studies, through University College, offers preparatory courses in English, mathematics and reading with accompanying support courses and services to supplement and complement instruction.

Undergraduate Studies, in collaboration with the academic schools and colleges, ensures that students are prepared for the rigor of their intended major, are retained and are engaged in leadership, service, citizenship and community development activities. The unit also seeks national recognition for the First Year Experience Program at Jackson State University.

## **THE FIRST YEAR EXPERIENCE**

### **A NEW EXPERIENCE**

The First Year Experience is designed to lay the ground work for a successful academic and professional career by providing common shared experiences for students that focus on academics, citizenship, leadership, service and core values. The program offers a year-long set of courses and projects designed to help students achieve excellence in their academic, social and personal development. The Director of the First Year Experience reports directly to the Dean of Undergraduate Studies.

### **ENHANCED FRESHMAN ORIENTATION AND WELCOME WEEK PROGRAM**

The Orientation and Welcome Week Program welcomes all new students to campus and introduces them to all areas of university life. Special sessions are designed to emphasize academic information, placement, testing, advisement in course scheduling, financial aid and registration for classes. Also, students are engaged in an Information Fair as well as community service activities. A personalized First Year Parent and Family Orientation is offered during each Orientation period.

### **FIRST YEAR COMMON SHARED EXPERIENCES**

#### ***UNIV 100/101/102/105 University Success Course***

This course serves as the nucleus of the First Year Experience and offers a global, comprehensive and personalized approach to student success through a customized textbook, stimulating lectures, success seminars and workshops, action research, leadership development, library initiatives, and community service. Special features include implementation of the Quality Enhancement Plan, the First Year Summer Reading Project, and local assessments.

### **COMMUNITY SERVICE/SERVICE LEARNING**

First year students engage in Community Service/Service Learning through the University Success 100/101 course for service work related to their course curriculum and receive a percentage of course credit for completion of service hours. Students receive documented service credit through the Community Service Transcript which is accessible with or without an academic transcript from the Registrar and may be used for scholarship, graduate or professional schools, and employment opportunities.

### **A SHARED GENERAL EDUCATION CORE**

The general education courses complement the specialized academic major course to provide balance within a broader intellectual context. The core curriculum courses are required to qualify for any baccalaureate degree at Jackson State University. Students share common knowledge, experiences and skills through courses in Communication, Humanities and Fine Arts, Natural Science, Social and Behavioral Sciences, Health and Physical Education, University Success and the First Year Experience program.

### **COLLOQUIA**

Colloquia are offered to first year students in a small setting designed to encourage creative thinking, independent learning outside the regular classroom experience and research opportunities. Course topics include: Discovering Careers for Science Majors, Leadership, College Bowl Challenge, and Discovering Careers for Undecided Majors.

### **FIRST YEAR ASSESSMENT PROGRAM**

The First Year Assessment Program is designed to assess student learning outcomes in general education and to use the data to continuously improve the teaching and learning experience as well as enhance the effectiveness of the program, processes and services. All first time freshmen will take a battery of cognitive and non cognitive instruments, complete portfolios, participate in survey research and personal development and self-assessment activities. First Time freshman are required to take the CBASE (College Basic Academic

Subjects Examination with Essay). Sophomores are required to take the Post CBASE after completing the following courses: Art Appreciation, Introduction to Biology, English Composition 1 & 2, World Literature, English Option, Health, History of Civilization 1 & 2, College Algebra, Psychology, and University Success.

### **FIRST YEAR ADVISEMENT CENTER**

The First Year Advisement Center is committed to a dual comprehensive system that meets the needs of students in academic planning, interpreting University requirements and policies, selecting academic majors and career goals as well as developing social and core values. Academic Advising is a collaborative teaching relationship among academic advisors, students, faculty and the university community. All first year students are advised in Undergraduate Studies through Honors College or University College, where a faculty advisor is paired with a professional advisor to ensure student success and progression by providing appropriate, accurate, and timely information. The center offers Advisement Week @ JSU each semester to offer students an opportunity to have all of their questions answered on academic advising issues.

### **COMPREHENSIVE ACADEMIC SUPPORT SERVICES**

The Center provides an academic support program designed to assist students in achieving their educational goal. The Center which includes two Computer Assisted Instructional Labs enhances the students' learning experience by providing peer lead tutorials, learning skills courses and workshops, supplementary instruction, academic services for student athletes and other "at risk" populations, and mentoring programs.

### **STUDENT RETENTION SERVICES**

The Office of Student Retention Services was implemented Fall 2005 by Undergraduate Studies to increase the retention rate of students, especially first to second semester freshmen as well as fall-to-fall retention. The Office of Student Retention Services (OSRS) is currently responsible for coordinating and implementing the university retention action plan, devising academic support programming for at risk students, and incorporating best practices in retention theory at Jackson State.

### **TRANSITION PROGRAM**

The program is designed to address the specific needs of transfer students while assisting them in making a seamless transition to the university. Programming provides a broad range of comprehensive academic support services for transfer students. These services include: Early Orientation, Advisement and Registration for transfer students; specialized orientation sessions designed to introduce students to the university and resources available; one-on-one academic advising with a professional advisor trained to work specifically with transfer students; and comprehensive academic support which assists students in building skills for academic success (i.e. Transfer Success Workshops Series, Transfer Talkback Sessions, Peer Tutoring and CAI Labs).

Other initiatives of the Transition Program include the Transfer Advisory Board and Community/Junior College Linkage. The Transfer Advisory Board is a collaborative effort between the Coordinator of Transitions and representatives from the various academic colleges. The goals of the board are to assist in developing retention strategies, assessing program effectiveness and serving as an advocate for transfer students. The Community/Junior College Linkage is a pre-enrollment initiative to familiarize potential transfer students with Jackson State University. The Coordinator of Transition will work closely with representatives from the various Community and Junior Colleges to ensure students are provided firsthand knowledge on admission requirements, course articulation, and available academic support services. The Transition Coordinator will also accompany Community College Relations to transfer activities at community colleges and university events.

It is our aim to contribute to the enhancement, engagement, and retention of transfer students' academic and life skills development.



## **SUMMER INTERVENTION/BRIDGE PROGRAM**

The Summer Bridge Program's mission is to strengthen and prepare first-time freshmen who are admitted to the university majoring in the STEM disciplines and have made a commitment to attend during the fall semester. The 10-week summer residential program provides academic bridging course work in college algebra, trigonometry, biology and chemistry and a special topics course in engineering, science, and mathematics. To ensure success and ease of transition to the college environment, students are engaged in cultural and educational co-curricular activities and academic support. The program also provides student/living resources and academic support inclusive of, tutoring, technology assisted teaching and learning, inquiry based teaching and learning within the discipline and highly individualized academic advising.

## **CENTER FOR UNDERGRADUATE RESEARCH**

The Center for Undergraduate Research is intended to promote undergraduate research in the academic disciplines. The Center administers mini-grants annually to 20 professors in the various colleges to work with a total of 100 undergraduate students on research during the academic year. Select faculty serve as research mentors to small groups of students. Students gain research skills, learn more about their major, explore career opportunities, and make preparation for a successful transition to graduate school. The culminating event is the spring research conference where undergraduate students present their research. The Center also encourages faculty to publish the final papers with their students.

## **BACCALAUREATE DEGREE PROGRAMS**

The baccalaureate degree programs offered at Jackson State have two major curricular components: the general education requirements and the specialized academic major requirements. The general education courses complement specialized academic major courses to provide balance within a broader intellectual context.

All students must meet the core curriculum requirements to qualify for any baccalaureate degree at Jackson State University. In addition to the following core requirements, students are to complete all requirements established by schools in which the degree is offered.

## **GENERAL EDUCATION REQUIREMENTS**

### **CORE REQUIREMENTS**

I. COMMUNICATION	15- 18 sem. hrs.
ENG 104 - 105/111 - 112 Composition	6 sem. hrs.
ENG 205 World Literature	3 sem. hrs.
Speech Option	3 sem. hrs.
Foreign Language*	0-6 sem. hrs.
II. HUMANITIES AND FINE ARTS	6 sem. hrs.
Philosophy Option	3 sem. hrs.
Fine Arts Options	3 sem. hrs.
III. NATURAL SCIENCES	9 sem. hrs.
Science Option	3 sem. hrs.
MATH 111 College Algebra	3 sem. hrs.
Computer Literacy	3 sem. hrs.
IV. SOCIAL & BEHAVIORAL SCIENCES	9 sem. hrs.
HIST 101-102/111-112	
History of Civilization	6 sem. hrs.

Social Science Option	3 sem. hrs.
V. HEALTH AND PHYSICAL EDUCATION	2-3 sem. hrs.
HE 101 Concepts of Health	3 sem. hrs.
or	
Two Physical Education Activity Courses	2 sem. hrs
VI. UNIV 100 University Success in College or	2 sem. hrs.
UNIV 101 University Success in the College of Business or	2 sem. hrs.
UNIV 105 University Success for Adult Learners Lifelong Learning	2 sem. hrs. 40-47 sem. hrs.

**\*NOTES** Students who have completed two years of a single foreign language in high school with grades of “C” or better are exempt from the foreign language requirements. Students who transfer 12 or more hours of college credit are exempt from UNIV 100.

#### VII. WRITING AND SPEAKING ACROSS THE CURRICULUM

All University students are required to take at least two writing and speaking courses (designated by the letter “W” placed after the course number) in their major disciplines.

#### VIII. COURSES WHICH MAY BE USED TO SATISFY OPTIONS

##### **SOCIAL SCIENCE OPTIONS**

SS 201 or 202	Social institutions
GEOG 105	Introduction to Cultural Geography
GEOG 209	World Regional Geography
SOC 214	Introduction to Sociology
SOC 325	Cultural Anthropology
PS 134	Introduction to Political Science
PS 135	American Government
PS 136	State and Local Government
ECO 211 or 212	Principles of Economics (non-business majors only)
PSY 201 or 111-112	Psychology

##### **SPEECH OPTIONS**

SPCH 201	Speech Arts
SPCH 215	Training the Speaking Voice (for students in Departments of English and Modern Foreign Languages, Speech, and Mass Communications)
SPCH 216	Public Speaking
SPCH 334	Argumentation and Debate
SPCH 335	Persuasion
SPCH 430	Small Group Discussion

**PHILOSOPHY OPTIONS**

PHIL 301	Introduction to Philosophy
PHIL 416	Logic
PHIL 308	Aesthetics
PHIL 309	Ethics
MNGT 482*	Business Ethics (For Business Majors Only)
SW 210**	Social Work Values and Ethics (For Social Work Majors Only)

**SCIENCE OPTIONS**

BIO 101	Biological Science
BIOL 101	Biological Science Lab
BIO 103	Environmental Science
BIOL 103	Environmental Science Lab
BIO 105	Introductory Botany
BIOL 105	Introductory Botany Lab
BIO 106	Marine Science
BIOL 106	Marine Science Lab
BIO 107	Introduction to Zoology
BIOL 107	Introduction to Zoology Lab
BIO 111	Introduction to Biology
BIOL 111	Introduction to Biology Lab
SCI 201 or 202	Physical Science
SCIL 201 or 202	Physical Science Lab
SCI 205	Earth & Space Science
CHEM 201	Chemistry and Society
CHML 201	Chemistry and Society Lab
CHEM 131	Introduction to Chemistry
CHML 131	Introduction to Chemistry Lab
CHEM 141	General Chemistry
CHML 141	General Chemistry Lab
PHY 151	Introduction to Physics
PHY 201	Basic Physics I
PHY 211	General Physics I
PHY 241	Introduction to Astronomy
MET 200	Introductory Meteorology

**HUMANITIES AND FINE ARTS (OPTIONS)**

ART 206	Art Appreciation
MUS 205	Music Appreciation
MUS 321	Music History (For Music Majors Only)
MUS 322	Music History (For Music Majors Only)
DR 201	Introduction to Drama
ENG 201/202	Humanities
ENG 211/212	Humanities (for students in Departments of English and Modern Foreign Languages, Speech, and Mass Communications)

**FOREIGN LANGUAGES (OPTIONS)**

FR 101 & 102	Elementary French
GR 101 & 102	Elementary German
SP 101 & 102	Elementary Spanish

LAT 101 & 102	Elementary Latin
POR 101 & 102	Elementary Portuguese
CH 101 & 102	Mandarin Chinese

**COMPUTER LITERACY OPTIONS**

CSC 115	Digital Computer Principles
MNGT 350*	DBMS Applications
SW 315**	Computer Utilization for Social Work Practice & Research

\* Business Majors Only

\*\* Social Work Majors Only

**THE W.E.B. DU BOIS HONORS COLLEGE**

Dr. Loria Brown Gordon, Associate Dean, Honors College

Ms. Venetia A. Miller, Academic Advisor

Ms. Tamka Jenkins, Administrative Assistant

**MISSION**

The mission of the W.E.B. Du Bois Honors College at Jackson State University is to foster creativity, encourage intellectual curiosity and enhance critical and analytical thinking among selected high achieving students through exchanging ideas, conducting research, increasing leadership skills, achieving academically, and providing enrichment services; resulting in graduates who are technologically savvy contributing global citizens, scholars and professionals.

The Honors College is under the administration of the Associate Dean who reports directly to the Dean of Undergraduate Studies.

**ADMISSION REQUIREMENTS FOR THE HONORS COLLEGE**

**Entering Freshman**

1. Minimum ACT composite score of 21 (SAT 1000)
2. B+ average
3. Completion of College Prep Courses

**Students currently enrolled in the university and transfer students**

1. Minimum overall grade point average of 3.5 in work undertaken at the university or college level.
2. Freshman or sophomore standing.

**Upperclassmen**

Juniors and seniors otherwise qualified may enroll in honors courses and receive credit for honors work completed.

All students seeking enrollment in the Honors College should complete the following:

1. Application for Admission to Jackson State University
2. Application for the Honors College
3. Submission of ACT/SAT scores and high school transcript

**HONORS COURSES**

HON 100/101	University Success
HON 110	Honors Colloquia
HON ENG 111/112	Composition and Literature
HON ENG 205	World Literature I
HON ENG 222	World Literature II

HON HIST 101/102	History of Civilization
HON BIO 101	Introduction to Biological Sciences
HON BIOL101	Introduction to Biological Sciences Lab
HON BIO 111/112	General Biology
HON BIOL111/112	General Biology Lab
HON BIO 318	Introduction to Genetics
HON BIOL 318	Introduction to Genetics Lab
HON BIO 409	Genetics
HON CHEM 141/142	General Chemistry
HON CHML 141/142	General Chemistry Lab
HON CHEM 241/242	Organic Chemistry
HON MATH 111	College Algebra
HON ART 206	Art Appreciation
HON MUS 205	Music Appreciation
HON HE 101	Concepts of Health
HON SP 101/102	Elementary Spanish
HON SCI 20	Physical Science
HON SCIL201	Physical Science Lab
HON PSY 201	General Psychology
HON SS 201	Social Institutions
HON SPCH 201	Speech Arts

### **Cultural, Educational, and Enrichment Activities**

Cultural, educational, and enrichment activities that include attendance to ballet, the theater, museums, historical sites, conferences, and lectures are scheduled during the academic year for Honors College students.

**Community Service Requirements** (apply to all students at the University):

### **HONORS COLLEGE GRADUATE**

Graduates with academic distinction wear gold Honor Cords during Commencement Exercises. Honors College graduates who have completed thirty hours in Honors courses and maintained a cum laude average wear a blue Honors Cord in addition to the gold cord.

Additional information on the Honors College may be obtained from the Associate Dean of Honors College at Jackson State University, P.O. Box 17004, Jackson, Mississippi 39217, Telephone Number (601) 979-2107, Email Address: [honorscollege@jsums.edu](mailto:honorscollege@jsums.edu).

### **SCHOLASTIC RECOGNITION NATIONAL CHAPTERS OF HONOR SOCIETIES AT JACKSON STATE UNIVERSITY**

There are twenty-four chapters of national honor societies at Jackson State University. Some are general in scope, and extend membership to students solely on the basis of grade point average and academic classification. Others are departmental, and extend membership on the basis of grade point average and academic major.

#### **Campus Wide Honor Societies**

Alpha Chi	Blue Key
Alpha Epsilon Lambda	Chi Alpha Epsilon
Alpha Kappa Mu	Golden Key
Alpha Lambda Delta	Phi Kappa Phi
Alpha Sigma Lambda	Tau Sigma

#### **Departmental Honor Societies**

Alpha Kappa Delta	(Sociology)
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Alpha Mu Gamma	(Modern Foreign Languages)
Alpha Mu Alpha	(Marketing)
Beta Beta Beta	(Biological Society)
Beta Gamma Sigma	(Business)
Beta Kappa Chi	(Natural Science/Mathematics)
Epsilon Pi Tau	(Technology)
Kappa Delta Pi	(Education)
Phi Alpha	(Social Work)
Phi Alpha Alpha	(Public Policy & Administration)
Phi Alpha Theta.	(History)
Pi Gamma Mu	(Social Sciences)
Pi Lambda Theta	(Education)
Pi Mu Epsilon	(Mathematics)
Pi Sigma Alpha	(Political Science)
Psi Chi	(Psychology)
Sigma Pi Sigma	(Physics)
Sigma Tau Delta	(English)

### **Scholar Athletes**

Chi Alpha Sigma. (All Majors)

### **WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES**

Each year the Office of the Provost and Vice President for Academic Affairs sponsors Jackson State University's participation in the national recognition of outstanding college students cited by Who's Who Among Students in American Universities and Colleges. Students who are chosen for this recognition will appear in the annual national directory of Who's Who and will be eligible to utilize the organization's reference and placement services.

Students receiving this recognition are recommended to the national organization by the University's Academic Honors Council. Early in each Fall Semester the Academic Honors Council invites faculty and staff to submit recommendations for students whom they feel are deserving of this award. The Academic Honors Council reviews all recommendations and makes the final selection based upon the following criteria: scholarship, leadership, campus and community service, citizenship, and future potential.

### **MINORITY ACCESS TO RESEARCH CAREERS/UNDERGRADUATE STUDIES in ACADEMIC RESEARCH (MARC/ U\*STAR)**

This is a program to support junior or senior honor students with a stipend in the Departments of Biology, Chemistry and Psychology who have as their primary objective to pursue graduate studies in the biomedical sciences. For additional information, please call (601) 979-2586.

### **NATIONAL INSTITUTE OF MENTAL HEALTH CAREER OPPORTUNITIES IN RESEARCH (NIMHCOR)**

This honors research-training program is open to Biology, Chemistry, Health, Psychology, Sociology, and Social Work majors. Applicants are selected at the end of their sophomore year at the University, and participate in the program during their junior and senior years. Tuition and monthly stipends are provided. The goal of this hands-on research program is to prepare the students for admission and retention in Ph.D. programs in their respective disciplines. For additional information, please call (601) 979-3378.

### **NATIONAL INSTITUTES OF HEALTH/RESEARCH INITIATIVE FOR SCIENTIFIC ENHANCEMENT (/NIHRISE)**

This program is designed to provide students majoring in Biology, Chemistry, Computer Science, Engineering, Mathematics and Physics with the opportunity to participate in yearlong research internships. Ten students are selected as incoming freshmen each year, and remain in the program until graduation. During their tenure at Jackson State University, they are actively involved in daily research activities, and receive stipends for their participation. For additional information,

please call (601) 979-2586.

### **SCIENCE AND TECHNOLOGY ACCESS TO RESEARCH AND GRADUATE EDUCATION (STARGE)**

The Science and Technology Access to Research and Graduate Education (STARGE) program is supported by the National Science Foundation. The program aims to enhance academic preparation and strengthen skills of students in Science, Engineering, and Mathematics, and encourage the continuation of the students' academic preparation at the graduate level. The program offers year-long research activities for its participants as well as a residential summer research apprenticeship. For additional information, please call (601) 979-2155.

### **HONORS AT GRADUATION**

Graduation with academic distinction is based on an earned average of 3.20 or higher on a 4.00 scale for work completed at Jackson State University for all undergraduate degrees. Students who graduate within this grade point range are honored with the following designations:

Summa Cum Laude	3.80 - 4.00
Magna Cum Laude	3.50 - 3.79
Cum Laude	3.20 - 3.49

Graduates with academic distinction wear gold Honor Cords during Commencement Exercises. Honors College graduates who have completed thirty hours in Honors courses and maintained a cum laude average wear a blue Honors Cord in addition to the gold cord.

### **UNIVERSITY COLLEGE**

Dr. Marie O'Banner-Jackson, Associate Dean  
Mrs. Priscilla W. Edwards, Administrative Assistant  
Dr. Sherry Rankin, Chair, Developmental and Enhancement Studies

### **INSTRUCTORS OF ENGLISH**

Ms. Tiffany Harrington  
Mrs. Cassandra Hawkins-Wilson  
Mrs. Linda McLemore-Wheeler

### **INSTRUCTORS OF READING**

Ms. Revetia Caldwell  
Ms. Monica Lawrence-Rees  
Mrs. Ella Moore-Boyd

### **INSTRUCTORS OF MATHEMATICS**

Dr. Shirley Burnett  
Mrs. Stacy Davison

### **ACADEMIC SUPPORT**

Mr. Ameen Abdur-Rashied  
Mrs. Meshonya M. Wren-Coleman

University College is committed to providing an academically focused, student centered, supportive, structured environment for the entire University Community with an emphasis on freshmen. This environment is focused on improving matriculation, retention and graduation rates, increasing student success in academics and facilitating a smooth transition to the world of higher education.

The Undergraduate English Proficiency Examination, The Developmental and Enhancement Studies Program and The Summer Developmental Program are housed in this unit. This unit also offers year-round academic

support classes augmenting the existing support services which include peer tutors, computer assisted instruction and support lab, counseling and academic advisement.

The goals of University college are:

- . To reduce time in remediation
- . To improve overall academic performance
- . To improve retention to sophomore year
- . To improve graduation rates
- . To improve leadership, outstanding scholarship and research opportunities for students.

University College is under the administration of the Associate Dean, who reports directly to the Dean of Undergraduate Studies.

### **A SECOND CHANCE FOR COLLEGE BOUND STUDENTS**

Students applying to state supported institutions of higher learning in Mississippi who fail to meet one of the four admission criteria, participate in a nine-week summer program to increase their chances of being admitted.

Qualified students take course work in reading, composition and mathematics. This program includes classroom instruction, as well as computer-assisted tutorials. These courses do not count toward graduation. However, with successful completion of The Summer Developmental Program, the student will be able to enroll in freshman courses for the fall semester. In addition, the students receive counseling and support needed to participate successfully in the academic and social community of the University.

### **DESCRIPTIONS OF DEVELOPMENTAL COURSES**

**ENG 001 - Developmental English.** This three-hour (3) course is designed to give intensive practice in the fundamentals of grammar usage, sentence structure, mechanics and diction.

**ENG 002 - Intermediate English.** This three-hour (3) course is designed to serve as a bridge course between ENG 001 and ENG 104. It is also required of students earning a subscore less than 17 on the ACT or the corresponding score on the SAT in English. Primary emphasis will be placed on paragraph writing.

**ENG 399 - Functional Writing.** This three-hour (3) course is designed to help the student gain proficiency in thinking logically, writing intelligently and effectively. (For students who fail the Undergraduate English Proficiency Examination.)

**MATH 001 - Developmental Mathematics.** This three-hour (3) course is designed to improve the student's mastery of the fundamental operations of arithmetic, including whole numbers, fractions, decimals, mixed numbers and percentages. Emphasis is placed on number manipulation and applications relating to process.

**MATH 004 - Intermediate Algebra.** This three-hour (3) course covers the Real Number system, linear equations, inequalities, graphing, linear systems, exponents, polynomials, factoring, rational expressions, roots and radicals, quadratic equations, and all applications. It is required for students earning a subscore less than 17 on the ACT or the corresponding score on the SAT in math.

**RE 001 - Developmental Reading.** An individualized course for meeting reading needs of students whose entrance scores indicate likelihood of difficulty in doing college work.

**RE 002 - Intermediate Reading.** An individualized course designed for any student deserving to increase speed of reading and to improve study skills. It is also required of students earning a subscore less than 17 on the ACT or the corresponding score on the SAT in reading.

**GNST 100 - Learning Skills Lab.** This course is designed for students enrolled in the Summer Developmental Program. Emphasis is placed on English, math, and reading skills along with study skills and other academic



and social activities at the University.

**GNST 101 - Academic Support I.** This course is designed to assist conditionally admitted, as well as other volunteer students with their freshman courses. The goal of this course is to provide individualized support for “marginally” prepared students in regular academic credit courses.

**GNST 102 - Academic Support II.** This course is the second part of the year-long academic program which is designed to continue to offer individualized support for “marginally” prepared students in regular academic credit courses. Emphasis is placed on study skills, learning to learn strategies and lifelong skills.

**GNST 103 - First-Year Writing Seminar.** This one-hour (1) course is designed to give students enrolled in English 002 additional support and lab experiences to practice skills introduced in lecture class.

**GNST 104 - First-Year Reading Seminar.** This one-hour (1) seminar focuses on topics and strategies in reading comprehension designed for freshmen enrolled in Reading 002.

**GNST 105 - First-Year Mathematics Seminar.** This one hour (1) seminar is designed to give students time to explore and practice applications relating to the mathematical process.

**GNST 200 - Learning to Learn.** This two-hour (2) course is designed to give students a chance to put failure in perspective and take charge of their future. It will assist students in determining what obstacles are interfering with their learning, in overcoming their problems and in gaining self-confidence and self-determination. (For students on probation).

**GNST 201 - ARMS I. (Academic Readiness and Mentoring Program).** This one credit hour class is a special initiative designed to address the needs of a special population of student-athletes who are identified as at-risk as a result of their transitional status (Freshman and/or Transfer). This course will cover a variety of topics useful for all incoming students, but will have a special emphasis on the issues that impact the success of JSU student-athletes.

**GNST 202 - ARMS II. (Academic Readiness and Mentoring Program).** This two-hour course is an initiative designed to address the needs of a special population of student-athletes who are identified as at-risk as a result of their previous semester term GPA. This course will expand on the acquisition of scholarship skills begun in ARMS I and will cover a variety of topics useful for at-risk students, but will have a special emphasis on the issues that impact the success of JSU student-athletes. Student-athletes will gain a better understanding of the academic rigors and expectations that their individual academic departments have of them as university students/scholars.

#### **A PLACEMENT TEST: NOT AN ADMISSION TOOL**

ACCUPLACER is a computerized placement test in sentence skills, math, and reading comprehension that is administered to all students referred to screening for the admission process.

Identified by the Institution of Higher Learning as the test of choice in conjunction with the American College Test (ACT) or the Scholastic Aptitude Test (SAT), ACCUPLACER places students in either the Summer Developmental Program, intermediate or regular college classes based upon the student's performance in the respective categories:

- A score of 17 or above on the ACT math subtest, or a total right score of 60 or above on the ACCUPLACER in elementary algebra
- A score of 17 or above on the ACT English subtest, or a total right score of 86 or above on the ACCUPLACER in sentence skills
- A score of 17 or above on the ACT reading subtest, or a total right score of 80 or above on the ACCUPLACER in reading comprehension

ACCUPLACER is administered from February through May and may be taken at any one of the eight public

universities in Mississippi.

### **DEVELOPMENTAL AND ENHANCEMENT STUDIES**

Developmental and Enhancement Studies is one of the major units of University College. Its purpose is to plan, supervise, and teach preparatory courses in English, mathematics, and reading. Students failing to score at an appropriate level with a subtest score lower than 17 on the ACT or at a corresponding level on the SAT are placed in intermediate classes to assist them in reaching a level of proficiency to be successful in their regular academic classes. The unit also coordinates the English Proficiency Examination, a requirement of all sophomores completing nine (9) hours of English credits along with other forms of assessment. English Proficiency tests taken at junior or community colleges are not transferrable.

### **COMMUNITY SERVICE/SERVICE-LEARNING**

With service as a major tenet of the University's mission, University College seeks to involve all its students in the service learning component of the Community Service Program. Students are afforded opportunities to explore possible college majors and future careers; to gain professional skills and knowledge in agency settings; to build valuable experiences to enhance resume' and employment opportunities; and to develop personal and career skills while being mentored by professionals.

### **MAJOR FEATURES OF UNIVERSITY COLLEGE**

- Developmental and Enhancement Studies
- Summer Developmental Program
- Academic Orientation
- Academic Advisement and Counseling
- Self-Enhancement and Development Program
- Academic Support Services
- Community Service/Service-Learning

### **THE UNDERGRADUATE ENGLISH PROFICIENCY EXAMINATION**

(UEPE) is a Jackson State University graduation requirement. Designed to measure the basic writing skills of Jackson State University students, The UEPE consists of several topics from which to choose and write a well organized essay. The University mandates that the test be taken at the completion of the sophomore English requirements.

### **ADMINISTRATION OF THE UEPE**

All students who intend to take the Undergraduate English Proficiency Examination must register through the prescribed university process. The English Proficiency Examination is offered four times during the fiscal year, once during the months of October, February, June and July; the deadline for registering to take the exam is seven days prior to the test administration. Students are given 60 minutes in which to plan and write a multi-paragraph essay on one of the assigned topics.

### **SCORING CRITERIA**

Each test is read and scored by two raters using a scale of 1 to 6. A score of "1" represents the lowest possible score and "6" represents the highest possible score. A score of 4, 5, or 6 represents a passing score.



COLLEGE OF  
**BUSINESS**

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# THE COLLEGE OF BUSINESS

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**Dr. Ramin C. Maysami, Dean**

**Dr. Sheila C. Porterfield, Associate Dean**

## **OFFICE: College of Business Building, Suite 521**

### **DEPARTMENTS:**

Accounting

Economics, Finance, and General Business

Entrepreneurship and Small Business Management

Management and Marketing

The School of Business was authorized on July 1, 1972, through the merger of the Division of Business and the Department of Economics. On July 1, 2003, the School of Business evolved to the College of Business. The College includes the Departments of Accounting; Economics, Finance and General Business; Entrepreneurship and Small Business Management; and Management and Marketing. In addition, the College has a Center for Academic and Professional Success (CAPS), including Student Professional Development, Student Advising and Retention Services, and Student Career Management and Placement; a Business Graduate Programs Office for the Master of Business Administration and the Master of Professional Accountancy, as well as the Doctor of Philosophy, with three concentrations: Accounting, Economics, and Management; an Office of Research and Faculty Development; and a Center for Executive Education, Sponsored Research, and Community Relations. The College is accredited by AACSB International—The Association to Advance Collegiate Schools of Business, and NIBS—the Network of International Business Schools.

### **MISSION**

The College of Business provides an outstanding management education to a diverse student body which includes those from historically disadvantaged backgrounds. The College produces ethical, technologically advanced, diverse global leaders who provide creative business-centered solutions that promote economic and social advancement.

### **PURPOSE AND OBJECTIVES**

The primary purpose of the College of Business at Jackson State University is to provide opportunities for (1) intellectual and professional development for students enrolled in its instructional programs; (2) discovery of new and useful knowledge through academic and applied research; (3) effective application of knowledge in the business and economic development of the state, region, and nation through service activities.

The educational programs aim to provide students with the basic knowledge in business and related disciplines that will provide them with the needed skills and competencies required to pursue careers or advanced study. The College emphasizes a close student-teacher relationship through an advisory system designed to help students match ability and interest with a specialized professional field.

In addition, the educational program includes professional development activities designed to

enhance communication, critical thinking, and problem solving skills and acquaint students with social and behavioral attitudes and norms required for success in business.

The student who graduates from the College of Business should (1) be able to deal with the technical complexities of his/her chosen career; (2) have the ability to reason and independently make decisions; (3) possess written and oral communication skills; (4) possess the requisite computer skills; (5) have an inclusive perspective on society and its progress; and (6) have an appreciation of the global/international dimensions of the economy and business. Each graduate should have the skills and competencies required to ensure success in his/her chosen career or field of graduate study.

The College also works to assist students in obtaining placement in internships and co-ops. The CAPS Center staff also works diligently to assist students with the process involved in obtaining career opportunities in business, industry, and/or graduate and professional schools upon graduation.

### **SCHOLARSHIPS**

In addition to the scholarship programs offered by the University, the College of Business has its own financial resources for business majors. Students

with grade point averages ranging from 2.5 to 4.0 are eligible to apply for financial assistance from the College of Business.

Students should apply for the scholarships by the end of February prior to the ensuing Fall Semester.

**DEGREE REQUIREMENTS**

The College of Business awards the Bachelor of Business Administration (B.B.A.) degree in the following areas: Accounting, Business Administration, Economics, Entrepreneurship, Finance, Management, and Marketing.

In order to earn the B.B.A. degree, students must complete requirements in the following areas: (1) the University's general education requirements; (2) the College of Business core requirements; (3) the major requirements; and (4) the elective requirements—unrestricted and business.

The general education requirements are intended to provide a broad-based education in the arts, sciences, and humanities which is appropriate for every educated person. The specific general education requirements are as follows:

**GENERAL EDUCATION REQUIREMENTS**

ENG 104 105, 205	9 hours
MATH 111, 221	6 hours
HIST 101, 102	6 hours
BIO 101, BIOL 101 or SCI 201, SCIL 201	3 hours
ART 206 or MUS 205	3 hours
ECO 211	3 hours
SPCH 201 OR SPCH 216	3 hours
PE OPTIONS - Two 100-Level 1.0 credit hour Activity Courses	2 or 3 hours 3 hours

OR HE 101 (3.0)

BIZ101 (University Success for Business Majors)	1 hours
BIZ102 (University Success for Business Majors)	1 hours
*MFL (Modern Foreign Languages)	6 hours
MNGT 482 (Philosophy Requirement)	3 hours

**TOTAL HOURS:** 46-47 hours

*\*Students who met the foreign language requirement in high school must take 6 hours of non-business electives. If foreign language requirement was met in high school, the student's Jackson State University academic transcript must show the high school foreign language proficiency.*

**COLLEGE CORE REQUIREMENTS**

The College core requirements are intended to provide basic grounding in the body of knowledge common to all business disciplines. All students pursuing the Bachelor of Business Administration (BBA) degree are required to take the core requirements.

Course No.	Course Title	Hours
ACC 211	Principles of Financial Accounting	3
ACC 212	Principles of Managerial Accounting	3
BIZ 201	Introduction to Business	3
BIZ 350	Business Communications	3
ECO 212	Principles of Microeconomics	3
ECO 256	Business Statistics I	3
ECO 356	Business Statistics II	3
FIN 320	Business Finance	3
GB 201	Introduction to the Legal Aspects	

	of Business	3
MNGT 330	Management to Organizations	3
MNGT 334	Supply Chain Management	3
MNGT 351	Management Information Systems and Applications	3
MNGT 458	Strategic Management	3
MKT 351	Marketing Management	3

**TOTAL HOURS** 42

**MAJOR REQUIREMENTS**

The major requirements are satisfied by 24 credit hours taken in the specialized subject matter of the chosen major. Requirements for each major are listed in the section of the catalog for the department which offers that major.

**ELECTIVE REQUIREMENTS**

Every student in the College of Business is required to meet the following elective requirements:

Unrestricted Non-Business Elective	3 hours
Restricted, Business Elective - Any <i>international business course that is not already required on the curriculum for the major</i>	3 hours
Business Elective ( <i>may be restricted or unrestricted by the major department; student should see the curriculum sheet for the major</i> )	3 hours

**TOTAL HOURS** 9 hours

**STUDENT RESPONSIBILITIES**

Jackson State University provides academic counseling for all students. Students are, however, responsible for selecting and registering for courses necessary for reasonable progress toward the selected degree and for following all requirements for the major department and college in which they are enrolled.

College of Business students are encouraged to take full advantage of the flexibility of academic planning and to seek the advice of their academic faculty advisor and department chair. Each student is encouraged to obtain academic advice prior to each registration period in addition to scheduling periodic conferences during the semester to discuss academic program planning and progress. Students in the College of Business are expected to meet periodically with their faculty advisor.

Students in the College of Business are expected to follow all policies and procedures as they seek their degree.

## **GPA REQUIREMENTS IN THE COLLEGE OF BUSINESS**

**Students in the College of Business must maintain a 2.0 GPA in three areas:**

1. All courses taken at Jackson State University (JSU Cumulative GPA).
2. All business courses included on the major curriculum sheet.
3. All courses that constitute the major.

## **COLLEGE OF BUSINESS RESIDENCY REQUIREMENT**

**Students in the College of Business must complete, in residence, 33.0 credit hours which fulfill the combined College core requirements and the major requirements.**

### **COMMUNITY SERVICE REQUIREMENTS**

All College of Business students who enrolled beginning with the 2010 Fall Semester are required to complete community service hours. Students who enrolled as first time freshman are required to complete 120 hours of community service. Transfer students are required to complete 60 hours of community service.

To ensure that all community service requirements are met in a timely manner, it is suggested that students complete a minimum of thirty (30) hours of community service each academic year. Further, College of Business students are required to complete their community service hours during the semester prior to the semester in which they intend to graduate. Students can begin to work toward completion of service hours at the beginning of their first year of enrollment.

Students should contact the Alice V. Harden Center for Service and Community Engaged Learning for guidelines regarding the community service requirement.

### **GRADUATION REQUIREMENTS**

To earn a degree in the College of Business, each student must satisfactorily complete all degree requirements. Specific requirements for the completion of each course of study within the College of Business are as follows:

1. Complete a minimum of 121 semester hours. (Note: Students who take HE 101, Concepts of Health, instead of two 1.0 hour 100-level physical education activity courses will complete the curriculum with 122 semester hours.)
2. Satisfactorily pass the Undergraduate English Proficiency Exam (UEPE). Students who do not pass the UEPE must enroll in ENG 399, Functional Writing (3.0). ENG 399 is a developmental course, and it does not count toward graduation.

3. Complete 6.0 hours of foreign language requirements (single foreign language). If high school proficiency earned, student must complete 6.0 hours of non-business electives. The high school proficiency credit must be shown on the student's official Jackson State University transcript.

4. Satisfactorily complete all curriculum requirements in the business core and in the major field, as well as for the general education and the electives. Students are expected to take the required courses as shown on the major program curriculum. Students should not depend on substituting courses.

5. Earn a cumulative academic average of not less than 2.0 in all courses taken at the University. The 2.0 cumulative GPA must be earned at the end of the semester prior to the semester that the student applies for graduation.

6. Earn a cumulative academic average of not less than 2.0 in all business courses that are required in the business curriculum (including the business core, the business electives, the business philosophy requirement—business ethics, and the business major.) The 2.0 cumulative GPA must be earned at the end of the semester prior to the semester that the student applies for graduation.

7. Earn a cumulative average of not less than 2.0 in all courses that constitute the 24 hours in the business major. The 2.0 cumulative GPA must be earned at the end of the semester prior to the semester that the student applies for graduation.

8. Complete, in residence, 33 credit hours which fulfill the combined College core requirements and the major requirements (33.0).

9. Complete the final semester's course work in residence.

10. Take all senior outcome measures and examinations required by the College (Major Field Test in Business, goal assessments, etc.).

11. Complete all community service hours during the semester prior to the semester in which the student applies for graduation.

12. File an application for Degree according to the dates printed in the University Calendar.

13. Complete all senior exit requirements (College of Business Questionnaire; submission of final resume; Jackson State University Graduating Student Survey, etc.). Completion certificates must be submitted to the Director of Student Career Management and Placement Services.

14. Students who meet all degree requirements will be allowed to participate in the commencement ceremony. Students who do not

meet all degree requirements will not be allowed to participate in the commencement ceremony.

**MAJOR FIELD TEST IN BUSINESS**

Students in the College of Business must take the Major Field Test in Business (MFTB) upon completion of the business core. The MFTB is a national standardized exam that covers content from the common body of business knowledge. The common body of business knowledge is taught in business core courses in the College of Business. All College of Business students, regardless of major, are required to take these courses. The MFTB is administered in the College of Business capstone course, MNGT 458, strategic management, and is counted as a test score. Students are urged to give their studies in the business curriculum their utmost time, attention, and commitment.

**OTHER ACADEMIC POLICIES**

**Attendance Policy** - All students must attend class in accordance with the College of Business attendance policy stated in the course syllabi. Failure to do so may result in dismissal from class or a grade of "F."

**Course Load** - In order to ensure that students will have a maximum chance of successfully pursuing their studies, the maximum permissible course load for all majors will depend on current CUMULATIVE GRADE POINT AVERAGE. The following course load limitation will apply.

<b>CUMULATIVE GPA</b>	<b>MAXIMUM HOURS</b>
Below 2.00	12
2.00 - 2.49	15
2.50 - 2.99	18
3.00 - 4.00	21

Full-time enrollment in the College of Business is a demanding responsibility. Students who must be employed are advised to adjust their normal course load to ensure that they give sufficient attention to academic requirements. The following schedule is one suggested relationship between employment hours and course load that students can use as a guide to adjusting their course load.

<b>EMPLOYMENT HOURS PER WEEK</b>	<b>COURSE LOAD</b>
1 - 10	15-18 hours
11 - 15	12-14 hours
16 - 20	9 - 11 hours
more than 20	9 hours

**Retention Requirements** - University scholastic requirements and probation standards will be observed. A student is placed on academic probation when the cumulative grade point average is less than 2.0. The student may be removed from probation when a cumulative average of 2.0 or

better is achieved.

A student on probation who does not earn the academic average required to remove the probationary condition in the following semester will be placed on suspension in accordance with the University's suspension policy. Appeal for waiver of suspension due to unusual circumstances should be made through the student's major department to the college dean.

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**DEPARTMENT OF ACCOUNTING**

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Dr. Quinton Booker, BankPlus Endowed Professor and Chair

OFFICE:  
College of Business Building, Suite 462

FACULTY:  
Associate Professors B. Daniels, C. Hill; Assistant Professors W. Nix, A. Pridgen; Instructors D. McWilliams, M. Nabulsi, H. Thomas

The Department of Accounting offers the major in Accounting and assists the MBA/MPA Program Director in directing the Master of Professional Accountancy program.

**OBJECTIVES**

The primary objective of the Department of Accounting is to prepare students for careers in professional accountancy.

**Major Requirements:**

A minimum of 24 semester hours of accounting beyond ACC 211 and 212 is required for a degree. In general, all upper division accounting courses must be completed at Jackson State University. The following eight accounting courses are required of all accounting majors:

<b>Course No.</b>	<b>Course Title</b>	<b>Hours</b>
ACC 314	Intermediate Accounting I	3
ACC 315	Intermediate Accounting II	3
ACC 321	Cost Accounting	3
ACC 381	Government and NFP Accounting	3
ACC 423	Income Tax Accounting	3
ACC 436	Advanced and International Accounting	3
	or	
ACC 473	Advanced Income Tax Accounting	3
ACC 455W	Auditing	3
ACC 492	Accounting Information Systems	3

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**TOTAL HOURS: 24**

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In addition, accounting majors must complete 9 semester hours of electives as shown below:

**ELECTIVES**

Unrestricted Elective	3 hours
Restricted, Business Elective - <i>Any international business course that is not already required on the curriculum for the major</i>	3 hours
Restricted Business Elective <i>GB 302, Business Law</i>	3 hours

Business Elective		
Restricted Business Elective	Any International Business Course (not already required in major)	3
Elective		15
		<hr/> 15

**TOTAL HOURS IN CURRICULUM: 121**

**BACHELOR OF BUSINESS ADMINISTRATION ACCOUNTING MAJOR**

**FRESHMAN YEAR F S**

BIZ 101, 102	University Success for Business Majors	1	1
ENG 104, 105	Composition	3	3
HIST 101, 102	History of Civilization	3	3
PE Option	Any 100-Level Activity Course	1	
MATH 111	College Algebra	3	
MATH 221	Calculus for Business		3
MUS 205	Music Appreciation		3
or ART 206	Art Appreciation		
SP 101, 102	Foreign Language Proficiency*	<u>3</u>	<u>3</u>
		14	16

**SOPHOMORE YEAR F S**

PE Option	Any 100-Level Activity Course		1
ENG 205	World Literature	3	
GB 201	Introduction to Legal Aspects of Business		3
MNGT 351C	Management Information Systems and Applications		3
ECO 211, 212	Principles of Economics	3	3
ACC 211, 212	Principles of Accounting	3	3
SPCH 201	Speech Arts		3
BIO 101/101L	Introduction to Biology & Lab or	3	
or SCI 201			
SCIL 201	Physical Science and Lab		
BIZ 201	Introduction to Business	<u>3</u>	
		15	16

**JUNIOR YEAR F S**

BIZ 350W	Business Communications	3	
MNGT 334	Supply Chain Management		3
MNGT 330	Management to Organizations	3	
ECO 256, 356	Business Statistics I and II	3	3
ELEC xxx	Elective / Unrestricted		3
ACC 314, 315	Intermediate Accounting I and II	3	3
ACC 321	Cost Accounting I	3	
ACC 381	Governmental and Nonprofit Accounting		<u>3</u>
		15	15

**SENIOR YEAR**

MNGT 482W	Business Ethics		3
FIN 320	Business Finance	3	
MKT 351	Marketing Management	3	
MNGT 458W	Strategic Management		3
ACC 423	Income Tax Accounting	3	
ACC 436	Advanced and International Accounting	3	
or ACC 473	Advanced Income Tax Accounting		
ACC 455W	Auditing		3
ACC 492	Accounting Information Systems	3	
Restricted	GB 302, Business Law		3

\*Students who met the foreign language requirement in high school must take 6 hours of non-business electives.

\*\*General Education = 46 hours; COB Core = 42 hours; Major = 24 hours; Electives = 9 hours (includes GB 302).

**(A 2.0 GPA is required in all courses taken at the University, all business courses required in the curriculum, and all courses that constitute the major. ACC 211 and ACC 212 are excluded from the major average.)**

Accountancy laws in most states now require: (1) a minimum of 120 semester hours of college credits to qualify to sit for the CPA Exam, with (2) 150 semester hours needed to qualify for the actual CPA license. Students may meet this requirement by continuing in the 30 semester hours Master of Professional Accountancy program (provided they meet admissions requirements). Alternatively, students may accumulate 150 semester hours of college credits during their B.B.A. studies since no state requires a master's degree. Since specific requirements vary from state-to-state, accounting majors are urged to consult their Faculty Advisor for details regarding the educational requirement to become a CPA and options available to meet the requirement.

**ACCOUNTING CERTIFICATE:**

The accounting certificate program is open only to those who hold a baccalaureate degree from an accredited institution. The primary objective of the program is to provide the accounting course work necessary to qualify for the Uniform CPA Examination in Mississippi. Mississippi (and most other states) also requires that candidates for the CPA exam have a core of business (non-accounting) courses. Therefore, those interested in qualifying for the CPA should contact the Board of Public Accountancy in their respective jurisdiction about requirements for the exam.

The following courses will be required for this program:

Course	Course Title	Sem. Hrs.
ACC 211	Principles of Financial Accounting	3
ACC 212	Principles of Managerial Accounting	3
ACC 314	Intermediate Accounting	3
ACC 315	Intermediate Accounting	3
ACC 321	Cost Accounting	3
ACC 381	Governmental and NFP Accounting	3
ACC 423	Income Tax Accounting	3
ACC 436	Advanced and International Accounting	3
ACC 455	Auditing	3



FIN 302	Business Law	3
Elective	Accounting Elective	3

**TOTAL:** **33**

**Elective is to be selected from the following:**

ACC 461	CPA Review I
ACC 473	Advanced Income Tax Accounting
ACC 492	Accounting Information Systems

**DEPARTMENT OF ECONOMICS, FINANCE AND GENERAL BUSINESS**

Dr. Dal Didia , Professor and Interim Chair

OFFICE:  
College of Business Building, Suite 408

FACULTY:  
Professors D. Anyamele, R. Grass Fulgham, P. Fuller, F. Ezeala-Harrison, M. Gray, R. Maysi; Associate Professors J. C. Assad, P. Freeman, N. Hill, G. Yu; Visiting Instructor L. L. Day, II, S McFarland, E. Yamani, P. Slade

**OBJECTIVES**

The objectives of the Department of Economics, Finance and General Business are to cultivate among students an ability to think intensely and critically and to promote character building. The curricula are designed to engender in students the power of concentration and to assist students in acquiring the ability to think intensely, efficiently, and critically. Furthermore, the Department seeks to promote an appreciation of ethics that will aid the student in determining worthy objectives upon which to concentrate. In general, the Department hopes to guide the student toward the path of enlightenment, not simply vocational training-this, we feel, will best prepare them for the business world.

**Major Requirements:**

**ECONOMICS**

A minimum of 24 semester hours of economics is required for a degree.

Course No.	Course Title	Hours
ECO 311	Intermediate Macroeconomic Theory	3
ECO 312	Intermediate Microeconomic Theory	3
ECO 325	Economic Development	3
ECO 360	Mathematics for Economics & Finance	3
ECO 444	Public Economics	3
ECO 446	International Trade	3
ECO 456	Urban Economics	3
ECO 460	Introduction to Econometrics	3

**TOTAL HOURS:** **24**

**ELECTIVES**

In addition, economics majors must complete 9 semester hours of electives as shown below:

Unrestricted Elective	3 hours
Restricted, Business Elective – <i>Any international business course that is not already required on the curriculum for the major</i>	3 hours
Restricted Economics Elective ( <i>not already required</i> )	3 hours

**FINANCE**

A minimum of 24 semester hours is required for a degree.

Course No.	Course Title	Hours
ECO 311	Intermediate Macroeconomic Theory	3
<b>Or</b>		
ECO 312	Intermediate Microeconomic Theory	3
FIN 317	Principles of Insurance	3
FIN 443	Financial Management	3
FIN 446	Commercial Banking	3
FIN 447	Investments	3
FIN 451	Portfolio Management	3
FIN 452	International Finance	3
<b>Or</b>		
ECO 446	International Trade	3
GB 302	Business Law	3

**TOTAL HOURS:** **24**

In addition, finance majors must complete 9 semester hours of electives as shown below:

Unrestricted Elective	3 hours
Restricted, Business Elective – <i>Any international business course that is not already required on the curriculum for the major</i>	3 hours
Restricted ECO or FIN Elective ( <i>Any 300 or 400 Economics or Finance course (not already required in major)</i> )	3 hours

**BUSINESS ADMINISTRATION**

A minimum of 24 semester hours is required for a degree.

Course No.	Course Title	Hours
Restricted	Any 300 or 400 Level ACC, ECO, or FIN	3
Business	Course (that is not already required in Elective the major)	
ECO 442	Money and Banking	3
ENTR 285	Creativity, Innovation and Entrepreneurship	3
FIN 447	Investments	3
GB 302	Business Law	3
Restricted	*Any 300 or 400 Level Business	3
Business	Course (that is not already required in major)	
Restricted	*Any 300 or 400 Level Business	3
Business	Course (that is not already required in major)	

Restricted Business Elective \*Any 300 or 400 Level Business Course (that is not already required in major) 3

**TOTAL HOURS: 24**

**\*Restricted Upper Level (300 or 400) Business Electives not more than two of these courses can be taken from the same area.**

In addition, business administration majors must complete 9 semester hours of electives as shown below:

**ELECTIVES**

In addition, business administration must complete 9 semester hours of electives as shown below:

Unrestricted Elective 3 hours  
 Restricted, Business Elective - Any international business course that is not already required on the curriculum for the major 3 hours  
 Unrestricted Business Elective - Any business course not already required in major 3 hours

**BACHELOR OF BUSINESS ADMINISTRATION ECONOMICS MAJOR**

**FRESHMAN YEAR**

	<b>F</b>	<b>S</b>
BIZ 101, 102 University Success for Business Majors	1	1
ENG 104, 105 Composition	3	3
HIST 101, 102 History of Civilization	3	3
MATH 111 College Algebra	3	
MATH 221 Calculus for Business		3
BIO 101/101L Introduction to Biology & Lab or SCI 201	3	
SCIL 201 Physical Science and Lab		
MUS 205 Music Appreciation		3
or ART 206 Art Appreciation		
SP 101, 102 Foreign Language Proficiency* or FR, GR, etc.	3	3
	16	16

**SOPHOMORE YEAR**

	<b>F</b>	<b>S</b>
PE Options Any 100-Level Activity Course or HE 101 (for 3.0 hours)	1	1
ENG 205 World Literature	3	
BIZ 201 Introduction to Business	3	
MNGT 351C Management Information Systems and Applications		3
ECO 211 Principles of Macroeconomics	3	
ECO 212 Principles of Microeconomics		3
ACC 211 Principles of Financial Accounting	3	
ACC 212 Principles of Managerial Accounting	3	
SPCH 201 Speech Arts		3
or SPCH 216 Public Speaking		
GB 201 Introduction to Legal Aspects of Business		3
	16	13

**JUNIOR YEAR**

	<b>F</b>	<b>S</b>
MNGT 330 Management to Organizations	3	
MKT 351 Marketing Management	3	

FIN 320 Business Finance	3
ECO 256, 356 Business Statistics I and II	3 3
ECO 360 Mathematics for Economics and Finance	3
BIZ 350W Business Communications	3
ECO 311 Intermediate Macroeconomic Theory	3
ECO 312 Intermediate Microeconomic Theory	3
ECO 325 Economic Development	3
	15 15

**SENIOR YEAR**

	<b>F</b>	<b>S</b>
MNGT 334 Supply Chain Management	3	
ECO 446 International Trade		3
ECO 444 Public Economics	3	
ECO 456 Urban Economics		3
MNGT 458 Strategic Management	3	
MNGT 482 Business Ethics	3	
ECO 460 Introduction to Econometrics	3	
Restricted Any international Business Course Elective (not already required in major)	3	
Restricted ECO Elective (not already required in major)	3	
Unrestricted Unrestricted Elective		3
Elective		15 15

**\*\*TOTAL HOURS IN CURRICULUM: 121**

\*Students who meet the foreign language requirement in high school may need to take an addition six hours of non-business electives in order to satisfy the 121 minimum credit hour requirement.  
 \*\*General Education = 46 hours; COB Core = 42 hours; Major = 24 hours; Electives = 9 hours

**(A 2.0 cumulative average in all courses taken at the University, all courses attempted in the College of Business, and all courses attempted in the major field are required for graduation.)**

**BACHELOR OF BUSINESS ADMINISTRATION FINANCE MAJOR**

**FRESHMAN YEAR**

	<b>F</b>	<b>S</b>
BIZ 101, 102 University Success for Business Majors	1	1
ENG 104, 105 Composition	3	3
HIST 101, 102 History of Civilization	3	3
MATH 111 College Algebra	3	
MATH 221 Calculus for Business		3
BIO 101/101L Introduction to Biology & Lab or SCI 201	3	
SCIL 201 Physical Science and Lab		
MUS 205 Music Appreciation		3

or ART 206 Art Appreciation  
 SP 101, 102 Foreign Language Proficiency\* 3 3  
 or FR, GR, etc. 16 16

**SOPHOMORE YEAR**

PE Options	Any 100-Level Activity Course or HE 101 (for 3.0 hours)	1	1
ENG 205	World Literature	3	
BIZ 201	Introduction to Business	3	
MNGT 351C	Management Information Systems and Applications	3	
ECO 211	Principles of Macroeconomics	3	
ECO 212	Principles of Microeconomics	3	
ACC 211	Principles of Financial Accounting	3	
ACC 212	Principles of Managerial Accounting	3	
SPCH 201	Speech Arts	3	
or SPCH 216	Public Speaking		
GB 201	Introduction to Legal Aspects of		
GB 302	Business Law	<u>3</u>	
		16	16

**JUNIOR YEAR**

BIZ 350W	Business Communications	3	
ECO 311	Intermediate Macroeconomic Theory	3	
or			
ECO 312	Intermediate Microeconomic Theory		
Restricted	Any 300 or 400 Economics or Finance Course	3	
Elective	(not already required in major)		
MNGT 330	Management to Organizations	3	
MKT 351	Marketing Management	3	
MNGT 482	Business Ethics	3	
FIN 320	Business Finance	3	
ECO 256, 356	Business Statistics I and II	3	3
FIN 317	Principles of Insurance	<u>3</u>	
		15	15

**SENIOR YEAR**

MNGT 334	Supply Chain Management	3	
Restricted	Any international Business Course	3	
Elective	(not already required in major)		
FIN 443	Financial Management	3	
FIN 446	Commercial Banking	3	
FIN 447	Investments	3	
FIN 451	Portfolio Management	3	
FIN 452	International Finance	3	
or			
ECO 446	International Trade		
MNGT 458	Strategic Management	3	
Unrestricted	Unrestricted Elective	3	
Elective			
		<u>15</u>	<u>12</u>

**\*\*TOTAL HOURS IN CURRICULUM: 121**

\*Students who met the foreign language requirement in high school must take 6 hours of non-business electives.

\*\*General Education = 46 hours; COB Core = 42 hours; Major = 24 hours; Electives = 9hours

**(A 2.0 cumulative average in all courses taken at the University, all courses attempted in the College**

**of Business and all courses attempted in the major field are required for graduation.)**

**DEPARTMENT OF ECONOMICS, FINANCE AND GENERAL BUSINESS MINOR IN FINANCE**

The minor in finance is offered to students earning degrees outside the College of Business. The minor introduces the student to the principles of finance. Students pursuing the finance minor are expected to apply these principles in analyzing financial issues and in developing problem-solving and quantitative skills that are widely used in business. Students learn how to apply key financial concepts to real-life situations. Students also gain insight on financial markets and their wide-ranging impacts.

**Course Requirements**

		<b>Prerequisites</b>	<b>Hours</b>
ECO 211	Principles of Macroeconomics	None	3.0
or			
ECO 212	Principles of Microeconomics	None	
ACC 202	Foundations of Accounting (for Non-Business Majors	None	3.0
FIN 220	Foundations of Finance (for Non-Business Majors)	None	3.0
FIN 247	Foundations of Stock Market Investing	None	3.0
FIN 315	Personal Finance	None	3.0
GB 201	Introduction to the Legal Aspects of Business	None	3.0

**TOTAL CREDIT HOURS 18.0**

*Choose one of the following two courses  
 Note: it is not necessary to take ECO 211 and ECO 212 in sequence. Each is a stand-alone course.*

Notes:  
 \*It is recommended (but not required) that students who choose to take ECO 211 (Principles of Macroeconomics) as part of the minor in finance take ECO 212 (Principles of Microeconomics) as part of their General Education Core, and students who choose to take ECO 212 (Principles of Microeconomics) as part of the minor in finance to take ECO 211 (Principles of Macroeconomics) as part of their General Education Core.

\*\*Students interested in careers in finance should consider taking upper level courses in each subject area covered in this minor.

**BACHELOR OF BUSINESS ADMINISTRATION BUSINESS ADMINISTRATION MAJOR**

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
BIZ 101, 102	University Success for Business Majors	1	1
ENG 104, 105	Composition	3	3
HIST 101, 102	History of Civilization	3	3
MATH 111	College Algebra	3	
MATH 221	Calculus for Business		3
BIO 101/101L	Introduction to Biology & Lab or	3	
SCI 201			
SCIL 201	Physical Science and Lab		
MUS 205	Music Appreciation		3
or ART 206	Art Appreciation		
SP 101, 102	Foreign Language Proficiency*	3	3
		16	16

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
PE Options	Any 100-Level Activity Course or HE 101 (for 3.0 hours)	1	1
ENG 205	World Literature	3	
BIZ 201	Introduction to Business	3	
ECO 256, 356	Business Statistics I and II	3	3
ECO 211	Principles of Macroeconomics		3
ECO 212	Principles of Microeconomics		3
ACC 211	Principles of Financial Accounting		3
ACC 212	Principles of Managerial Accounting		3
SPCH 201	Speech Arts		3
or SPCH 216	Public Speaking		
MNGT 351C	Management Information Systems and Applications		3
		16	16

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
GB 201	Introduction to Legal Aspects of Business	3	
GB 302	Business Law		3
FIN 320	Business Finance	3	
MNGT 330	Management to Organizations	3	
BIZ 350W	Business Communications		3
MKT 351	Marketing Management	3	
Restricted	Any 300 or 400 Level ACC, ECO, or FIN		3
Business	Course (that is not already required in the major)		
Elective			
MNGT 334	Supply Chain Management		3
ENTR 285	Creativity, Innovation and Entrepreneurship		3
		15	12

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
EECO 442	Money and Banking	3	
MNGT 458	Strategic Management	3	
FIN 447	Investments		3
MNGT 482W	Business Ethics	3	
Restricted	*Any 300 or 400 Level Business Course		3
Elective	(that is not already required in major)		
Restricted	*Any 300 or 400 Level Business Course	3	
Elective	(that is not already required in major)		
Restricted	*Any 300 or 400 Level		3

Elective	Business Course (that is not already required in major)		
	*Restricted - Not more than two of these courses can be taken from the same area.)		
Restricted	Any International Business Course		3
Business	(not already required in major)		
Elective			
Business	Unrestricted Business Elective		3
Elective	(any business course not already Required in major)		
Unrestricted	Unrestricted Elective		3
Elective			
			15 15

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**\*\*TOTAL HOURS IN CURRICULUM: 121**

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\*Restricted Upper level Business Electives\*  
Not more than two of these classes can be taken from the same area.

\*Students who met the foreign language requirement in high school must take 6 hours of non-business electives.

\*\*General Education=46 hours; COB Core=42 hours; Major ACC=24 hours; Electives=9 hours

**(A 2.0 cumulative average in all courses taken at the University, all courses attempted in the College of Business, and all courses attempted in the major field are required for graduation.)**

#### DEPARTMENT OF ECONOMICS, FINANCE AND GENERAL BUSINESS MINOR IN BUSINESS ADMINISTRATION

The minor in business administration provides a general overview of the business environment to students in majors outside of business. Students who want to gain a core understanding of business without making it the center of their education should pursue this minor. Students who fulfill the requirements for the minor in business administration will gain an understanding of functional areas such as fundamentals of economics, finance, management and marketing, and the core concepts of financial accounting.

#### Course Requirements

		<b>Prerequisites</b>	<b>Hours</b>
GB 201	Introduction to the Legal Aspects of Business	None	3.0
FIN 220	Foundations of Finance (for Non-Business Majors)	None	3.0
ACC 202	Foundations of Accounting (for Non-Business Majors)	None	3.0
MKT 351	Marketing Management	*ECO 211	3.0
MNGT 330	Management to Organizations	None	3.0

ENTR 285 Creativity, Innovation and Entrepreneurship None 3.0

**TOTAL CREDIT HOURS 18.0**

*\*ECO 211 (Principles of Macroeconomics) is a prerequisite for MKT 351 (Marketing Management). It is strongly recommended that students interested in taking the Business Administration Minor take ECO 211 as part of their General Education Core.*

**DEPARTMENT OF ENTREPRENEURSHIP AND BUSINESS MANAGEMENT**

Dr. Mary M. White, Associate Professor and Chair

OFFICE:  
College of Business Building, Suite 332

FACULTY:  
Associate Professor: M. Crump; S. Porterfield;  
Assistant Professors J. D. Calhoun, D. Causey;  
Instructor M. Curry; Visiting Assistant Professor V. McClain

The Department of Entrepreneurship and Professional Development offers a major in Entrepreneurship at the undergraduate level. Students successfully completing the program will receive a Bachelor of Business Administration in Entrepreneurship. The degree is comprised of a total of 121 semester hours of which 24 credit hours are major requirements; 9 hours of electives are required (6 hours, restricted; 3 hours unrestricted, non-business).

The academic curriculum for entrepreneurship is designed to expose students to the challenges and opportunities of new venture start-up, the management of developing businesses, and/or the management of existing small businesses and franchises.

**BACHELOR OF BUSINESS ADMINISTRATION ENTREPRENEURSHIP MAJOR**

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
BIZ 101, 102	University Success for Business Majors	1	1
ENG 104, 105	Composition	3	3
HIST 101, 102	History of Civilization	3	3
MATH 111	College Algebra	3	
MFL_____	Foreign Language Proficiency (0-6 hrs.) or Non-Business electives if high school proficiency	3	3
MUS 205 or ART 206	Music Appreciation or Art Appreciation		3
Unrestricted Elective	Unrestricted Elective		3
BIO 101/101L or SCI 201	Introduction to Biology & Lab	3	
SCIL 201	Physical Science and Lab		3
		<u>16</u>	<u>16</u>

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
BIZ 201	Introduction to Business	3	
PE Options	Any 100-Level Activity Course or HE 101 (for 3.0 hours)	1	1
ENG 205	World Literature	3	
MATH 221	Calculus for Business	3	
ECO 211	Principles of Macroeconomics	3	
ECO 212	Principles of Microeconomics		3
ACC 211	Principles of Financial Accounting		3
ACC 212	Principles of Managerial Accounting		3
SPCH 201 or SPCH 216	Speech Arts or Public Speaking		3
GB 201	Introduction to Legal Aspects of Business		3
ENTR 285	Creativity, Innovation and Entrepreneurship		<u>3</u>
		<u>16</u>	<u>16</u>

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
MNGT 330	Management to Organizations	3	
MKT 351	Marketing Management	3	
ECO 256, 356	Business Statistics I and II	3	3
ENTR 382	Applied Information Systems For Entrepreneurs and Small Businesses		3
MNGT 351C	Management Information Systems and Applications	3	
BIZ 350W	Business Communications		3
FIN 320	Business Finance	3	
ENTR 385/	Marketing for Entrepreneurs and Small Businesses (crossed-listed course)		3
MKT 385	Business (crossed-listed course)		3
ENTR 384	Internship and Apprenticeship in Entrepreneurship Studies		3
		<u>15</u>	<u>15</u>

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
MNGT 334	Supply Chain Management		3
MNGT 458	Strategic Management	3	
MNGT 482W	Business Ethics	3	
ENTR 300/ FIN 300	Finance for Small Business and Entrepreneurial Ventures (crossed-listed course)	3	3
ENTR 485	Venture Creation	3	3
ENTR 462/ MNGT 462	International Business and Entrepreneurship (crossed-listed course)	3	
Restricted Business Elective	Any International Business Course (not already required in major)		3
Restricted Business Elective	Choose One: ENTR 460, Managing Technological and Creative Art Innovations or ENTR 470, Managing Urban, Social and Non Profit Entrepreneurial Ventures		3
Elective	Any 300 or 400 Level Business Course		<u>3</u>
		<u>15</u>	<u>12</u>

**\*\*TOTAL HOURS IN CURRICULUM: 121**

\*Students who met the foreign language requirement in high school must take 6 hours of non-business electives.

\*\*General Education = 46 hours; COB Core = 42 hours; Major = 24 hours; Electives = 9 hours.

(A 2.0 cumulative average in all courses taken at the University, all courses attempted in the College of Business, and all courses attempted in the major field are required for graduation.)

**DEPARTMENT OF MANAGEMENT AND MARKETING**

Dr. Samuel N. Perkins, Assistant Professor and Interim Chair

OFFICE: College of Business Building, Suite 385

FACULTY: Professor J. R. Smith; Associate Professor P. Thiagarajan; Assistant Professors G. Catchings, Y. Cho, H. Chong, D. McWilliams, K. Russ, J. White

**OBJECTIVES**

The objectives of the Department of Management and Marketing are to develop the student's understanding of the basic structures and processes of marketing and management, to develop the ability to analyze and deal with marketing and management problems and opportunities, and to prepare students for careers in management and marketing. The Department offers the B.B.A. degree in management and marketing.

**Major Requirements:**

**MANAGEMENT**

A minimum of 24 hours of management is required for a degree.

Course No.	Course Title	Hours
ENTR 285	Creativity, Innovation, and Entrepreneurship	3
MNGT 353	Production and Operations Management	3
MNGT 416	Organizational Behavior	3
MNGT 452	Human Resource Management	3
MNGT 460	Management Information Systems	3
MNGT 462	International Business	3
MNGT 468	Collective Bargaining	3
MNGT 472W	Managerial Leadership	3
<b>TOTAL HOURS:</b>		<b>24</b>

**MARKETING**

A minimum of 24 hours of marketing is required for a degree.

Course No.	Course Title	Hours
MKT 432	Advertising	3
MKT 436	Retail Management	3
MKT 438	Marketing Research	3
MKT 440	Consumer Behavior	3
MKT 448	Marketing Channels	3

MKT 450	Personal Selling	3
MKT 462W	Marketing Policies and Strategies	3
MKT 466	International Marketing	3

**TOTAL HOURS: 24**

**BACHELOR OF BUSINESS ADMINISTRATION MANAGEMENT MAJOR**

**FRESHMAN YEAR**

	F	S
BIZ 101, 102 University Success for Business Majors	1	1
ENG 104, 105 Composition	3	3
HIST 101, 102 History of Civilization	3	3
MATH 111 College Algebra	3	
MATH 221 Calculus for Business		3
BIO 101/101L Introduction to Biology & Lab or SCI 201	3	3
SCIL 201 Physical Science and Lab		
MFL __, __ Foreign Language (0-6 hours) or Proficiency*	3	3
MUS 205 Music Appreciation		3
or ART 206 Art Appreciation		
	16	16

**SOPHOMORE YEAR**

	F	S
PE Options Any 100-Level Activity Course	1	1
ENG 205 World Literature	3	
BIZ 201 Introduction to Business	3	
MNGT 351C Management Information Systems and Applications	3	3
ECO 211 Principles of Macroeconomics	3	
ECO 212 Principles of Microeconomics		3
ACC 211 Principles of Financial Accounting	3	
ACC 212 Principles of Managerial Accounting	3	3
GB 201 Introduction to Legal Aspects of Business		3
SPCH 201 Speech Arts		3
or SPCH 216 Public Speaking		
Unrestricted Unrestricted Elective	3	
	16	16

**JUNIOR YEAR**

	F	S
FIN 320 Business Finance	3	3
MNGT 330 Management to Organizations	3	
MKT 351 Marketing Management		3
ECO 256, 356 Business Statistics I and II	3	3
MNGT 482 Business Ethics		3
BIZ 350W Business Communications	3	
ENTR 285 Creativity, Innovation and Entrepreneurship		3
MNGT 468 Collective Bargaining	3	
Restricted Elective	3	
	15	15

**SENIOR YEAR**

	F	S
MNGT 334 Supply Chain Management	3	
MNGT 458 Strategic Management		3
MNGT 416 Organizational Behavior	3	
MNGT 460 Introduction to Data Communication	3	
MNGT 452 Human Resource/Personnel Management	3	
MNGT 462/ International Business (crossed-listed course)		3
ENTR 462		
MNGT 472W Managerial Leadership		3
MNGT 353 Production and Operations Management		3
Restricted Any International Business Course	3	
Elective (not already required in major)		

**\*\*TOTAL HOURS IN CURRICULUM: 121**

\*Students who met the foreign language requirement in high school must take 6 hours of non-business electives.

\*\*General Education = 46 hours; COB Core = 42 hours; Major = 24 hours; Electives = 9 hours.

**(A 2.0 cumulative average in all courses taken at the University, all courses attempted in the College of Business, and all courses attempted in the major field are required for graduation.)**

**BACHELOR OF BUSINESS ADMINISTRATION  
MARKETING MAJOR**
**FRESHMAN YEAR F S**

BIZ 101, 102	University Success for Business Majors	1	1
ENG 104, 105	Composition	3	3
HIST 101, 102	History of Civilization	3	3
MATH 111	College Algebra	3	
MATH 221	Calculus for Business		3
BIO 101/101L	Introduction to Biology & Lab or or SCI 201		3
SCIL 201	Physical Science and Lab		
MFL __, __	Foreign Language (0-6 hours) or Proficiency*	3	3
MUS 205	Music Appreciation	3	
or ART 206	Art Appreciation		
		16	16

**SOPHOMORE YEAR F S**

PE Options	Any 100-Level Activity Course	1	1
ENG 205	World Literature	3	
BIZ 201	Introduction to Business	3	
MNGT 351C	Management Information Systems and Applications		3
ECO 211	Principles of Macroeconomics	3	
ECO 212	Principles of Microeconomics		3
ACC 211	Principles of Financial Accounting	3	
ACC 212	Principles of Managerial Accounting		3
GB 201	Introduction to Legal Aspects of Business		3
SPCH 201	Speech Arts		3
or SPCH 216	Public Speaking		
Unrestricted	Unrestricted Elective	3	
		16	16

**JUNIOR YEAR F S**

FIN 320	Business Finance		3
MNGT 330	Management to Organizations	3	
MKT 351	Marketing Management	3	
ECO 256, 356	Business Statistics I and II	3	3
MNGT 482	Business Ethics		3
MNGT 334	Supply Chain Management		3
MKT 432	Advertising		3
BIZ 350W	Business Communications	3	
Restricted	Restricted Elective	3	

**SENIOR YEAR F S**

MNGT 458	Strategic Management		3
MKT 436	Retail Management	3	
MKT 438	Marketing Research	3	
MKT 440	Consumer Behavior	3	
MKT 450	Personal Selling	3	
MKT 448	Marketing Channels		3
MKT 462W	Marketing Policies and Strategies		3
MKT 466	International Marketing		3
Restricted	Any International Business Course	3	
Elective	(not already required in major)		
		15	12

**\*\*TOTAL HOURS IN CURRICULUM: 121**
**DEPARTMENT OF MANAGEMENT AND  
MARKETING MINOR IN MARKETING**

The minor in marketing provides non-business majors with a thorough understanding of the fundamental concepts of marketing. Students will learn how to apply these concepts through the use of case studies and organizational projects on business as well as on non-profit organizations. Students also gain an understanding of consumer behavior, along with the knowledge and tools needed to coordinate marketing elements into integrated campaigns.

**Course Requirements**

		Prerequisites	Hours
BIZ 201	Introduction Business	None	3.0
ECO 211	Principles of Macroeconomics	None	3.0
MKT 351	Marketing Management	*ECO 211	3.0

Choose one of the following two courses:

MKT 432	Advertising	MKT 351	3.0
or			
MKT 448	Marketing Channels	MKT 351	3.0
MKT 440	Consumer Behavior	MKT 351	3.0
MKT 450	Personal Selling	MKT 351	3.0

and senior classification

**TOTAL CREDIT HOURS 18.0**

Notes:

\*ECO 211 (Principles of Macroeconomics) is a prerequisite for MKT 351 (Marketing Management). It is strongly recommended that students interested in taking the Marketing Minor take ECO 211 as part of their General Education Core.

\*Students who met the foreign language requirement in high school must take 6 hours of non-business electives.

\*\*General Education = 46 hours; COB Core = 42 hours; Major = 24 hours; Electives = 9 hours.

**(A 2.0 cumulative average in all courses taken at the University, all courses attempted in the College of Business, and all courses attempted in the major field are required for graduation.)**

### **CENTER FOR ACADEMIC AND PROFESSIONAL SUCCESS (CAPS)**

Dr. Sheila C. Porterfield, Managing Director  
Location: Suite 350

The Center for Academic and Professional Success (CAPS) is a comprehensive College of Business resource center that focuses on preparing students for their entry into the business world. The Center is comprised of the Student Professional Development Services, Student Advising and Retention Services, and Student Career Management and Placement Services.

### **STUDENT PROFESSIONAL DEVELOPMENT SERVICES**

Dr. Vershun L. McClain, Coordinator

Student Professional Development Services is designed to provide students instruction and services through a series of professional development courses.

### **STUDENT ADVISING AND RETENTION SERVICES**

Ms. Jacqueline Triplett-Spires, Coordinator  
Ms. Maggie Jean Walker, Director of Academic Services

Student Advising and Retention Services assists students with a wide range of advisement services, programs, and activities. It also directs students to their major department where they will be able to receive detailed academic advisement from their faculty advisor. The office works with student retention efforts in the College of Business.

### **CAREER STUDENT AND PLACEMENT SERVICES**

The purpose of Career Management and Placement Services is to provide students with a wide-range of career-related services whether they seek experiential learning experiences in business organizations, permanent employment opportunities in business and industry, or advanced study opportunities in graduate school. Students are provided with a variety of career and employment-related tools, resources, and interview opportunities.

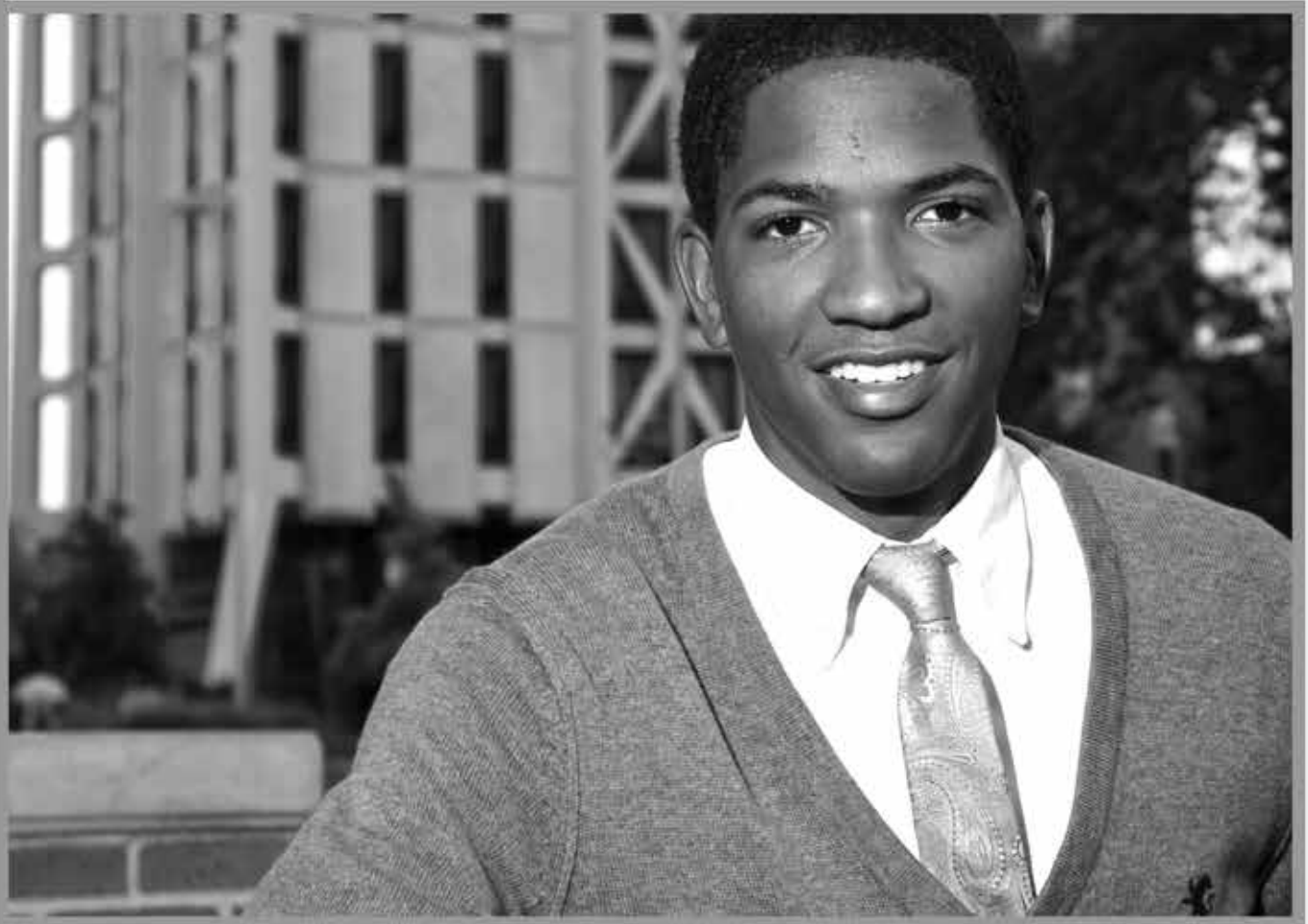
**THE COLLEGE OF BUSINESS IS ACCREDITED BY:**

**AACSB INTERNATIONAL**

(THE ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS)







COLLEGE OF  
EDUCATION AND  
HUMAN DEVELOPMENT

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# THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

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**Dr. Daniel Watkins, Dean**  
**Dr. Tamika Bradley, Interim Associate Dean**  
**Dr. Millard Bingham, Interim Associate Dean**

**OFFICE:**  
**Joseph H. Jackson Building, Suite 218**

## **DEPARTMENTS**

Elementary & Early Childhood Education  
Health, Physical Education and Recreation  
School, Community and Rehabilitation Counseling  
Social and Cultural Studies  
Special Education, Lifelong Learning

## **INTRODUCTION**

In response to the needs of all students, the College of Education and Human Development of Jackson State University is working with internal and external partners to educate, engage, and empower. While collaborating with Teachers for a New Era, Thurgood Marshall College Fund, Beyond the Bricks, Call Me MISTER, Staff Development for Educators, and local, state, and national school districts, our aim is to prepare teachers and educational leaders to prepare students to become career and college ready. The most effective way of engaging, empowering, and educating students at all levels is through collaborations that foster building capacity to ensure student success as measured by skill acquisition and productivity. It is the responsibility of reciprocity to increase awareness and skills; then implement methodologies to address changes needed to improve teacher and student productivity.

The work of the College of Education and its partners is listed below:

1. Expand collaborative partnerships to increase

the number of content specific math and science teachers and build capacity;

2. Establish a teacher exchange program between k-12 teachers and college professors;
3. Provide relevant professional development training to address the needs of preschoolers and preschool childcare providers;
4. Replicate effective national teacher preparation programs;
5. Develop an induction and mentoring program that incorporates technology and methodology to increase practices relevant to pre K-12 classrooms.

## **MISSION**

The College of Education and Human Development provides academic and professional practice in teacher preparation, K-12 leadership, counseling, psychometrics, and higher education. We accomplish this through our curriculum and collaboration with the university and surrounding communities.

## VISION

The College of Education and Human Development aspires to be one of the top five educational programs in the country. As responsive educators with adaptive expertise, we provide exceptional leadership in research and professional practice that impacts the lives of students from pre-kindergarten to post-graduate education.

## Conceptual Framework:

### THE RESPONSIVE EDUCATOR

The College of Education and Human Development (CEHD) provides learning opportunities designed to produce the “Responsive Educator”, a completer who demonstrates excellence in learning and leadership. To this end, the CEHD is guided by the Responsive Educator Framework (REF), a conceptual framework that embodies four outcomes that are applicable to all of its faculty, candidates (students), schools, departments, and programs. With reference to its candidates and completers, a “Responsive Educator” is one who provides and embodies:

- A Committed Response
- A Knowledgeable Response
- A Skillful Response
- A Professional Response

The **Knowledgeable Response** means demonstrating well-informed, discerning acquaintance with the critically important information and understanding of the teaching profession, field(s) of study, and pedagogy that is necessary to act with decisive and effective purposefulness in the best interests of the learning of all students.

The **Skillful Response** means demonstrating the teaching-related performance abilities, pedagogical and diversity proficiencies that are required to support positive outcomes for all students in educational settings.

The **Committed Response** means being ethically and professionally obligated, pledged and disposed to uphold both a professional and personal affirmation of equity pedagogy—the belief in fairness as fundamental to the educational enterprise, and the conviction that all students can learn.

The **Professional Response** means showing oneself to be a skilled education practitioner who is knowledgeable about schooling and education, well-versed in the standards, ethics, policies, and responsibilities incumbent upon the teaching profession, and both skilled and committed to advocacy that strengthens both the profession and the learning environment it serves.

The overall goal of the CEHD is to ensure that its candidates and completers are eminently qualified to:

- Demonstrate leadership
- Foster learning
- Facilitate collaboration
- Nurture diversity
- Integrate technology
- Implement accountability systems
- Develop instruction
- Advocate wellness

CEHD program components in teacher education are accredited by the National Council for Accreditation of Teacher Education (NCATE) it holds membership in the American Association of Colleges for Teacher Education (AACTE).

## ORGANIZATION

The College of Education and Human Development consists of the following departments and units: School, Community and Rehabilitation Counseling; Elementary and Early Childhood Education; Educational Leadership; Health, Physical Education and Recreation; Special Education; and the Office of Professional and Field-Based Services.

## DEGREES OFFERED

The College of Education and Human Development offers a variety of programs leading to the Bachelor of Science and Bachelor of Science in Education degrees. Degree programs leading to teacher certification include:

- Elementary Education (K-3 and K-6)
- Special Education
- Social Science Education
- Health, Physical Education, and Recreation (with concentrations in either Health or

Physical Education)

- Content areas for Secondary School
- Early Childhood (Pre-K)

Other programs that lead to the Bachelor of Science degree but not to teacher certification include:

- Child Care and Family Education
- Educational Technology
- Ethnic Studies
- Recreation
- Therapeutic Recreation
- Special Education (non-teaching)

**Special Note to Students** – Certification and licensure requirements are established by the State of Mississippi. These requirements may change after the printing of university catalogs or other materials developed for advisement purposes. The responsibility for successful matriculation leading to the desired certification is therefore; two-fold:

1. Academic advisors are expected to remain abreast of changes that relate to program requirements; and,
2. Students are expected to meet with their advisors each semester before registering for classes.

Most school districts require a background check for all employees.

#### PROFESSIONAL EDUCATION COUNCIL

The professional education programs at Jackson State University are organized, unified and coordinated by the Professional Education Council which consists of graduate and undergraduate student representatives, university faculty both within and external to the College of Education and Human Development, representatives from the University's Graduate Council, Curriculum Committee and University College, practicing professionals, and the Dean of the College of Education and Human Development. The Professional Education Council forms the governance system for the unit. Its major functions are to:

1. Define the professional education program consistent with the overall mission of the

University;

2. Establish and approve policies governing the design, development, implementation, and evaluation of basic and advanced programs in professional education;
3. Approve the admission of students into professional education programs;
4. Identify and recommend instructional and laboratory experiences in relationship to the teacher-preparation model, state certification standards, and the recommendations of learned societies; and
5. Serve as a monitoring unit for the quality of program activities, operations, and student outcomes.

The Dean and Associate Dean of the School of Instructional Leadership serves as Chairperson and Co-Chairperson, respectively. The Director of Teacher Education serves as Executive Director. Meetings of the Council are held a minimum of three times each semester during the fall and spring. As an instructional committee, the Professional Education Council reports to the Provost and Vice President for Academic Affairs.

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### CENTER FOR TEACHER QUALITY (CTQ)

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Dr. Lennie Little, Assistant Professor and Director

OFFICE:

Joseph H. Jackson Building, Room 103

Telephone: (601) 979-2335

The Center for Teacher Quality (CTQ) provides general administrative oversight for teacher education programs and has the primary responsibility for coordinating admissions to teacher education and field-based experiences. The office administers the five-stage program for structured, real-world practice in the delivery of required clinical and field-based experiences at both the basic and the advanced levels. Thus, all internships, field, clinical and student teaching experiences are under the auspices of this office. The office is

also responsible for the evaluation of transcripts of applicants seeking teacher certification.

### **BEATRICE B. MOSLEY CENTER FOR EXCELLENCE IN EDUCATION**

The Center is a support unit and is designed to serve as a catalyst for promoting excellence in teaching, learning and research within the College of Education and Human Development throughout all teacher education programs at Jackson State University. The primary focus of the Center is to encourage and support collaborative research and professional development for faculty, students and staff; especially as these efforts relate to the urban mission of the University.

### **LOTTIE W. THORNTON EARLY CHILDHOOD LABORATORY CENTER**

The Early Childhood Laboratory Center provides childcare services for faculty, students, and the general community and serves a multi-purpose in the area of teacher education. It offers diversified laboratory experiences for graduate and undergraduate students in cognitive, psychomotor and the social development of young children. It facilitates the curriculum and research efforts of university students and faculty.

### **PROFESSIONAL TEST PREPARATION CLINIC**

The Professional Test Preparation Clinic, a computerized facility, is designed to facilitate the College of Education and Human Development's efforts to improve the performance of undergraduate and graduate students on standardized tests. General testing strategies, thinking, reading, and listening skills are emphasized.

### **CLEOPATRA D. THOMPSON CURRICULUM CENTER**

The Center provides a variety of multimedia resources to support the objectives of the College of Education and Human Development and houses the Professional Educators Production Center that also aids graduates during their induction year as well as a wealth of professional and instructional materials and related equipment for faculty and students. The Center serves the objectives of programs in the College by locating, collecting, organizing, promoting, and distributing learning resources for use by faculty and students as individuals and groups. It provides leadership in

the utilization, experimentation, and evaluation of the best possible arrangements of materials for teaching and learning; selection and utilization of learning resources available; and provides facilities for assistance in the production of instructional materials, displays and demonstrations.

### **JOSEPH H. JACKSON ENDOWED CHAIR IN EDUCATION**

The Joseph H. Jackson Endowed Chair in Education was established in 1987 by a \$200,000 gift from Dr. Jackson toward the \$500,000 chair. This is the first endowed chair to be established in the history of the University, and it is named for one of the University's most distinguished alumni. The interest funds generated from the endowment will enable JSU to attract outstanding faculty members in the area of education and will provide them with the resources to pursue qualitative teaching and research.

### **REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION:**

Students enrolled in EDCI 100-Introduction to Education-will be given regulations and policies regarding admission to teacher education. Students may obtain the Handbook for Teacher Education from the Office of Teacher Education.

Students with a grade point average of 3.00 or higher, may apply for admission to teacher education that have:

1. Conference with department/program advisor and followed the prescribed program curriculum sheet as provided by the department.
2. Completed 44 hours of the Core curriculum. A grade of "C" or better is required in the prescribed math and English courses.
3. Obtained and submitted official recommendation forms completed by the appropriate department chair and the academic advisor.
4. Provide evidence of the required tests scores:
  - a. Composite score, at the time of admission to the University, 21 on the ACT, with no subtest score below 18 or SAT 860; or
  - b. Praxis I Area Examination with minimum scores of: Reading 170, Writing 172, and Math 169 (Scores accepted until September 1, 2014 if

taken/passed before September 1, 2012); After September 1, 2012 - Reading 172, Writing 173, Mathematics 172.

5. Submit a complete application package. Deadline dates: Fall Semester - May 1; Spring Semester - November 1; Summer II - May 31.
6. Sign a licensure advisory form.
7. Sign a MS Code of Ethics and Standards of Conduct Oath Agreement.
8. Successfully complete an interview.
9. Take and pass the English Proficiency Exam prior to student learning.

The complete application package can be obtained from the Center for Teacher Quality. The MS Department of Education may change licensure requirements at anytime. To review licensure guidelines, visit the following link: <http://www.mde.k12.ms.us/docs/educator-licensure>. A background check is required by most school districts prior to employment.

**Admission Requirements to Student Teaching:**

Admission to the Teacher Education Program does not guarantee admission to student teaching. Each student must file an application for approval by the Director of Teacher Education. Supervised student teaching is required for teacher certification by the State of Mississippi and most other states. At Jackson State University, 12 semester hours are earned from successful student teaching. The program is an off-campus, full-day assignment for a period of 12 weeks; therefore, students may not register for other courses while student teaching without the explicit permission of the Dean of the College of Education and Human Development and the Director of Teacher Education. Student teachers are responsible for travel and housing during this field experience.

The requirements for admission to student teaching are as follows:

1. Admission to teacher education;
2. Completion of the application packet;
3. A cumulative grade point average of at least 3.00;
4. Completion of all major/specialized courses (except course in which presently enrolled);
5. Submission of required minimum scores on teacher licensure tests: Praxis II-Principals of Learning and Teaching-and Praxis II-Specialty

Area Test.

Students making a request to take one course in the evening while student teaching must have a grade point average of 3.0 or better to be considered. Requests to take professional courses while student teaching will be denied.

**Exit Requirements for Certification**

1. Attend exit seminar.
2. Complete and submit licensure application package.
3. Submit two copies of transcripts that show the degree conferred; one of which must be an official copy.
4. Submit appropriate test scores.
5. Complete personal data sheet.

Licensure guidelines may change without notice, and it is the candidate’s responsibility to remain abreast of current requirements by visiting MDE’s website.

**STANDARD TEN CURRICULUM REQUIREMENTS**

**Elementary Education:  
K-3 Early Childhood Curriculum**

GENERAL EDUCATION COURSES

**Reasoning Communication:**

ENG 104	Composition	3 hrs
ENG 105	Composition	3 hrs
ENG 205	World Literature	3 hrs
FLG 101	Elementary French or Spanish	3 hrs
FLG 102	Elementary French or Spanish	3 hrs
MATH 111	College Algebra	3 hrs

**Humanities:**

ART 206	Art Appreciation	3 hrs
ENG 218	Advanced Composition	3 hrs
HIST 101	History of Civilization	3 hrs
HIST 102	History of Civilization	3 hrs
MUS 205	Music Appreciation	3 hrs
PHIL 301	Introduction to Philosophy	3 hrs
SPCH	Speech Option	3 hrs

**Social/Behavioral Science:**

HE 102	Concepts of Health	3 hrs
PSY 201	General Psychology	3 hrs
SS 201	Social Institutions	3 hrs
UNIV 100	Concepts of Success	2 hrs

**Natural and Applied Science:**

BIO 101	Introduction to Biology	3 hrs
MATH 226	Concepts Structure in Math	3 hrs
SCI 201	Physical Science	3 hrs

PROFESSIONAL EDUCATION COURSES (21 HOURS)

EDCI 100	Introduction to Education	3 hrs
*EDCI 301	Communication Arts	3 hrs
*EDCI 401	Research Classroom Management and Clinical Practice	3 hrs
*EDCI 402	Clinical Internship in Student Teaching	12 hrs
EDFL 367	Measurement and Evaluation	3 hrs
GUID 315	Human Development Learning	3 hrs
RE 204	Introduction to Reading	3 hrs
RE 311	Strategies Tech. Teaching Reading	3 hrs
SS 301	Law and Our Social System	3 hrs

**Interdisciplinary Natural/Behavioral Science Courses:**

ETEC 336	Utilization of Multi-media	3 hrs
MATH 306	Elementary Concepts Geometry	3 hrs
SCI 202	Physical Science	3 hrs
SCI 403	Seminar in Science	3 hrs
**SPED 311	Exceptional Children and Youth	3 hrs
Electives		6 hrs

**K-3 Interdisciplinary Curriculum Courses**

RE 309 (R)	Early Literacy I	3 hrs
RE 310 (R)	Teaching Reading in Content Areas	3 hrs
RE 311 (R)	Strategies & Techniques for Teaching Reading in Elementary Schools	3 hrs
RE 312 (R)	Early Literacy II	3 hrs
RE 455 (R)	Diagnostic Reading Instruction	3 hrs

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**Total Hours: 122**

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\* 75% Clinical and field-based

\*\* Exempt from Standard 10

**Elementary Education:**

**K-6 Interdisciplinary Curriculum**  
(2 Concentration Areas Required)

GENERAL EDUCATION COURSES

**Reasoning and Communication:**

ENG 104	Composition	3 hrs
ENG 105	Composition	3 hrs
ENG 205	World Literature	3 hrs

FLG 101	Elementary French or Spanish	3 hrs
FLG 102	Elementary French or Spanish	3 hrs
MATH 111	College Algebra	3 hrs

**Humanities:**

ART 206	Art Appreciation	3 hrs
HIST 101	History of Civilization	3 hrs
HIST 102	History of Civilization	3 hrs
MUS 205	Music Appreciation	3 hrs
PHIL 301	Introduction to Philosophy	3 hrs
SPCH	Speech Option	3 hrs

**Social/Behavioral Science:**

HE 102	Concepts of Health	3 hrs
SS 201	Social Institutions	3 hrs
UNIV 100	Concepts of Success	2 hrs

**Natural and Applied Science:**

BIO 101	Introduction to Biology	3 hrs
MATH 226	Concepts Structure in Math	3 hrs
SCI 201	Physical Science	3 hrs

PROFESSIONAL EDUCATION COURSES (21 HOURS)

EDCI 100	Introduction to Education	3 hrs
*EDCI 301	Communication Arts	3 hrs
*EDCI 401	Research Classroom Management and Clinical Practice	3 hrs
*EDCI 402	Clinical Internship in Student Teaching	12 hrs
ETEC 367	Measurement and Evaluation	3 hrs
GUID 315	Human Development Learning	3 hrs
RE 204	Pre-Reading Skills	3 hrs
RE 311	Strategies Tech. Teaching Reading	3 hrs
SS 301	Law and Our Social System	3 hrs

**Interdisciplinary Natural/Behavioral Science Courses\*\*:**

ETEC 336	Utilization of Multi-media	3 hrs
MATH 306	Elementary Concepts Geometry	3 hrs
SCI 201	Physical Science	3 hrs
SCI 403	Seminar in Science	3 hrs
**SPED 311	Exceptional Children and Youth	3 hrs

**K-3:**

RE 309 (R)	Early Literacy I	3 hrs
RE 310	Teaching Reading in Content Areas	3 hrs
RE 311	Strategies & Techniques for Teaching Reading in Elementary Schools	3 hrs
RE 312	Early Literacy II	3 hrs
RE 455	Diagnostic Reading Instruction	3 hrs

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**Total Hours: 122**

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\* 75% Clinical and field-based

\*\* Exempt from Standard 10

**Secondary Education:**

GENERAL EDUCATION COURSES

(Courses may differ depending upon major)

**Reasoning and Communication:**

ENG 104	Composition	3 hrs
ENG 105	Composition	3 hrs
ENG 205	World Literature	3 hrs
FLG 101	Elementary French or Spanish	3 hrs
FLG 102	Elementary French or Spanish	3 hrs
MATH 111	College Algebra	3 hrs

**Humanities and Fine Arts:**

ART 206	Art Appreciation	3 hrs
ENG 206	World Literature	3 hrs
HIST 101	History of Civilization	3 hrs
HIST 102	History of Civilization	3 hrs
MUS 205	Music Appreciation	3 hrs
PHIL 301	Introduction to Philosophy	3 hrs

**Social/Behavioral Science:**

HE 102	Concepts of Health	3 hrs
PSY 201	General Psychology	3 hrs
SS 201	Social Institutions	3 hrs
SS 301	Law and Our Social System	3 hrs
UNIV 100	Concepts of Success	2 hrs

**Natural and Applied Science:**

BIO 101	Introduction to Biology	3 hrs
MATH 226	Concepts Structure in Math	3 hrs
SCI 201	Physical Science	3 hrs

PROFESSIONAL EDUCATION COURSES (15 HOURS)

EDCI 100	Introduction to Education	3 hrs
*EDCI 401	Research Classroom Management and Clinical Practice	3 hrs
*EDCI 402	Clinical Internship in Student Teaching	12 hrs
SS 203	History Cultural Foundation of Educatn	3 hrs
EETC 367	Measurement and Evaluation	3 hrs
GUID 215	Human Development Learning	3 hrs
RE 455	Diagnostic Reading/Secondary Educatn	3 hrs
SPED 311	Exceptional Children and Youth (Exempt from Standard 10)	3 hrs

\* 75% Clinical and field-based

\*\* A Collateral Natural/Behavior Sciences Requirement

**BOARD OF TRUSTEES OF STATE INSTITUTIONS OF HIGHER LEARNING**

POLICY CONCERNING ADMISSION TO TEACHER EDUCATION PROGRAMS (Passed at its regular meeting - August 20, 1981)

Beginning with the admittance to teacher education sequence, students who desire to be admitted to a professional teacher education program (not just admitted to college, school, or department of education) at an institution under the governance of the Board of Trustees of State Institutions of Higher Learning must have first successfully passed a test that will be used to determine the student's command of the basic educational skills and general education knowledge. The students described above would typically be in their sophomore year and would be beginning the normal full sequence of professional education courses in their junior year.

**Teacher Certification**

*Degree Holding Teachers with a Class "A"*

***Standard Certificate Applying for a Supplemental Endorsement***

"Supplemental Endorsements" are certification areas requiring less extensive training added to a standard certificate. "Supplemental Endorsements" areas include driver education, gifted education, computer education, and remedial reading. An individual receiving an "endorsement" in an identified area is certified to teach in that identified area.

A teacher with a valid Mississippi standard endorsement may acquire an "additional endorsement" area by completing an approved program in the requested area.

**Class of License for Degree Teachers**

A "Class A" License requires a baccalaureate degree. Class A is the entry for all teachers.

A "Class AA" License requires a master's degree. Class AA is the entry level for Audiology, Emotionally Handicapped, Speech Language Specialist, School Psychometries, Guidance Counselor, and Administrator Supervisor.

A "Class AAA" License requires a specialist degree. Class AAA is the entry level for school psychologists.

A "Class AAAA" License requires a doctoral degree.



All certification regulations are addressed through the Center for Teacher Quality.

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**DEPARTMENT OF COUNSELING  
REHABILITATION AND PSYCHOMETRIC  
SERVICES**

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Dr. Dion Porter, Associate Professor and Chair

**OFFICE:**

Joseph H. Jackson Building, Room 319-A,

Telephone: (601) 979-2361

**FACULTY:**

Professors F. Giles, G. Dansby-Giles; Associate Professors R. Fults-McMurtery, D. Porter, R. Arnold Branson, N. Yazdani, A Haralson.

The Department of Counseling Rehabilitation and Psychometric Services offers accredited degree programs at the graduate level and service courses at the undergraduate level. Graduate degree programs meet the requirement for a Master of Science Degree, a Master of Science in Education Degree, and Educational Specialist with Concentrations in School Counseling and Psychometry.

Degree programs are designed for students who choose to prepare for counseling or psychometry careers in schools, human and social service agencies, community counseling agencies, hospitals, public and private rehabilitation settings, colleges and universities. The required courses parallel the subject area requirement of the State of Mississippi and most other states, and meet the requirements for state and national licensure and certification.

This Department offers a limited number of courses at the undergraduate level. Courses offered are: COUN 315: Human Growth and Development, a professional education course; and COUN 406: Introduction to Professional Counseling.

A more detailed description of programs is outlined

in the Graduate Catalog.

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**DEPARTMENT OF ELEMENTARY AND EARLY  
CHILDHOOD EDUCATION**

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Dr. Thea H. Williams-Black, Associate Professor and Chair

**OFFICE:**

Joseph H. Jackson Building, Room 311

Telephone: (601) 979-2341

**FACULTY:**

Professors J. Yin; Associate Professors W. Brown, L. Channell, , T. Williams-Black, T. Harris, G. Mitchell; Assistant Professors K. Bryant, S. Davidson, T. Latiker, E. Kincaid T. Bell-Jernigan

The Department of Elementary and Early Childhood Education offers the Bachelor of Science in Education Degree in Elementary Education and the Bachelor of Science Degree and a certificate program in Child Care and Family Education. Elementary and Early Childhood Education has as a mission to prepare responsive educators to work with learners of all ages, infancy through persons seeking to teach in public school settings. Additionally the department prepares personnel to teach in private kindergartens, day care centers, and education programs operated by community agencies, businesses and industry. Training focuses upon curriculum studies and the appropriate instructional methodologies for each population and community setting.

**OBJECTIVES**

The major objectives for the department of Elementary and Early Childhood Education are to produce educators who:

1. Are responsive in the fields of Early Childhood/Elementary Education and Reading who meet certification requirements at the A, AA, AAA levels (the AAAA certification is also offered in Early Childhood Education);
2. View the profession of education as most influential in the advancement of mankind; and
3. Understand and have as a primary goal to

help children develop into citizens who will enhance the advancement of humanity.

**Student Outcome Measures**

Courses and experiences support the development of independent thinking, effective communication, the making of relevant judgments, professional collaborating, effective and responsive participation in the educational system, the discrimination of values in the educational arena, and professional ethics.

Students will be able to:

- understand child development from birth to adolescence.
- apply psychological and sociological concepts.
- observe, manage and assess the behavior of children in order to plan an appropriate instructional program and learning environment.
- develop, implement and assess activities designed to provide experiences that enable children to become competent in all content subject areas.
- develop, implement, and evaluate instructional activities to facilitate independent learning and decision-making skills in young children and early adolescents.
- plan instructional activities and strategies for working with parents and other adults in the home, school, and community.

Students pursuing a major in elementary education may elect one of two options:

- Bachelor of Science in Education for Elementary Education: Grades K - 3.
- Bachelor of Science in Education: Grades K - 6.

**REQUIREMENTS FOR A MAJOR**

**Bachelor of Science in Education:  
K - 3 Elementary Education Major**

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
ENG 104,105	Composition	3	3
HIST 101,102	History of Civilization	3	3
MATH 111	College Algebra		3
HE 102	Concepts Health for Teachers		3
BIO 101	Introduction to Biology		2

BIOL 101	Introduction to Biology Lab		1
UNIV 100	Concepts Success in College		2
EDCI 100	Introduction to Education		3
SS 201	Intro to Social Institutions		3
FLG 101,102	Modern Foreign Language	<u>3</u>	<u>3</u>
(Freshman Year Total: 35 Hours)			17 18

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature		3
SCI 201,			
SCIL 201	Physical Science and Lab		3
SPCH 201	Speech Arts/Option		3
SS 203	Historical & Cultural Foundation		3
MUS 205	Music Appreciation		3
ART 206	Art Appreciation		3
ENG 218	Advanced Composition		3
RE 204	Pre-Reading Skills		3
MATH 226	Concepts Structure of Math		3
COUN 315	Human Development & Learning	<u>3</u>	<u>3</u>
(Sophomore Year Total: 30 Hours)			15 15

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
ETEC 367	Assess., Measrmnt, & Evaluation		3
EDCI 301	Communicative Arts		3
RE 310	Teaching Reading in Content Areas		3
SPED 311	Exceptional Child & Youth		3
SCI 205	Earth & Space Science		3
RE 309	Early Literacy I		3
SS 301	Law in Social Systems		3
RE 312	Early Literacy II		3
MATH 306	Elem. Concepts of Geometry		3
ETEC 336	Utilization of Multi-Media Res.		3
EDCI 401	Research Theory of Classroom Mgmt	<u>3</u>	<u>3</u>
(Junior Year Total: 33 Hours)			18 15

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
PHIL Option	Logic/Intro to Philosophy		3
SCI 403W	Seminar in Science		3
RE 311	Strategies for Teaching Reading in Elementary Schools		3
RE 455	Diagnostic Reading Instruction		3
EDCI 402	Clinical Internship & Student Tchng	<u>12</u>	<u>12</u>
(Senior Year Total: 24 Hours)			12 12

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**Total Hours: 122**

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Professional Education Total: 18 Hours

**NOTE:** Students scoring below 16 in English on the ACT will be placed in CS 002. Students scoring below 16 on the reading section of the ACT will be paced in RE 002. Students scoring below 16 in Mathematics on the ACT will be placed in MATH 002. Students scoring above 16 in Mathematics on

the ACT will be placed in MATH 004.

Students have a choice of enrolling in one or more of the following languages to complete six (6) hours of credits unless they have two years of foreign language in high school: Spanish 101, 102; French 101, 102; German 101, 102. Students who have taken 2 years of the same language and have maintained a "C" average are exempt.

Students may take either a 300 or 400 level course other than EDUCATION prefix courses.

Teacher Education majors who have not been admitted to teacher education will not be permitted to enroll in more than six (6) semester hours of professional education or advanced level courses (300 and 400 level).

**Bachelor of Science in Education:  
K - 6 Major**

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
ENG 104,105	Composition	3	3
HIST 101,102	History of Civilization	3	3
MATH 111	College Algebra	3	
BIO 101	Introduction to Biology	2	
BIOL 101	Introduction to Biology Lab	1	
UNIV 100	Concepts Success in College	2	
FLG 101,102	Modern Foreign Language	3	3
HE 102	Concepts Health for Teachers		3
EDCI 100	Introduction to Education		<u>3</u>
(Freshman Year Total: 32 Hours)		17	15

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature	3	
SCI 201,			
SCIL 201	Physical Science and Lab	3	
SPCH 201	Speech Arts	3	
ART 206	Art Appreciation	3	
SS 203	Historical & Cultural Foundations	3	
MUS 205	Music Appreciation		3
RE 204	Pre-Reading Skills		3
MATH 226	Concepts Structure of Math		3
Elective	Concentration Areas		3
Elective	Concentration Areas		<u>3</u>
(Sophomore Year Total: 30 Hours)		15	15

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
EETC 367	Assess, Measrmnt, & Evaluation	3	
EDCI 301	Communicative Arts		3
RE 310	Teaching Reading in the Content Areas		3
SPED 311	Exceptional Child & Youth	3	
RE 309	Early Literacy I		3
SS 301	Law in Social Systems		3
RE 311	Strategies Teaching Reading in The Elementary School		3
RE 312	Early Literacy II		3
MATH 306	Elem. Concepts of Geometry		3
EETC 336	Utilization of Multi-Media Res.		3
EDCI 401	Research, Classroom Management and Clinical Practice		<u>3</u>
(Junior Year Total: 33 Hours)		15	18

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
SCI 403W	Seminar in Science	3	
RE 455	Diagnostic Reading Instruction	3	
PHIL xxx	Logic or Intro to Philosophy	3	
Electives	Concentration Areas	6	
EDCI 402	Clinical Internship Student Tchng		<u>12</u>
(Senior Year Total: 27 Hours)		15	12

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**Total Hours: 122**

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(Total includes reading as one of the concentration areas.)

**NOTE:** Students scoring below 14 in English on the ACT or below 57 on TASK will be placed in CS 002. Students scoring below 60 on the reading section of the TASK will be placed in RE 002. Students scoring below 16 in Mathematics on the ACT will be placed in MATH 002. Students scoring above 16 in Mathematics on the ACT will be placed in MATH 004.

Students have a choice of enrolling in one or more of the following languages to complete six (6) hours of credits unless they have two years of foreign language in high school: Spanish 101, 102; French 101, 102; German 101, 102. Students who have taken 2 years of the same language and have maintained a "C" average are exempt.

Students pursuing a major in Education for grades K - 6 must identify and complete two areas of concentration. Each area of concentration requires 18 hours for a total of 36 hours. Students should consult their academic advisor for the specific requirements for each area of concentration. The areas of concentration students may pursue include: English

Mathematics  
 Science  
 Social Studies  
 Special Education (endorsement)  
 Reading  
 Foreign Language  
 Art  
 Music

The total number of hours may vary for different students depending on the area(s) of concentration selected.

**For add-on endorsements in Special Education, Mild-Moderate: (Code 223); see Department of Special Education.**

**Bachelor of Science:  
 Early Childhood Education**  
 (Pre-Kindergarten-K, Licensure Track)

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
ENG 104,105	Composition	3	3
HIST 101,102	History of Civilization	3	3
MATH 111	College Algebra	3	
BIO 101	Introduction to Biology	2	
BIOL 101	Introduction to Biology Lab	1	
UNIV 100*	Concepts Success in College	2	
FLG 101,102	Modern Foreign Language	3	3
HE 102	Concepts Health for Teachers	3	
EDCI 100	Introduction to Education		<u>3</u>
(Freshman Year Total: 32 Hours)		17	15

Advisement Conf.

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Date

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Assessment of key courses

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<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature	3	
SCI 201,			
SCIL 201	Physical Science and Lab	3	
SPCH 201	Speech Arts	3	
ART 301	Art for Children		3
SS 203	Historical & Cultural Foundations	3	
MUS 203	Music for Children	3	
RE 204	Pre-Reading Skills	3	
EDCI 121	Innovations, Prblms-Infant, Toddler	3	
ENG 218	Advanced Composition	3	

EDCI 220 Teaching and Learning Styles 3  
 (Sophomore Year Total: 30 Hours) 15 15

Advisement Conf.

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Praxis I Score\_\_\_\_ Score\_\_\_\_ Score\_\_\_\_ GPA\_\_\_\_

Admission to Teacher Ed.

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<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
EDCI 401***	Theory, Research, Classroom Mgmt	3	
RE 309	Early Literacy I	3	
RE 310	Teaching Reading in the Content Areas		3
MATH 226	Concepts & Structure of Math	3	
SS 301	Law in Social Systems	3	
EDCI 305	Studies in Child Guidance		3
SPED 311	Survey of Exceptional Studies	3	
PHIL xxx	Philosophy Option ****	3	
RE 311	Strategies Teaching Reading	3	
MATH 306	Elem. Concepts of Geometry		<u>3</u>
(Junior Year Total: 33 Hours)		15	15

Advisement Conf.

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Praxis II Score

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PLT

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Admission to Student Teaching

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<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
EDCI 303	Parent, Child, Teacher Instructor	3	
EETC 367	Assessment, Measure Evaluation	3	
EDCI 400	Theories & Principles of Childhood Education		3
SCI 401C	Science for Children	3	
RE 312	Early Literacy II	3	
EDCI 402	Clinical Internship Student Tchng		<u>12</u>
(Senior Year Total: 27 Hours)		15	12

Substituted Courses

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Graduation Clearance: Form I-Application, Form II-Evaluation and Exit Interview by Advisor, Department Chair, and Dean, Filing Form III-Graduation Clearance

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**Total Hours: 122**

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\* Candidates who transfer 12 or more hours of college credit are exempt from UNIV 100–Concepts for Success in College.

\*\* Candidates who have completed two years of a single foreign language in high school with a grade of “C” or better are exempt from foreign language requirements.

\*\*\* Restricted course that requires full admission to the Office of Teacher Education before enrollment.

\*\*\*\* Any Philosophy, Logic, or Theology course will suffice.

**Bachelor of Science:  
Child Care and Family Education**  
(Non-Certification)

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	Concepts Success in College	2	
MATH 111	College Algebra	3	
HE 102	Concepts Health for Teachers		3
ENG 104,105	Composition	3	3
HIST 101,102	History of Civilization	3	3
FLG 101,102	Modern Foreign Language	3	3
BIO 101	Introduction to Biology	2	
BIOL 101	Introduction to Biology Lab	1	
EDCI 100	Introduction to Education		3
SS 202	Intro to Social Institutions		3
(Freshman Year Total: 35 Hours)		17	18

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature	3	
SCI 201,			
SCIL 201	Physical Science and Lab	3	
SPCH 201	Speech Arts/Option	3	
ENG 218	Advanced Composition		3
ART 206	Art Appreciation	3	
SS 203	Historical & Cultural Foundations	3	
MUS 203	Music for Children		3
PSY 201	General Psychology		3
EDCI 120	Practical Child Care Experience		3
EDCI 208	Math Early Childhood Education		3
(Sophomore Year Total: 30 Hours)		15	15

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
EDCI 121	Innov., Prob., & Issues Childcare	3	
ETEC 336	Utilization of Multi-Media	3	
SPED 311	Exceptional Child & Youth		3

EDCI 220	Teaching and Learning Styles	3
EDCI 221	Admin. Child Care Services	3
LS 301	Literature for Children	3
ART 301	Art for Children	3
PSY 304	Child Psychology	3
PHIL xxx	Philosophy Option	3
RE 204	Pre-reading Skills	3
MATH 226	Concepts Structures of Math	3
(Junior Year Total: 33 Hours)		18 15

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
EDCI 303	Parent, Child, Teacher Interaction	3	
EDCI 305	Studies in Child Guidance	3	
EDCI 400	Theory Prin in Early Childhood Ed.	3	
SCI 401	Science for Children	3	
SS 401	Social Science for Children		3
ENG 401	Language Arts for Children		3
PE 445	Physical Education for Children		3
EDCI 320	Field Experience in Child Care		3
(Senior Year Total: 24 Hours)		12	12

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**Total Hours: 122**

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Teacher Education majors who have not been admitted to teacher education will not be permitted to enroll in more than six (6) semester hours of advanced level education courses (300 and 400 level).

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**EDUCATIONAL TECHNOLOGY PROGRAM**

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FACULTY: Dr. Locord Wilson–Coordinator  
Professor: Dr. Lou Helen Sanders

**Bachelor of Science:  
Educational Technology Major**

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	Concepts Success in College	2	
ENG 104,105	Composition	3	3
HIST 101,102	History of Civilization	3	3
FLG 101,102	Modern Foreign Language	3	3
SCI xxx	Science Option		3
CSC xxx	Computer Science Basic Intro.		3
HE 101	Concepts Health for Teachers		3
MATH 111	College Algebra		3
EDCI 100	Introduction to Education		3
(Freshman Year Total: 35 Hours)		17	18

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature		3
SS 203	Historical & Cultural Fndtn Educ		3
ART 206	Art Appreciation		3
SPCH xxx	Speech Option		3
HIST 201, 202	United States History	3	3
ETEC 212	Utilization of Computer Application Package and Lab		3
PSY 201	General Psychology		3
SS xxx	Social Science Option		3
MUS 205	Music Appreciation		3
MATH 226	Concepts & Structures of Math		<u>3</u>
(Sophomore Year Total: 35 Hours)			18 15

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
ETEC 337	Tech Selection, Maint & Support		3
ETEC 367	Intro Assess Measure Evaluation		3
COUN 315	Human Development & Learning		3
ETEC 377	Multimedia Development (CAI)		3
ETEC 368	Distance Learning		3
ETEC 378	Adult Education & Training		3
ETEC 336	Educational Media		3
SPED 311	Exceptional Child Youth in School		3
ART 302	Graphics		3
PHIL xxx	Philosophy Option		<u>3</u>
(Junior Year Total: 30 Hours)			12 18

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
ETEC 434	Computers in Education		3
ETEC 435	Emerging Technology and Lab		3
ETEC 438	Introduction to Internet and Lab		3
ETEC 439	Topics in Educational Tech.		3
ETEC 496	Special Topics in Ed. Technology		3
ETEC 451	Internship in Educational Tech.		<u>9</u>
(Senior Year Total: 24 Hours)			12 12

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**Total Hours:** **124**

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## **SOCIAL AND CULTURAL STUDIES PROGRAM**

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Professor: T. Otieno, A. Yeboah  
Assistant Professor: P. Vandecar

### **OBJECTIVES**

The objectives are to guide students:

- To demonstrate knowledge of how to

utilize knowledge of social science and social studies in planning and implementing effective lessons.

- To develop understanding of the basic logical processes and resources useful in information retrieval.
- To serve as facilitators for the total process of growing and learning.
- To locate, interpret, and apply research pertinent to social, cultural, and educational problems.
- To investigate and analyze the dynamic relationship between schooling, education, diverse cultures and societies with interpretive, normative, critical and comparative theory and methods.
- To derive the greatest benefits from classroom experiences as prepared prospective teachers skilled in the techniques of instruction.

### **STUDENT OUTCOMES**

Students will:

- Gain competence in the original and historic development of various cultures
- Gain competence in the nature of government
- Gain competence in the diverse behavior of people in different parts of the world
- Gain competence in the reciprocal reinforcement among the various disciplines of the social studies
- Gain competence in the study of current affairs including controversial issues
- Be prepared to be productive citizens
- Be prepared to be lifelong learners and critical thinkers

### **Student Outcome Measures**

Through curriculum experiences of the Responsive Educator Framework, students will:

- gain competence in the origin and historical development of various cultures throughout the world.
- gain competence in the nature of government in modern society.
- gain competence in the principles and processes underlying current problems and

practices in various economic systems.

- gain competence in the diverse behavior of people in different parts of the world.
- gain competence in the earth's natural resources as a limiting conditioning influence upon the development of human culture as a source of political and economic power.
- gain competence in the coordination and reciprocal reinforcement among the various disciplines of the social studies.
- gain competence in the structure, key concepts, methodology, and generalizations in the various disciplines of the social studies.
- gain competence in the knowledge of content and experience which provide a knowledge and understanding of the contributions and roles of women and the difference racial, ethnic, and religious groups within a given pluralistic society.
- gain competence in the study of current affairs including controversial issues.
- gain competence in using technology, in studying and understanding technological issues and developments in modern societies.

This Department offers a bachelors degree in Social Studies, Social Science, and Ethnic Studies. This program prepares individuals in various diverse settings such as, human resource, community organizations, social justice, nonprofit organizations, culturally diverse environments, human rights, feminism, and community and international development related to the United Nations and other international organization.

## REQUIREMENTS FOR A MAJOR

### **Bachelor of Science in Education: Social Science (Certification) Major**

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
ENG 104,105	Composition	3	3
HIST 101,102	History of Civilization	3	3
MATH 111	College Algebra	3	
HE 101	Concepts Health for Teachers		3
BIO 101	Introduction to Biology		2
BIOL 101	Introduction to Biology Lab		1
UNIV 100	Concepts Success in College	2	
SS 111W	Black Studies		3
EDCI 100C	Introduction to Education		3

FLG 101,102 Modern Foreign Language 3 3  
(Freshman Year Total: 35 Hours) 17 18

### **SOPHOMORE YEAR**

		<b>F</b>	<b>S</b>
ENG 205	World Literature	3	
COUN 315	Human Development & Learning		3
SPCH xxx	Speech Elective	3	
SS 201	Social institutions		3
PSY 201	General Psychology		3
MUS 205	Music Appreciation		3
SS 203	Historical & Cultural Fndtn Educ		3
SOC 323	Introduction to Anthropology		3
CSC Option	Computer Science Elective	3	
PS 135	American Government	<u>3</u>	
(Sophomore Year Total: 30 Hours)		15	15

### **JUNIOR YEAR**

		<b>F</b>	<b>S</b>
HIST 201,202	United States History	3	3
ETEC 367C	Intro Assess Measure Evaluation	3	
ECO 211,212	Principles of Economics	3	3
SPED 311	Exceptional Child Youth in School		3
SOC Option	Sociology Elective		3
GEOG Option	Geography Elective	3	
SS 301	Teachers and the Law		3
HIST 325	Mississippi History	<u>3</u>	
(Junior Year Total: 30 Hours)		15	15

### **SENIOR YEAR**

		<b>F</b>	<b>S</b>
PHIL Option	Philosophy Elective	3	
RE 455	Diagnostic Reading Instruction in the Secondary School		3
SS 401	Applied Social Studies	3	
SS 443	Seminar in Social Studies	3	
EDCI 401B	Research Theory Clinical Practice	3	
EDCI 402B	Clinical Internship Student Tchng	<u>12</u>	
(Senior Year Total: 27 Hours)		15	12

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**Total Hours: 122**

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Teacher Education majors who have not been admitted to teacher education will not be permitted to enroll in more than six (6) semester hours of advanced level education courses (300 and 400 level).

**Bachelor of Science in Education:  
Social Science Major**

(Ethnic Studies; Non-certification)

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	Concepts Success in College	2	
HE 101	Concepts Health for Teachers		3
ENG 104,105	Composition	3	3
HIST 101,102	History of Civilization	3	3
MATH 111	College Algebra		3
BIO 101	Introduction to Biology	2	
BIOL 101	Introduction to Biology Lab	1	
SS 111W	Black Studies		3
EDCI 100C	Introduction to Education		3
FLG 101,102	Modern Foreign Language	3	3
(Freshman Year Total: 35 Hours)		17	18

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature		3
SS 203	Historical & Cultural Foundtn Educ	3	
SS 201	Social Institutions		3
PSY 201	General Psychology		3
SS 211	Indian and Latino Studies	3	
SS 212	Jewish and Asian Studies		3
MUS 205	Music Appreciation		3
SPCH xxx	Speech Elective	3	
SS 202	Economic Institutions		3
SOC 323	Introduction to Anthropology		3
(Sophomore Year Total: 30 Hours)		15	15

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
HIST 201,202	United States History	3	3
ECO 211,212	Principles of Economics	3	3
ETEC 367	Intro Assess Measure Evaluation	3	
COUN 315	Human Development & Learning	3	
PS 135	American Government		3
SOC Option	Sociology Elective	3	
GEOG Option	Geography Elective		3
SS 311	Ethnic Studies Curric Development	3	
SPED 311	Exceptional Child Youth in School	3	3
(Junior Year Total: 33 Hours)		18	15

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
PHIL Option	Philosophy Elective	3	
RE 455	Diagnostic Reading Instruction in the Secondary School		3
SS 401	Applied Social Studies		3
SS 443W	Seminar in Social Studies		3
SS 412	Clinical Internship		9
HIST 325	Mississippi History	3	
(Senior Year Total: 24 Hours)		12	12

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**Total Hours:** **122**

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Teacher Education Majors who have not been admitted to teacher education will not be permitted to enroll in more than six (6) semester hours of advanced level education courses (300 and 400 level).

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**DEPARTMENT OF HEALTH, PHYSICAL  
EDUCATION AND RECREATION**

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Dr. Patricia R. Kennedy, Assistant Professor and Interim Chair

**OFFICE:**

T. B. Ellis Physical Education Complex 20,

Telephone: (601) 979-2765

**FACULTY:**

Professor A. Simon; Associate Professors A. Simmons, H. Williams; Assistant Professor T. Bradley; Instructors C. Butler, E. Ficklin, L. Harris, J. M. Houston, J. Jackson, N. Oatis; Visiting Assistant Professors G. Dawkins, P. Kennedy, P. Nelson

The Department of Health, Physical Education and Recreation offers the Bachelor of Science Degree with certification in physical education, health, recreation administration, therapeutic recreation, and dance.

**OBJECTIVES**

The objectives of the Department of Health, Physical Education, and Recreation are in keeping with those of the University, the College of Education and Human Development, and its guiding principle, the Responsive Educator, whose goal is to positively impact the full range of K-12 students.

- To assist candidates in developing ethical standards and practices.
- To develop candidates that are professionally motivated.
- To develop candidates that are technologically diverse.
- To develop candidates with the necessary skills that positively impact student learning.
- To prepare candidates to deal with a diverse



community of learners.

**STUDENT OUTCOMES**

The outcomes of the “responsive educator” are aligned with the College of Education and Human Development and provides and embodies:

- *A committed response* where the candidate has acquired an understanding and acceptance of professional goals and obligations to support fairness and equity in learning communities.
- *A knowledgeable response* where the candidate has a thorough knowledge in discipline content, student development, historical and theoretical foundations of education, and learner environment management.
- *A Skillful Response* where the candidate has developed performance abilities relative to critical thinking, professional performance, and learning community enhancement.
- *A Professional Response* where the candidate has an understanding of the relationships between schools, families, and cultural contexts as these affect student learning.

REQUIREMENTS FOR A MAJOR

**Bachelor of Science:**

**Health, Physical Education and Recreation Major**

(Requirements for Physical Education–Teaching)

**FRESHMAN YEAR**

	<b>F</b>	<b>S</b>
UNIV 100 Concepts Success in College		2
ENG 104,105 Composition	3	3
HIST 101,102 History of Civilization	3	3
MATH 111 College Algebra		3
HE 102 Concepts Health for Teachers	3	
PE 109 Beginning Swimming		1
BIO 101 Introduction to Biology		
BIOL 101 Introduction to Biology Lab		
or		
SCI xxx Physical Science Option		3
FLG 101,102 Modern Foreign Language	3	3
(Freshman Year Total: 30 Hours)		15 15

**SOPHOMORE YEAR**

	<b>F</b>	<b>S</b>
ENG 205 World Literature		3
MUS 205 Music Appreciation		
or		

ART 206 Art Appreciation	3
COUN 315 Human Development & Learning	3
PE 231 Intermediate Swimming	1
BIO 234 Anatomy and Physiology	3
BIOL 234 Anatomy and Physiology Lab	1
EDCI 100 Introduction to Education	3
CSC 115 Digital Computer Principles	3
PE 222 Introduction to Physical Education	3
SPCH 201 Speech Arts	3
SS xxx Social Science Option	3
(Sophomore Year Total: 29 Hours)	15 14

**JUNIOR YEAR**

	<b>F</b>	<b>S</b>
PE 309 Elementary Secondary Folk Ethnic Rhythms and Dance		1
PE 320 Adapted Physical Education		3
PE 322 Motor Development		3
PE 319* Kinesiology (cognate area)		3
PE 350 Measure Evaluation & Statistics		3
PE 360** Physiology of Music		3
PE 323 Org. & Administration of Phy. Ed.	3	
SPEd 311 Educ for Except. Child & Youth	3	
SS 203 History & Cultural Found of Educ.	3	
EDCI 401C Res. Classroom Mgnt & Clincl. Pract.	3	
EDFL 367C Intro Assess, Measure & Evaluation	3	
(Junior Year Total: 32 Hours)		16 15

**SENIOR YEAR**

	<b>F</b>	<b>S</b>
HE 311 First Aid, Prev. & Care of Injuries	3	
SS 301 Law and Our Social Systems	3	
EDCI 402 Clinical Internship Teaching Meth.	12	
PE 411 Methods & Practices in Phy. Educ.	3	
PE 415 Individual and Team Sports	3	
HE 404 Family Living Education	3	
RE 455 Diagnostic Reading Inst in Sec. Schl	3	
PHIL xxx Philosophy Option		3
(Senior Year Total: 33 Hours)		18 15

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**Total Hours: 123**

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\* Prerequisite: BIO 234

\*\* Prerequisite: PE 319

**NOTE:** Students not admitted to teacher education can only complete 6 hours of professional education courses. Professional Education courses are junior and senior level courses not offered in the H.P.E.R. Department. Students must pass all parts of the PRAXIS before they can do student teaching. They must have a 2.50 Cumulative GPA or higher to graduate.

**Bachelor of Science:**  
**Health, Physical Education and Recreation Major**  
(Health Education-Teaching Concentration)

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	University Success in College		2
ENG 104,105	Composition	3	3
HIST 101,102	History of Civilization	3	3
MATH 111	College Algebra		3
BIO 101	Introduction to Biology		
BIOL 101	Introduction to Biology Lab		
or			
SCI xxx	Science Option	3	
EDCI 100C	Introduction to Education		3
HE 122	Foundation of Health Education	3	
HE 113	First Aid		3
FLG 101,102	Modern Foreign Language	<u>3</u>	<u>3</u>
(Freshman Year Total: 35 Hours)		17	18

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature		3
MUS 205	Music Appreciation or		
ART 206	Art Appreciation		3
PSY 201	General Psychology		3
HE 102	Concepts of Health for Teachers		3
BIO 234	Anatomy and Physiology	3	
(cognate area)			
BIOL 234	Anatomy and Physiology Lab		1
SPCH 201	Speech Arts	3	
SS 201	Intro to Social Institutions or		
SS xxx	Social Science Option	3	
HE 206	Org. & Adm.of Schl & Com Health	3	
CSC 115	Digital Computer Principles	<u>3</u>	
(Sophomore Year Total: 28 Hours)		13	15

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
HE 208	Epidemiology of Diseases		3
HE 333	Meth & Practice in Health Education	3	
ETEC 367	Intro to Assess. Measures & Eval.	3	
COUN 315	Human Development & Learning	3	
EDFL 203	Historical & Cultural Fndtns of Ed.	3	
SPED 311	Educ. Of Except. Child & Youth	3	
HE 498	Intro. To Alcohol & Drugs (Cognate)	3	
EDCI 401C	Res. Class Mgnt. & Clinical Practice	3	
HE 399	Human Sexuality	3	
PE 319	Kinesiology (PE cognate area) or		
PE 360	Physiology of Mus. Activity		3
PHIL xxx	Philosophy Option	<u>3</u>	
(Junior Year Total: 33 Hours)		18	15

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
SS 301	Teachers and the Law	3	
EDCI 402	Clinical Internship in Teaching		12

HE 404	Family Living Education	3	
HE 401	Cons. Health & Safety Education	3	
RE 455	Diagnostic Read. Inst. In Sec. Schl.	3	
HE 495	Problems & Issues in Health Educ.	<u>3</u>	
(Senior Year Total: 27 Hours)			15 12

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**Total Hours: 123**

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**NOTE:** Students not admitted to teacher education can only complete 6 hours of professional education courses. Professional Education courses are junior and senior level courses not offered in the H.P.E.R. Department. Students must pass all parts of the PRAXIS before they can do student teaching. They must have a 2.50 Cumulative GPA or higher to graduate.

**Bachelor of Science:**  
**Health, Physical Education and Recreation Major**  
(Recreation Administration Concentration)

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	University Success in College	2	
HIST 101,102	History of Civilization	3	3
ENG 104,105	Composition	3	3
BIO 101	Introduction to Biology		2
BIOL 101	Introduction to Biology Lab		1
MATH 111	College Algebra		3
REC 104	Introduction to Recreation	3	
HE 101	Concepts of Health		3
MUS 205	Music Appreciation		3
FLG 101,102	Modern Foreign Language	<u>3</u>	<u>3</u>
(Freshman Year Total: 35 Hours)		17	18

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
PSY 201	General Psychology	3	
SPCH 201	Speech Arts		3
SCI 201,			
SCIL 201	Physical Science and Lab	3	
ENG 205	World Literature	3	
REC 205	Cultural & Recreation Prog. Plnng.	3	
ENG 206,213,			
218-233	English Option (select one)		3
ART 206	Art Appreciation		3
REC 218	History & Philosophy of Recreation	3	
PE 231	Intermediate Swimming		1
BIO 234	Anatomy and Physiology		3
BIOL 234	Anatomy and Physiology Lab		1
REC 225	Practicum in Recreation Admin.	1	
SS 201	Intro to Social Institution	<u>3</u>	
(Sophomore Year Total: 33 Hours)			16 17

(Undergraduate English Proficiency Examination-UEPE-must be taken after the sophomore year. Students not passing the exam will be placed in ENG 399.)

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
PHIL 301	Introduction to Philosophy	3	
REC 317	Community and Urban Recreation	3	3
REC 305	Facilities Design & Maintenance	3	
REC 307	Recreation Leadership	3	
PE 309	Folk: Ethnic Rhythms & Dance	1	
PE 319	Kinesiology	3	
REC 325	Recreation Admin. Practicum	1	
TREC 313	Implications of Disabling Cond.	3	
REC 350	Intro. to Leisure Education	3	
REC 404	Recreation Program Design	<u>3</u>	
(Junior Year Total: 26 Hours)		13	13

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
REC 405	Outdoor Recreation Programming	3	
REC 406	Legal Issues in Recreation	3	
REC 415	Current Issues & Trends in Rec.	3	
REC 418	Prin.,Pract.,& Procs. In Recreation	3	
REC 421	Management in Recreation	3	
REC 423	Res. Eval. In Recreation Admin.		
3 REC 424*	Seminar in Recreation Admin.	3	
REC 425*	Internship in Recreation Admin.	<u>9</u>	
(Senior Year Total: 30 Hours)		18	12

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**Total Hours: 124**

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(\*All courses must be completed prior to enrolling in REC 424 and REC 425.)

**Bachelor of Science:**  
**Health, Physical Education and Recreation Major**  
 (Therapeutic Recreation Concentration)

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	University Success in College	2	
ENG 104,105	Composition	3	3
HIST 101,102	History of Civilization	3	3
BIO 101	Introduction to Biology	2	
BIOL 101	Introduction to Biology Lab	1	
MATH 111	College Algebra		3
TREC 104	Intro to Therapeutic Recreation	3	
HE 101	Concepts of Health		3
MUS 205	Music Appreciation		3
FLG 101,102	Modern Foreign Language	<u>3</u>	<u>3</u>
(Freshman Year Total: 35 Hours)		17	18

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
PSY 201	General Psychology	3	
SPCH 201	Speech Arts		3
SCI 201,			
SCIL 201	Physical Science and Lab		3
ENG 205	World Literature		3
REC 205	Cultural & Recreation Prog. Plnng.		3
ENG 206,213,			
218-233	English Option (select one)		3
ART 206	Art Appreciation		3
TREC 218	History & Philosophy of Ther. Rec.	3	
PE 231	Intermediate Swimming		1
BIO 234	Anatomy and Physiology		3
BIOL 234	Anatomy and Physiology Lab		1
TREC 225	Therapeutic Recreation Practicum	1	
SS 201	Introduction to Social Institutions	<u>3</u>	
(Sophomore Year Total: 33 Hours)		16	17

(Undergraduate English Proficiency Examination-UEPE-must be taken after the sophomore year. Students not passing the exam will be placed in ENG 399.)

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
PSY 216	Abnormal Psychology	3	
PHIL 301	Introduction to Philosophy		3
REC 305	Facilities, Equipment, & Areas		3
REC 307	Recreation Leadership		3
PE 309	Folk, Ethnic Rhythms and Dance	1	
COUN 315	Human Growth & Development		3
TREC 313	Implications of Disabling		
	Conditions in Ther. Recreation	3	
TREC 325	Therapeutic Recreation Practicum		1
TREC 329	Program Design & Eval. In Ther.Rec.	3	
REC 350	Intro. To Leisure Education	<u>3</u>	
(Junior Year Total: 29 Hours)		13	16

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
REC 405	Outdoor Recreation Programming	3	
TREC 415	Current Issues & Trends in Ther.Rec	3	
TREC 418	Prin.,Pract.,&Proced. in Ther.Rec.	3	
TREC 421	Mgmt. In Therapeutic Recreation	3	
TREC 423	Research & Evaluation in Ther. Rec.	3	
TREC 424*	Seminar in Therapeutic Recreation	3	
TREC 425*	Intern. in Therapeutic Recreation	<u>9</u>	
(Senior Year Total: 27 Hours)		15	12

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**Total Hours: 124**

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(\*All courses must be completed prior to enrolling in TREC 424 and TREC 425.)

ACTIVITY ELECTIVES FOR PHYSICAL EDUCATION CONCENTRATIONS:

A major student may elect courses offered in the department in addition to the regular sequence.

<b>Electives</b>		<b>Credits</b>
PE 101	Archery and Golf	2-1
PE 253	Body Mechanics Weight Control	2-1
PE 104	Bowling	2-1
PE 102	Badminton and Tennis	2-1
PE 150	Basketball and Volleyball	2-1
PE 155	Track and Field and Softball	2-1

<b>HEALTH EDUCATION MINOR</b>		<b>Credits</b>
HE 113	First Aid***	3
HE 122	Foundation of Health	3
HE 206	School and Community Health	3
HE 333	Methods Materials in Teaching***	3
HE 401	Consumer Health and Safety	3
HE 404	Family Living Education***	3
HE 498	Intro. To Alcohol & Drugs***	3
<b>Total:</b>		<b>21</b>

\*\*\* Endorsement

<b>PHYSICAL EDUCATION MINOR</b>		<b>Credits</b>
BIO 234,		
BIOL 234	Anatomy & Physiology and Lab	4
HE 113	First Aid	3
PE 215	Tumbling and Apparatus	2
PE 222	Introduction To Physical Education	3
PE 309	Elem. Sec. Folk Ethnic Rhythm Dance	1
PE 323	Org. Admin. Of Physical Education	3
PE 360	Physiology of Muscular Activity	3
PE 445	Physical Education in Elementary School	3
<b>Total:</b>		<b>22</b>

<b>DRIVER EDUCATION MINOR</b>		<b>Credits</b>
HE 113	First Aid***	3
HE 206	Org. and Administration of Schools	3
HE 311	First Aid Care Prevention of Injuries	3
HE 498	Intro. to Alcohol & Drug Education	3
SE 340	Introduction to Driver Education***	3
SE 410	Safety Education***	3
SE 411	Methods in Driver Education***	3
<b>Total:</b>		<b>21</b>

\*\*\*Endorsement

<b>RECREATION ADMINISTRATION MINOR</b>		<b>Credits</b>
REC 104	Introduction to Recreation	3
REC 205	Cultural & Recreation Program Planning	3
REC 302	Urban and Community Recreation	3
REC 305	Facilities, Equipment and Areas	3
REC 307	Recreation Leadership	3
REC 325	Practicum	1
REC 404	Programs in Recreation	3
REC 415	Current Issues & Trends in Recreation	3
TREC 313	Implications of Disabling Conditions	3
<b>Total:</b>		<b>25</b>

<b>THERAPEUTIC RECREATION MINOR</b>		<b>Credits</b>
TREC 104	Introduction to Therapeutic Recreation	3
TREC 313	Implications of Disabling Conditions	3
TREC 325	Practicum in Therapeutic Recreation	1
TREC 329	Program Design & Eval. In Ther. Rec.	3
TREC 415	Current Issues & Trends in Ther. Rec.	3
REC 205	Cultural & Recreation Program Planning	3
REC 305	Facility Design and Maintenance	3
REC 307	Recreation Leadership	3
REC 350	Introduction to Leisure Education	3
<b>Total:</b>		<b>25</b>

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**DEPARTMENT OF SPECIAL EDUCATION**

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Dr. Gwendolyn Williams, Associate Professor and Chair

OFFICE:  
Joseph H. Jackson Building, Room 109-A,

Telephone: (601) 979-2370

FACULTY:  
Professor R. Gentry; Assistant Professor G. Windfield

The mission of the Department of Special Education is twofold: (1) To provide specialized training, experiences, and knowledge based upon the wide constructs, principles, and dispositions that support the teaching of exceptional learners; (2) To train competent field practitioners skilled in working with individuals with various disabilities toward a goal of reaching maximum personal, social, and vocational growth. The training of teachers and disabilities personnel adheres to national standards established by the Council for Exceptional Children (CEC). The Responsive Educator Framework (REF) is used by the Department to insure quality of programming and to support the goals of the College of Education and Human Development.

**OBJECTIVES**

The objectives of the Department are:

- To prepare personnel for staffing special education and disabilities services positions in schools and other related human resource agencies.
- To offer a comprehensive curriculum that incorporates a variety of experiences including campus-based experiences (micro-teaching clinics, case studies, computer-assisted instruction, as well as field-based experiences—student teaching, internships, tutoring, etc.).
- To facilitate student development by broadening the knowledge base in which the curriculum is based by attending conferences, workshops, seminars and participating in collaborative activities with other community agencies (public schools, human resource agencies, etc.).

- To enhance students' ability to work with individuals with disabilities and culturally diverse populations through selected research, teaching, and field-based experiences.
- To accommodate students from various ethnic backgrounds through an open, multi-cultural approach to Special Education personnel preparation.

**STUDENT OUTCOME MEASURES**

Students trained through the Responsive Educator Framework (REF) are prepared to become:

- Teachers of special education prepared to teach in school districts, institutions and other related agencies which work with students with special needs.
- Teachers who are specialized in helping students by using adaptive technologies.
- Disabilities personnel that service clients who are in need of supportive services and equipment in non-school environments.
- Disabilities personnel who will ultimately become service providers in the rehabilitation system.
- Teachers and disabilities personnel trained in distance learning technologies.

**AREAS OF CERTIFICATION:  
REQUIREMENTS FOR MAJORS****Bachelor of Science: Special Education Major**

(Teaching - Mild/Moderate Disability Concentration (K-12 Mississippi Endorsement Code Area #221))

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	Concepts Success in College	2	
MATH 111	College Algebra	3	
HE 102	Concepts of Health for Teachers	3	
ENG 104,105	Composition	3	3
HIST 101,102	History of Civilization	3	3
FLG Option		3	3
Science Option			3
CSC 115	Digital Computer Principles		<u>3</u>
(Freshman Year Total: 32 Hours)			17 15

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
EDCI 100	Introduction to Education	3	
PSY 201	General Psychology	3	
ENG 218	Advanced Composition	3	
Fine Arts Option			3
SPCH xxx	(Speech Options)	3	
ENG 205	World Literature	3	
MATH 226	Concepts & Structure of Math.	3	
SS 203	Historical & Cultural Fndtn of Ed.	3	
RE 309	Early Literacy I	3	
RE 311	Strategies & Techniques for Teaching Reading		3
ELECTIVE	(Elective)	<u>2</u>	
(Sophomore Year Total: 32 Hours)		17	15

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
SPED 311	Exceptional Child Youth School	3	
SPED 304	Org. Procedures of Special Educ.	3	
RE 455	Diagnostic Reading Instruction in the Secondary School	3	
SS 301	Law in our Social System	3	
ETEC 367	Intro. Assessment Measure Eval.	3	
SPED 307	Behavioral Management		3
EDCI 401	Research, Classroom Management and Clinical Practice		3
PHIL xxx	Philosophy/Option	3	
RE 312	Early Literacy II	3	
COUN 315	Human Growth & Development		<u>3</u>
(Junior Year Total: 30 Hours)		15	15

<b>SENIOR YEAR</b>			
SPED 428	Educational Assessment	3	
SPED 422	Educ. Psy. Mildly/Mod. Disabilities	3	
SPED 430	Educ. & Psych of Intellect. Disabilities	3	
SPED 432	Educ. Psy. Child w/Learnng Disorders	3	
SPED 450	Educ. Psy. Child w/Behav. Disorders	3	
SPED 499	Senior Sem. Mildly/Mod. Disabilities	3	
EDCI 402	Clinical Internship Student Teaching	12	
(Senior Year Total: 30 Hours)		18	12
<b>TOTAL HOURS:</b>		<b>124</b>	

**NOTE:** Students have a choice of enrolling in one or more of the following languages to complete six (6) hours of credits, unless they have two years of foreign language in high school: Spanish 101, 102; French 101, 102; German 101, 102. Students who have taken 2 years of the same language and have maintained a "C" average are exempt.

<b>Mississippi Add-On Endorsement:</b>			
<b>ENDORSEMENT AREA: Mild/Moderate</b>			
<b>(Code #223)</b>			
<b>Mild/Moderate</b>			<b>Hours</b>
RE 311	Strategies & Techniques for Teaching Reading in the Elementary Schools		3
SPED 304	Organizational Procedures in Spec. Educ.		3
SPED 307	Behavioral Management		3
SPED 422	Education & Psychology of Mild/Moderately Disabilities		3
SPED 428	Educational Assessment		3
SPED 499	Senior Seminar: Mildly/Moderately Disabilities		3
<b>TOTAL HOURS:</b>			<b>18</b>

<b>Mild/Moderate (Code #224)</b>			<b>Hours</b>
RE 455	Diagnostic Reading Instruction in the Secondary School		3
SPED 304	Organizational Procedures in Spec. Educ.		3
SPED 307	Behavioral Management		3
SPED 422	Education & Psychology of Mildly/Moderately Disabilities		3
SPED 428	Educational Assessment		3
SPED 499	Senior Seminar: Mildly/Moderately Disabilities		3
<b>TOTAL HOURS:</b>			<b>18</b>

<b>ENDORSEMENT AREA: Gifted K-12 (Code 207)</b>			
RE 311	Strategies & Techniques for Teaching Reading in Elemen. Schools		3
RE 455	Diagnostic Reading Instruction in the Secondary School		3
SPED 304	Organizational Procedures in Special Education		3
SPED 470	Education & Psychology of the Gifted		3
SPED 471	Methods & Materials in Teaching the Gifted & Talented		3
<b>TOTAL HOURS:</b>			<b>15</b>

**Bachelor of Science: Special Education Major**  
(Non-Teaching: Disabilities Studies Concentration)

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	Concepts Success in College	2	
MATH 111	College Algebra	3	
HE 102	Concepts of Health for Teachers	3	
ENG 104,105	Composition	3	3

HIST 101,102	History of Civilization	3	3
FLG Option		3	3
Science Option			3
CSC 115	Digital Computer Principles	<u>3</u>	
(Freshman Year Total: 32 Hours)		17	15

### SOPHOMORE YEAR

		<b>F</b>	<b>S</b>
Fine Arts Optn		3	
EDCI 100	Introduction to Education	3	
SCI 201,			
SCIL 201	Physical Science and Lab	3	
PSY 201	General Psychology	3	
SPCH xxx	Speech Option		3
ENG 205	World Literature	3	
ENG 218	Advanced Composition	3	
MATH 226	Concepts & Structure of Math.	3	
SS 201	Intro to Social Institution	3	
PE 320	Adapted Physical Education	3	
COUN 315	Human Development & Learning	<u>3</u>	
(Sophomore Year Total: 33 Hours)		15	18

### JUNIOR YEAR

		<b>F</b>	<b>S</b>
SS 203	Historical & Cultural Fndtn. Educ.	3	
SPED 306	Intro. To Disabilities Studies	3	
SPED 339	Voc. Career Plng of Except Adol	3	
SPED 368	Family & Community Resources	3	
SPED 307	Behavioral Management	3	
PHIL xxx	Philosophy Option		3
SPED 466	Introduction to Sign Language	3	
SPED 369	Strategies for Managing Violent and Aggressive Behaviors	3	
SPED 428	Educational Assessment	3	
Elective	Elective	<u>3</u>	
(Junior Year Total: 30 Hours)		15	15

### SENIOR YEAR

		<b>F</b>	<b>S</b>
SPED 403	Severe & Profound Disabilities	3	
SPED 420	Intro to Assistive Tech. & Devices	3	
SPED 467	Advanced Sign Language	3	
SPED 480	Ed & Psy Physically Disabled	3	
SPED 499	Senior Seminar in Disabilities Stud.	3	
SPED 402	Clinical Internship in Disabilities Std		12
Elective	Elective	<u>2</u>	
(Senior Year Total: 29 Hours)		17	12

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**TOTAL HOURS:** **124**

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### Recommended Electives:

SS 301	Teachers and the Law	3
ETEC 367	Intro. Assessment Measurement Eval	3

**NOTE:** Students have a choice of enrolling in one or more of the following languages to complete six (6) hours of credits, unless they have two years of foreign language in high school: Spanish 101, 102; French 101, 102; German 101, 102. Students who have taken 2 years of the same language and have maintained a "C" average are exempt.

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### SCHOOL OF LIFELONG LEARNING

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Dr. Carlos Wilson, Interim Director

#### OFFICE:

E.E. Thrash Universities Center, Suite 4-8

#### DEPARTMENTS, PROGRAMS, AND CENTERS:

The Department Of Professional Studies

Center For Professional Development

Regional Education Service Center

Southwest Mississippi World-Class Teaching Initiative (Smwcti) For National Board Certification

Admissions And Student Services

Center For Adult & Continuing Education

Continuing Education Learning Center

The Center For Global Workforce Development And Training

Institute For Educational Renewal

Metropolitan Classroom Sites

School Of General & Continuing Studies

The Center For Research In Adult Learning And Development

The School of Lifelong Learning is a portal of entry into Jackson State University for adult learners who wish to begin, continue, complete, or enhance their professional and personal development on a part-time or full-time basis. The School of Lifelong Learning is physically located within the complex of the Education and Research Center of Mississippi, 3825 Ridgewood Road, Jackson, Mississippi 39211.

## **MISSION**

The mission of the School of Lifelong Learning is to provide adult students quality learning opportunities for professional and personal development throughout their lifetime. The School's mission meets the urban and comprehensive education goals of the University. The School of Lifelong Learning addresses problems created by the alarming statistics of Mississippi's school "dropouts," worker layoffs, industry demands for skilled labor, and a shrinking economy.

## **GOALS**

The goals of the School of Lifelong Learning are to:

1. Provide world class education for adults, 25 years-of-age and older, who desire to prepare themselves for handling personal and professional challenges throughout their lifetime.
2. Build and maintain students' high quality academic performance and scholarship by emphasizing quality academics, professionalism, high accreditation standards, and the acquisition of relevant knowledge and resources.
3. Increase the accessibility of adult learners to higher education and training.
4. Respond to the global demands for a quality workforce using a rigorous curriculum that is aligned with student educational needs and professional standards.
5. Promote and sustain quality teaching and learning through scholarship, service learning projects, and research by utilizing high quality, diverse faculty for adult learners in a supportive, adult-friendly environment.
6. Ensure that the School remains dynamic and responsive to the changing needs, policies, and technologies of adult education.

A primary purpose of the School is to meet the needs of the present day workforce and adult learners across the state, region, nation, and world. The School allows participants to work with academic advisors to customize studies that meet their personal and professional needs, while taking into consideration their myriad family-life and employment responsibilities.

## **OBJECTIVES OF THE COLLEGE**

The objectives of the School of Lifelong Learning are to:

1. Offer academic degree programs and professional development training to non-traditional adult learners.
2. Recruit high quality non-traditional learners and offer training and classes during the evening, weekends, and at more convenient times through technological innovations.
3. Provide training products and services that meet the needs of individual schools, government, business and industry, and faith-based organizations.
4. Implement a comprehensive distance learning program that extends the accessibility of the College to distant populations of adult learners.
5. Provide comprehensive student support services including mentoring, tutoring, advisement and counseling that result in high quality academic performance outcomes.
6. Prepare adult learners for conducting, interpreting, and applying research to solve local, national, and global problems.
7. Implement a rigorous interdisciplinary curriculum using best practice instructional strategies and alignment with the current market demands of the workforce.
8. Attract and obtain high quality faculty who consistently engages in scholarly activities.
9. Provide opportunities for students to complete a minimum of 60 service learning project hours, in rural and urban communities, consistent with the service learning mission of the University.

## **MAJOR UNITS OF THE COLLEGE**

The School of Lifelong Learning sponsors programs and services for academic and non-academic credit through two major units: The Department of Continuing Professional Studies (academic credit) and the Center for Adult and Continuing Education (non-academic credit). These two units are described below:



## DEPARTMENT OF PROFESSIONAL INTERDISCIPLINARY STUDIES

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The mission of the Department of Professional Interdisciplinary Studies is to offer innovative and high quality educational opportunities in response to the diverse and changing workforce needs in the State of Mississippi, nation, and world. To accomplish this mission, the Department has established relationships with other academic units at the University, public school districts, local non-profit educational agencies, community colleges, and faith-based organizations to offer academic credit classes: (a) for the completion of degree (b) in designated classrooms identified as Metro Classroom Sites; (c) using technology-based delivery systems; (d) in the evenings and on the weekends; and (e) at convenient times that do not conflict with professional and personal obligations. The Department has an outstanding and diverse faculty with terminal degrees who engage in scholarly activities in lifelong learning.

The Department of Professional Interdisciplinary Studies offers course work for academic credit in partnership with all Jackson State University units, community colleges across Mississippi, other educational institutions and Metropolitan Classroom Sites. The Department coordinates and provides academic support services to meet these unique needs of adult learners: (a) academic classes at traditional and non-traditional hours; (b) classes within the students' communities to help them maintain a balance among work, family and school; (c) a variety of course delivery modes including online, off campus, weekend classes, satellite, and interactive video transmission; (d) enhancement of knowledge and skills; (e) courses to address career and life changes; and (f) counseling and advisement services.

## CENTER FOR PROFESSIONAL DEVELOPMENT

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The Center for Professional Development offers non-academic credit courses for professional and personal development. The Center sponsors workshops, seminars, institutes, and conferences. These activities may be offered on-site at the business or agency, Universities Center, or online through innovative technologies and research-based strategies. Additionally, training activities may be offered at the Metro Classroom Sites to permit participants to receive needed on-site training; thus, removing the barrier of distance to make training

cost-effective for the contracted agency.

The Center for Professional Development awards credit in the form of Continuing Education Units (CEUs), Certificates of Completion, and Certificates of Attendance. In collaboration with other units and agencies, the Center offers Social Work Units to licensed social workers, School Executive Management Institute (SEMI) credit to school administrators, and other non-academic credit units sponsored by professional associations.

The Center partners with a variety of agencies and organizations to deliver professional development training. Professional development is delivered to the members of the workforce through research-based strategies and innovative technologies. Participants of the Center include teachers, administrators, counselors, parent/teacher organization members, childcare administrators, pre-service educators, students, local, state, and government employees, entrepreneurs, and paraprofessionals. Local and national consultants are hired from local educational agencies, business, government, industry, and institutions of higher learning.

The School of Lifelong Learning also sponsors professional and personal development activities and services through additional research and service units. These units are described below:

## CONTINUING EDUCATION LEARNING CENTER

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The Continuing Education Learning Center (CELC) consists of the following programs: (a) General Education Development (GED) and Basic Skills Training; (b) Parenting Skills; and (c) English as a Second Language (ESL). The Learning Center provides self-paced, individualized, computer-based instruction on an on-going basis. Students can choose from a wealth of subjects including intermediate reading, GED preparation, pre-employment skills, parenting classes, job centered ethics, computer skills, ESL classes and various enrichment workshops conducted by community leaders. The Learning Center collaborates with various non-profit agencies and city, state, and federal programs.

Jackson State University continues to have both urban and traditional missions. The CELC is central to the urban thrust of the University. It is one of three critical strategies used by the School of

Lifelong Learning to help Jackson State University address its urban responsibilities. The CELC along with the Colleges' academic and non-academic credit units act in concert to provide substantive development programs for e-City and other community development projects in literacy, workforce, and health.

#### INSTITUTE FOR EDUCATIONAL RENEWAL (INFER)

The Institute for Educational Renewal (INFER) is a continuing academic support unit designed to provide university support to public schools as they endeavor to meet the needs of all learners –prenatal through adulthood – and their families.

INFER's interdisciplinary, multifaceted program is dedicated to focusing its attention on outreach, collaboration, and staff development for school and daycare personnel; mentoring, and technical assistance to schools; and sharing diverse learning to communities around the world. INFER enlists federal, state, and private funding sources to assist in achieving its goals.

INFER is the home of the Southwest Mississippi Education Consortium (SMEC) and the Regional Education Service Center. SMEC serves 24 school districts, in 18 counties across Mississippi. The Southern Regional Education Service Center provides professional development and other support services for public schools primarily in the central Mississippi area.

#### SOUTHWEST MISSISSIPPI WORLD-CLASS TEACHING INITIATIVE (SMWCTI) FOR NATIONAL BOARD CERTIFICATION

The Southwest Mississippi World-Class Teaching Initiative (SMWCTI) was established by legislation in 1999 for Jackson State University as one of the six World-Class Teaching Programs to support Mississippi teachers as they seek National Board certification. The SMWCTI Mentoring Program pairs groups of selected National Board candidates with experienced, devoted, knowledgeable, and caring mentors who are National Board Certified teachers. During the mentoring sessions, the mentors guide and support candidates through the National Board process. The mentors work with the candidates through a series of performance-based

assessments, including teaching portfolios, student work samples, videotapes, and thorough analysis of classroom teaching and students' learning. The candidates also complete written exercises that probe the depth of their subject-matter knowledge.

**Metropolitan (Metro) Classroom Sites** are designated classrooms located in public school districts, local non-profit educational agencies, community colleges, and faith-based organizations. Metro Classroom Sites enable the College of Lifelong Learning to further accomplish the outreach mission for the University. Most of these classrooms have electronic capabilities to receive instruction via the Mississippi Interactive Video Network. These Sites provide a wide-range of services and information related to admissions, financial aid, degree completion, continuing education courses, and printed materials on academic programs, services, and cultural events sponsored by the college and university. Metropolitan (Metro) Classroom Sites, technology-based professional development, research, and adult student services are all activities for accomplishing the mission of the College of Lifelong Learning. These unique college thrusts are designed to meet the needs of adult learners with emphasis on relevance, convenience, and accessibility. By taking classes close to home, during evenings and on weekends, busy adults can find the time they need to maintain their current lifestyle while professionally developing themselves to meet the challenges of the world today.

**The Student Support Services Unit** provides admissions, transcript evaluation, academic and financial aid counseling and advisement, registration assistance, mentoring, tutoring, and other student support services for students pursuing both academic and non-academic credit coursework and training activities. These services are offered weekdays and weekends at selected hours. The services are provided on-site, in the student's communities, and at the Universities Center location. Additionally, the School of Lifelong Learning works in concert with the Division of Student Life to coordinate student involvement in the community through volunteerism or service learning opportunities that engage students in service at various community-based sites.

## **BACHELOR OF SCIENCE IN PROFESSIONAL INTERDISCIPLINARY STUDIES DEGREE PROGRAM**

The Department of Continuing Professional Studies in the School of Lifelong Learning awards the **Bachelor of Science in Professional Interdisciplinary Studies (PRIS)**. The primary mission of the degree program is to meet the career and personal educational needs of adult learners while increasing the present day workforce across the state, region, nation, and world. The program goal is to ensure that PRIS majors work to develop themselves socially, psychologically, and intellectually. This program is directed by the Associate Dean of the College who is assisted by the Director of Special Academic Credit Programs.

### **Program Description**

The Bachelor of Science Degree in Professional Interdisciplinary Studies (PRIS) Program is cohort-based, flexible, and for mature adults who seek a nontraditional method for obtaining a bachelor's degree. The curriculum has rigor, coherence, and logical progressions and is aligned with current and anticipated market demands of students and the workforce. PRIS allows students to tailor coursework to meet their personal and professional needs. Specific program benefits include the opportunity for students to (a) achieve their educational and personal goals; (b) expand their knowledge base by completing a comprehensive, individually-paced plan of study; and (c) take advantage of college studies as they balance their family life and employment while working toward achieving their long-term career goals.

The degree program enables students to choose study options: (a) General Interdisciplinary Studies and (b) Professional Interdisciplinary Studies with an emphasis in one of two professional concentrations. Three such concentrations are Commercial Recreation and Resorts, Faith-Based Leadership, and Human Resource Development. Students are allowed to design other concentrations closely related to their career goals and/or objectives. PRIS majors must complete 124 semester hours to earn the degree. Students are required to complete 48 semester hours of general education classes, 14 semester hours in the professional core, 27 semester hours in the interdisciplinary concentration, 27 semester hours in the professional concentration, and 8 semester hours of internship and research.

### **Program Objectives**

The educational objectives of the Bachelor of Science in Professional Interdisciplinary Studies Degree Program are to:

1. Prepare adult learners for leadership positions in business, education, government, community, and professional organizations.
2. Ensure that adult learners acquire interdisciplinary knowledge and skills necessary to perform as successful professionals in their respective fields of study.
3. Increase high quality graduates in the field of Professional Interdisciplinary Studies that are proficient in analyzing and responding to workforce trends and challenges in a global setting.
4. Provide adult learners with high quality education that allows them to enter highly ranked graduate or professional schools.
5. Prepare adult learners to become consumers of research, keep current in their fields of study, and contribute to the general advancement of their knowledge and skills.

### **Student Learning Outcomes**

Students will:

1. Demonstrate preparedness for professional requirements of the workplace as evidenced through coursework and experiential learning experiences.
2. Understand how to design, plan, and complete a comprehensive, individually-paced plan of study that is consistent with the student's career goal(s).
3. Demonstrate critical thinking and creative problem solving skills for application in their respective fields of study.
4. Know how to effectively communicate verbally and in written form within the workplace.
5. Demonstrate an understanding of the interdisciplinary relationship among the humanities and fine arts, social and behavioral sciences, and natural sciences in response to workforce trends and societal challenges.
6. Know how to apply interdisciplinary principles and concepts to understand and interpret global workforce challenges and trends.
7. Demonstrate the ability to read, interpret, and evaluate the work of scholars.

8. Know how to analyze data and apply findings in the resolution of critical workforce and societal problems.
9. Understand and apply qualitative and quantitative approaches of research.
10. Understand the various purposes of assessments and evaluation instruments.
11. Read, analyze, interpret, and translate research findings in carrying out workplace responsibilities.

### **PROGRAM OPTIONS**

In the Bachelor of Science in Professional Interdisciplinary Studies Degree Program, participants may choose from one of two program options:

Option 1: General Interdisciplinary Studies with an emphasis in Interdisciplinary Studies

- **General Interdisciplinary Studies**

This option prepares students for a broad spectrum of employment opportunities in such career fields as communications, humanities and fine arts, natural science, education, behavioral and social science, entry level international relations and social and economic affairs. Additionally, the program is flexible enough for students to customize studies for emerging positions and organizations in society today.

Option 2: Professional Interdisciplinary Studies with emphasis in one of two professional concentrations

- **Commercial Recreation and Resorts**

This specialization prepares students for entry-level administration, human relations and leadership positions at casinos, convention centers, cruise ships, resorts, hotels, electronic game rooms and facilities, air travel and other commercial gaming environments. Students will learn skills in events planning, program development and management, conflict resolution, and fiscal practices.

- **Faith-Based Leadership**

This specialization prepares students for faith-based leadership and administration, fiscal

management, public relations and economic and community development for a variety of faith-based entities (i.e., churches and non-profit organizations). Students will also develop skills in grantsmanship, fiscal management, presentation, communication, and program development.

- **Human Resource Development**

This specialization prepares students for careers as professional training directors, training/development managers, human resource directors, etc. students will develop skills in communication, conflict resolution, training and development, team leadership, workplace learning, career planning, succession planning, organizational development, and performance improvement.

### **Internship/Special Field Research Projects**

Students are required to participate in an internship or field based research program. These supervised activities will be a valuable work-learn experience in a professional environment outside of the classroom where students can explore career areas, gain practical skills, and make industry contacts.

### **Online Bachelor of Science Degree in Professional Interdisciplinary Studies**

Students may complete the Bachelor of Science Degree in Professional Interdisciplinary Studies online. The online degree program offers students easy access and customized studies for any professional field of choice. This degree addresses the needs of working adults with families, jobs, and obligations by permitting the student to create a schedule that allows them to work from home.

Students may transfer previously earned college credits (*no more than 62 credits from a community college and 93 credit from an Institution of Higher Learning, course grades must be a "C" or above*), allowing a student to complete a degree in two years. An online Professional Interdisciplinary Studies (PRIS) Degree Student will receive the same career-focused education with personal attention from faculty and staff as on-campus students. Advisement can occur using computer technology and via the telephone to eliminate the need for travel to the campus in most cases.

### **First Time Distance Learning Students Instructions**

All students will need to create a Net ID and password to take online classes. Instructions can be found at [www.jsums.edu/dl](http://www.jsums.edu/dl). Additional information can be discussed with the School of Lifelong Learning advisors.

All students must complete the **Blackboard Online Student Orientation** prior to taking your first distance learning course at Jackson State University. In this orientation, students will be introduced to the different Blackboard components, learn how to submit assignments, view grades, use the discussion board, send emails, and learn other elements that may assist them in completing their online course successfully.

The online degree program is the same as the traditional degree program; however, the delivery of the course content is through technology. While Jackson State University does not recommend any particular brand of computer, your system should meet the following minimum requirements:

### **COMPUTER**

- IBM/Intel and Apple Macintosh machines: Processor-2.0 Ghz, 256 megabytes of memory, 250 MB of Free space on hard drive, monitor, a sound card, CD-ROM player and speakers.

### **OPERATING SYSTEM**

- IBM/Intel machines: Windows 2000/XP/Vista/Windows 7
- Apple Macintosh: Mac OSX 10.2 and above

### **EMAIL**

If you have your own Internet account, you probably have an email account that comes as a feature of the service. Additionally, all registered JSU students have a JSU email account issued to them. Visit the [Google Apps at JSU](#) site or contact the help desk (601-979-1069) to initiate the activation of your account. You may use either account for your initial online course communications.

### **WEB BROWSER**

Your browser is the tool that “reads” web pages so that you can understand them. For JSU online courses, Internet Explorer 8 or higher, Mozilla Firefox 3.0 or higher, or Safari 2 or higher, are the tested browsers for either Macs or Windows systems. In addition to the browser, you may need some plug-ins to enhance your browser and/

or other software which is available for you to download from the Free Software/Plug-ins page. If you are unfamiliar with how to download plug-ins, please call the help desk at 601-979-1069.

### **PRODUCTIVITY SOFTWARE**

Jackson State University campus computer lab standard is Microsoft Office 2007 which includes Word, Excel, and PowerPoint. WordPerfect may also be used, but MS Word is used more often. These programs offer the greatest common denominator in terms of sending documents across different platforms. You may use the desktop productivity software of your choice, as long as your instructor can read your work. You will need to work out any compatibility issues with your instructor. Contact your instructor to determine the preferred word processing software application.

Additional requirements may be found on the Center for Distance Learning and Instructional Technology’s Study Frequently Asked Questions web page at: <http://www.jsums.edu/dl/faqs.html>. You may call us at 601-432-6234 for additional information.

### **REGIONAL EDUCATION SERVICE CENTER FOR CENTRAL MISSISSIPPI**

The Regional Education Service Center, also known as the Southwest Mississippi Education Consortium (SMEC), represents one of the six regional education service centers that provide professional development and community services to diverse educational entities across Mississippi. Since 1997, the Center has formed partnerships with public and private education providers for the following purposes: to supplement, enhance, and expand the capacity of member agencies toward improving the quality of student performance in schools. The Center serves 24 school districts across 18 counties in Mississippi as a facilitator or sponsor of these activities and services.

All professional development activities are delivered through workshops, conferences, seminars, institutes, interactive video, and online training. The offerings of the Service Center are designed and developed with input from district superintendents, principals, professional development coordinators, and teachers. Some of the training themes include but are not limited to the following: technology,

curriculum and instruction, evaluation, research, leadership, literacy, classroom management, safety, cultural diversity, and others. Completion of training usually results in the awarding of Continuing Education Units (CEUs), Certificate of Attendance, Certificate of Participation, or School Executive Management Institute (SEMI) Credits.

### THE CENTER FOR GLOBAL WORKFORCE DEVELOPMENT AND TRAINING

The Center for Global Development and Training is charged with developing, coordinating, and offering an array of academic credit and non-credit forums, conferences, seminars, institutes, and certificate programs. The Center links the university to business, civic, professional, and general public sectors such as Walt Disney World Resorts, City of Jackson, General Motors, and The Mississippi Public Works Association. The mission of the Center is to prepare individuals to work in a global economy. Training and applied international learning experiences in Commercial Recreation and other areas are facilitated through the establishment of linkages with other colleges, universities, and international entities. International field experiences for students visiting the U.S. from partner schools abroad as well as other exchange opportunities are supported by the Center. It is also the responsibility of the Center to conduct research through the acquisition of international research grants to include: Fulbright-Hayes Group Projects Abroad (South Africa and The Caribbean) and other funding sources which have as a focus the advancement of international business and relations.

### ADMISSIONS PROCEDURES

The Bachelor of Science in Professional Interdisciplinary Studies Degree Program is open to all adult learners who wish to study on a part-time or full-time basis. Students must meet all admissions requirements set forth by Jackson State University and the School of Lifelong Learning.

Students must submit the following to the School of Lifelong Learning to satisfy undergraduate admission into the Bachelor of Science in Professional Interdisciplinary Studies Degree Program:

1. Pre-admission to the School of Lifelong Learning
  - A. Completed Pre-admission Form to the School of Lifelong Learning
  - B. Submission of an official high school

transcript or the equivalent (GED)

2. Admission to Jackson State University
  - A. A completed Jackson State University official Undergraduate Admissions Application
  - B. Official high school transcript showing graduation from a secondary school or the equivalent (GED)
  - C. Official transcripts of all post-secondary studies
  - D. Immunization record (**if born after 1957**)
  - E. Copy of birth certificate
  - F. ACT/SAT test scores
3. Admission to the School of Lifelong Learning
  - A. Admission to Jackson State University
  - B. A completed School of Lifelong Learning Application
  - C. GPA of 2.0
4. Admission to the Professional Interdisciplinary Studies Degree Program
  - A. GPA 2.0
  - B. Completion of UNIV 105, ENG 104 and ENG 105 with a grade of C or better

In the Professional Interdisciplinary Studies Degree Program, a maximum of 30 semester credit hours may be granted for satisfactory performance on the College Level Examination Program (CLEP) of the Educational Testing Service or prior successful post-secondary education at an accredited institution where a grade of C or better was obtained.

### CURRICULUM REQUIREMENTS

#### Bachelor of Science in Professional Interdisciplinary Studies

General Education Requirements	48 hours
Professional Core	14 hours
Interdisciplinary Concentration	27 hours
Professional Concentration	27 hours
Internship and Research Project	8 hours

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**TOTAL HOURS: 124**

**Bachelor of Science:  
Professional Interdisciplinary Studies Major**

Semester-by-Semester Projection

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 105	University Success for Adult Lrnrs	2	
HE 101	Concepts of Health		3
ENG 104, 105	Composition	3	3
HIST 101, 102	History of Civilization	3	3
MATH 111	College Algebra		3
BIO 101	Biology	2	
BIOL 101	Biology Lab	1	
CSC 115	Digital Computer Principles	3	
CLL 104	Communication Skills for Workforce Leaders		3
CLL 120	Introduction to Interdisciplinary Studies		<u>3</u>
(Freshman Year Total: 32)		17	15

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
MFL 101, 102	Modern Foreign Language	3	3
ENG 205	World Literature		3
ENG 213	Professional Writing	3	
SPCH 201	Speech Arts		3
CLL 301	Principle Centered Leadership	3	
SS 201	Social Institutions		3
MUS 205	Music Appreciation	3	
PSY 201	General Psychology	3	
PHIL 301	Introduction to Philosophy		<u>3</u>
(Sophomore Year Total: 30)		15	15

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
SOC 329	Social Change	3	
MNGT 330	Management to Organizations		3
	Humanities & Fine Arts Option	3	
	Natural Science Option	3	3
	Natural Science Option		3
	Social Science Option		3
	Social Science Option	3	3
CLL 383	Research Tools and Fundamentals For Working Adults		<u>3</u>
(Junior Year Total: 30)		15	15

**Bachelor of Science in Professional Interdisciplinary  
Studies-Concentration:**

GENERAL INTERDISCIPLINARY STUDIES

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
Communications, Humanities & Fine Arts, Natural Sciences, Education, Social and Behavioral Sciences, Business, or Health and Physical Education			3 3
Communications, Humanities & Fine Arts, Natural Sciences, Education, Social and Behavioral Sciences, Business, or Health and Physical Education		3	3
Communications, Humanities and Fine Arts, Natural Sciences, Education, Social and Behavioral Sciences, Business, or Health and Physical Education		3	3
Communications, Humanities and Fine Arts, Natural Sciences, Education, Social & Behavioral Sciences, Business, or Health and Physical Education		3	3
Communications, Humanities and Fine Arts, Natural Sciences, Education, Social and Behavioral Sciences, Business, or Health and Physical Education			3
CLL 480 or	Independent Study or		
CLL 481 or	Specialized Professional Training Project or		3
CLL 482	Internship		
CLL 483	Special Field Research Project		<u>2</u>
(Senior Year Totals: 30-32)			18 14

**Students may complete 27 hours from the  
following areas:**

**Bachelor of Science in Professional Interdisciplinary  
Studies-Concentration:**

COMMERCIAL RECREATION & RESORTS

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
CRR 421	Foundations of Commercial Rec.	3	
CRR 422	Introduction to the Gaming Industry	3	
CRR 410	Administration of Commercial Rec.	3	3
CRR 423	Commercial Rec & Resort Progms	3	
CRR 424	Special Events Plng & Development	3	
CRR 411	Leisure Services & Facilities Mktg	3	
CRR 425	Customer Relations		3
CRR 412	Law, Legal Issues, & Risk Mgmt		3
CLL 400	Leadership Seminar		3
CLL 480 or	Independent Study or		

CLL 481 or	Specialized Professional Training Project or	
CLL 482	Internship	3
CLL 483	Special Field Research Project	<u>2</u>
(Senior Year Total: 30-32)		18 14

**Bachelor of Science in Professional Interdisciplinary Studies-Concentration:**

FAITH-BASED LEADERSHIP

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
CLL 400	Leadership Seminar	3	
CRR 424	Special Events Plnng & Developmnt	3	
FBL 406	Faith-Based Leaders: Mentoring the Next Generation		3
FBL 418	Organizational Leadership for Faith-Based Leaders	3	
FBL 419	Communication Skills for Faith-Based Leaders	3	
FBL 420	Financial Management for Faith-Based Leaders	3	
FBL 407	Development & Operation of Family Life Centers & Programs	3	
FBL 408	Community Relations for Faith-Based Organizations	3	
FBL 409	Managing Faith-Based Personnel and Volunteers	3	
CLL 480 or	Independent Study or		
CLL 481 or	Specialized Professional Training Project or		
CLL 482	Internship	3	
CLL 483	Special Field Research Project	<u>2</u>	
(Senior Year Total: 32)		18	14

**Bachelor of Science in Professional Interdisciplinary Studies-Concentration:**

HUMAN RESOURCE DEVELOPMENT

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
CLHR 200	Foundations of Human Resource Development	3	
CLHR 215	Design, Delivery and Facilitation of Training	3	
CLHR 220	Training, Developing, and Communicating	3	
CLHR 310	Management and Administration of The Training Function	3	

CLHR 320	Conflict Resolution & Negotiation	3
CLHR 330	Ethical Procedures in the Workforce	3
CLHR 415	Program Planning and Development In Continuing Education	3
CLHR 425	Assessing and Analyzing Training Needs	3
CLHR 450	Human Resource Development Research Seminar	3
CLL 480 or	Independent Study or	
CLL 481 or	Specialized Professional Training Project or	
CLL 482	Internship	3
CLL 483	Special Field Research Project	<u>2</u>
(Senior Year Total: 30-32)		18 14

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**TOTAL HOURS: 122-124**

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**FINANCIAL AID:**

Financial assistance is available to qualified PRIS majors in the School of Lifelong Learning who are admitted to Jackson State University. In addition to financial assistance and scholarship programs offered by the University, the School makes financial resources available to non-traditional students who apply and meet program guidelines. Support may be given in the forms of work aid, tuition assistance, and/or book vouchers. All awards are based on the availability of funds. Applicants must show evidence of admission to Jackson State University for academic credit course work and meet the State of Mississippi's residency requirements as set forth by Jackson State University. In addition, students must meet all requirements outlined by the School of Lifelong Learning. Each award is for one academic semester only.

Students must maintain an academic grade point average of 2.50 to receive an award. Students may not receive an award two consecutive semesters. For additional information, please contact the School of Lifelong Learning at (601) 432-6234.





COLLEGE OF  
**LIBERAL ARTS**

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# THE COLLEGE OF LIBERAL ARTS

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**Dr. Mario J. Azevedo, Dean**

## **OFFICE: Dollye M. E. Robinson Building**

### **DEPARTMENTS AND PROGRAMS/CENTERS:**

ART

CRIMINAL JUSTICE AND SOCIOLOGY

ENGLISH AND MODERN FOREIGN LANGUAGES

HISTORY AND PHILOSOPHY

MILITARY SCIENCE

MUSIC

POLITICAL SCIENCE

PSYCHOLOGY

SPEECH COMMUNICATION AND THEATRE

APPLIED PSYCHOLOGICAL SERVICES PROGRAM

COMMUNITY HEALTH PROGRAM

INTERDISCIPLINARY ALCOHOL DRUG STUDIES CENTER

MARGARET WALKER ALEXANDER NATIONAL RESEARCH CENTER

STUDENT PROFESSIONAL DEVELOPMENT PROGRAM

FANNIE LOU HAMER INSTITUTE

Organized within the College of Liberal Arts are ten departments, two centers and four programs.

### **MISSION**

The mission of the College of Liberal Arts is to nurture the mind and spirit of its students and to develop and refine students' spoken, written, and analytical skills, their artistic and creative talents, and their knowledge of the humanities and the social and behavioral sciences, and the ways in which technology can be used to advance their capacity to understand world events and contribute to improvements in the human condition.

Specifically, the College of Liberal Arts is committed to the following goals:

- To provide and sustain a competent, diverse and resourceful faculty and staff committed to original research, artistic excellence, rigorous

teaching, and robust mentorship.

- To emphasize inspiring and experiential pedagogies that fully engage learners.
- To enhance the quality of its academic programs in the Schools of Fine and Performing Arts, Communications, and Social and Behavioral Sciences.
- To cultivate among its learners the strongest appreciation for knowledge, critical inquiry, and disciplined skepticism.
- To encourage learners in their quests for meaningful and productive citizenship and to model such citizenship in College activities and programs.

Undergraduate students majoring in the College of Liberal Arts are in candidacy for the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, and the Bachelor of Music Education.

Graduate degrees offered are the Master of Arts, Master of Arts in Teaching, Master of Science, Master of Music Education, and the Doctor of Philosophy in Clinical Psychology.

Courses offered are described under the departmental and special unit headings of Art, Criminal Justice and Sociology, English and Modern Foreign Languages, History and Philosophy, Mass Communications, Military Science, Music, Political Science, Psychology, and Speech Communication and Theatre. Other special units which enhance and advance curricular offerings are the following: Interdisciplinary Alcohol/Drug Studies Center, Margaret Walker Alexander National Research Center, Applied Psychological Services Program, Community Health Program, Student Professional Development Program, and the Fannie Lou Hamer Institute.

A student wishing to major in the College of Liberal Arts will be required to register an intent with the chair of the department in which the major is requested.

### **COURSE SEQUENCE**

Courses in the College of Liberal Arts are to be taken in sequence. The two or three portions of any course listed with hyphens between course numbers should be taken during the same year in the sequence listed in the bulletin.

### **COURSE EXAMINATION**

An examination period is scheduled at the end of each semester. A student absent from an examination, without approval from the instructor, incurs a failure in that examination.

Teaching majors must make application for admission to Teacher Education, after approval by subject advisor, at the end of the sophomore year. Academic requirements are overall grade point average of 2.5 and completion of all required work of the first two years including a grade of "C" in English 104, 105, or 111, 112, 205, 218 or option, and Mathematics 111.

### **GRADUATION REQUIREMENTS**

The following requirements must be met in order to earn an undergraduate degree in the College of Liberal Arts:

1. Satisfactorily complete general education and major field requirements with a minimum of 124 semester hours.
2. Earn a minimum cumulative academic average of 2.00 ("C") in all courses.
3. Satisfactorily pass the English Proficiency Examination.
4. Take the Graduate Record Examination – GRE (All majors except Teacher Education majors).
5. Take and pass the PRAXIS (Teacher Education majors only).
6. Complete the College's Exit Interview and all other official forms required by the University.

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## **DEPARTMENT OF ART**

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Mr. Charles Carraway, Associate Professor and Chair

OFFICE:  
Johnson Hall, Room 213

FACULTY:  
Professor H. Kim; Associate Professor J. Mumford; Assistant Professors C. Chang, M. Geil, Y. Park, K. Stewart; Instructor C. Mayers

The Department of Art offers the B.A. Degree in Art.

### **OBJECTIVES**

The Department will:

- Provide opportunities for students to develop knowledge and understanding of art.
- Provide opportunities for students to view a variety of traditional and contemporary modes of visual expression.
- Provide opportunities for students to participate in competitive and professional activities.
- Support the mission of the University and the College of Liberal Arts by providing quality programs and experiences that will enable students to be competitive in the job market.

### ADMISSION POLICY

Students who plan to major in art must arrange for an interview. The student should bring to the interview a portfolio consisting of a minimum of seven (7) of his/her original works. Students who pass the portfolio interview will be admitted unconditionally. Students admitted conditionally may be required to do one of the following: (1) Submit additional work for evaluation, or (2) Wait one semester and reapply. All students are required to undergo the sophomore review during the spring semester of their second year.

### DEPARTMENTAL GRADE POLICY

Students must earn a minimum grade of "C" in all major courses.

### PROGRAMS

The B.A. degree in Art is offered with a concentration in Graphic Design and in Art Studio. Students who major in Art Studio may choose a concentration in Painting, Sculpture, Printmaking, Photography, or Ceramics.

### REQUIREMENTS FOR THE B.A. DEGREE IN ART STUDIO

A student who plans to pursue a concentration in Painting, Sculpture, Printmaking or Ceramics, must complete twelve (12) additional semester hours of course work in that medium.

#### Bachelor of Art: Art Studio Major

(Ceramics, Painting, Printmaking, Sculpture)

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
ENG 104,105	Composition	3	3
HIST 101,102	History of Civilization	3	3
ART 102	Design I	3	
ART 111,112	Drawing I, and II	3	3
UNIV 100	University Success	2	
PE Option	Physical Education Option	1	1
SCI xxx	Science Option	3	
MATH 111	College Algebra		3
CSC 115	Computer Literacy		3
(Freshman Year Total: 34 Hours)		18	16

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature	3	
ART 201,202	Design II and III	3	3
ART 216,217	Drawing III and IV	3	3
ART 221,222	Art History	3	3
ART xxx	Fine Arts Option		3
ART 224	Introduction to Painting		3

(Sophomore Year Total: 27 Hours) 12 15

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
ART xxx	Art Option	3	
ART xxx	Art Option		3
ART 337	Non-Western Art	3	
ART 211	Introduction to Ceramics	3	
ART 232	Introduction to Sculpture	3	
ART 242	Introduction to Printmaking		3
ART 335	Introduction to Photography	3	
Concentration Studio		3	3
PHIL xxx	Philosophy Option		3
SPCH 201	Speech Arts		3
(Junior Year Total: 33 Hours)		18	15

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
ART 403	Design		3
ART xxx	Art Option	3	
Concentration Studio		3	3
FLG 101,102	Modern Foreign Languages	3	3
ART 454	Portfolio Development		3
ART 338	African American Art	3	
ART xxx	Art Elective	3	
PSY 201	General Psychology		3
(Senior Year Total: 30 Hours)		15	15

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**TOTAL HOURS: 124**

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#### Bachelor of Art: Graphic Design Major

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
ENG 104,105 or			
ENG 111,112	Composition	3	3
HIST 101,102	History of Civilization	3	3
ART 102	Design I	3	
ART 111,112	Drawing I, and II	3	3
UNIV 100	University Success	2	
PE Option	Physical Education Option	1	1
MATH 111	College Algebra		3
ART 201	Design II		3
(Freshman Year Total: 31 Hours)		15	16

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature	3	
ART 202	Design III		3
ART 203	Intro to Computer Graphics	3	
ART 210	Visual Thinking	3	
ART 211	Ceramics	3	
ART 213	Intro to Graphic Design		3
ART 221,222	Art History	3	3
ART 228	Typography		3
ART 335	Introduction to Photography		3

FLG 101,102 Modern Foreign Languages 3 3  
 (Sophomore Year Total: 36 Hours) 18 18

**JUNIOR YEAR**

	<b>F</b>	<b>S</b>
ART 216 Drawing III	3	
ART 224 Introduction to Painting		3
ART 232 Introduction to Sculpture		3
ART 242 Introduction to Printmaking		3
ART 311 Web Design	3	3
ART 327 Sound Design		3
ART 337 Non-Western Art		3
ART 349,351 Junior Graphic Design Studio I & II	3	3
ENG xxx Humanities Option (ENG 201, 202)	<u>3</u>	
(Junior Year Total: 30 Hours)	15	15

**SENIOR YEAR**

	<b>F</b>	<b>S</b>
SPCH 201 Speech Arts	3	
PHIL xxx Philosophy Option		3
ART 338 African American Art	3	
ART 430 Graphic Design Internship		3
ART 441,443 Senior Graphic Design Studio I & II	3	3
ART 454 Professional Practices	3	
PSY 201 General Psychology	3	
SCI xxx Science Option		<u>3</u>
(Senior Year Total: 27 Hours)	15	12

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**TOTAL HOURS:** **124**

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\*ART 213 substitutes for CSC 115.

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**DEPARTMENT OF CRIMINAL JUSTICE AND SOCIOLOGY**

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Dr. Etta F. Morgan, Associate Professor and Chair

OFFICE:

Dollye M. E. Robinson Building, Room 358

**CRIMINAL JUSTICE PROGRAM:**

Dr. Etta F. Morgan, Associate Professor and Chair

OFFICE:

Dollye M. E. Robinson Building, Room 358

FACULTY:

Professor M. Bruce; Associate Professor E. Morgan, Assistant Professors D. Rembert, V. Taylor, C. Shook, Y. Yang

**SOCIOLOGY PROGRAM:**

FACULTY:

Professors T. Calhoun, M. Bruce, C. McNeil; Associate Professors H. Al-Fadhli, T. Kersen, E. Morgan, M. Owens-Sabir; Assistant Professors; Instructor E. McNeal-Brown

**CRIMINAL JUSTICE PROGRAM:**

**OBJECTIVES**

The objectives of the Criminal Justice Program are:

- To teach students to think critically as they learn about institutions and processes.
- To identify the value choices and ethical considerations involved in decision making in the administration of justice and justice systems in a democratic society.
- To train students with information and skills needed for employment in a variety of public and private services related to the administration of justice and justice systems.

**OUTCOME MEASURES**

Students' knowledge and skills are measured with written examinations, the English Proficiency Examination, major field test, performance ratings for internships and volunteer experiences with agencies in the community.

Requirements for a Minor: CJ 100, 210, 304, 326, and 483; CJ/SOC 333 and CJ/SOC 451.

**REQUIREMENTS FOR THE MAJOR:**

**Bachelor of Science: Criminal Justice**

**FRESHMAN YEAR**

	<b>F</b>	<b>S</b>
ENG 104,105 Composition	3	3
HIST 101,102 History of Civilization	3	3
BIO 101		
BIOL 101 Biological Science and Lab	3	
HE 101 Concepts of Health	3	
UNIV 100 University Success	2	
MATH 111 College Algebra		3
CJ 100 Introduction to Criminal Justice		3
ELEC Elective		<u>3</u>

(Freshman Year Total: 29 Hours) 14 15

to serve as a resource for students in other disciplines pursuing a liberal arts education.

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature	3	
SPCH 201	Speech Arts		3
ART 206 or			
MUS 205	Fine Arts Option	3	
SOC 214	Introduction to Sociology		3
CSC xxx	Computer Literacy	3	
FLG 101, 102	Foreign Language Option	3	3
CJ 200	Introduction to Law Enforcement		3
CJ 210	Introduction to Correctional Services	3	
CJ 212	Criminal Law		<u>3</u>
(Sophomore Year Total: 30 Hours)		15	15

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
CJ 304	Juvenile Justice	3	
CJ 326W	Criminal Justice Research		3
CJ 215	Ethics in Criminal Justice		3
SOC 451	Social Statistics	3	
PS 135	American Government		3
PSY 201	General Psychology	3	
SS xxx	Social Science Options	3	3
CJ xxx	Two Electives	<u>3</u>	<u>3</u>
(Junior Year Total: 30 Hours)		15	15

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
CJ 483W	Seminar in Criminal Justice	3	
CJ 333	Criminology		3
CJ 440	Comp. Study Criminal Just. System		3
PHIL xxx	Philosophy Option		3
CJ xxx	Electives	6	3
Elective	Elective Options	<u>6</u>	<u>6</u>
(Senior Year Total: 33 Hours)		15	18

**TOTAL HOURS: 122**

**SOCIOLOGY PROGRAM:**

**OBJECTIVES**

The objectives of the Sociology Program are:

- To advance sociological knowledge and skills through teaching and research.
- To develop competent social scientists and teachers.
- To prepare students for work in related professions.
- To provide a broad and varied curriculum

**OUTCOME MEASURES**

To improve students' reading skills for functioning effectively, increase the retention of students in the program through academic counseling, increase the number of students entering graduate programs, and acquiring marketable skills by learning statistical and computer knowledge needed to enter the occupational world, and increase the number of graduates entering prestigious occupations as reflected by different outcome measuring devices.

Students are required to take the major field test.

Requirements for a Minor: SOC 214, 216, 445W, 446 (12) hours; the remaining nine (9) hours of electives in Sociology.

**Bachelor of Arts: Sociology Major**

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	University Success	2	
ENG 104,105	Composition	3	3
BIO 101			
BIOL 101	Biological Science Option and Lab	3	
MATH 111	College Algebra		3
HIST 101,102	History of Civilization	3	3
SOC 214	Introduction to Sociology		3
FLG 101,102	Modern Foreign Languages	<u>3</u>	<u>3</u>
(Freshman Year Total: 29 Hours)		14	15

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature Option	3	
SOC 216	Modern Social Problems		3
HE 101	Concepts of Health		3
PSY 201	General Psychology		3
MUS 205 or			
ART 205	Fine Arts Option	3	
SOC xxx	Sociology Elective I		3
CSC xxx	Computer Literacy Option	3	
ENG 201/202	Humanities		3
SS xxx	Social Sciences Options (2)	<u>3</u>	<u>3</u>
(Sophomore Year Total: 30 Hours)		15	15

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
PHIL xxx	Philosophy Option		3
SOC 325	Cultural Anthropology	3	
SOC 326	Social Psychology		3
SPCH 201	Speech Arts	3	
SOC xxx	Sociology Elective II		3
PS 135 or	American Government or		

PS 136	State & Local Government	3
SOC 445W	Methods of Sociology Research	3
CJ 100	Introduction to Criminal Justice	3
HIST 201,202	United States Survey	<u>3</u> <u>3</u>
(Junior Year Total: 30 Hours)		18 12

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
SOC 446	Social Theory	3	
SOC 451	Social Statistics		3
SOC 445	Race & Ethnic Relations	3	
SOC 470	Seminar in Sociology		3
SOC xxx	Sociology Elective III	3	
Elective	General Electives	<u>9</u>	<u>9</u>
(Senior Year Total: 33 Hours)		18	15

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**TOTAL HOURS:** **122**

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### DEPARTMENT OF ENGLISH AND MODERN FOREIGN LANGUAGES

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Dr. Preselanie McDaniels, Associate Professor and Interim Chair

OFFICE:  
Dollye M. E. Robinson Building, Room 432

FACULTY:  
Professors H. Chukwuma, P. Daniels; Associate Professors D. Ginn, R. Smith-Spears, E. Neasman, C. Pizzetta; Assistant Professors H. Crump

#### OBJECTIVES

The area of English at Jackson State University has established these major objectives:

1. To help students develop the ability to read, think, and write clearly and critically.
2. To help students understand and appreciate good writing and literature.
3. To help students become aware of the truth, beauty, and wisdom of our culture to the extent that they are able to make value judgments about the society in which they live.
4. To prepare students for teaching English and for other career roles in society.
5. To provide the necessary courses for all students to fulfill state and university

requirements.

6. To encourage students to engage in creative and scholarly writing.

#### OUTCOME MEASURES

In addition to the English Proficiency Examination required of all students, and the examination demanded by courses in the English/MFL disciplines, the competencies of undergraduate English majors are determined by the following:

- *Senior Seminar* – A one-semester course which tests ability in grammar and usage, oral presentations, writing critical analyses and research.
- *Graduate Record Examination (GRE)* – Required for students not seeking teacher certification.
- *Student Teaching* – Majors in English with certification in teaching (Teacher Certification majors).
- *PRAXIS Examination (formerly NTE)* – Majors in English with certification in teaching (Teacher Certification majors).

#### AREAS OF CONCENTRATION

Major Course Requirements in English:

ENG 303 (3); 331 OR 332 (3); ENG 319, 320 (6); 321, 322 (6); 421 or 424 (3); 423 (3); 436 (3); one genre course (3); one period course (3); 418 or 419 (3); 495 (3)

#### Support Courses:

Modern Foreign Languages (12)  
Electives (17) may be chosen from the related fields of Speech, Modern Foreign Languages, Mass Communications, and Library Science.

#### Courses Required for Teacher Certification:

Professional Education SS 301 (3); COUN 315 (3); ETEC 367 (3); EDCI 401 (3); EDCI 402 (12)  
ENG 218 (3); 316 (3); 331 (3), 332 (3); 402 (3)  
ENG 319, 320 (6); 321, 322 (6); 421 or 424 (3); 423 (3); 436 (3); 495 (3)

#### Requirements for a Minor:

ENG 303 (3); 331 or 332 (3)

ENG 319, 320 (6); 321, 322 (6); 421, 423, or 429 (3)

**Bachelor of Arts: English Major**

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
ENG 111,112	Composition	3	3
FLG 101,102	Foreign Language	3	3
HIST 101,102	History of Civilization	3	3
BIO 101	Introduction to Biology		2
BIOL 101	Introduction to Biology Lab		1
MATH 111	College Algebra	3	
UNIV 100	University Success	2	
PSY 201	General Psychology		3
PE 101	Physical Education Activities	<u>1</u>	<u>1</u>
(Freshman Year Total: 31 Hours)		15	16

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature	3	
ENG 206-228	English Option		3
ENG 211,212	Humanities	3	3
SS xxx	Social Science Option		3
SCI 201,			
SCIL 201	Physical Science and Lab	3	
FLG 201,202	Foreign Language	3	3
SPCH 215 or			
216	Speech Option		3
CSC 115C	Digital Computer Principles	<u>3</u>	<u>   </u>
(Sophomore Year Total: 30 Hours)		15	15

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
ENG 303W	Grammar & Composition	3	
ENG 319,320	Survey of English Literature	3	3
ENG 321,322	Survey of American Literature	3	3
ENG 331	Introduction to Linguistics		3
or 332	The English Language		3
ENG 418 or			
ENG 419	Survey of Black Authors		3
ENG xxx	One Genre Course		3
ENG xxx	One Period Course	3	
Elective	Elective Options	<u>3</u>	<u>3</u>
(Junior Year Total: 33 Hours)		15	18

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
ENG 421 or	Chaucer or		
ENG 424	Milton	3	
ENG 423 or			
ENG 429	Shakespeare		3
ENG 436	Literary Criticism	3	
PHIL xxx	Philosophy Option		3
ENG xxx	Period or Genre Course	3	

ENG 495W	Senior Seminar		3
Elective	Elective Options		<u>6</u> <u>6</u>
(Senior Year Total: 30 Hours)			15 15

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**TOTAL HOURS: 124**

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**NOTE:** Students must meet the requirement of at least 17 on the sub-scores of the ACT, or pass the ACCUPLACER, or pass ENG 002 to be placed in ENG 111.

Students must meet the requirement of at least 17 on the sub-scores of the ACT, or pass the ACCUPLACER, or pass MATH 004 to be placed in MATH 111.

**Bachelor of Arts: English Major**

(Certification in Education)

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
ENG 111,112	Composition	3	3
FLG 101,102	Foreign Language	3	3
HIST 101,102	History of Civilization	3	3
BIO 101	Introduction to Biology		2
BIOL 101	Introduction to Biology Lab		1
MATH 111	College Algebra		3
UNIV 100	University Success		2
EDCI 100	Introduction to Education		3
PE xxx	Physical Education Option	<u>1</u>	<u>1</u>
(Freshman Year Total: 31 Hours)		15	16

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature	3	
ENG 218	Advanced Composition		3
PSY 201	General Psychology		3
SS xxx	Social Science Option		3
ART 206	Art Appreciation		3
SPCH 215 or			
216	Speech Option		3
ETEC 434	Computers in Education		3
ENG 316	Adolescent & Young Adult Lit.		3
COUN 315	Human Growth & Development		3
SS 301	Teachers and the Law		<u>3</u>
(Sophomore Year Total: 30 Hours)		15	15

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
ENG 319,320	Survey of English Literature	3	3
ENG 321,322	Survey of American Literature	3	3
ENG 331	Introduction to Linguistics		3
ENG 332	The English Language		3
ENG 418 or			
ENG 419	Survey of Black Authors		3
RE 455	Diag Rdng Inst Middle & Sec Schls		3



PHIL xxx	Philosophy Option	3	
SPED 311	Exceptional Children & Youth	3	
ETEC 367	Intro to Assess., Meas. & Eval.	<u>3</u>	
(Junior Year Total: 33 Hours)		18	15

**SENIOR YEAR**

**F S**

ENG 421 or	Chaucer or		
ENG 424	Milton	3	
ENG 423 or			
ENG 429	Shakespeare	3	
ENG 436	Literary Criticism	3	
ENG 402	Lang. Arts Middle & Sec. School	3	
EDCI 401	Res. Theory in Clinical Practice	3	
EDCI 402	Clinical Internship in Student Tchng 12		
ENG 495W	Senior Seminar	<u>3</u>	
(Senior Year Total: 30 Hours)		18	12

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**TOTAL HOURS: 124**

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**Bachelor of Arts: English Major**

(Computer Science Concentration)

**FRESHMAN YEAR**

**F S**

ENG 111,112	Composition	3	3
FLG 101,102	Foreign Language	3	3
HIST 101,102	History of Civilization	3	3
BIO 101	Introduction to Biology	2	
BIOL 101	Introduction to Biology Lab		1
MATH 111	College Algebra	3	
UNIV 100	University Success	2	
PSY 201	General Psychology		3
HE 101	Concepts of Health	<u>3</u>	
(Freshman Year Total: 32 Hours)		17	15

**SOPHOMORE YEAR**

**F S**

ENG 205,			
206-228	World Literature, Option	3	3
ENG 211,212	Humanities	3	3
FLG 201,202	Foreign Language	3	3
SPCH 215/216	Speech Option		3
SCI 201,			
SCIL 201	Physical Science and Lab	3	
CSC 118	Programming Fundamentals	3	
CSL 118	Programming Fundamentals Lab 1		
CSC 119	Object-Oriented Programming	3	
CSL 119	Object-Oriented Programming Lab	<u>1</u>	
(Sophomore Year Total: 32 Hours)		16	16

**JUNIOR YEAR**

**F S**

ENG 303W	Grammar and Composition	3	
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ENG 319,320	Survey of English Literature	3	3
ENG 321,322	Survey American Literature	3	3
ENG 331/332	Intro to Ling./English Language	3	
ENG 418 or			
ENG 419	Survey of Black Authors		3
MATH 112	Plane Trigonometry		3
SS xxx	Social Studies Option		3
CSC 225	Discrete Structures		<u>3</u>
(Junior Year Total: 30 Hours)		15	15

**SENIOR YEAR**

**F S**

ENG 421or	Chaucer or		
ENG 424	Milton		3
ENG 423 or			
ENG 429	Shakespeare		3
ENG 436	Literary Criticism		3
PHIL xxx	Philosophy Option		3
CSC 216	Computer Architecture & Organ.	3	
CSL 216L	Computer Arch. & Org. Lab	1	
ENG 495W	Senior Seminar		3
ENG xxx	Period/Genre Course	3	
CSC 228	Data Structure & Algorithm	3	
CSL 228	Data Structure & Algorithm Lab	1	
Electives		<u>1</u>	<u>3</u>
(Senior Year Total: 30 Hours)		15	15

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**TOTAL HOURS: 124**

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**Bachelor of Arts: English Major**

(Concentration in Business Administration)

**FRESHMAN YEAR**

**F S**

ENG 111,112	Composition	3	3
FLG 101,102	Foreign Language	3	3
HIST 101,102	History of Civilization	3	3
BIO 101	Introduction to Biology	2	
BIOL 101	Introduction to Biology Lab		1
MATH 111	College Algebra	3	
UNIV 100	University Success	2	
PSY 201	General Psychology		3
PE 100	100-Level Activity Course	<u>1</u>	<u>1</u>
(Freshman Year Total: 31 Hours)		15	16

**SOPHOMORE YEAR**

**F S**

ENG 205,			
206-228	World Literature, Option	3	3
ENG 211,212	Humanities	3	3
ECO 211,212	Principles of Economics	3	3
FLG 201,202	Foreign Language	3	3
MNGT 250C	Business Computer Application		3
ACC 211	Principles of Accounting		3

CSC 115 Digital Computer Principles 3  
 (Sophomore Year Total: 33 Hours) 15 18

**JUNIOR YEAR**

	<b>F</b>	<b>S</b>
ENG 303W Grammar and Composition	3	
ENG 319,320 Survey of English Literature	3	3
ENG 321,322 Survey American Literature	3	3
ENG 331/332 Intro to Ling./English Language		3
ENG 418/419 Survey of Black Authors		3
ECO 357 Statistics I		3
SPCH 215/216 Speech Option	3	
ACC 212 Principles of Accounting	3	
MNGT 330 Principles of Management	<u>3</u>	
(Junior Year Total: 33 Hours)	15	18

**SENIOR YEAR**

	<b>F</b>	<b>S</b>
ENG 421or Chaucer or		
ENG 424 Milton		3
ENG 423 or		
ENG 429 Shakespeare	3	
ENG 436 Literary Criticism		3
ENG 495W Senior Seminar		3
FNGB 201 Legal Aspects Business		3
MKT 351 Marketing Management		3
PHIL xxx Philosophy Option	3	
FNGB 320 Business Finance	3	
ENG xxx Period or Genre Course	<u>3</u>	
(Senior Year Total: 27 Hours)	12	15

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**TOTAL HOURS:** **124**

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**Bachelor of Arts: English Major**

(Concentration in Journalism)

**FRESHMAN YEAR**

	<b>F</b>	<b>S</b>
ENG 111,112 Composition	3	3
FLG 101,102 Foreign Language	3	3
HIST 101,102 History of Civilization	3	3
BIO 101 Introduction to Biology		2
BIOL 101 Introduction to Biology Lab		1
MATH 111 College Algebra	3	
UNIV 100 University Success	2	
PSY 201 General Psychology	3	
HE 101 Concepts of Health		3
MC 101 Colloquium	<u>1</u>	
(Freshman Year Total: 33 Hours)	17	16

**SOPHOMORE YEAR**

	<b>F</b>	<b>S</b>
ENG 205,		
206-228 World Literature, Option	3	3
ENG 211,212 Humanities	3	3
SPCH 215/216 Speech Option	3	

FLG 201,202 Foreign Language	3	3
SS xxx Social Science Option		3
SCI 201,		
SCIL 201 Physical Science and Lab		3
MC 201 Introduction to Newswriting		3
CSC 115 Digital Computer Principles	<u>3</u>	
(Sophomore Year Total: 33 Hours)	15	18

**JUNIOR YEAR**

	<b>F</b>	<b>S</b>
ENG 303W Grammar and Composition	3	
ENG 319,320 Survey of English Literature	3	3
ENG 321,322 Survey American Literature	3	3
ENG 331/332 Intro to Ling./English Language		3
MC 301 Introduction to News Reporting	3	
MC 302 Advanced News Reporting		3
MC 305 Copy Editing		3
ENG 418/419 Survey of Black Authors		3
ELECT Elective Option		<u>1</u>
(Junior Year Total: 31 Hours)	16	15

**SENIOR YEAR**

	<b>F</b>	<b>S</b>
ENG 421 or Chaucer or		
ENG 424 Milton		3
ENG 423 Shakespeare		3
ENG 436 Literary Criticism		3
ENG xxx Period/Genre Course		3
PHIL xxx Philosophy Option		3
MC 429 Legal Ethical Aspects of Mass Com	3	
MC Elective 400-Level Course	3	
MC 404 Magazine & Feature Writing	3	
ENG 495W Senior Seminar	<u>3</u>	
(Senior Year Total: 27 Hours)	15	15

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**TOTAL HOURS:** **124**

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**AREA OF MODERN FOREIGN LANGUAGES**

Dr. Carol Schweitzer, Coordinator

OFFICE:

Dollye M. E. Robinson Building, Room 434

FACULTY:

Professor M. Harvey; Assistant Professors G. Acker, M. Alegria, H. Cunningham, B. Phillips Abdur-Rashied; Instructor E. Velasquez

The Department of English and Modern Foreign Languages offers the Bachelor of Arts degree.

On the undergraduate level, concentrations and minors in French and Spanish may be obtained.

### OBJECTIVES

The primary objectives of general foreign language instruction at Jackson State University are those shared by most foreign language departments today:

- To teach the student the fundamental skills of speaking, reading, and writing in the foreign language.
- To help the student to develop an understanding of and a respect for another culture.
- To give the student an awareness and appreciation of the aesthetic and intellectual history of the target culture and of its present day manifestations.
- To help the student comprehend, analyze and explicate literary works in the foreign language.
- To help the student acquire command of the target language as a tool for written and oral communication.
- To provide for the student's training so that he/she is capable of teaching and transmitting to others the aforementioned skills, attitudes, and abilities.

### OUTCOME MEASURES

Besides oral and written placement and the regular examinations required for students who are taking foreign languages courses, the Area of Modern Foreign Languages encourages its majors to take the area test of the PRAXIS.

#### Bachelor of Arts: Foreign Languages

(Primary Language – Spanish)

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	University Success	2	
SP 101,102	Elementary Spanish	3	3
ENG 111,112	Composition	3	3
HIST 101,102	History of Civilization	3	3
BIO 101	Introduction to Biology	2	
BIOL 101	Introduction to Biology Lab	1	
MATH 111	College Algebra		3
PSY 201	General Psychology		3
PE 101	Physical Education Activities	<u>1</u>	<u>1</u>
(Freshman Year Total: 31 Hours)		15	16

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
SP 201/202	Intermediate Spanish	3	3

FR 101,102	Elementary French	3	3
ENG 205	World Literature	3	
ENG 201,202	Humanities	3	3
ENG 206-228	Option	3	
SP 230	Spanish Civilization Studies	3	
SP 231	Spanish American Civil. Studies		3
CSC 115 or	Digital Computer Principles or		
BEAS 361	Word Processing		3
GEOG 105	Cultural Geography	<u>3</u>	
(Sophomore Year Total: 36 Hours)		18	18

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
SP 321,322W	Spanish Convers. & Composition	3	3
FR 201/202	Intermediate French	3	3
FR 230,231	Culture of France	3	3
SCI 201,			
SCIL 201	Physical Science and Lab	3	
SP 313	Landmarks Spanish Literature	3	
SP 317	Landmarks Spanish Amer. Lit.		3
SPCH 215	Speech Arts	<u>3</u>	
(Junior Year Total: 30 Hours)		15	15

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
SP 421,422	Advanced Topics in Conversation	3	3
FR 321,322W	Composition & Conversation	3	3
PHIL 301or	Intro to Philosophy or		
PHIL 416	Logic		3
Elective	Elective Options	3	3
Elective	Elective Options	<u>3</u>	<u>3</u>
(Senior Year Total: 27 Hours)		15	12

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**TOTAL HOURS: 124**

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#### Bachelor of Arts: Foreign Languages

(Primary Language – French)

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	University Success	2	
FR 101,102	Elementary French	3	3
ENG 111,112	Composition	3	3
HIST 101,102	History of Civilization	3	3
BIO 101	Introduction to Biology	2	
BIOL 101	Introduction to Biology Lab	1	
MATH 111	College Algebra		3
PSY 201	General Psychology		3
PE 101	Physical Education Activities	<u>1</u>	<u>1</u>
(Freshman Year Total: 31 Hours)		15	16

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
FR 201/202	Intermediate French	3	3
SP 101/102	Elementary Spanish	3	3

ENG 206/228	English Option	3
ENG 205	World Literature	3
ENG 201,202	Humanities	3 3
FR 230	French Civilization Studies	3
FR 231	French American Civil. Studies	3
CSC 115 or	Digital Computer Principles or	
BEAS 361	Word Processing	3
GEOG 105	Cultural Geography	<u>3</u>
(Sophomore Year Total: 36 Hours)		18 18

**JUNIOR YEAR**

**F S**

FR 321,322W	French Convers. & Composition	3 3
FR 311,312	Survey of French Literature	3 3
SP 201,202	Intermediate Spanish	3 3
SP 230	Spanish Civilization Studies	3
SP 231	Spanish American Civil. Studies	3
SCI 201,		
SCIL 201	Physical Science and Lab	3
SPCH 215	Speech	<u>3</u>
(Junior Year Total: 30 Hours)		18 12

**SENIOR YEAR**

**F S**

FR 421,422	Advanced Topics in Conversation	3 3
SP 321,322W	Composition & Conversation	3 3
PHIL 301or	Intro to Philosophy or	
PHIL 416	Logic	3
Elective	Elective Options	3 3
Elective	Elective Options	<u>2 3</u>
(Senior Year Total: 26 Hours)		14 12

**TOTAL HOURS: 124**

**The B.A. Degree in Foreign Languages with Emphasis in Two Languages:**

A.	JSU General Education Requirements	59
B.	PRIMARY LANGUAGE	
1.	201-202 - Intermediate Courses	6
2.	230-231 - Culture of France/Culture of Spanish/Latin America	6
3.	311-312 - Survey of French Literature/ 313-317 - Landmarks of Spanish American Lit.	6
4.	321-322 - Composition & Conversation	6
5.	421-422 - Advanced Topics in Conversation	6
Total Hours:		30

**C. SECOND LANGUAGE**

1.	101-102 - Elementary Courses	6
2.	201-202 - Intermediate Courses	6
3.	230-231 - Culture of France or Spain/Latin America	6
4.	321-322 - Composition & Conversation	6

Total Hours: 24

D. ELECTIVES 11

**GRAND TOTAL: 124**

**Concentration in French:**

Twenty-four (24) hours to include:  
French 101-102  
French 201-202  
French 230-231  
French 321-322

**Concentration in Spanish:**

Twenty-four (24) hours to include:  
Spanish 101-102  
Spanish 201-202  
Spanish 230-231  
Spanish 321-322

**Minor in French:**

Eighteen (18) hours to include:  
French 101-102  
French 201-202  
French 230-231  
French 321-322

**Minor in Spanish:**

Eighteen (18) hours to include:  
Spanish 101-102  
Spanish 201-202  
Spanish 230-231  
Spanish 321-322

## **DEPARTMENT OF HISTORY AND PHILOSOPHY**

Dr. Rico Chapman, Assistant Professor and Interim Chair

### **OFFICE:**

Dollye M. E. Robinson Building, Suite 4

### **FACULTY:**

Associate Professors M. Bernhardt, J. Brockley, A. W. Crump, S. Maneck, B. K. Thompson; Assistant Professors R. Lockett, C. Holbrook, R. Chapman, F. Christmas, B. Gardner, J. Gilbert, S. Thames

### **OBJECTIVES**

The objectives of the Department of History are:

- To promote historical literacy through the transmission of knowledge about the human experience.
- To emphasize the diversity of the human historical experience and the multi-cultural basis of the contemporary global village.
- To provide the opportunity and occasion for students to hone their verbal and writing skills.
- To promote student learning and mastery via conceptual, analytical and critical thought.
- To expose students to the skills, techniques and opportunities necessary to conduct archival and primary document research. As future professionals, graduates will find it necessary to access, process, interpret and present information.

### **OUTCOME MEASURES**

Departmental Exit Examination  
PRAXIS Examination (B.S. Degree)  
English Proficiency Examination  
Senior Thesis requirement  
GRE General Examination (B.A. Degree)

### **DEPARTMENTAL POLICIES**

A history major with a GPA of less than 2.0 will receive a warning letter from the Department. A major with an average of less than 2.0 will not be permitted to enroll in either HIST 344 or 447. A grade of "D" in any history course will not be accepted toward a Bachelor of Arts or a Bachelor of Science degree in History.

### **DEGREE PROGRAMS**

The Department offers the Bachelor of Arts and the Bachelor of Science degrees in History. In addition, a minor in History, and a minor in Philosophy and Religion are offered by the department. A minimum of 124 hours is required for the Bachelor of Arts degree, and 122 hours to complete the Bachelor of Science degrees in History, respectively.

For all programs, the following Core Curriculum requirements are Communication (English, Speech, and a Foreign Language) – 12-18 hours; Humanities and Fine Arts – 6 hours; Social and Behavioral Science (including History of Civilization) – 9 hours; Natural Science (including computer literacy) – 6-9 hours; Health or Physical Education – 2-3 hours; and Concepts for Success in College – 2 hours. The total number of hours will range between 37 and 47 depending on whether a student receives foreign language credit based on his/her high school record, or had course credit for P.E. instead of Health. Specific course numbers and titles are identified on the Department's curriculum sheet. A minimum grade of "C" must be earned in all History courses. A 2.0 GPA is required for graduation. Additional requirements for graduation include passage of both the English Proficiency Examination and History Department exit exam. For teacher certification, passage of the PRAXIS is required.

### **BACHELOR OF ARTS DEGREE REQUIREMENTS**

The Department of History and Philosophy requires at least 39 hours of History credits in addition to two classes of three hours each in History of Civilization. Required courses include: (1) HIST 201 and 202 – United States History; (2) HIST 211 and 212 – Survey of Europe, or 6 hours of European History; (3) HIST 344 – Historiography; and (4) HIST 447 – Research Seminar. HIST 344 and HIST 447 must be taken in sequence and each course will be offered annually only once. Additionally 18 hours of Social Science courses are required.

The alternative route is strongly recommended to B.A. majors interested in social science teacher certification for the State of Mississippi. Under this program, students will follow the standard B.A. curriculum except that HIST 325 – Mississippi History, becomes a requirement and students will take thirty-nine (39) hours of social science instead of eighteen (18) hours in Social Science Courses. The courses should be distributed as follows: (1) PS 135 – American Government and one other political science course; (2) SOC 214 – Introduction to Sociology and other sociology course; (3) ECO 211 – Principles

of Macroeconomics and ECO 212 – Principles of Microeconomics; any two Geography courses; (4) PSY 305 – Adolescent Psychology; PSY 306 – Educational Psychology; and PSY 307 – Measurement and Evaluation; and any two elective courses from the areas of political science, sociology, economics, geography, psychology, and social science.

### BACHELOR OF SCIENCE DEGREE REQUIREMENTS

The Department of History and Philosophy requires at least 36 hours of History in addition to History of Civilization; no maximum is set. Required Courses include: (1) HIST 201 and 202 – United States History; (2) HIST 211 and 212 – Survey of Europe, or 6 hours of European History; (3) HIST 325 – Mississippi History; (4) HIST 344 – Historiography; and (5) HIST 447 – Research Seminar.

Professional Education Requirements include: (1) EDCI 100 – Introduction of Education (3 hours); (2) SS 203 – Foundations of Education (3 hours); (3) RE 455 – Diagnostic Reading in the Secondary School (3 hours); (4) ETEC 367 – Introduction to Measurement, Evaluation and Assessment (3 hours); (5) SS 301 – Law and Our Social System (3 hours); (6) COUN 315 – Human Development and Learning (3 hours); EDCI 401 – Research Classroom Management and Clinical Practice (3 hours); SS 401 – Social Science Methods (3 hours); SPED 311 – Exceptional Children and Youth (3 hours); and EDCI 402 – Clinical Internship in Student Teaching (12 hours); for a total of 39 hours.

#### Concentration Requirements:

The Department of History and Philosophy requires at least 21 hours of History for a History concentration. The requirements include one course in European History, U.S. History-202, Historiography-344, and four additional history courses at either the 300 or 400 level.

Within the Department of History and Philosophy a concentration/minor in Philosophy and Religion is offered. The number of hours necessary or required for a concentration/minor is 21 credits. Requirements for the concentration include Introduction to Philosophy-PHIL 301, Ethics-Phil 309, Logic - Phil 416, and four additional course offerings in Philosophy and Religion chosen by the student in consultation with an advisor from this area.

#### Bachelor of Arts: History Major

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
ENG 104,105	Composition	3	3
HIST 111,112	History of Civilization	3	3

UNIV 100	University Success		2
MATH 111	College Algebra		3
HE 101/ or PE xxx	Concepts of Health or 100-Level Activity Course	1	1
SS 201	Social Institutions		3
ART 206	Art Appreciation		3
Elective	Elective Options		<u>3</u>
(Freshman Year Total: 31 hours)			15 16

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
HIST 201,202	United States History	3	3
ENG 205	World Literature	3	
FLG 101,102	Foreign Language	3	3
SCI 201, SCIL 201	Physical Science and Lab		3
SPCH 201	Speech Arts		3
CSC 115	Digital Computer Principles		3
Elective	Elective Options		<u>3</u> <u>3</u>
(Sophomore Year Total: 34 Hours)			15 15

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
HIST 211,212	Survey of Europe	3	3
PHIL 301	Introduction to Philosophy		3
PSY 201	General Psychology		3
HIST xxx	Elective Options	3	3
SS xxx	Social Science Electives	3	6
Elective	Elective Options		<u>6</u>
(Junior Year Total: 33 Hours)			15 18

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
HIST 344	Historiography	3	
HIST 447	Research Seminar		3
HIST xxx	History Electives	3	3
Elective	Elective Options	6	9
SS xxx	Social Science Elective		<u>3</u>
(Senior Year Total: 30 Hours)			15 15

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**TOTAL HOURS: 124**

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#### Bachelor of Science: History Major

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
ENG 104,105	Composition	3	3
HIST 111,112	History of Civilization	3	3
UNIV 100	University Success		2
MATH 111	College Algebra		3
BIO 101	Introduction to Biology		2
BIOL 101	Introduction to Biology Lab		1
HE 102	Concepts of Health for Teachers		3
SS 201	Social Institutions		3
ART 206	Art Appreciation		3
EDCI 100	Introduction to Education		<u>3</u>
(Freshman Year Total: 33 hours)			17 15

**SOPHOMORE YEAR** **F S**

HIST 201,202	United States History	3	3
ENG 205	World Literature	3	
FLG 101,102	Foreign Language	3	3
CSC 115	Digital Computer Principles	3	
SPCH 201	Speech Arts	3	
PS 135	American Government	3	
SS 203	Historical & Cultural Fndtns of Ed.	3	
MATH 226	Concepts & Structure of Math		<u>3</u>
(Sophomore Year Total: 30 Hours)		15	15

### JUNIOR YEAR

		F	S
HIST 211,212	Survey Europe/Substitute	3	3
HIST 325	History of Mississippi	3	
HIST 344	Historiography	3	
HIST 447	Research Seminar		3
ECO 211	Principles of Economics	3	
GEOG 105	Cultural Geography	3	
COUN 215	Human Development & Learning	3	
ETEC 367	Intro Assess. Measurement & Eval.	3	
HIST 360/361	Blacks in American History		<u>3</u>
(Junior Year Total: 30 Hours)		15	15

### SENIOR YEAR

		F	S
PHIL 301	Introduction to Philosophy	3	
SS 302	Law and Our Society	3	
SPED 311	Exceptional Child Youth School	3	
RE 455	Diagnostic Reading in Secd. Schls	3	
EDCI 401B	Research Classroom Management and Clinical Practice	3	
SS 401S	Social Science Methods	3	
EDCI 402	Clinical Internship Student Tchng		<u>12</u>
(Senior Year Total: 30 Hours)		18	12

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**TOTAL HOURS:** **124**

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**NOTE:** HIST 447 and 360 or 361 may be substituted by History Education majors for SS 443 and SS 111, respectively. Students must have 30 hours of History including History of Civilization and 9 hours chosen from the following social sciences: Political Science, Geography, Sociology, Economics, and Psychology. Recommended courses include PS 136 - American Government, SOC 214 - Introduction to Sociology, and GEOG 105 - Introduction to Cultural Geography. These courses may also be taken as a substitute to SS 201 - Social Institutions.

A minimum grade of "C" must be earned in all

History and Education courses. A 2.0 GPA is required for graduation. Admission to Teacher Education requires a higher GPA. Passage of the English Proficiency Examination and completion of the History Department Exit Examination is required for graduation. Passage of the PRAXIS is required for teacher certification.

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## DEPARTMENT OF MILITARY SCIENCE

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LTC Dexter Brookins, Professor and Chair

### OFFICE:

CLA Building, 4th floor, Room 453

### FACULTY:

Assistant Professor CPT Ike Singletary, CPT Gregory Davis, MSG Ruiz, SFC Lloyd

The Reserve Officers' Training Corps (ROTC) provides students an opportunity to earn a Presidential Commission as a Second Lieutenant in the U.S. Army, the U.S. Army Reserves, or the Army National Guard, concurrent with the pursuit of an academic degree.

### OBJECTIVES

The objectives of the program are as follows:

1. To produce the future officer leadership of the U.S. Army.
2. To provide an understanding of how the U.S. Army Reserve and Army National Guard fit into the National Defense structure.
3. To develop the leadership and managerial potential of students to facilitate their future performance as officers.
4. To develop the students' abilities to think creatively and speak and write effectively.
5. To encourage the development of mental and moral standards that are essential to military service.

The Program of instruction includes developing self-discipline, physical stamina, and other qualities that are cornerstones of leadership excellence.

The ROTC Program is divided into a Basic Course of instruction (Freshman and Sophomore classes) and an Advanced Course of instruction (Junior

and Senior classes). In addition to the course of instruction, students are required to attend a Leadership Laboratory. Mathematics, English, and Reading courses are offered through the ROTC Enhancement Skills Training Program. Students enrolled in the junior and senior ROTC classes are also required to enroll in and complete one course in History of the Military (HIST 308) prior to commissioning. Three (3) semester hours are earned for each course.

All students complete an internship during the summer between their junior and senior years. Some overseas internships are available. Off-campus summer training in parachuting, helicopter operations, engineering and outdoor marksmanship are available to all ROTC students.

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## DEPARTMENT OF MUSIC

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Dr. David Akambo Assistant Professor of Music and Interim Chair

OFFICE: Frederick Hall Music Center

### FACULTY:

Associate Professors D. Bishop, I. Butler, A. Duckett, O. Sanford, R. Thomas; Assistant Professors I. Elezovic, L. Galbreath, R. Jordan (Visiting); Instructors P. Lewis-Hale, L. Hollinger, R. Little, P. Rettger, O. Rockwell, H. Zackery

### OBJECTIVES

The objectives of the Department of Music are as follows:

1. To offer curricula in music on various levels appropriate to the needs of the students.
2. To prepare effective teachers and proficient performers of music in general, vocal, keyboard, and instrumental areas.
3. To broaden the scope of study and learning in music with particular reference to various idioms, styles, media, careers, and methodologies.
4. To provide basic and specific opportunities for the musical development of students pursuing study in major fields other than music.
5. To contribute to and participate actively in the cultural life of the University, area schools,

and the community.

The Department of Music offers the Bachelor of Music Education (BME) and the Bachelor of Music (BM) degrees.

### OUTCOME MEASURES

**Audition:** Auditions and basic musicianship tests are administered to prospective students prior to acceptance as a music major.

**Performance:** One (1) Student Recital Performance is required each semester for all Bachelor of Music Education students, except the first semester of enrollment. Two (2) Student Recital Performances are required for all Bachelor of Music in Performance students, except the first semester.

**Jury:** Examination required for all majors at the end of each semester of applied study.

**Sophomore Proficiency Evaluation:** Required evaluation for students during the second semester of the sophomore year.

### Sophomore Proficiency Evaluation Guidelines:

1. All music majors who have completed the required Freshman and Sophomore music courses and requirements as listed in the music curriculum are required to take the Sophomore Proficiency Evaluation during the spring semester of their Sophomore year before matriculating to 300-level music courses.
2. Students who fail the Sophomore Proficiency Evaluation will be allowed to repeat the evaluation or enroll in and pass MUS 113 before matriculating to 300-level courses. MUS 113 is a one-semester course.
3. Transfer Students: All transfer students will be advised on the Sophomore Proficiency Evaluation after an evaluation of their college or community college transcript. Based upon their transcript evaluation, the student will be advised to take additional class work, take the Sophomore Proficiency Evaluation, or proceed into 300-level courses. Students who have obtained the Associate Degree in Music are exempt from the examination

**Piano Proficiency Examination:** Required at the conclusion of study in Applied Secondary Piano – (MUS 215) for all music and music education majors.

**Junior and Senior Recital:** Required of all Bachelor



of Music Education and Bachelor of Music in Performance majors.

Students who major in Music Education must be admitted to the Teacher Education Program. Requirements for Admission to Teacher Education can be found in the Office of Professional and Field-Based Experiences section of the Undergraduate catalog on page 96.

Admission to the Teacher Education Program does not guarantee admission to student teaching.

Students who major is Music Education must meet all requirements for Student Teaching. Requirements for admission to student teaching can be found in the Office of Professional and Field-Based Experiences section of the Undergraduate catalog on page 96.

A student must submit the required minimum scores on teacher licensure tests: Praxis II-Principals of Learning and Teaching—and Praxis II-Specialty Area Test.

#### DEPARTMENTAL GRADE POLICY

Students must earn a minimum grade of “C” in all major courses.

#### Requirement for a Minor in Music:

A minimum of 22 semester hours is required for a minor in music. The required courses are:  
 MUS 111 and 112 (4 hours); MUSY 111 and 112 (2 hours)  
 MUS 211 and 212 (4 hours); MUSY 211 (1 hour)  
 MUS 321 or 205 (3 hours);  
 Applied Major – MUS 114 AND 115 (4 hours);  
 Applied Secondary – MUS 114 AND 115 (2 hours);  
 Performance Ensemble – MUS 101-122 (2 hours);  
 Recital Hour–MUS 200 (2 semesters).

#### Bachelor of Music Education: Music Education

(Instrumental/Keyboard/Vocal Concentration)

Candidates for the Baccalaureate Degree in Music Education at Jackson State University are required to complete a minimum of 130 hours including clinical internship of 12 hours. Students who complete this program are fully qualified for the Class “A” licensure of the Mississippi Department of Education to teach music (K-12) instrumental or vocal.

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	Concepts of Success in College	2	
HE 102	Concepts of Health for Teachers		3
EDCI 100	Introduction to Education		3
ENG 104, 105	Composition and Literature	3	3
MATH 111	College Algebra		3
MUS 101, 102	Performance Ensemble	.5	.5
MUS 111, 112	Music Theory	2	2
MUSY111,112	Sight Singing/Ear Training	1	1
MUS 114, 115	Applied Major	2	2
MUS 114, 115	Applied Secondary Piano	1	1
MUS 117	Voice Class		1
MUS 200, 200	Recital Hour		<u>0 0</u>
(Freshman Year Total: 31 Hours)		14.5	16.5

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature		3
SS 203	Historical and Cultural Fndtns of Ed.	3	3
HIST 101, 102	History of Civilization	3	3
MUS 121, 122	Performance Ensemble	.5	.5
MUS 200, 200	Recital Hour		0 0
MUS 211, 212	Music Theory	2	2
MUSY 211	Sight Singing/Ear Training		1
MUS 214, 215	Applied Major	2	2
MUS 214, 215	Applied Secondary Piano	1	1
MUS 221	String Class		1
MUS 321, 322	Music History	3	3
MUS 338	Woodwind Class		<u>1</u>
(Sophomore Year Total: 32 Hours)		16.5	15.5

<b>SUMMER SESSION</b>			
BIO 101	Introduction to Biology		2
BIOL 101	Introduction to Biology Lab		1
MUS 226	Introduction to Music Technology		3
PHIL 301	Introduction to Philosophy		<u>3</u>
(Summer Session Total: 9 Hours)			9

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
SS 301	Teachers and the Law	3	
SPCH 201	Speech Arts		3
MUS 131,132	Performance Ensemble	.5	.5
MUS 200,200	Recital Hour		0 0
MUS 302	Music in the Elementary School		3
MUS 303	Music in the Secondary School		3
MUS 311	Form and Analysis	3	
MUS 314, 315	Applied Major	2	2
MUS 337	Brasswind Class		1
MUS 339	Percussion Class		1
MUS 333	Conducting		2
SPED 311	Except Children&Youth in the Schl		3
COUN 315	Human Development & Learning		<u>3</u>
(Junior Year Total: 29.5 Hours)		15.5	14

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
MUS 141	Performance Ensemble	.5	
MUS 200,200	Recital Hour	0	0
MUS 411	Vocal/Instrumental Arranging	2	
MUS 414	Applied Major/Senior Recital	2	
MUS 421	Piano/Choral/Instrumental Methods And Materials	3	
ETEC 367	Intro to Assessment Measurement and Evaluation	3	
RE 455	Diagnostic Reading Instruction in the Secondary School	3	
EDCI 401	Research Theory & Clinical Practice	3	
EDCI 402	Clinical Internship Student Tchng	<u>12</u>	
(Senior Year Total: 28.5 Hours)		14.5	14

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**Total Hours:** **130**

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**NOTE:** Students who have completed two years of a single foreign language in high school with a grade of “C” or better are exempt from the foreign language requirements.

MFL 101, 102 Modern Foreign Language 6

**Bachelor of Music Education: Music Education Major**  
(Jazz Emphasis)

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	University Success	2	
HE 102	Concepts of Health for Teachers	3	
EDCI 100	Introduction to Education	3	
ENG 104, 105	Composition	3	3
MATH 111	College Algebra	3	
MUS 111, 112	Music Theory	2	2
MUSY111,112	Sight Singing/Ear Training	1	1
MUS 114, 115	Applied Major	2	2
MUS 114, 115	Applied Secondary Piano	1	1
MUS 117	Voice Class	1	
MUS 171, 172	Jazz Ensemble	.5	.5
MUS 200,200	Recital Hour	<u>0</u>	<u>0</u>
(Freshman Year Total: 31 Hours)		15.5	15.5

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature	3	
SS 203	Historical & Cultural Fndtns of Ed.	3	
HIST 101,102	History of Civilization	3	3
MUS 200,200	Recital Hour	0	0
MUS 211,212	Music Theory	2	2
MUSY 211	Sight Singing/Ear Training	1	
MUS 214,215	Applied Major	2	2

MUS 217	Jazz History		1
MUS 337	Brasswind Class		1
MUS 230,231	Jazz/Comm Piano Skills	1	1
MUS 271,272	Jazz Ensemble	.5	.5
MUS 321,322	Music History	<u>3</u>	<u>3</u>
(Sophomore Year Total: 32 Hours)		16.5	15.5

### SUMMER SESSION

BIO 101	Introduction to Biology		2
BIOL 101	Introduction to Biology Lab		1
MUS 226	Introduction to Music Technology	3	
PHIL 301	Introduction to Philosophy	<u>3</u>	
(Summer Session Total: 9 Hours)			9

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
SS 301	Teacher and the Law	3	
SPCH 201	Speech Arts		3
MUS 200,200	Recital Hour	0	0
MUS 302	Music in the Elementary School	3	
MUS 303	Music in the Secondary School	3	
MUS 311	Form and Analysis	3	
MUS 314,315	Applied Major	2	2
MUS 333	Conducting	2	
MUS 338	Woodwind Class		1
MUS 339	Percussion Class		1
MUS 371	Jazz Ensemble	.5	
SPED 311	Except.Childrn &Youth in the Schl	3	
COUN 315	Human Development and Learning	<u>3</u>	
(Junior Year Total: 30.5 Hours)		15.5	14

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
MUS 200,200	Recital Hour	0	0
MUS 411	Vocal/Instrumental Arranging	2	
MUS 414	Applied Major/Senior Recital	2	
MUS 420	Jazz Pedagogy/Methods & Matls	3	
MUS 471	Jazz Ensemble	.5	
ETEC 367	Intro to Assess Meas and Eval	3	
RE 455	Diagnostic Reading Inst in the Secondary School	3	
EDCI 401	Res Theory and Clinical Practice	3	
EDCI 402	Clinical Intern Student Teaching	<u>12</u>	
(Senior Year Total: 28.5 Hours)		14.5	14

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**Total Hours:** **130**

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**NOTE:** Students who have completed two years of a single foreign language in high school with a grade of “C” or better are exempt from the foreign language requirements.

MFL 101, 102 Modern Foreign Language 6

**Bachelor of Music: Music Major**  
(Jazz Studies-Instrumental Concentration)

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	Concepts of Success in College	2	
ENG 104,105	Composition and Literature	3	3
BIO 101	Biological Science or Option		2
BIOL 101	Biological Science Lab or Option		1
MUS 100	Careers in Music	2	
MUS 111,112	Music Theory	2	2
MUSY111,112	Sight Singing/Ear Training	1	1
MUS 114,115	Applied Major (Jazz)	2	2
MUSD114,115	Applied Secondary Piano	1	1
MUS 171,172	Jazz Ensemble	.5	.5
*MUS 190,191	Jazz Combo I	.5	.5
MUS 200,200	Recital Hour	0	0
MUS 226	Introduction to Technology		<u>3</u>
(Freshman Year Total: 30 Hours)		14	16

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature	3	
MATH 111	College Algebra	3	
SS 201	Social Science or Option		3
MUS 211,212	Music Theory	2	2
MUSY 211	Sight Singing/Ear Training	1	
MUS 214,215	Applied Major (Jazz)	2	2
*MUS 271,272	Vocal Jazz Ensemble	.5	.5
*MUS 290,291	Jazz Combo II	.5	.5
*MUS 230,231	Jazz/Comm Piano Skills	1	1
MUS 321,322	Music History	3	3
MUS 200,200	Recital Hour	0	0
*MUS 217	Jazz History		1
*MUS 292,293	Jazz Improv I, II	<u>2</u>	<u>2</u>
(Sophomore Year Total: 33 Hours)		18	15

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
HE 101	Concepts of Health	3	
SPCH 201	Speech Arts		3
HIST 101,102	History of Civilization	3	3
MUS 333	Conducting		2
MUS 311	Form and Analysis	3	
MUS 314,315	Applied Major (Jazz)	2	2
*MUS 371,372	Jazz Ensemble	.5	.5
*MUS 390,391	Jazz Combo III	.5	.5
*MUS 392,393	Jazz Improv III, IV	2	2
*MUS 313	Jazz Theory		3
MUS 200,200	Recital Hour	<u>0</u>	<u>0</u>
(Junior Year Total: 30 Hours)		14	16

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
PHIL 301	Introduction to Philosophy		3
MFL 101,102	Modern Foreign Language	3	3
*MUS 414,415	Applied Major/Senior Recital (Jazz)	3	3

MUS 471,472	Jazz Ensemble	.5	.5
*MUS 490,491	Jazz Combo IV	1	1
MUS 200,200	Recital Hour	0	0
*MUS 440,441	Jazz Composition/Arranging	3	3
MUS 420	Jazz Pedagogy		<u>3</u>
(Senior Year Total: 27 Hours)		13.5	13.5

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**Total Hours: 120**

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\*indicates those classes comprising the concentration in Jazz Studies-Instrumental

**Bachelor of Music: Music Major**  
(Jazz Studies-Vocal Concentration)

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	Concepts of Success in College	2	
ENG 104,105	Composition and Literature	3	3
BIO 101	Biological Science or Option		2
BIOL 101	Biological Science Lab or Option		1
MUS 100	Careers in Music	2	
MUS 111,112	Music Theory	2	2
MUSY111,112	Sight Singing/Ear Training	1	1
*MUS 114,115	Applied Major (Jazz)	2	2
MUSD114,115	Applied Secondary Piano	1	1
MUS 171,172	Vocal Jazz Ensemble	.5	.5
*MUS 190,191	Jazz Combo I	.5	.5
MUS 200,200	Recital Hour	0	0
MUS 226	Introduction to Technology		3
*MUS 119	Jazz Vocal Techniques I		1
*MUS 219	Jazz Vocal Techniques II		<u>1</u>
(Freshman Year Total: 32 Hours)		15	17

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature	3	
MATH 111	College Algebra		3
SS 201	Social Science or Option		3
MUS 211,212	Music Theory	2	2
MUSY 211	Sight Singing/Ear Training	1	
*MUS 214,215	Applied Major (Jazz)	2	2
MUS 271,272	Vocal Jazz Ensemble	.5	.5
*MUS 290,291	Jazz Combo II	.5	.5
*MUS 230,231	Jazz/Comm Piano Skills	1	1
MUS 321,322	Music History	3	3
MUS 200,200	Recital Hour	0	0
MUS 217	Jazz History		1
*MUS 292,293	Jazz Improv	<u>2</u>	<u>2</u>
(Sophomore Year Total: 33 Hours)		16	17

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
HE 101	Concepts of Health	3	
SPCH 201	Speech Arts		3

HIST 101,102	History of Civilization	3	3
MUS 333	Conducting		2
MUS 311	Form and Analysis	3	
MUS 314,315	Applied Major (Jazz)	2	2
MUS 371,372	Vocal Jazz Ensemble	.5	.5
*MUS 390,391	Jazz Combo III	.5	.5
*MUS 392,393	Jazz Improv III, IV	2	2
*MUS 312	Jazz Theory		3
MUS 200,200	Recital Hour	<u>0</u>	<u>0</u>
(Junior Year Total: 30 Hours)		14	16

**SENIOR YEAR**

**F S**

PHIL 301	Introduction to Philosophy		3
MFL 101,102	Modern Foreign Language	3	3
*MUS 414,415	Applied Major/Senior Recital (Jazz)	3	3
*MUS 471,472	Vocal Jazz Ensemble	.5	.5
*MUS 490,491	Jazz Combo IV	1	1
MUS 200,200	Recital Hour	0	0
*MUS 440,441	Jazz Composition/Arranging I, II	3	3
*MUS 420	Jazz Pedagogy	<u>3</u>	
(Senior Year Total: 27 Hours)		13.5	13.5

**Total Hours:**

**122**

\*indicates those classes comprising the concentration in Jazz Studies-Vocal

**Bachelor of Music: Music Major**

(Instrumental Performance Concentration)

**FRESHMAN YEAR**

**F S**

UNIV 100	University Success	2	
ENG 104,105	Composition and Literature	3	3
BIOL 101	Biological Science or Option		3
MUS 100	Careers in Music		2
MUS 101,102	Performance Ensemble	.5	.5
*MUS 101,102	2nd Performance Ensemble	.5	.5
MUS 111,112	Music Theory	2	2
MUSY111,112	Sight Singing/Ear Training	1	1
MUSD114,115	Applied Secondary Piano	1	1
*MUS 124,125	Applied Instrument (ex: trumpet, clarinet, etc.)	3	3
MUS 200,200	Recital Hour	<u>0</u>	<u>0</u>
(Freshman Year Total: 29 Hours)		13	16

**SOPHOMORE YEAR**

**F S**

ENG 205	World Literature	3	
MATH 111	College Algebra	3	
SS 201	Social Science or Option		3
MUS 121,122	Performance Ensemble	.5	.5
*MUS 121,122	2nd Performance Ensemble	.5	.5
MUS 200,200	Recital Hour	0	0
MUS 211,212	Music Theory	2	2

MUSY 211	Sight Singing/Ear Training		1
*MUSD214,215	Applied Secondary Piano	1	1
*MUS 224,225	Applied Instrument (ex: trumpet, clarinet, etc.)	3	3
MUS 226	Intro to Music Technology		3
MUS 321,322	Music History	<u>3</u>	<u>3</u>
(Sophomore Year Total: 33 Hours)		17	16

**JUNIOR YEAR**

**F S**

HE 101	Concepts of Health		3
SPCH 201	Speech Arts		3
HIST 101,102	History of Civilization	3	3
MUS 131,132	Performance Ensemble	.5	.5
*MUS 131,132	2nd Performance Ensemble	.5	.5
MUS 200,200	Recital Hour	0	0
MUS 210	Jazz Improvisation	2	
MUS 311	Form and Analysis		3
MUS 312	Counterpoint		3
MUS 333	Conducting		2
*MUS 324,325	Applied Instrument (ex: trumpet, clarinet, etc.)	<u>3</u>	<u>3</u>
(Junior Year Total: 30 Hours)		15	15

**SENIOR YEAR**

**F S**

PHIL 301	Introduction to Philosophy		3
MFL 101,102	Modern Foreign Language	3	3
MUS 141,142	Performance Ensemble	.5	.5
*MUS 141,142	2nd Performance Ensemble	.5	.5
MUS 200,200	Recital Hour	0	0
MUS 319	Chamber Music		3
*MUS 407	Instrumental Pedagogy		3
MUS 431	Symphonic Literature		3
*MUS 424,428	Applied Instrument/Senior Recital	3	3
*MUS 427	Music Seminar	<u>3</u>	
(Senior Year Total: 29 Hours)		16	13

**Total Hours:**

**120**

\*indicates those classes comprising the concentration in Instrumental Performance

**Bachelor of Music: Music Major**

(Music Technology Concentration)

**FRESHMAN YEAR**

**F S**

UNIV 100	Concepts of Success in College	2	
ENG 104,105	Composition and Literature	3	3
HIST 101,102	History of Civilization	3	3
MUS 100	Careers in Music		2
MUS 101,102	Performance Ensemble	.5	.5
MUS 111,112	Music Theory	2	2

MUSY111,112	Sight Singing/Ear Training	1	1
MUSD114,115	Applied Secondary Piano	1	1
*MUS 114,115	Applied Major	2	2
MUS 200,200	Recital Hour	0	0
*MUS 226	Introduction to Technology	<u>3</u>	
(Freshman Year Total: 32 Hours)		16.5	15.5

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature	3	
MUS 121,122	Performance Ensemble	.5	.5
MUS 200,200	Recital Hour	0	0
MUS 211,212	Music Theory	2	2
MUSY 211	Sight Singing/Ear Training	1	
MUSD214,215	Applied Secondary Piano	1	1
*MUS 214,215	Applied Major	2	2
*MUS 280	MIDI Basics	3	
*MUS 281	Introduction to Music Sequencing	3	
*MUS 282	Introduction to Music Notation	3	
MUS 321,322	Music History	<u>3</u>	<u>3</u>
(Sophomore Year Total: 30 Hours)		15.5	14.5

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
HE 101	Concepts of Health	3	
SPCH 201	Speech Arts	3	
BIO 101	Introduction to Biology &		
BIOL 101	Intro to Biology Lab or Option	3	
MATH 111	College Algebra	3	
MFL 101,102	Modern Foreign Language	3	3
MUS 131,132	Performance Ensemble	.5	.5
MUS 200,200	Recital Hour	0	0
MUS 311	Form and Analysis	3	
*MUS 381	Advanced Music Sequencing	3	
*MUS 382	Advanced Music Notation	3	
*MUS 383	Digital Audio and Video	<u>3</u>	
(Junior Year Total: 31 Hours)		15.5	15.5

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
PHIL 301	Introduction to Philosophy	3	
SS 201	Social Science or Option	3	
MUS 141,142	Performance Ensemble	.5	.5
MUS 200,200	Recital Hour	0	0
*MUS 480	Introduction to Digital Media	3	
*MUS 481	Computer Applicatns in Music Ind.	3	
*MUS 482	Studio Recording Techniques	3	
*MUS 483	Digital Senior Recital	3	
*MUS 484	Music Technology Internship	<u>12</u>	
(Senior Year Total: 31 Hours)		15.5	15.5

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**Total Hours: 124**

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\*indicates those classes comprising the concentration in Music Technology

**Bachelor of Music: Music Major**  
(Piano Performance Concentration)

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	University Success	2	
ENG 104,105	Composition and Literature	3	3
BIO 101, 101L	Biological Science or Option	3	3
MATH 111	College Algebra	3	
MUS 100	Careers in Music		2
*MUS 101,102	Performance Ensemble	.5	.5
MUS 111,112	Music Theory	2	2
MUSY111,112	Sight Singing/Ear Training	1	1
*MUS 124, 125	Applied Major	3	3
MUS 200,200	Recital Hour	<u>0</u>	<u>0</u>
(Freshman Year Total: 29 Hours)		14.5	14.5

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature	3	
HE 101	Concepts of Health	3	
*MUS 121,122	Performance Ensemble	.5	.5
MUS 200,200	Recital Hour	0	0
*MUS 207	Keyboard Skills	3	
MUS 211, 212	Music Theory	2	2
MUSY 211	Sight Singing/Ear Training	1	
*MUS 224,225	Applied Major	3	3
MUS 226	Intro to Music Technology	3	
MUS 321,322	Music History	<u>3</u>	<u>3</u>
(Sophomore Year Total: 30 Hours)		15.5	14.5

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
SS 201	Social Science or Option	3	
SPCH 201	Speech Arts	3	
HIST 101,102	History of Civilization	3	3
*MUS 131,132	Performance Ensemble	.5	.5
MUS 200,200	Recital Hour	0	0
MUS 311	Form and Analysis	3	
MUS 312	Counterpoint	3	
MUS 319	Chamber Music	3	
*MUS 324,325	Applied Major	3	3
MUS 333	Conducting	<u>2</u>	
(Junior Year Total: 30 Hours)		15.5	14.5

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
PHIL 301	Introduction to Philosophy	3	
MFL 101,102	Modern Foreign Language	3	3
*MUS 141,142	Performance Ensemble	.5	.5
MUS 200,200	Recital Hour	0	0
*MUS 408,409	Keyboard Pedagogy	3	3
*MUS 424,428	Applied Major/Senior Recital	3	3
MUS 427	Music Seminar	3	
*MUS 432,434	Keyboard Literature	<u>3</u>	<u>3</u>
(Senior Year Total: 31 Hours)		15.5	15.5

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**Total Hours:** **120**

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\*indicates those classes comprising the concentration in Piano Performance

**Bachelor of Music: Music Major**  
(Vocal Performance Concentration)

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	University Success	2	
ENG 104,105	Composition and Literature	3	3
BIOL 101	Biological Science or Option		3
MUS 100	Careers in Music		2
MUS 101,102	Performance Ensemble	.5	.5
*MUSG101,102	2nd Performance Ensemble	.5	.5
MUS 111,112	Music Theory	2	2
MUSY111,112	Sight Singing/Ear Training	1	1
MUSD114,115	Applied Secondary Piano	1	1
*MUS 124,125	Applied Voice	3	3
MUS 200,200	Recital Hour	<u>0</u>	<u>0</u>
(Freshman Year Total: 29 Hours)		13	16

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	World Literature	3	
MATH 111	College Algebra	3	
MUS 121,122	Performance Ensemble	.5	.5
*MUSG121,122	2nd Performance Ensemble	.5	.5
MUS 200,200	Recital Hour	0	0
*MUS 208	Diction for Singers		3
MUS 211,212	Music Theory	2	2
MUSY 211	Sight Singing/Ear Training	1	
MUS 214,215	Applied Secondary Piano	1	1
*MUS 224,225	Applied Major	3	3
MUS 226	Introduction to Music Technology		3
MUS 321,322	Music History	<u>3</u>	<u>3</u>
(Sophomore Year Total: 33 Hours)		17	16

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
HE 101	Concepts to Health	3	
SPCH 201	Speech Arts		3
HIST 101,102	History of Civilization	3	3
MUS 131,132	Performance Ensemble	.5	.5
*MUSG131,132	2nd Performance Ensemble	.5	.5
MUS 200,200	Recital Hour	0	0
MUS 311	Form and Analysis	3	
MUS 312	Counterpoint		3
MUS 333	Conducting		2
*MUS 324,325	Applied Voice	<u>3</u>	<u>3</u>
(Junior Year Total: 29 Hours)		13	15

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
PHIL 301	Introduction to Philosophy		3
SS 201	Social Science or Option		3
MFL 101,102	Modern Foreign Language	3	3
MUS 141,142	Performance Ensemble	.5	.5
MUS 200,200	Recital Hour	0	0
MUS 319	Chamber Music	3	
*MUS 424,428	Applied Voice/Senior Recital	3	3
*MUS 426	Voice Pedagogy	3	
*MUS 433	Song Literature		3
*MUS 435	Song Literature II		<u>3</u>
(Senior Year Total: 31 Hours)		15.5	15.5

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**Total Hours:** **121**

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\*indicates those classes comprising the concentration in Vocal Performance

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**DEPARTMENT OF POLITICAL SCIENCE**

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Dr. Rickey Hill, Professor and Chair

**OFFICE:**

Dollye M. E. Robinson Building, Room 317

**FACULTY:**

Professor B.D. Orey; Associate Professor E. Nwagboso; Assistant Professor M. Centellas, R. Cooper, L. Gray, L. Smith; Instructor L. Jefferson

**GOALS OF THE DEPARTMENT**

Students enrolled in the Department shall:

- develop a substantive body of knowledge about the history and evolution of the discipline, including its various approaches and methodologies.
- select an area of concentration from the following emphases: Legal Studies, International Relations, and American Politics.
- acquire the capacity to gather and analyze primary and secondary data on politics in domestic and international contexts and to critique extant studies as a way to develop creative research designs which shall lead to the defense of the senior thesis.
- participate in service-learning activities

(local, national, and international) that permit access to early job placements and an appreciation for the practice of citizenship.

**OUTCOME MEASURES**

Competency based exams will be given to matriculants beginning the second year of course work. Core areas of competence include: Institutions (Congress, Parties, Judiciary, Presidency), International Relations, American Political Theory, and Public Law.

A reading list, containing required readings in the discipline, will be given to all entering students. At various intervals all majors will be tested for their comprehension and analytical skills.

Students' research and quantitative skills will be evaluated at the end of the second semester of the senior year. Performance will be measured by examining the appropriateness of research design, including sampling techniques, quantitative relevance and overall fit between literature reviews, hypotheses and statistical design. A panel of political scientists will judge the merit of this work. Students are expected to read papers and compete in symposia at state, regional and national conferences, take and satisfactorily pass at least two (2) exit exams, including the GRE, LSAT, FSEE, and a written/oral language examination.

Students are expected to gain acceptance to and successfully complete summer research institutes sponsored by universities and comparable governmental sponsored research internships.

The Department of Political Science offers the Bachelor of Arts Degree in Political Science.

**Requirements for a Minor:**

Political Science (PS 134, 135, 136) and nine (9) additional hours may be distributed according to the students desires or in consultation with their major advisor.

**AREAS OF CONCENTRATION**

**Legal Studies:**

Concentration Courses: PS 236, 238, 320, 342, 343, 347, 423, 432, 450, 473, and 484.

**International Studies:**

Concentration Courses: PS 236, 342, 343, 353, 375, 390, 428, and 437.

**American Politics:**

Concentration Courses: PS 238, 337, 342, 343, 50, 450, and 473.

**Bachelor of Arts: Political Science Major**

(Basic Curriculum)

**FRESHMAN YEAR**

	<b>F</b>	<b>S</b>
UNIV 100 University Success	2	
PE xxx 100-Level Activity Sport	1	1
HIST 101,102 History of Civilization	3	3
ENG 104,105 Composition	3	3
MATH 111 College Algebra	3	
BIO 101, BIOL 101 Introduction to Biology and Lab or		
SCI 201, SCIL 201 Physical Science and Lab		3
SP 101,102 Elementary Spanish	3	3
PS 134 Introduction of Political Science	3	
PS 135 American Government		<u>3</u>
(Freshman Year Total: 34 Hours)		18 16

**SOPHOMORE YEAR**

	<b>F</b>	<b>S</b>
ENG 205 World Literature		3
ENG 201 or ENG 202 or DR 201 or ART 206 or MSU 205 Humanities Options		3
PS 136 State & Local Government		3
HIST 201/202 United States History		3
GEOG 105 Introduction to Cultural Geography		3
PSY 201 or SOC xxx General Psychology or Sociology Elective		3
PS 351 American Presidency		3
PS 350 American Political Parties		3
CSC 115 Digital Computer Principles		3
ELECT Electives		<u>6</u>
(Sophomore Year Total: 33 Hours)		15 18

**JUNIOR YEAR**

	<b>F</b>	<b>S</b>
ECO 211,212 Principles of Economics	3	3
PS 236 Political Statistics		3
PS 341W Blacks & American Political System		3
PS 238 Introduction to Comparative Politics		3
SPCH 201 Speech Arts or Option		3
PS xxx Political Science Elective		3

Electives	Free Electives Options	<u>3</u>	<u>6</u>
(Junior Year Total: 30 Hours)		15	15

**SENIOR YEAR**

		<b>F</b>	<b>S</b>
PS 446W	Scope and Methods	3	
PS 447W	Senior Research Seminar		3
PS xxx	Political Science Electives		6
PS 347	Judicial Process	3	
PS 473	American Legislative Process		3
PS 450	Urban Politics	3	
PHIL 416 or	Logic or		
PHIL 301	Introduction to Philosophy	3	
Electives	Free Electives Options	<u>3</u>	<u>3</u>
(Senior Year Total: 27 Hours)		12	15

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**Total Hours:** **124**

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**DEPARTMENT OF PSYCHOLOGY**

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Dr. Pamela Banks, Assistant Professor and Chair

OFFICE:  
Dollye M. E. Robinson Building

FACULTY:  
Professor P. Banks, Associate Professors D. Bishop-McLin, D. Pate, K. Sly; Assistant Professors T. Bell, R. Chiles, K. Hudson, J. Reese-Smith, C. Moreland, B. Williams

**OBJECTIVES**

The objectives of the Department of Psychology are as follows:

Students enrolled in the program shall:

- develop an understanding of the field of psychology and its scientific nature by studying its history, methodology, and contents;
- acquire the capacity to critically evaluate new developments within the field;
- be qualified to enter the job market and/or to successfully pursue graduate study.

Departmental faculty shall:

- function as effective teachers by providing carefully prepared lectures, assignments, and examinations;
- function as effective role models by maintaining high standards of professional and personal conduct;

- contribute to the advancement of knowledge by conducting meaningful research and publishing the results;
- be actively engaged in service to the University and the community.

**Curriculum and Degree Requirements**

The curriculum is designed to prepare students for (1) advance study in psychology, (2) careers in behavioral sciences, education, mental health, and social work, and (3) teaching psychology in high schools. To assist in fostering exceptional students for a rather challenging and demanding career, students must meet the following criteria:

1. Possess a minimum GPA of 2.50 to transfer into the Psychology Department;
2. Maintain a minimum GPA of 2.50 in Psychology courses for graduation;
3. Adhere to the curriculum sequence;
4. Earn at least a “C” in PSY 111 prior to enrolling in PSY 112;
5. Earn at least a “C” in PSY 112 prior to enrolling in PSY 214,
6. Earn at least a “C” in PSY 214 prior to enrolling in advanced courses, and;
7. Create and maintain a psychology portfolio.

If a student’s academic performance is below the required GPA of 2.50, he/she will be placed on academic probation for one year and must commit to tutorial services offered within the Psychology Department and a monthly meeting with a designated advisor.

Additionally, the student will agree to register for only 12 hours per semester, unless special permission is granted by the Chair of the Department.

During the senior year psychology majors must take a comprehensive departmental examination. Scores on these tests will assist in program evaluation of the Department.

The Department of Psychology offers the Bachelor of Science Degree.



## Bachelor of Science: Psychology Major

### FRESHMAN YEAR

	F	S
UNIV 100 University Success	2	
HE 101 Concepts of Health		3
BIO 111 General Biology	3	
BIOL 111 General Biology Lab	1	
BIO 112 General Biology		3
BIOL 112 General Biology Lab		1
MATH 111 College Algebra	3	
ENG 104,105 Composition	3	3
HIST 101,102 History of Civilization	3	3
PSY 111, 112 Introduction to Psychology	<u>3</u>	<u>3</u>
(Freshman Year Total: 34 Hours)	18	16

### SOPHOMORE YEAR

	F	S
PSY 211,212 Statistics I and II	3	3
PSY 214 Developmental Psychology	3	
ENG 205 World Literature	3	
ENG xxx English Option		3
SCI 201,		
SCIL 201 Physical Science and Lab	3	
SS 201 Social Science Option		3
SPCH 201 Speech Option		3
ENG xxx 200-Level Humanities Options	3	3
FR 101,102 Foreign Language Options	<u>3</u>	<u>3</u>
(Sophomore Year Total: 36 Hours)	18	18

### JUNIOR YEAR

	F	S
PSY 216 Abnormal Psychology	3	
PSY 310W Personality		3
PSY 314W Social Psychology		3
PSY 315 Physiological Psychology	3	
CSC 115 Digital Computer Principles		3
PHIL 301 Introduction to Philosophy/Option	3	
PSY xxx Psychology Elective		3
Elective Non-Psychology Electives	<u>3</u>	<u>3</u>
(Junior Year Total: 27 Hours)	12	15

### SENIOR YEAR

	F	S
PSY 411 Learning	3	
PSY 415C Experimental Psychology		4
PSY xxx Psychology Elective	3	
Elective Non-Psychology Electives	<u>8</u>	<u>9</u>
(Senior Year Total: 27 Hours)	14	13

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**Total Hours:** **124**

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## Psychology Elective Course Options

Only the following courses may be used to satisfy the Psychology Elective requirement:

PSY 306	Educational Psychology	3 hrs
PSY 307	Measurement and Evaluation	3 hrs
PSY 312	Psychology of Relationships	3 hrs
PSY 320	Behavior Modification	3 hrs
PSY 416	History and Systems	3 hrs
PSY 418	Seminar	
	(Career of Multicultural Focus)	3 hrs
PSY 498	Readings, Research, and Independent Study	3 hrs

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## DEPARTMENT OF SPEECH COMMUNICATION AND THEATER

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Dr. Mark Henderson, Assistant Professor and Chair

### OFFICE:

Rose Embly McCoy Auditorium

### FACULTY:

Associate Professors P. Murrain, Assistant Professors N. Bodie-Smith, M. Henderson, Y. Myles; Instructors C. Brown, L. McDavitt, P. Duren, Y. Williams (Visiting Instructors)

### OBJECTIVES

The objectives for the Department of Speech Communication Theater are:

1. To provide comprehensive training in communicative arts theater production, and science.
2. To develop comprehensive aesthetic awareness and interaction among students, faculty, and community.
3. To present forensic activities.
4. To offer practical communicative experiences through laboratory activities, problem solving exercises, internships, and independent study.
5. To enhance performance skills through theatre productions.

**OUTCOME MEASURES**

**Internships:** (Speech/Communication Studies)

**GRE:** (Recommended for all majors)

**English Proficiency Examination:** (Required for all majors)

**Senior Directing Project:** (Required for all Theater Majors)

**Senior Internship** (Required for all Speech Communications majors)  
The Department of Speech Communication and Theater offers the Bachelor of Science and the Bachelor of Arts Degrees.

**Departmental Grade Policy**

Students must earn a minimum grade of "C" in all major courses.

**Requirements for a Minor in Speech Communication:**

A minimum of 21 semester hours

SPCH 214, 215, 216, 217 – 12 hours  
DR 201, 202, or 421 – 3 hours  
Electives – 6 hours

**Bachelor of Science: Speech Major**

(Speech Communication Concentration)

**FRESHMAN YEAR**

	<b>F</b>	<b>S</b>
UNIV 100 University Success	2	
HIST 101,102 History of Civilization	3	3
ENG 104,105 Composition I & II	3	3
MATH 111 College Algebra	3	
BIO 101 Introduction to Biology	2	
BIOL 101 Introduction to Biology Lab	1	
PE xxx Any 100 Level Activity Sport	1	
HE 101 Concepts of Health		3
SPCH 214 Interpersonal Communication		3
SPCH 215 Training Speaking Voice		<u>3</u>
(Freshman Year Total: 30 Hours)	15	15

**SOPHOMORE YEAR**

	<b>F</b>	<b>S</b>
FLG 101,102 Modern Foreign Languages	3	3
ENG 205 World Literature	3	
SPCH 216 Public Speaking	3	
SPCH 217 Oral Interpretation		3
SPCH 218 Listening		3
MUS 205 or Music Appreciation or		
ART 206 Art Appreciation		3
DR 201 Introduction to Theatre		3

CSC 115	Digital Computer Principles	3
SS xxx	Social Science Option	<u>3</u>
(Sophomore Year Total: 33 Hours)		15 15

**JUNIOR YEAR**

	<b>F</b>	<b>S</b>
SPCH 300 Organizational Communication		3
SPCH 335 Persuasion	3	
SPCH 337 Analysis of Communication	3	
SPCH 338 Nonverbal Communication		3
SPCH 339 Intercultural Communication		3
PSY 211 Statistics		3
ELECT xxx Non-Speech Electives	<u>6</u>	<u>6</u>
(Junior Year Total: 30 Hours)		15 15

**SENIOR YEAR**

	<b>F</b>	<b>S</b>
SPED 466 Introduction to Sign Language	3	
SPCH 430 Small Group Communication	3	
SPCH 496 History & Developmnt of Black Protest		3
SPCH 497 or		
SPCH 498 Communication Project or Internship		6
SPCH 499 Seminar in Communication	3	
ELECT xxx Non-Drama Elective	<u>6</u>	<u>6</u>
(Senior Year Total: 30 Hours)		15 15

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**Total Hours: 123**

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This curriculum requires a minimum of 123 Semester Hours for Graduation.

Requirements for a Minor in Speech Communication

Must have a minimum of 21 semester hours:

SPCH 214, 215, 216, 217 12 hours  
DR 201, 202, or 421 3 hours  
Electives 6 hours

**Bachelor of Arts: Speech Major**

(Theater Concentration)

**FRESHMAN YEAR**

	<b>F</b>	<b>S</b>
UNIV 100 University Success	2	
HIST 101,102 History of Civilization	3	3
ENG 104,105 Composition I & II	3	3
MATH 111 College Algebra	3	
BIO 101 Introduction to Biology		2
BIOL 101 Introduction to Biology Lab		1
PE 113 Beginning Modern Dance	1	
DR 101,102 Production Laboratory	1	1
DR 201 Introduction to Drama		3
DR 202 Fundamentals of Acting		3
SPCH 214 Interpersonal Communication		<u>3</u>
(Freshman Year Total: 33 Hours)		16 17

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
DR 103,104	Production Laboratory	1	1
CSC 115	Digital Computer Principles	3	
PSY 201	General Psychology		3
MUS 205 or	Music Appreciation or		
ART 206	Art Appreciation	3	
FLG 101,102	Modern Foreign Languages	3	3
ENG 205	World Literature		3
HE 101	Concepts of Health	3	
DR 204	Introduction to Tech Theater	3	
DRL 204	Introduction to Tech Theater Lab 1		
SPCH 216	Public Speaker		3
DR 207	Voice for the Actor		3
(Sophomore Year Total: 33 Hours)		17	16

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
DR 105,106	Production Lab	1	1
SPCH 217	Oral Interpretations	3	
DR 310	Theater History & Lit: Origins-1700s	3	
DR 311	Theater History & Lit: 1700s-Present		3
DR 313	Survey of Black Drama	3	
DR 314	Fundamentals of Playwriting	3	
DR 317	Scene Design	3	
DR 410	Theories & Techniques of Directing		
DR 416,		3	
DRL 416	Stage Make-up/Costuming		4
DR 421	Creative Dramatics	3	
SPCH 215	Training the Speaking Voice		3
(Junior Year Total: 33 Hours)		16	17

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
SS xxx	Social Science Option	3	
DR xxx	Drama Elective	3	
DR 414	Stage Lighting	3	
DR 419	Dramatic Criticism		3
DR 425	Play Production		6
DR 426	Independent Study		3
SPCH 499	Seminar in Communication		3
(Senior Year Total: 24 hours)		12	12

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**Total Hours: 122**

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**Drama Electives**

DR 356	Reader's Theater
DR 415	Advanced Playwriting
DR 422	Children's Theatre

**Requirements for a Minor in Theater:**

Must have a minimum of 21 Semester Hours.

DR 201, 202, 205, 421	9 hrs
DR 310, 311, 313, 419, 421	6 hrs
Drama Electives	6 hrs

**INTERDISCIPLINARY ALCOHOL DRUG STUDIES CENTER**

Mrs. Earnestein McNeal, Director  
OFFICE: Alcohol Drug Studies Center

The Department of Criminal Justice and Sociology offers the Master of Arts Degree in Sociology with specialty emphasis in Alcohol/Drug Studies; and the Department of Health, Physical Education and Recreation offers the Master of Science Education with emphasis in Alcohol/Drug Studies. The programs provide sub-specialization in counseling, program planning and management, and public information. The Interdisciplinary course of study is designed to provide students with theoretical knowledge and practical skills in the alcohol/drug area, as well as a conceptual framework for development of a holistic approach toward their role in the human service profession.

**MARGARET WALKER ALEXANDER NATIONAL RESEARCH CENTER**

Dr. Robert Lockett, Director  
OFFICE: Ayer Hall, Fourth Floor

The Alexander National Research Center serves the University, local, state, and national communities by encouraging the study of the history, life and culture of African Americans through archival records, material artifacts and the historic buildings environment. It initiates public programs; research projects; and oral/archival record collection, interpretation and preservation to expand the research resources on the 20th century African American.



COLLEGE OF  
**PUBLIC SERVICE**

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# COLLEGE OF PUBLIC SERVICE

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**Dr. Ricardo Brown, Dean**

**DEPARTMENTS:**

**Social Work**

**Urban Studies**

**OFFICE:**

**JSU Downtown**

**101 Capitol Street**

**Jackson, MS**

**THE COLLEGE OF PUBLIC SERVICE**

“Empowering People Through Public Service”

The mission of the College of Public Service is to educate students from diverse backgrounds for outstanding professional service and to develop local, national, and international innovative leaders in the professional academic disciplines represented in the Schools of Health Sciences, Policy and Planning, and Social Work.

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**DEPARTMENT OF SOCIAL WORK**

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Ms. Ahifiya Howard, Interim Chair and  
Assistant Professor

**OFFICE:**

Universities Center  
3825 Ridgewood Road

**BACHELOR OF SOCIAL WORK PROGRAM**

**OFFICE:**

Charles F. Moore Building, Suite 336

**FACULTY:**

Associate Professor B. Anderson; Assistant Professors A. Marshall, S. Lawrence; Clinical Assistant Professor and Coordinator of B.S.W. Admissions, P. Hammond

**GOALS**

The goals of the B.S.W. Program are to prepare students:

1. for entry-level professional careers as generalist practitioners and leaders in social work and social services;
2. to develop a professional identity that incorporates critical thinking, knowledge, skills, and values and ethics of the social work

profession;

3. for competent social work practice with diverse populations of individuals, families, groups, organizations, and communities;
4. who are sensitive to the extent to which a culture's and values may lead to issues of oppression, discrimination and at-risk populations, and equipped with strategies to advance social, economic, and political justice;
5. to utilize conceptual frameworks and research-informed practice to guide the processes of assessment, intervention, and evaluation; and
6. to analyze, formulate, and advocate for policies that advance social well-being in a changing, global, technological environment.

Outcome measures utilized by the BSW Program include the evaluation of student performance on objective and essay examinations, written and oral reports in foundation social work classes, and field instructor/faculty evaluation of student performance in field placement as well as surveys of graduating seniors, and alumni.

The BSW Program offers the Bachelor of Social Work Degree.

### **ADMISSIONS REQUIREMENTS**

The Bachelor of Social Work (B.S.W.) Program prepares professional social workers for beginning practice as social work generalists capable both of functioning in a variety of agency and community settings and of practicing with diverse populations. The curriculum provides the knowledge, skills, and values and ethics for working with individuals, families, groups, organizations and communities. The B.S.W. Program is accredited by the Council on Social Work Education.

Enrollment in the B.S.W. Program is limited. Admission to the University alone will not ensure admission to the B.S.W. Program.

Students may declare social work as a major upon entry to the University. Students are identified by the B.S.W. Program as pre-majors until they have been formally admitted to the B.S.W. Program.

Before applying for admission to the B.S.W. Program, students must have:

1. completed any developmental courses required by the University;
2. completed English 104 and 105 with a minimum grade of "C" in each course;
3. completed SW 200-Introduction to Social Work, and SW 210-Social Work Values and Ethics, with a minimum grade of "C" in each course;
4. removed any Incomplete grades ("I") in courses;
5. achieved a total institutional GPA of 2.75; and
6. achieved an overall social work GPA of 2.75.

The admission application includes:

1. an application checklist;
2. the application form;
3. a personal statement; and
4. an up-to-date transcript from Jackson State University that includes all credits transferred from other institutions.

In addition to the admission application, the admission process includes participation in a personal interview with the B.S.W. Program Admissions Committee.

Students must be fully admitted as social work majors before they will be allowed to enroll in SW 385-Social Work Practice I.

Academic credit for social work courses is evaluated in accordance with the following policies:

1. The course, Introduction to Social Work, is accepted for transfer credit.
2. Students who wish to transfer other social work courses from Council on Social Work Education (CSWE) accredited institutions must submit a copy of the course syllabus for the course(s) they took at the other institution. The course syllabus is reviewed by the B.S.W. Program Coordinator in consultation with the B.S.W. Program faculty to determine whether there is a comparable course in the B.S.W. Program for which credit may be given.
3. Non-equivalent social work courses from CSWE-accredited institutions and social work courses from non-CSWE-accredited institutions may be transferred as social work electives.
4. A minimum of thirty (30) semester hours toward the B.S.W. degree must be completed at Jackson State University.

5. Only social work courses completed within the last ten years of re-admission or transfer to Jackson State University will apply toward B.S.W. degree requirements.

Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of social work courses.

Students are expected to adhere to the values and ethics of the social work profession. Students are required to take social work courses in sequence and to have a minimum overall GPA of 2.75 and a minimum cumulative GPA in social work courses of 2.75 before going into field instruction. All students with grades below "C" in English 104 and 105 are required to repeat these courses the next semester in residence at the University and attain a minimum grade of "C" before advancing in the program.

Students with a major in social work who earn a grade below "C" in any social work core curriculum course will be allowed to repeat each course only once. The repeated course must be completed with a grade of "C" or better before the student may take any other required social work courses. Students who do not successfully complete repeated courses the second time must be referred to their advisor for counseling out of social work as a major at Jackson State University School of Social Work.

**Requirements for a Minor:**

Social Work 200, 201, 301 (9 hours); the remaining nine (9) hours may be selected from any social work courses except Social Work 385, 465, 485, 486, 489, and 499.

**CURRICULUM FOR FULL-TIME STUDENTS:  
Bachelor of Social Work: Social Work Major**

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
ENG 104,105	Composition I & II	3	3
HIST 101,102	History of Civilization	3	3
FLG 101,102	Modern Foreign Language	3	3
UNIV 100	University Success	2	
MATH 111	College Algebra	3	
BIO 101	Introduction to Biology	2	
BIOL 101	Introduction to Biology Lab	1	
	Humanities and Fine Arts Option		3
HE 101	Concepts of Health		3
(Freshman Year Total: 32 Hours)		17	15

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
SW 200	Introduction to Social Work	3	
ENG 205	World Literature	3	
PSY 201	General Psychology	3	
SW 210	Social Work Values & Ethics	3	
SOC 214	Introduction to Sociology	3	
PS 135	American Government		3
ELEC	General Elective		3
ECO 211	Principles of Macroeconomics		3
SPCH xxx	Speech Arts Option		3
SW 215	Social Welfare Policies and Prog		3
SW 250	Theoretical Perspectives for Generalist Social Work		3
(Sophomore Year Total: 33 Hours)		15	18

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
SW 301,302	Human Behavior & Social Environment I and II	3	3
SW 260	Behavior Modification: Assessment & Intervention		3
SW 255	Human Diversity & Social Justice	3	
CSC 115	Digital Computer Principles		
MNGT 350	Computer Option		3
ELEC	General Elective		3
SW xxx	Social Work Electives	3	3
SW 385W	Social Work Practice I Statistics Option*		3
(Junior Year Total: 30 Hours)		15	15

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
SW 455W	Research Methods in Social Work	3	
SW 485	Skills in Interviewing	3	
SW 486	Social Work Practice II	3	
SW 465	Professional Development and Licensure Preparation		2
Elective	General Electives		6
SW 489	Field Instruction		9
SW 499	Seminar: Issues & Problems of Professional Social Work		3
(Senior Year Total: 29 Hours)		17	12

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<b>TOTAL HOURS:</b>	<b>124</b>
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**NOTE:** \*SOC 451, PSY 211, PS 236, or ECO 357.

**CURRICULUM FOR NON-TRADITIONAL STUDENTS:**

**General Education and Social Work Prerequisite Courses to be completed prior to the Professional Curriculum (for Non-traditional Students)**

**F S**

ENG 104,105	Composition I and II	3	3
HIST 101,102	History of Civilization	3	3
MFL 101,102	Modern Foreign Language	3	3
UNIV 100	University Success	2	
MATH 111	College Algebra	3	
BIO 101	Introduction to Biology	2	
BIOL 101	Introduction to Biology Lab	1	
HE 101	Concepts of Health		3
Humanities & Fine Arts Option			3
PSY 201	General Psychology	3	
SOC 214	Introduction to Sociology	3	
ENG 205	World Literature	3	
ECO 211	Principles of Macroeconomics	3	
SPCH xxx	Speech Arts Option	3	
PS 135 or	American Government or		
ELEC	General Electives	6	6
SW 315 or			
CSC 115 or			
MNGT 350	Computer Option	3	

**Year One**

SW 200	Introduction to Social Work	3	<b>F S</b>
SW 210	Social Work Values and Ethics	3	
SW 215	Social Welfare Policies and Programs	3	
SW 250	Theoretical Perspectives for Generalist Social Work	3	
SW260	Behavior Modification: Assessment	3	
SW 301	Human Behavior and Social Environment I	3	
SW 255	Human Diversity and Social Justice	3	
SW xxx	Social Work Elective	3	

**Year Two**

SW 302	Human Behavior and Social Environment II	3	<b>F S</b>
SW 385(W)	Social Work Practice I Statistics Option* (SOC 451, PSY 211, PS 236, or ECO 357)	3	
SW 485	Skills in Interviewing	3	
SW 486	Social Work Practice II	3	
SW 455(W)	Research Methods in Social Work	3	
SW 465	Professional Development & Licensure Preparation	2	

**Year Three**

SW xxx	Social Work Elective	3	
SW 489	Field Instruction**	9	
SW 499	Seminar in Issues and Problems of Professional Social Work**	3	

**\*Social Work corequisite courses offered in other disciplines may require daytime attendance.**

**\*\*Field Instruction requires a full-time commitment, normally during daytime working hours.**

**CURRICULUM FOR TRANSFER STUDENTS:**

To be taken prior to transfer or in the summers after transfer:

ENG 104,105	Composition I and II	3	<b>F S</b>
HIST 101,102	History of Civilization	3	
MFL 101,102	Modern Foreign Language	3	
UNIV 100	University Success	2	
MATH 111	College Algebra	3	
BIO 101	Introduction to Biology	2	
BIOL 101	Introduction to Biology Lab	1	
HE 101	Concepts of Health		3
Humanities & Fine Arts Option			3
PSY 201	General Psychology	3	
SOC 214	Introduction to Sociology	3	
ENG 205	World Literature	3	
ECO 211	Principles of Macroeconomics	3	
SPCH xxx	Speech Arts Option	3	
PS 135 or	American Government	3	
ELEC	General Electives	6	3
CSC 115	Digital Computer Principles	3	

To be taken in the junior and senior years for transfer students:

**JUNIOR YEAR**

SW 200	Introduction to Social Work	3	<b>F S</b>
SW 215	Social Welfare Policies and Programs	3	
SW 210	Social Work Values and Ethics	3	
SW 250	Theoretical Perspectives for Generalist Social Work	3	
SW 260	Behavior Modification: Assessment and Intervention	3	
**SW 301	Human Behavior and Social Environment I	3	
SW 302	Human Behavior and Social Environment II	3	
SW 255	Human Diversity & Social Justice	3	
ELEC	General Elective	3	
***SW 385W	Social Work Practice I	3	
SW xxx	Social Work Elective	3	
(Junior year total: 36 hours)		18	15



<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
Statistics Option (SOC 451, PSY 211, PS 236, or ECO 357)			3
SW 455(W) Research Methods in Social Work			3
SW 485 Skills in Interviewing			3
SW 486 Social Work Practice II			3
SW 465 Professional Development and Licensure Preparation			2
SW xxx Social Work Elective			3
SW 489 Field Instruction			9
SW 499 Seminar in Issues and Problems of Professional Social Work			<u>3</u>
(Senior year total: 29 hours)			17 12

*\*This sequencing is for JSU students who transfer to social work as a major as well as to students from other colleges or universities who transfer to JSU at the beginning of the junior year. Students following this sequence will need to complete the full 124 credit hour curriculum to earn the B.S.W. degree.*

*\*\*Prerequisites: BIO 101, BIOL 101, HE 101, PSY 201, SOC 214, SW 200, SW 210, or approved options*

*\*\*\*Prerequisites: ECO 211, PS 135, SW 200, SW 201, or approved options*

*\*\*\*\*Formal admission to B.S.W. major status required*  
**THE SCHOOL OF SOCIAL WORK**  
 (Bachelor of Social Work Program)

Bachelor of Social Work Program

Social Work students in the College of Public Service believe in teamwork and service to the community.

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## **DEPARTMENT OF URBAN STUDIES**

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Dr. Mukesh Kumar,  
 Associate Professor and Interim Program Director

OFFICE:  
 C. F. Moore Building, Suite 324

FACULTY:  
 Professor E. Merem, Associate Professors  
 O. Burton, M. Kumar, Joan Wesley; Assistant  
 Professors E. Santos; Visiting Assistant  
 Professor Moe Chowdhury

## **OBJECTIVES**

The objectives of the Urban Studies Program are as follows:

1. To offer a responsive learning environment where students can enhance their abilities to communicate effectively, both orally and in writing;
2. To support students in developing an understanding of the nature of urban studies through the skills and knowledge ascertained through the core courses;
3. To prepare students for employment opportunities and further professional development as desired; and
4. To promote a social consciousness which will enable students to assume responsibilities; to think critically about moral, economic, cultural, and political problems; and to contribute to the improvement of society.

## **OUTCOME MEASURES**

Students' knowledge and skills are measured with written examinations and project assessments related to courses, performance ratings for internships and volunteer experiences, and the general segment of the GRE that relates to the development of critical thinking and analytic abilities.

## **Bachelor of Arts: Urban Studies Major**

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
ENG 104,105	Composition	3	3
HIST 101,102	History of Civilization	3	3
HE 101	Concepts of Health		3
UA 200	Introduction to Urban Affairs		3
UNIV 100	University Success	2	
BIO 103	Environmental Science	2	
BIOL 103	Environmental Science Lab	1	
SOC xxx	(100-200 level course)	3	
MATH 111	College Algebra		3
GEOG 103	Introduction to Physical Geography	<u>3</u>	
(Freshman Year Total: 32 Hours)			14 18

## **SOPHOMORE YEAR**

ENG 205	Introduction to Literature	3	
ART 206	Art Appreciation	3	
EDCI xxx or	Education Option (100-200 level)		
EDFL xxx	or Educ Leadership Optn (100-200)	3	
SPCH 216	Public Speaking		3

FLG 101, 102	Modern Foreign Languages Option	3	3
PS xxx	Political Sci. Optn (100-200 level)	3	
ECO 211	Principles of Economics		3
PSY xxx	Psychology Option (100-200 level)	3	
UA xxx	Urban Studies Elective		3
UA 229	Dimensions in Culture	3	
UA 310	History of Cities		<u>3</u>
(Sophomore Year Total: 36 Hours)		18	18

**JUNIOR YEAR**

PHIL 301	Introduction to Philosophy	3	
HIST xxx	History Option (300-400 level)	3	
SS xxx	Social Science Quantitative	3	
MNGT 350	Business Computer Application	3	
ELEC xxx	Open Elective	3	
GEOG xxx	Geography Option (300-400 level)	3	
UA Elective	Electives Options	3	3
UA 366	Public Policies and Practices	3	
UA 494	Writing and Presentation for Policy and Planning		<u>3</u>
(Junior Year Total: 30 Hours)		15	15

**SENIOR YEAR**

PS xxx	Political Sci. Optn (300-400 level)	3	
SOC xxx	Sociology w/cultural content (300-400 level)	3	
SOC xxx	Sociology Option (300-400 level)	3	3
UA xxx	UA Elective	3	3
UA 421	Community Development Theory and Practice	3	
UA 466	Ethics in Policy & Planning	3	
UA 495	Internship		<u>4</u>
(Senior Year Total:25 Hours)		12	13

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**TOTAL HOURS: 123-124**

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COLLEGE OF  
**SCIENCE, ENGINEERING  
AND TECHNOLOGY**

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# COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY

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**Dr. Richard Alo, Dean**

**Dr. Paul Tchounwou, Associate Dean**

**Dr. Wilbur Walters, Jr., Associate Dean**

## **OFFICE: School of Engineering Building, Room 201**

The College of Science, Engineering, and Technology (CSET) was authorized in 2002, through an academic reorganization plan that combined the School of Science and Technology with the School of Engineering. The focal point of CSET's vision is the preparation of highly quality and competitive graduates. Academic programs help to fulfill this vision which is complemented by a faculty with a rich diversity of recognized scholars and scientists who have established reputations throughout the world. A capable and energetic administration, with a well-trained staff, is in place to provide the knowledge, support and experiences required to ensure and enhance productivity in the academic environment.

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## COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY

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### **DEPARTMENTS**

Aerospace Studies

Biology

Chemistry and Biochemistry

Civil and Environmental Engineering

Computer and Telecommunications Engineering

Computer Science

Electrical and Computer Engineering

Industrial Systems and Technology

Mathematical and Statistical Sciences

Physics, Atmospheric Sciences and Geosciences

Engineering is a profession in which a knowledge of the mathematical and natural sciences, gained by study, experience, and practice, is applied to the efficient use of materials and the forces of nature. In fact, the term engineer properly means a person who has received professional training in pure and applied science. Before the middle of the 18th century, military experts assumed most engineering responsibilities, thereby diminishing the need for specialized private sector engineer training. Subsequent technical advances and societal changes have greatly broadened the field of engineering and introduced a civilian workforce to a large number of engineering specialities.

### **SCHOLARSHIPS AND FINANCIAL AID**

A variety of financial assistance programs are available through Enrollment Management at Jackson State University. For application information, please contact Undergraduate Admissions at (601) 979-0928.

In addition to the scholarship programs offered by the University, the School of Engineering offers scholarship awards to students who demonstrate promise as evidenced by exceptional high school academic performance (high school average of "B" or above) in college preparatory courses or outstanding achievement on the American College Test (ACT, 24 or above) or the Scholastic Aptitude Test (SAT, 1090 or above).

The amount of the award is based on demonstrated financial need. Students should apply for scholarships by the end of March prior to the subsequent Fall semester.

For application information, please contact: Jackson State University School of Engineering, P. O. Box 17249, Jackson, Mississippi 39217, or telephone us at (601) 601-979-4043.

The School offers the following scholarships:

1. School of Engineering Scholarship
2. Company-funded Scholarships
  - a. Neel-Scholarship
  - b. KWAME

These scholarships are renewable based on academic performance.

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## DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

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Dr. Farshad Amini, Professor and Chair

OFFICE: Engineering Building, Room 146

FACULTY:

Professors F. Amini, D. Leszczynska\*, R. Whalin; Associate Professors L. Li, Y. Li, W. Walters\*\*, W. Zheng; H. Das, F. Wang; Assistant Professor M.S. Khan

\*Joint appointment with the Environmental Science Program (Department of Biology)

\*\*Joint appointment with the Department of Physics, Atmospheric Sciences and Geosciences

Civil Engineering, the oldest and broadest of the divisions of engineering, implements a range of public and private projects for improving the world's environment. The civil engineer integrates scientific principles including modern computational tools with engineering experience to conceive, plan, design, construct, operate, and maintain facilities such as network of highways and railroads, airports, bridges, buildings, dams, tunnels, environmental pollution control systems, water purification and distribution systems and urban transportation systems that maintain, protect, and enhance the quality of life in our society. Civil Engineering is about community service, development and improvement, which includes

the planning, design, construction, maintenance and operation of facilities essential to modern technological society, ranging from transit systems to offshore structures to space satellites. The civil engineering profession faces a great challenge as it assumes a central role in solution of the physical problems facing the urban environment. The Civil Engineering Program at Jackson State University is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. It is designed to prepare students for careers in civil engineering or to seek graduate study

### MISSION

The mission of the Department of Civil and Environmental Engineering is to achieve excellence in education, research, and public and professional service. The Department will:

1. Provide a forward-looking, learner-centered and intellectually stimulating civil engineering educational experience that inspires students to reach for the highest levels of intellectual attainment and growth throughout their lives;
2. Provide a scholarly and professional environment and make significant contributions to the advancement of knowledge in civil engineering; and,
3. Engage in meaningful service activities that enhance the public's understanding and perception of civil engineering issues for the betterment of society and particularly in an urban environment.

The Department will pursue its mission within an environment that embraces integrity, respect, trust, openness, fairness, performance, and accountability.

### PROGRAM EDUCATIONAL OBJECTIVES

Graduates of JSU Civil Engineering Program are expected within a few years of graduation to have:

1. Established themselves as professionals actively engaging in problem solving to address the needs of society.
2. Progressed in their civil engineering careers or other chosen professions and/or engaged in advanced studies in civil engineering or other related fields.
3. Demonstrated their ability to act professionally and ethically in making decisions and to practice life-long learning and continuing education.

**STUDENT OUTCOMES**

The JSU Civil Engineering graduates will have:

- Outcome A: an ability to apply knowledge of mathematics, science, and engineering.
- Outcome B: an ability to design and conduct civil engineering experiments, as well as to analyze and interpret data.
- Outcome C: an ability to design a civil engineering system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- Outcome D: an ability to function on multi-disciplinary teams.
- Outcome E: an ability to identify, formulate, and solve civil engineering problems.
- Outcome F: an understanding of professional and ethical responsibility.
- Outcome G: an ability to communicate effectively.
- Outcome H: the broad education necessary to understand the impact of civil engineering solutions in a global, economic, environmental, and societal contexts.
- Outcome I: recognition of the need for, and an ability to engage in life-long learning.
- Outcome J: a knowledge of contemporary issues necessary for engineering practice.
- Outcome K: an ability to use the techniques, skills, and modern engineering tools.

**REQUIREMENTS FOR THE MAJOR:**

The Undergraduate Civil Engineering Program at JSU offers two concentrations in “General Civil Engineering” and “Environmental Engineering.” The General Civil Engineering concentration is designed for students who desire a broad knowledge of the field of civil engineering. The Environmental Engineering concentration is intended for students who are more interested in Environmental Engineering as a career.

**(Environmental Engineering Concentration)**

**FRESHMAN YEAR**

	<b>F</b>	<b>S</b>
MATH 241, 242 Calculus I and II with Lab	3	3
ENG 104,105 Composition & Literature	3	3
HIST 101,102 History of Civilization	3	3
UNIV 100 Concepts for Success in College	2	

CHEM 141, CHML 141 General Chemistry I & Lab	4
CHML 141 General Chemistry I Lab	1
SPCH xxx Speech Option	3
PHY 211, PHYL 211 General Physics I & Lab	5
	15
	17

**SOPHOMORE YEAR**

	<b>F</b>	<b>S</b>
MATH 243, 244 Calculus III & IV with Labs	3	3
CHEM 142, CHML 142 General Chemistry II & Lab	4	
ENG xxx English Option	3	
CIV 222 Engineering Mechanics I	3	
CIV 201 Engineering Graphics	2	
BIO 101, BIOL Intro Bioloty & Lab or or SCI 205 Earth & Space Science	3	
MATH 368 Ordinary Diff. Equations I		3
CIV 223 Engineering Mechanics II		3
CHEM 241, CHML 241 Organic Chemistry I & Lab		4
EN 220 Circuit Theory		3
CIV 240 Strength of Materials		3
	18	19

**JUNIOR YEAR**

	<b>F</b>	<b>S</b>
CIV 330, CIVL 330 Fluid Mechanics Lecture & Lab	3	
MATH 307 Probability & Statistics for Engineers	3	
CIV 320 Structural Analysis	3	
CIV 340S, CIVL 340 Intro Environmental Engineering & Lab	4	
CIV 355 Engineering Economy	3	
CIV 360 Design of Steel Structures		2
CIV 370 Water Resources Engineering		3
CIV 380, CIVL 380 Intro to Geotechnical Eng Engineering & Lab		4
CIV 390 Intro to Transportation Engineering		3
CIV elective Civil Engineering Elective		3
CIV elective Civil Engineering Elective		3
	16	18

**SENIOR YEAR**

	<b>F</b>	<b>S</b>
CIV 416 Capstone Design I	3	
CIV 430 Foundation Engineering	3	
CIV 420 Design of Concrete Structures	2	
CIV 421 Structural Engineering Lab	1	
CIV elective Civil Engineering Elective		3
CIV 411W Capstone Design II		3
CIV 461 Professional & Ethical Issues in Civil Engineering		1
ART xxx Fine Arts Option		3
PHIL xxx Philosophy Option		
CIV xxx Civil Engineering Elective		3
	12	13

**TOTAL HOURS: 128**

**Civil Engineering Technical Electives:**

CIV 310 Engineering Surveying  
 CIVL 310 Engineering Surveying Lab  
 CIV 431 Traffic Engineering  
 CIV 441 Water & Wastewater Treatment Processes  
 CIV 451 Computer Methods in Civil Engineering  
 CIV 460 Design of Environmental Engineering Facilities  
 CIV 465 Advanced Water Resources Engineering  
 CIV 466 Advanced Design of Hydraulic Structures  
 CIV 468 Hazardous Waste Engineering  
 CIV 470 Urban Transportation Engineering Sys. Design  
 CIV 471 Principles of Geoenvironmental Engineering  
 CIV 472 Applied Geotechnical Engineering Design  
 CIV 475 Pavement Design  
 CIV 476 Advanced Design of Steel Structures  
 CIV 477 Advanced Design of Concrete Structures  
 CIV 478 Design of Wood and Masonry Structures  
 CIV 479 Evaluation, Maintenance, and Rehabilitation of Public Works Infrastructure  
 CIV 481 Special Problems in Civil Engineering  
 CIV 491 Internships in Civil Engineering I  
 CIV 492 Internships in Civil Engineering II

The students are required to contact their advisors or department chair prior to taking any civil engineering elective.

1. At least one (1) civil engineering elective must be chosen from CIV 441 or CIV 460.
2. At least one civil engineering elective must be chosen from CIV 431, CIV 470, CIV 475, or CIV 479.

The students are required to contact their advisors or department chair prior to taking any civil engineering elective.

**Science Elective:**

BIO 101 & BIOL 101 Introduction to Biology and Lab  
 SCI 205 Earth and Space Science

At least one science elective must be chosen from BIO 101 & BIOL 101 or SCI 205.

**DEVELOPMENTAL COURSE REQUIREMENTS:**

ENG 002 Required for students with an ACT English subtest score of 16 or less. Strongly encouraged for students with English subtest score of 19 or less.

MATH 004 Required for students with an ACT Mathematics subtest score of 16 or less. Strongly encouraged for students with Mathematics subtest score of 19 or less.

RE 002 Required for students with an ACT Reading subtest score of 16 or less. Strongly encouraged for students with Reading subtest score of 19 or less.

GNST 101, 102 Required for students taking two (2) or more intermediate courses. Students in the Academic Support Program will not be permitted to take more than 15 semester hours, including intermediate courses and the Academic Support Program.

**NOTE:** (a) Students who transfer 12 or more hours of college credit are exempt from UNIV 100; (b) Students are required to take the Mathematics Placement Test to determine if they need to take any mathematics courses before taking MATH 231-Calculus I; (c) Students who fail the English Proficiency Examination must register for ENG 399.

**SPEECH OPTIONS**

SPCH 201 Speech Arts  
 SPCH 334 Argumentation and Debate  
 SPCH 355 Persuasion  
 SPCH 430 Small Group Discussion

**PHILOSOPHY OPTIONS**

PHIL 208 Aesthetics  
 PHIL 301 Introduction to Philosophy  
 PHIL 309 Ethics  
 PHIL 416 Logic

**HUMANITIES AND FINE ARTS OPTIONS**

ART 206 Art Appreciation  
 MUS 205 Music Appreciation  
 DR 201 Introduction to Drama  
 ENG 201/202 Humanities  
 ENG 205 World Literature  
 FR 101/102 Elementary French \*  
 FR 201/202 Intermediate French \*  
 FR 213 French Phonetic Reading \*  
 SP 101/102 Elementary Spanish \*  
 SP 201/202 Intermediate Spanish \*

\*NOTE: Students may take the equivalent of any foreign language the University offers.

**ENGLISH OPTIONS**

ENG 205 World Literature  
 ENG 206 Literature of Science  
 ENG 213 Professional Writing

**Bachelor of Science: Civil Engineering Major  
(General Civil Engineering Concentration)**

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
MATH 241, 244 Calculus II & IV with Lab	3	3
ENG 104, 105 Composition & Literature	3	3
HIST 101, 102 History of Civilization	3	3
UNIV 100 Concepts for Success in College	2	
CHEM 141, CHML 141 General Chemistry I & Lab	4	
EN 105 Programming for Engineers		3
SPCH xxx Speech Option		3
PHY 211, PHYL 211 General Physics I & Lab		5
	<hr/>	<hr/>
	15	17

<b>SOPHOMORE YEAR</b>	<b>F</b>	<b>S</b>
MATH 243, 244 Calculus III & IV with Labs	3	3
PHY 212, PHYL 212 General Physics II & Lab	5	
ENG xxx English Option	3	
CIV 222 Engineering Mechanics I	3	
BIO 101, BIOL Intro Biology & Lab or or SCI 205 Earth and Space Science	3	
CIV 201 Engineering Graphics	2	
MATH 368 Ordinary Differential Equations I		3
CIV 223 Engineering Mechanics II		3
EN 220 Circuit Theory		3
CIV 240 Strength of Materials		<hr/> 3
	19	15

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
CIV 320 Structural Analysis	3	
CIV 330, CIVL 330 Fluid Mechanics Lecture & Lab	3	
MATH 307 Probability & Statistics for Engineers	3	
CIV 340S, CIVL 340 Intro Environmental Engineering & Lab	4	
CIV 355 Engineering Economy	3	
CIV 360 Design of Steel Structures		2
CIV 370 Water Resources Engineering		3
CIV 380, CIVL 380 Intro to Geotechnical Engineering & Lab		4
CIV 390 Intro to Transportation Engineering		3
CIV elective Civil Engineering Elective		3
CIV elective Civil Engineering Elective		<hr/> 3
	16	18

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
CIV 410 Capstone Design I	3	
CIV 430 Foundation Engineering	3	
CIV 420 Design of Concrete Structures	2	
CIVL 421 Structural Engineering Lab	1	
CIV elective Civil Engineering Elective	3	
PHIL xxx Philosophy Option	3	
CIV411W Capstone Design II	3	

ART xxx Fine Arts Option	3
CIV 461 Professional and Ethical Issues in Civil Engineering	1
CIV elective Civil Engineering Elective	3
CIV elective Civil Engineering Elective	<hr/> 3
	15 13

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**TOTAL HOURS: 128**

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**Civil Engineering Technical Electives:**

CIV 310 Engineering Surveying	
CIVL 310 Engineering Surveying Lab	
CIV 431 Traffic Engineering	
CIV 441 Water & Wastewater Treatment Processes	
CIV 451 Computer Methods in Civil Engineering	
CIV 460 Design of Environmental Engineering Facilities	
CIV 465 Advanced Water Resources Engineering	
CIV 466 Advanced Design of Hydraulic Structures	
CIV 468 Hazardous Waste Engineering	
CIV 470 Urban Transportation Engineering Syst. Design	
CIV 471 Principles of Geoenvironmental Engineering	
CIV 472 Applied Geotechnical Engineering Design	
CIV 475 Pavement Design	
CIV 476 Advanced Design of Steel Structures	
CIV 477 Advanced Design of Concrete Structures	
CIV 478 Design of Wood and Masonry Structures	
CIV 479 Evaluation, Maintenance, and Rehabilitation of Public Works Infrastructure	
CIV 481 Special Problems in Civil Engineering	
CIV 491 Internships in Civil Engineering I	
CIV 492 Internships in Civil Engineering II	

1. At least two (2) civil engineering electives must be chosen from CIV 441, CIV 460, CIV 468, or CIV 471.
2. At least one (1) civil engineering elective must be chosen from CIV 431, CIV 470, CIV 475, or CIV 479.

The students are required to contact their advisors or department chair prior to taking any civil engineering elective.

**Science Elective:**

BIO 101 & BIOL 101 Introduction to Biology and Lab
SCI 205 Earth and Space Science

A least one science elective must be chosen from BIO 101 & BIOL 101 or SCI 205.

**DEVELOPMENTAL COURSE REQUIREMENTS:**

ENG 002	Required for students with an ACT
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English subtest score of 16 or less.  
Strongly encouraged for students with  
English subtest score of 19 or less.

MATH 004 Required for students with an ACT  
Mathematics subtest score of 16 or less.  
Strongly encouraged for students with  
Mathematics subtest score of 19 or less.

RE 002 Required for students with an ACT  
Reading subtest score of 16 or less.  
Strongly encouraged for students with  
Reading subtest score of 19 or less.

GNST 101, 102 Required for students taking two  
(2) or more intermediate courses.  
Students in the Academic Support  
Program will not be permitted to  
take more than 15 semester hours,  
including intermediate courses and  
the Academic Support Program.

**NOTE:** (a) Students who transfer 12 or more hours  
of college credit are exempt from UNIV 100; (b)  
Students are required to take the Mathematics  
Placement Test to determine if they need to take  
any mathematics courses before taking MATH  
231–Calculus I; (c) Students who fail the English  
Proficiency Examination must register for ENG 399.

#### **SPEECH OPTIONS**

SPCH 201 Speech Arts  
SPCH 300 Introduction to Organization  
Communication  
SPCH 334 Argumentation and Debate  
SPCH 355 Persuasion  
SPCH 430 Small Group Discussion

#### **PHILOSOPHY OPTIONS**

PHIL 208 Aesthetics  
PHIL 301 Introduction to Philosophy  
PHIL 309 Ethics  
PHIL 416 Logic

#### **HUMANITIES AND FINE ARTS OPTIONS**

ART 206 Art Appreciation  
MUS 205 Music Appreciation  
DR 201 Introduction to Drama  
ENG 201/202 Humanities  
ENG 205 World Literature  
FR 101/102 Elementary French \*  
FR 201/202 Intermediate French \*  
FR 213 French Phonetic Reading \*  
SP 101/102 Elementary Spanish \*  
SP 201/202 Intermediate Spanish \*

\* NOTE: Students may take the equivalent of any  
foreign language the University offers.

#### **ENGLISH OPTIONS**

ENG 205 World Literature  
ENG 206 Literature of Science  
ENG 213 Professional Writing

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## DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

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Dr. Mahmoud A. Manzoul, Professor and Chair

OFFICE: School of Engineering, Room 233

### FACULTY:

Professors Kamal S. Ali, Gordon Skelton, Khalid Abed, and Shahrouz Aliabadi; Associate Professors Tarek El-Bawab, Shuang Tu and Abdelnasser Eldek; Assistant Professor M. Khan; Instructor Q. Pang

The mission of the Computer Engineering Department is to build and sustain a high quality and broad-based teaching and research program in computer engineering, telecommunications engineering and electrical engineering, to prepare graduates for successful professional careers, and to provide service to the community.

The Department of Computer Engineering offers three undergraduate degrees: Bachelor of Science in Computer Engineering, Bachelor of Science in Telecommunications Engineering, and Bachelor of Science in Electrical Engineering.

## COMPUTER ENGINEERING

### Program Educational Objectives

Graduates of the program will be able to achieve the following three objectives within the first few years after graduation.

1. Employed in the computing profession with potential for successful career advancement.
2. For those with an interest in earning advanced degrees, they will have completed or be pursuing advanced degrees.
3. Be informed and involved members of their communities as well as professional organizations and engaged in life-long learning.

### Student Outcomes

The computer engineering program attempts to instill the following outcomes in its graduates:

- a. An ability to apply knowledge of mathematics, science, and engineering to the analysis of computer engineering problems.
- b. An ability to design and conduct scientific and engineering experiments, as well as to analyze and interpret data.
- c. An ability to design a system, component, or process

to meet desired needs.

- d. An ability to function on multi-disciplinary teams.
- e. An ability to identify, formulate and solve computer engineering problems.
- f. An understanding of professional and ethical responsibility.
- g. An ability to communicate effectively.
- h. A broad education necessary to understand the impact of computer engineering solutions in a global, economic, environmental, and societal context.
- i. A recognition of the need for, and an ability to engage in, life-long learning.
- j. A knowledge of contemporary issues.
- k. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
- l. An ability to analyze, design, and implement software solutions.

### REQUIREMENTS FOR THE MAJOR:

#### Bachelor of Science: Computer Engineering Major

FRESHMAN YEAR	F	S
UNIV 100 University Success	2	
MATH 241 Calculus I	3	
CSC 118 Programming Fundamentals	3	
CSCL 118 Programming Fundamentals Lab	1	
HIST 101,102 History of Civilization	3	3
ENG 104,105 Composition	3	3
MATH 242 Calculus II		3
EN 212 Digital Logic		3
ENL 212 Digital Logic Lab		1
PHY 211 General Physics I		4
PHYL 211 General Physics I Lab		<u>1</u>
(Freshman Year Total: 31 Hours)	15	18

SOPHOMORE YEAR	F	S
MATH 243 Calculus III	3	
PHY 212 General Physics II	4	
PHYL 212 General Physics II Lab	1	
CSC 119 Object-Oriented Programming	3	
CSCL 119 Object-Oriented Programming Lab	1	
EN 220 Circuit Theory	3	
ENL 220 Circuit Theory Lab	1	
EN 252 Engineering Analysis		3
CPE 312 Computer Organization		3
CSC 225 Discrete Structure		3
MATH 244 Calculus IV		3
CPE 330 Electronics		3
CPEL 330 Electronics Lab		<u>1</u>
(Sophomore Year Total: 32 Hours)	16	16

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
MATH 368 Ordinary Differential Equation I	3	
EN 222 Engineering Mechanics	3	
CPE 360 Embedded Microprocessors	3	
CPEL 360 Embedded microprocessors Lab	1	
CPE 315 Synthesis with HDL	3	
CHEM 141 General Chemistry I	3	
CHML 141 General Chemistry I Lab	1	
MATH 307 Prob & Stat for Engineers		3
EN 355 Engineering Economy		3
CSC 228 Data Structures & Algorithms		3
CSCL 228 Data Structures & Algorithms Lab		1
CPE 351 Signals and Systems		3
CPE 412 Computer Architecture		3
ENG xxx English Option		<u>3</u>
(Junior Year Total: 36 Hours)	17	19

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
CPE 490S Senior Design Project I	3	
CSC 325 Operating Systems	3	
PHIL xxx Philosophy Option	3	
ART xxx Fine Arts Option	3	
CPE xxx Technical Elective 1	3	
CPE 491W Senior Design Project II		3
SPCH xxx Speech Option		3
CPE xxx Technical Elective 2		3
CPE xxx Technical Elective 3		<u>3</u>
(Senior Year Total: 27 Hours)	15	12

**NOTE:** Grade "C" or better for all courses

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**TOTAL HOURS:** **128**

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**Technical Electives for Computer Engineering Majors:**

CPE 430 Digital VLSI Design	3
CPE 431 Digital Systems Testing	3
CPE 440 Communication Systems	3
CPE 441 Computer Networks	3
CPE 451 Digital Signal Processing	3
CPE 492 Special Studies in CPE	3
CPE 493 Special Topics in CPE	3

Other Courses require Chair's approval.

**ELECTRICAL ENGINEERING**

**Program Educational Objectives**

Graduates of the program will be able to achieve the following three objectives within the first few years after graduation.

1. Employed in the electrical engineering profession with potential for successful career advancement.
2. For those with an interest in earning advanced degrees, they will have completed or be pursuing advanced degrees.
3. Be informed and involved members of their communities as well as professional organizations

and engaged in life-long learning.

**STUDENT OUTCOMES**

The electrical engineering program attempts to instill the following outcomes in its graduates:

- a. An ability to apply knowledge of mathematics, science, and engineering to the analysis of electrical engineering problems.
- b. An ability to design and conduct scientific and engineering experiments, as well as to analyze and interpret data.
- c. An ability to design a system, component, or process to meet desired needs.
- d. An ability to function on multi-disciplinary teams.
- e. An ability to identify, formulate and solve electrical engineering problems.
- f. An understanding of professional and ethical responsibility.
- g. An ability to communicate effectively.
- h. A broad education necessary to understand the impact of electrical engineering solutions in a global, economic, environmental, and societal context.
- i. A recognition of the need for, and an ability to engage in, life-long learning.
- j. A knowledge of contemporary issues.
- k. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

**REQUIREMENTS FOR THE MAJOR:**  
**Bachelor of Science: Electrical Engineering Major**

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
UNIV 100 University Success	2	
MATH 241 Calculus I	3	
CSC 118 Programming Fundamentals	3	
CSCL 118 Programming Fundamentals Lab	1	
HIST 101,102 History of Civilization	3	3
ENG 104,105 Composition	3	3
MATH 242 Calculus II		3
EN 212 Digital Logic		3
ENL 212 Digital Logic Lab		1
PHY 211 General Physics I		4
PHYL 211 General Physics I Lab		<u>1</u>
(Freshman Year Total: 33 Hours)	15	18

<b>SOPHOMORE YEAR</b>	<b>F</b>	<b>S</b>
MATH 243 Calculus III	3	
PHY 212 General Physics II	4	
PHYL 212 General Physics II Lab	1	
CSC 119 Object-Oriented Programming	3	
CSCL 119 Object-Oriented Programming Lab	1	
EN 220 Circuit Theory	3	
ENL 220 Circuit Theory Lab	1	
EN 252 Engineering Analysis		3
CPE 312 Computer Organization		3
CHEM 141 General Chemistry I		3
CHML 141 General Chemistry Lab I		1
MATH 244 Calculus IV		3
CPE 330 Electronics		3
CPEL 330 Electronics Lab		<u>1</u>
(Sophomore Year Total: 33 Hours)	16	17

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
MATH 368 Ordinary Differential Equation I	3	
CPE 320 Circuits Theory II	3	
CPE 335 Semiconductor Devices	3	
CPE 345 Electromagnetics	3	
CPE 351 Signals and Systems	3	
CPE 360 Embedded Microprocessors	3	
CPEL 360 Embedded microprocessors Lab	1	
MATH 307 Prob & Stat for Engineers		3
CPE 355 Control Systems		3
CPE 331 Electronics II		3
CPEL 331 Electronics II Lab		1
EN 355 Engineering Economy		3
ENG xxx English Option		<u>3</u>
(Junior Year Total: 35 Hours)	19	16

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
CPE 440 Communication Systems	3	
CPE 490S Senior Design Project I	3	
CPE xxx Technical Elective 1	3	

PHIL xxx Philosophy Option	3
ART xxx Fine Arts Option	3
CPE 491W Senior Design Project II	3
CPE xxx Technical Elective 2	3
CPE xxx Technical Elective 3	3
SPCH xxx Speech Option	<u>3</u>
(Senior Year Total: 27 Hours)	15 12

NOTE: Grade "C" or better for all courses

**TOTAL HOURS: 128**

**Technical Electives for Electrical Engineering Majors:**

<b>POWER SYSTEMS TRACK ELECTIVES:</b>	
CPE 435 Power Electronics	3
CPE 480 Power Systems	3
CPE 481 Electric Drives	3

<b>BIOMEDICAL ENGINEERING TRACK ELECTIVES:</b>	
CPE 470 Biomedical Instrumentations	3
CPE 471 Biomedical Signal Processing	3
CPE 472 Biomedical Materials	3

<b>GENERAL ELECTRICAL ENGINEERING ELECTIVES:</b>	
CPE 430 Digital VLSI Design	3
CPE 431 Digital Systems Testing	3
CPE 435 Power Electronics	3
CPE 442 Digital Communications	3
CPE 445 Applied Electromagnetics	3
CPE 446 Wireless Communications	3
CPE 470 Biomedical Instrumentations	3
CPE 471 Biomedical Signal Processing	3
CPE 472 Biomedical Materials	3
CPE 480 Power Systems	3
CPE 481 Electric Drives	3

Other Courses require Chair's approval.

<b>SPEECH OPTIONS:</b>	
SPCH 201 Speech Arts	
SPCH 300 Intro to Organizational Communication	
SPCH 334 Argumentation and Debate	
SPCH 355 Persuasion	
SPCH 430 Small Group Discussion	

<b>PHILOSOPHY OPTIONS:</b>	
PHIL 308 Aesthetics	
PHIL 301 Introduction to Philosophy	
PHIL 309 Ethics	
PHIL 416 Logic	

**ART AND HUMANITIES OPTIONS:**

ART 206 Art Appreciation  
 DR 201 Introduction to Drama  
 ENG 201,202 Humanities  
 ENG 205 World Literature  
 FR 101,102 Elementary French  
 FR 201,202 Intermediate French  
 FR 213 French Phonetic Reading  
 MUS 205 Music Appreciation  
 SP 101,102 Elementary Spanish  
 SP 201,202 Intermediate Spanish

**ENGLISH OPTIONS:**

ENG 205 World Literature  
 ENG 206 Literature of Science  
 ENG 213 Professional Writing

- NOTE:** (a) Students who transfer 12 or more hours of college credit are exempt from UNIV 100
- (b) Students are required to take the Mathematics Placement Test to determine if they need to take any mathematics courses before taking MATH 231–Calculus I
- (c) Students who fail the English Proficiency Examination must register for ENG 399.

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**DEPARTMENT OF COMPUTER SCIENCE**

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Dr. Jacqueline Jackson Associate, Professor and Interim Chair

OFFICE: John A. Peoples Science Building, Office 237

**FACULTY:**

Professors N. Meghanathan, L. Moore; Associate Professors W. Brown, A. El Humos, H. Kim, X. Liang, N. Meghanathan, T. Pei; Assistant Professors F. Dancer, S. Hong, G. Offiah, A. Tanner, K. Wilson

The undergraduate major in Computer Science is intended to enable a student to pursue further studies in Computer Science or in related fields of Science, Engineering, and Business and to enter the work force as an entry level computer professional. The program combines a very thorough preparation in the fundamentals of Computer Science and related fields with the opportunity for more advanced work in either Computer Science or Computer Engineering.

**OBJECTIVES**

The educational objectives of the Computer Science

undergraduate program at Jackson State University are to graduate students with:

1. An understanding of and the ability to apply the core principles and theories of Computer Science.
2. The motivation and preparation to engage in life-long learning, including entering graduate programs in Computer Science and related fields.
3. The professional skills needed for employment, while being able to adapt to rapidly changing technology.
4. An understanding of the ethical responsibilities of a computer professional and the social impact of computing.

**STUDENT OUTCOMES**

Each student who graduates from the Undergraduate Program in Computer Science will be able to:

- a. Apply knowledge of computing and mathematics appropriate to the discipline.
- b. Analyze a problem, and identify and define the computing requirements appropriate to its solution.
- c. Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
- d. Function effectively on teams to accomplish a common goal.
- e. Understand professional, ethical, legal, security, and social issues and responsibilities.
- f. Communicate effectively with a range of audiences.
- g. Analyze the local and global impact of computing on individuals, organizations, and society.
- h. Recognize the need for and an ability to engage in continuing professional development.
- i. Use current techniques, skills, and tools necessary for computing practice.
- j. Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
- k. Apply design and development principles in the construction of software systems of varying complexity.

**REQUIREMENTS FOR THE MAJOR:**  
***Bachelor of Science: Computer Science Major***

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
CSC 118 Programming Fundamentals	3	
CSCL 118 Programming Fundamentals Lab	1	
CSC 119 Object-Oriented Programming		3
CSCL 119 Object-Oriented Programming Lab		1
CSC 225 Discrete Structures		3
ENG 104, 105 Composition	3	3
UNIV 100 University Success	2	
HIST 101, 102 History of Civilization	3	3
MATH 241 Calculus I with Lab	3	
MATH 242 Calculus II with Lab		3
PE xxx 100-Level Activity Sport	1	1
(Freshman Year Total: 33 Hours)	16	17

<b>SOPHOMORE YEAR</b>	<b>F</b>	<b>S</b>
BIO 101 Introduction to Biology	2	
BIOL 101 Introduction to Biology Lab	1	
CHEM 141 General Chemistry I		3
CHML 141 General Chemistry I Lab		1
CSC 216 Computer Architecture & Org.		3
CSCL 216 Computer Architecture & Org. Lab		1
CSC 228 Data Structures & Algorithms	3	
CSCL 228 Data Structures & Algorithms Lab	1	
CSC 2xx Programming Language Elective		3
EN 212 Digital Logic	3	
ENL 212 Digital Logic Lab	1	
ENG 205 World Literature	3	
ENG 213 Professional Writing		3
MATH 343 Calculus III with Lab	3	
MATH 244 Calculus IV with Lab		3
(Sophomore Year Total: 35 Hours)	17	17

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
CSC 312 Advanced Computer Architecture		3
CSC 323 Algorithm Design & Analysis	3	
CSC 325 Operating Systems	3	
CSC 330 Database Systems	3	
CSC 350 Organization of Programming Lang.		3
MFL 101 Modern Foreign Language		3
PHY 211 General Physics I	4	
PHYL 211 General Physics I Lab	1	
PHY 212 General Physics II		4
PHYL 212 General Physics II Lab		1
MATH 307 Probability & Statistics for Engineers		3
SPCH 201 Speech Arts		3
(Junior Year Total: 34 Hours)	14	20

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
CSC 435 Computer Networks	3	
CSC 441 Computers and Society (W)	3	

MFL 102 Modern Foreign Language	3	
CSC 475 Software Engineering	3	
CSC 450 Senior Project (W)		3
CSC 4xx Computer Science Elective		3
PHIL 301 Introduction to Philosophy		3
Humanities & Fine Arts Option		3
Social Science Option		3
(Senior Year Total: 27 Hours)	15	12
<b>TOTAL HOURS:</b>		<b>128</b>

- NOTE:** (1) Students with an ACT English subtest score of 16 or less or who score below 340 (verbal) on the SAT must take ENG 002.
- (2) Students with an ACT Mathematics subtest score of 16 or less or who score below 370 (Math) on the SAT must take MATH 004.
- (3) Students with an ACT Reading subtest score of 16 or less must take RE 002.
- (4) Students may need Pre-Calculus courses if indicated by math assessment score.
- (5) Students with no computer exposure must take CSC 115.
- (6) Laboratory courses must be taken during the same semester as lecture for Computer Science, Engineering, Mathematics, Biology, Chemistry, and Physics courses.
- (7) Students must satisfactorily pass the English Proficiency Examination.
- (8) Students must take two semesters of the same foreign language courses. Those students who have two years of the same high school foreign language courses and "C" or better grades in these are exempt from the foreign language requirement.
- (9) Students must take the ETS Major Field Examination in Computer Science.
- (10) A minimum grade of "C" is required in all Computer Science Courses. Prerequisite courses must be successfully completed before taking the next courses.

## DEPARTMENT OF AEROSPACE STUDIES

Lt. Colonel Timothy Henderson, Professor and Chair

Office: Jackson State University, AFROTC Building  
(Faculty Apartments, Suite 25) 1400 John R. Lynch St,  
Jackson, MS 39217

FACULTY: Capt LaTracia Price, Capt Jonathan  
Stinson

### OBJECTIVES

The Aerospace Studies Program provides an opportunity for students to earn a commission in the United States Air Force while working toward an academic degree simultaneously. Skills that are the cornerstone of leadership excellence such as confidence, self-esteem, motivation, leadership and fellowship, creative thinking, self-discipline, team building, and decision-making are taught in the Air Force Reserve Officers Training Corps (AFROTC) Program.

Upon completing the AFROTC Program and all requirements for an academic degree, students can achieve their goal of a degree in their chosen academic field and a presidential commission as an Air Force Second Lieutenant. The objectives of the program are:

- To produce the future officer leadership of the U.S. Air Force.
- To provide an introduction to the Air Force Reserve Officers Training Corps and the Air Force...how they're organized, how they work.
- To provide first-year cadets an informative and motivational program designed to recruit, retain, and familiarize them with the Air Force way of life and foster leadership, followership, teamwork, and esprit de corps.
- To provide cadets returning from field training sufficient opportunities to demonstrate and develop the leadership and management skills needed to successfully function as an active duty officer.
- To provide cadets to be commissioned additional opportunities to demonstrate and develop the leadership and management skills needed to successfully function as an active duty officer and to adequately prepare them to transition from the ROTC environment to active duty.

The topics covered include the history and structure of the US Air Force, the Air Force's capabilities, career opportunities, benefits, Air Force installations, core values, leadership, managing diversity, teambuilding, communications skills, general aspects of air and space power through a historical perspective, the national

security process, regional studies, advanced leadership ethics, and Air Force doctrine. A separate Leadership Laboratory is a mandatory requirement for all cadets.

The Air Force ROTC Program is divided into the General

Military Course (GMC) during the freshman and sophomore years and the Professional Officer Course (POC) for the remaining two years of college. Four-year cadets participate in a four-week training period during the summer between their sophomore and junior years.

### Aerospace Studies

#### FRESHMAN YEAR

	F	S
AS 101 Fndtns of the U.S. Air Force I	1	
ASL 101 Leadership Laboratory	1	
AS 102 Fndtns of the U.S. Air Force II		1
ASL 102 Leadership Laboratory		<u>1</u>
(Freshman Year Total: 4 Hours)	2	2

#### SOPHOMORE YEAR

	F	S
AS 201 Evolutn of USAF Air&Space Power	1	
ASL 201 Leadership Laboratory	1	
AS 202 Evolutn of USAF Air&Space Power		1
ASL 202 Leadership Laboratory		<u>1</u>
(Sophomore Year Total: 4 Hours)	2	2

#### JUNIOR YEAR

	F	S
AS 301 Air Force Leadership Studies	3	
ASL 301 Leadership Laboratory	1	
AS 302 Air Force Leadership Studies		3
ASL 302 Leadership Laboratory		<u>1</u>
(Junior Year Total: 8 Hours)	4	4

#### SENIOR YEAR

	F	S
AS 401 National Security Affairs & Preparation For Active Duty	3	
ASL 401 Leadership Laboratory	1	
AS 402 National Security Affairs & Preparation for Active Duty		3
ASL 402 Leadership Laboratory		<u>1</u>
(Senior Year Total: 8 Hours)	4	4

#### TOTAL HOURS

**24**

## DEPARTMENT OF BIOLOGY

Dr. Timothy Turner, Professor and Chair

OFFICE: John A. Peoples Science Building, Room 335

FACULTY:

Professors H. Ahmad, G. Begonia, M. Begonia, J. Cameron, S. Ekunwe, I. Farah, H. Hwang, P. Tchounwou; Associate Professors H. Cohly, B. Graham, C. Howard, R. Isokpehi, R. Kafoury, K. Ndebele, J. Stevens, D. Sutton; C. Yediour; Assistant Professors G. Miller, A. Patlolla, T. Wright; Instructors: S. Cook, L. Drummond

### OBJECTIVES

The objectives of the Department of Biology are as follows:

- To develop the students' understanding of the basic biological principles.
- To help students think logically and communicate clearly.
- To help students become conscious of social problems especially those relevant to the life sciences.
- To prepare students for careers in the life sciences, teaching, and graduate studies.
- To provide a strong pre-professional foundation for medicine, dentistry, veterinary medicine, pharmacy, optometry, physical therapy, dental hygiene, medical technology, nursing and medical records administration.
- To engage in basic and applied research that benefits the local and scientific community;
- To offer introductory biology courses to non-biology major in order to fulfill their general education requirements.

### The Bennye Simmons Henderson Biology Book Award

The purpose of this award is to purchase Biology textbooks. This award of \$250 is only for Biology majors who are full-time students with sophomore or junior status with at least a 2.8 G.P.A. This award is given once each semester.

### Biology Minor Requirements

A minor in Biology requires at least 20 credit hours of Biology courses (BIO & BIOL). BIO 101 and BIOL 101 cannot be used toward the 20 credit hours.

Required Courses (16 HOURS)

- BIO 111 GENERAL BIOLOGY I
- BIOL 111 GENERAL BIOLOGY I LAB
- BIO 112 GENERAL BIOLOGY II
- BIOL 112 GENERAL BIOLOGY II LAB
- 8 HOURS OF 300 LEVEL OR HIGHER BIO OR BIOL COURSES

### Elective Courses (4 or more hours)

- Students may choose any BIO or BIOL course to satisfy the remaining 4 hours needed. BIO 101 and BIOL 101 cannot be used.

All coursework must be completed with grades of "C" or better.

### Bachelor of Science: Biology Major (Pre-Medicine, Pre-Veterinary, Pre-Dentistry or Pre-Optometry Concentration)

FRESHMAN YEAR	F	S
BIO 111 General Biology I	3	
BIOL 111 General Biology I Lab	1	
BIO 112 General Biology II		3
BIOL 112 General Biology II Lab		1
BIO 114 Intro to Marine/Env. Science		2
CHEM 141 General Chemistry I	3	
CHML 141 General Chemistry I Lab	1	
CHEM 142 General Chemistry II		3
CHML 142 General Chemistry II Lab		1
MATH 111 College Algebra	3	
MATH 112 Trigonometry		3
ENG 104 Composition and Literature I	3	
ENG 105 Composition and Literature II		3
UNIV 100 a University Success		<u>2</u>
(Freshman Year Total: 32 Hours)	16	16

SOPHOMORE YEAR	F	S
BIO 115 General Zoology	3	
BIOL 115 General Zoology Lab	1	
BIO 119 General Botany		3
BIOL 119 General Botany Lab		1
CHEM 241 Organic Chemistry I	3	
CHML 241 Organic Chemistry I Lab	1	
CHEM 242 Organic Chemistry II		3
CHML 242 Organic Chemistry II Lab		1
MATH 241 Calculus I	3	
ENG 205 World Literature	3	
ART xxxb Fine Arts Option		3
SPCH xxxc Speech Option		<u>3</u>
(Sophomore Year Total: 28 Hours)	14	14

JUNIOR YEAR	F	S
BIO 318 W Introduction to Genetics		3
BIOL 318 Introduction to Genetics Lab		1
BIO 392 S Independent Study	2	
BIO 390 W Seminar in Biology		1
PHY 201 Basic Physics I	3	
PHYL 201 Basic Physics I Lab	1	
PHY 202 Basic Physics II		3
PHYL 202 Basic Physics II Lab		1
PE xxxd Physical Education Option	1	
PE xxxd Physical Education Option		1



MFL xxxe Modern Foreign Language I	3	
MFL xxxe Modern Foreign Language II		3
HIST 101 History of Civilization I	3	
HIST 102 History of Civilization II		3
CSC 115 Digital Computer Principles	<u>3</u>	
(Junior Year Total: 32 Hours)	16	16

**SENIOR YEAR**

	<b>F</b>	<b>S</b>
BIO 313 Introduction to Microbiology	3	
BIOL 313 Introduction to Microbiology Lab	1	
BIO 440 Cell Biology		3
BIOL 440 Cell Biology Lab		1
BIO 470 Human Physiology	3	
BIOL 470 Human Physiology Lab	1	
PSY 201 General Psychology	3	
SS xxxf Social Science Option		3
PHIL xxxg Philosophy Option		3
BIO xxxh Biology Electives	4	4
ELEC xxxi General Electives		<u>3</u>
(Senior Year Total: 32 Hours)	15	17

<b>TOTAL HOURS</b>	<b>124</b>
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- Students earning a sub score less than 17 in English on the ACT (or the corresponding score on the SAT) will be placed in ENG 002.
- Students earning a sub score less than 17 in Mathematics on the ACT (or the corresponding score on the SAT) will be placed in MATH 004.
- Students earning a sub score less than 17 in Reading on the ACT (or the corresponding score on the SAT) will be placed in RE 002.
- All students must take the Undergraduate English Proficiency Exam (UEPE) after the sophomore year. Students not passing the exam must take ENG 399, Functional Writing.

**CORE OPTIONS**

- Students who transfer 12 or more hours of college credit are exempt from UNIV 100.
- ART 206, MUS 205, DR 201, ENG 201, or ENG 202 may be taken.
- SPCH 201, 216, 334, 335, or 430 may be taken.
- HE 101 (3 credit hours) may be taken in place of PE xxx (1 credit hour) and PE xxx (1 credit hour).
- Students who have completed two years of a single foreign language in high school with grades of "C" or better are exempt from the foreign language requirements. This

exemption must be listed on your JSU transcript. The six credit hours must be replaced with other courses.

- SS 201, SS 202, GEO 105, GEO 209, SOC 214, SOC 325, PS 334, PS 335, PS 336, ECO 211, ECO 212, PSY 111 or PSY 112 may be taken.
- PHIL 301, 308, 309 or 416 may be taken.
- BIO 202, 234, 235, 236, 380, 391, 393, 409, 423, 425, 430, 441, 443, 450, 475, 476 or 491 may be taken. Other courses may be taken with approval of the department Chair.
- Students may not take Biology, Math, Chemistry or Physics for a general elective.

**NOTE:** Laboratory courses must be taken during the same semester as lecture for biology, chemistry, and physics courses unless approved by the department chair.

**Bachelor of Science: Biology Major  
(Pre-Physical Therapy Concentration)**

**FRESHMAN YEAR**

	<b>F</b>	<b>S</b>
BIO 111 General Biology I	3	
BIOL 111 General Biology I Lab	1	
BIO 112 General Biology II		3
BIOL 112 General Biology II Lab		1
CHEM 141 General Chemistry I	3	
CHML 141 General Chemistry I Lab	1	
CHEM 142 General Chemistry II		3
CHML 142 General Chemistry II Lab		1
MATH 111 College Algebra	3	
MATH 112 Trigonometry		3
ENG 104 Composition and Literature I	3	
ENG 105 Composition and Literature II		3
UNIV 100 a University Success	<u>2</u>	
(Freshman Year Total: 30 Hours)	16	14

**SOPHOMORE YEAR**

	<b>F</b>	<b>S</b>
BIO 115 General Zoology		3
BIOL 115 General Zoology Lab		1
BIO 119 General Botany	3	
BIOL 119 General Botany Lab	1	
CHEM 241 Organic Chemistry I	3	
CHML 241 Organic Chemistry I Lab	1	
CHEM 242 Organic Chemistry II		3
CHML 242 Organic Chemistry II Lab		1
MATH 241 Calculus I	3	
ENG 205 World Literature	3	
PSY 201 General Psychology	3	
ART xxxb Fine Arts Option		3
SPCH xxxc Speech Option		<u>3</u>
(Sophomore Year Total: 31 Hours)	17	14

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
BIO 318 W Introduction to Genetics	3	
BIOL 318 Introduction to Genetics Lab	1	
BIO 392 S Independent Study		2
BIO 390 W Seminar in Biology	1	
PHY 201 Basic Physics I	3	
PHYL 201 Basic Physics I Lab	1	
PHY 202 Basic Physics II		3
PHYL 202 Basic Physics II Lab		1
PE xxxe Physical Education Option	1	
PE xxxe Physical Education Option		1
MFL xxxf Modern Foreign Language I	3	
MFL xxxf Modern Foreign Language II		3
HIST 101 History of Civilization I	3	
HIST 102 History of Civilization II		3
PHIL xxxg Philosophy Option		3
(Junior Year Total: 32 Hours)	16	16

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
BIO 234 Human Anatomy & Physiology I	3	
BIOL 234 Human Anatomy & Physiology I Lab	1	
BIO 235 Human Anatomy & Physiology II		3
BIO L 235 Human Anatomy & Physiology II Lab		1
BIO 313 Introduction to Microbiology	3	
BIOL 313 Introduction to Microbiology Lab	1	
CSC 115 Digital Computer Principles	3	
PSY 214 Developmental Psychology	3	
PSY 216 Abnormal Psychology		3
SOC 214 Introduction to Sociology		3
STATS xxxd Statistics Elective		3
ELEC xxxh General Elective		4
(Senior Year Total: 31 Hours)	14	17

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**TOTAL HOURS** **124**

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- Students earning a sub score less than 17 in English on the ACT (or the corresponding score on the SAT) will be placed in ENG 002.
- Students earning a sub score less than 17 in Mathematics on the ACT (or the corresponding score on the SAT) will be placed in MATH 004.
- Students earning a sub score less than 17 in Reading on the ACT (or the corresponding score on the SAT) will be placed in RE 002.
- All students must take the Undergraduate English Proficiency Exam (UEPE) after the sophomore year. Students not passing the exam must take ENG 399, Functional Writing.

### CORE OPTIONS

- Students who transfer 12 or more hours of college credit are exempt from UNIV 100.
- ART 206, MUS 205, DR 201, ENG 201 or ENG 202 may be taken.
- SPCH 201, 216, 334, 335 or 430 may be taken.
- BIO 202, ECO 359, MATH 271, or PSY 211 may be taken depending on Professional School requirements.
- HE 101 (3 credit hours) may be taken in place of PE xxx (1 credit hour) and PE xxx (1 credit hour).
- Students who have completed two years of a single foreign language in high school with grades of "C" or better are exempt from the foreign language requirements. This exemption must be listed on your JSU transcript. The six credit hours must be replaced with other courses.
- PHIL 301, 308, 309 or 416 may be taken.
- Students may not take Biology, Math, Chemistry or Physics for a general elective.

**NOTE:** Laboratory courses must be taken during the same semester as lecture for biology, chemistry and physics courses unless approved by the department chair.

### OTHER PREREQUISITE REQUIREMENTS

Provide evidence of observation in a minimum of two physical therapy clinical departments or practices for a total of 40 hours (additional hours and sites recommended).

### CLINICAL TRAINING (2 YEARS)

An additional two (2) years of clinical training is required for the M.S. degree in Physical Therapy at an accredited health professional school.

**Bachelor of Science: Biology Major  
(Pre-Pharmacy Concentration)**

**FRESHMAN YEAR**

	<b>F</b>	<b>S</b>
BIO 111 General Biology I	3	
BIOL 111 General Biology I Lab	1	
BIO 112 General Biology II		3
BIOL 112 General Biology II Lab	1	
BIO 114 Intro to Marine/Env. Science		2
CHEM 141 General Chemistry I	3	
CHML 141 General Chemistry I Lab	1	
CHEM 142 General Chemistry II		3
CHML 142 General Chemistry II Lab		1
MATH 111 College Algebra	3	
MATH 112 Trigonometry		3
ENG 104 Composition and Literature I	3	
ENG 105 Composition and Literature II		3
UNIV 100 a University Success	<u>2</u>	
(Freshman Year Total: 32 Hours)	16	16

**SOPHOMORE YEAR**

	<b>F</b>	<b>S</b>
BIO 119 General Botany	3	
BIOL 119 General Botany Lab	1	
BIO 234 Human Anatomy & Physiology I	3	
BIOL 234 Human Anatomy & Physiology I Lab	1	
BIOL 235 Human Anatomy & Physiology II		3
BIOL 235 Human Anatomy & Physiology II Lab	1	
CHEM 241 Organic Chemistry I	3	
CHML 241 Organic Chemistry I Lab	1	
CHEM 242 Organic Chemistry II		3
CHML 242 Organic Chemistry II Lab		1
MATH 241 Calculus I		3
ENG 205 World Literature	3	
ART xxxb Fine Arts Option	<u>3</u>	
(Sophomore Year Total: 29 Hours)	15	14

**JUNIOR YEAR**

	<b>F</b>	<b>S</b>
BIO 313 Introduction to Microbiology	3	
BIOL 313 Introduction to Microbiology Lab	1	
BIO 318 W Introduction to Genetics		3
BIOL 318 Introduction to Genetics Lab		1
BIO 392 S Independent Study		2
BIO 390 W Seminar in Biology	1	
PHY 201 Basic Physics I	3	
PHYL 201 Basic Physics I Lab	1	
PHY 202 Basic Physics II		3
PHYL 202 Basic Physics II Lab		1
MFL xxxc Modern Foreign Language I	3	
MFL xxxc Modern Foreign Language II		3
HIST 101 History of Civilization I	3	
HIST 102 History of Civilization II		3
STATS xxxd Statistics Elective	<u>3</u>	
(Junior Year Total: 34 Hours)	18	16

**SENIOR YEAR**

	<b>F</b>	<b>S</b>
BIO 440 Cell Biology	3	
BIOL 440 Cell Biology Lab	1	
PE xxxe Physical Education Option	1	
PE xxxe Physical Education Option		1
CSC 115 Digital Computer Principles	3	
PHIL xxxf Philosophy Option		3 SS
xxxg Social Science Option		3
SPCH xxxh Speech Option	3	
ECO xxxi Economics Option		3
BIO xxxj Biology Electives	<u>4</u>	<u>4</u>
(Senior Year Total: 29 Hours)	15	14

**TOTAL HOURS**

**124**

- Students earning a sub score less than 17 in English on the ACT (or the corresponding score on the SAT) will be placed in ENG 002.
- Students earning a sub score less than 17 in Mathematics on the ACT (or the corresponding score on the SAT) will be placed in MATH 004.
- Students earning a sub score less than 17 in Reading on the ACT (or the corresponding score on the SAT) will be placed in RE 002.
- All students must take the Undergraduate English Proficiency Exam (UEPE) after the sophomore year. Students not passing the exam must take ENG 399, Functional Writing.

**CORE OPTIONS**

- a. Students who transfer 12 or more hours of college credit are exempt from UNIV 100.
- b. ART 206, MUS 205, DR 201, ENG 201 or ENG 202 may be taken.
- c. Students who have completed two years of a single foreign language in high school with grades of "C" or better are exempt from the foreign language requirements. This exemption must be listed on your JSU transcript. The six credit hours must be replaced with other courses.
- d. BIO 202 or MATH 271 may be taken.
- e. HE 101 (3 credit hours) may be taken in place of PE xxx (1 credit hour) and PE xxx (1 credit hour).
- f. PHIL 301, 308, 309 or 416 may be taken.
- g. SS 201, SS 202, GEO 105, GEO 209, SOC 214, SOC 325, PS 334, PS 335, PS 336, ECO 211, ECO 212, PSY 111 or PSY 112 may be taken.
- h. SPCH 201, 216, 334, 335 or 430 may be taken.

- i. ECO 211 or ECO 212 may be taken.
- j. BIO 236, 380, 390, 404, 409, 423, 425, 441, 443, 450 or 475 may be taken. Other courses may be taken with approval of the department Chair.

**NOTE:** Laboratory courses must be taken during the same semester as lecture for biology, chemistry and physics courses unless approved by the department chair.

**Bachelor of Science: Biology Major  
(Marine Science Concentration)**

**FRESHMAN YEAR**

	<b>F</b>	<b>S</b>
BIO 111 General Biology I	3	
BIOL 111 General Biology I Lab	1	
BIO 112 General Biology II		3
BIOL 112 General Biology II Lab		1
BIO 114 Intro to Marine/Env. Science		2
CHEM 141 General Chemistry I	3	
CHML 141 General Chemistry I Lab	1	
CHEM 142 General Chemistry II		3
CHML 142 General Chemistry II Lab		1
MATH 111 College Algebra	3	
MATH 112 Trigonometry		3
ENG 104 Composition and Literature I	3	
ENG 105 Composition and Literature II		3
UNIV 100 a University Success	<u>2</u>	
(Freshman Year Total: 32 Hours)	16	16

**SOPHOMORE YEAR**

	<b>F</b>	<b>S</b>
BIO 115 General Zoology		3
BIOL 115 General Zoology Lab		1
BIO 119 General Botany	3	
BIOL 119 General Botany Lab	1	
CHEM 241 Organic Chemistry I	3	
CHML 241 Organic Chemistry I Lab	1	
CHEM 242 Organic Chemistry II		3
CHML 242 Organic Chemistry II Lab		1
MATH 241 Calculus I		3
ENG 205 World Literature	3	
PE xxxb Physical Education Option	1	
PE xxxb Physical Education Option		1
CSC 115 Digital Computer Principles		<u>3</u>
(Sophomore Year Total: 27 Hours)	12	15

**JUNIOR YEAR**

	<b>F</b>	<b>S</b>
BIO 313 Introduction to Microbiology	3	
BIOL 313 Introduction to Microbiology Lab	1	
BIO 318 W Introduction to Genetics		3
BIOL 318 Introduction to Genetics Lab		1
BIO 304 Marine Science		2
BIO 392 S Independent Study	2	
BIO 390 W Seminar in Biology		1

PHY 201 Basic Physics I	3	
PHYL 201 Basic Physics I Lab	1	
PHY 202 Basic Physics II		3
PHYL 202 Basic Physics II Lab		1
MFL xxxc Modern Foreign Language I	3	
MFL xxxc Modern Foreign Language II		3
HIST 101 History of Civilization I	3	
HIST 102 History of Civilization II		<u>3</u>
(Junior Year Total: 33 Hours)	16	17

**SENIOR YEAR**

	<b>F</b>	<b>S</b>
BIO 436 Marine Botany	3	
BIOL 436 Marine Botany Lab	1	
ART xxxd Fine Arts Option		3
PHIL xxxe Philosophy Option	3	
SS xxxf Social Science Option		3
SPCH xxxg Speech Option	3	
BIO xxxh Marine Science Electives	4	4
ELEC xxxi General Electives	<u>4</u>	<u>4</u>
(Senior Year Total: 32 Hours)	15	16

**TOTAL HOURS**

**124**

- Students earning a sub score less than 17 in English on the ACT (or the corresponding score on the SAT) will be placed in ENG 002.
- Students earning a sub score less than 17 in Mathematics on the ACT (or the corresponding score on the SAT) will be placed in MATH 004.
- Students earning a sub score less than 17 in Reading on the ACT (or the corresponding score on the SAT) will be placed in RE 002.
- All students must take the Undergraduate English Proficiency Exam (UEPE) after the sophomore year. Students not passing the exam must take ENG 399, Functional Writing.

**CORE OPTIONS**

- a. Students who transfer 12 or more hours of college credit are exempt from UNIV 100.
- b. HE 101 (3 credit hours) may be taken in place of PE xxx (1 credit hour) and PE xxx (1 credit hour).
- c. Students who have completed two years of a single foreign language in high school with grades of "C" or better are exempt from the foreign language requirements. This exemption must be listed on your JSU transcript. The six credit hours must be replaced with other courses.
- d. ART 206, MUS 205, DR 201, ENG 201 or ENG 202 may be taken.

- e. PHIL 301, 308, 309 or 416 may be taken.
- f. SS 201, SS 202, GEO 105, GEO 209, SOC 214, SOC 325, PS 334, PS 335, PS 336, ECO 211, ECO 212, PSY 111 or PSY 112 may be taken.
- g. SPCH 201, 216, 334, 335 or 430 may be taken.
- h. BIO 202, 236, 412, 414, 425, 431, 433, 434, 438, 450, 480 or 481 may be taken. Other courses may be taken with approval of the department Chair.
- i. Students may not take Biology, Math, Chemistry or Physics for a general elective.

**NOTE:** Laboratory courses must be taken during the same semester as lecture for biology, chemistry and physics courses unless approved by the department chair.

**Bachelor of Science: Biology Major  
(Environmental Science Concentration)**

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
BIO 111 General Biology I	3	
BIOL 111 General Biology I Lab	1	
BIO 112 General Biology II		3
BIOL 112 General Biology II Lab		1
BIO 114 Intro to Marine/Env. Science		2
CHEM 141 General Chemistry I	3	
CHML 141 General Chemistry I Lab	1	
CHEM 142 General Chemistry II		3
CHML 142 General Chemistry II Lab		1
MATH 111 College Algebra	3	
MATH 112 Trigonometry		3
ENG 104 Composition and Literature I	3	
ENG 105 Composition and Literature II		3
UNIV 100 a University Success	2	
(Freshman Year Total: 32 Hours)	16	16

<b>SOPHOMORE YEAR</b>	<b>F</b>	<b>S</b>
BIO 115 General Zoology		3
BIOL 115 General Zoology Lab		1
BIO 119 General Botany	3	
BIOL 119 General Botany Lab	1	
BIO 201 Environmental Science		3
BIOL 201 Environmental Science Lab		1
CHEM 241 Organic Chemistry I	3	
CHML 241 Organic Chemistry I Lab	1	
CHEM 242 Organic Chemistry II		3
CHML 242 Organic Chemistry II Lab		1
PE xxxb Physical Education Option	1	
PE xxxb Physical Education Option		1
HIST 101 History of Civilization I	3	
HIST 102 History of Civilization II		3
ENG 205 World Literature	3	
(Sophomore Year Total: 31 Hours)	15	16

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
BIO 313 Introduction to Microbiology	3	
BIOL 313 Introduction to Microbiology Lab	1	
BIO 318 W Introduction to Genetics		3
BIOL 318 Introduction to Genetics Lab		1
BIO 390 W Seminar in Biology		1
BIO 391 W Introduction to Research	2	
PHY 201 Basic Physics I	3	
PHYL 201 Basic Physics I Lab	1	
PHY 202 Basic Physics II		3
PHYL 202 Basic Physics II Lab		1
MFL xxxc Modern Foreign Language I	3	
MFL xxxc Modern Foreign Language II		3
ART xxxd Fine Arts Option	3	
SPCH xxxe Speech Option		3
(Junior Year Total: 31 Hours)	16	15

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
BIO 392 S Independent Study	2	
BIO 412 Natl Resources & Conservation		3
BIOL 412 Natl Resources & Conser. Lab		1
CSC 115 Digital Computer Principles	3	
MATH 241 Calculus I		3
PSY 201 General Psychology	3	
PHIL xxxf Philosophy Option		3
SS xxxg Social Science Option	3	
BIO xxxh Environmental Science Electives	4	5
(Senior Year Total: 30 Hours)	15	15

**TOTAL HOURS** **124**

- Students earning a sub score less than 17 in English on the ACT (or the corresponding score on the SAT) will be placed in ENG 002.
- Students earning a sub score less than 17 in Mathematics on the ACT (or the corresponding score on the SAT) will be placed in MATH 004.
- Students earning a sub score less than 17 in Reading on the ACT (or the corresponding score on the SAT) will be placed in RE 002.
- All students must take the Undergraduate English Proficiency Exam (UEPE) after the sophomore year. Students not passing the exam must take ENG 399, Functional Writing.

**CORE OPTIONS**

- Students who transfer 12 or more hours of college credit are exempt from UNIV 100.
- HE 101 (3 credit hours) may be taken in place of PE xxx (1 credit hour) and PE xxx (1 credit hour).
- Students who have completed two years of a

single foreign language in high school with grades of “C” or better are exempt from the foreign language requirements. This exemption must be listed on your JSU transcript. The six credit hours must be replaced with other courses.

- d. ART 206, MUS 205, DR 201, ENG 201 or ENG 202 may be taken.
- e. SPCH 201, 216, 334, 335 or 430 may be taken.
- f. PHIL 301, 308, 309 or 416 may be taken.
- g. SS 201, SS 202, GEO 105, GEO 209, SOC 214, SOC 325, PS 334, PS 335, PS 336, ECO 211, ECO 212, PSY 111 or PSY 112 may be taken.
- h. BIO 202, 236, 404, 414, 423, 425, 431, 433, 450, 480, 481, or 550 may be taken. Other courses may be taken with approval of the department Chair.

**NOTE:** Laboratory courses must be taken during the same semester as lecture for biology, chemistry and physics courses unless approved by the department chair.

#### PRE-PROFESSIONAL HEALTH CAREERS PROGRAM

In an affirmative action to eliminate some of the inequities experienced by ethnic minorities seeking employment in the health delivery system, Jackson State University has established a Pre-professional Health Careers (PHC) Program. The PHC Program is a University-wide “umbrella plan,” with the following primary objectives:

- To identify and recruit individuals with the potential to pursue professional health careers.
- To provide students with information and counseling pertinent to prerequisite academic training for professional health careers.
- To place trainees in professional health programs and graduate schools.

Students presently enrolled at Jackson State University and pursuing degrees in the Natural Sciences, Social Sciences, Humanities, Education, Business, Mathematics, or Technology may simultaneously satisfy the prerequisite requirements for any of several professional health careers. Excellent employment opportunities at attractive salaries are available in virtually all of the health specialties throughout the United States. An abbreviated list of health professions is given below:

Medicine	Medical Technology
Dentistry	Public Health Education
Nursing	Physical Therapy
Pharmacy	Manual Arts Therapy
Veterinary Medicine	Speech Pathology
Optometry	Clinical Psychology

Medical Writing  
Biostatistics

Medical Illustration  
Medical Records  
Administration

The Pre-professional Health Careers Program has several special programs funded by federal and private agencies. They are: Minority High School Student Research Apprentices Program (NIH); Health Careers Opportunity Training Program Consortium-JSU-UMC (DHHS); Podiatric Medicine Program; Allied Health Pre-Entry Program (AHPP); and Research and Engineering Apprentices Program (REAP). For further information, contact: Office of Pre-professional Health Careers; College of Science, Engineering, and Technology; Jackson State University; Jackson, Mississippi 39217.

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#### DEPARTMENT OF CHEMISTRY

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Dr. Hongtao Yu, Professor and Chair

OFFICE: John A. Peoples Science Building, Room 414

FACULTY:

Professors A. Hamme, A. Hossain, M. Huang, K. Lee, J. Leszczynski, Y. Liu, P. Ray, J. Watts, H. Yu; Associate Professors Z. Arslan, N. Campbell, G. Hill; Assistant Professor F. Han, I.O. Gungbe, Y. Zhao; Professors Emeritus R. Sullivan, H. Tachikawa

#### MISSION

To provide quality education to its diverse undergraduate and graduate students in fundamental, applied, and interdisciplinary areas of the chemical sciences. To carry out corresponding research activities leading to scientific discovery by its faculty, research personnel, and students. To use chemistry knowledge and technology to serve its surrounding and international communities.

#### OBJECTIVES

- To provide students with high quality educational programs with knowledge necessary for success in graduate school, professional school, and industrial or government entities. Maintain excellent research programs.
- To provide services to the community and the state.
- To promote the professional growth and development of the faculty.

The Department of Chemistry offers the Bachelor of Science degree with American Chemical Society Certification with concentrations in Biomedical Science, Environmental Science, and Forensic Science. Pre-professional programs in pre-medicine, pre-dentistry,

pre-pharmacy, and pre-chemical engineering may be completed within the Bachelor of Science degree.

### PROGRAM OUTCOMES

JSU Chemistry graduates will have:

Outcome A: the ability to apply basic chemistry knowledge in all five modern chemistry areas to identify, formulate, and solve chemistry problems.

Outcome B: the ability to design and conduct chemistry experiments, as well as to analyze and interpret data and results in qualitative and quantitative terms.

Outcome C: the broad education necessary to understand the contemporary issues and impact of the chemical sciences in global, economic, environmental, and societal contexts.

Outcome D: the ability to research chemistry topics, write research reports, and give oral and poster presentations on that topic.

Outcome E: the foundation of chemistry knowledge to perform satisfactorily on national standardized tests including pre-professional tests.

Outcome F: the ability to communicate effectively through written work and oral presentations.

Outcome G: the ability to function on multi-disciplinary teams.

Outcome H: recognition of the need for, and an ability to engage in life-long learning.

Outcome I: the ability to apply basic knowledge of mathematics, biology and physics in situations encountered by a chemist.

Outcome J: the ability to appreciate new discoveries in chemical aspects of medicinal, health, environmental, and life sciences.

Outcome K: an understanding of professional and ethical responsibility.

### REQUIREMENTS FOR THE MAJOR:

Bachelor of Science in Chemistry  
(Certified by the American Chemical Society-122 hours)\*

#### FRESHMAN YEAR

	F	S
CHEM 141, 142 General Chemistry I and II	3	3
CHML 141, 142 General Chemistry I and II Lab	1	1

ENG 104, 105 Composition	3	3
BIO 111 General Biology	3	
BIOL 111 General Biology Lab	1	
CSC 115 Digital Computer Principles		3
UNIV 100 University Success	2	
MATH 231 Calculus I		3
HIST 101, 102 History of Civilization	3	3
(Freshman Year Total: 32 Hours)	16	16

#### SOPHOMORE YEAR

	F	S
CHEM 241, 242 Organic Chemistry	3	3
CHML 241, 242 Organic Chemistry Lab	1	1
MATH 232 Calculus II	3	
CHEM 243 Qualitative Org. Analysis		2
CHML 243 Qualitative Org. Analysis Lab		1
PHY 211, 212 General Physics I and II	4	4
PHYL 211, 212 General Physics I and II Lab	1	1
ENG 205 World Literature		3
PE xxx Physical Education Options	1	1
(Sophomore Year Total: 29 Hours)	13	16

#### JUNIOR YEAR

	F	S
CHEM 320 Analytical Chemistry	3	
CHML 320 Analytical Chemistry Lab	1	
CHEM 310 Introduction Scientific Research		2
CHEM 340 Inorganic Chemistry I		3
CHML 340 Inorganic Chemistry I Lab		1
CHEM 341, 342 Physical Chemistry I and II	3	3
CHML 341, 342 Physical Chemistry I and II Lab	1	1
CHEM 381, 382 Chemistry Seminar	.5	.5
MFL 101, 102 Modern Foreign Language	3	3
MATH 233 Calculus III	3	
SPCH xxx Speech Option		3
(Junior Year Total: 31 Hours)	14.5	16.5

#### SENIOR YEAR

	F	S
CHEM 380 Independent Study	1	1
CHEM 421 Instrumentation		3
CHML 421 Instrumentation Lab		1
CHEM 431 Biochemistry	3	
CHML 431 Biochemistry Lab	1	
CHEM 481, 482 Chemistry Seminar	.5	.5
CHEM xxx Advanced Chemistry Course	3	3
PHIL xxx Philosophy Option	3	
ART xxx Humanities/Fine Arts Option		3
SS xxx Social/Behavioral Science Option	3	
Elective Elective Option		3
(Senior Year Total: 29 Hours)	14.5	14.5

#### TOTAL HOURS

**124**

\*Other Requirements: Standardized Test (GRE, MCAT, MFT, etc.), Research Report, and Research Presentation

**ADVANCED CHEMISTRY COURSES:** Two (2) of the following courses: CHEM 731 (Advanced Biochemistry), CHEM 736 (Physical Organic), CHEM 738 (Organic Synthesis), CHEM 741 (Advanced Inorganic Chemistry), CHEM 758 (Quantum Chemistry), ENV 701 (Environmental Chemistry).

- CORE II OPTIONS:** (All students must complete)
- A. Social/Behavioral Science: SS 201, 202, SOC 214, 325, 335, PS 334, 335, 336, GEOG 105, 209, ECO 211, or 212.
  - B. Fine Arts/Humanities: ART 206, DR 201, MUS 205, ENG 201H, or 202H.
  - C. Speech Options: SPCH 201, 216, 300, 334, 335, or 430.
  - D. Philosophy Options: PHIL 201, 308, 309, or 416, MNGT 482, SW 210.

**Bachelor of Science in Chemistry**  
**Pre-Medical, Pre-Dental, Pre-Pharmacy (122 Hours)**

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
CHEM 141, 142 General Chemistry	3	3
CHML 141, 142 General Chemistry Lab	1	1
ENG 104, 105 Composition & Literature	3	3
BIO 111, 112 General Biology	3	3
BIOL 111, 112 General Biology Lab	1	1
HIST 101, 102 History of Civilization	3	3
UNIV 100 University Success	2	
CSC 115 Digital Computer Principles		3
(Freshman Year Total: 33 Hours)	16	17

<b>SOPHOMORE YEAR</b>	<b>F</b>	<b>S</b>
CHEM 241, 242 Organic Chemistry	3	3
CHML 241, 242 Organic Chemistry Lab	1	1
MATH 231, 232 Calculus I and II	3	3
BIO 234, 235 Hum. Anatomy & Physiology I & II	3	3
BIOL 234, 235 Hum Anat & Physiology I & II Lab	1	1
SPCH xxx Speech Option	3	
MATH 271 Elementary Statistics		3
PE xxx Physical Education Option		1
(Sophomore Year Total: 29 Hours)	14	15

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
CHEM 320 Analytical Chemistry	3	
CHML 320 Analytical Chemistry Lab	1	
CHEM 340 Inorganic Chemistry I		3
CHML 340 Inorganic Chemistry I Lab		1
CHEM 341 Physical Chemistry I	3	
CHML 341 Physical Chemistry I Lab (W)	1	
CHEM 381, 382 Chemistry Seminar	.5	.5
PHY 201, 202 Basic Physics	3	3
PHYL 201, 202 Basic Physics Lab	1	1
MFL 101, 102 German or French	3	3
CHEM 380 Independent Study	1	
ENG 205 World Literature		3
PE xxx Physical Education Option		1
(Junior Year Total: 32 Hours)	16.5	15.5

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
CHEM 431, 432 Biochemistry I & II	3	3
CHML 431 Biochemistry I Lab	1	
BIO 313 Microbiology	3	
BIOL 313 Microbiology Lab	1	
CHEM 380 Independent Study	1	
CHEM 481, 482 Chemistry Seminar (S)	.5	.5
CHEM xxx Chemistry Option	3	3
SS xxx Social/Behavioral Science Option	3	
ART xxx Humanities/Fine Arts Option		3
PHIL xxx Philosophy Option		3
(Senior Year Total: 28 Hours)	14.5	13.5

**TOTAL HOURS: 122**

\*Other Requirements: Standardized Test (GRE, MCAT, MFT, etc.), Research Report, and Research Presentation

**CHEMISTRY OPTIONS:** At least two (2) of the following courses: CHEM 342 (Physical Chemistry II), CHEM 421 (Instrumentation), CHEM 441 (Inorganic Chemistry II), BIO 218, 318, 440, 441, and 470 (Immunology).

- CORE II OPTIONS:** (All students must complete)
- A. Social/Behavioral Science: SS 201, 202, SOC 214, 325, 335, PS 334, 335, 336, GEOG 105, 209, ECO 211, or 212.
  - B. Fine Arts/Humanities: ART 206, DR 201, MUS 205, ENG 201H, or 202H.
  - C. Speech Options: SPCH 201, 216, 300, 334, 335, or 430.
  - D. Philosophy Options: PHIL 201, 308, 309, or 416, MNGT 482, SW 210.

**Bachelor of Science in Chemistry**  
**Biomedical Science Concentration (121 Hours)**

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
CHEM 141, 142 General Chemistry	3	3
CHML 141, 142 General Chemistry Lab	1	1
ENG 104, 105 Composition	3	3
BIO 111, 112 General Biology	3	3
BIOL 111, 112 General Biology Lab	1	1
HIST 101, 102 History of	3	3
UNIV 100 University Success	2	
CSC 115 Digital Computer Principles		3
(Freshman Year Total: 33 Hrs.)	16	17

<b>SOPHOMORE YEAR</b>	<b>F</b>	<b>S</b>
CHEM 241, 242 Organic Chemistry	3	3
CHML 241, 242 Organic Chemistry Lab	1	1
CHEM 243 Qual. Organic Analysis		2
CHML 243 Qual. Organic Analysis Lab		1
MATH 231, 232 Calculus I and II	3	3



SPCH xxx Speech Option	3	
ENG 205 World Literature	3	
MFL 101, 102 Modern Foreign Language	3	3
PE xxx Physical Education		<u>1</u>
(Sophomore Year Total: 30 Hours)	16	14

C. Speech Options: SPCH 201, 216, 300, 334, 335, or 430.

D. Philosophy Options: PHIL 201, 308, 309, or 416, MNGT 482, SW 210.

### JUNIOR YEAR

	F	S
CHEM 320 Analytical Chemistry	3	
CHML 320 Analytical Chemistry Lab	1	
CHEM 341 Physical Chemistry	3	
CHML 341 Physical Chemistry Lab (W)	1	
PHY 201, 202 Basic Physics I and II	3	3
PHYL 201, 202 Basic Physics I and II Lab	1	1
CHEM 381, 382 Chemistry Seminar	.5	.5
CHEM 340 Inorganic Chemistry I		3
CHML 340 Inorganic Chemistry I Lab		1
CHEM 310 Introduction to Research		2
CHEM 380 Independent Study		1
PE xxx Physical Education	1	
BIO Biomed Option + Lab		<u>4</u>
(Junior Year Total: 29 Hours)	13.5	15.5

### SENIOR YEAR

	F	S
CHEM 421 Instrumentation		3
CHML 421 Instrumentation Lab		1
PHIL xxx Philosophy Option	3	
CHEM 431, 432 Biochemistry I and II	3	3
CHML 431 Biochemistry I Lab	1	
CHEM 380 Independent Study	1	
CHEM 481, 482 Chemistry Seminar	.5	.5
PHIL xxx Philosophy Option		3
BIO xxx Biomed Option	3	
SS xxx Social/Behavioral Sciences	3	
ART xxx Humanities/Fine Arts Option		3
ELEC xxx Elective	<u>3</u>	
(Senior Year Total: 29 Hours)	17.5	13.5

**TOTAL HOURS** 121

\* Other Requirements: Standardized Test (GRE, MCAT, MFT, etc.), Research Report, and Research Presentation

**BIOMEDICAL SCIENCE OPTION:** Two (2) of the following, one of which must have lab: 234 (Human Anatomy and Physiology), BIO 313 (Introduction to Microbiology), BIO 318 (Introduction to Genetics), BIO 440 (Cell Biology), BIO 409 (General Genetics).

**CORE II OPTIONS:** (All students must complete)

- A. Social/Behavioral Science: SS 201, 202, SOC 214, 325, 335, PS 334, 335, 336, GEOG 105, 209, ECO 211, or 212.
- B. Fine Arts/Humanities: ART 206, DR 201, MUS 205, ENG 201H, or 202H.

### Bachelor of Science in Chemistry

#### Forensic Science Concentration (122 Hours)

	F	S
CHEM 141, 142 General Chemistry	3	3
CHEM 141, 142 General Chemistry Lab	1	1
BIO 111, 112 General Biology	3	3
BIOL 111, 112 General Biology Lab	1	1
HIST 101, 102 History Civilization	3	3
ENG 104, 105 Composition & Literature	3	3
UNIV 100 University Success	2	
CSC 115 Digital Computer Principles		<u>3</u>
(Freshman Year Total: 33 Hours)	16	17

### SOPHOMORE YEAR

	F	S
CHEM 241, 242 Organic Chemistry	3	3
CHML 241, 242 Organic Chemistry Lab	1	1
MATH 231, 232 Calculus I and II	3	3
MATH 271 Elementary Statistics		3
SPCH xxx Speech Option	3	
ENG 205 World Literature		3
PE xxx Physical Education Option	1	1
ART xxx Humanities/Fine Arts Option	<u>3</u>	
(Sophomore Year Total: 28 Hours)	15	15

### JUNIOR YEAR

	F	S
CHEM 320 Analytical Chemistry	3	
CHML 320 Analytical Chemistry Lab	1	
CHEM 340 Inorganic Chemistry I		3
CHML 340 Inorganic Chemistry I Lab		1
PHY 201, 202 Basic Physics I and II	3	3
PHYL 201, 202 Basic Physics I and II Lab	1	1
MFL 101, 102 Modern Foreign Language	3	3
CHEM 381, 382 Chemistry Seminar	.5	.5
CHEM 371 Forensic Chemistry		3
CHML 371 Forensic Chemistry Lab		1
BIO xxx Microbiology		<u>3</u>
(Junior Year Total: 30 Hours)	14.5	14.5

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
CHEM 341 Physical Chemistry	3	
CHML 341 Physical Chemistry Lab (W)	1	
CHEM 421 Instrumentation		3
CHML 421 Instrumentation Lab		1
CHEM 431 Biochemistry I	3	
CHML 431 Biochemistry I Lab	1	
CHEM 471 Forensic Toxicology		3
CHEM 475 Forensic Practicum		3
CHEM 481, 482 Chemistry Seminar	.5	.5
PHIL xxx Philosophy Option		3
CJ 324 Intro. Criminal Justice		3
CJ 443 Found. Criminal Investigation		3
SS xxx Social/Behavioral Sciences	<u>3</u>	
(Senior Year Total: 31 Hours)	14.5	16.5

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**TOTAL HOURS** **122**

\* Other Requirements: Standardized Test (GRE, MCAT, MFT, etc.), Research Report, and Research Presentation

**CORE II OPTIONS:** (All students must complete)

- A. Social/Behavioral Science: SS 201, 202, SOC 214, 325, 335, PS 334, 335, 336, GEOG 105, 209, ECO 211, or 212.
- B. Fine Arts/Humanities: ART 206, DR 201, MUS 205, ENG 201H, or 202H.
- C. Speech Options: SPCH 201, 216, 300, 334, 335, or 430.
- D. Philosophy Options: PHIL 201, 308, 309, or 416, MNGT 482, SW 210.

**Bachelor of Science in Chemistry**  
**Environmental Sciences Concentration (122 Hours)**

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
CHEM 141, 142 General Chemistry	3	3
CHML 141, 142 General Chemistry Lab	1	1
ENG 104, 105 Composition	3	3
BIO 111, 112 General Biology	3	3
BIOL 111, 112 General Biology Lab	1	1
HIST 101, 102 History of Civilization	3	3
UNIV 100 University Success	2	
CSC 115 Digital Computer Principles	<u>3</u>	
(Freshman Year Total: 33 Hours)	16	17

<b>SOPHOMORE YEAR</b>	<b>F</b>	<b>S</b>
CHEM 241, 242 Organic Chemistry	3	3
CHML 241, 242 Organic Chemistry Lab	1	1
MATH 231, 232 Calculus I and II	3	3
PHIL xxx Philosophy Option		3
SPCH xxx Speech Option	3	
ENG 205 World Literature	3	
PE xxx Physical Education	1	1

SS xxx Social/Behavioral Science Option	<u>3</u>	
(Sophomore Year Total: 28 Hours)	15	15

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
CHEM 310 Introduction to Research		2
CHEM 320 Analytical Chemistry	3	
CHML 320 Analytical Chemistry Lab	1	
CHEM 340 Inorganic Chemistry I		3
CHML 340 Inorganic Chemistry I Lab		1
CHEM 341 Physical Chemistry	3	
CHML 341 Physical Chemistry Lab	1	
CHEM 380 Independent Study		1
CHEM 381, 382 Chemistry Seminar	.5	.5
PHY 201, 202 Basic Physics I and II	3	3
PHYL 201, 202 Basic Physics I and II Lab	1	1
MFL 101, 102 Modern Foreign Language	<u>3</u>	<u>3</u>
(Junior Year Total: 30 Hours)	15.5	14.5

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
CHEM 421 Instrumentation		3
CHML 421 Instrumentation Lab		1
CHEM 431 Biochemistry	3	
CHML 431 Biochemistry Lab	1	
CHEM 481, 482 Chemistry Seminar	.5	.5
CHEM 410 Environmental Chemistry	3	
CHML 410 Environmental Chem. Lab	1	
CHEM 380 Independent Study		1
BIO ENV Option + Lab		4
BIO ENV Option + Lab		4
CHEM xxx Toxicology Option		3
ELEC xxx Elective	3	
ART xxx Humanities/Fine Arts Option	<u>3</u>	
(Senior Year Total: 31 Hours)	15.5	15.5

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**TOTAL HOURS** **122**

\*Other Requirements: Standardized Test (GRE, MCAT, MFT, etc.), Research Report, and Research Presentation

**ENVIRONMENTAL SCIENCE OPTIONS:** Two (2) of the following: BIO 201 & BIOL 201 (Introduction to Environmental Sciences and Lab), BIO 403 & BIOL 403 (Human Environments and Natural Systems and Lab), BIO 404 & BIOL 404 (Introduction to Environmental Science); Toxicology Option: CHEM 471 (Forensic Toxicology), ITHM 400 (Principles of Toxicology), ITHM 529 (Environmental Toxicology and Risk Assessment).

**CORE II OPTIONS:** (All students must complete)

- A. Social/Behavioral Science: SS 201, 202, SOC 214, 325, 335, PS 334, 335, 336, GEOG 105, 209, ECO 211, or 212.
- B. Fine Arts/Humanities: ART 206, DR 201, MUS 205, ENG 201H, or 202H.

C. Speech Options: SPCH 201, 216, 300, 334, 335, or 430.

D. Philosophy Options: PHIL 201, 308, 309, or 416, MNGT 482, SW 210.

**Bachelor of Science in Chemistry (122 Hours)**

**FRESHMAN YEAR**

	<b>F</b>	<b>S</b>
CHEM 141, 142 General Chemistry	3	3
CHML 141, 142 General Chemistry Lab	1	1
ENG 104, 105 Composition	3	3
MATH xxx Mathematics Options	3	3
BIO 111 General Biology	3	
BIOL 111 General Biology Lab	1	
UNIV 100 University Success	2	
CSC 115 Digital Computer Principles		3
ART xxx Humanities/Fine Arts Option		<u>3</u>
(Freshman Year Total: 32 Hours)	16	16

**SOPHOMORE YEAR**

	<b>F</b>	<b>S</b>
CHEM 241, 242 Organic Chemistry	3	3
CHML 241, 242 Organic Chemistry Lab	1	1
MATH 231, 232 Calculus I and II	3	3
HIST 101, 102 History of Civilization	3	3
ENG 205 World Literature	3	
CHEM 243 Qual. Organic Analysis		2
CHML 243 Qual. Organic Analysis Lab		1
PE xxx Physical Education Option	1	<u>1</u>
(Sophomore Year Total: 28 Hours)	15	15

**JUNIOR YEAR**

	<b>F</b>	<b>S</b>
CHEM 320 Analytical Chemistry	3	
CHML 320 Analytical Chemistry Lab	1	
CHEM 340 Inorganic Chemistry I		3
CHML 340 Inorganic Chemistry I Lab		1
CHEM 381, 382 Chemistry Seminar	.5	.5
PHY 201, 202 Basic Physics I and II	3	3
PHYL 201, 202 Basic Physics I and II Lab	1	1
MFL 101, 102 Modern Foreign Language	3	3
SPCH xxx Speech Option	3	
PHIL xxx Philosophy Option		<u>3</u>
(Junior Year Total: 29 Hours)	14.5	14.5

**SENIOR YEAR**

CHEM 341 Physical Chemistry	3	
CHML 341 Physical Chemistry Lab (W)	1	
CHEM 421 Instrumentation		3
CHML 421 Instrumentation Lab		1
CHEM 481, 482 Chemistry Seminar	.5	.5
CHEM xxx Chemistry Option	3	3
ELEC xxx Elective Options	6	9
SS xxx Social/Behavioral Science Option		<u>3</u>
(Senior Year Total: 33 Hours)	16.5	16.5

**TOTAL HOURS** **122**

\*Other Requirements: Standardized Test (GRE, MCAT, MFT, etc.), Research Report, and Research Presentation

**CHEMISTRY OPTIONS:** At least one (1) of the following courses: CHEM 342 (Physical Chemistry), CHEM 431 (Biochemistry), CHEM 441 (Inorganic Chemistry II)

**MATH OPTIONS:** Two (2) of the following : MATH 111, MATH 112, or MATH 118, MATH 242, MATH 243. If taking MATH 118, there will be one less credit hour needed for the student to graduate. If a student is qualified to take MATH 241 in the freshman year, MATH 111, 112, or 118 are not required, rather, the student can take MATH 242, MATH 243, or other elective courses as options.

**CORE II OPTIONS:** (All students must complete)

A. Social/Behavioral Science: SS 201, 202, SOC 214, 325, 335, PS 334, 335, 336, GEOG 105, 209, ECO 211, or 212.

B. Fine Arts/Humanities: ART 206, DR 201, MUS 205, ENG 201H, or 202H.

C. Speech Options: SPCH 201, 216, 300, 334, 335, or 430.

D. Philosophy Options: PHIL 201, 308, 309, or 416, MNGT 482, SW 210.

**DEPARTMENT OF MATHEMATICS AND STATISTICAL SCIENCES**

Dr. Tor A. Kwembe, Professor and Chair

OFFICE: Just Hall of Science Building, Room 225

FACULTY:

Professors R. Gentry, R. Gompa, T. Kwembe; Associate Professors L. Buckley, D. Chen, B. Diatta, C. Wafo Soh, Z. Zhang; Assistant Professors J. Liu, J. Talley, C. Wright, X. Yang; Instructors M. Canon, A. Jefferson

**MISSION**

To prepare students to develop quantitative, technological and critical reasoning skills to pursue advanced studies in the mathematical sciences and statistics or careers that employ them.

**OBJECTIVES**

The objectives of the Department of Mathematics and Statistical Sciences are as follows:

- To develop the quantitative skills of students who enjoy the enterprise of problem solving,

statistical analysis and the reward of discovery.

- To encourage students to pursue advanced training in mathematics or statistics commensurate with their goals and talents.
- To illustrate the role of mathematics and statistics in research and related areas of scientific endeavor.
- To prepare effective teachers of mathematics and competent mathematicians and statisticians for work in business, government, and industry. Offer courses of study in mathematics or statistics for students entering the University with mathematics or statistics deficiencies.
- To offer courses essential for those students pursuing study in major fields other than mathematics or statistics, including those that elect to minor in mathematics or statistics.

The Department of Mathematics and Statistical Sciences offers the Bachelor of Science Degree in Mathematics (BS), and the Bachelor of Science in Education Degree in Mathematics Education (BS Ed), with concentrations in various areas of Pure and Applied Mathematics and the Bachelor of Science Degree in Statistics (BS).

Students interested in obtaining either the BS degree or the BS Ed degree must meet all admission requirements into Jackson State University. Students who have interest in mathematics or statistics must declare a major in mathematics or statistics for the BS degree. Students who have interest in teaching mathematics at the middle or secondary school must declare a major in mathematics education for the BS Ed degree. There are no special requirements set by the Department of Mathematics and Statistical Sciences for admission into any of its undergraduate programs. A student who is interested in majoring in mathematics or statistics should have an adequate mathematics preparation in high school to begin at the calculus sequence and appropriate introductory statistics courses. Mathematics majors who begin under the calculus sequence may use those courses toward general electives for graduation.

To receive the BS or BS Ed degree, a student must maintain an overall GPA of at least 2.0 and at least 2.5 in all core mathematics or statistics and English courses. The total number of hours of course work for the BS or BS Ed is at least 120 or 124 semester hours respectively including transfer credits. In

addition, to receive the BS Ed degree a student must be admitted to the Teacher Education Program which is sought through the College of Education and Human Development. Students interested in entering teacher education should see Requirements for Admission to Teacher Education in this issue of the Jackson State University Undergraduate Catalog under the College of Education and Human Development.

### Bachelor of Science: Mathematics Major

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
MATH 241, 242 Calculus I and II	3	3
HE 101 or Concepts of Health	3	
PE xxx or 100-Level Courses	1	1
ENG 104, 105 Composition	3	3
+SCI xxx Science Option		3/4
HIST 101, 102 History of Civilization	3	3
++UNIV 100 University Success	2	
+++FLG101, 102 Foreign Language Option	3	3
(Freshman Year Total: 32-34 Hours)	15-17	15-17

<b>SOPHOMORE YEAR</b>	<b>F</b>	<b>S</b>
MATH 243 Calculus III and IV	3	3
MATH 234 Proofs and Mathematical Writing		3
MATH 303W Set Theory and Logic		3
ENG 205 or World Literature I or		
ENG 206 Literature of Science	3	
ART 206 or Art Appreciation or		
MUS 205 Music Appreciation		3
++++SS xxx Social Science Option	3	
+SCI xxx Science Option w Labs	4	5
CSC 118 Programming Fundamentals		3
CSSL 118 Programming Fundamentals Lab		1
(Sophomore Year Total: 31 Hours)	13	18

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
MATH 355 Probability and Statistics		3
MATH 331 Linear Algebra Matrix Theory I	3	
MATH 368 Ordinary Different Equation I	3	
MATH 321W Modern Geometry		3
SPCH 201 Speech Arts	3	
ELEC xxx General Elective		3
+++MATHxxx Mathematics Elective		3
+SCI xxx Science Option		3/4
(Junior Year Total: 24-25 Hours)	15-16	12

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
MATH 311W Abstract Algebra I	3	
MATH 351 Advanced Calculus I	3	
MATH 403S Mathematics Seminar		3
MATH 451 General Topology		3

PHIL 301 or Introduction to Philosophy or PHIL 416 Logic	3	
ELEC xxx General Elective	3	6
++++MATHxxx Mathematics Elective	3	
+SCI xxx Science Option	<u>4/5</u>	
(Senior Year Total: 31-32 Hours)	16-17	15

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**TOTAL HOURS** **120-124**

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**Bachelor of Science in Education:  
Mathematics Education Major**

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
MATH 241, 242 Calculus I and II	3	3
HE 102 Concepts of Health for Teachers	3	
ENG 104, 105 Composition	3	3
BIO 101 Introduction to Biology	2	
BIOL 101 Introduction to Biology Lab		1
HIST 101, 102 History of Civilization	3	3
++UNIV 100 University Success	2	
ART 206 or Art Appreciation or		
MUS 205 Music Appreciation		3
+++FLG101, 102 Foreign Language Option	<u>3</u>	<u>3</u>
(Freshman Year Total: 37 Hours)	17	18

<b>SOPHOMORE YEAR</b>	<b>F</b>	<b>S</b>
MATH 243, 244 Calculus III and IV	3	3
MATH 303W Set Theory and Logic		3
PSY 201 General Psychology		3
ENG 205 World Literature	3	
ENG 206 Literature of Science		3
EDCI 100 Introduction to Education	3	
SS 203 Historical Cultural Foundtn Educ.		3
SPCH 201 Speech Arts/Option	3	
CSC 117 Fortran Programming	<u>3</u>	
(Sophomore Year Total: 28 Hours)	12	18

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
MATH 368 Differential Equations	3	
MATH 331 Linear Algebra Matrix Theory I		3
MATH 311W Abstract Algebra	3	
MATH 321W Modern Geometry I		3
MATH 355 Probability & Statistics I	3	
MATH 493W History of Mathematics		3
ETEC 367 Intro. Assessment Measures & Eval		3
COUN 315 Human Development Learning	3	
PHY 201, 202 Basic Physics I and II or		
PHYL 201, 202 Basic Physics I and II Lab or		
PHY 211, 212 General Physics I and II	3/4	
PHYL 211, 212 General Physics I and II Lab	<u>1</u>	
(Junior Year Total: 28-29 Hours)	16-17	12

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
MATH 402W Methods of Teaching Math in Secondary School		3
MATH 403S Mathematics Seminar		3
RE 455 Diagnostic Reading Instruction in Secondary School		3
EDCI 401 Research Theory Clinical Practice		3
SS 301 Law & Social Systems		3
EDCI 402 Clinical Internship in Student Tchng		12
PHIL 301 or Introduction to Philosophy or		
PHIL 416 Logic	<u>3</u>	
(Senior Year Total: 30 Hours)	18	12

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**TOTAL HOURS** **123-124**

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**ELEMENTARY EDUCATION MAJORS:**

Elementary Education majors who are seeking a content knowledge area in mathematics must complete the following courses: MATH 111, 112, 226, 227, 306, 401W, and 493W. Substitute courses must be approved by the Department of Mathematics and Statistical Sciences.

**Requirements for a Minor in Mathematics:**

Students electing a minor in mathematics or statistics must complete a minimum of 21 semester hours of mathematics or statistics course work; nine (9) hours must be taken from courses beyond the Calculus sequence or data analysis respectively with the approval of the Department of Mathematics and Statistical Sciences.

**Bachelor of Science: Statistics Major**

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
MATH 241, 242 Calculus I and II	3	3
MATH 271 Elementary Statistics	3	
STAT 272 Data Analysis		3
ENG 104, 105 Composition	3	3
+SCI OPT Science Option		
HIST 101, 102 History of Civilization	3	3
++UNIV 100 University Success	2	
+++FORN LNG Foreign Lang Option	<u>3</u>	<u>3</u>
(Freshman Year Total: 35-36 Hours)	17	15

**SOPHOMORE YEAR**

	<b>F</b>	<b>S</b>
MATH 243, 244 Calculus III and IV	3	3
MATH 331 Lin Alg. & Matrix Thry		3
STAT 300 Regression Analysis		3
ENG 205 World Literature		
ENG 206 Literature of Science	3	
++++HUMANITIES & FINE ART OPTION		3
PE OPT 2-100 Level Courses or	1	1
HE 101 Health	3	
++++SS OPT Social Science Option	3	
+SCI OPT Science Options w Labs	3/4	4
STAT 350 Comp Stat. & Data Mgmt	<u>3</u>	
(Sophomore Year Total: 33-35 Hours)	16	19

**JUNIOR YEAR**

	<b>F</b>	<b>S</b>
MATH 355 Prob & Statistics I	3	
MATH 356 Prob & Statistics II		3
MATH 368 Ordinary Differential Eqs		
STAT 455 Experimental Design		3
+++++SPCH OPTION	3	
+++++ELEC General Elective		3
STAT 357 Actuarial.Sc. Exam 1 Prep		3
MATH 351 Advanced Calculus	3	
+SCI OPT Science Option	4	
(Junior Year Total: 28 Hours)	<u>13</u>	<u>15</u>

**SENIOR YEAR**

	<b>F</b>	<b>S</b>
STAT 323 Nonparametric Statistics	3	
STAT 418 Statistics Seminar		3
STAT 408 Time Series Analysis		3
+++++PHIL OPTION		3
+++++ELEC General Elective	3	
STAT 414 Multivariate Data Analysis	3	
+SCI OPT Science Option	3/4	
(Senior Year Total 24-25 Hours)	<u>12/13</u>	<u>12</u>

**TOTAL HOURS: 120-124**

**NOTE:**

+See list of Science Options.

++Students who transfer 12 or more hours of college credits are exempt from this course, but must meet the minimum degree requirements.

+++Students who have completed two years of a foreign language in high school with a "C" or above are exempt from the foreign language requirement but must take six additional semester hours of course work. See list Foreign Language Options.

++++Mathematics electives must be from list of Concentration-Specialization and courses must be from the 300-400 level.

++++See list of Social Science Options.

\*Concentration-Specialization:

	<b>F</b>	<b>S</b>
Purse Mathematics		
Algebra Number Theory		
Complex Variables		
Geometry Analysis		
Set Theory and Logic		
Applied Mathematics		
Differential Equations		
Financial Mathematics		
Mathematical Modeling		
Numerical Analysis		
Operations Research		
Probability and Statistics		18 19

\*Students should consult an advisor for courses in these areas.

++++See the list of Humanities and Fine Arts

Options 3

+++++See the list of Philosophy Options 3

+++++See the list of Speech Options 1

+++++General electives must be taken with the consultation of the department academic advisor 4

Specialization Courses: 17 16

Pure Mathematics

MATH 311W Abstract Algebra I

MATH 431 Real Analysis

MATH 441 Complex Variables 3

MATH 321 Modern Geometry 3

MATH 341 Intro. to Number Theory 3

MATH 451 General Topology

MATH 332 Linear Algebra & Matrix 3

Theory with Applications

Applied Mathematics

MATH 415 Partial Differential Equations

MATH 215 Financial Mathematics

MATH 430 Mathematical Modeling

MATH 385 Numerical Analysis 3

MATH 466 Operations Research 3

Applied Statistics

STAT 424 Internship In Statistics

STAT 447 Sampling Methods

MATH 461 Mathematical Statistics

STAT 496 Independent Study

STAT 301 Intro Experimental Design

General Education and Electives:

Science Options:

BIO 101 Biological Science & Lab  
BIO 111 Introduction to Biology & Lab  
BIO 202 Elementary Biostatistics with Lab  
BIO 318 Introduction to Genetics with Lab  
BIO 409 General Genetics  
SCI 201 or 202 Physical Science & Lab  
SCI 205 Earth & Space Science  
CHEM 201 Chemistry & Society & Lab  
CHEM 131 Introduction to Chemistry  
CHEM 141 or 142 General Chemistry I or II & Labs  
PHY 151 Introduction to Physics  
PHY 201 or 202 Basic Physics I or II Labs  
PHY 211 or 212 General Physics I or II & Labs  
PHY 241 Introduction to Astronomy  
MET200 Introduction to Meteorology

Foreign Languages Options;

FR 101 & 102 Elementary French  
GR 101 & 102 Elementary German  
SP 101 & 102 Elementary Spanish  
LAT 101 & 102 Elementary Latin  
POR 101 & 102 Elementary Portuguese  
CHI 101 & 102 Mandarin Chinese

Social Science Options:

SS 201 or 202 Social Institutions  
GEO115 Introduction to Cultural Geography  
GEOG 209 World Regional Geography  
SOC 214 Introduction to Sociology  
SOC 325 Cultural Anthropology  
PS 344 Introduction to Political Science  
PS 335 American Government  
PS 336 State and Local Government  
ECO 211 or 212 Principles of Economics/Statistics  
PSY 201/111-112 General/Introduction to Psychology

Philosophy Options:

PHIL 301 Introduction to Philosophy  
PHIL 416 Logic

Humanities and fine Arts Options:

ART 206 Art Appreciation  
MUS 205 Music Appreciation  
DR 201 Introduction to Drama  
ENG 201/202 Humanities

Speech Options:

SPCH 201 Speech Arts  
SPCH 334 Argumentations and Debate  
SPCH 335 Persuasions  
SPCH 430 Small Group Discussions

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**DEPARTMENT OF PHYSICS, ATMOSPHERIC  
SCIENCES AND GEOSCIENCE**

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Dr. Mehri Fadavi, Professor and Chair

OFFICE: Just Hall of Science Building, Room 327

FACULTY:

Professors M. Fadavi, E. Heydari, T. Shahbazyan;  
Associate Professors R. Karim, R. Reddy, W. Walters,  
L. White; Assistant Professors C. Drake, D. Lu, Serguei  
Goupalov; Visiting Assistant Professors P. Chang, A.  
Khan; Visiting Instructors K. Greene, V. Shankar, J. G.  
Zhou; Visiting Assistant Professor E. Ayieta

**MISSION**

The Department of Physics, Atmospheric Sciences and Geoscience is rapidly growing and has a diverse range of active research areas which include optics and photonics, meteorological observations, modeling and forecasting, computational sciences, nanotechnology, materials science, theoretical condensed matter physics, renewable energy, Earth and space science, and science education. Teaching (e.g., modern teaching tools and methods) and Service (e.g., good working collaborations with other units and organizations and playing supporting roles towards local school systems and community college systems) are also key components of the program. Students graduate with global awareness and core competencies to take on responsibilities imposed by modern society. The Department has achieved national ranking in the number of students enrolled as majors and in the number of graduates produced. Graduates of the program excel in graduate study, research, and in their professional careers.

**OBJECTIVE**

The objective of the Bachelor of Science in Physics program is to prepare students for careers in physics research, engineering, medicine, and other professional fields including physics teaching in high schools. The Bachelor of Science in Meteorology prepares students for careers in meteorology and for graduate study in meteorology or related fields. The program also teaches students from other disciplines about basic characteristics and phenomena of the atmosphere. The Bachelor of Science in Earth System Science prepares students for geoscience careers and graduate study in related fields. Graduates of the Earth System Science program

are prepared to work in a wide range of areas such as global change, natural resource exploration and environmental science. The Master of Science in Teaching in the Science Education program is designed for persons with an adequate background in science who need additional preparation to become science teachers in K-12 schools. The general philosophy of the Department is that each student should be able to reason, to collect facts and opinions, to think critically and to make informed decisions concerning his or her physical, social, economic, and political environment. The Department's philosophy is that thinking is a skill that can be taught, and that a good scientist is also a good citizen. The purpose of the Department is to guide students in the acquisition of knowledge and the development of the skills, understanding, and appreciation necessary for a professional education in physics, atmospheric sciences, and geoscience. Faculty, staff, and students are integral parts of the Department's vision and engage in research at the frontiers of science. Department faculty members are active in research, writing proposals, supervising students' research and disseminating research results through publication in journals and presenting in professional meetings.

**Goals of the Department are as follows:**

1. To prepare students for careers in physical research, medicine, engineering, meteorological research, professional meteorology, and other professional areas including the teaching of physics and physical sciences.
2. To prepare students for graduate programs in physics, atmospheric sciences, Earth Sciences, engineering, other applied sciences, graduate programs in management, materials science, and for medical and dental schools.
3. To develop an understanding of basic scientific principles, concepts, and the application of science in all students taking courses in the Department; to provide courses for students with other career interests which will increase their awareness of the environment and universe.
4. To excel in research and development in the areas of meteorological observation, forecasting and modeling, atomic and molecular physics, optics, materials science, nanotechnology, computational science, renewable energy, and Earth and space science.
5. To develop more collaborative research and development projects with other

departments in Jackson State University, other institutions, state agencies, and non-profit and for profit organizations.

6. To provide services to the community, the state, the nation, and the world in matters concerning science, particularly, physics, atmospheric science and the geosciences.

**DEGREE PROGRAMS**

The Department of Physics, Atmospheric Sciences and Geoscience offers Bachelor of Science degrees in Physics, Meteorology and Earth system science. The Department also offers the Master of Science in Teaching in Science Education. The B.S. in Meteorology is the only degree program in Meteorology in Mississippi and in its neighboring states. The B.S. in Physics has two tracks: (1) B.S. Physics (General Physics Concentration) and (2) B.S. Physics (Leading to Alternate Career Choice Option). Physics courses prepare students with good mathematical and analytical skills. The B.S. in Earth System Science is the only degree program of its kind in Mississippi and the adjacent states. This degree program prepares students to attack problems that are related to the Earth and its environment and resources.

In every skilled profession, such as engineering, medicine, management, teaching, etc., analytical expertise, gained through mathematics and physics courses, will provide an added opportunity/tool to choose and succeed in that profession. A thorough study of mechanics, statistical physics, modern physics, electromagnetic theory, and quantum mechanics, along with introductory physics courses and introductory math courses, enhances students' ability and updates modern technological innovations needed to succeed in alternate career choices. The curriculum gives the option to choose about six (6) courses in areas other than physics. This will keep students on track to go to graduate schools in physics. Additionally, the curriculum opens an avenue to choose other career options. Students take a set of guided optional courses to make themselves eligible for other careers adjacent to physics.



**Bachelor of Science: Physics Major  
(General Physics Concentration)**

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
ENG 104, 105 Composition	3	3
HIST 101, 102 History of Civilization	3	3
MATH 241 Calculus I with Lab		3
BIO 111 General Biology	3	
BIOL 111 General Biology Lab	1	
CHEM 141, 142 General Chemistry I and II	3	3
CHML 141, 142 General Chemistry I and II Lab	1	1
CSC 117 FORTRAN Programming		3
UNIV 100 University Success	2	
PHY 198, 199 Physics Seminar	.5	.5
(Freshman Year Total: 33 Hours)	16.5	16.5

<b>SOPHOMORE YEAR</b>	<b>F</b>	<b>S</b>
ENG 205 World Literature	3	
ENG 206 Literature of Science		3
MATH 232 Calculus II with Lab	3	
MATH 233 Calculus III with Lab		3
PHY 205 Intro to Nanoscience	3	
PHY 211, 212 General Physics I and II	4	4
PHYL 211, 212 General Physics I and II Lab	1	1
PHY 298, 299 Physics Seminar	.5	.5
(Sophomore Year Total: 29 Hours)	14.5	14.5

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
ELEC xxx Free Electives		3
FR, GR, CHI, or SP 101, 102		
Foreign Language Option	3	3
MUS 205 or Music Appreciation or		
ART 206 Art Appreciation	3	
PHY 311, 312 Theoretical Mechanics I and II	3	3
PHY 330W Methods Experimental Physics I		3
PHY 361, 362 Math Methods in Physics		
and Chemistry I & II	3	3
PHY 398, 399 Physics Seminar	.5	.5
MATH 244 Calculus IV with Lab		3
(Junior Year Total: 31 Hours)	15.5	15.5

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
SS xxx Social Science Option	3	
PHIL 301 Introduction to Philosophy	3	
ELEC xxx Free Electives		3
PHY xxx Physics Elective		3
HE 101 Concepts of Health		3
PHY 351 Thermal & Statistical Physics	3	
PHY 422 Quantum Mechanics	3	
PHY 431 Atomic Nuclear Physics		3
PHY 498S, 499S Physics Seminar	.5	.5
PHY 411, 412 Electromagnetic Theory	3	3
(Senior Year Total: 31 Hours)	15.5	15.5

**TOTAL HOURS** **124**

(Minimum Credit Hours required for the Degree: 122)

**NOTE:** Students must satisfactorily pass the English Proficiency Examination.

**Bachelor of Science: Physics Major  
(Pre-Medicine Concentration-leading to an alternate career choice option)**

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
ENG 104, 105 Composition and Literature I and II	3	3
HIST 101, 102 History of Civilization I and II	3	3
MATH 231 Calculus I with Lab		3
BIO 111 General Biology I		3
BIOL 111 General Biology Lab	1	
CHEM 141, 142 General Chemistry I and II	3	3
CHML 141, 142 General Chemistry I and II Lab	1	1
HE 101 Concepts of Health		3
UNIV 100 University Success		2
PHY 198, 199 Physics Seminar	.5	.5
(Freshman Year Total: 33 Hours)	16.5	16.5

<b>SOPHOMORE YEAR</b>	<b>F</b>	<b>S</b>
ENG 205 World Literature	3	
ENG 206 Literature of Science		3
SPCH 201 Speech Arts		3
PHY 211, 212 General Physics I and II	4	4
PHYL 211, 212 General Physics I and II Lab	1	1
MATH 242 Calculus II with Lab	3	
CSC 115 Digital Computer Principles		3
*OPT 1 Career Option Course I	3	
*OPT 2 Career Option Course II		3
PHY 298, 299 Physics Seminar	.5	.5
MATH 243 Calculus III with Lab		3
(Sophomore Year Total: 35 Hours)	17.5	17.5

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
MUS 205 or Music Appreciation or		
ART 206 Art Appreciation		3
PHY 361 Math Methods in Physics and Chemistry I	3	
FR, GR, CHI or SP 101, 102		
Foreign Language Option	3	3
PHY 311 Theoretical Mechanics I	3	
PHY 351 Thermal and Statistical Physics	3	
PHY 330W Methods of Experimental Physics		3
PHIL 301 Introduction to Philosophy		3
*OPT 3 Career Option Course III		3
PHY 398S, 399S Physics Seminar	.5	.5
MATH 244 Calculus IV with Lab		3
(Junior Year Total: 31 Hours)	15.5	15.5

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
PHY 411 Electromagnetic Theory I	3	
PHY 422 Quantum Mechanics		3
PHY 431 Atomic and Nuclear Physics		3

SS/SOC xxx Social Science Option	3
ELECT Free Electives	3
ELECT Physics Elective	3
*OPT 5 Career Option Course iV	3
*OPT 6 Career Option Course V	3
PHY 498S,499S Physics Seminar	.5 .5
(Senior Year Total: 25 Hours)	12.5 12.5

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**TOTAL HOURS** **124**

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(Minimum Credit Hours required for degree: 122)

**NOTE:** Students must satisfactorily pass the English Proficiency Examination.

a. Students with "MEDICINE" as career choice:

<b>Option:</b>	<b>Hours:</b>
OPT 1 BIO 112 & BIOL 112 (General Biology II and Lab)	4
OPT 2 BIO 218 & BIOL 218 (Comparative Anatomy and Lab)	4
OPT 3 CHEM 241 & CHML 241 (Organic Chemistry I and Lab)	4
OPT 4 CHEM 242 & CHML 242 (Organic Chemistry II and Lab)	4
OPT 5 CHEM 431 & CHML 431 (Biochemistry and Lab)	4

b. Student with "MBA/MANAGEMENT" as career choice:

<b>Option:</b>	<b>Hours:</b>
OPT 1 MNGT 330 (Management to Organizatns)	3
OPT 2 ECO 211 (Principles of Macroeconomics)	3
OPT 3 ECO 212 (Principles of Microeconomics)	3
OPT 4 MNGT 333 (Quantitative Bus. Analysis)	3
OPT 5 MNGT 350 (Data Base Mngmt Syst Appl)	3
OPT 6 MNGT 460 (Management Info Systems)	3

c. Students with "PHYSICS TEACHING IN HIGH SCHOOL" as career choice:

<b>Option:</b>	<b>Hours:</b>
OPT 1 EDCI 100 (Introduction to Education)	3
OPT 2 EDFL 203 (Foundations of Education)	3
OPT 3 GUID 215 (Human Development Lrng)	3
OPT 4 SCI 205 and SCIL 205 (Earth Science for Teachers and Lab)	3
OPT 5 EDFL 367 (Assessment, Measurements & Evaluation)	3
OPT 6 EDCI 401 (Research in Classroom Mngmnt)	3

d. Students with other career choices than mentioned above should consult with his/her advisor. Other possible career choice could be:

- Atmospheric Physics
- Medical Physics/Biophysics
- Computational Sciences
- Nano-Science and Technology
- Earth and Space Science
- Electrical Engineering
- Computer Engineering
- Materials Science and Engineering
- Physics Education, Physical Science Education

\* OPT course will be sequenced following prerequisites and as courses offered by the respective departments.

**Bachelor of Science: Meteorology Major**

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
ENG 104, 105 Composition and Literature I & II	3	3
HIST 101, 102 History of Civilization I & II	3	3
UNIV 100 University Success	2	
MATH 231 Calculus I with Lab		3
CSC 117 FORTRAN		3
HE 101 Concepts of Health	3	
MET 200 Introduction to Meteorology	3	
MET 210 Climatology		3
MET 200L Atmospheric Processes & Patterns	1	
MET 219L Weat. Analysis/Forecasting Lab I		1
(Freshman Year Total: 31 Hours)	15	16

<b>SOPHOMORE YEAR</b>	<b>F</b>	<b>S</b>
MATH 232 Calculus II with Lab	3	
MATH 233 Calculus III with Lab		3
PHY 211, 212 General Physics I and II	4	4
PHYL 211, 212 General Physics I and II Lab	1	1
CHEM 141, 142 General Chemistry I and II	3	3
CHML 141, 142 General Chemistry I and II Lab	1	1
MET 303 Measurements and Observations	3	
MET 303L Meas and Observations Lab	1	
MET 311 General Meteorology		3
MET 299L Weat. Analysis/Forecasting Lab II		1
(Sophomore Year Total: 32 Hours)	16	16

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
MATH 244 Calculus with Lab	3	
MET 321 Atmospheric Thermodynamics	3	
MET 341 Dynamic Meteorology		3
MET 399L Weat. Analysis/Forecasting Lab III		1
SPCH 201 Speech Arts Option		3
FR, GR, CHI or SP 101, 102 Foreign Language Option	3	3
ENG 205 World Literature		3
PHIL 301 Intro to Philosophy	3	
ELECT Free Electives	3	3
(Junior Year Total: 31 Hours)	15	16

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
MATH 361 Differential Equations	3	
MATH 355 Statistics		3
SS/SOC Social Science Option	3	
MET 411W Physical Meteorology	3	
MET 421 Synoptic Meteorology	2	
MET 421L Synoptic Meteorology Lab	2	
MET 472 Research Methods	1	
ELECT Free Electives		3
MUS 205 or Music Appreciation or ART 206 Art Appreciation		3
MET 431 Numerical Methods	3	
MET 499S Meteorology Seminar		1
ELECT Free Electives	<u>3</u>	
(Senior Year Total: 27 Hours)	14	13

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**TOTAL HOURS** **124**

(Minimum Credit Hours required for degree: 122)

**NOTE:** Students must satisfactorily pass the English Proficiency Examination.

**Bachelor of Science: Earth System Science Major**

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
ENG 104, 105 Composition and Literature I & II	3	3
HIST 101, 102 History of Civilization I & II	3	3
UNIV 100 University Success	2	
MATH 118 College Algebra & Trigonometry	3	
MATH 231 Calculus I with Lab		3
HE 101 Concepts of Health	3	
CHEM 141, 142 General Chemistry I and II	3	3
CHML 141, 142 General Chemistry I and II Lab	1	1
BIO 114 Marine Environments		<u>3</u>
(Freshman Year Total: 34 Hours)	18	16

<b>SOPHOMORE YEAR</b>	<b>F</b>	<b>S</b>
BIO 101 Introduction to Biology	3	
BIOL 101 Biology Lab	1	
MATH 232 Calculus II with Lab	3	
MET 200 Introduction to Meteorology	3	
PHY 211, 212 General Physics I and II	3	3
PHYL 211, 212 General Physics I and II Lab	1	1
SCI 205 Earth & Space Science		3
SCIL 205 Earth & Space Science Lab		1
CSC 118 Computer Programming		3
SCI 215 Global Change	3	
SPCH 201 Speech Arts		3
ENG 205 World Literature		<u>3</u>
(Sophomore Year Total: 34 Hours)	17	17

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
MET 210 Climatology	3	
SCI 310 Earth History	3	

SCIL 310 Earth History Lab		1
FR, GR, CHI or SP 101, 102		
Foreign Language I & II	3	3
PHY 241 Introduction to Astronomy	3	
PHIL 301 Introduction to Philosophy		3
GEOG 103 Physical Geography		3
SCI 320 Sedimentary Environments		3
SCI 325 Mineralogy - Petrology		<u>3</u>
(Junior Year Total: 28 Hours)	13	15

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
SCI 410 Oceanography	3	
SCI 415 Geochemistry	2	
SCI 420 Structural Geology	3	
SCI 440 Environments of Africa	3	
SCI 430 Geographic Info. System/RemoteSensing (GIS/RS)		3
MUS 205 or ART 206 Music or Art Appreciation	3	
SCI 425 Environmental Geology		2
SCI 480 Earth Science Seminar		1
SCI 441 Environmental Health in Africa		3
SCI 432 Hydrology		<u>3</u>
(Senior Year Total: 26 Hours)	14	12

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**TOTAL HOURS** **124**

(Minimum Credit Hours required for degree: 122)

**NOTE:** Students must satisfactorily pass the English Proficiency Examination.

**Details of Rationale and Course for Alternate Career Choice Options**

Course options for students who wish to go to medical school:

BIO 112 & BIOL 112 General Biology II and Lab  
 BIO 218 & BIOL 218 Comparative Anatomy and Lab  
 CHEM 241 & CHML 241 Organic Chemistry I and Lab  
 CHEM 242 & CHML 242 Organic Chemistry II and Lab  
 CHEM 431 & CHML 431 Biochemistry

(NOTE: The five (5) courses—20 credit hours—will be recommended for students preparing themselves for medical school. They will take the courses in their junior and senior years. These five (5) courses along with physics and mathematics courses recommended in the curriculum will prepare them well for admission into medical schools in the United States of America.)

Course options for students wishing to go to MBA/ Management as alternate career option: Students will take the following:

MNGT 330 Management of Organization  
 (during fall of junior year)

ECO 211 Macroeconomics  
(during spring of junior year)

ECO 212 Microeconomics  
(during senior year)

MNGT 333 Quantitative Business Analysis  
(during senior year)

MNGT 350 Data Base Management Systems Application  
(during senior year)

MNGT 460 Management Information Systems  
(during senior year)

These six (6) courses along with mathematics and physics courses will prepare them well for MBA degree and management positions in this complicated management and financial world.

Course options for students wishing to go for Physics Teaching in High Schools:

Mississippi and the nation seriously lack physics teachers in high school systems. The education degree programs in universities do not prepare students to take a job as physics teachers in high schools. Mississippi State Department of Education has designed Alternate Route to secure license for teaching in high school. In this career choice option, courses are chosen to meet that requirement. Students will receive a B.S. degree in physics and they will be eligible to secure a teaching license while keeping the option for higher education in physics or in education. The in-depth knowledge that will be gained by the students through mathematics and physics courses in the curriculum will enable them to inspire high school students towards physics and engineering careers in the future. A sound understanding of physics will translate into an innovative and stimulating environment in physics classes in high schools (instead of offering a passive physics course in high schools) in Mississippi. Students will take the following as needed for the alternate route during their junior and senior year:

- EDCI 100 Introduction to Education
- EDFL 203 Foundation of Education
- GUID 215 Human Development Learning
- EDFL 367 Assessment, Measurement, and Evaluation
- EDCI 401 Classroom Management

They may take SCI 205–Earth Science for Teachers –as their sixth (6th) course or may opt to take RE 455 Diagnostic Reading Instruction – or may opt for an internship during their final semester.

All courses listed for students opting for alternate

career choices are offered by other departments at Jackson State University. There is no additional cost involved in this revised curriculum. This curriculum will increase bilateral communication between our department and other departments (from which our students will take upper level courses).

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## DEPARTMENT OF INDUSTRIAL SYSTEMS AND TECHNOLOGY

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Dr. K. Ali Professor and Chair

OFFICE: J. Y. Woodard Building

FACULTY:

Professors H. Shih, P. Yuan; Associate Professor M. Ali, J. Ejiwale, J. Murphy, M. Omoregie, F. Tuluri; Visiting Faculty Doris McPherson

### OBJECTIVES

The objectives of the Department of Technology are as follows:

- To produce competent technologists with specialized educational experiences that will enable them to become capable of ascertaining managerial, supervisory and production positions in areas such as business, industry, and government.
- To produce students with the capability to perform quality research in the area of technology.
- To produce students with the ability to perform and take leadership roles in local, state, and national arenas.

### Overall Degree Competencies

Upon the completion of the Industrial Technology program, the student will be able to perform the following overall competencies:

- Demonstrate a broad-based general education, with particular strengths in oral and written technical communications, science and math. Display knowledge and skills related to the contemporary technological systems of production and communications.
- Demonstrate knowledge and skills in entry-level technical management, with special emphasis on business organization and management, production planning, quality assurance, industrial organization and industrial safety.
- Exhibit competencies in applying and using technology within a selected technical specialization.
- Apply technological concepts and practices in solving problems related to industry,

within both individual and cooperative team environments.

- Access, evaluate and manage technical and managerial information.
- Interpret the evolution of technology and assess its impacts on contemporary industry and society.

### **Technological Literacy Core Competencies**

Upon the completion of the Industrial Technology program, the student will be able to perform the following technological literacy core competencies:

- Demonstrate a general understanding of technology-its structure, organization, systems, terminology, career opportunities and related professional organizations.
- Apply mathematics and science principles in production and communications systems.
- Describe typical applications and their impact on society of processes used in production and communications systems.
- Demonstrate knowledge of basic computer systems, including identity of typical microcomputer system components as well as potential applications, benefits and limitations.
- Communicate information electronically by encoding, transmitting, channeling, receiving and decoding processes.
- Design and produce effective two-dimensional and three-dimensional messages that use a variety of graphic reproduction processes.
- Perform safely common manufacturing techniques used to cast, form, separate, condition, assemble and finish a variety of production materials.

### **Technology Management Core Competencies**

The technology management option is designed to provide students with both theoretical knowledge and practical skills in management that are essential in the 21st century. Courses included in this option provide experiences in plant layout and materials handling, quality control, motion and time study, inventory control, and labor relationships. Typical entry-level professions include production managers, technical managers, supervisors, and field service representatives.

Upon the completion of the technology management option, the students will be able to:

- Exhibit knowledge of federal and state

safety legislation and identify the role of management in an industrial safety program.

- Recognize, evaluate and control varied industrial health and safety hazards.
- Demonstrate knowledge of traditional management functions and practices, including applications and limitations of various management schemes.
- Perform production scheduling, develop and monitor an inventory control system, utilize appropriate production planning techniques, and identify and exhibit key factors in project management.
- Solve problems in typical industrial organizations, work effectively in teams, and demonstrate knowledge of the managed area of an industrial enterprise.
- Use appropriate statistical techniques in variable and attribute control charts and in sampling tables for continuous improvement.
- Evaluate and/or implement total quality systems in industry.
- Apply business, marketing and economic principles to solve problems.
- Identify responsibility of supervision and management within various industries.
- Demonstrate communication skills, safe and efficient individual and group work habits, leadership within groups and an attitude of cooperation and tolerance.

### **Manufacturing & Design Technology Core Competencies**

The manufacturing & design technology option is designed to provide students with both theoretical knowledge and practical skills in manufacturing systems that are essential in the 21st century. Courses included in this option provide experiences in fundamentals of manufacturing, robotics, programmable logic control (PLC), statistical process control (SPC), and computer integrated manufacturing (CIM). Typical entry-level professions include plant managers, technical managers, supervisors, team leaders and field service representatives.

Upon the completion of the manufacturing & design technology option, the student will be able to:

- analyze, select and use industrial materials for production including polymers, ceramics, metals, woods and composites.
- demonstrate proficiency in the manufacturing processes of casting, forming, separating, conditioning, assembling and finishing.

- program and operate computer numerically controlled (CNC) machine tools that utilized appropriate statistical techniques in variable and attribute control charts with sampling tables.
- employ computer-aided design and computer-aided manufacturing (CAD/CAM) for the design, development and production of manufactured goods.
- demonstrate behavioral patterns that include communication skills, safe and efficient individual and group work habits, leadership within groups, and an attitude of cooperation and tolerance.
- recognize, evaluate and control varied industrial health and safety hazards.
- demonstrate knowledge of traditional management functions and practices, including applications and limitations of various management schemes.
- perform production scheduling, develop and monitor an inventory control system, utilize appropriate production planning techniques, and identify and exhibit key factors in project management.
- analyze, design and specify mechanical, hydraulic and pneumatic operations and their components for specific applications.
- describe the impact of various manufacturing systems on society today.

### **Electronics Technology Core Competencies**

The electronics systems technology option is designed to provide students with both theoretical knowledge and practical skills in electronics/airway systems that are essential in the 21st century. Courses included in this option provide experiences in devices and circuits, digital and instrumentation. Typical entry-level professions include electronics technologists, circuit designers, and electronic systems maintenance supervisors.

Upon the completion of the electronics/airway systems option, the student will be able to:

- use a variety of electronic test equipment such as analog and digital meters, oscilloscopes, frequency counters, power supplies, logic pulsers and probes in order to verify proper circuit operation or to troubleshoot and solve electrical and electronic problems.
- demonstrate knowledge related to DC/AC, digital, power conversion and control, and microprocessor circuits.
- design, create and integrate programmed

solutions via PLC and PC for problems associated with process control.

- utilize electromechanical and microprocessor-based systems in order to implement designed solutions associated with process control.
- retrieve and assess electronics and control information from journals, periodicals, technical manuals, component substitution manuals, Internet, and other technical sources.
- describe the impact of various electronic and control systems on society today.
- demonstrate the systematic research and development process in learning and applying current contemporary electronics and control systems technologies.

### **Computer Technology Core Competencies**

The computer technology option is designed to provide students with both theoretical knowledge and practical skills in computer and information technologies. Courses included in this option provide experiences in computer components, networking systems, networking installation and troubleshooting, and operating systems software packages. Graduates of this option typically work as process/product analyst, application analyst, networkers, programmers, or managers of computer operations.

Upon the completion of the computer technology option, the student will be able to:

- be familiar with hardware/software functions and troubleshooting.
- be familiar with network administration and the analysis and evaluation of system outputs.
- demonstrate safe and appropriate use of computer technology employed in the work environment.
- understand how a transformer is constructed and how it operates.
- understand the basic structure and characteristics of a capacitor and an inductor.
- apply knowledge of electrical circuits and concepts through testing, troubleshooting, experimentation and problem solving.
- analyze series, parallel and series-parallel RC circuits.
- analyze series, parallel and series-parallel RL circuits.
- analyze series, parallel and series-parallel RLC circuits.

- determine the bandwidth of resonant circuits.

### Emergency Management Technology

#### Core Competencies

The emergency management technology option focuses on disaster prevention, planning, preparedness, response, mitigation, and recovery. The curriculum covers needs and issues, operations management, planning and response, and terrorism and is designed to provide students with a global outlook, interpersonal skills, and emergency management knowledge and skills. Emergency management is the discipline of dealing with and avoiding risks. It is a discipline that involves preparing for disaster before it occurs. This undergraduate specialization provides an overview of public safety research, theory, and principles within an emergency management framework. The curriculum focuses on such topics as emergency planning and decision-making, homeland security, disaster response and recovery, and hazard identification and mitigation.

### Bachelor of Science: Industrial Technology Major (Electronics Technology Concentration)

FRESHMAN YEAR	F	S
UNIV 100 University Success	2	
MATH 111 College Algebra	3	
CSC 115 (C) Digital Computer Principles	3	
FLG 101,102 Foreign Language Options	3	3
HIST 101,102 History of Civilization	3	3
ENG 104,105 Composition	3	3
PE Any 100 Level Activity Sport	1	1
MATH 112 Plane Trigonometry		3
CHEM 141 General Chemistry		3
CHML 141 General Chemistry Lab		1
(Freshman Year Total: 35 Hours)	18	17

SOPHOMORE YEAR	F	S
IT 100 Introduction to Technology	1	
ITE 111 Basic Electronics	3	
ITEL 111 Basic Electronics Lab	1	
ENG 205 World Literature	3	
SPCH 201 Speech Arts	3	
ITMA 105 Industrial Safety Management	3	
ITD 114 Computer Aided Design	3	
PHY 201 Basic Physics I		3
PHYL 201 Basic Physics I Lab		1
ENG 213 Professional Writing		3
MATH 221 Calculus I Industrial or Business		3
ITE 112 Intermediate Electronics		3
ITEL 112 Intermediate Electronics Lab		1
(Sophomore Year Total: 31 Hours)	17	14

JUNIOR YEAR	F	S
ITE 221 Devices and Circuits	3	

ITEL 221 Devices and Circuits Lab	1	
ITMA 325 (W) Industrial Psychology	3	
ART 206 Art Appreciation	3	
MNGT 350 Business Computer Applications	3	
ECO 211 Principles of Macroeconomics	3	
ITE 338 Digital Logic		3
ITEL 338 Digital Logic Lab		1
IT 300 (S) Internship/Industrial Experience		3
ITD 316 Electronics Design		3
PHIL 301 Introduction to Philosophy		3
ELEC Electives		1
(Junior Year Total: 30 Hours)	16	14

SENIOR YEAR	F	S
ITE 438 PLC	3	
ITE 449 Network Theories	3	
ITEL 449 Network Lab	1	
ITE 452 Fiber Optics and Communications	3	
ITC 400 (W) Technical Writing		3
ITE 475 Microprocessor Software/Hardware	3	
ITMA 410 First Line Supervision	3	
ITE 450 Telecomm Systems		3
ITMA 420 (W) Labor & Industrial Relations		3
IT 490 (S) Senior capstone		3
(Senior Year Total: 28 Hours)	19	9

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**TOTAL HOURS** **124**

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### Bachelor of Science: Industrial Technology Major (Computer Technology Concentration)

FRESHMAN YEAR	F	S
UNIV 100 University Success	2	
MATH 111 College Algebra	3	
CSC 115 (C) Digital Computer Principles	3	
FLG 101,102 Foreign Language Options	3	3
HIST 101,102 History of Civilization	3	3
ENG 104,105 Composition	3	3
PE Any 100 Level Activity Sport	1	1
MATH 112 Plane Trigonometry		3
CHEM 141 General Chemistry		3
CHML 141 General Chemistry Lab		1
(Freshman Year Total: 35 Hours)	18	17

SOPHOMORE YEAR	F	S
IT 100 Introduction to Technology	1	
ITE 111 Basic Electronics	3	
ITEL 111 Basic Electronics Lab	1	
ENG 205 World Literature	3	
SPCH 201 Speech Arts	3	
ITMA 105 Industrial Safety Management	3	
ITD 114 Computer Aided Design	3	

ITE 112 Intermediate Electronics	3	
ITEL 112 Intermediate Electronics Lab	1	
PHY 201 Basic Physics I	3	
PHYL 201 Basic Physics I Lab	1	
ENG 213 Professional Writing	3	
MATH 221 Calculus I Industrial or Business	<u>3</u>	
(Sophomore Year Total: 31 Hours)	17	14

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
ITE 221 Devices and Circuits	3	
ITEL 221 Devices and Circuits Lab	1	
ITMA 325 (W) Industrial Psychology	3	
ART 206 Art Appreciation	3	
MNGT 350 Business Computer Applications	3	
ECO 211 Principles of Macroeconomics	3	
ITE 338 Digital Logic	3	
ITEL 338 Digital Logic Lab	1	
IT 300 (S) Internship/Industrial Experience	3	
PHIL 301 Introduction to Philosophy	<u>3</u>	
(Junior Year Total: 26 Hours)	16	10

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
ITE 449 Network Theories	3	
ITEL 449 Network Lab	1	
ITE 452 Fiber Optics and Communications	3	
ITE 465 (W) Microprocessor and Application	3	
ITC 400 (W) Technical Writing	3	
ITE 475 Microprocessor Software/Hardware	3	
ITE 466 Microprocessor and Troubleshooting	3	
ITE 476 Real Time System Design	3	
ITMA 410 First Line Supervision	3	
ITMA 420 (W) Labor & Industrial Relations	3	
IT 490 (S) Senior Capstone	<u>3</u>	
(Senior Year Total: 31 Hours)	19	12

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**TOTAL HOURS** **124**

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**Bachelor of Science: Industrial Technology Major**  
**(Emergency Management Technology Concentration)**

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
UNIV 100 University Success	2	
MATH 111 College Algebra	3	
CSC 115 (C) Digital Computer Principles	3	
FLG 101,102 Foreign Language Options	3	3
HIST 101,102 History of Civilization	3	3
ENG 104,105 Composition	3	3
PE Any 100 Level Activity Sport	1	1
MATH 112 Plane Trigonometry	3	
BIO 101 Intro to Biological Science	2	
BIOL 101 Intro to Biological Science Lab	<u>1</u>	
(Freshman Year Total: 34 Hours)	18	16

<b>SOPHOMORE YEAR</b>	<b>F</b>	<b>S</b>
IT 100 Introduction to Technology	1	
ART 206 Art Appreciation		3
ENG 201H Humanities		3
ENG 205 World Literature		3
PSY 201 General Psychology	3	
SPCH 201 Speech Arts	3	
ITMA 105 Industrial Safety Management	3	
ITD 114 Computer Aided Design	3	
CHEM 141 General Chemistry	3	
CHML 141 General Chemistry Lab	1	
ENG 213 Professional Writing		3
MATH 221 Calculus I Industrial or Business		3
PHIL 301 Introduction to Philosophy		<u>3</u>
(Sophomore Year Total: 35 Hours)	17	18

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
ECO 211 Principles of Macroeconomics		3
PHY 201 Physics I	3	
PHYL 201 Physics I Lab	1	
ITEM 301 Prin of Emergency Management	3	
ITEM 302 Intro to Incident Management	3	
ITEM 303 Comm Emergency Response Team		3
ITEM 304 Internship		3
ITEM 401 Application to EM Technology	3	
ITMA 325 (W) Industrial Psychology		3
ITHM 300 (S) Principles of HMM	3	
ITHM 301 Regulatory Framework		<u>3</u>
(Junior Year Total: 31 Hours)	16	15

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
ITEM 402 Basic GIS & Remote Sensing	3	
ITEM 403 Disaster Management	3	
ITEM 404 Special Project	3	
ITMA 420 (W) Labor & Industrial Relations	3	
ITHM 302 Tech Treatment of HM		3
ITHM 402 Industrial Hygiene		3
ITHM 405 Risk Assessment		3
Elective		<u>3</u>
(Senior Year Total: 24 Hours)	12	12

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**TOTAL HOURS** **124**

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**Bachelor of Science: Industrial Technology Major**  
**(Manufacturing and Design Technology Concentration)**

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
UNIV 100 University Success	2	
MATH 111 College Algebra	3	
CSC 115 (C) Digital Computer Principles	3	
FLG 101, 102 Foreign Language Options	3	3
HIST 101, 102 History of Civilization	3	3
ENG 104, 105 Composition	3	3
PE Any 100 Level Activity Sport	1	1



MATH 112 Plane Trigonometry	3
CHEM 141 General Chemistry	3
CHML 141 General Chemistry Lab	<u>1</u>
(Freshman Year Total: 35 Hours)	18 17

<b>SOPHOMORE YEAR</b>	<b>F</b>	<b>S</b>
IT 100 Introduction to Technology	1	
ITD 114 Computer Aided Design	3	
ITMA 105 Industrial Safety Management	3	
ITMF 206 Intro. To Manufacturing Processes	3	
ENG 205 World Literature	3	
ELEC Electives	3	
PHY 201 Basic Physics I		3
PHYL 201 Basic Physics I Lab	1	
SPCH 201 Speech Arts	3	
ITD 203 Adv. Computer-Aided Design	3	
ENG 213 Professional Writing	3	
MATH 221 Calculus I Industrial or Business	<u>3</u>	
(Sophomore Year Total: 32 Hours)	16	16

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
ITD 327 Machine Design	3	
ITMF 339 Materials Testing	3	
ITMA 325W Industrial Psychology	3	
ART 206 Art Appreciation	3	
ECO 211 Principles of Macroeconomics	3	
MNGT 350 Business Computer Applications		3
ITMF 340 Hydraulics & Fluid Power Systems	3	
IT 300 (S) Internship/Industrial Experience	3	
PHIL 301 Introduction to Philosophy	<u>3</u>	
(Junior Year Total: 27 Hours)	15	12

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
ITMF 410 Computer Numerical Control	3	
ITC 400 (W) Technical Writing	3	
ITMF 425 Robotics	3	
ETD 361 Statics	3	
ITMA 423 Motion and Time Study	3	
ITMA 410 First Line Supervision	3	
ETD 362 Material Mechanics		3
ITMA 420 (W) Labor & Industrial Relations	3	
ITMA 425 Plant Layout	3	
IT 490 (S) Senior capstone	<u>3</u>	
(Senior Year Total: 30 Hours)	18	12

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**TOTAL HOURS** **124**

Recommended Electives:	Hours:
ITD 411 Engineering Drawing	3
ITE 438 PLC	3
ITMF 420 Advanced Manufacturing Technology	3
ITMF 430 Factory Automation	3

**Bachelor of Science: Industrial Technology Major**  
**(Technology Management Concentration)**

<b>FRESHMAN YEAR</b>	<b>F</b>	<b>S</b>
UNIV 100 University Success	2	
MATH 111 College Algebra	3	
CSC 115 (C) Digital Computer Principles	3	
FLG 101, 102 Foreign Language Options	3	3
HIST 101, 102 History of Civilization	3	3
ENG 104, 105 Composition	3	3
PE Any 100 Level Activity Sport	1	1
MATH 112 Plane Trigonometry		3
CHEM 141 General Chemistry		3
CHML 141 General Chemistry Lab		<u>1</u>
(Freshman Year Total: 35 Hours)	18	17

<b>SOPHOMORE YEAR</b>	<b>F</b>	<b>S</b>
IT 100 Introduction to Technology	1	
ITD 114 Computer Aided Design	3	
ITMA 105 Industrial Safety Management	3	
PHY 201 Basic Physics I	3	
PHYL 201 Basic Physics I Lab	1	
ITMF 206 Intro. To Manufacturing Processes	3	
ENG 205 World Literature	3	
SPCH 201 Speech Arts		3
MNGT 350 Business Computer Applications		3
ENG 213 Professional Writing		3
MATH 221 Calculus I Industrial or Business		3
ELEC Electives		<u>3</u>
(Sophomore Year Total: 32 Hours)	17	15

<b>JUNIOR YEAR</b>	<b>F</b>	<b>S</b>
ITMA 328 American Industry	3	
ITMA 325W Industrial Psychology	3	
ART 206 Art Appreciation	3	
ECO 211 Principles of Macroeconomics	3	
ITHM 300 Principles of Hazardous Mat. Mgnt	3	
ITHM 301 Regulatory Framework		3
ITHM 302 Tech. Treatment of Hazardous Matr		3
IT 300 (S) Internship/Industrial Experience		3
PHIL 301 Introduction to Philosophy		<u>3</u>
(Junior Year Total: 27 Hours)	15	12

<b>SENIOR YEAR</b>	<b>F</b>	<b>S</b>
ITHM 402 Industrial Hygiene	3	
ITHM 405 Rick Assessment	3	
ITMA 411 Production & Inventory Managemnt	3	
ITC 400 (S) Technical Writing	3	
ITMA 423 Motion and Time Study	3	
ITMA 410 First Line Supervision	3	
ITMA 420 (W) Labor & Industrial Relations		3

ITMA 424 Quality Control	3
ITMA 425 Plant Layout	3
IT 490 (S) Senior capstone	<u>3</u>
(Senior Year Total: 30 Hours)	18 12

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**TOTAL HOURS** **124**

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**Recommended Electives:**

GIS 200 Elementary Surveying & GIS	3
GIS 210 Digital Imaging & Orthography	3
GIS 300 Lidar Mapping	3
GIS 400 Global Positioning Systems	3



COLLEGE OF  
JOURNALISM &  
MEDIA STUDIES

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## DEPARTMENT OF MASS COMMUNICATIONS

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Dr. Elaine Hayes-Anthony, Dean

OFFICE: 100 Mississippi e-Center @ JSU  
1230 Raymond Road  
Jackson, Mississippi 39204

FACULTY: Assistant Professors A. Chang, M. Flippin-Wynn

The Department of Mass Communications was established in 1978 offering the Bachelor of Science degree. In 1984 the department received accreditation by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). In 2008, the Department relocated from Blackburn Hall on the main campus to the Mississippi e-Center. The facility has in-house classrooms, classroom computer labs, editing labs and JSU-22 Tiger TV, an instructional television studio. The Department houses an instructional television studio and JSU-22 Tiger TV, a closed-circuit campus channel and co-curricular activity that allow students to air their original content. In addition, The Department is a collaborative member of the Digital Media Center, which includes JSU-TV, the university's commercial station; WJSU-FM 88.5, the university's public radio station; and .

### MISSION STATEMENT

The Department of Mass Communications seeks to educate and train students who can lead communications industries by providing a strong foundation in the First Amendment, written and oral communications skills, critical thinking, theory, research, and numerical and statistical concepts. The Department will teach students to write with accuracy, clarity, truth, fairness, and creativity in the appropriate form and styles. The Department will ensure that students acquire hands-on experiences to equip them to meet the technological, ethical,

and cultural challenges of a diverse society.

### ACEJMC VALUES AND COMPETENCIES

The Department of Mass Communications is accredited by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC). The Department is committed to endorse the following values and competencies throughout its curriculum developed by ACEJMC:

1. Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation, and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
5. Understand concepts and apply theories in the use and presentation of images and information;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity;
7. Think critically, creatively, and independently;
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve;
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. Apply basic numerical and statistical concepts;

12. Apply tools and technologies appropriate for the communications professions in which they work.

### PROGRAM OBJECTIVES

In consideration of the ACEJMC Values and Competencies and the Department’s Mission Statement, the Department has developed the following program objectives that will be met by all students receiving a degree in Mass Communications. By the end of the program of study, students should be able to all students receiving a degree in Mass Communications. By the end of the program of study, students should be able to:

1. Understand the basic historical and theoretical foundations of the field of mass communications.
2. Apply critical thinking skills in response to hypothetical and real-world situations and conduct basic research that addresses problems in a global society.
3. Gather, organize, and interpret numerical, statistical, and other information to be presented to a mass audience.
4. Effectively communicate clearly, accurately, truthfully, and fairly in the appropriate formats and styles.
5. Effectively use technology to meet the demands of the communications industry and serve a diverse community.
6. Work effectively in teams to develop the leadership skills needed to create and implement communication projects.
7. Understanding communication laws and their rights and responsibilities in the field of mass communications.
8. Understand various ethical perspectives and be able to make decisions that require consideration of ethical principles.

### Outcome Measures

Online Portfolio’s, Capstone projects, and the Graduate Record Examination will be utilized to assess teacher efficacy and student learning.

### DEGREE REQUIREMENTS

The Department of Mass Communications awards the Bachelor of Science degree in the following emphasis areas, Media Production, Multimedia Journalism and Integrated Marketing. To be eligible to earn this degree, students must:

1. Complete the University’s general education core requirements
2. Complete the College of Liberal Arts requirements
3. Complete the major emphasis area requirements

### GENERAL EDUCATION REQUIREMENTS

All degree programs at Jackson State University include general education requirements. These courses are designed to provide students with a balanced repertoire of broad academic foundation

ENG 111, 112, 205	9 hours
MATH 111	3 hours
HIST 101, 102	6 hours
BIO 101, BIOL 101 or SCI 201, SCIL 201	3 hours
MFL (Modern Foreign Languages)	6 hours
Physical Education or Health Options	2 hours
UNIV 101	2 hours
ART 206 or MUS 205	3 hours
SPCH 201	3 hours
Social Science Option	3 hours
Computer Literacy Option	3 hours
Philosophy Option	3 hours

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**TOTAL HOURS: 46 hours**

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\*Students who have met the foreign language requirement in high school must take 6 hours of additional electives.

### COURSE REQUIREMENTS

MC200, MC201 and MC 301 are prerequisites for all emphasis areas in mass communications. A grade of “B” or higher is required before upper level major courses can be scheduled.

All students who major in Mass Communications must complete the following core courses to be eligible for graduation.

Course	Title	Hours
MC 200	Intro to Mass Communications	3
MC 201	Intro to Media Writing	3
MC 301	Intro to News Reporting	3
MC 400	Media Law	3
MC 401	Research Methods in Mass Communications	3
MC 405	Media Ethics	3
MC 486	Practicum or	
MC 489	Internship in Mass Communications	3
<b>Total Hours:</b>		<b>21</b>

### Concentration Requirements and Capstone Courses

In addition to the core courses that are required for the major, students will choose a concentration area. Upon entry into the program and selection of concentration area, students will be given a Concentration Sequence outline detailing a plan for completion of the program. The concentration areas are as follows: Multimedia Journalism, Integrated Marketing Communications, and Media Production.

Each concentration area has a Capstone Course that will be taken in the final semester. The Capstone Course is a culmination of all the skills that students have learned and requires that the student complete a major project and presents the project in a public forum.

### MINOR REQUIREMENT:

All Mass Communications majors are required to complete a 18-21 hour minor in an area outside of Mass Communications to meet graduation requirements, unless otherwise noted. General education courses may not be used to fulfill a minor requirement. Students from other departments may complete a 18-21 hour minor in Mass Communications in one of the three concentrations

### Multimedia Journalism

The Multimedia Journalism concentration is designed to introduce students to the basic skills needed in an increasingly multimedia environment in the news

industry. Students will be taught skills in print media, broadcast, and online journalism. Students will also be introduced to trends in the news media to provide them with a better understanding of the multimedia organization. This concentration area requires a total of 21 hours. The required hours for all students in this area are as follows:

Course	Title	Hours
MC 303	Broadcast Writing	3
MC 307	Photojournalism	3
MC 310	Multimedia Production	3
MC 320	Online Journalism	3
MC 409	Multimedia Reporting	3
MC 404 OR MC 426		3
<b>Total Hours:</b>		<b>21</b>

Students in this concentration will choose from one of two tracks: Print or Electronic. The specific requirements for each emphasis area are as follows:

### Print Emphasis Area:

MC 305	Copy Editing	3
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### Electronic Emphasis Area:

MC 315	Digital Editing	3
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<b>Total Hours:</b>		<b>21</b>
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### Bachelor of Science: Mass Communication (Multimedia Journalism Concentration)

FRESHMAN YEAR		F	S
UNIV 100	University Success	2	
PE Options -	100-Level Activity Courses	2	
HIST 101,102	History of Civilization	3	3
ENG 111,112	Composition and Literature	3	3
BIO 101,	Introduction to Biology /Lab		
SCI 201,	Physical Science and Lab	3	
FLG 101,102	Modern Foreign Languages	3	3
MATH 111	College Algebra		3
CSC 115	Computer Literacy Option		<u>3</u>
(Freshman Year Total: 31 Hours )			16 15

SOPHOMORE YEAR		F	S
SPCH xxx	Speech Option (201 or 215 or 216)3		
MUS 205	Music Appreciation or		
ART 206	Art Appreciation		3
MC 200	Intro to Mass Communications		3
SS xxx	Social Science Option		3
ENG 205	World Literature		3
MC 201	Media Writing		3
Minor Seq. or Elective Option(s)			<u>9 6</u>

(Sophomore Year Total: 33 Hours) 18 15

**JUNIOR YEAR**

	<b>F</b>	<b>S</b>
PHIL 301 or Philosophy Option	3	
MC 301 News Reporting	3	
MC 303 Broadcast Writing	3	
MC 307 Photojournalism	3	
MC 310 Media Production	3	
MC 320 Online Journalism	3	
Minor Seq. or Elective Options(s)	<u>9</u>	
(Junior Year Total: 30 Hours)	15	15

**SENIOR YEAR**

	<b>F</b>	<b>S</b>
MC 305 Copy Editing or		
MC 315 Digital Editing	3	
MC 400 Media Law	3	
MC 401 Research Methods Mass Comm.	3	
MC 405 Media Ethics	3	
MC 409 Multimedia Reporting	3	
MC 486 or MC 4893		
MC 404 Feature Writing or		
MC 426 Broadcast Documentary	3	
MC Elective (300-400 level) or		
Minor Courses Option(s)	<u>6</u>	<u>3</u>
(Senior Year Total: 30 Hours)	15	15

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**TOTAL HOURS: 124**

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**Media Production:**

The Media Production concentration is designed to provide undergraduate students with professional experience and training for careers as media practitioners in electronic media. The goal of the concentration is to provide a broad spectrum of skills in the production and dissemination of material through the mass media and train students to be conceptually and technically proficient storytellers. This concentration requires 21 hours.

The following courses are required for all students in this area:

Course	Title	Hours
MC 303	Introduction to News Writing	3
MC 307	Photojournalism	3
MC 310	Introduction to Media Production	3
MC 315	Digital Editing	3
MC 323	Advanced Media Production	3
MC 426	Broadcast Documentary	3
MC 440	Media Programming	3

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**Total Hours: 21**

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**Bachelor of Science: Mass Communication**

(Media Production Concentration)

**FRESHMAN YEAR**

	<b>F</b>	<b>S</b>
UNIV 100 University Success	2	
PE Options - 100-Level Activity Courses	2	
HIST 101,102 History of Civilization	3	3
ENG 111,112 Composition and Literature	3	3
BIO 101,101 Introduction to Biology and Lab		
or		
SCI 201 Physical Science and Lab		
or CHEM xxx Chemistry & Lab Option	3	
FLG 101,102 Modern Foreign Languages	3	3
MATH 111 College Algebra		3
CSC 115 Computer Literacy Option		<u>3</u>
Freshman Year Total: 31 Hours)	16	15

**SOPHOMORE YEAR**

	<b>F</b>	<b>S</b>
Speech Option (201 or 215 or 216)		3
MUS 205 or Music Appreciation or		
ART 206 Art Appreciation	3	
MC 200 Intro to Mass Communications	3	
ENG 205 World Literature		3
SS xxx Social Science Option		3
MC 201 Media Writing		3
Minor or Elective Course Option(s)	<u>9</u>	<u>6</u>
(Sophomore Year Total: 33 Hours)	18	15

**JUNIOR YEAR**

	<b>F</b>	<b>S</b>
PHIL 301 or Philosophy Option	3	
MC301 Intro to News Reporting	3	
MC 303 Broadcast Writing	3	
MC 307 Photojournalism	3	
MC 310 Media Production	3	
MC 315 Digital Editing		3
MC 323 Media Production II		3
Minor Sequence or Elective Options(s)	<u>9</u>	
(Junior Year Total: 30 Hours )	15	15

**SENIOR YEAR**

	<b>F</b>	<b>S</b>
MC 400 Media Law	3	
MC 401 Research Methods Mass Comm.	3	
MC 405 Media Ethics		3
MC 426 Broadcast Documentary	3	
MC 440 Media Programming		3
MC 486 or MC 489		3
MC Elective (300-400 level) or		
Minor Sequence Option(s)	<u>6</u>	<u>6</u>
Senior Year Total: 30 Hours	15	15

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**TOTAL HOURS: 124**

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**Integrated Marketing Communications:**

The Integrated Marketing Communications (IMC) concentration prepares students for careers in public relations, advertising, sales promotion, and marketing. This concentration blends the once distinct professions to allow the student to examine the approaches holistically in the promotion of the organization. This concentration requires a total of 24 hours. The concentration provides students with skills in public relations and advertising. Each student must take the following courses for the concentration:

Course	Title	Hours
MC 330	Intro to Integrated Marketing Communications	3
MC 336	Advertising Copy Layout and Design	3
MC 423	Advertising Media and Selection	3
MC 425	Advertising Media Sales	3
MC 452	Sales Promotions Management	3
MC 470	Public Relations Writing	3
MC 471	Public Relations Practice	3
MC 473	IMC Campaigns	3
<b>Total Hours:</b>		<b>24</b>

Students who chose IMC as a concentration are also required to take 21 hours of the following courses outside of the department:

Course	Title	Hours
ACC 211	Principles of Financial Accounting	3
ART 302	Computer Graphics	3
FIN 320	Business Finance	3
MKT 351	Marketing Management	3
MKT 438	Marketing Research	3
MKT 440	Consumer Behavior	3
MNGT 458	Strategic Management	3
<b>Total Hours:</b>		<b>21</b>

**Bachelor of Science: Mass Communication**

Integrated Marketing Communications Concentration

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	University Success	2	
PE Options - 100-Level Activity Courses		2	
HIST 101,102	History of Civilization	3	3
ENG 111,112	Composition and Literature	3	3
BIO 101, or SCI 201	Introduction to Biology and Lab or Physical Science and Lab		

or CHEM xxx	Chemistry & Lab Option	3	
FLG 101,102	Modern Foreign Languages	3	3
MATH 111	College Algebra	3	
CSC 115	Computer Literacy Option	<u>3</u>	
(Freshman Year Total: 31 Hours)		16	15

**SOPHOMORE YEAR**

		<b>F</b>	<b>S</b>
SPCH xxx	Speech Option	3	
MUS 205 or	Music Appreciation or		
ART 206	Art Appreciation	3	
MC 200	Intro to Mass Communications	3	
ART 213	Intro to Computer Graphics Design	3	3
ACC 211	Principles of Financial Accting	3	
Social Science Option (ECO 211)			3
ENG 205	World Literature	3	
MC 201	Media Writing	3	
MKT 351	Marketing Management	3	
Minor Sequence or Elective Options		<u>3</u>	<u>3</u>
(Sophomore Year Total: 33 Hours)		15	18

**JUNIOR YEAR**

		<b>F</b>	<b>S</b>
MC 301	Intro to News Reporting	3	
MC 330	Intro to IMC	3	
FIN 320	Business Finance		3
MKT 438	Market Research		3
MC 336	Advertising Copy and Layout	3	
MC 423	Advertising Media Selection	3	
MC 425	Advertising Sales and Marketing	3	3
MC 470	Writing for Public Relations	3	
MC471	Public Relations Practice		3
Minor Sequence or Elective Option		<u>3</u>	
(Junior Year Total: 30 Hours)		15	15

**SENIOR YEAR**

		<b>F</b>	<b>S</b>
MC 400	Media Law	3	
MC 401	Research Methods Mass Comm.	3	
MC 405	Media Ethics		3
MC 440	Consumer Behavior	3	
MC 452	Sales Promotions Management	3	
MC 458 or	Strategic Management or		
MKT 462	Marketing Policies/Strategies	3	
MC 473	IMC/Advertising Campaigns	3	
MC 486 or	MC 489		3
MC xxx	MC Elective (300-400 level)	<u>3</u>	<u>3</u>
(Senior Year Total: 30 Hours)		15	15

**TOTAL HOURS: 124**

The following requirements must be met in order to earn an undergraduate degree in the Department of Mass Communications:



1. Satisfactorily complete general education and major field requirements
2. Earn a minimum cumulative academic average of 2.00 (“C”) in all courses (except MC 200, MC201, MC301) which require a “B”
3. Satisfactorily pass the English Proficiency Examination.
4. Take the Graduate Record Examination – GRE
5. Successfully complete Capstone courses and required projects
6. Complete the Liberal Arts College’s Exit Interview and all other official forms required by the University



# SCHOOL OF **PUBLIC HEALTH**

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# SCHOOL OF PUBLIC HEALTH

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**Dr. Mohammad Shahbazi, Interim Dean**

**DEPARTMENTS:**

**Communicative Disorders**

**Healthcare Administration**

**OFFICE:**

**Jackson Medical Mall**

**350 W. Woodrow Wilson Drive, Suite 301**

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**DEPARTMENT OF COMMUNICATIVE  
DISORDERS**

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Dr. Mary Langford-Hall,  
Assistant Professor and Interim  
Program Director

**OFFICE:**

3825 Ridgewood Road, Suite 6, Box 23

**TELEPHONE:**

(601) 432-6717; FAX: (601) 432-6844

**FACULTY:**

Professor N. Radford; Assistant Professor M. Hall;  
Instructor and Clinical Coordinator C. Cannon

The Department of Communicative Disorders offers a program leading to the Bachelor of Science Degree in Communicative Disorders. Students enrolled in this program are prepared for entry into graduate programs in speech-language pathology, audiology, and speech-hearing science. A student must have a GPA of at least 2.5 to enroll in CMD 386–Clinical Practicum.

**Bachelor of Science:  
Communicative Disorders**

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
UNIV 100	University Success	2	
ART 206 or	Art Appreciation or		
MUS 205	Music Appreciation	3	
MATH 111	College Algebra	3	
BIO 101	Introduction to Biology	2	
BIOL 101	Introduction to Biology Lab	1	
ENG 104,105	Composition	3	3
HIST 101,102	History of Civilization	3	3
HE 101	Concepts of Health		3
SCI 201,			
SCIL 201	Physical Science and Lab		3
CSC 115	Digital Computer Principles		<u>3</u>
(Freshman Year Total: 32 Hours)		17	15

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
ENG 205	Introduction to Literature	3	
CMD 211	Intro to Communicative Disorders	3	
SPCH 201 or	Speech Arts or		
SPCH 215	Training the Speaking Voice	3	
SS 203	Hist & Cultural Foundtn of Educ.	3	
PSY 201	General Psychology	3	
FLG 101,102	Modern Foreign Languages	3	3
ENG 218	Advanced Composition		3
COUN 315	Human Growth & Development		3
CMD 219	Phonetics		3
GEOG 209	World Regional Geography		3
PHIL 309	Ethics		<u>3</u>
(Sophomore Year Total: 36 Hours)		18	18

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
SPED 311	Exceptnl Child & Youth in School	3	
CMD 312	Anat & Phys Speech Mechanics	3	
CMD 316	Speech & Hearing Science	3	
CMD 321	Language Development	3	
HCA 380	Statistics for Health Services	3	
CMD 310	Intro to Clinical Practicum		1
CMD 322	Articulation Disorders		3
CMD 324	Disorders of Fluency		3
CMD 325	Lang & Cog. Disorders in Children		3
CMD 344	Diag. Meth. In Speech & Lang. II		3
SPED 466	Intro to Sign Language		<u>3</u>
(Junior Year Total: 31 Hours)		15	16

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
CMD 450	Meth & Mat. In Speech & Language	3	
CMD 480	Clinical Practicum in SLP I	3	
CMD 495	Senior Project	3	
CMD 423	Introduction to Audiology		3
CMD 486	Clinical Practicum in SLP II		3
PSY 306	Educational Psychology		3

Elective	Electives Options	<u>3</u>	<u>3</u>
(Senior Year Total: 24 Hours)		12	12

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**TOTAL HOURS: 123**

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**DEPARTMENT OF HEALTHCARE  
ADMINISTRATION**

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Mr. Clarence Johnson, Visiting Instructor and  
Interim Program Director

**FACULTY:**  
Professor M. Younis; Associate Professor R.  
Bennett; Assistant Professors B. Johnson, S.  
Ochai

The Healthcare Administration (HCA) Program offers successful graduates a sound theoretical and practical education together with opportunities for direct field experience to prepare them for entry-level management positions and future professional career growth. Graduates typically will assume supervisory and middle management positions in hospitals, nursing homes, psychiatric facilities, group practices, managed care plans, ambulatory centers, home health agencies and other types of clinical services.

In support of JSU's rich heritage, this program is sensitive to the needs of a diverse student body that will address the national, state, and local need for more minorities in management and the professional health workforce. Experienced HCA graduates can advance their education in health policy and management in the school's MPH program. All school curricula are designed to serve full-time and part-time (working) students in evening classes.

**THE PROFESSIONAL HEALTHCARE  
ADMINISTRATOR**

Modern health service delivery in Mississippi and the nation is a growing, complex and costly issue. The State's healthcare providers need strong administrative leadership to manage the future of this important enterprise. JSU offers the only public university-sponsored program in the State which prepares individuals for careers in this challenging field. HCA is a well-established and recognized profession with practitioners working in many different settings dedicated to improving the public's health.

National Professional Organizations for Healthcare Administration include the American Colleges of Healthcare Executives, Medical Group Administrators, Mental Health Administrators, and the American Public Health Association. The HCA program maintains membership in the Association of University Programs in Health Administration and the National Association of Health Services Executives.

### ADMISSION REQUIREMENTS

Students must complete the lower-division, first two years of preparation at JSU or transfer the equivalent course work from another accredited institution with equivalent seventy (70) hours and a 2.5 or higher grade point average. Admission prerequisites include courses in accounting, statistics, economics, and computer science. Application is made to upper division studies and then to the Bachelor of Science program of the school's HCA Program in a two-step process. Faculty advisors are assigned to guide all students through matriculation and field work requirements.

### Bachelor of Science: Health Care Administration

<b>FRESHMAN YEAR</b>		<b>F</b>	<b>S</b>
BIO 111	General Biology	3	
BIOL 111	General Biology Lab	1	
MATH 111	College Algebra	3	
ENG 104,105	Composition	3	3
UNIV 100	University Success	2	
FLG 101,102	Modern Foreign Language Option	3	3
PE 101,102	Physical Education	1	1
CHEM 131	Introduction to Chemistry	3	
CSC 115	Digital Computer Principles	3	
PS 134	Introduction to Political Science	3	
(Freshman Year Total: 32 Hours)		16	16

<b>SOPHOMORE YEAR</b>		<b>F</b>	<b>S</b>
HIST 101,102	History of Civilization	3	3
ENG 205	World Literature	3	
ACC 211,212	Principles of Accounting	3	3
SPCH 201	Speech Arts	3	
ART 206	Art Appreciation	3	
PSY 201	General Psychology	3	
PHIL 301	Introduction to Philosophy	3	
ECO 211	Principles of Macroeconomics	3	
ENG 213	Professional Writing	3	
(Sophomore Year Total: 33 Hours)		18	15

<b>JUNIOR YEAR</b>		<b>F</b>	<b>S</b>
HCA 301	Intro to Healthcare Orgntns	3	
HCA 311	Public Health & Epidemiology	3	
HCA 320	Healthcare Services Management	3	
HCA 380	Statistics for Health Services (MATH 111 Pre-requisite)	3	
HCA 310	Health Economics & Payer Systems (ECO 211 Pre-requisite)	3	
HCA 303	Medical & Administv Terminology	3	
HCA 352	Human Res. Mgnt. in Healthcare	3	
HCA 384	Healthcare Policy & Politics	3	
HCA 402	Healthcare Planning & Marketing	3	
HCA 470	Healthcare Research & Evaluation (HCA 380 Pre-requisite)	3	
(Junior Year Total: 30 Hours)		15	15

<b>SENIOR YEAR</b>		<b>F</b>	<b>S</b>
HCA 440	Health Management Info Systems	3	
HCA 420	Admin. Law & Ethics in Healthcare	3	
HCA 482	Managed Care & Integrated Systems	3	
HCA 400	Healthcare Admin. Internship (Co-requisite of HCA 431)	3	
HCA 431	Health Professional Career Dev Sem (Co-requisite of HCA 400)	3	
HCA 450	Financial Mgnt. Of Health Services	3	
HCA 480	Applied Research/Mgnt. Project (HCA 380, 470 Pre-requisites)	3	
HCA Elec.	Healthcare Approved Elective	3	3
(Senior Year Total: 27 Hours)		15	12

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**TOTAL HOURS IN CURRICULUM: 122**

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### Department Electives:

HCA 381	Long-Term and Mental Healthcare	3	
HCA 365	Hospital Acute Care Administration	3	
HCA 498	Contemporary Issues in Healthcare Admin.	3	
HCA 340	Healthcare of Ambulatory Services	3	
HCA 499	Independent Studies in Healthcare Admin.	3	

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# DESCRIPTION OF COURSES

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## Index of course prefixes

## Description of courses by discipline

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### INDEX OF COURSE PREFIXES

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Prefix / Course Title	Page #	Prefix / Course Title	Page #
ACC Accounting .....	235	ITC Technology.....	287
ART Art.....	235	ITD Technology.....	287
AS Aerospace Science.....	238	ITE Technology .....	288
ASL Aerospace Science Lab.....	239	ITEL Technology Lab.....	288
BIO Biology.....	241	ITEM Technology (Emergency Management) .....	289
BIOL Biology Lab.....	241	ITHM Technology .....	290
BPD Business Professional Development.....	239	ITMA Technology .....	290
CH Chinese.....	275	ITMF Technology.....	291
CHEM Chemistry .....	246	ITR Technology .....	291
CHML Chemistry Lab.....	247	LS Library Science.....	291
CIV Civil Engineering.....	264	LSED Library Science Education .....	292
CIVL Civil Engineering Lab .....	264	MATH Mathematics.....	292
CJ Criminal Justice.....	249	MC Mass Communications .....	296
CLHR Human Resource Development.....	251	MET Meteorology.....	299
CLIM Infant and Toddler Development.....	252	MIS Management Information Systems.....	301
CLL College of Lifelong Learning.....	251	MKT Marketing.....	302
CMD Communicative Disorders .....	254	MNGT Management .....	300
CPE Computer Engineering.....	267	MS Military Science .....	303
CPEL Computer Engineering Lab .....	268	MUS Music .....	304
CRR Commercial Recreation and Resorts.....	252	PE Physical Education.....	323
CSC Computer Science .....	255	PHIL Philosophy .....	326
CSCL Computer Science Lab.....	257	PHY Physics.....	327
DR Drama.....	258	PHYL Physics Lab .....	327
ECO Economics.....	260	PS Political Science.....	329
EDCI Elementary Education .....	261	PSY Psychology .....	333
EN Engineering (General).....	263	RE Reading.....	334
ENL Engineering (General) Lab .....	263	REC Recreation.....	335
ENG English.....	269	SCI General Science .....	336
ENTR Entrepreneurship.....	240	SE Drivers Education.....	339
ETD Pre-Engineering.....	273	SOC Sociology.....	339
ETEC Education Technology.....	262	SP Spanish.....	341
FBL Faith-Based Leadership .....	253	SPCH Speech Communication .....	343
FIN Finance .....	273	SPED Special Education.....	344
FLG Foreign Languages.....	274	SS Social Science .....	345
FR French .....	275	SW Social Work .....	347
GB General Business.....	273	TREC Therapeutic Recreation.....	350
GEOG Geography .....	277	UA Urban Studies .....	351
GNST General Studies .....	278	UNIV University Success .....	353
GR German.....	279		
GUID Guidance.....	279		
HCA Health Care Administration.....	279		
HE Health.....	282		
HIST History .....	283		
IT Technology .....	287		

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## DESCRIPTION OF COURSES BY DISCIPLINE

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### ACCOUNTING

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#### Department of Accounting

**OFFICE: College of Business Building-Suite 462**

#### **ACC 211 (3) Principles of Financial Accounting.**

Prerequisite: Sophomore classification recommended. Accounting principles and concepts relative to general use of accounting information, double entry bookkeeping, and financial reporting. (F, S)

#### **ACC 212 (3) Principles of Managerial Accounting.**

Prerequisite: ACC 211. Accounting principles and concepts as applied to managerial accounting. (F, S)

#### **ACC 314 (3) Intermediate Accounting I.**

Prerequisite: ACC 212. A study of the functions of financial accounting, basic theory, asset and liability recognition and measurement. (F, S)

#### **ACC 315 (3) Intermediate Accounting II.**

Prerequisite: ACC 314. A study of accounting theory and practice as applied to stockholders' equity, dilutive securities, investments, income measurement issues, and preparation and analysis of financial statements. (F, S)

**ACC 321 (3) Cost Accounting I.** Prerequisite: ACC 212. An introduction to the development and use of accounting information for internal decision making. Topics include: cost terminology and classifications, cost accumulation and analysis, CVP analysis, budgets and standard costs, inventory costing, and relevant costs for decision making. (F, S)

#### **ACC 381 (3) Government and NFP Accounting.**

Prerequisite: ACC 212. A study of accounting practice and theory as it related to state and local governments, and other non-for-profit entities. (F, S)

**ACC 423 (3) Income Tax Accounting.** Prerequisite: ACC 212. An in-depth study of federal and state income tax laws, tax research methods, effects on the distribution of individual income. (F, S)

#### **ACC 436 (3) Advanced and International Accounting.**

Prerequisite: ACC 315. Special accounting problems related to partnerships, consolidations, international operations, and International Financial Reporting Standards. (F, S)

**ACC 455W (3) Auditing.** Prerequisite: ACC 315.

Analysis of the problems encountered by practicing public accountants as related to financial statements audits; preparation of working papers and reports; and professional ethics. This course has been designated as a "Writing Across the Curriculum" course. (F, S)

**ACC 461 (3) CPA Review I.** Prerequisite: ACC 315 and Senior standing. An intensive review of accounting for business enterprises, taxation, managerial, and governmental and not-for-profit accounting as tested on the CPA examination. (D)

#### **ACC 473 (3) Advanced Income Tax Accounting.**

Prerequisite: ACC 423. A study of federal and state income tax laws for fiduciaries, partnerships, and corporations integrating recent technologies and research applications. (F, S)

#### **ACC 492 (3) Accounting Information Systems.**

Prerequisite: ACC 314. A study of theory and practice as applied to accounting information systems. The course examines the process of purchasing or designing accounting systems and a variety of topics dealing with the role of technology in building, implementing, controlling, and auditing accounting information system. A secondary goal of the course is to help students become more comfortable using computer based tools including e-mail, accounting software and the World Wide Web. (F, S)

#### **ACC 495 (3) Special Topics in Accounting.**

Prerequisite: ACC 212 and consent of department chair. Independent study of accounting topics. Credit granted for formalized research studies and/or accounting practicum (co-op). (F, S, Sum)

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### ART

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#### Department of Art

**OFFICE: Johnson Hall, Room #213**

**ART 101 (3) Art Fundamentals.** Designed for non-Art majors. Study and experimentation with art elements and art principles.

**ART 102 (3) Design I.** Exploration of processes and concepts of the visual arts and an introduction to design fundamentals.

**ART 111 (3) Drawing I.** Introduction to drawing with emphasis on the use of various media and techniques.

**ART 112 (3) Drawing II.** Prerequisite: ART 111. Representational drawing, concerned with space and volume relationships.

**ART 201 (3) Design II.** Introduction to two dimensional composition with emphasis on art elements and art principles.

**ART 202 (3) Design III.** Introduction to design in the third dimension with emphasis on art elements, art principles, and color theory.

**ART 203 (3) Introduction to Computer Graphics I.** This course provides students with skills needed to produce raster-based graphics. Students gain a thorough understanding of the nature of raster-based digital file development, as well as an in-depth study of the application used to create them. Projects and assignments focus on an exploration and understanding of the application, applying color, tools, and techniques.

**ART 206 (3) Art Appreciation.** Introduction to art and survey of architecture, painting, sculpture and related arts. Not required for art majors.

**ART 210 (3) Visual Thinking.** Prerequisites: ART 102 and 111. Students explore the creative process of making images that can move ideas and information to the minds of others. Assigned projects will explore the fundamental rigors of art theory and practice while honing students' conceptual and presentation skills. As a result, students will broaden their visual thinking and perceptual literacy to the point where they can easily transcend media barriers.

**ART 211 (3) Introduction to Ceramics.** Introduction and experimentation with various forming processes in ceramics; study of the nature and properties of clay; firing procedures; methods of glazing and decorating ceramic wares.

**ART 213 (3) Introduction to Graphic Design.** Prerequisites: ART 102, 111, 112, 201, 203, 210. Students will learn to use the principles of visual communication and to combine them successfully with basic production techniques. Also, they will gain awareness of how important ethics and social responsibility are in the creation of visuals. Questions and various activities will prompt discussions about the nature of design. The questions address issues that span time periods and stylistic groupings. The material is intended to

offer different viewpoints rather than draw conclusions about what makes something a work of design.

**ART 216 (3) Drawing III.** Prerequisites: ART 111, 112. Representational drawing from models.

**ART 217 (3) Drawing IV.** Prerequisite: ART 216. Figure drawing with emphasis on inventive lines and independent expression.

**ART 221 (3) Art History.** Survey of art history from prehistoric civilizations through the Renaissance.

**ART 222 (3) Art History.** Prerequisite: ART 221. Survey of art history from Baroque through contemporary movements.

**ART 224 (3) Introduction to Painting.** Prerequisite: ART 111, 112. Introduction to media and procedures in painting.

**ART 228 (3) Typography.** Prerequisites: ART 203 and 210. The theme of this course is the integration of type and image. The primary goal of the projects is how to achieve a harmonious and effective interplay of typography and imagery to express meaning. Through a confident use of grids, colors, images, type, and visual hierarchy, students will explore a variety of solutions to design problems that require both expressiveness as well as an understanding of the practical uses of communication design.

**ART 232 (3) Introduction to Sculpture.** Prerequisites: ART 111, 112, 201. Introduction to the media, tools, and procedures in sculpture.

**ART 242 (3) Introduction to Printmaking.** Prerequisites: ART 111, 112. Introduction to Printmaking processes.

**ART 301 (3) Art for Children.** Study and experimentation with art programming and art activities in the elementary school.

**ART 310 (3) Color Theory and Design.** Prerequisites: ART 201. Introduction to color theories in two-dimensional design.

**ART 311 (3) Web Design.** This course concentrates on the software knowledge, design, development, and implementation of effective static html interfaces based on principles of graphic design.

**ART 312 (3) Ceramics.** Prerequisite: ART 211. Advanced clay forming. Introduction to wheel throwing, and ceramic decoration procedures.



**ART 313 (3) Ceramics.** Prerequisite: ART 312. Introduction to ceramic processes, mold making, slip casting and the hand jigger process.

**ART 314 (3) Ceramics.** Prerequisite: ART 313. Experimentation with ceramic materials, properties and classification and calculation, compounding of ceramic glazes and clay bodies.

**ART 322 (3) Painting.** Prerequisites: ART 201, 224. Special emphasis on composition utilizing the elements of design.

**ART 323 (3) Painting.** Prerequisite: ART 322. Figure painting.

**ART 324 (3) Painting.** Prerequisite: ART 323. Experimentation with a variety of subjects emphasizing procedures, style and composition.

**ART 327 (3) Sound Design.** This course provides a basic introduction to sound design principles. Sound will be examined through digital audio workstations where students will cover fundamental, technical, and creative aspects of sound production, for both stand-alone audio projects and audio for film.

**ART 332 (3) Sculpture.** Prerequisite: ART 232. Basic procedures in casting with varied media. Emphasis on piece molds and waste molds.

**ART 333 (3) Sculpture.** Prerequisite: ART 332. Experimentation with procedures in construction of sculpture, combining materials and exploring spatial relationships.

**ART 334 (3) Sculpture.** Prerequisite: ART 232, 333. Introduction to wood; exploring its possibilities as a sculpture medium, and independent research and experimentation.

**ART 335 (3) Introduction to Photography.** Introduction to basic camera operation and black and white darkroom procedures, with an emphasis on creative applications for photography.

**ART 337 (3) Non-Western Art.** Survey of Non-Western Art: The Art of Africa, India and China are discussed.

**ART 338 (3) African American Art.** A survey of African American Art from 1619 to the present.

**ART 342 (3) Printmaking.** Prerequisite: ART 242. Introduction to silk screen printing.

**ART 343 (3) Printmaking.** Prerequisite: ART 342. Independent study in Printmaking.

**ART 349 (3) Junior Graphic Design Studio I.** This course is a study of the structural and organizing systems at work in graphic design such as grids, modules, proportion, progression, symmetry, and rhythm. Design problems will be studied holistically through projects that stress dynamic relationships among content, form, and context to gain a deeper understanding of systems at many levels.

**ART 351 (3) Junior Graphic Design Studio II.** This course expands and builds on previous graphic design knowledge and skills, offering students the opportunity of development of complex design projects. The emphasis will be on research and analysis, and the design processes that lead to creative conceptualization and polished final design solutions. All students are expected to demonstrate sophisticated design decisions and solutions. All students are expected to demonstrate sophisticated design decisions and appropriate design solutions that demonstrate a high level of expertise and achievement.

**ART 403 (3) Design IV.** Prerequisites: ART 201 and 202. Advanced problems in design.

**ART 412 (3) Painting.** Prerequisite: ART 324. Advanced problems in painting.

**ART 413 (3) Painting.** Prerequisite: ART 324. Advanced independent research and experimentation in painting.

**ART 414 (3) Ceramics.** Prerequisite: ART 314. Special problems in ceramic kiln design and construction.

**ART 415 (3) Ceramics.** Prerequisite: ART 414. Independent study and experimentation with ceramic sculpture and introduction to the history of ceramics.

**ART 416 (3) Sculpture.** Prerequisite: ART 331. Introduction to Lost Wax casting.

**ART 417 (3) Sculpture.** Prerequisite: ART 416. Special problems independent research and experimentation in sculpture.

**ART 418 (3) Display Design.** Developing designs for display purposes.

**ART 420 (3) Photography.** Introduction to camera operation, chemical solutions, negative development and contact printing.

**ART 421 (3) Photography.** Prerequisite: ART 420. Advanced problems in photography.

**ART 430 (3) Graphic Design Internship.** Training with professional designers of firms, eight hours per day for one semester. Students must have completed seven semesters in graphic design.

**ART 441 (3) Senior Graphic Design Studio I.** Prerequisites: ART 203, 210, 213, 228, 311, 327, 349, and 351. This course is to purposely apply acquired knowledge and skills (e.g., typography, color, visual translation, photography, and theory) to a set of “real” problems based on a theme. Necessary vehicles for information (such as brochures, printed materials, posters, web sites, etc.) will be developed from concept up to production. This course is intended to closely duplicate the actual working context of professional studio situations.

**ART 443 (3) Senior Graphic Design Studio II (Motion Graphics).** This course trains students in the basic and essential vocabularies, techniques, and methodologies of broadcast design/motion graphics. Students will receive training in video, sound, and motion software necessary for the creation of professional broadcast/motion graphic projects. It is set up to give a basic foundation in these techniques and software.

**ART 445 (3) Printmaking.** Prerequisites: ART 342 and 343. Special problems in Printmaking.

**ART 446 (3) Printmaking.** Prerequisite: ART 443. Advanced independent research and experimentation in Printmaking.

**ART 453 (2) Seminar on Aesthetics.** Evaluation of current art ideologies, styles, techniques, media, and modern approaches in contemporary art. (Open to seniors only.)

**ART 454 (3) Portfolio Development.** This course prepares students to meet the challenges of professional practice within the arts. Components of this class include building a resume, writing an artist’s statement, portfolio development, and strategies for a web presence, grant funding, self-promotion, marketing strategies, presentation, and senior exhibition.

**ART 455 (3) African Art.** Study of the art of West and Central Africa.

**ART 456 (3) African American Art.** A study of the art of African Americans, showing its development in the Americas from 1600 to the present.

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## AEROSPACE STUDIES

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**Department of Aerospace Studies**  
**OFFICE: AFROTC Building**

**AS 101 (1) The Foundation of the United States Air Force (General Military Course)** Corequisite: AF 101L. A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems, and an introduction to communication skills. Leadership Laboratory is mandatory for Air Force ROTC cadets, and complements this course by providing cadets with followership experiences.

**AS 102 (1) The Foundation of the United States Air Force (General Military Course)** Corequisite: AF 102L. Continuation of AF 101. A weekly Leadership Laboratory is mandatory.

**AS 101L/AF 102L (1)** Leadership Laboratory Consists of Air Force customs, courtesies, health, mandatory physical fitness, field training orientation, drill and ceremonies. These courses are graded Pass/Fail.

**AS 201 (1) The Evolution of USAF Air and Space Power (General Military Course)** The AF 201 course is designed to examine the general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space age global positioning systems of the Persian Gulf War. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies), and missions (functions) to demonstrate the evolution of what has become today’s USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: e.g. Principles of War and Tenets of Air and Space Power. As a whole, this course provides the cadets with a knowledge level understanding for the general element and employment of air and space power, from an institutional, doctrinal and historical perspective. In addition, the students will continue to discuss the importance of the Air Force Core Values, through the use of operational examples

and historical Air Force leaders, and will continue to develop their communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

**AS 202 (1) The Evolution of USAF Air and Space Power (General Military Course)** Corequisite: AF 202L. Continuation of AF 201. A weekly Leadership Laboratory is mandatory.

**AS 201L/AF 202L (1) Leadership Laboratory** Consists of Air Force customs, courtesies, health, mandatory physical fitness, drill, ceremonies, and field training orientation. These courses are graded Pass/Fail.

**AS 301 (3) Air Force Leadership Studies (Professional Officer Course)** A study of leadership, management fundamentals, professional knowledge, Air Force personnel evaluation systems, leadership ethics, and the communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical applications of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experience in officer-type activities, giving students the opportunity to apply the leadership and management principles of this course.

**AS 302 (3) Air Force Leadership Studies (Professional Officer Course)** Corequisite: AF 302L Continuation of AF 301. A weekly Leadership Laboratory is mandatory.

**AS 301L/AF 302 (1) Leadership Laboratory** Prerequisites: Completion of the General Military Course or Two-Year. Program selection and/or approval of the Professor of Aerospace Studies. Provides advanced leadership experience in officer type activities, giving students the opportunity to apply leadership and management principles. Includes a mandatory physical fitness program. These courses are graded Pass/Fail.

**AS 401 (3) National Security Affairs and Preparation for Active Duty (Professional Officer Course)** Corequisite: AF 401L. Examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to the refinement of communication skills. An additional

Leadership Laboratory complements this course by providing advanced leadership management principles.

**AS 402 (3) National Security Affairs and Preparation for Active Duty (Professional Officer Course)** Corequisite: AF 402L. Continuation of AF 401. A weekly Leadership Laboratory is mandatory.

**AS 401L/AF 402L (1) Leadership Laboratory** Prerequisites: Completion of the General Military Course or Two- Year Program selection and/or approval of the Professor of Aerospace Studies. Provides advanced leadership experiences in officer type activities, giving students the opportunity to apply leadership and management principles. Includes a mandatory physical fitness program. These courses are graded Pass/Fail.

**AS 403L/AF 404L (1) Leadership Laboratory Mandatory.** Prerequisites: Completion of the POC. Provides advanced leadership experiences in officer-type activities. These courses are graded Pass/Fail.

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## ENTREPRENEURSHIP AND PROFESSIONAL DEVELOPMENT

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**Department of Entrepreneurship and Professional Development**  
**OFFICE: College of Business Building-Suite 332**

### University Success

**UNIV 101 (2) University Success for Business Majors.**

This course is designed to assist the first year students in their adjustment to college life and in exploring career options. Emphases will be placed on self-assessment, image development, credit/money management, winning attitudes, goal setting, dressing for success, constructing personal web pages, action research, portfolio development, leadership skills, and library usage. Personal Development activities relative to the students' academic, social and professional success are reinforced through participation in enrichment workshops, seminars, student organizations, service learning, and mentoring. (F, S)

### Business Professional Development

**BPD 200 (3) Introduction to Business.** Prerequisites: UNIV 101. This course is designed to introduce students to the basic concepts of business. Students receive instruction regarding the business environment, management of the enterprise, marketing management, accounting and financial management, and business careers. Professional dress is required. (F, S)

**BPD 325W (3) Business Communications.**

Prerequisites: ENG 104, 105, 205, UNIV 101, BPD 200, and junior standing. This course is designed to merge written, oral and nonverbal communication theory and applications. Strong emphasis will be given to leadership theory and development content, organization, presentation, networking, problem-solving and decision-making. Students are provided opportunities to participate in mentoring activities. Mandatory attendance at executive lecture series and special writing/speaking clinics. Students must actively participate in at least one business student organization and complete the Business II and/or GMAT test preparation exercises. Professional dress is required. (F, S)

**Entrepreneurship**

**ENTR 380 (3) Foundations of Entrepreneurship.** An introductory course designed to familiarize students with the world of small business, and analyze the personal strengths and weaknesses of students relative to launching a career in entrepreneurship. Attention is given to planning, financing, starting, and managing a new business. Elective—open to all majors. (F, S, Sum)

**ENTR 381 (3) Entrepreneurship and Small Business Management.** Prerequisites: BPD 325W, MNGT 330, and Junior standing. This course is designed to prepare the entrepreneurship student for the general management role of the entrepreneur. Critical issues affecting entrepreneurship and small business management will be examined. The primary focus of the course will include small business planning, locating and using information, and the fundamentals of business planning. A comparative view of entrepreneurship and case analyses will be used. (F, S)

**ENTR 382 (3) Entrepreneurial Financing, Accounting, and Control.** Prerequisites: ENTR 381, FIN 320, and Junior standing. The course will focus on understanding and exploring the requirements, costs and benefits of various forms of financing options open to the entrepreneur. Special emphasis will be placed on finance issues of particular relevance to the minority entrepreneur, as well as on funding sources for capital and operating needs of minority entrepreneurs. Methods of profit planning and cash flow management will be covered. Accounting for small business and internal controls will be stressed. (F)

**ENTR 482 (3) Financing Entrepreneurship Ventures.** Prerequisites: ENTR 381, 382, BPD 325W, and Senior standing. This course will explore financing

entrepreneurial companies at various phases of the life cycle. Students will also gain an understanding of what is in the numbers and how they reflect a specific strategy. Other topics will include financing of start-up businesses, season business, acquisitions, and public offerings. Also emphasis will be placed on analyzing legal documents so that the student will have a practical experience in this critical aspect of financing entrepreneurial ventures. (S)

**ENTR 483 (3) Marketing for Entrepreneurs.**

Prerequisites: MKT 351, MNGT 330, ENTR 381, 382, and Senior standing. This course is designed to introduce the new entrepreneur to the importance and role of marketing strategies in creating and organizing a new business, as well as in existing small businesses. The major emphasis will be on: ways to analyze and define the target market, evaluating competition, environmental trends, determining customer preference, and developing a marketing strategy for the start-up or existing business. (S)

**ENTR 484 (3) Internship in Entrepreneurial Studies.**

Prerequisites: ENTR 381, 382, BPD 325W, Junior standing and departmental approval. Supervised work experience in simulated student-managed business enterprises and new or emerging small business ventures which focus on the creation of jobs. (F, S, Sum)

**ENTR 485 (3) Entrepreneurship Senior Project.**

Prerequisites: Senior standing, ENTR 381, 382, 482, 483, BPD 325W, and departmental approval. This capstone course will focus on the development of a plan for a new business. Strategic planning for successful marketing and expansion will be stressed. Thorough planning of a venture will be required to include all components of a marketable business plan. Students will be expected to market the plan to actual sources of capital to secure potential financing for the venture. Students will be required to meet and work with successful entrepreneurs. (F)

**ENTR 487 (3) Family Business Management.**

Prerequisites: ENTR 382 and Junior standing. This course will explore the unique challenges and opportunities present in managing a family business. Topics will include: the decision to join the family firm, establishing credibility as a son or daughter, the stages of family business growth, strategic planning in the family firm, dealing with non-family managers, and succession. (S)

**ENTR 488 (3) Strategies in Entrepreneurship.**

Prerequisite: Senior standing. This course is designed

to provide students an opportunity to study current and relevant issues pertinent to the operation of a business. Students will use the knowledge gained from research to determine how their ventures may be affected. Through this process, students will continue to learn how to assess their personal aptitude and potential for small business, find and evaluate business opportunities, secure essential funding, and organize and manage such functional business areas such as manufacturing, marketing, accounting and finance. (F)

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## BIOLGY

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### Department of Biology

OFFICE: John A. Peoples Science Building

**BIO 101 (2) Introduction to Biology.** Designed to acquaint the student with fundamental principles of biological science and their functional applications. This course is primarily for the general education program. (F, S, Sum)

BIOL 101 (1) Introduction to Biology Lab. Laboratory experience designed to re-enforce lecture materials in BIO 101. Primarily, the activities will involve the study of the basic principles in Biology including cell structures, metabolism, photosynthesis, genetics, etc. (F, S, Sum)

**BIO 103 (3) Environmental Science.** An introduction to the fundamental principles of ecology, biology, and chemistry for a better understanding of the inter-relationships between man and his environment. (F, S, Sum)

**BIOL 103 (1) Environmental Science Lab.** Laboratories will consist of demonstrations of lecture materials as well as films and outside speakers relative to each week's topic. Field trips will be planned when appropriate. (F, S, Sum)

**BIO 105 (2) Introduction to Botany.** An introduction to the basic principles of botany especially those that have an impact on human affairs. Must be taken concurrently with BIOL 105. Designed for the general education requirement. (F, S, Sum)

**BIOL 105 (1) Introduction to Botany Lab.** The laboratory exercises will consist of studies pertaining to morphology, physiology, and taxonomy of lower and higher plants. (F, S, Sum)

**BIO 106 (2) Introduction to Marine Science.** An introduction to the fundamental principles in key areas

of marine science. Emphasis will be placed on marine and estuarine ecology, marine chemistry, diversity of marine flora and fauna, etc. Must be taken concurrently with BIOL 106. (F, S, Sum)

**BIOL 106 (1) Introduction to Marine Science Lab.**

Laboratory exercises and field trips will provide students with practical experience in the basic biology using the marine environment as a model. (F, S, Sum)

**BIO 107 (2) Introduction to Zoology.** Prerequisite: BIO 101. Diversification of animal groups and adaptive changes pertinent to solving problems of survival. Designed for the general education program. (F, S, Sum)

**BIOL 107 (1) Introduction to Zoology Lab.**

Laboratory exercises involving basic structure of protozoa through chordata. (F, S, Sum)

**BIO 111 (3) General Biology.** An introduction to the major unifying concepts among the biological sciences: metabolism, physiology, organization, genetics, evolution, and ecology. (F, S, Sum)

**BIOL 111 (1) General Biology Lab.** Prerequisite: Concurrent enrollment in BIO 111. Laboratory experiments designed to study the principles of metabolism, photosynthesis, genetics and other principles basic to biology. (F, S, Sum)

**BIO 112 (3) General Biology.** Prerequisite: BIO 111. An introduction to the major unifying concepts among the biological sciences: metabolism, physiology, organization, genetics, evolution, and ecology. (F, S, Sum)

**BIOL 112 (1) General Biology Lab.** Continuation of laboratory experiments begun in BIOL 111. Exercises will complement those topics covered in BIO 112. (F, S, Sum)

**BIO 114 (2) Introduction to Marine/Environmental Sciences.** An introduction to the fundamental principles of marine and environmental sciences. Emphasis will be placed on broad treatment of aquatic and terrestrial ecology, chemistry, pollution, and biodiversity for a better understanding of the interrelationships between man and his environment. (F, S)

**BIO 115 (3) General Zoology.** Study of the phyla protozoa through chordata. (F, S, Sum)

**BIOL 115 (1) General Zoology Lab.** Laboratory exercise involving the basic structure of protozoans through chordates. Laboratory must be taken with lecture (BIO 115). (F, S, Sum)

**BIO 119 (3) General Botany.** Prerequisite: BIO 111 and 112. Fundamentals of plant morphology, plant taxonomy and plant physiology are discussed in addition to the survey of lower and higher plants. (F, S, Sum)

**BIOL 119 (1) General Botany Lab.** Laboratory exercises pertaining to plant morphology, plant taxonomy, plant physiology, and lower and higher plants are conducted. Laboratory must be taken with the lecture. (F, S, Sum)

**BIO 200 (3) Introduction to Cell Biology.** Emphasis on the structure and function of cellular organelles. Introduction to bioenergetics and enzymes. Laboratory instruction for developing molecular biological techniques. (Sum)

**BIO 201 (3) Introduction to Environmental Science.** Basic environmental principles involved in natural environments will be addressed. Their relationships to human environmental functioning will be stressed. (S)

**BIOL 201 (1) Introduction to Environmental Science Lab.** Laboratory studies, field trips, and speakers will focus on pollution, environmental degradation and population problems relative to natural versus built environments. (S)

**BIO 202 (3) Elementary Biostatistics.** This course is designed as an applied introductory course for biology students. The students will be exposed to the basic concepts of biostatistics that will form the foundation for future admission to other schools that include biostatistics in their requirements. The Statistical Analysis System (SAS) computer software will be used to analyze and explain the various concepts. The course serves as a prerequisite for BIO 511. (F, S)

**BIO 213 (3) Principles of Microbiology.** Prerequisite: BIO 112. Cultural and immunological properties of medically important bacteria and viruses and their epidemiology. Concepts of pathogenicity, antibiotic action, and drug resistance. (F, S, Sum)

**BIOL 213 (1) Principles of Microbiology Lab.** Methods for isolating pathogenic bacteria and determining their significant properties. Laboratory must be taken with lecture. (F, S, Sum)

**BIO 218 (3) Comparative Anatomy.** Prerequisites: BIO 111 and 112. Comparative study of vertebrate organ systems. (F, S, Sum)

**BIOL 218 (1) Comparative Anatomy Lab.** Detailed dissection of the shark, cat, and other selected vertebrates. Must be taken with lecture. (F, S, Sum)

**BIO 233 (3) Anatomy and Physiology.** Prerequisite: BIO 112. The structure and function of the human body, tissues, skeletal, muscular, endocrine, circulatory, respiratory, reproductive and urinary systems. (F, S, Sum)

**BIOL 233 (1) Anatomy and Physiology Lab.** Laboratory study of selected biological systems utilizing preserved specimens and models. Laboratory must be taken with lecture. (F, S, Sum)

**BIO 234 (3) Human Anatomy and Physiology I.** Prerequisites: BIO 111 and 112. A study of introductory biological principles and some of the structure, physiology, and disorders of the human body with emphasis on the various organs and systems. (F, S, Sum)

**BIO 235 (3) Human Anatomy and Physiology II.** Prerequisite: BIO 234. A study of the structure, physiology and disorders of the human body with emphasis on the various organs and systems. (F, S, Sum)

**BIO 236 (3) Concepts of Public Health.** This course provides an introduction to the concepts and practice of public health at the community, state, and national levels. It addresses the philosophy, purpose, history, organization, function, tools, activities, and result of public health practice. (F, S)

**BIO 304 (2) Marine Sciences.** Introduction to subject matter and scope of the various marine studies specialties with view to stimulating undergraduate interest in participating in marine sciences program. No formal laboratory. (F, S)

**BIO 313 (3) Introduction to Microbiology.** Prerequisites: BIO 111, 112, CHEM 141, 142, 241, 242, and MATH 111. The study of bacteria, molds, yeasts, and viruses. Structure, growth, and the significance of these organisms in medicine, industry, and environment. (F, S, Sum)

**BIOL 313 (1) Introduction to Microbiology Lab.** Laboratory designed to acquaint students with techniques for culturing and identifying bacteria and fungi. Must be taken with lecture. (F, S, Sum)

**BIO 318 (3) Introductory Genetics.** Prerequisite: BIO 112, open for juniors and seniors only. An introductory study of the principles of heredity to include mechanisms of gene action and gene diversity. (F, S, Sum)

**BIOL 318 (1) Introductory Genetics Lab.** Prerequisites: BIO 111, 112. Designed to illustrate genetic principles through laboratory experiences. Studies on *Drosophila* and plant genetics are utilized. Must be taken with lecture. (F, S, Sum)

**BIO 324 (3) Vertebrate Embryology.** Prerequisites: BIO 114, 115, and 218. Descriptive and comparative development of the amphibian, avian, and mammalian embryos. (S)

**BIOL 324 (1) Vertebrate Embryology Lab.** Prerequisite: Current enrollment in BIO 324. Laboratory studies of frog, chick and pig. (S)

**BIO 332 (3) Parasitology.** Prerequisites: BIO 110, 114, and 115. The basic principles of parasitology. Emphasis will be placed on classification, morphology, life-histories, host-parasite relationships, and ecology of the important parasites of man and other animals. (F, S)

**BIOL 332 (1) Parasitology Lab.** Prerequisite: Concurrent enrollment in BIO 332. Laboratory study of parasitic organisms with respect to morphology and physiology. (F, S)

**BIO 380 (3) Modern Molecular Biology.** Prerequisites: BIO 313, 318, CHEM 241, and 242. A study of the structure of biological molecules and how these molecules regulate the various metabolic processes of the cell, a study of genetics and cell biology at the molecular level. (S)

**BIO 390 (1) Seminar in Biology.** Prerequisite: Junior or senior standing. Student is provided with an opportunity to present an oral and written report on current scientific topics in an attempt to acquire the fundamentals of biological statistics and to evaluate critically scientific papers. (F, S, Sum)

**BIO 391 (2) Introduction to Research.** Basic research methodology in the biological sciences will be demonstrated. Faculty advisors will be assigned on the basis of the nature of the project. (F, S, Sum)

**BIO 392 (2) Independent Study.** Prerequisite: Junior or senior standing. Students will elect a specific topic that is not covered in other biology courses. The student, working independently will be required to submit a paper that includes an exhaustive review of literature. (F, S, Sum)

**BIO 393 (3) Introduction to Medical Terminology.** Prerequisites: Junior standing or consent of instructor. The etymology of Greek and Latin terms as it relates to the medical sciences. (F, S, Sum)

**BIO 401S (1) Biology in Secondary School.** Prerequisite: Senior level biology major. A study of objectives, procedures and trends in teaching high school biology. (F, S, Sum)

**BIOL 401 (1) Biology in Secondary School Lab.** Skills and techniques for conducting laboratories and projects at the high school level. (F, S, Sum)

**BIO 404 (3) Environmental Science.** Prerequisites: BIO 115 and CHEM 142. An introduction to the fundamental principles of ecology, biology, and chemistry which are necessary for a better understanding of the inter-relationships between man and his environment. (F, S)

**BIOL 404 (1) Environmental Science Lab.** Field trips and lab exercises with emphasis on air and water pollution, noise, population, and thermal pollution. (F, S)

**BIO 406 (3) Human Environments and Natural Systems.** Prerequisite: Consent of instructor. Emphasis will be placed on the fundamental problems that confront man from day to day. Topics for discussion are: population, energy, food, transportation, land pollution, drugs, etc. (F, S)

**BIOL 406 (1) Laboratory Studies in Human Environments and Natural Systems.** Prerequisite: Consent of instructor. Laboratory associated with pollution, energy, transportation, drugs, etc. (F, S)

**BIO 409 (3) General Genetics.** Prerequisite: BIO 318. Provides general considerations of the principal concepts of heredity and the application of classical and modern genetics. (F)

**BIO 412 (3) Natural Resources and Conservation.** Prerequisites: BIO 115 and CHEM 142. A study of our natural resources with emphasis on their origin, properties, use and misuse and good conservation practices. (S)

**BIOL 412 (1) Natural Resources and Conservation Lab.** Experiments and field exercises in natural resources studying soil profiles, erosion, deposition, and other parameters. (S)

**BIO 413 (3) Principles of Human Nutrition.**

Prerequisites: BIO 111, and 112. A course designed to study the sources, requirements and chemical composition of food constituents; a survey of human diseases resulting from malnutrition. (F, S)

**BIOL 413 (1) Principles of Human Nutrition Lab.**

Laboratory activities to develop techniques for diet evaluation, qualitative and quantitative analyses of food for protein, carbohydrates, fat and mineral content. (F, S)

**BIO 414 (3) Methods of Environmental Analysis.**

Prerequisites: BIO 115 and CHEM 142. The course offers theory, methods, and techniques for identifying and quantifying environmental contaminants. Sampling methods are discussed and some coverage is provided on methods for separation and concentration. (S)

**BIOL 414 (1) Methods of Environmental Analysis**

**Lab.** Experimentation with the various tools and instruments in environmental science: atomic absorption, gas chromatography, and thin layer chromatography. (S)

**BIO 421 (3) Plant Morphology.**

Prerequisite: BIO 119. Study of anatomical, reproductive, ontogenetic and phylogenetic aspects of vascular plants. (F, S)

**BIOL 421 (1) Plant Morphology Lab.** Study and dissection of selected plants, maceration and study of various plant vascular tissues. Must be taken with lecture. (F, S)

**BIO 422 (3) Plant Taxonomy.** Classification and nomenclature of flowering plants, introductory method of collection; laboratory and field studies of representative plant families. (S)

**BIOL 422 (1) Plant Taxonomy Lab.** Laboratory and field studies of representative plant families. Must be taken with BIO 422. (S)

**BIO 423 (3) Ecology.** Prerequisite: Senior standing and consent of instructor. A study of the trophic relationships and energy transfer in the ecosystem. (F, S)

**BIOL 423 (1) Ecology Lab.** Laboratory exercises on relationships among ecosystems. Must be taken with lecture. (F, S)

**BIO 424 (3) Plant Physiology.** Prerequisites: BIO 119 and CHEM 242. An introductory course dealing with

principal physiological processes of plants including water relations, synthesis, and use of foods and growth phenomenon. (F, S)

**BIOL 424 (1) Plant Physiology Lab.** Experiments will be conducted to illustrate principles of plant physiology. (F, S)

**BIO 425 (3) Introduction to Marine Biology.**

Prerequisites: BIO 114, 115, CHEM 142 and CHML 142. Life in the sea: an introduction to marine organisms, their position and function in the marine environment. Lecture and lab to be taken in the same semester. (F, S)

**BIOL 425 (1) Introduction to Marine Biology Lab.**

Field trips, collection, preservation techniques, classification and identification of marine organisms with emphasis on structure of the marine environment. Must be taken with lecture. (F, S)

**BIO 426 (3) Mycology.** Prerequisite: BIO 119. A survey of the principal fungal classes, morphology and cytology of fungi and their relation to industry and agriculture. (F)

**BIOL 426 (1) Mycology Lab.** Laboratory observations and related exercises with each of the major classes of fungi. Laboratory must be taken with lecture. (F)

**BIO 428 (3) Evolution.** A study of the processes of organic change. Historical development of organisms. (F, S)

**BIO 430 (3) Advanced Microbiology.** Prerequisite: BIO 313. Special methods for culturing microorganisms. Extensive consideration is given to some of the important microbes in medicine, industry, and public health. (F)

**BIOL 430 (1) Advanced Microbiology Lab.** The course gives the student practice in special methods of isolating and culturing microorganisms important in industry and medicine. Must be taken with BIO 430. (F)

**BIO 431 (3) Invertebrate Zoology.** Prerequisite: BIO 115, and CHEM 142. An extensive review of the principal types of invertebrates not studied in the introductory zoology course. (F, S, Sum)

**BIOL 431 (1) Invertebrate Zoology Lab.** A laboratory concerning the identification and morphology of various invertebrates in land and aquatic systems. (F, S, Sum)



**BIO 433 (3) Biology of Water Pollution.** Prerequisite: BIO 313. Biological approaches to water pollution problems are discussed. The effect of pollution on life in aquatic environments is emphasized. (S)

**BIOL 433 (1) Biology of Water Pollution Lab.**

Selected laboratory exercises, instrument use, and field trips are designed to further enhance the student's awareness in water pollution effects, analysis and problem solving.

**BIO 434 (3) Marine Vertebrate Zoology.**

Prerequisites: BIO 114, 115, or consent of instructor. Study of all vertebrate groups found in marine environment, emphasis on introduction to fishes. Lecture and lab to be taken during the same semester. (F, Sum)

**BIOL 434 (1) Marine Vertebrate Zoology Lab.**

Collection of available marine vertebrate animals, preservation techniques, classification and identification, emphasis on fishes as the largest group. Must be taken with BIO 434. (F, Sum)

**BIO 436 (3) Marine Botany.** Survey of marine algae, phytoplankton and maritime vascular plants, treating structure, reproduction, life histories, distribution and ecology. (S)

**BIO 437 (3) Applied Ecology.** Prerequisite: Consent of instructor. A study of the effects of environments on plants and animals with emphasis on factors of environment and the interaction with different plant and animal groups.

**BIOL 437 (1) Applied Ecology Lab.** The classification of representative groups of organisms, demonstrations, field trips and preparation of term paper citing practical applications. (F)

**BIO 438 (3) Marine Invertebrate Zoology.** Prerequisites: BIO 114, 115, or consent of the instructor. Introduction to invertebrate groups, emphasis on association of organisms in large categories and understanding function of each group in marine systems. Lecture and lab must be taken together. (F, S, Sum)

**BIOL 438 (1) Marine Invertebrate Zoology Lab.** Collection of available representatives of marine invertebrates, preservation, classification and identification; position in marine environment emphasized. Lecture and lab must be taken together. (F, S, Sum)

**BIO 440 (3) Cell Biology.** Prerequisites: BIO 111 and CHEM 242. Emphasis on the structure and function of cellular organelles; introduction to biochemical properties of proteins, carbohydrates, lipids, and nucleic acids; the genetic code and protein synthesis. (S)

**BIOL 440 (1) Cell Biology Lab.** Prerequisites: BIOL 111 and CHML 242. Experimentation to develop techniques for cell fractionation; introduction to spectrophotometry, electrophoresis and chromatography. (S)

**BIO 441 (3) Histology.** Prerequisites: BIO 115 and 218. Development and characteristics of cellular organization of tissues and organ systems. (F, Sum)

**BIOL 441 (1) Histology Lab.** Exercises studying the microanatomy of tissues and organ systems. Must be taken with BIO 441. (F, S, Sum)

**BIO 443 (3) Biotechnology.** Prerequisites: BIO 313, 318, and CHEM 241, 242. Emphasis on techniques in recombinant DNA technology; gene cloning, analysis and manipulation; understanding polymerase chain reactions and development of genetically engineered pharmaceuticals. (F)

**BIOL 443 (1) Biotechnology Lab.** Experimentation to develop techniques in recombinant DNA technology; gene cloning, analysis and manipulation; polymerase chain reactions and genetics engineering. Must be taken with BIO 443. (F)

**BIO 444 (3) Arthropod Diseases.** A study of the control and prevention of insect and other arthropod borne diseases. The physiology, taxonomy, life cycles and ecology of important vectors. (S)

**BIOL 444 (3) Arthropod Diseases Lab.** Study the external structure and make outline sketches to indicate the characteristics used in the classification of representative forms and unknown specimens of medical importance and to a limited extent veterinary important organisms. (S)

**BIO 450 (3) General Entomology.** An introductory course in entomology that covers diverse topics including insect structure and function, benefits and harm as related to humans. Emphasis is given to insects of medical and agricultural importance. Use of insecticides to control harmful insects and the impacts of insecticides on the environment is also addressed. (F, S)

**BIO 452 (3) Advanced Principles of Environmental Science.** Prerequisites: BIO 115, and CHEM 142. A study of the various air pollution problems facing man in his environment, diseases related to pollution and other health hazards. (S)

**BIOL 452 (1) Advanced Principles of Environmental Science Lab.** The lab will involve the use of various types of air pollution analysis including the use of high volume air samplers, particulate and pollen samplers, and decibel meters. Must be taken with BIO 452. (S)

**BIO 460 (3) Microzoological Techniques.** Study of the principles involved in making simple and differential stains. (S)

**BIOL 460 (1) Microzoological Techniques Lab.** Development of skills and techniques in tissue and slide preparations. Must be taken concurrently with BIO 460. (S)

**BIO 470 (3) Human Physiology.** Study of normal physiological processes in mammals with reference to abnormal conditions. (F)

**BIOL 470 (1) Human Physiology Lab.** Use of instrumentation for diagnostic studies of normal physiological processes with reference to certain abnormal conditions. (F)

**BIO 475 (3) Endocrinology.** Prerequisites: BIO 114, 115, CHEM 141 and 142. An introduction to endocrine organs in animals, with major emphasis on roles of endocrine glands and their hormonal secretions in integration, control systems and metabolism. (S)

**BIO 476 (3) Histopathology.** Prerequisites: BIO 115, 218, and 441. A study of the principal concepts of tissue and cellular pathology, with emphasis on human tissue and pathology. (F, S)

**BIOL 476 (1) Histopathology Lab.** Exercises studying diseased tissues. Must be taken with BIO 476. (F, S)

**BIO 480 (3) Limnology.** Prerequisites: BIO 115, CHEM 142 or consent of the instructor. Physical and chemical factors affecting the biology of ponds, reservoirs, and streams. Includes the use of various instrumentation in biological monitoring. (F, Sum)

**BIOL 480 (1) Limnology Lab.** Chemical and biological monitoring of aquatic systems will be explored. Hack Kits, conductivity meters, oxygen

meters, BOD, COD, and map survey will be taught. (F, Sum)

**BIO 481 (3) Research in Environmental Science.** Prerequisites: BIO 115, and CHEM 142. Theory in the use of various scientific instruments; automatic analyzers, spectrophotometers, Secchi Disk, and others. Writing techniques and procedures. Research by individual student on a research problem. (S, Sum)

**BIOL 481 (1) Research in Environmental Science Lab.** The lab will involve the various tools and instruments in Environmental Science; automatic analyzers. Surber samplers, collection of field data. (S, Sum)

**BIO 490 (3) Reproductive Physiology.** Prerequisites: BIO 115, 218, CHEM 142, 424 or may be waived with approval of instructor. The mammalian reproductive system is presented with emphasis on sex determination, species variations in the estrus cycle, and the endocrine factors controlling normal development and function. (S)

**BIOL 490 (1) Reproductive Physiology Lab.** Prerequisites: BIO 115, 218, CHEM 142 and 242. Experimental analyses of the mammalian reproductive system. Emphasis is placed on basic methodologies employed in anatomical and physiological studies of the reproductive system. Must be taken concurrently with BIO 490 or with consent of instructor. (S)

**BIO 491 (3) Neurobiology.** Introduction to the physical chemical properties of excitable cells, synaptic physiology and the logic circuits mediating behavior. Emphasis will be placed on the neuroethology of simple systems. (F)

**BIOL 491 (1) Neurobiology Lab.** Introduction to electrophysiology and various other laboratory techniques employed in neuroscience research. Each student will be expected to complete an approved project and submit a written report. (F)

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## CHEMISTRY

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### Department of Chemistry

**OFFICE: John A. Peoples Science Building**

**CHEM 131 (3) Introduction to Chemistry.** Co-Requisite Mathematics 004 or higher. A study of scientific measurements, mathematic concepts, and basic principles of chemistry to prepare students for General Chemistry (CHEM 141) classes. (F, S, Sum)

**CHEM 141 (3) General Chemistry I.** Prerequisite: A score of 30 or above on the Toledo Chemistry Placement Test; grade of "C" or higher in CHEM 131 or MATH 111 or a higher level mathematics course. A study of the types and properties of matter, measurement, qualitative and quantitative descriptions of chemical reactions, atomic structure, bonding and thermochemistry. (F, S, Sum)

**CHML 141 (1) General Chemistry Lab.** Prerequisite or co-requisite: CHEM 141. Experiments in the areas covered in CHEM 141. (F, S, Sum)

**CHEM 142 (3) General Chemistry II.** Prerequisite: A passing grade of "C" or higher in CHEM 141 and CHML 141. A study of solutions, chemical equilibria, kinetics, thermodynamics, descriptive chemistry. (F, S, Sum)

**CHML 142 (1) General Chemistry II Lab.** Prerequisite: CHML 141, co-requisite: CHEM 142. Laboratory experiments in the areas covered in CHEM 142. (F, S, Sum)

**CHEM 241 (3) Organic Chemistry I.** Prerequisite: A passing grade of "C" or higher in CHEM 142 and CHML 142. Chemistry of carbon compounds, with emphasis on structure, stereochemistry, spectroscopy, and an introduction to synthesis. (F, S, Sum)

**CHML 241 (1) Organic Chemistry I Lab.** Prerequisites: CHEM 142, CHML 142. Co-requisite: CHEM 241. Laboratory experiments in the areas covered by CHEM 241. (F, S, Sum)

**CHEM 242 (3) Organic Chemistry II.** Prerequisite: CHEM 241, CHML 241. Chemistry of carbon compounds, with emphasis on synthesis, and an introduction to biochemistry. (F, S, Sum)

**CHML 242 (1) Organic Chemistry II Lab.** Prerequisites: A passing grade of "C" or higher in CHEM 241, CHML 241. Co-requisite: CHEM 242. Laboratory experiments in the areas covered by CHEM 242. (F, S, Sum)

**CHEM 243 (3) Qualitative Organic Analysis.** Prerequisites: CHEM 241, CHML 241, Co-requisite: CHEM 242, CHML 242, 243. A lecture covering the structure identification of organic compounds by the spectroscopic methods. It includes the theory and the application of spectroscopies like NMR, IR, UV/Vis and Mass Spectroscopy. (S)

**CHML 243 (1) Qualitative Organic Analysis Lab.** Prerequisites: CHEM 241, CHML 241; Co-requisites:

CHEM 242, 243, UV/Vis and mass Spectroscopy for the elucidation of structure of organic compounds by CHEM 243. (S)

**CHEM 254 (3) Elementary Quantitative Analysis.** Prerequisites: CHEM 142 and CHML 142. A study of the theory and applications of analytical chemistry. This is a lecture course primarily intended for students preparing for careers in the health sciences.

**CHML 254 (1) Quantitative Analysis Lab.** Co-requisite: CHEM 254. Laboratory experiments in the areas covered by CHEM 254.

**CHEM 310 (2) Introduction to Scientific Research.** Prerequisite: Consent by advisors. The course serves as an introduction to scientific research for chemistry students and it is especially important for students entering graduate studies. The course covers scientific literature, scientific writing, scientific presentation, research ethics, and introduction to federal agencies (NSF, NIH, DoD, etc.) and their research focuses, trends, and funding opportunities.

**CHEM 320 (3) Analytical Chemistry.** Prerequisite: CHEM 142, CHML 142, and CHEM 242. A quantitative study of the equilibrium in aqueous and non-aqueous systems and the application to analytical methods. The application of modern instrumentals techniques is emphasized. (F)

**CHML 320 (1) Analytical Chemistry Lab.** Co-requisite: CHEM 320. Laboratory experiments in the areas covered by CHEM 320.

**CHEM 331 (3) Introduction to Biochemistry.** Prerequisite: CHEM 241 and 242. A survey of the chemical composition of living matter and the chemical reactions of living cells. (F)

**CHEM 340 (2) Inorganic Chemistry I.** Prerequisites: CHEM 142 and CHML 142. This course is the first part of a series of two courses. Basic principles, such as chemical equilibrium and reaction kinetics, of inorganic reactions are emphasized in this course. The construction and application of the periodic table of the elements will be discussed. A descriptive discussion of the chemistry of elements will also be included in this course. (S)

**CHEM 341 (3) Physical Chemistry I.** Prerequisite: MATH 241, 242, CHEM 242; corequisite prerequisite: PHY 201 or 211. A study of fundamental concepts; includes structure, properties of gases and thermodynamics. (F)

**CHML 341 (1) Physical Chemistry I Lab.** Co-requisite: CHEM 341. Laboratory experiments on physical chemistry phenomena. (F)

**CHEM 342 (3) Physical Chemistry II.** Prerequisite: CHEM 341, and CHML 341. A study of physical chemistry, theory and practice; includes structure of matter, quantum mechanics, electrochemistry and kinetics. (S)

**CHML 342 (1) Physical Chemistry II Lab.** Prerequisite: CHEM 341; Co-requisite: CHEM 342. Laboratory experiments on Physical Chemistry phenomena. (S)

**CHEM 350 (Variable 1-3) Special Topics.** Prerequisite: Permission of instructor. A specialized topic course covering recent developments in chemistry selected on the basis of faculty and student interest and needs. (F)

**CHEM 371 (3) Forensic Chemistry.** Prerequisite: CHEM 320. This course covers the major forensic sub-disciplines such as firearms and tool mark examination, forensic biology, arson and explosives, questioned documents, and trace evidence. Evidence categories include glass, soil, hairs, fibers, paint (surface coating), and impressions resulting from friction ridge skin, tools, foot wear, etc. (S)

**CHML 371 (1) Forensic Chemistry Lab.** This course covers the theory and practice of techniques commonly used in forensic science including examination of biological evidence (DNA fingerprinting, bloodstains, etc.), fingerprinting, and impressions resulting from friction ridge skin, tools, foot wear, etc. (S)

**CHEM 380 (Variable 1-6) Independent Study.** Prerequisite: Permission of instructor. Laboratory investigation on literature research of a topic selected by the student in consultation with the staff. (F, S, Sum)

**CHEM 381, 382, 481, 482 (.5, .5, .5, .5) Chemistry Seminar.** Prerequisite: Permission of instructor. Presentation and discussion of current chemical topics and research by students, faculty and visiting speakers. (F, S)

**CHEM 401 (3) Chemistry in the Secondary School.** A course designed to treat the principles, problems, and materials involved in teaching chemistry on the secondary level. (F)

**CHEM 410 (3) Environmental Chemistry.** Prerequisite: CHEM 320. Environmental Chemistry is to study of the sources, reactions, transport, effects, and fates of chemical species in water, soil, air, and living environments, and

the effects of technology thereon. This course will cover three major areas of environmental chemistry: aquatic chemistry, atmospheric chemistry, and geochemistry. Each one includes organic, inorganic, analytical chemistry and biochemistry for pollutants in the environment, their fates, and analysis. The objectives in the course are to understand how environmental system will behave for the chemical species and to learn how to analyze the pollutants in the system. (F)

**CHML 410 (1) Environmental Chemistry Laboratory.** Prerequisites: CHEM 242 and CHML 242 Corequisite: CHEM 410 This course is the laboratory course of CHEM 410 Environmental Chemistry. Laboratory experiments are designed to illustrate the topics in the lecture and acquaint students with laboratory techniques in environmental chemistry. (F)

**CHEM 421 (3) Instrumentation.** Prerequisite: CHEM 320, CHML 320 or permission of the instructor. A lecture course covering the theory and applications of spectroscopic chromatographic and electroanalytical methods. (S)

**CHML 421 (1) Instrumentation Lab.** Prerequisite: CHEM 320, CHML 320; co-requisite: CHEM 421. A laboratory course covering the use of spectroscopic, chromatographic and electrochemical instrumentation for the analysis of materials.

**CHEM 431 (3) Biochemistry I.** Prerequisite: CHEM 242. A study of the chemical composition of living matter and the chemical mechanics of life processes. (S)

**CHML 431 (1) Biochemistry I Lab.** Co-requisite: CHEM 431. Basic purification and characterization techniques in biochemistry. (S)

**CHEM 432 (3) Biochemistry II.** Prerequisite: CHEM 431. A study of the chemical composition of living matter and the chemical mechanics of life processes. (F)

**CHML 432 (1) Biochemistry II Lab.** Co-requisite: CHEM 432. Basic purification and characterization techniques in biochemistry. (F)

**CHEM 436 (3) Physical Organic Chemistry.** Prerequisite: CHEM 342. Structure, bonding, and properties of organic compounds.

**CHEM 437 (2) Organic Synthesis.** Prerequisite: CHEM 242. The use of practical organic research techniques in the preparation of organic compounds. (S)

**CHEM 441 (3) Inorganic Chemistry II.** Prerequisite: CHEM 340, 341. This course is a continuation of the first part of the series. With the knowledge introduced in CHEM 341, a thorough discussion of the atomic properties, the nature of chemical bonds and the symmetry properties of compounds will be included in this course. The chemistry and application of transition metals will be the main theme of this course. The mechanisms of catalysis processes will also be covered. In addition, the function of inorganic elements in living systems will be briefly introduced to keep students updated to the current trends in inorganic research. (F)

**CHML 441 (1) Advanced Inorganic Lab.** Co-requisite: CHEM 441. Theoretical principles and laboratory techniques involved in the preparation and the characterization of inorganic compounds. (F)

**CHEM 451 (3) Chemical Application of Group Theory.** Prerequisite: CHEM 341. A course which places emphasis on the application of group theory to interpretation of the electronic and molecular spectra of molecules. An elementary treatment of abstract mathematical group theory is presented to serve as an introduction to the symmetry of point groups to which most molecular systems belongs. (S)

**CHEM 452 (3) Atomic and Molecular Structure.** Prerequisite: CHEM 342. An introduction to the concepts and methods of modern molecular spectroscopy. (S)

**CHEM 453 (3) Thermodynamics.** Prerequisite: CHEM 342. Principles of thermodynamics and their application to chemical and phase equilibria. (S)

**CHEM 458 (3) Quantum Mechanics.** Prerequisite: CHEM 342. Principles and applications of quantum theory. (F)

**CHEM 471 (3) Forensic Toxicology.** Pre-Requisites: CHEM 320 and CHEM 371. This course covers the major concepts of toxicology that include drug or toxin absorption, distribution, and excretion as well as binding to receptors. The processes and reactions, which transform a drug or toxin into a water soluble substance, also will be discussed. (S)

**CHEM 475 (3) Forensic Practicum.** Prerequisite: Departmental approval and CHEM 371 and CHML 371. Students will have an internship at a local or regional crime laboratory to satisfy the practice component of the program and spend a minimum of 8 hours per

week at the laboratory for 14 weeks. (S)

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## CRIMINAL JUSTICE PROGRAM

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**Department of Criminal Justice and Sociology**  
**OFFICE: Dollye M.E. Robinson Building, Room #358**

**CJ 100 (3) Introduction to Criminal Justice.** The student of the major components or sub-systems of criminal justice systems in America. Special consideration will be devoted to analyzing Law Enforcement, Law Adjudication and Correction from a functional as well as an administrative perspectives. (F, S, Sum)

**CJ 200 (3) Introduction to Law Enforcement.** Prerequisite: CJ 100. Principles of organization and administration in law enforcement; functions and activities; planning and research; community relations; personnel and training; inspection and control; policy formulation. (S)

**CJ 210 (3) Introduction to Correctional Services.** Principles of formal control devices, with emphasis on legal systems, philosophical background of criminal justice systems and Anglo-Afro experience. Introduction to criminal jurisprudence and a descriptive overview of present criminal justice components. (F)

**CJ 212 (3) Criminal Law.** Prerequisite: CJ 100. Examination of precedent setting cases of procedural criminal law in the United States and their application to American governance in producing a formal social control mechanism. Cases which develop the rights of the individual in a changing legal order. (S)

**CJ 220 (3) Corrections and Rehabilitation.** Prerequisite: CJ 100. This course provides an overview of the rights of the convicted in the United States. Topics covered include: Conviction, adjudication and their consequences, attacks upon validity of a conviction-past conviction, legal rights of probationers, prisoners, and parolees-an overview; and state and federal remedies for enforcement of prisoners' rights. (F)

**CJ 304 (3) Juvenile Justice.** Prerequisite: CJ 100. An overview of the Juvenile Justice System in the United States and a case law approach to the topics of jurisdiction, adjudication, arrest search and seizure, preliminary procedures, initiation of proceedings, and the judicial process. (F)

**CJ 310 (3) Women in the Criminal Justice System.**

Prerequisite: CJ 100. A critical analysis of women and crime. Includes theories about crime causation, the women's liberation movement and crime and women in prison.. (D)

**CJ 326 (3) Issues and Procedures of Criminal Justice Research.**

Prerequisite: CJ 100. Acquaints the student with the procedures and techniques employed in criminal justice research. Emphasis is on the scientific processes of social research, problem development, the role of theory in research, research design, sampling, data collection, statistical analysis, table construction and interpretation. (F, S, D)

**CJ 328 (3) Offender's Rights.**

Prerequisite: CJ 100. Legal problems from conviction to release; presentence investigations, sentencing, probation and parole; incarceration, loss and restoration of civil rights. (Emphasis on practical SOC 102 legal problems confronting the probation and parole officer and the correctional administrator.) (D)

**CJ 330 (3) Community Corrections.**

Prerequisite: CJ 100. Techniques and procedures utilized in the supervision of adult and juvenile probationers and parolees. Preparation of social history, pre-hearing; and pre-sentence investigation reports. Emphasis on practical problems confronting the probation and parole officer. (D)

**CJ 333 (3) Criminology.**

Prerequisites: CJ 100. Theories of the genesis of criminal behavior in terms of the person and the group; theories of crime and punishment. (F)

**CJ 399 (3) Introduction to Corporate Security.**

Prerequisite: CJ 100. This is a special workshop which informs students, practitioners, and citizens of the historical developments of security and the role of technology in recent developments. Focuses on loss prevention, risk management and safety for personnel in security. (D)

**CJ 440 (3) Comparative Study of Criminal Systems.**

Prerequisite: CJ 100 and seven hours of senior standing. Comparison of American Criminal Justice System with that of other federated nations. (S)

**CJ 443 (3) Foundation of Criminal Investigation.**

Prerequisites: Prerequisite: CJ 100, six hours of senior standing. Physical evidence, people, and documents; their pertinence to criminal investigation. Ethical problems; impact of legal systems on investigative

process; elements of effective testimony. Lectures and case materials. (F)

**CJ 445 (3) Introduction to Criminalistics.**

Prerequisites: Prerequisite: CJ 100 and six hours of senior standing. Role of criminalistics as a forensic science. Investigative and probative values of clue materials such as fingerprints, blood, firearms, shoe impressions, tool imprints, and glass. Advantages and limitations of instrumental analysis; nature of expert testimony. (S)

**CJ 447 (3) Financial Investigations.**

Prerequisites: CJ 100, and CJ 443. Methods of tracing funds, recordkeeping, interviewing for detecting and resolving crimes, theoretical principles and applications of techniques. (D)

**CJ 460 (3) Law Enforcement and Societal Responses.**

Prerequisite: CJ 100 and seven hours senior standing. Consideration of realistic approaches to selected law enforcement problems. Emphasis on establishment of beneficial relationship between law enforcement agencies and subculture group. (F)

**CJ 464 (3) Seminar in Court Procedures and Family Law.**

Prerequisite: CJ 100. Philosophy and procedures of the juvenile court, dependency and delinquency; evaluations of juvenile court practices. Family law. (F)

**CJ 470 (3) Directed Study in Criminal Justice.**

Designed for academic flexibility. Take the semester prior to graduation. (D)

**CJ 471 (3) Correctional Counseling.**

Prerequisite: CJ 100. Counseling psychology with emphasis on principles and procedures; the theoretical foundations of counseling; casework techniques; therapeutic techniques and processes. (S)

**CJ 482 (3) Field Work.**

Prerequisite: CJ 100, junior/senior standing with a minimum 3.00 GPA or permission of the internship coordinator. In-service students will have to do a minimum of eighteen weeks (one semester). Non-in-service students will be placed in agencies dealing with some aspects of Law Enforcement and Corrections to fulfill the three-hour requirement. (D)

**CJ 483 (3) Seminar.**

Prerequisite: CJ 100. This course will examine contemporary issues in crime and criminal justice. Topics will vary each semester and the course may be repeated for up to nine hours of credit. (F, D)

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## PROFESSIONAL INTERDISCIPLINARY STUDIES

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### School of Lifelong Learning

OFFICE: E.E. Thrash Universities Center

**CLL 301 (3) Principled-Centered Leadership.** The objective of this course is to help each participant increase proactive behavior, become more opportunity minded, increase self-esteem and build on mission and values. This course will empower people and organizations to significantly enhance their performance capability, both personally and professionally.

**CLL 400 (3) Leadership Seminar.** Examines various theories and models of leadership and their practical application in commercial recreation, resort operational settings and faith-based organizations. The course addresses the structure of commercial recreation organizations and styles of effective leadership in different situations within this venue. Students learn practical skills such as group process, problem solving, conflict resolution and negotiation, team building, and effective presentation skills. Students engage in resort management activities in a leadership role designed to provide leadership practice and develop confidence. This course provides the critical elements of analytical and intellectual examination and reflection of certain core issues in the practice of leadership in commercial recreation.

**CLL 480 (1-3) Independent Study.** This course provides students with the skills needed to conduct research and write substantive reports in both academia and practical work situations. Students are provided an opportunity to explore topics through interdisciplinary studies that they cannot adequately pursue in a traditional degree program. Students will engage in research which results in case or observation studies, research studies, research reports, or literature reviews/abstracts.

**CLL 481 (1-3) Specialized Professional Training.** This course is designed to support students in their efforts to complete quality research projects in their prospective field. Students will select a topic, design studies, select appropriate permission, conduct projects, analyze results and prepare written reports. Students will also be required to present their findings to their fellow students. Extra credit will be given to students that present their research findings at professional conferences. Students will also be highly encouraged to submit their findings in article format to professional journals for possible publication.

**CLL 482 (1-3) Internship.** This course provides valuable work-learn experience in a professional environment outside of the classroom. Students will be able to explore many different career areas, gain practical skills, and make industry contacts. A minimum of 150 clock hours of on-site training with a relevant agency is required for successful completion of this course.

**CLL 483 (2) Special Field Research Project.** This course is designed to support students in their efforts to complete quality research projects in their prospective field. Students will select a topic, design studies, select appropriate permission, conduct projects, analyze results and prepare written reports. Students will also be required to present their findings to their fellow students. Extra credit will be given to students that present their research findings at professional conferences. Students will also be highly encouraged to submit their findings in article format to professional journals for possible publication.

### Human Resource Development:

**CLHR 200 (3) Foundations of Human Resource Development.** This course will provide an overview of the discipline and field of human resource development. The course will focus on how individuals and groups learn and interact within organizations. Topics will include strategic planning for human resource development, needs assessment, program development, application of workplace learning theories, career development theories and methods, and application of organizational learning theories.

**CLHR 215 (3) Design, Delivery, and Facilitation of Training.** This course is an introduction to provide theoretical and applied introduction to the analysis, design, development, implementation, and evaluation of training for adults in organizations. The learners will create a learning community to safely explore the theoretical and practical issues of adult learning research and theory.

**CLHR 220 (3) Training, Developing, and Communicating.** This course is designed to teach perspective trainers the importance of effective communication skills at every level of the training process. From assessing the audiences needs to developing and marking the training session, students will hone their communication skills and apply those skills to produce the types of documents required in an effective training program.

**CLHR 310 (3) Management and Administration of the Training Function.** This course addresses the principles and processes necessary to effectively manage and coordinate the training function in business and industry. Topics include strategic planning of the training function, responsibilities and tasks of managing training, analyzing training problems, managing training projects, facilities planning, legal and ethical considerations in training, budget and trends in the training and development field.

**CLHR 320 (3) Conflict Resolution and Negotiation.** Students will learn conflict resolution skills for managing and resolving conflicts in the workplace. Emphasis will be placed on alternate dispute resolution methodologies, including mediation and negotiation strategies. An extensive use of case studies as they relate to conflict resolution among peers, subordinates, and superiors will be examined. A special project will include the design and implementation of an Alternative Dispute Resolution (ADR) program for an organization.

**CLHR 330 (3) Ethical Procedures in the Workforce.** This course is designed to prepare students to apply ethical principles to issues that exemplify the kinds of moral challenges encountered in everyday life and the workplace. This course prepares the student to do ethical analysis, think critically about ethical issues, and evaluate ethical considerations which face human resource professionals and line managers as they relate to employee rights and employer responsibilities.

**CLHR 415 (3) Program Planning and Development in Continuing Education.** This course will examine methods for establishing a productive continuing education/lifelong learning program. The principles and procedures involved in designing, organizing, operating, and evaluating comprehensive continuing education and training programs will be explored. An emphasis will be placed upon the role and responsibilities of the program manager or director.

**CLHR 425 (3) Assessing and Analyzing Training Needs.** This course is designed to provide students with an opportunity to effectively plan, develop, and implement training for organizations. The course will allow students to determine the training needs of an organization, develop the training design, implement, and evaluate training material.

**CLHR 450 (3) Human Resource Development Research Seminar.** This seminar is designed for students to

examine critical issues in the area of human resource development using various research methodologies. Students will be able to evaluate how research has been used to study those critical issues.

**Infant and Toddler Development:**

**CLIM 111 (3) Foundations of Infant and Toddler Studies.**

This course provides an introduction to the overall care of infants and toddlers. The primary focus will be given to the value of play and exploration, as well as giving careful attention to those care-giving times, when relationships grow and an abundance of learning occurs. Students in this course are required to attend the Mississippi State Department of Health's Infant and Toddler Regulations and complete a minimum of twenty (20) clock hours of classroom observation or instructions.

**CLIM 131 (3) Observing and Assessing the Behaviors of Very Young Children.**

This course is designed to investigate assessment methods used when observing infants and toddlers in their educational or home environment. Emphasis is placed on observing children and assisting in the implementation of developmentally appropriate activities/environments for all children; and modeling reflective/professional practices. Students in this course are required to complete a minimum of twenty (20) clock hours of classroom observation or instruction.

**CLIM 171 (3) Health, Safety, and Development of Very Young Children.**

This course will focus on the caregiver's role in optimizing children's well being; this course emphasizes preventing injury and illness and incorporating specific healthful practices into daily routines for infants and toddlers.

**Commercial Recreation and Resorts:**

**CRR 410 (3) Administration of Commercial Recreation.**

This course will focus on administrative functions required of the recreation professional. Course topics will include: organization structures, standards of service, staffing issues, accounting procedures, communication processes within organizations, and labor management relations.

**CRR 411 (3) Leisure Services and Facilities**

**Marketing.** This course allows students to study marketing principles, theories and concepts and the use of management principles (control to maximize marketing effectiveness of leisure services). A variety of case studies from the tourism, sport, entertainment, leisure, and hospitality industry will be discussed.



**CRR 412 (3) Law, Legal Issues, and Risk Management.**

Topics to be discussed will include liability and risk, jurisdiction, legal apparatus, and decision-making in commercial recreation and resort management. This course focuses on financial decision-making and the management of risk by commercial recreation corporations, recognizing the relationship between risk management and the overall goals of the organization. Emphasis is placed upon the identification, evaluation and management of commercial recreation organizational risks, which are broadly defined as encompassing operating and strategic as well as financial risks. This course will also acquaint participants with relevant case law and legal issues that pertain to risk assessment and management in the commercial recreation sector.

**CRR 421 (3) Foundations of Commercial Recreation.**

This course introduces the commercial recreation and tourism industry including history, definitions, and trends associated with the growth and development of commercial recreation and resorts. This course also examines the status, operations, and trends in specific types of commercial recreation industries.

**CRR 422 (3) Introduction to the Gaming Industry.**

Topics to be discussed will include casino history, regulations and modern operations, and the relationship between gaming and the hospitality industry. This course will provide students with an orientation to the historical background, terminology and regulatory aspects of the gaming industry. The course will explore all facets of the gaming operation, including food and beverage, cage operations, auditing, marketing and reporting. Students will examine the mathematics and utility analysis of gaming, including all newly introduced technologies and related practices for gaming operations.

**CRR 423 (3) Commercial Recreation and Resort Programs.**

This course focuses on the resort segment of the hotel industry, its history, planning, operations, and special considerations. Emphasis is placed on the study of recreational activities as they relate to the operations of a resort. Additional topics will include the analysis of commercial recreation, including design, development, and programming.

**CRR 424 (3) Special Events Planning and Development.**

This course provides students with an introductory approach to planning special events and conferences for various occasions. The course provides students with information on every aspect of organizing and managing special events, such as preparing

and managing the budget, scheduling, coordinating food and beverages, selecting décor and themes, entertainment, promotions, marketing, and staffing.

**CRR 425 (3) Customer Relations.** This course helps students to understand customers' needs and behaviors in the commercial recreation and resort environments. Students will learn to address challenges that arise from the needs and behaviors of the customer service situation. This class will also help students learn to develop and implement effective service standards, create service plans and to develop and monitor a customer service situation. Finally, students will develop the skills needed to effectively relate to customers and exceed their expectations. At the conclusion of this course, students will be able to effectively relate to both internal and external customers and plan for their total satisfaction.

**Faith-Based Leaders:**

**FBL 406 (3) Faith-Based Leaders: Mentoring the Next Generation.** In this course, students will have the opportunity to learn about and begin implementing the approaches to mentoring in their personal and professional lives. Students will examine and analyze the mentoring process as a means of training others in the practice of leadership of faith-based organizations. This course will help students develop a mentoring plan for equipping new leaders who can effectively lead and subsequently mentor others.

**FBL 407 (3) Development and Operation of Family Life Centers and Programs.** This course will provide students with information on how to develop and operate family life centers and programs. Students will be exposed to a variety of educational programs, information on assessing the needs and resources within the community, preparing a budget, and establishing policies and procedures for a family life center. In addition, students will be exposed to information on dealing with the challenges and concerns of family living.

**FBL 408 (3) Community Relations for Faith-Based Organizations.** This course will provide information on helping communities build their own capacity for improving the quality of life for people in the community. Also, the course will explore plans to develop media relations and programs to enhance their communities. This course will explore strategies for building strong relationships in the communities that serve faith-based organizations.

**FBL 409 (3) Managing Faith-Based Personnel and Volunteers.** In this course, students will learn how to better organize their efforts to manage faith-based personnel and volunteers. It will provide clear definitions of paid personnel and volunteers as well as eliminate the legitimate and mythical staff fears associated with these populations. Additionally, students will gain information on motivating and supervising diverse types of people.

**FBL 418 (3) Organizational Leadership for Faith-Based Leaders.** This course is designed to familiarize learners with various elements of leadership in community development activities and social service programs. These elements are goal setting, strategic planning, delegation, team building, and training. This course will focus upon updating and developing essential leadership skills for leaders in faith-based organizations.

**FBL 419 (3) Communication Skills for Faith-Based Leaders.** This class will focus on the development and practice of organizational and interpersonal communication skills (oral and written), with some emphasis on conflict management. Students will learn communication styles and the strengths and weaknesses inherent in each. Emphases will include communicative needs of faith-based organizations. Students will learn to assess and improve themselves as well as assist their peers to become better communicators.

**FBL 420 (3) Financial Management for Faith-Based Leaders.** This course will teach students how faith-based organizations can adopt successful financial practices by exploring all aspects of income and expenditures within faith-based environments. Additionally, this course examines ways to balance organizational missions with financial stability. Students will learn how to manage financial resources such as accounting and financial reporting, budgeting, collecting account receivable, risk management, and insurance.

**University Success–Lifelong Learning:**

**UNIV 105 (2) University Success for Adult Learners.** This course is designed to assist adult learners in maximizing their potential to achieve academic success by providing a general orientation to the functions and resources of the University. The course is designed to help each student establish personal and professional goals and assess barriers to personal, academic and career goals. In addition, the course is designed to provide students with positive learning experiences utilizing instructional methods of lectures, demonstrations, small and large group discussions, consultants and technology.

The course will provide students with information on how to apply skills needed to take notes, communicate effectively, and develop good study skills to be successful college students. Students will have the opportunity to engage students in action research, leadership skills, library initiatives, and enrichment workshops/seminars activities relative to their academic, social and professional success.

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**COMMUNICATIVE DISORDERS**

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**Department of Communicative Disorders**  
**OFFICE: 3825 Ridgewood Road, Suite 8**

**CMD 211 (3) Introduction to Communicative Disorders.** Describes normal speech, language, and cognitive development. The nature, symptoms, and etiology relating to articulation, voice, fluency, motor disorders, impaired hearing, delayed language, and acquired neurological language disorders are discussed. Open to Juniors and Seniors in other departments.

**CMD 219 (3) Phonetics.** Provide general knowledge about the nature of speech sounds, how they are formulated, vocalized, and visually symbolized. Auditory recognition and discrimination between phonemes are stressed. The dynamics of speech sounds are considered in relation to pronunciation, phonetic change, and dialectal variation. Open to Juniors and Seniors in other departments.

**CMD 310 (1) Introduction to Clinical Practicum.** Prerequisite: CMD 211, 219, 312, 316, and 321. An introduction to clinical methods and procedures. The student will earn twenty-five (25) clock hours in observation that are needed for ASHA 's Certificate of Clinical Competence. The student must have earned a GPA of at least 2.5 (on a 4-point scale). Restricted to majors only.

**CMD 312 (3) Anatomy and Physiology of the Speech Mechanism.** Basic course designed for an in-depth study of the anatomical structures of the head, neck, and trunk. The physiology of these structures will be related to the process of normal breathing and verbal speech production.

**CMD 316 (3) Speech and Hearing Science.** An introductory course in psychological measures of speech production, speech perception, and speech acoustics. Students will be introduced to basic elements of the physics of sound and acoustic cues relevant to the perception of speech and non-speech auditory stimuli. Open to Juniors and Seniors in other departments.

**CMD 321 (3) Language Development.** Study of acquisition and development of child language. Emphasis is placed on structural aspects of language and language-learning. Open to Juniors and Seniors in other departments.

**CMD 322 (3) Articulation Disorders.** Prerequisites: CMD 211, 312, 316, and 321. Study of the etiology, assessment, and management of disorders of articulation and phonology.

**CMD 324 (3) Fluency Disorders.** Prerequisites: CMD 211, 312, 316, and 321. Study of the etiology, assessment, and management of disorders fluency.

**CMD 325 (3) Language and Cognitive Disorders in Children.** Prerequisite: CMD 211, 219, 312, 316, and 321. Study of the assessment and management of children with developmental and acquired language and cognitive disorders.

**CMD 344 (3) Assessment of Children.** Prerequisite: 21 semester hours in basic and advanced speech pathology courses. A study of the methods and procedures employed in testing and evaluating speech and language disorders in children.

**CMD 423 (3) Introduction to Audiology.** Prerequisites: CMD 312, 316, 321, 322, and 325. Study of the physics of sound, the anatomy and physiology of the ear, hearing loss, and basic audiological assessment.

**CMD 450 (3) Speech-Language Pathology Services in Schools.** Prerequisite: CMD 322, 324, and 325. Study ethics, case load selection, disability criteria, behavior management, as well as the administration and organization of speech-language programs in schools.

**CMD 480 (3) Clinical Practicum in Speech-Language Pathology I.** Prerequisites: CMD 310, 322, 324, 325, and 344. Supervised clinical experiences in speech, language, and hearing disorders.

**CMD 486 (3) Clinical Practicum in Speech-Language Pathology II.** CMD 310, 322, 324, 325, 344, and 480. Supervised clinical experience in speech, language, and hearing disorders.

**CMD 495 (3) Senior Project.** Prerequisite: Senior status in the major. A research project will be undertaken on a topic in communicative sciences/disorders selected in consultation with and supervised by a faculty member within the Department.

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## COMPUTER SCIENCE

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**Department of Computer Science**  
**OFFICE: John A. Peoples Science Building**

**CSC 115 (3) Digital Computer Principles.** An introduction to the study of computer science. Subject matter consists of word processing, spreadsheet, database, graphics, computing, data processing, the organization of a computer, input and output devices, number systems, internal data representation and an introduction to a high-level programming language. (F, S, Sum)

**CSC 116 (3) Computational Thinking.** This course will introduce students to the principles of computational thinking, focusing on the fundamental concepts of computing as they apply to various disciplines, and developing abstraction and logical reasoning as the foundational tools for problem-solving. The course will consist of five units, each responsible for providing students with a set of computational thinking skills, knowledge, and abilities as well as exposure to cutting-edge research in the discipline. Topics include modeling, simulation, visualization, data analysis, visual analytics, virtual organizations, social interaction, mobile computing, and robotics.

**CSC 117 (3) FORTRAN.** Prerequisite: CSC 115 or equivalent. Topics include definition of language syntax and semantics, structured programming, sub-programs and basic algorithm design. Students are required to write several programs and to achieve successful computer execution of them. Credit not allowed as a Computer Science Elective for the Computer Science Degree. (S)

**CSC 118 (3) Programming Fundamentals.** Prerequisites: MATH 118 or equivalent, CSC 115 or equivalent; co-requisite: CSCL 118. This is the first course in the computer science programming sequence and is required of all computer science majors. Course objectives include: introduction to problem solving methods and algorithm development; definition of language syntax and semantics of a high level programming language; and developing the ability to design, code, debug, document, and successfully execute programs. Topics include objects and classes, data types, applets and graphics, decision statements, iteration, methods, testing and debugging, arrays, sorting and searching, inheritance, interfaces and polymorphism. (F, S)

**CSCL 118 (1) Programming Fundamentals Lab.** Prerequisites: MATH 118 or equivalent, CSC 115 or equivalent; co-requisite CSC 118; this lab is to be

taken with the course CSC 118. The objective of the lab is to give the students hands-on experience on the topics covered in the CSC 118 class. Students will learn to use a text editor to write their programs and how to compile and run them. Students will be required to develop programs applying learned concepts such as object-oriented design, data types, decision-making, iteration, arrays, methods, inheritance and interfaces. (F, S)

**CSC 119 (3) Object-Oriented Programming.**

Prerequisites: CSC 118, CSCL 118; co-requisite: CSCL 119. This course is the follow-up of CSC 118. Additional topics in Object-Oriented Programming are covered in this course. Then the emphasis shifts to object-oriented analysis and design. This course covers I/O streams, exception handling, threads, reflection, UML, object-oriented analysis and design, object-oriented graphical user interfaces, design patterns, and refactoring. (F, S)

**CSCL 119 (1) Object-Oriented Programming Lab.**

Prerequisites: CSC 118, CSCL 118; co-requisite: CSC 119. Students explore, design, program, and analyze laboratory exercises of object oriented programming in a supervised setting. Laboratory submissions include not only software and data, but also short reports that are graded both for technical content and writing mechanics. (F, S)

**CSC 204 (3) COBOL.** Prerequisites: CSC 115, 117 or equivalent. A study of the COBOL programming language and its applications. Students are required to write/modify several programs applying structured programming techniques and to achieve successful computer execution. Credit not allowed as a Computer Science Elective for the Computer Science Degree.

**CSC 209 (3) Programming in C/UNIX.**

Prerequisites: CSC 119, CSCL 119. Problem-solving methods, algorithm development, debugging and documentation in the C programming language with emphasis on the UNIX operating system environment. Topics include: pointers, strings, structures, unions, linked lists, UNIX process management, and UNIX shell programming. (F)

**CSC 211 (3) Object-Oriented Programming in C++.**

Prerequisites: CSC 119, CSCL 119. Problem-solving methods, algorithm development, debugging and documentation in the C++ programming language. Topics include: classes, operator overloading, inheritance, polymorphism, stream input/output,

exception handling, and file processing. (S)

**CSC 214 (3) Programming for the Web.**

Prerequisites: CSC 119, CSCL 119. This course is designed for students who have computer programming experience and who want to write Web applications. Students will learn the basic programming skills and languages that are needed to implement distributed Web applications. Topics include client-side programming techniques including HTML, Dynamic HTML and JavaScript; server-side programming techniques including CGI programming using Perl; and Web architectures and servers. (S)

**CSC 216 (3) Computer Architecture and Organization.**

Prerequisites: CSC 119, 225, CSCL 119, EN 212, ENL 212; co-requisite: CSCL 216. Students will learn functional behaviors and structural organizations of a computer. Topics include machine level representations of data, computer arithmetic, instruction set architecture and assembly language, datapath and control, memory system and bus architectures and I/O devices. Also, the compilation and the assembly processes, and linking and loading are covered. (F, S)

**CSCL 216 (1) Computer Architecture and Organization Lab.**

Prerequisites: CSC 119, 225, CSCL 119, EN 212, ENL 212; co-requisite: CSC 216. Students will learn MIPS computer organization, MIPS assembly language, and the SPIM simulator, and carry out MIPS assembly programming assignments, which will cover the following subjects: system I/O, arithmetic, logic, shift and rotation operations, control flow structures, addressing modes, stacks and procedures, memory-mapped I/O, expectations and interrupts, and pipelined implementation. (F, S)

**CSC 225 (3) Discrete Structures for Computer Science.**

Prerequisites: CSC 118, CSCL 118, MATH 118 or Higher. Introduces the foundations of discrete mathematics as they apply to computer science, focusing on providing a solid theoretical foundation for further work. Topics include basic logic, proof techniques, sets, bags, ordered structures, graphs, trees, facts and properties of functions, and construction techniques. (F, S)

**CSC 228 (3) Data Structures and Algorithms.**

Prerequisites: CSC 119, 225, CSCL 119; co-requisite: CSCL 228. The concepts of data abstraction and data structures are developed. For the basic data structures of linked lists, stacks, queues, hash tables, graphs, and trees, associated algorithms are described and analyzed. The course also treats

recursion, sorting, fundamentals of software engineering, and the philosophy of object-orientation. (F, S)

**CSCL 228 (1) Data Structures and Algorithms Lab.**

Prerequisites: CSC 119, 225, CSCL 119; co-requisite: CSC 228. Students explore, design, program, and analyze implementations of data structures and algorithms in a supervised setting. Laboratory submissions include not only software and data, but also short reports that are graded both for technical content and writing mechanics. (F, S)

**CSC 312 (3) Advanced Computer Architecture.**

Prerequisites: CSC 216, CSCL 216. Uniprocessor computer architectures are reviewed. Quantitative approaches of computer designs are emphasized. Performance enhancements to the uniprocessor architecture model, including pipelining and superscalar architectures, techniques to reduce instruction pipeline stalls, and memory organization techniques are studied. Advanced computer organizations, performance evaluation, and programming of vector processors, array processors, and multi processors are also covered. (F, S)

**CSC 321 (3) Logic.** Prerequisites: CSC 118, CSCL 118.

Topics include: Number bases, 2's and 1's complements, set theory, Venn diagrams, Boolean logic, DeMorgan's Rules, Propositional Calculus, Finite Calculus, introduction to the Predicate Calculus, combinatorics, gcd, modular arithmetic, introduction to the theory of computation and Turing Machines.

**CSC 323 (3) Algorithm Design and Analysis.**

Prerequisites: CSC 228, CSCL 228. Introduces students to various techniques to design and analyze algorithms. Topics include examples of computational problems, basic issues related to algorithms, efficiency comparison, and the design and analysis of brute force, divide-and-conquer, decrease-and-conquer, and transform-and-conquer algorithm design strategies. (F, S)

**CSC 325 (3) Operating Systems.** Prerequisites:

CSC 216, 228 and CSCL 216, 228. This course introduces the major concepts of process communication and synchronization, protection, performance measurement, and causes and evaluations of the problems associated with mutual exclusions and process synchronization among concurrent processes. This course introduces and analyzes various operating systems in terms of processor management, memory management, device management, information management, and distributed systems management. (F, S)

**CSC 330 (3) Database Systems.** Prerequisites:

CSC 228 and CSCL 228. This course is designed to introduce students to the concepts and theories of database systems. Topics include: information models and systems; the database environment; data modeling; conceptual modeling using the entity-relationship approach and mapping to relational tables; the relational model including the relational data structure, integrity rules, relational algebra and relational calculus; normalization; data definition and data manipulation in SQL; conceptual, logical, and physical database design; security; transaction management; query processing; and advanced topics in database systems. (F, S)

**CSC 332 (3) Compiler Construction.** Prerequisites:

CSC 216, CSCL 216. This course presents a general model of compilers, then uses this model to demonstrate the implementation of advanced features. Topics to be covered are logical analysis, syntax, and storage allocation.

**CSC 350 (3) Organization of Programming**

**Languages.** Prerequisites: CSC 216, 228, CSCL 216, 228. Study of the organization and specification of programming languages. Topics include an overview of programming languages; issues in language design, including typing regimens, data structure models, control structure models, and abstraction; virtual machines; language translation; interpreters; compiler design; lexical analysis; parsing; symbol tables; declaration and storage management; code generation; and optimization techniques. (F, S)

**CSC 403 (3) Computer Science Seminar.**

Prerequisites: Senior level with 15 hours of 300-level courses. Discussion on trends in computer science. Students are required to prepare a paper and present it to their peers. Students who have participated in a Co-op Program will conduct a seminar discussing their work assignments.

**CSC 435 (3) Computer Networks.** Prerequisites:

CSC 323 and 325. The CSC 435 course will primarily focus on the following five layers of the TCP/IP protocol stack: Physical, Link, Network, Transport, and Application layers. Topics to be covered include: Physical Layer—encoding and decoding data for short distance and long-distance communications; Link Layer—local area network technologies and their extension using interconnection devices; Network Layer—routing protocols, IP addressing, subnets, datagram forwarding, fragmentation, and other auxiliary network-level communication protocols;

Transport Layer–UDP and TCP; and Application Layer–Socket programming. The course would also cover appropriate security aspects for each of the above layers. (F, S)

**CSC 437 (3) Computer Security.** Prerequisite: CSC 325. This course will examine the risks of security in computing, consider available countermeasures, controls, and examine some of the uncovered vulnerabilities. Topics covered will include: Cryptography, Program Security, Operating System Security, and Network Security.

**CSC 439 (3) Advanced Information Security.** Prerequisite: CSC 325. This course will discuss advanced topics in information security related to Cryptography, Steganography, Network security controls, Web and E-mail security, Wireless network security, Security in distributed systems, and Database security.

**CSC 441 (3) Computers and Society.** Prerequisites: CSC 325 and 330. This course presents concepts of computer moral and legal issues, describes the impact of computers on society and presents techniques which are applicable in addressing problems posed by the social impact of computers. As a Service Learning Course, students will be able to help agencies and businesses in educating them on the most recent Anti-virus software available, viruses, e-mail scams, privacy issues, intellectual property rights, and computer crimes. (F, S)

**CSC 450 (3) Senior Project.** Prerequisites: CSC 325 and CSC 475. Students will design, code, test, implement and document a large and complex application program. (F, S)

**CSC 452 (3) System Simulation.** Prerequisites: MATH 355, CSC 228, CSCL 228. Introduction to simulation models, writing programs to generate random numbers from various probability distributions. Simulation models using GPSS/H language for problem solving.

**CSC 456 (3) Automata, Computability and Formal Languages.** Prerequisites: CSC 350 and a knowledge of discrete structures. An introduction to formal models of computation. Assignments will develop students skills in understanding rigorous definitions in computing environments and in determining their logical consequences.

**CSC 460 (3) Introduction to Artificial Intelligence.** Prerequisite: CSC 323. An introduction to the theory, research paradigms, implementation techniques, and philosophies of artificial intelligence. Introduction to Prolog, Lisp and expert system-shell programming.

**CSC 470 (3) Computer Graphics.** Prerequisites: CSC 216, 228 and CSCL 216, 228. Introduction to Graphics Hardware and software, Display Architecture, User-Computer interface design, 2D and 3D Transformation, Projections, Clipping, and Raster Graphics Algorithms.

**CSC 475 (3) Software Engineering.** Prerequisite: CSC 330. Introduction to software engineering, software design, APIs, software tools and environments, software development processes, software requirements and specifications, software verification and validation, software implementation, software evolution, and software project management. (F)

**CSC 485 (3) Digital Image Processing.** Prerequisites: CSC 312 and 323. Introduction to Digital Image Processing and its Applications, where the emphasis is on earth resources analysis. Subject matter consists of Hardware and Software Requirements, Transformations, Registration, Encoding, Enhancement and Restoration, and Image Databases.

**CSC 499 (3) Special Topics.** Prerequisite: Approval of instructor. Advanced, specialized topics selected on the basis of mutual interest of the student and the instructor.

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## THEATER

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**Department of Speech Communication and Theater  
OFFICE: Rose Embly McCoy Auditorium**

**DR 101, 102, 103, 104, 105, 106 (1) (1) (1) (1) (1) (1) Production Laboratory.** Practical application in at least one departmental production activity. Required of freshman and sophomore majors. Open to non-majors. Repeatable to a maximum of six (6) credit hours.

**DR 201 (3) Introduction to Theater.** A survey of drama and theater history examining historical practices used in the modern theater. Attendance at theater performances and the reading of the representative plays are required open to all students.

**DR 202 (3) Fundamentals of Acting.** Basic training in voice, movement, and improvisation to enhance the beginning actor's understanding and artistic

growth. Open to all students.

**DR 204 (3) Introduction to Technical Production.**

Prerequisite: DR 201, co-requisite: DRL 204..

An overview of the theory and practices in implementation of set construction and related aspects of technical theatrical production.

**DRL 204 (1) Introduction to Technical Production Lab.**

A laboratory course for practical application of theory in DR 204. Technical participation in departmental rehearsals and productions is required.

**DR 205 (3) Advanced Acting.** Prerequisite: DR 201, 202 and 204. Study and practice of the art and craft of acting. Selected readings, discussion, laboratory exercises.

**DR 301 (3) Movement for the Stage.** A fundamental movement course for the student performer. Emphasis is placed on developing within the actor an understanding of his/her body as an instrument of expression and communication, and enhancing the actor's ability to use his/her instrument. Course encompasses exercises and explorations based on a variety of techniques for developing body and spatial awareness and use.

**DR 306 (3) Introduction to Science Design.**

Prerequisites: DR 201 and 204. This course acquaints the student with artistic elements and practical techniques of scene design. Laboratory work consists of several scene designs in different styles. Each design includes ground plans, perspective drawings and frontal evaluations.

**DR 310 (3) Theater History and Literature: Origins-1700s.** Prerequisite: DR 201. The history of the physical theater, drama, and the participants from Egyptian origin of theater ritual through the Greek classical theater to Elizabethan England.

**DR 311 (3) Theater History and Literature: 1700s-Present.** Prerequisite: DR 201. The history of the physical theater, drama, and the participants from Elizabethan England to the development of the modern theater.

**DR 313 (3) Survey of Black Drama and Theater.** Prerequisite: DR 201. A study of Black drama and theater in America, treating the contributions and involvement of Black artists in the drama and theater in this country from 1553 to the present.

**DR 314 (3) Fundamentals of Playwriting.** A lecture-

laboratory course in the fundamentals of playwriting. Laboratory work consists of exercise in exposition, traditional scenes, builds, crisis, resolution, etc. Lectures include script analysis, discussion of certain avant-garde plays and the works of the individual playwright. A scenario will be written.

**DR 356 (3) Reader's Theater.** A course designed for the oral study of dramatic literature through analysis and group performance.

**DR 410 (3) Theories and Techniques of Directing.**

Prerequisites: DR 201, 310 and 311. The director's initial approach to the play, research, textual study, and formal analysis. Demonstrations and directorial skills in composition, movement, and business.

**DR 414 (3) Stage Lighting.** Prerequisite: DR 204. Work in lighting design plots for different modes of staging. The study of lighting control principles, color theory, and design theory in practical application.

**DR 415 (3) Advanced Playwriting.** Prerequisite: DR 314. A course designed to give the student further experience in concepts and techniques of playwriting. Each student is required to write a one-act play or scenario.

**DR 416 (3) Costuming and Make-up.** Discussion of basic elements of design for costumes and make-up. Overview of historical dress and accessories. Practical experience in make-up application. Open to all students.

**DR 419 (3) Dramatic Criticism.** Prerequisites: DR 310 and 311. An in-depth study of the principles of dramatic criticism from Aristotle to modern period. Particular reference is given to the influence of the theory of the church, state and press in evaluating drama.

**DR 421 (3) Creative Dramatics.** Prerequisite: a lecture-laboratory course acquainting the student with the acting and directing techniques of children's theater. Emphasis is on improvisational acting. Some attention is devoted to production techniques.

**DR 422 (3) Children's Theater: Production and Directing.** Prerequisite: DR 421. Study the principles and techniques of acting, and staging for children's theatre. Practical application through laboratory, assignments, and participation in production projects.

**DR 425 (6) Play Production.** Prerequisite: Reserved for senior Drama majors only. Full directing responsibility for the production of a one-act play or approved activity.

**DR 426 (3) Independent Study.** Prerequisite: Drama majors only; requires Coordinator approval and Departmental approval necessary. Directed research or project work for the superior student of drama.

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## ECONOMICS

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**Department of Economics, Finance and General Business  
OFFICE: College of Business Building**

**ECO 211 (3) Principles of Macroeconomics.** This course will provide an overview of macroeconomic issues: the determination of output, employment, unemployment, interest rates, and inflation. Monetary and fiscal policies are discussed, as are the public debt and international economic issues. We introduce basic models of macroeconomics. (F, S, Sum)

**ECO 212 (3) Principles of Microeconomics.** This course will provide an overview of microeconomic issues: price determination, supply, and demand. Of primary importance are the behavior of individuals/households and firms, and their impact on prices, and the supply and demand for goods and services. We introduce basic models of microeconomics. (F, S, Sum)

**ECO 311 (3) Intermediate Macroeconomic Theory.** Prerequisites: ECO 211 and 212. This course develops a general equilibrium theory of the economy at the intermediate level. Topics include the aggregate demand and supply model, the IS-LM model, unemployment, international trade, economic growth, and monetary and fiscal policies. We further build upon models introduced in ECO 211. (F)

**ECO 312 (3) Intermediate Microeconomic Theory.** Prerequisites: ECO 211 and 212. This class presents microeconomic theory and applications of consumer and producer behavior at an intermediate level. This course focuses on the following topics: basic theory of consumer behavior; production and costs; partial equilibrium analysis of pricing in competitive and monopolistic markets; general equilibrium; welfare economics; and externalities. We further build upon models introduced in ECO 212. (S)

**ECO 313 (3) Labor Economics.** Prerequisites: ECO 211 and 212. This course is an introduction to the field of Labor Economics. We expect that this course will

enable students to think critically about research and public policy issues. The emphasis is on applied microeconomics and empirical analysis. Topics to be covered include: labor supply and demand, taxes and transfer, human capital, minimum wages, income distribution, unions and strikes, immigration, incentives, discrimination, unemployment and unemployment insurance. (D)

**ECO 325 (3) Economic Development.** Prerequisites: ECO 211 and 212. This class introduces both theoretical and empirical approaches to analyzing economic growth and development. Accordingly, the role of labor, capital, and technological progress are investigated. Additionally, cultural/social institutions, income demographics, social/class conflicts, political/economic factors, macro/trade policies, financial sector development, etc., may be covered. In this class, basic growth models will be introduced. (F)

**ECO 359 (3) Business Statistics.** Prerequisites: MATH 111, ECO 211 and 212. This course covers basic concepts of statistics: methods of describing numerical data; probability in business decisions; random variables; sampling distributions, estimation, and hypothesis testing; and correlation and regression. Use of statistical software is required. (F, S, Sum)

**ECO 360 (3) Mathematics for Economics and Finance.** Prerequisite: MATH 221. This course introduces students to a sample of the mathematical techniques that are used in economics and finance. Additionally, the course is designed to help students acquire the mathematical skills needed to understand the less technical economic and finance literature. In general, it should foster a solid mathematical intuition. (S)

**ECO 416 (3) History of Economic Thought.** Prerequisites: ECO 211 and 212. This course focuses on an historical examination of the development of economic analysis and reasoning. Several schools of thought are examined. These include but are not limited to the following schools of thought: mercantilist, physiocratic, classical, institutionalist, Keynesian, and neo-classical. (F)

**ECO 442 (3) Money and Banking.** Prerequisites: ECO 211 and 212. This course analyzes banking and currency in the United States. Also, the impact of policies regulating banks and non-bank financial institutions are covered. Central to this coverage is a review of the role of the central bank, money supply and demand, monetary policy, and interest rates. Particular attention is paid to the effects these items



have on the economy. (F, S)

**ECO 444 (3) Public Economics.** Prerequisites: ECO 211 and 212. This course examines the role of the public sector in the economy. The aim of the course is to provide an understanding of the reasons for government intervention in the economy, the extent of that intervention, and the response of private agents to the government's actions. (F)

**ECO 445 (3) Comparative Economic Systems.** Prerequisites: ECO 211 and 212. This course examines the major economic systems of the world, in both theory and practice. The approach will generally focus on encouraging a general understanding of how economic systems work and how economic theory interacts with government policy, history, and culture to explain economic performance. Economies examined can be divided into three basic types. These types are: traditional economic systems, market economic systems, and command economic systems. (F)

**ECO 446 (3) International Trade.** Prerequisites: ECO 211 and 212. This course focuses on determinates of the flow of goods and services across international boundaries or territories. The subject is one of the oldest fields in economics; however, its economic, social, and political importance has been on the rise. With the ongoing debate on globalization, free trade agreements, and the call for a new global financial architecture, interest in the subject should continue to rise. In this course, both basic theories and some current topics will be covered. (S)

**ECO 456 (3) Urban Economics.** Prerequisites: ECO 211 and 212. This course exposes students to the branch of microeconomics concerned with spatial relationships underlying the formation, the functioning, and development of cities. Cities are currently facing severe challenges, and in this course, urban problems contributing to these problems will be analyzed from an economic perspective. This will lay the foundation for discussions about policy alternatives aimed at addressing these problems. Emphasis is placed on the spatial characteristics of the urban economy as well as on market failures arising from the presence of externalities. (S)

**ECO 460 (3) Introduction to Econometrics.** Prerequisite: ECO 359. This course covers the statistical tools needed to understand empirical economic research and to plan and execute independent research projects. Strong emphasis is placed on applications. Mathematical models of economic

behavior are tested using various inferential statistical methods. In general, this course should foster a solid mathematical intuition and a fundamental understanding of economic analysis. (S)

**ECO 470W (3) Economics Seminar.** Prerequisites: ECO 211 and 212. This course pivots around individual research projects. The topics researched reinforce the students' mastery of basic economics and econometrics. (S)

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## ELEMENTARY EDUCATION

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### Department of Elementary and Early Childhood Education

**OFFICE: Joseph H. Jackson Building, Room 311**

**EDCI 100 (3) Introduction to Education.** Prerequisite to all other education courses for prospective teachers and is to be taken during the Freshman year by students seeking careers in Teacher Education. It is a multi-purpose foundation course designed to give an overview of teaching and learning. Requires 10 clock hours of field-based activity.

**EDCI 120 (3) Practical Child Care Experiences.** Designed to introduce the students to a variety of personnel certification programs and to assist in the preparation for assessment when appropriate (i.e., Child Development Associate [CDA] and National Association of Education for Young Children's Validation [NAEYC]). Includes an in-depth review of the functional areas providing the basis for competency goals as designated by validating agencies. (D)

**EDCI 121 (3) Innovations, Problems, and Issues in Child Care.** A comprehensive study of the growth and development of the infant and toddler—including physical environment, care and handling, immunizations and health care, toilet training, developmentally appropriate activities, and the special needs of infants and toddlers. (D)

**EDCI 122 (3) Family Dynamics and Interpersonal Relations.** Discuss the development of family structures and the various types and functions of families. Emphasizes basic communication skills and their application within the family; family values; and the caregiver's role in the family. (D)

**EDCI 208 (3) Materials and Methods of Early Childhood Education.** This course is designed to investigate curricula methods and materials for teaching nursery, kindergarten and primary children. This includes preparation, executive, and evaluation

of materials and methods within the subject matter areas of mathematics, science, social science, music, art, and language arts. (F, S)

**EDCI 220 (3) Teaching and Learning Styles of Young Children.** Prerequisite: EDCI 120, 121, 122, or special permission by the department Chair prior to enrollment. Instructional strategies of content and materials, and evaluation of child care procedures in programs designed for infants, toddlers, and pre-school children. (D)

**EDCI 221 (3) Administration of child Care Services.** Leadership styles, director-staff relationships, staff training, and goal setting are explored within the framework of developing lessons with appropriate developmental activities for young children. Construction of lesson plans, integration of yearly curriculum goals with weekly plans and evaluation of curriculum should be included. (D)

**EDCI 301 (3) Communicative Arts for the Elementary Teacher.** This course will provide comprehensive information of instructional strategies needed to provide the learner with a compendium of competencies in the communicative arts. Emphasis will be stressed in the communicative areas to enhance responsible, receptive and expressive language skills.

**EDCI 303 (3) Parent, Child and Teacher Interactions.** This course examines the importance of developing good relationships between parent, children and teachers during the early childhood and elementary years. The goal is to assist students to delineate nonblaming environments where dialogue and mutual planning can take place between families and school personnel.

**EDCI 305 (3) Studies in Child Guidance.** This course is designed to provide comprehensive information on the nature and need of infants, toddlers, and pre-school children. Emphasis is placed on psychological, sociological, and physiological development and growth.

**EDCI 320 (3 - 8) Field Experiences in Child Care.** Prerequisites: EDCI 120, 121, 122, 220, or special permission by the department Chair prior to enrollment. This course is of the practical learning experiences engaged in a more intensified and concrete manner. These experiences occur in off-campus, school, and community situations where opportunity is given to the student to test theories of teaching and learning, to initiate and test ideas with children. With guidance and supervision, the student

is also given the opportunity to develop the ability, initiative, and responsibility for planning, guiding, and evaluating the total child care program. (D)

**EDCI 400 (3) Theories and Principles of Early Childhood.** This course is concerned with the basic history, philosophy, theories, and principles underlying early childhood education. (D)

**EDCI 401A, B (3) Research, Classroom Management, and Clinical Practice.** (A-Elementary Schools, B-Secondary Schools). This course is designed to integrate the research on effective teaching and learning with theory and practice. Students will engage in micro-teaching and will be expected to demonstrate mastery of the fourteen competencies measured by the Mississippi Teacher Assessment Instrument. Students will also be introduced to classroom management strategies for effective classroom discipline and teaching routines. The Clinical practice will be a field based activity.

**EDCI 402 A, B (12) Clinical Internship in Student Training.** (A-Elementary Education, B-Secondary Education). This course is a continuation of the practical learning experiences engaged in during the 401C course, but in a more intensified and concrete manner. These experiences occur in an off-campus school and community situations for twelve weeks where opportunity is given to the student teacher to test theories of teaching and learning, to initiate and test ideas with children. With guidance and supervision, the student teacher is also given the opportunity to develop the ability, initiative and responsibility for planning, guiding and evaluating the total program of the children with whom he/she is working.

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## EDUCATIONAL TECHNOLOGY

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**ETEC 212 (3) Utilization of Computer application Package and Lab.** Introduction to the management and application of technology programs in business, educational agencies, and the world of work.

**ETEC 337 (3) Technology Selection, Maintenance, Management and Support.** Students will gain selecting skills in the management of networked and support services.

**ETEC 368 (3) Distance Learning.** An introduction to procedures and applications involved in the delivery of distance learning.

**ETEC 377, L377 (3) Multimedial Development and Computer Assisted Instruction and Lab.** Planning producing, and disseminating technology based instruction with authority systems composed of integrated text, audio, video, graphics, and electronic dissemination.

**ETEC 378 (3) Adult Education and Technology Life Learning and Training.** Student will gain principles of workforce education and lifelong learning.

**ETEC 435, L435 (3) Emerging Technology and Lab.** Student will gain a variety of skills and knowledge of Modern Technology appropriate to business, industry and schools.

**ETEC 438, L438 (3) Introduction to the Internet.** Students will gain skills in utilizing and managing the world wide web via Internet.

**ETEC 439 (3) Topics in Education Technology.** Selected problems in Educational Technology.

**ETEC 451 (9) Internship in Educational Technology.** A well planned exercise of supervised, on the field, concentrated experiences. Location for internship may include business, industry, banks, hospitals, agencies, and other appropriate entities.

**ETEC 496 (3) Special Topics in Educational Technology.** This course is designed to meet the special needs and interests of students in selected areas of educational technology.

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## ENGINEERING

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### General Engineering Courses

**OFFICE: School of Engineering Building**

**EN 105 (3) Programming for Engineers.** Prerequisite: MATH 111 or equivalent. The course introduces C/C++ programming concepts to engineering students. Its emphasis is on acquiring fundamental programming skills, and learning appropriate syntax. Topics include variables, data types, expressions and statements, input/output formatting, modularization and subroutines, arrays, pointers and strings, and use of library functions. Course projects include program development for various engineering applications.

**EN 201 (2) Engineering Graphics.** Prerequisite: MATH 112 or 118 or equivalent. Develop skills to visualize and represent three-dimensional objects graphically, orthographic projection, pictorial drawings, graphics

and charts, principles of computer-aided drafting and design (CADD) including substantial use of the AutoCAD software or equivalent, two and three-dimensional drafting and pictorial drawings using a CADD system, applications in various engineering disciplines and systems approach.

**EN 212 (3) Digital Logic.** Prerequisite: MATH 111 or equivalent. This is an introductory course to digital design. Topics include number systems, binary logic, Boolean algebra, truth tables, minimization of Boolean functions. K-maps, and Flip-Flops, Designs include combinational circuits, counters, and sequential circuits.

**ENL 212 (1) Digital Logic Lab.** Co-requisite: EN 212. This laboratory course enables students to validate the major concepts covered in ENG 212, digital Logic. Experiments include basic gates, adders, counters, and Flip-Flops.

**EN 220 (3) Circuit Theory.** Prerequisite: PHY 211; Co-requisite: MATH 232. This course introduces concepts and basic laws in the analysis of AC and DC linear electric circuits. Topics include mesh and nodal analysis. Thevenin's and Norton's theorems, superposition principle, transients in RLC circuits, phasor notation, and frequency response.

**ENL 220 (1) Circuit Theory Lab.** Co-requisite: EN 220. This laboratory enables students to validate the major concepts covered in EN220, Circuit Theory. Experiments include OHM's law, node voltage analysis, RC circuits, and RL circuits.

**EN 222 (3) Engineering Mechanics I.** Co-requisite: PHY 211. Calculus-based statics of particles and rigid bodies, equilibrium; distributed forces; centroids; structures, trusses, frame, machines; forces in beams and cables; friction; moments of inertia, real life examples for engineering applications and systems approach.

**EN 223 (3) Engineering Mechanics II.** Prerequisites: EN 222 and MATH 232. Calculus-based kinematics and kinetics of a particle. Planar kinematics of a rigid body; planar kinetics of a rigid body including force and acceleration; work and energy; impulse and momentum; vibrations, real life examples and systems approach.

**EN 230 (3) Engineering Thermodynamics.** Prerequisites: PHY 21, PHYL 211, and MATH 232. Concepts of engineering thermodynamics, properties, first law, flow equation, second law, entropy, availability

analysis, power and refrigeration cycles, mixtures and gasses, and psychrometrics, real life problems, engineering applications and systems approach.

**EN 240 (3) Strength of Materials.** Prerequisite: EN 222. Forces and stresses, axial loading, torsion, pure bending, transverse loading, shear force and bending moment diagrams, transformation of stress and strain, design of beams and shafts, deflection of beams, statically indeterminate problems, energy methods, columns, real life examples and systems approach.

**EN 252 (3) Engineering Analysis.** Prerequisite: MATH 231. This course introduces the principles and applications of engineering mathematics, including linear algebra, Fourier analysis, and complex variable theory.

**EN 350 (3) Engineering Systems Clinic.** Prerequisites: EN 212, 240, and junior level standing. Analysis and design of multi-disciplinary systems; engineering specifications for quality design, analyze, evaluate, and synthesize multiple sources. Generate multiple engineering design solutions; critical thinking and judgement, ethical, societal, economical, and legal considerations; written and oral presentations.

**EN 355 (3) Engineering Economy.** Prerequisites: MATH 232, and junior standing. Introduction to economic principles, application of economic principles to multidisciplinary engineering problems; calculation of capitalized costs, present worth, prospective rates of return, and annual costs, economy of equipment replacement, market forces and firm analysis; case studies and group project.

#### **Civil Engineering Courses:**

**CIV 310 (2) Engineering Surveying.** Prerequisite: PHY 211; Co-requisite: CIV 311. Plane surveying, measurement of distances and angles, differential leveling, traverse adjustment and area computations, topographic surveying and contours, horizontal and vertical curves, surveying computations, elements of site plan, professional ethics in surveying.

**CIVL 310 (1) Engineering Surveying Lab.** Prerequisite: PHY 211; Co-requisite: CIV 310. Field experience to measure surveying parameters including distances, angles, and elevations. Field notes, surveying equipment; critically analyze and interpret data, report writing.

**CIV 320 (3) Structural Analysis.** Prerequisite: EN 240. Analysis of statically determinate and indeterminate structures for fixed and moving loads. Equations of

equilibrium and compatibility. Influence lines, and shear and moment envelopes. Analysis of forces and deflections in structures by methods of moment distribution, consistent deformation, and virtual work, computer analysis of structures, real life examples.

**CIV 330 (2) Fluid Mechanics.** Prerequisites: EN 223, 240, and MATH 368; Co-requisite: CIVL 330. Fluid properties and definition; fluid statics; fluid dynamics; Bernoulli equation and linear momentum; viscous flow; drag forces and boundary layer concepts; ideal flow; velocity potential and stream functions; dimensional analysis and dynamic similitude, real life problems.

**CIVL 330 (1) Fluid Mechanics Lab.** Co-requisite: CIV 330. Laboratory experience to measure fluid properties and apply principles for application in engineering design. The experiments will include pressure and velocity measurement, application of mass, energy, and momentum principles, energy losses, forces on immersed bodies, and flow measurement devices; critically analyze and interpret data, report writing.

**CIV 340S (3) Introduction to Environmental Engineering.** Prerequisite: CHEM 141; Co-requisite: CIVL 340, CIV 330, CIVL 330. Basic concepts of environmental engineering, local and global environmental issues, scientific, social, ethical, regulations and public policy on environmental protection; quantitative engineering analysis of sources, transformations, and effects of pollutants in water, air, and soil; introduction to water and wastewater treatment processes, air pollution control technologies, solid waste, and hazardous waste management. This course requires the completion of a service learning component in specific areas of environmental engineering.

**CIVL 340 (1) Environmental Engineering Lab.** Prerequisite: CHEM 141; Co-requisites: CIV 330, 340, CIVL 330. Experiments for the analysis of water, wastewater and certain solid wastes. Selected experiments may include determinations of water's or wastewater's pH, alkalinity, turbidity, hardness, and electric conductivity, solids, nitrogen species, dissolved oxygen, biochemical oxygen demand (BOD), chemical oxygen demand (COD), total organic carbon, and chlorinated compounds. Also included will be contaminant leaching test of some solid or hazardous wastes and absorption of contaminants by solid media. Critical analysis of experimental and interpretation of data and scientific

presentation (reporting) of results are emphasized.

**CIV 360 (2) Design of Steel Structures.** Prerequisite: CIV 320. Engineering properties of steel, behavior and design of members subjected to fatigue, and combined loading and compression, plate girders composite beams, open-web joists and connections. Methods of allowable design stress, and load resistance factor design. Elements of plastic analysis and design. Framing systems and loads for industrial buildings and bridges, design constraints.

**CIV 370 (3) Water Resources Engineering.** Prerequisite: CIV 330 and CIVL 330. This course is designed to review the fundamentals and practices of water resources engineering. Students will explore water resources engineering processes in the theoretical and applied realm in the fields of closed conduit (pipe) flow, open channel flow, surface water hydrology, and groundwater flow. Application of probability and statistical concepts along with the legal, economic and environmental considerations to the analysis and design of complex hydraulic and hydrologic systems will prepare interested student for future careers in water supply, wastewater, flood plain, storm water, and groundwater management.

**CIV 380 (3) Introduction to Geotechnical Engineering.** Prerequisites: EN 240, and CIV 330. Co-requisite: CIVL 380. Engineering soil classification, flow of water in soils, soil permeability and seepage, concepts of effective stress, stress and compressibility of soils, primary and secondary consolidation settlement, time rate of settlement, soil compaction, soil shear strength, introduction to slope stability, critical thinking and engineering judgment.

**CIVL 380 (1) Geotechnical Engineering Lab.** Co-requisite: CIV 380. Laboratory experiments to be performed by students to obtain soil parameters for designed problems. Engineering classification of soils, grain size distribution, Atterberg limits, specific gravity, unconfined compression, compaction, in-situ field tests, consolidation, and shear strength determination, application to design problems, critically analyze and interpret data, report writing.

**CIV 390 (3) Introduction to Transportation Engineering.** Co-requisite: CIV 380. Introduction to planning practice and procedure, design, operation, management, and maintenance of transportation systems, with emphasis on urban issues. General characteristics of transportation engineering systems including streets, highways, transit, airways. Capacity considerations including time-space diagrams. Elementary

dynamics of traffic and functional consideration of routes and terminals. Components of transportation engineering facility design including geometric design, earthwork, and pavements.

**CIV 410 (3) Capstone Design I.** Prerequisites: CIV 340, 360, 390, and senior standing in civil engineering. Group projects for senior students to work in teams to analyze and design civil engineering systems, and to consider various factors for design. Understanding of multi-disciplinary systems, interaction between design and construction professionals, realistic design constraints, economical issues, professional practice issues including importance of professional licensure and continuing education, contemporary issues, procurement of work, bidding vs. quality based selection processes, engineering professionalism and ethics. Developing teamwork and leadership skills. Oral presentation and written report are required.

**CIV 411W (3) Capstone Design II.** Prerequisite: CIV 410. Continuation of Capstone Design I. Group projects for senior students to work in teams to design civil engineering systems, and to consider various factors for design. Understanding of multi-disciplinary systems, interaction between design and construction professionals, realistic design constraints, economical issues, professional practice issues including importance of professional licensure and continuing education, contemporary issues, procurement of work, bidding vs. quality based selection processes, engineering professionalism and ethics. Developing teamwork and leadership skills. Oral presentation and written report are required.

**CIV 420 (2) Design of Concrete Structures.** Prerequisite: CIV 320. Behavior of reinforced concrete structural elements; design and proportion of sections for strength and serviceability; background of specification requirements; strength design applied to beams, columns, and members under combined axial load and bending; continuous beams; introduction to prestressed concrete; introduction to project management.

**CIV 421 (1) Structural Engineering and Materials Testing Lab.** Prerequisite: EN 240. Engineering properties and behavior of concrete and other structural members. Test of small-scale model structures. Use of computer-based data acquisition and interpretation systems for comparison of experimental and theoretically predicted behavior; nondestructive testing, critically analyze and interpret data, report writing.

**CIV 430 (3) Foundation Engineering.** Prerequisite: CIV 380. Shallow foundation analysis and factors to consider for design, subsurface investigations for design, bearing capacity and settlement, mat foundations, piles, caissons, lateral earth pressures and retaining walls, site improvement techniques, design of sheet pile walls and support systems, critical thinking and engineering judgment, ethical considerations.

**CIV 441 (3) Water and Wastewater Treatment Processes.** Prerequisites: CHEM 141, CHML 141, CIV 340, and CIVL 340. Theories, engineering principles, and design of modern water supply and wastewater treatment processes. Physical-chemical process, including screening, sedimentation, aeration, coagulation, flocculation, filtration, absorption, softening, and disinfection. Biological processes including activated sludge process and anaerobic processes for wastewater and sludge digestion, with emphasis on urban issues. Completion of a design project.

**CIV 451 (3) Computer Methods in Civil Engineering.** Prerequisite: EN 105, MATH 368, and departmental approval. Fundamentals of analog and digital computers. Organization of problems for computational solution, flow charts, programming, simulation of nonlinear physical systems for application in engineering design, numerical methods in civil engineering. Case studies in civil engineering.

**CIV 460 (3) Design of Environmental Engineering Facilities.** Prerequisite: CIV 330, 340, and CIVL 340. Analysis and design considerations for environmental engineering facilities such as water and wastewater treatment plants; physical engineering management and solid and hazardous waste, design constraints, resources recovery; biological processes; economical, ethical, societal and other professional considerations, urban issues, completion of a major design project.

**CIV 461 (1) Professional and Ethical Issues in Civil Engineering.** Prerequisites: senior standing in civil engineering. The task of this course is to reflect on the professional and ethical responsibilities of engineers, which can sometimes conflict with technical responsibilities. This course will articulate an ethical framework for engineers by critically reflecting on engineering practice and examining the ethical challenges that confront engineers working within teams and organizations. The course covers issues such as the social responsibility of engineers, attitudes, truth-telling and disclosure, whistle-blowing, contemporary issues, and risk-assessment, and the importance of professional licensure.

**CIV 465 (3) Advanced Water Resources Engineering.** Prerequisite: CIV 370. Advanced engineering hydrology, advanced hydraulic structures, hydraulic similitude and modeling, wave action, flow over spillways, optimization of water resources systems, design constraints, introduction to GIS applications to water resources engineering, completion of a major design project.

**CIV 466 (3) Advanced Design of Hydraulic Structures.** Prerequisite: CIV 370. Analysis and characteristics of flow in open channels (natural and artificial); channel design considerations including uniform flow (rivers, sewers), flow measuring devices (weirs, flumes), gradually varied flow (backwater and other flow profiles, flood routing), rapidly varied flow (hydraulic jump, spillways), and channel design problems (geometric considerations, scour, channel stabilization, sediment transport); analysis and design of hydraulic structures such as dams, spillways, etc., based on economic, environmental, ethical, political, societal, health, urban issues, and safety considerations.

**CIV 468 (3) Hazardous Waste Engineering.** Prerequisite: CHEM 241, CHML 241, CIV 340, and CIVL 340. Comprehensive study of the complex, interdisciplinary engineering principles involved in hazardous waste handling, collection, transportation, treatment, and disposal. Also covered are waste minimization, site re-remediation, and regulations important for engineering applications. Design constraints, engineering judgment, and ethical responsibility are covered. Contemporary hazardous waste issues and urban issues are also addressed.

**CIV 470 (3) Urban Transportation Engineering System Design.** Prerequisites: CIV 310, 390, and CIVL 310. Advanced design of highway systems, vehicle and driver characteristics, highway capacity, design of urban streets and expressways. Design constraints. Individual and team design projects oriented toward the solution of local urban transportation problems, societal and economical considerations.

**CIV 471 (3) Principles of Geoenvironmental Engineering.** Prerequisite: CIV 380. Topics in geoenvironmental engineering in an urban environment, landfill design and incineration options. Stability of landfills, liner systems. Waste characterization, minimization, collection, treatment, transport and disposal. Leachate characteristics and potential groundwater contamination, design constraints. Legal and ethical considerations.

**CIV 472 (3) Applied Geotechnical Engineering**

**Design.** Prerequisite or co-requisite: CIV 430. Practical real life urban projects and advanced laboratory experience in geotechnical engineering, construction dewatering, construction issues, safety and economy, urban geotechnical engineering issues, preparation of subsurface investigation and geotechnical engineering reports, ethical considerations, oral presentation.

**CIV 475 (3) Pavement Design.** Prerequisite: CIV 380 and 390. Aggregate, binder systems. Theory and design of pavement structures, rigid and flexible pavement design, subgrade materials, pavement management, nondestructive testing, pavement maintenance, design constraints, infrastructure maintenance, major design project.

**CIV 476 (3) Advanced Design of Steel Structures.** Prerequisite: CIV 360. Behavior and design of members subjected to fatigue, dynamic, combined loading. Methods of allowable design stress, and load resistance factor design. Design of continuous beams, plate girders, composite beams, open-web joists, connections, torsion and plastic analysis and design. Framing systems and loads for industrial buildings and bridges, design constraints and a major design project.

**CIV 477 (3) Advanced Design of Concrete Structures.** Prerequisite: CIV 420. Theory and design of reinforced concrete continuous beams, slender columns, two-way slabs, footings, retaining walls, shear walls and multi-story buildings. Design for torsion and design constraints. Framing systems and loads for buildings and bridges, design constraints and a major design project.

**CIV 478 (3) Design of Wood and Masonry Structures.** Prerequisite: CIV 420. Engineering properties and behavior of wood for analysis and design of wood beams, walls and diaphragms. Engineering properties and behavior of masonry for analysis and design of masonry walls, columns, and shear walls. Framing systems and loads of multi-story buildings, design constraints and a major design project.

**CIV 479 (3) Evaluation, Maintenance, and Rehabilitation of Public Works Infrastructure.** Prerequisites: CIV 390 and 475. Evaluation, maintenance, and rehabilitation of deteriorated infrastructure systems by considering life cycle costs and long-term performance. Understanding rehabilitation alternatives in the practical field and

designing rehabilitation schemes based on the non-destructive testing methods of economical considerations.

**CIV 481 (3) Special Problems in Civil Engineering.**

Prerequisite: departmental approval. Individual investigation in a recognized major area of civil engineering of particular interest to the students that are not normally covered in regular courses. May include a co-op project.

**CIV 491 (1-3) Internships in Civil Engineering I.**

Prerequisites: Junior or senior standing. Students work as interns with engineering firms or research laboratories to receive career-related training under the supervision of qualified engineers. The projects and tasks for the internship must be approved by both the work supervisor and the departmental instructor. Progress reports and final report in both writing and oral presentation are required. A minimum of 50 hours per credit is required.

**CIV 492 (1-3) Internships in Civil Engineering II.**

Prerequisite or co-requisite: CIV 491. Continuation of the internship projects or tasks that the students conducted in the previous CIV 481 course and need more time to finish, or start of the second internship with engineering firms or research laboratories. The projects and tasks for the internship must be approved by both the work supervisor and the departmental instructor. Progress reports and final report in both writing and oral presentation are required. A minimum of 50 hours per credit is required.

**Computer Engineering Courses:****CPE 312 (3) Computer Organization and Design.**

Prerequisite: EN 212 and CPEL 212. This course introduces the basic computer organization, which includes the Central Processing Unit (CPU) architecture, memory organization, and input/output subsystem. It covers instruction sets, addressing modes, hardwired control, and microprogrammed control. Projects emphasized simple CPU designs.

**CPE 315 (3) Synthesis with Hardware Descriptive Language.**

Prerequisites: EN 212, ENL 212, and CSC 118. This course provides an overview of digital logic design. It covers modeling and simulation of basic digital systems using a hardware descriptive language. Topics include behavioral, data flow, and structural modeling.

**CPE 330 (3) Electronics.**

Prerequisite: EN 220. This course introduces fundamental concepts in

electronics. Topics include diode, BJT, and FET circuits. It covers frequency response, biasing, current sources and mirrors, small-signal analysis, and design of operational amplifiers.

**CPEL 330 (1) Electronics Lab.** Co-requisite: CPE 330. Co-requisite: CPE 330. This laboratory course includes experiments that validate the concepts covered in CPE 330–Electronics. Experiments include diode circuits, BJT characteristics, FET characteristics, and MOSFET circuits.

**CPE 345 (3) Electromagnetic Fields.** Prerequisites: EN 252 and PHY 212. This course introduces fundamental concepts in electromagnetics and photonics. Concepts include flux, potential, gradient, divergence, curl, and field intensity. Topics cover boundary conditions, solutions to Laplace and Poisson equations, capacitance and inductance calculations, conductors, insulators, and magnetic materials.

**CPE 351 (3) Signals and Systems.** Prerequisites: EN 220 and EN 252. This course introduces theoretical analysis of signals and systems. Topics include time-domain response and convolution, Fourier transform, frequency-domain response using Fourier series, and Laplace transform, discrete Fourier series and transform, sampling, z-transform, and relationships between time and frequency descriptions.

**CPE 355 (3) Control Systems.** Prerequisite: CPE 351. This course introduces fundamental principles of classical feedback control. Topics include state variable analysis of linear dynamic systems, stability of linear control systems, time-domain analysis and control of linear systems, root-locus analysis and design-pole-zero synthesis, and frequency domain techniques for analysis and design of control systems.

**CPE 360 (3) Embedded Microprocessor Systems.** Prerequisite: CPE 312, EN 220; Co-requisite: CPE 330. This course covers the architecture, operation, and applications of microprocessors. Topics include microprocessor programming, address decoding, interface to memory, interfacing to parallel and serial input/output, interrupts, and direct memory access. Course project is to design, build, and program a simple microprocessor-based system.

**CPEL 360 (1) Microprocessor Laboratory.** Co-requisite: CPE 360. This laboratory course enables students to validate the major concepts covered in CPE 360–Embedded Microprocessor Systems. Experiments include building and/or

interfacing a microprocessor system.

**CPE 412 (3) Computer Architecture.** Prerequisite: CPE 312. This course covers computer architecture design issues. Topics include organization of CPU, processor systems design, computer arithmetic, memory system organization and architecture, interfacing and communication, performance, and multiprocessing.

**CPE 430 (3) Digital VLSI Design.** Prerequisite: EN 212 and CPE 330. This course introduces principles of the design and layout of Very Large Scale Integrated (VLSI) circuits with concentrations on the Complementary Metal-Oxide-Semiconductor (CMOS) technology. Topics include MOS transistor theory and CMOS technology, characterization and performance estimation of CMOS gates. Course projects involve layout designs and simulations using computer-aided design tools.

**CPE 431 (3) Digital System Testing and Design for Testability.** Prerequisites: CPE 330 and EN 212. This course introduces fundamental techniques for detecting defects in VLSI circuits. Topics include fault models, fault detection, and schemes for designing systems to be easily testable and with self-test capability.

**CPE 440 (3) Communication Systems.** Prerequisites: CPE 351 and MATH 307. This course introduces students to analog and digital modulation techniques. Topics include random processes, power spectral density, effects of noise, and bandwidth requirements of, different modulation schemes.

**CPE 441 (3) Computer Networks.** Prerequisite: CPE 312. This course introduces students to network protocols and network architectures. Topics include characteristics and principles related to Wide Area Network (WAN), and network devices and their relationship with network protocols and architectures. It also provides methods for characterizing and analyzing communications systems performance.

**CPE 442 (3) Digital Communications.** Prerequisite: CPE 440. This course introduces the principles of transmission and reception of digital signals, and the design and performance analysis of digital receivers. Topics covered include pulse code modulation (PCM), line coding, modulation schemes, digital multiplexing, optimum detection thresholds, and analysis of communications system in presence of noise, information



theory, and error correcting codes.

**CPEL 442 (1) Digital Communications Laboratory.**

Co-requisite: CPE 442. This laboratory courses includes experiments that validate the concepts covered in CPE 442-Digital Communications. Experiments include modulation and demodulation of AM and FM signals, sampling, matched filtering, generation and detection of ASK, PSK, QPSK, and QAM signals, simulation, and analysis of a complete digital receiver.

**CPE 445 (3) Applied Electromagnetics.**

Prerequisite: CPE 345. This course introduces to the analysis wave propagations over free space as well as over transmission lines. Furthermore, it discusses the principles of operation and performances of antennas. Topics covered include plane wave propagation, analysis of wave propagation over transmission lines and wave guides, radiation and antennas, introduction to fiber optical and satellite communications.

**CPE 446 (3) Wireless Communications.**

Prerequisite: CPE 440. This course introduces students to signal transmission and reception in wireless communication systems. Topics include understanding of radio channel characteristics, cellular concept, multiple access methods, modulation techniques, diversity and error correcting codes for wireless systems and also wireless communication standards.

**CPE 447 (3) Telecommunications Switching and Transmission.**

Prerequisite: CPE 440. The course introduces students to the telecommunications standards and infrastructure which includes both the switching and transmission components. Topics covered include public switching network hierarchy, various switching methods, the digital transmission hierarchy, transmission media characteristics and applications, and switching and transmission technologies and standards (ATM, ISDN, etc.).

**CPE 451 (3) Digital Signal Processing.**

Prerequisite: CPE 351. This course introduces the theory and algorithms for processing deterministic and stochastic signals. Topics include discrete signals, linear filtering; Fast Fourier Transform, nonlinear filtering, spectrum estimation, linear prediction, adaptive filtering, and array signal processing.

**CPE 490S (3) Senior Design Projects I.**

Prerequisite: EN 220, CPE 330, and CPE 360. This course is based on group design projects. Students work in teams to develop proposals for their selected projects. Topics

include engineering professionalism, ethics, design methodology, project management, development of specifications, and evaluation of alternatives. Students make oral presentation and submit written reports on their proposed projects.

**CPE 491W (3) Senior Design Projects II.**

Prerequisite: CPE 490. In this course students complete the design projects proposed in CPE 490-Capstone Design I. Students perform the design synthesis, analysis, construction, testing, and evaluation of their team projects. Topics include safety, engineering professionalism, ethics, safety. Students make oral presentation and submit final reports documenting their results.

**CPE 492 (1 - 4) Special Studies in Computer**

**Engineering.** Prerequisites: Junior/Senior standing in Computer Engineering and consent of Chair. This course is based on individual projects and problems selected by instructors and individual students. It is open to juniors/seniors in computer engineering only. No more than four credit hours of CPE 492 can be applied towards the degree.

**CPE 493 (1 - 4) Special Topics in Computer**

**Engineering.** Prerequisites: Junior/Senior standing in Computer Engineering and consent of Chair. This course includes lectures on recent topics of special interests to students in various areas of computer engineering. It is designed to test new experimental courses in computer engineering. No more than four credits of CPE 493 can be applied toward the degree.

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**DEVELOPMENTAL ENGLISH**

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**Division of Undergraduate Studies**

**OFFICE: Charles F. Moore Building, 1st Floor**

**ENG 001 (3) Developmental English.** This course is designed to give intensive practice in the fundamental of grammar usage, sentence structure, mechanics and diction.

**ENG 002 (3) Intermediate English.** This course is designed to serve as a bridge course between ENG 001 and 104. Primary emphasis will be placed on paragraph writing.

**ENG 399 (3) Functional Writing.** This course is designed to help the student gain proficiency in thinking logically, writing intelligently and effectively. (For students who are not successful on the English Proficiency Examination.)

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## ENGLISH

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**Department of English and Modern Foreign Languages**  
**OFFICE: Dollye M. E. Robinson Building, 4th Floor**

**ENG 104 (3) Composition I.** This course is the first part of the two-semester freshman composition program and is designed to give intensive study and practice in writing themes. Emphasis is placed on grammar and mechanics, the sentence, the paragraph, and the essay.

**ENG 105 (3) Composition II.** Prerequisite: ENG 104. ENG 105 is a continuation of ENG 104 with emphasis on critical thinking and writing essays; writing the research paper, business letters, and resumes.

**ENG 111, 111X-Honors (3) Composition for the Language Arts Major.** An intensive course in the principles of rhetoric and composition with emphasis on the structure, organization and style of the various types of discourse: exposition, description, narration, and argumentation.

**ENG 112, 112X-Honors (3) Composition for the Liberal Arts Major.** Prerequisite: ENG 111. A continuation of ENG 111, with emphasis on the styles and types of writing reflected in literary genres.

**ENG 201 (3) Humanities I.** Man's achievements in literature, art and music from prehistoric times to the middle ages are studied in this course. Both western and nonwestern cultures will be included.

**ENG 202 (3) Humanities II.** Man's achievements in literature, art and music from the middle ages to modern times are studied, with attention to the gradual unification of world culture.

**ENG 205 (3) World Literature I.** Prerequisites: ENG 104, 105, or ENG 111, 112. A one-semester survey of classical literary masterpieces representative of the Ancient, Medieval, and Renaissance and Modern Periods. The course will assist the student in reading literary works with increased perceptiveness and understanding of the complex resources available to the imaginative writer for the representation of human experience and reality.

**ENG 206 (3) The Literature of Science I.** A one-semester survey of literature by scientists or about science which conveys scientific and literary values.

**ENG 207 (3) Literature of Science II.** A continuation of Literature of Science I, which surveys additional works by scientists or about science having both

literary and scientific value. A unit on the relationships between mathematics and the arts will be included.

**ENG 208 (3) The Law in Literature I: Humanities and Criminal Justice.** To gain knowledge of human applications of the law and their consequences through a study of fictional works from ancient times to the 20th Century.

**ENG 209 (3) The Law in Literature II: Humanities and Criminal Justice.** This course is a continuation of ENG 208.

**ENG 211 (3) Humanities for English and Mass Communication Majors.** A course that focuses on the ways in which human beings express their creativity through music, art, literature, dance, film, and other media. The student studies those expressions of man which best reveal how he has viewed himself over the centuries: his art, his music, his literature, ranging from social and political concepts to poetry and drama.

**ENG 212 (3) Humanities for English and Mass Communication Majors.** A continuation of ENG 211.

**ENG 213 (3) Professional Writing.** A course designed for those students of varied academic backgrounds and occupational interests whose jobs or careers will, or already do, require specific writing skills. Since many of the types of writing are not taught in basic composition courses, this course offers students opportunities to enhance these particular skills, thereby providing them with on the job experience that would not ordinarily be gained in regular composition courses offered at Jackson State University.

**ENG 216 (3) Survey of the Elements of Fiction.** A one semester course dealing with the elements of fiction with specific emphasis on the analysis of the elements.

**ENG 218 (3) Advanced Composition.** This course is designed to help students master the basic forms of writing appropriate to each level of discourse.

**ENG 219 (3) Classical Mythology.** A course designed to gain knowledge of Greek and Roman myths and what they symbolize in the contemporary world.

**ENG 222 (3) World Literature II.** A one-semester survey of literary masterpieces representative of the Enlightenment, Romantic, Realist, and Modernist traditions. The course is designed to serve as a direct although optional continuation of ENG 205.

**ENG 223 (3) Practical Rhetoric.** Practical Rhetoric is a course in effective writing the disciplines. While the course reinforces the writing skills students have already learned, it is concentrated largely on learning to apply the modes of discourse-exposition, description, narration, and persuasion—to issues, problems, and concerns related to one's discipline. Attention is also given to writing summaries, syntheses, and critiques.

**ENG 228 (3) English Word Power.** Building English vocabulary from a knowledge of Latin and Greek roots.

**ENG 303 (3) Grammar and Composition.** A study of the structural, functional, and rhetorical aspects of composition. Linguistic concepts will be discussed. Articles on applied linguistics will be reviewed, and language will be presented from an objective structural point of view.

**ENG 313 (3) Seminar on Learning Strategies.** A course designed to improve student's performance on standardized tests.

**ENG 315 (3) Women in Literature.** Women in Literature is a study of various portraits and delineations in literature showing both problems and progress of women. Male and female authors will be studied with particular emphasis given to a study of works by female writers. The course is multi-ethnic and multi-cultural in its approach. It is open to all students as an elective.

**ENG 316 (3) Adolescent and Young Adult Literature.** The course is designed to give students an overview of books and related materials suitable for adolescent and young adult readers. This course will investigate various issues in adolescent and young adult literature theory, teaching resources, and effective pedagogy.

**ENG 319, 320 (3) (3) Survey of English Literature.** A two-semester course designed to acquaint the student with the masterpieces of English Literature and with the various intellectual and literary movements (ENG 319–Beowulf to Pope; ENG 320–Johnson to contemporary writers).

**ENG 321 (3) Survey of American Literature (1600-1865).** Prerequisites: ENG 205, English Option. A general survey of American Literature and the Literary and intellectual movements from Colonial days to the Civil War. Writers from Smith to Whitman are studied.

**ENG 322 (3) Survey of Recent American Literature (1865 to present).** A survey of American Literature from the Civil War to the present.

**ENG 330 (3) Syntax.** The study of principles by which words are combined to form grammatical sentences. Discussions of constituent structure, transformation, grammatical category, and lexicon.

**ENG 331 (3) Introduction to Linguistics.** An introduction to major linguistic theories, including the transformational-generative theory. Illustrations will be drawn from modern languages with their phonological, syntactic, and semantic components.

**ENG 332 (3) The English Language.** The origins and development of the English language, with stress on the problem of change. The relationship of English orthography to pronunciation will be discussed.

**ENG 335, 336 (3) (3) Creative Writing.** A laboratory of imaginative writing emphasizing composition for students interested and talented in creative writing. Hours and credits to be arranged by instructor.

**ENG 401 (3) Language Arts in Elementary School.** All phases of an effective language arts program in the elementary school curriculum are examined.  
**ENG 402 (3) Language Arts in Secondary Schools.** This course examines exploratory and systematic approaches to teaching the language arts in the high school in order to give prospective teachers alternate approaches to teaching language arts.

**ENG 403 (3) Linguistics and the Teaching of English.** This course is designed to equip students with a general background of linguistic theory and orientate them to the most effective methods for teaching the expressive arts.

**ENG 404 (3) Richard Wright: Art and Protest in Twentieth Century Black Prose and Fiction.** A study of the major works of Richard Wright, his career as a bridge between the Harlem Renaissance and the Black Arts Movement, and as a major figure in literary criticism and art as protest.

**ENG 405 (3) Margaret Walker: Art and Protest in Twentieth Century Black Poetry and Fiction.** A study of the major works of Margaret Walker, her career as a bridge between the Harlem Renaissance and the Black Arts Movement, and as a major figure in literary criticism, humanism, and feminism.

**ENG 415 (3) The English Novel.** The development of the novel from the works of Richardson to the present.

**ENG 416 (3) The American Novel.** Puritan, Romantic, Naturalistic, and Realistic traditions in the American novel from its origin to the present.

**ENG 418, 419 (3) (3) Survey of Literature Black Authors.** A two-semester course that treats selected works by African American authors.

**ENG 420 (3) Survey of Literature Black Authors.** A study of English Literature up to 1500. Beowulf, Sir Gawain and the Green Knight, and The Pearl will be read in translation. The works of Malory and Chaucer will be read in the original Middle English.

**ENG 421 (3) Chaucer.** This course centers on Chaucer's Literary achievement and merit and on treatment of the Prologue to the Canterbury Tales, selected Tales, and selections from his shorter works.

**ENG 422 (3) Renaissance Literature.** English Literature from 1500 to 1649, excluding the works of Shakespeare and Milton.

**ENG 423, 429 (3) (3) Comedies and Tragedies of Shakespeare.** A study of the major comedies, histories, and tragedies. Tragedies and comedies alternate per semester. Comedies–Summer; Tragedies–Fall. Students can earn a total of six (6) hours of credit. (See ENG 429.)

**ENG 424 (3) Milton.** The major poetry and selected prose within the context of the historical and literary background of the period.

**ENG 425 (3) Restoration and Neo-Classic Literature.** A study of English Literature from 1660 to 1798 emphasizing the historical, rational, critical, and philosophical trends.

**ENG 426 (3) The English Romantic Movement.** Primarily the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats as they express the literary trends of the age.

**ENG 427 (3) Dramatic Literature of England (1581-1640).** A study of the drama of the period, exclusive of Shakespeare.

**ENG 428 (3) The Victorian Period.** An intensive survey of literature of the period, especially of the poets and essayists.

**ENG 429 (3) Tragedies of Shakespeare.** Study of the major tragedies, including historical tragedies of Shakespeare. Tragedies and comedies alternate per session: Comedies–Summer; Tragedies–Fall. Students can earn a total of six (6) hours of credit. (See ENG 423.)

**ENG 430 (3) Classical and World Literature.** Studies in translation of outstanding literary models throughout the world.

**ENG 431 (3) Modern and Contemporary World Literature.** The study of worldwide literature and literary trends in relationship to social aspects of today's world.

**ENG 432 (3) American Renaissance Literature.** Selected works of Emerson, Thoreau, Hawthorne, Melville, Poe, Whitman, and Dickinson.

**ENG 433 (3) American Drama.** The development of American theatrical writing since the First World War.

**ENG 434 (3) Twentieth-Century American Fiction.** Major writers of the period.

**ENG 435 (3) Twentieth-Century American Poetry.** The study of contemporary American poets.

**ENG 436 (3) Principles of Literary Criticism.** The study of basic principles of literary evaluation in the light of major critical theories from Plato to Deconstruction.

**ENG 440 (3) Independent Study (Honors Course).** Intense reading and writing of a long investigative paper in a specific area of American or English Literature under the direction of a specialist in that area, by permission of department head.

**ENG 445 (3) Sociolinguistics.** This course intends to promote awareness of various language patterns in the oral and written language of individuals from multi-ethnic backgrounds.

**ENG 452 (3) Comparative Literature.** Comparative studies of great authors, genres, and periods.

**ENG 495 (3) Senior Seminar in English.** A research course designed to have majors think through what they have learned in their discipline, to share their knowledge with one another and the faculty, and to expand their knowledge of the field both in depth and breadth.

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## PRE-ENGINEERING

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### Department of Technology

OFFICE: J. Y. Woodard Building

**ETD 361 (4) Statics.** Prerequisite: MATH 112. Force systems, moments of force, couples, equilibrium, moments of area, load diagrams, graphic and analytical methods.

**ETD 362 (4) Material Mechanics.** Prerequisites: ETD 361, and MATH 232. Stress, strain, elastic constants, deflection, indeterminate loading, torsion, bending, instability and fatigue.

**ETD 366 (4) Pre-Engineering Statics.** Prerequisite: MATH 231. Concurrent force systems, moments of force, couples, equilibrium, moments of area, and load diagrams.

**ETD 367 (4) Pre-Engineering Material Mechanics.** Prerequisites: ETD 366, and MATH 232. Stress, strain, elastic constants, deflection, indeterminate loading, torsion, bending, instability.

**ETD 368 (4) Pre-Engineering Dynamics.** Prerequisites: ETD 366, and MATH 232. Kinematics and Kinetics of rigid body motion, graphic and analytic solutions, linkages, gears, cams.

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## FINANCE AND GENERAL BUSINESS

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### Department of Economics, Finance and General Business

OFFICE: College of Business Building

#### Finance

**FIN 317 (3) Principles of Insurance.** Prerequisite: Junior classification. This course covers the theory of insurance and risks shifting, and current insurance practices. We also examine personal and business insurance coverage, and the significance or various insurance related contract clauses. (F, S)

**FIN 320 (3) Business Finance.** Prerequisite: ACC 212. This course acquaints students with business organizational forms, financial statement analysis, capital budgeting, time value of money, international finance, and ethics. (F, S, Sum)

**FIN 443 (3) Financial Management.** Prerequisites: FIN 320. This course is a study of capital budgeting, risk analysis and valuation, cost of capital, leasing, reorganization, capital structure, and dividend policy. (F, S)

**FIN 446 (3) Commercial Banking.** Prerequisites: FIN 320. This course considers the theory of commercial banking's affect on the money supply and national income. Emphasis is placed on the concept of asset management, the relationship of asset management to liquidity and profitability, and commercial banking and the nation's credit structure. (F, S)

**FIN 447W (3) Investments.** Prerequisite: FIN 320. This course covers alternative investment analysis, securities markets, valuation of securities, capital market theory, and aggregate stock market analysis. (F, S)

**FIN 450 (3) Financial Institutions.** Prerequisite: FIN 320. This course is a study of financial institutions and markets. Students will be exposed to historical factors that led to the development of major financial institutions and the impact of legislation on financial institutions. The importance of intermediation will be stressed along with the theory of interest rates, and regulatory issues. (F, S)

**FIN 451 (3) Portfolio Theory.** Prerequisite: FIN 447. This course is a study of the theory underlying the management of portfolios consisting of securities and other assets, the measurement of risk and return, utility analysis, the construction of portfolios, and the evaluation of portfolio performance, international diversification, and the legal and ethical responsibilities of financial planners. (F, S)

**FIN 452 (3) International Finance.** Prerequisite: FIN 320. This course considers financial decision making involving the transfer of funds across national boundaries. A multi-dimensional approach is used in examining terms of trade, the international monetary system, foreign exchange markets, international financial markets and portfolio diversification, import and export financing, theory of comparative advantage, and global issues. (F)

#### General Business

**GB 201 (3) Introduction to the Legal Aspects of Business.** This course provides an overview of the legal foundations of American society, and its court system. Emphasis is placed on examining the application of laws to the business community, the legal structure and operation of business organizations, and the affect of government regulations on business activity. Business ethics is also covered. (F, S, Sum)

**GB 302 (3) Business Law.** Prerequisite: GB 201. This course is an in-depth review of the law of contracts,

i.e., formation, operation, discharge, and legal and equitable remedies. It examines Articles 2, 3, 4, and 9 of the Uniform Commercial Code (UCC): Sales Contracts, Negotiable Instruments, Bank/Customer Relations and Electronic Funds Transfers. It also covers a review of individual and business organizations bankruptcy relief. (F, S, Sum)

**GB 318 (3) Principles of Real Estate.** This course surveys the rights and duties involved with real property ownership. The class is divided into three components: fundamental concepts of property rights and the law; principles of real estate and business practices involved in real estate transactions and finance; and third, the professional duties and responsibilities of the real estate brokerage profession. (F, S)

**GB 350 (3) Real Estate Sales.** This course covers the theoretical and practical guidelines in selling real estate through advertising, personal contact and sales techniques. A combination of theory and practical application are used to enhance the student's ability to successfully compete in real estate sales without a long period of on-the-job training. (D)

**GB 418 (3) Introduction to Commercial/Industrial Real Estate.** Prerequisite: FIN 318. This course is designed to acquaint the student with all types of commercial and industrial real estate from raw, undeveloped land to multi-story office buildings. The effect of zoning and other regulations, utilities, location and function are analyzed along with design and aesthetic qualities. (D)

**GB 440 (3) Business Research.** Prerequisite: ECO 359. This course considers research design and methodologies applicable to business problems. The class also focuses on the analytical and mathematical foundation to methodologies covered. Use of statistical software is required. (D)

**GB 448 (3) The Influence of Government on Business.** Prerequisite: GB 301. This course focuses the relationship between the governmental sector and non-governmental sectors of the economy. Topics covered typically pertain to the legal environment, legislation, and/or regulations governing business organizations. (D)

**GB 453 (3) Real Estate Appraisal.** This course examines the nature of real property value and the functions and methods of estimating value with emphasis on residential market value, and covers the Uniform Standards of Professional Appraisal Practices. (D)

**GB 455 (3) Real Estate Property Management.** This course involves practical training for real estate salespersons, brokers and others in the management of income-producing real property in organizations, leases, contracts, merchandising, tenant selection, relations with owners and tenants, collections maintenance, accounting ethics, and legal and professional relationships. (D)

**GB 456 (3) Real Estate Brokerage Management.** This course covers the organizing, planning, and running of a real estate office (sales) and is designed for the person who wants to open his/her own office or become a real estate sales manager. Human relationships and organizational theory involved with motivational techniques are examined. (D)

**GB 457 (3) Real Estate Law.** This course is a study of the principles of laws governing real estate including acquisitions, encumbrances, transfer rights and obligations of parties and state and federal regulations thereof. (D)

**GB 458 (3) Real Estate Financing.** This course is a study of the institutions involved in real estate financing; and the procedures and techniques requisite to the analysis of risks involved in financing real estate transactions, and an examination of the terminology and instruments used in financing and taxing real property. (D)

**GB 460 (3) Co-op/Independent Study.** Prerequisite: Junior standing and the permission of the department chair. This course is designed for the student who desires work experience to relate to his conceptual background in business theories or for the student who wishes to research a topic that is not currently being offered in the curriculum. (D)

**GB 461 (3) Co-op/Independent Study.** Prerequisite: GB 460, senior standing, and the permission of the department chair. This course is a follow-up to GB 460 for the student who desires additional work experience or for the student who wishes to research a second topic that is not currently being offered in the curriculum. (D)

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## FOREIGN LANGUAGES

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**Department of English and Modern Foreign Languages  
OFFICE: Dollye M. E. Robinson Building**

**FLG 455 (3-6) Travel/Study Course in Languages and Culture.** Supervised travel to a foreign country prepared for with the completion of an independent

study reading list. The student will enroll in this course the semester before the two-week period scheduled for the trip, and at that time the student will be given a reading list from which he/she will prepare for an examination. A total of six credits will be received for passing the examination and taking the trip; three credits for passing the examination.

**FLG 460 (1-6) Special Studies in Modern Foreign Languages.** A course designed to adapt to almost any problem posed by a student whose needs cannot be filled by the existing arrangement of course titles and credit hours. Subjects can include study of language, literature, or culture with emphasis on either oral, reading, or written aspects. Senior standing preferred.

**FR 252 (1) French for Scientists/Technologies.** (Mini-course). Condensed study of linguistic structures. Exercises and reading of selections in: mechanical, electrical, and civil engineering; chemistry, biology; physics; health-related sciences. Designed principally for the community.

**FR 254 (1) French for Business Careers.** (Mini-course). Vocabulary, phraseology and sentence structure of business organization; transactions; money and legal matters; business letters; inquiry and information; application and references. Exercises and readings. Designed principally for the community.

**SP 250W (1) Spanish for Travelers.** (Mini-course). A course tailored to the needs of those Mississippians who plan to travel to Spain and/or Latin America. Emphasis will be given to expressions and vocabulary necessary for passing through customs, registering in a hotel, ordering meals, and asking directions. Designed for the community.

**SP 254W (1) Spanish for Businessmen.** To acquaint businessmen with the vocabulary, office procedures, and customs of the Spanish-speaking business world. Proper pronunciation will be stressed to facilitate communication. Designed for the community.

**SP 256W (1) Spanish for Industry.** This course is designed to acquaint the trained technologist with the possible uses of the many technical manuals available in Spanish. Stress will be placed on developing facility in the use of these manuals to promote communication with industrialists and technologists of the Spanish-speaking world. Designed for the community.

**SP 258W (1) Spanish for Health-related Professions.** To acquaint the professional in the areas related to health with various manuals available to communicate with the Spanish-speaking patient. Proper pronunciation of the materials in these manuals will be stressed so that communication with the patient will not be impeded. Designed for the community.

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## CHINESE

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**Department of English and Modern Foreign Languages  
OFFICE: Dollye M. E. Robinson Building**

**CH 101, 102 (3) (3) Elementary Mandarin Chinese.** An introduction to the essentials of the language. Training in the four skills of listening, speaking, reading, and writing in the Mandarin Chinese language. May not be taken by native speakers.

**CH 201(3) Intermediate Chinese.** Prerequisites: CH 101 and 102. This course adopts multi-learning approaches to lead students to further their study of Chinese in the basic language skills of listening, speaking, reading, and composition. It goes beyond the basic grammar rules and exposes students to more authentic cultural contexts by assisting them in achieving successful communication (i.e., Skype with native Chinese language partners). May not be taken by native speakers.

**CH 202 (3) Intermediate Chinese.** Prerequisites: CH 101, 102, 201, or equivalent. Continuation of CH 201. May not be taken by native speakers.

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## FRENCH

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**Department of English and Modern Foreign Languages  
OFFICE: Dollye M. E. Robinson Building**

**FR 101, 102 (3) (3) Elementary French.** An introduction to French. Essentials of the language. Training in the four skills of listening, speaking, reading, and writing in the French language. May not be taken by native speakers.

**FR 201 (3) Intermediate French.** Prerequisites: FR 101, 102 or equivalent. Review of essentials. Reading of appropriate texts and analysis and discussion emphasizing content and grammar. Conducted mainly in French. May not be taken by native speakers. May be used to satisfy 3rd or 4th semester departmental requirement.

**FR 202 (3) Intermediate French.** Prerequisites: FR 101, 102, 201 or equivalent. Continuation of FR 201.

May not be taken by native speakers. May be used to satisfy the 4th semester departmental requirement.

**FR 213 (3) French Phonetic and Reading.** Prerequisites: Intermediate option, FR 201 or equivalent. Scientific study of the sounds and pronunciation of the French language using the International Phonetics Alphabet (IPA) as a foundation.

**FR 230, 231 (3) (3) French Civilization Studies.** Emphasis on French history, philosophy, sociology, politics, cultural and social institutions, and, to a limited degree, literature. Taught in English and open to the general study body.

**FR 311 (3) Survey of French Literature.** Prerequisites: FR 201 and 202. A general outline course in the history of French literature from the Middle Ages to the end of the 18th Century.

**FR 312 (3) Survey of French Literature.** Prerequisites: FR 201 and 202. A general outline course in the history of French literature from the beginning of the 19th Century to the present.

**FR 321 (3) Composition and Conversation.** Prerequisites: Any 6 hours of Intermediate options or equivalent. Exercises in speaking, comprehension, and composition. May not be taken by native speakers.

**FR 322 (3) Composition and Conversation.** Prerequisite: FR 321. A continuation of FR 321. May not be taken by native speakers.

**FR 401 (3) Methods of Teaching Modern Foreign Languages.** A course designed to treat the principles, problems and materials involved in the teaching of French and other foreign languages on the secondary level. Required of foreign language majors with senior standing who follow teaching program.

**FR 421, 422 (3) (3) Advanced Topics for Conversation.** Prerequisite: FR 321, 322 or equivalent. Intensive practice in oral French using topics of culture, civilization, politics, and economics of the French-speaking world. May not be taken by native speakers.

**FR 425, 426 (3) (3) French Structural Review I and II.** Prerequisites: Any 6 hours of intermediate options. Development of written skills through grammatical and stylistic drills; guided and original compositions. Individual corrections.

**FR 430, 431 (3) (3) Advanced French Civilizational Studies.** Prerequisites: FR 230 and 231. Advanced studies of the political, cultural, social, literary, and philosophical background of French Civilization. Taught in French with emphasis on in-depth study and research. Course countries may be adapted to student needs and interests.

**FR 441 (3) Medieval and Renaissance French Literature.** Prerequisites: FR 230 and 231. Study of the origins of French literature, from courtly romances through lyric poetry, culminating with an examination of the humanistic literature of the French Renaissance. Discussions, reports, tests, papers.

**FR 443 (3) Seventeenth-Century French Literature.** Prerequisites: FR 230 and 231. An examination of artistic and social writings, of baroque and classical literary figures such as Corneille, Moliere, Racine, La Fontaine, Descartes, Pascal, Mme de LaFayette, La Bruyere, and La Rochefoucauld. Discussions, reports, tests, papers.

**FR 444 (3) The Classic Theater.** Prerequisites: FR 230 and 231. A study of representative plays of Corneille, Racine, and Moliere. Discussions, reports, tests, papers.

**FR 445 (3) Eighteenth-Century French Literature.** Prerequisites: FR 230 and 231. Representative works of Montesquieu, Voltaire, Diderot, and Rousseau. Discussions, reports, tests, papers.

**FR 447 (3) Nineteenth-Century French Literature.** Prerequisites: FR 230 and 231. Selected works of prose, poetry, and drama from the writers of the first half of the 19th Century. Discussions, reports, tests, papers.

**FR 448 (3) Nineteenth-Century French Literature.** Prerequisites: FR 230 and 231. Selected works of poetry and drama from the writers of the second half of the 19th Century. Discussions, reports, tests, papers.

**FR 449 (3) Twentieth-Century French Literature.** Prerequisites: FR 230 and 231. A study of the writers and dominant literary currents from 1900 to the 1950s. Discussions, reports, tests, papers.

**FR 450 (3) Twentieth-Century French Literature.** Prerequisites: FR 230 and 231. A continuation of FR 449, covering literary works during and after the 1950s. Discussions, reports, tests, papers.



**FR 451 (3) The Negritude Literary Movement.**

Prerequisites: Any 6 hours of Intermediate options. An introductory seminar on Black Authors of French Expression from French-speaking Africa, Haiti, the Antillean Islands and the Malagasy Republic. Discussions, reports, tests, papers.

**FR 452 (3) The Novel in Afro-French Literature.**

Prerequisites: Any 6 hours of Intermediate options. An examination of novels written in French by Black authors from Africa, Haiti, the Antillean Islands, and the Malagasy Republic. Discussions, reports, test, papers.

**FR 454 (3) Poetry in Afro-French Literature.**

Prerequisites: Any 6 hours of Intermediate options. An examination of the poetry written in French by Black authors from Africa, Haiti, the Antillean Islands, and the Malagasy Republic. Discussions, reports, test, papers.

**FR 464, 465 (3) (3) Honors Course in French.**

Prerequisites: Departmental approval and a 3.00 average in French. Topics vary yearly, depending on needs and desires of students.

**FR 480 (3) Independent Study.** Prerequisite: Departmental approval. Special reading assignments, investigative paper, or research project in a specific area of French literature, philosophy or culture directed by a specialist in that area.

**FR 499 (3) Senior Seminar.** Prerequisites: Departmental approval and senior status. The primary purpose of this course is to interrelate all areas covered in French during the first three years of study of the language, literature and culture.

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**GEOGRAPHY**

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**Department of History and Philosophy**  
**OFFICE: Dollye M. E. Robinson Building, Room #358**

**GEOG 103 (3) Introduction to Physical Geography.** Knowledge of basic concepts and techniques in studying the physical features of the earth.

**GEOG 105 (3) Introduction to Cultural Geography.** Knowledge of the basic concepts characterizing each culture with emphasis on past population and global problems; patterns and spatial aspects of fertility and mortality; migration; social customs on the landscape; and urban patterns. Students are required to do two cultural field based projects.

**GEOG 209 (3) World Regional Geography.** Study of the different geographical regions of the world consisting of early settlement; people and economic development; physical environment; resources; and future. This class is a lecture-lab. Students are required to do lab activities in class, the library, and community field based as well.

**GEOG 210 (3) Economic Geography.** Analysis of the interrelationship of economics and geography, with emphasis on international economic activity.

**GEOG 211 (3) Population Geography.** Analysis of population trends and the geographical conditions necessary to support certain types of populations.

**GEOG 212 (3) Transportation Geography.** Analysis of the role of geography in the volume and types of transportation characteristics of certain areas.

**GEOG 224 (3) Aerial Photo Interpretation.** An introduction to the techniques of interpreting data from aerial photographs and other remotely sensed media of geographic information.

**GEOG 251 (3) Climatology.** An introductory study of the characteristics and causes of climatic conditions and changes.

**GEOG 315 (3) Conservation of Natural Resources.** Exploration of ways to conserve natural resources as well as the need for such.

**GEOG 321 (3) Field Methods in Geography.** Acquaintance with techniques utilized by geographers in field study.

**GEOG 322 (3) Social Geography.** The study of the geographic factors and characteristics that affect the spatial distribution of various social groups with emphasis on North America.

**GEOG 323 (3) Introduction to Geographic Research.** Introduction to the essential methods and processes involved in geographic research.

**GEOG 324 (3) Introduction to Cartography.** Introduction to the essential methods and processes involved in geographic research.

**GEOG 325 (3) Political Geography.** Analysis of the interrelationship of politics and geography, with emphasis on political nation-states, as affected by geography.

**GEOG 326 (3) Urban Geography.** Examination of the

role that geography plays in helping one understand the nature and development of urban areas.

**GEOG 391 (3) Geography of Anglo America.** Study of the characteristics of Anglo-America and its geographic development.

**GEOG 396 (3) Geography of the South.** Study of the physical and political characteristics of the South.

**GEOG 421 (3) Remote Sensing Applications.** Deals with techniques for measuring the earth's physical, biological, and cultural resources from a few feet to thousands of miles.

**GEOG 425 (3) Geography of Africa.** Study of the human, biotic, and physical elements of Africa.

**GEOG 433 (3) Geography of Latin America.** Examination of the geographical characteristics of Latin America.

**GEOG 449 (3) Geography of Asia.** Exploration of the continent of Asia as a geographical region.

**GEOG 452 (3) History and Development of Geographical Thought.** Traces the development of geographical thought and the discipline from Ancient Egypt to the present.

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## GENERAL STUDIES

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**Division of Undergraduate Studies**  
**OFFICE: Charles F. Moore Building, 1st Floor**

**GNST 100 Learning Skills Lab.** This course is designed for students enrolled in the Summer Developmental Program. Emphasis is placed on English, math and reading skills along with study skills and other academic and social activities at the university.

**GNST 101 Academic Support I.** This course is designed to assist conditionally admitted, as well as other volunteer students with their freshman courses. The goal of this course is to provide individualized support for "marginally" prepared students in regular academic credit courses.

**GNST 102 Academic Support II.** This course is the second part of the year-long academic program which is designed to continue to offer individualized support for "marginally" prepared students in regular academic credit courses. Emphasis is placed on study

skills, learning to learn strategies and lifelong skills.

**GNST 103 (1) First-Year Writing Seminar.** This seminar focuses on the academic strategies, resource knowledge, and social networking necessary for freshmen to make a successful transition to college life., this course is taken in conjunction with Intermediate English 002. In this course, students practice processes appropriate for college writing and reading, identifying rhetorical contexts (audiences and purposes) common in academic discourse and writing about personal experiences as well as academic readings. By writing and revising several essays, students refine their pre-writing, drafting and revising strategies to produce focused and detailed papers.

**GNST 104 (1) First-Year Reading Seminar.** This seminar focuses on topics and strategies in reading comprehension designed for first-time freshmen on the university level. The seminar in reading plays a central role in the development of the learning communities and meets the requirements of the Freshman First-Year Program. The seminar is designed to assist students in enhancing various intellectual skills necessary for a successful first-year program at Jackson State University.

**GNST 105 (1) First-Year Mathematics Seminar.** This seminar is designed to show the undergraduate community at Jackson State University some fascinating and exciting sides of mathematics. The seminar is taught by faculty members and support staff who have an interest in freshman education. The seminar does not follow a structured classroom format, but it will provide an opportunity for students to become involved in experiences that broaden the subject of mathematics.

**GNST 200 (2) Learning to Learn.** This course is designed to give students a chance to put failure in perspective and take charge of their future. It will assist students in determining what obstacles are interfering with their learning, in overcoming their problems and in gaining self-confidence and self-determination. (For students on probation.)

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## GERMAN

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**Department of English and Modern Foreign Languages**  
**OFFICE: Dollye M. E. Robinson Building**

**GR 101, 102 (3) (3) Elementary German. An introduction to German.** Essentials of the language. Training in the four skills of listening, speaking, reading,

and writing in the German language. May not be taken by native speakers.

**GR 201 (3) Intermediate German.** Prerequisites: GR 101, 102 or equivalent. Review of essentials. Reading of appropriate texts and analysis and discussion emphasizing content and grammar. Conducted mainly in German. May not be taken by native speakers. May be used to satisfy 3rd or 4th semester departmental requirement.

**GR 202 (3) Intermediate German.** Prerequisites: GR 101, 102, 201, or equivalent. Continuation of GR 201. May not be taken by native speakers. May be used to satisfy 4th semester departmental requirement.

**GR 203 (3) Scientific German.** Prerequisites: GR 101, 102, or equivalent. Open only to students concentrating or preparing to concentrate in one of the natural sciences. Selected readings in scientific German designed to develop a technical vocabulary facility for reading materials in various sciences. May satisfy 3 hours of a Natural Science departmental requirement.

**GR 204 (3) Intermediate German Conversation.** Prerequisites: GR 101, 102 or equivalent. Emphasis on the spoken aspects of German. May not be taken by native speakers. May be used to satisfy 3rd or 4th semester departmental requirements.

**GR 205 (3) Intermediate German: Culture and Civilization.** Prerequisites: GR 101, 102 or equivalent. Emphasis on cultural highlights of Germany. Readings, discussions, slides, media presentations. May not be taken by native speakers. May be used to satisfy 3rd or 4th semester departmental requirements.

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## GUIDANCE AND COUNSELING

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**Department of School, Community and Rehabilitation Counseling**  
**OFFICE: Joseph H. Jackson Building**

**GUID 100 (2) Concepts for Success in College.** A course designed to assist freshmen in their adjustment to college life and in exploring career options.

**COUN 315 (3) Human Growth and Development.** This course is designed to provide pre-service education majors with a broad overview of processes, patterns, and influences on human development and learning from birth through adolescence. Special emphasis will be placed on (1) cognitive, social-emotional and physical

development during the early childhood, middle childhood and adolescent years; and (2) cultural and ecological influences on the developing child such as the family, the school, and the peer group. Particular emphasis will be placed on the role of learning throughout the developmental process. (F, S, Sum)

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## HEALTHCARE ADMINISTRATION

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**Department of Health Policy and Management**  
**OFFICE: Jackson Medical Mall**

**HCA 300 (3) Healthcare Administration Practicum.** The first in a series of two that allows students to apply learned theories and concepts in a work situation. Sites to be considered for placement will include, but not limited to hospitals, long-term care facilities, ambulatory centers, managed care organizations, mental health centers, community health centers, medical group practice, health insurance companies, rehabilitation centers, and government health agencies.

**HCA 301 (3) Introduction to Healthcare Organizations.** An overview of the healthcare delivery systems in the United States. It is designed to familiarize beginning healthcare administration students with social, political, economic, demographic, cultural, financial, and technological forces that shape the organization, structure, and operation of the United States healthcare system.

**HCA 303 (3) Medical and Administrative Terminology.** This course is designed to study the basic and administrative medical language skills and essential concepts of management science applied in healthcare organizations.

**HCA 310 (3) Health Economics and Payer Systems.** This course is designed to acquaint students with the application of micro-economics to the health sector. Topics covered will include concepts and measures of health, markets for medical and hospital care, health insurance, financing of healthcare, demands for healthcare, physician supply, cost efficiency, cost effectiveness, and cost benefit analysis.

**HCA 311 (3) Public Health and Epidemiology.** This course is concerned with the modern organization, philosophy and objectives of public health policies and practices. This course examines methods, information, and determinants of health status involved in applications of epidemiology to control the health problems of community populations.

**HCA 320 (3) Healthcare services Management.** This course introduces students to modern management concepts, tools, and techniques in healthcare administration, and to practical applications of management theory in health services organizations. Topics covered will include: (a) the ethical, legal and technological aspects of healthcare administration; (b) motivational theories and leadership and managerial styles; (c) strategic planning and marketing; (d) problem-solving, decision-making, and conflict resolution strategies; (e) organizational communication; (f) human resources management; and (g) labor relations.

**HCA 334 (3) Organization and Personal Health Behavior.** This course studies human health behavior from the interrelated perspective of individuals who need and seek medical attention and the professionals who provide these services in healthcare settings. The patient focus concerns the social determinants of health status and personal management of risks affecting it, while professional considerations examine the behavioral roles and relationships that contribute to managing organizational performance, culture, conflict, design and change.

**HCA 340 (3) Healthcare Administration of Ambulatory Services.** This course examines the organizational characteristics and management requirements of the diverse range of ambulatory healthcare setting, including emergency departments, primary care centers, attached and free-standing outpatient service units, physician office practices, and other such non-inpatient diagnostics, surgical, and rehabilitation facilities. Of special interest is the exploration of both general and distinct administrative competencies and practices that are essential for professional managers of these ambulatory-based services.

**HCA 352 (3) Human Resource Management in Healthcare.** Human resources are the most valuable elements of any organization, especially in the healthcare industry. It is management's responsibility to implement and coordinate a total human resource system—composed of work force planning, recruitment and selection, placement, and retention—to ensure that the health service organization is properly staffed.

**HCA 365 (3) Hospital Acute Care Administration.** Major teaching hospitals (academic medical centers), short-term general community hospitals, community hospitals, long-term care hospitals, rehabilitation hospitals, military and Veteran Administration hospitals, psychiatric hospitals, and women and children's hospitals, are all licensed as institutions

offering acute medical care. Among these various types of facilities are vast differences in their characteristics and the different needs of people served. This course explores these various institutional distinctions of organizational design, service goals, and professional cultures.

**HCA 380 (3) Statistics for Health Services.** This course studies basic biomedical public health and administrative statistical measurement techniques to test hypotheses, confirm correlations and interpret health information for management, clinical, and organization decision purposes.

**HCA 381 (3) Long-term and Mental Healthcare Administration.** This course is designed to provide students with a basic overview of the long-term care continuum, including nursing homes, mental health systems, and non-institutional alternatives such as home health agencies, adult day care centers, and retirement homes. The long-term care needs of the elderly and the mentally ill concomitantly with the public policy responses to their needs will be examined.

**HCA 384 (3) Healthcare Policy and Politics.** This course is an overview of healthcare policy in the United States. It is designed along four major themes: (1) a historical and socio-political analysis of the relationship of government and health; (2) an exploration of health policy and the political structure; (3) an examination of the role of interest groups and public opinion in health policy; and (4) health policy and the political process.

**HCA 400 (3) Healthcare Administration Internship.** The second in a two-sequence series of administrative internships for healthcare administration students. The course is designed to allow students to apply learned theories and concepts in a work situation. Placement sites will include, but not be limited to, hospitals, long-term care facilities, ambulatory care centers, managed care organizations, mental health centers, community health centers, medical group practice, health insurance companies, rehabilitation centers, and public health agencies.

**HCA 402 (3) Healthcare Planning and Marketing.** This course is designed to provide students with an overview of the strategic planning processes used by healthcare organizations. Methods and practices of determining market demands and resource requirements for health services development are explained.

**HCA 410 (3) Integrated Seminar for Strategic Management.** Prerequisite: All other courses.

A senior culminating seminar provides a comprehensive “capstone” or integrative study for students concluding the HCA curriculum. It is intended to draw upon all dimensions of course work to review and apply the learning derived from previous studies towards solutions and reforms in contemporary health issues, policy questions, professional practices and administrative challenges. Case and literature studies, guest seminar leaders, internship reports and experiences, and individual student problem-solving applications provide the focus of weekly topics investigated.

**HCA 420 (3) Administrative Law and Ethics in Healthcare.** This course is an exploration of the legal issues and professional management ethics related to providers and consumers of health services. Emphasis is placed on application of legal doctrines in the healthcare settings and the administrative implications of health related legislation and programs. Study topics include negligence, liability, medical malpractice, labor law, informed consent, and related patient care protective rights.

**HCA 431 (3) Health Professional Career Development Seminar.** This is a professional development course designed to socialize and familiarize the student with the historical background and trends in the field of healthcare administration. The social, political, economic, and technological factors influencing the development and growth of the healthcare administration profession will be explored. Additionally, students will be introduced to the job search process and the process of applying for admission to professional schools. Students will learn how to: (a) write a cover letter and resume, (b) write a job search plan, (c) apply interviewing techniques, (d) dress professionally, and (e) develop networking skills.

**HCA 440 (3) Health Management Information Systems.** The analysis, design and installation of management of information systems in healthcare organizations are studied, including their application to data processing, inventory control, resource allocations, space utilization, work flow and job design and analysis, quality improvement, reengineering, and change management.

**HCA 450 (3) Financial Management of Health Services.** This course teaches students the fundamental concepts and principles of financial medical services in health businesses. Topics include financial management systems, breakeven analysis, cost-benefit ratios, rate-setting, working capital, cash

flow, and asset-budget planning for financial control.

**HCA 470 (3) Healthcare Research and Evaluation.** This is an introductory examination of the theories, methods and approaches in research and evaluation of healthcare problems. Students are taught how to design scientific investigations of problems affecting personal health status and the organizations providing health services. The classroom learning concludes with student applications of research designs and proposals to formulate selected health problems.

**HCA 480 (3) Applied Research/Management Project.** Prerequisite: All other courses. Students conclude their curricular studies by independently designed and implementing either research or administrative projects that address positive advances for health service problems through scientific management solutions. The research option uses small-scale studies of specific organizational or personal health problems. The management project similarly expects students to design and complete an operational problem or change in some healthcare setting by applying administrative practices. Each project option requires a proposal and final report approved by the faculty advisors that students select for supervision.

**HCA 482 (3) Managed Care and Integrated Systems.** This course offers students a descriptive survey and assessment of the trends, concepts, policies and practices in the managed care industry (MCO). Emphasis is on how administrative personnel fulfill the MCO mission and dynamic development. Students review the different models of these networks and organizations together with the impact of regulation, subscriber rights, risk management, physician relationships, and other challenges to manager care. National healthcare reform via private markets and MCO's versus public system interventions is also considered within the vexing dilemma of benchmark social change in American health policy.

**HCA 498 (3) Contemporary Issues in Health Care Administration.** This course is designed to teach the participants ways to abstract research journals on

issues prevalent to the course. It focuses on areas of Healthcare Agencies that contribute to the Academic growth of the students. A variety of readings are required and oral presentation given to improve their communication skills. Visitations to these agencies are highly recommended.

**HCA 499 (3) Independent Study.** This course is intended to provide to students, especially

graduating seniors, the opportunity to acquire an in-depth and specialized knowledge of one or more of the myriad issues in the healthcare system. It calls for an individualized and independent investigation and study of a healthcare or public health issue or problem. Under the guidance of an instructor of similar interest in the issue problem, the student develops and implements a conceptual framework that undergirds the study. Pedagogy is expressed through the use and application of management science theories.

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## HEALTH

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### Department of Health, Physical Education and Recreation

OFFICE: T. B. Ellis Physical Education Complex

**HE 101 (3) Concepts of Health.** This course is designed to give students a basic knowledge in the areas of drugs, alcohol, sexually transmitted diseases, ecology, chronic diseases, nutrition and physical fitness enabling them to make wise decisions concerning their life and health. (F, S, Sum)

**HE 102 (3) Concepts of Health for Teachers.** This course is designed to give prospective health teachers a comprehensive body of knowledge in the areas of mental and emotional health, alcohol and drugs, nutrition, physical fitness, infectious diseases, chronic diseases, STD's and AIDS. (F, S, Sum)

**HE 113 (3) First Aid.** Designed to acquaint students with the skills needed to provide immediate aid to persons who suffer sudden injury or illness. This course also services as a preparatory course for certification as an instructor. (F, S, Sum)

**HE 122 (3) Foundations of Health.** This course is designed to provide an understanding of the historical background, principles, philosophy and contemporary problems in the field of health. (S)

**HE 206 (3) Organization and Administration of School and Community Health.** This course is designed to provide information on the organizational structures of the various community health and related agencies and the public school system. Emphasis is placed on the functions of each entity and how they coordinate activities with other agencies and the public schools. (F, S)

**HE 208 (3) Epidemiology of Diseases.** This course is a survey of selected communicable and non-

communicable diseases of man. An in-depth study of pathogenic and non-pathogenic disease theories will be examined as well as sign symptoms of these selected conditions. (F, S)

**HE 311 (3) First Aid, Prevention, and Care of Injuries.**

This course provides for an integrated interpretation of the principles of anatomy, physiology and kinesiology as related to the prevention and care of injuries. (F, S)

**HE 333 (3) Methods and Materials in Teaching Health.**

This course provides for instruction in the significant aspects related to integration and coordination of health methods, materials and techniques of teaching health. (F, S)

**HE 399, 399H (Honors) (3) Human Sexuality.**

This course provides the student with a basic orientation to the varied dimensions of sexuality. This orientation includes information on historical perspectives on sexual customs and behavior, methods in sex research, anatomy and physiology of the reproductive systems, reproduction, birth control, STDs, and emphasis on sexual responsibility. (F, S)

**HE 401 (3) Consumer Health and Safety (A-**

**Elementary Schools, B-Secondary Schools).** This course is designed to integrate the research of effective teaching and learning with theory and practice. Students will engage in micro-teaching and will be expected to demonstrate mastery of fourteen competencies measured by the Mississippi Teacher Assessment Instrument. Students will also be introduced to classroom management strategies for effective classroom discipline and teaching routines. The clinical practice will be a field based activity.

**HE 402 (12) Clinical Internship in Student Training**

**(A-Elementary Schools, B-Secondary Schools).** This course is a continuation of the practical learning experiences engaged in during the 401 course, but in off-campus school and community situations for two twelve weeks where opportunity is given to the student teacher to test theories of teaching and learning, to initiate ideas with children. With guidance and supervision, the student teacher is also given the opportunity to develop the ability, initiative and responsibility for planning, guiding and evaluating the total program of the children with whom he/she is working.

**HE 404 (2) Family Living Education.** This course is designed to provide basic information in the physio-socio-cultural aspects of sex education and family

living. Critical issues in sex will be vied including sex as it affects the Black American. (F)

**HE 495 (3) Problems and Issues in Health.** This course is an investigation of special health problems with emphasis on possible prevention of such problems. Directed individual study of selected problems in drug abuse, alcoholism, venereal disease, cancer and heart disease will be conducted. (F)

**HE 498 (3) Introduction to Alcohol and Drug Education.** This course provides an overview of the world of drugs—drug abuse, drug dependence, drug-using behavior, and examining the use, effects, and potential for abuse of the major psychoactive drugs. (F, Sum)

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## HISTORY

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**Department of History and Philosophy**  
**OFFICE: Dollye M. E. Robinson Building**

**HIST 101 (3) History of Civilization I.** A global survey and study of the histories of major geographical regions and populations between humans' prehistory beginnings and their civilizational, societal, and cultural developments by the 15th century. Additionally, the course provides and promotes student learning outcomes that include content literacy about the human historical experience and the honing of specific skill sets—i.e., reading comprehension, critical, and analytical thinking as well as effective written and oral communication.

**HIST 102 (3) History of Civilization II.** A global survey and study of the histories of population groups, their regional geographics and their civilizational and cultural developments from the 15th and the 21st century. The course emphasizes both content literacy and enrichment as well as the honing of skill sets, especially students' reading comprehension, analytical and critical thinking, problem solving and effective oral and written communication.

**HIST 111 (3) History of Civilization I.** The course is specifically designed for freshmen history majors to begin their subject literacy in prehistory, early civilizational, ancient, and medieval history. Provided to majors as well is the opportunity to realize proficiency in the required academic skills of the discipline, especially the requisite competencies in research, critical and analytical thinking and effective written and verbal communication.

**HIST 112 (3) History of Civilization II.** A study of global regions, populations and cultures commencing with the 15th century technological advances in European maritime travel and reconnaissance, the resulting foreign exploration, colonization, revolutions, and rise in nation states, the emergent economic and military alliances, the world wars, the Cold War, the decolonization of Africa and Asia, and the emergence of the post-colonial world in the latter 20th and beginning of the 21st century. The designed course of study is for freshmen history majors affording them continued historical literacy and the further honing of the skill sets of research, proficient written, and verbal expression as well as critical, creative, and analytical thinking.

**HIST 201 (3) United States History I.** A survey of American society from the Colonial period to Reconstruction that emphasizes its political, cultural, social, and economic developments.

**HIST 202 (3) United States History II.** A survey of American society since Reconstruction that emphasizes its political, cultural, social, and economic developments.

**HIST 205 (3) Topics in History.** A study of historical problems and issues in American, African, Latin American, Asian, and European History using comparative analysis to promote intense topical reading, research, and critical writing exercises.

**HIST 211 (3) Survey of Europe I.** A study of the origins of European institutions and the rise of the nation state from the Middle Ages to 1715.

**HIST 212 (3) Survey of Europe II.** A study of European national cultures, conflicts, imperialism, and industrialization.

**HIST 300 (3) Oral History Methodology.** An introduction to the application of oral history techniques and methodology.

**HIST 301 (3) Advanced Projects in Oral History.** Prerequisite: HIST 300. Designed to engage students in field projects on and off campus while using the techniques, methodology, and machinery of oral history.

**HIST 302 (3) Local History.** Survey of techniques and methodology of researching and writing local history.

**HIST 308 (3) American Military History.** Survey of the American war experience from the colonial period to the Vietnam War.

**HIST 310X (3) The Twentieth Century World (Honors).** An honor's seminar examining the history of the world from 1900 to the present concentrating on imperialism and resistance to it.

**HIST 311 (3) Ancient History.** A study of the society of Greece, Rome, and the Middle East to 476 A.D.

**HIST 317 (3) History of England I.** A survey from the Celts to the Glorious Revolution concentrating on the evolution of English government from kingship to constitutional monarchy.

**HIST 318 (3) History of England II.** A survey from 1688 to the present, tracing development from an aristocratic to a democratic form of government.

**HIST 320 (3) colonial United States to 1763.** A detailed study of the colonial structure emphasizing the nature of government, politics, economics, and culture.

**HIST 321 (3) American Revolution and the Federalist Period.** A detailed study of the forces which produced the struggle for independence and the subsequent political, economic, social, cultural, and military structures in the United States.

**HIST 322 (3) The Age of Jefferson and Jackson.** A detailed study of society with emphasis on the awakening of American national life and the problems that accompanied it. Investigates the search for social order and justice focusing on the slavery controversy, reform movements, social experiments, etc.

**HIST 323 (3) Civil War and Reconstruction.** Provides for the study of America between 1861 and 1877 with emphasis on the cause(s) of the Civil War, the emancipation of slaves, their transition from slavery to freedom, and the interpretations of Reconstruction.

**HIST 325 (3) History of Mississippi.** A survey of the political, economic, social, and cultural development of Mississippi with special emphasis on late nineteenth and twentieth centuries.

**HIST 327 (3) History of Latin America I.** A study of the pre-Columbian natives, the Spanish and Portuguese colonial administration, its effect on the

native population, and the independence movement.

**HIST 328 (3) History of Latin America II.** A study of the independent Latin American countries with emphasis on culture, politics, and economic problems, particularly in contemporary society.

**HIST 329 (3) History of the Caribbean.** A study of the economic, political, social, and cultural life, of the people of the Caribbean area and their relationship with the United States.

**HIST 330 (3) Indians in North America.** An examination of the various Indian cultures of the United States, and the study of Indian-White relations.

**HIST 331 (3) Renaissance and Reformation.** The antecedents and development of the Renaissance in Italy, its spread into the rest of Europe, and the resultant revolution in religious and political thought.

**HIST 334 (3) Eighteenth Century Europe, 1715-1815.** A study of the social, political, economic, and ideological movements and their conflict during the French Revolution.

**HIST 335 (3) Nineteenth Century Europe.** A study of reaction, middle class revolution, industrialization and social adjustment to economic change and urbanization.

**HIST 344 (3) Historiography.** Designed to study the problems encountered in studying, interpreting and writing history. Majors will also be introduced to schools and theories of historical interpretation in American, Asian, European, and African historiography.

**HIST 345 (3) Seminar in Public Institutions: A Reflection of American Society.** Research and study at designated public or private institutions. Students must provide travel funds.

**HIST 346 (3) South Asia.** A general study of the history of South Asian countries to the present.

**HIST 352 (3) China I.** In-depth study of the history of some important Chinese dynasties to 1644.

**HIST 353 (3) China II.** In-depth study of China since the seventeenth century.

**HIST 354 (3) Southeast Asia.** A general description of the history of Southeast Asia to the present, then of the individual countries playing a role in world politics, including analysis of the Vietnam War.



**HIST 360 (3) Blacks in American History I.** An analysis and interpretation of the involvement of Black people in the economic, social, political, and cultural developments of the United States to 1877.

**HIST 361 (3) Blacks in American History II.** A continuation of HIST 360 from 1877 to the present.

**HIST 370 (3) Historical Archaeology.** Introduction to archaeology with an emphasis on historical and material culture.

**HIST 372 (3) Survey of Arts and Architecture.** Survey of American art and architecture with an emphasis on the evolution of the American house.

**HIST 380 (3) History of the Frontier.** Designed to study the westward movement of the United States. Emphasis will be placed on the relationship of the movement to political, economic, and land policies and on relations with the Native American population.

**HIST 381 (3) History of the Old South.** A survey of southern society from the Colonial period through the Civil War. The unique southern character and institutions are explored.

**HIST 382 (3) History of the New South.** A survey of the development of economic, cultural, political and social institutions in the South since Reconstruction. An analysis is made of the forces that have shaped the lives of southerners in the post-Reconstruction era.

**HIST 383 (3) Women in America.** Designed to examine the role of women in the development of America. Emphasis will be on reform, resistance to their movements, their role in politics and their impact on society.

**HIST 385 (3) Black Women in Southern Culture.** A seminar which examines the roles of Black women in the development of Southern and American Culture. Emphasis will be on problems encountered, reforms, roles in politics, the work force, religion and their general impact on society.

**HIST 402 (3) History of the Middle East.** The rise of Islam and its expansion to 1900.

**HIST 403 (3) Contemporary Middle East. 1900 to Present.** Dissolution of the Ottoman Empire, rise of Zionism and Arab Nationalism, the conflict of Palestine, the establishment of the state of Israel in 1948, the Egyptian Revolution.

**HIST 405 (3) African History I.** A critical study based on selected readings of North and West Africa from the earliest beginning to current times with primary emphasis on the impact of Islam and the Atlantic slave trade.

**HIST 406 (3) African History II.** A critical study based on selected reading of Southern Africa covering the land between the Congo and Zambezi Rivers to the southern tip of the continent. The course will emphasize the Bantu migration, the ethnic and cultural diversity of the region, the impact of European colonialism, and the current state of affairs in the region, especially the influences of the Republic of South Africa.

**HIST 407 (3) African History III.** A critical study based on selected readings of East Africa from Somalia to the Zambezi and all lands featuring the Great Rift Valley. The course will emphasize the birthplace of early man in this region, the ethnic and cultural diversity of the area, the Arab and European influence in East Africa, and post-independence developments in the region.

**HIST 410 (3) Constitutional History of the United States I.** A historical study of the origin and development of political parties as agencies of popular government, the growth of the judicial system, nationalism and states rights, leading constitutional problems to the Compromise of 1877.

**HIST 411 (3) Constitutional History of the United States II.** An analysis of major developments in American constitutional history from the Civil War to the present. Special attention is devoted to the expansion of national government powers.

**HIST 412 (3) European Imperialism.** An analysis and interpretation of the circumstances that enabled Europeans and their descendants to explore, settle, conquer, control, and dominate two-thirds of the world's peoples.

**HIST 414 (3) History of Russia I.** A survey of Russian history from her most ancient kingdoms through the imperial period of the early twentieth century.

**HIST 415 (3) History of Russia II.** A critical study of modern day Russia beginning with the Bolshevik Revolution and the formation of the Union of Soviet Socialist Republics. Emphasis is placed on the socialist model of revolution as a competitor of the democratic model in world politics.

**HIST 417 (3) Emergence of Modern America, 1875-1917.** An analysis of American society emphasizing

political, economic, and social changes between the end of Reconstruction and our entry into World War I.

**HIST 418 (3) War, Depression, and Recovery, 1917-1941.** An analysis of American history during World War I, the turbulent 1920's, the Great Depression, and the New Deal Years.

**HIST 419 (3) Contemporary United States, 1941 to the Present.** A study of the social, political, and economic history of the United States.

**HIST 420 (3) English Legal and Constitutional History.** A study of the origin and development of the common law and parliamentary government.

**HIST 424 (3) French Revolution and Napoleon.** A study of the causes, nature and course of the French Revolution and its impact on Europe.

**HIST 430 (3) Diplomatic History of the United States.** Survey of American foreign policy since the Colonial Period including a review of current issues.

**HIST 440 (3) The History of World War II.** The course will survey the events of the war from its origins in the policy of appeasement through the dropping of the atomic bomb. The resulting shifts in global power caused by the war will be addressed as well.

**HIST 441 (3) Twentieth Century Europe, 1900-1939.** A study of the world wars, the impact of the first world war, and the revolutionary movements which produced nazism, fascism and appeasement.

**HIST 442 (3) Twentieth Century Europe, 1939 to Present.** A study of the second world war, European recovery, the victory of socialist governments, and the development of the common market.

**HIST 447 (3) Research Seminar.** Prerequisite: HIST 344. For senior History majors with emphasis on completion of a major historical research paper.

**HIST 448 (1 - 6) Independent Study and/or Directed Readings.** Prerequisite: Consent of instructor. Intensive study in research materials or reading directed toward a specified topic or project.

**HIST 449 (3) Black Americans in the South.** A study of the development of the Black Southerners culturally and institutionally between the Civil War and 1915.

**HIST 450 (3) Black Political and Social History.** A seminar which critically analyzes black social

and political leaders, their philosophies, roles, and strategies employed to resolve societal problems facing African Americans.

**HIST 452 (3) Introduction to Public Historical Studies.** Introduction to the areas, issues, techniques, literature and current craft of public and applied history.

**HIST 460 (3) History of Science and Society I.** Study of scientific theories, experimentations, and personalities from an historical perspective with an emphasis on the influence of science on society and culture.

**HIST 460 (3) History of Science and Society II.** Study of scientific theories, experimentations, and personalities from an historical perspective with an emphasis on the influence of science on society and culture.

**HIST 470 (3) Restoration Technology.** Introduction to the techniques and methodology of historic restoration of material culture.

**HIST 473 (3) Introduction to Museums.** Survey of the history of American museums and principles of museum management.

**HIST 476 (3) Archives and Records Management.** Survey of the principles of archive and resource management with an emphasis on material culture.

**HIST 479 (3) Computer Science for History Programming.** Introduction to the use of computer programming and quantitative techniques in historical research.

**HIST 482 (3) Introduction to the History of City and Regional Planning.** History of selected features of the physical environment of urban America with an emphasis on the processes of design and change in cities and urban regions.

**HIST 498 (3) Historic Preservation Methodology.** Introduction to the principles of historic preservation with an emphasis on the preservation movement in the United States and some attention to preservation methodology.

**HIST 499 (3) History Internship.** History majors relate their academic education to on-the-job training situations in public and private programs, organizations, and agencies.

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## TECHNOLOGY

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### Department of Technology

OFFICE: J. Y. Woodard Building

#### **IT 100 (1) Introduction to Industrial Technology.**

A survey of the technology field as it relates to the academic background and opportunities for industrial technology graduates. (F, S)

#### **IT 300 (3) Internship/Industrial Experience.**

Prerequisite: Junior standing or approval of academic advisor. This course provides a supervised practical work experience with an approved industrial enterprise, coordinated by employer, faculty, and student. (F, S, Sum)

**IT 490 (3) Capstone Course.** Prerequisite: Senior standing. This course is designed to give student experience in real work applications through project in business and industry that will encompass all the different subject areas covered in an area related to the student's concentration. (F, S)

**ITC 205 (3) Materials, Construction Procedures, and Practices.** A study of the materials, building codes, techniques and procedures employed in building construction. (F, S, D)

**ITC 317 (3) Estimating and Scheduling.** Prerequisite: ITC 205. The methods of preparing labor and material quantity estimates. (F, S, D)

**ITC 319 (3) Structural Design.** Structural design procedures with concrete reinforced concrete and steel. (F, D)

**ITC 324 (3) Site Planning and Development.** The influence of climate, geography topography, and geology on the design of a building site and the different uses of the transit in squaring up forms. (F, D)

**ITC 400 (3) Technical Seminar.** Prerequisite: Senior standing. An inter-departmental course where application of technical and occupational skills and knowledge are emphasized. Experience in using a variety of techniques at various levels and areas of supervision both on and off campus. (F, S)

**ITC 410 (3) Contracts, Specifications and Law.** Prerequisite: ITC 205. The preparation of contract specifications and conditions which form the contractual relationship between owner and builder. (F, S)

**ITD 114 (3) Computer-Aided Drafting.** The fundamentals of planning and drawing, orthographic projections, graphical and technical analysis, visualization, delineation and communication of special problems. Computer-aided drafting (CAD) will be used as a tool to solve the various problems. (F, S)

**ITD 203 (3) Advanced Computer-Aided Drafting.** Prerequisite: ITD 114. Instruction includes drafting and design aids in AUTOCAD and MICROCAD with emphasis on architectural and engineering drafting. (S)

**ITD 204 (3) Architectural Design.** Prerequisite: ITD 114. The principles and practices of designing, planning, drawing residential plans, and writing Specifications. (F, S)

**ITD 316 (3) Electrical and Electronic Design.** Prerequisite: ITD 114. A study of the types of electrical and electronic drawings and their uses. Topics include: building, wiring diagrams, electronics wiring diagrams, pictorial drawings, graphs and charts. (F, S)

**ITD 319 (3) Graphical Analysis and Design.** Prerequisite: ITD 114. The analysis of graphical techniques, procedures and devices used for measurement and computation in the solution of mathematical problems and the presentations of facts for the design of consumer products. (S)

**ITD 326 (3) Descriptive Geometry.** Prerequisite: ITD 114. The fundamental theories underlying the description in geometrical terms of the shape, size, space, location and space relationship of geometrical magnitudes. (F, S, D)

**ITD 327 (3) Machine Drawing and Design.** Prerequisite: ITD 203. Pattern drafting, machine drawing and design tolerance and fabrication drawings. (F, S)

**ITD 335 (3) Architectural Detail Design.** Prerequisite: ITD 204. Research carried out by the student in major areas of drafting. Presentation of ideas in the form of drawings, models, and other media as needed. (F)

**ITD 356 (3) Structural Drafting.** Prerequisite: ITD 204. Instruction in basic principles and procedures of structural features such as building bridges, and highway construction, and structural steel. (F, S)

**ITD 405 (3) Building Control and Systems.** Basic skills and techniques of pie drafting, including pipe

fitting, valve, symbols, and schematic drawing problems. (F)

**ITD 409 (3) Map Drafting.** An introductory course to the techniques of map compilation and many usages. (S)

**ITD 411 (3) Engineering Drafting.** Prerequisite: ITD 114. A study of the engineering profession and specialized areas of engineering drafting. (F, D)

**ITE 111 (3) Basic Electronics.** Prerequisite: MATH 111. An introductory study of laws, theorems, concepts, and principles of electricity and electronics. (F, S)

**ITEL 111 (1) Freshman Lab I.** A laboratory course which covers the basic electric quantities, Ohms law, power, resistors, series and parallel circuits, current and voltage divider, voltage and current sources, power measurement, internal resistance and maximum power transfer. (F, S)

**ITE 112 (3) Intermediate Electronics.** Prerequisite: ITE 111. A study of DC/AC current, resistance, magnetism, inductance, capacitance, transformers, etc. (F, S)

**ITEL 112 (1) Intermediate Electronics Lab.** Prerequisite: ITEL 111. A laboratory course which covers network analysis, measurement of DC and AC current and voltage, power in AC circuits, resonance, RL circuits, RC circuits, and RLC circuits. (F, S)

**ITE 221 (3) Device and Circuits.** Prerequisite: ITE 111 & 112. Current flow in doped semiconductors, PN junctions, bipolar junction transistors, and single-staged amplifiers. Emphasis is placed on current control with PN Junction, and on recognition of and characteristic of the three basic amplifier configurations. (F)

**ITEL 221 (1) Device and Circuits Lab.** Prerequisite: ITE 111 & 112. A laboratory course which studies oscilloscope operation, oscilloscope voltage calibration and frequency measurements, characteristics of an inductance, characteristics of a series RC circuits, RC time constants, characteristics of a capacitor, characteristics of a series RLC circuit, RF signal generator, parallel resonant circuit, diodes, and characteristics of amplifiers. (F)

**ITE 338 (3) Digital Logic.** Prerequisite: ITE 111 & 112. A study of single source transistor biasing, differential amplifier, diode-resistor gate, flip-flops, logic AND gate of AND & OR gates,, binary number encoders and decoders, R-s, T-D flip flops, ripple counters, programming a ripple counter, etc. (S)

**ITEL 338 (1) Digital Logic Lab.** Prerequisite: ITE 111 & 112. A laboratory course which covers logic OR gate, logic NOT, AND gate, integrated circuit gates, half-adder circuit full-adder circuit, colpitt: Oscillator, and Karnaugh map, and triggered monostable multivibrator. (S)

**ITE 438 (3) PROGRAMMABLE LOGIC CONTROLLER (PLC)** Prerequisite: ITE 338 or Instructor's Permission. This course provides practical experience on PLC's through its operation, programming, and uses in the control of production, manufacturing, industrial, and other processes. (F)

**ITE 449 (3) Network Theories.** Prerequisite: ITE 338. A study of electric networks and analysis of the behavior of networks in terms of natural modes, or the natural frequencies of response due to arbitrary excitation. (F, S)

**ITEL 449 (1) Network Lab.** Prerequisite: ITEL 338. This course provides practical instruction on the networks connection and trouble shooting. Students will be introduced to telecommunications cabling technology and learn the systems used for distribution of data, voice, and video communications. This course will cover identification and application of appropriate connectors, cable types, safety concerns, and testing of systems. (F, S)

**ITE 450 (3) Analog Communication System.** Prerequisites: ITE 221, MATH 221. Study of complete communications systems selected from broadcast radio, broadcast television, closed circuit television or radar, AM, FM and phase-shift modulation and demodulation techniques. (S)

**ITE 452 (3) Fiber Optics & Communication.** Prerequisites: ITE 221, 338 and MATH 221. This course prepares students to understand the principles of fiber optics, practical experience on the troubleshooting of the fiber-optic communication networks and systems, system components, applications of fiber optics in data and network communication systems. (F, S).

**ITE 465 (3) Microprocessor and Application.** Prerequisites: ITE 221, 338. Logical organization of single-chip microprocessors, their timing and interface requirements. Applications in the control of external devices. (F)

**ITE 466 (3) Microprocessor Troubleshooting.**

Prerequisites: ITE 221, 338. This course is designed for senior standing students to study professional techniques in microprocessor troubleshooting. Students will learn how to write sample programs for use in troubleshooting, troubleshoot bus, processor, and I/O failures by analyzing signals, and design testable microcomputer. (S)

**ITE 475 (3) Microprocessor Software/Hardware Interfacing.** Prerequisites: ITE 221, 338. This course is designed for senior standing students with an overview of microcomputer systems in software, hardware and interface. Basic microcomputer hardware design at chip level, software programming at the machine language level, and interface to sensors, actuators, and external devices will be introduced. (S)

**ITE 476 (3) Real Time System Design.** Prerequisites: ITE 221, ITE 338, ITE 465, CSC 215. The topics of this course include the general concepts of real-time systems, design and implementation techniques and specific examples. The instruction is divided into three parts. The first introduces the general concepts of real-time systems, the design and implementation process, with emphasis on the techniques useful for real-time applications. The third part is a detailed examination of specific system organization and their appropriate implementation techniques. (S)

**ITEM 301 (3) Principles of Emergency Management.** The course introduces basic theory of emergency management. It identifies the roles of federal, state, local government and community in case of emergency. The course also discusses disaster prevention, mitigation, recovery, technology support, and litigation issues.

**ITEM 302 (3) Introduction to Incident Command System.** This course covers the emergency management practices used by responders during an emergency situation. The structure and responsibilities of the Incident Command System, the management of facilities, and typing of resources are covered in this class. The National Incident Management System (NIMS) principles are also included in this course.

**ITEM 303 (3) Community Emergency Response Team.** This course provides students with the skills required by Federal Emergency Management Agency (FEMA) to serve as a Community (Citizen)

Emergency Response Team (CERT) member within their society. Students will also be required to complete Community Emergency Response Team training, which will provide them with basic skills needed for immediate response in the aftermath of disasters. By working together, CERT members can assist in saving lives and protecting property by using the basic techniques learned from this course.

**ITEM 304 (3) Internship.** Prerequisites: ITEM 301, 302, or approval by instructor. The internship is designed primarily for students who have had little exposure to the field of emergency management. Students will find their placement (with the assistance and approval of the instructor) at national laboratories or DHS's funded COE laboratories to gain hands-on practical experience with a public, private, or non-profit organization that has significant emergency management responsibilities.

**ITEM 401 (3) Application of Emergency Management Computer Technology.** The purpose of this course is to develop an in-depth understanding and practical knowledge of the most frequently used software such as WISER, HAZUS, and CAMEO, which were designed by Federal Government agencies. This course will enable students to effectively use a computer in an emergency. The students can apply this skill to analyze, predict, and prevent an emergency incident.

**ITEM 402 (3) Basic GIS and Remote Sensing.** This course introduces the theory and techniques of Geographic Information System (GIS) and remote sensing and their application to environmental analysis. Topics include the concepts of remote sensing, characteristics of spectromagnetic waves, types of remotely sensed data, sensor types, the theory of photogram metric techniques, and digital image analysis for acquisition of geographical information. Several lab activities involve the following learning the basics of ERDAS imagine, data acquisition through internet search for satellite images, importing datasets, band characteristics, and visual presentation.

**ITEM 403 (3) Disaster Management.** The course explores important functions to be performed before, during, and after disaster strikes. It also identifies the strategies, tools, challenges, and concerns relevant to the emergency manager and others involved in disaster management. The theoretical basis of emergency management will be the central focus of the course, but practical knowledge, skills and

abilities relating to planning will also be addressed throughout the semester. Students are expected to think critically about controversial issues and policies pertaining to the emergency and disaster arenas.

**ITEM 404 (3) Special Project.** This course includes the following emergency management concepts: program planning and management, financial planning and management, managing information, managing people and time, personality types, leadership styles, followership styles, decision-making skills, team-building skills and group dynamics, community-building skills, intergovernmental relationships, negotiating skills, communication skills, emergency management ethics, and professionalism.

**ITHM 300 (3) Principles of Hazardous Materials Management.** Prerequisite: CHEM 141. An introductory survey course for the hazardous materials management program. Provides firm foundation on basic hazardous materials management principles. Topics include definitions of hazardous materials, regulatory overview, technology for storage and disposing hazardous materials, air and water quality Issues Industrial hygiene and hazardous waster management. (F)

**ITHM 301 (3). Regulatory Framework for Toxic and Hazardous Substances.** Prerequisites: ITHM 300, CHEM 141. A study of legislation and regulations surrounding hazardous materials and toxic waste. A study of major legislative/regulatory areas which include: RCRA, TSCA, OSHA, HMTA, CERCLA, and EPA. (S)

**ITHM 302 (3) Technologies for Storage, Treatment and Disposal of Hazardous Materials.** Prerequisites: ITHM 300, CHEM 141. A study of basic principles of hazardous waste management. Methods of treatment and disposal. A comprehensive look at the technologies and related issues in hazardous waste management. (S)

**ITHM 402 (3) Industrial Hygiene.** Prerequisites: ITHM 300, CHEM 141. An overview of occupational health hazards, their recognition, evaluation, and control. Emphasis on how industries are regulated and how occupational health standards are promulgated. (F, S)

**ITHM 405 (3) Risk Assessment in Hazardous Materials Management.** Prerequisites: ITHM 300, CHEM 141. Examines the risk assessment process and its application in various situations, ranging from setting hazardous facilities to regulation and control of toxic substances in the environment. Risk analysis methods and their interaction with social economic

and political factors. (F, S)

**ITMA 105 (3). Industrial Safety and Management.** Designed to emphasize the importance of safety in an industrial community. (F, S)

**ITMA 325 (3) Industrial Psychology.** Prerequisite: PSY 201. Designed to acquaint students with the study of human behavior as it relates to production of goods and services of our society. A study of psychology as it relates to the employees of American industries. (F, S)

**ITMA 328 (3) American Industry.** This course presents practical and successful strategies for implementing the new system, procedures, practices, and cultural attitudes essential for becoming world-class competitive. (S)

**ITMA 410 (3) First-Line Supervision and Foremanship.** A management development course for business, industrial, and institutional supervisors. The topics covered include motivation, leadership, decision-making and supervisory skills. (F, S)

**ITMA 411 (3) Production and Inventory Management.** Deals primarily with inventory classifications, inventory control, optimum inventory, and feature trends in inventory management. (F, S)

**ITMA 420 (3) Labor and Industrial Relations.** Prerequisite: ITMA 325. Discussions of who individuals, groups, and organizations in unions, management, and government act as they do in industrial relations with emphasis on psychological and sociological factors. (S)

**ITMA 423 (3) Motion and Time Study.** Prerequisite: MNGT 250 (school of business). Methods, materials, tools, and equipment of industry for purposes of improvement and standardization. (F)

**ITMA 424 (3) Quality Control.** Prerequisite: MNGT 250 (school of business). The problem associated with improving design, specifications, and control of product quality. (S)

**ITMA 425 (3). Plant Layout and Material Handling.** Prerequisite: ITD 114. The fundamental theories, practices, and methods for the design of manufacturing facilities; materials handling equipment and services. (S)

**ITMF 206 (3) Introduction to Manufacturing Processes.** An introductory study of manufacturing processes. It includes lectures, discussions, labs, and educational

tours to local manufacturing industries. (F)

**ITMF 339 (3) Materials Testing.** Prerequisite: ITMF 206. Principles of tensile, compressive, hardness and impact testing of metals and other engineering materials. (F)

**ITMF 340 (3) Hydraulics and Fluid Systems.** Prerequisites: ITMF 206 and 207. This course involves the study of the principles and applications of hydraulics and pneumatics in manufacturing, and the design, construction and maintenance of fluid power systems. (S)

**ITMF 410 (3) CNC-Robotics.** Prerequisites: ITD 114, 203. To study the basic principles of computer numerical control and robotics, and to develop competencies in the use of microcomputer hardware and software in programming for manufacturing applications. (F)

**ITMF 420 (3) Advanced Manufacturing Technology.** Prerequisites: ITD 114, 203, ITMF 340, 206. This course involves the study of the techniques used to control and program machines tools and robots, and the basic principles of computer aided design and computer aided manufacturing (CAD/CAM). (S)

**ITMF 425 (3) Robotics.** This course prepares students to understand the principles and techniques of control systems and programming languages related to robots, programmable controllers, and automated systems used for transportation control. Mechanical, electrical, and fluid control systems used for automated control will be emphasized. (F)

**ITMF 430 (3) Factory Automation.** Prerequisites: ITMF 410, ITE 438. This course prepares students to understand the principles and techniques in the application of automation and control technologies, manufacturing systems, and manufacturing support systems. (F, S, D)

**ITR 320 (3) Introduction to Robotics I.** Introductory material covering the construction of simple robotics mechanisms, building blocks of a robot, circuit diagrams for constructing a robot, relationship of sensors, actuators, and interfacing the robot, concepts of robots. Creating a vehicle that is computer controlled, entry-level robotics programs using the NXT-G language, VB, & RobotC.

**ITR 321 (3) Introduction to Robotics II.** Model the motion of robot, robot sensing techniques, and simple robot control functions. Interfacing various types of peripheral devices, basic mechanical, electrical and electronic components used for operating the

behavior of a robot. Troubleshoot a robot program for a successful maintenance program, design a machine to perform specific tasks.

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## LIBRARY SCIENCE

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**Department of Educational Leadership**  
**OFFICE: Joseph H. Jackson Building**

**LS 101 (1) Introduction to Library Resources.** An introduction to the organization and use of the University Library, and to the use of selected reference materials. (F)

**LS 231 (3) Utilization of Audio-Visual Materials.** This course includes the study of principles involved in the selection and utilization of major types of audio-visual materials. (F, S)

**LS 234 (3) Preparation of Inexpensive Instructional Materials.** The purpose of this course is to give the student experience in developing a basic pattern for the preparation of a wide variety of visual materials. (F, S)

**LS 301 (3) Literature for Children.** A survey of library media appropriate for children at the pre-school through the primary grades with emphasis on selection and use. (NOTE: LS 301 is the same as LA 301 and EDCI 308). (F, S)

**LS 404 (3) Principles of Media Selection.** Principles of material selection; policies governing the building and maintenance of collections; evaluation of selection media; reviews and other sources of information of the book trade; and problems of censorship. (F, D)

**LS 405 (3) Cataloging and Classification.** Basic principles of classification, and cataloging emphasizing the use of the Dewey Decimal Classification System. Sear's List of Subject Headings, and Anglo-American Cataloging Rules. (S, D)

**LS 407 (3) Literature for Adolescents.** Reading and appraisal of literature appropriate to the needs, interests and abilities, of adolescents. Includes the selection and evaluation of materials and methods for stimulating their use. (S)

**LS 408 (3) Basic Reference Sources.** An introduction to reference techniques, and to the basic reference works common to all types of libraries. (D)

**LS 409 (3) Multi-Media Resources.** A study of the functions and characteristics of non-book media including acquisitions, organizational procedures, and effective use. (D)

**LS 425 (3) Administration of School Media Centers.** Includes the study of administrative problems and procedures of the multi-media library in relation to modern philosophies and the prevailing standards of school media service. (D)

**LS 426 (3) Organization of School Media Center.** Emphasis is placed upon the organizational procedures and problems related to the selection, acquisition, preparation, use and maintenance of materials in the school media service. (D)

**LS 429 (3) Library Practice.** Upon completion of at least 18 semester hours in Library Science, students will spend three hours daily in an approved school media center or library to satisfy the practice component of the program. (D)

**LS 435 (3) Individualized Instructional Systems.** A survey of rationale, techniques, and the available software for individualized instructional programs, including an assessment of the effectiveness of individualized systems in achieving educational goals. (D)

**LS 460 (1 - 6) Special Topics in Library Science.** Special topics which may be treated more effectively in institutes, workshops, or mini-courses than as regular courses will be offered. For each different program offered, a distinguishing alphabet will be added to the number, e.g., LS 460-C. (NOTE: LS 231 and 234 are the same as EDFL 231 and 234. (D)

**LSED 423 (3) Computers in Education.** This course is designed to cover theory, techniques, and practices of using computers and computer-assisted instruction (CAI) in education. No previous background in computers and programming is assumed. (F, S, Sum)

**LSED 431 (3) Instructional Television and Film Production.** Introduction to the uses and limitations of instructional television, films, and video. Simple production practice; the integrated of video projects into school, library, and training applications. (D)

**LSED 460 (1 - 6) Special Topics in Educational Technology.** Special topics which may be treated more effectively in institutes, workshops, or mini-courses than as regular courses will be offered, a distinguishing alphabet will be added to the number, e.g., LSED 460-C. (D)

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## DEVELOPMENTAL MATH

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**Division of Undergraduate Studies**  
**OFFICE: Charles F. Moore Building, 1st Floor**

**MATH 001 (3) Developmental Mathematics.** This course is designed to improve the students' mastery of the fundamental operations of arithmetic, including whole numbers, fractions, decimals, mixed numbers and percentages. Emphasis is placed on number manipulation and applications relating to process.

**MATH 004 (3) Intermediate Algebra.** This course covers the Real Number system, linear equations and inequalities, graphing and linear systems, exponents and polynomials, factoring, rational expressions, roots and radicals, more quadratic equations, and all applications.

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## MATHEMATICS

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**Department of Mathematics**  
**OFFICE: Just Hall of Science Building**

**MATH 111 (3) College Algebra.** Prerequisite: MATH 004 with a grade of "C" or better or the equivalent and Test Standing. The function concepts, solving quadratic equations, graphing the quadratic function, inequalities, absolute value, absolute inequalities, Fundamentals theorem of Algebra, roots, factors, systems of equations and matrices, math induction and Binomial Theorem, arithmetic and geometric progressions, logarithms, complex numbers, partial fractions, and applications of all topics.

**MATH 112 (3) Plane Trigonometry.** Prerequisite: MATH 111 with a grade of "C" or better. Right and oblique triangular solutions, identities, trigonometric equations, systems of angular measurements, and applications.

**MATH 118 (5) College Algebra and Trigonometry.** Prerequisite: Test Standing, MATH 004 or equivalent. Polynomial equations, exponents and radicals, logarithms, quadratic equations, inequalities, complex numbers, permutations and combinations, probability, determinants, simultaneous linear equations, induction, binomial theorem, progressions and series, triangular solutions, identities, trigonometric equations, systems of angular measurement applications.

**MATH 215 (3) Mathematics of Finance.** Prerequisite: Department approval. Simple and compound interest, simple and compound discount, annuities, amortization, sinking funds, valuation of bonds, depreciation,



life annuities, life insurance and reserves.

**MATH 217 (3) Introduction Finite Mathematics (Education).** Prerequisite: MATH 111. Introductory ideas for students of education, compound statements, sets and subsets, partitions and counting, elementary probability theory.

**MATH 221 (3) Calculus Industrial or Business.** Prerequisite: MATH 111. Functions, limits, continuity, differentiation, applications, basic analytic geometry, algebraic, exponential and logarithmic functions, integration, applications, series and sequences, improper integral. Specific applications.

**MATH 226 (3) Concepts and Structures of Mathematics I.** Prerequisite: MATH 111 with a grade of “C” or better. Study of various numeration systems, rational and real numbers, fraction and decimal algorithms, ratios, percentages, consumer mathematics, introduction to problem-solving and logic, use of patterns and Venn diagrams.

**MATH 227 (3) Concepts and Structures of Mathematics II.** Prerequisite: MATH 226. Statistical graphs, measures of central tendencies, variations, odds and probability, conditional probabilities, expected values, use and abuse of statistics. Introduction to geometry and concepts of measurements.

**MATH 231 (4) Calculus I with Laboratory.** Prerequisite: MATH 112 or MATH 118. Functions, limits, continuity, differentiation, limiting forms, applications, properties of continuous functions, analytic geometry and integration. The Laboratory component is designed to reinforce the lecture component with activities requiring the use of technology in the form of computers with selective software and graphing utilities.

**MATH 232 (4) Calculus II with Laboratory.** Prerequisite: MATH 231. Applications of the definite integral, logarithmic exponential and inverse trigonometric functions. Techniques and further application of the definite integral, parametric equations and polar coordinates. The laboratory component is designed to reinforce the lecture component with activities requiring the use of technology in the form of computers with selective software and graphing utilities.

**MATH 233 (4) Calculus III with Laboratory.** Prerequisite: MATH 232. Infinite sequences and series, differential calculus of functions of several

variables, multiple integrals. The laboratory component is designed to reinforce the lecture component with activities requiring the use of technology in the form of computers with selective software and graphing utilities.

**MATH 234 (3) Proofs and Mathematical Writing.** Prerequisite: MATH 231. This course includes topics in introduction and basic terminology: statement, definition, theorem, lemma, corollary, argument, contraposition, hypothesis and conclusion of a theorem, some basic techniques used in proving a theorem of the form “A implies B”, direct proof, proof by contraposition, special kinds of theorem: “if and only if” or equivalence theorems, counterexamples, mathematical induction, existence theorems, uniqueness theorems, equality of sets, non-equality of sets, introduction to elementary group theory, equality of numbers, composite statements, limits of functions, continuous functions, differentiability of functions of one variable (using epsilon definition).

**MATH 251 (3) Finite Mathematics.** Prerequisite: MATH 111 or Department approval. Compound statements, sets and functions, probability theory, elementary linear algebra, convex sets, finite Markov chains, continuous probability theory.

**MATH 271 (3) Elementary Statistics.** Prerequisite: MATH 112. Introduction, frequency distributions, location measures, variation, symmetry, skewness, peakedness, index numbers, probability, theoretical distributions, sampling, estimation, tests of hypotheses, non-parametric tests, linear regression, coefficient of correlation, time series analysts.

**MATH 301 (3) Elementary School Mathematics.** Prerequisite: MATH 111. Counting and numerical concepts, problem solving, equipment, achievement, examinations, present issues.

**MATH 302 (3) Junior High School Mathematics.** Prerequisite: Department approval. Aims and problems of teaching, techniques of teaching, arousing and maintaining interest, aids and trends, tests and measurements, organization and treatment of subject matter, organization and duties of teachers of junior high competence.

**MATH 303W (3) Introductory Set Theory and Logic.** Prerequisite: MATH 231, with a grade of “C” or better. Sets and relations, natural number sequence, extension of natural number to reals, logic, informal axiomatics, Boolean algebra, interval and set theory,

algebraic theories, first order theories.

**MATH 306 (3) Elementary Concepts of Geometry.**

Prerequisite: Department approval. Basic notions of lines, angles, triangles, circles and proofs. Stress is placed on synthetic methodology and reasoning.

**MATH 307 (3) Probability and Statistics for Engineers.**

Prerequisite: MATH 232. Introduction to concepts of probability and statistics required to solve problems in various disciplines; mathematical basis for probability and statistics includes axioms of probability, continuous sampling distributions, and discrete probability, hypothesis testing, confidence intervals, probability estimations for risk assessment, data processing and statistical inference, statistical techniques of data analysis, simple and multiple regression model development; stochastic processes, emphasis is on the application of probability, statistics and reliability to rational decision making, data analysis and model estimation in engineering context.

**MATH 311W (3) Abstract Algebra I.**

Prerequisite: MATH 303. Basic concepts of modern algebra, preliminaries, elementary ideas of groups, rings, integral domains and fields.

**MATH 315 (3) Senior High Mathematics.**

Prerequisite: Department approval. Aims and problems techniques, arousing and maintaining interest, aids and trends, tests and measurements, traditional and non-traditional courses, operations, number systems, professional duties, supervision and improvement of instruction, geometry.

**MATH 321W (3) Introduction to Modern Geometry.**

Prerequisite: MATH 232. Euclidean, non-Euclidean, projective and affine geometrics with emphasis on the appropriate postulates and the postulational method. Transformation theory.

**MATH 331 (3) Linear Algebra and Matrix Theory.**

Prerequisite: MATH 303. A theoretical study of equations, matrices, vector spaces, inner product spaces linear transformations bilinear and quadratic forms, and eigenvalues.

**MATH 332 (3) Linear Algebra and Matrix Theory with Applications.**

Prerequisite: MATH 331. Numerical methods of linear algebra, Fourier Series, vector and tensor analysis, orthogonality, unitary, normal, and Hermetian operators, applications to differential equations, physics and engineering, special theory and infinite dimensional linear spaces.

**MATH 335 (3) Logic.**

Prerequisite: MATH 303. Symbolic logic, statement calculus, monies, axiomatic treatments, predicate calculus, equality, relations and functions, cardinals and ordinals, counting, the axiom of choice.

**MATH 341 (3) Introduction to Number Theory.**

Prerequisite: MATH 233. Multiplicativity and divisibility, congruences, arithmetic functions, primes, quadratic residues, addibility, generating functions, partitions, geometric number theory, ruler and compass constructions, and special topics.

**MATH 351 (3) Advanced Calculus.**

Prerequisite: MATH 233. Sets and functions, continuity, integration, convergence, differentiation, and applications to geometry and analysis, differential geometry, and vector calculus.

**MATH 355 (3) Probability and Statistics I.**

Prerequisite: MATH 233. Random variables, conditional probability and stochastic independence, special distributions.

**MATH 356 (3) Probability and Statistics II.**

Prerequisite: MATH 355. Estimations, order statistics, limiting distributions, statistical hypotheses, variance, normal distribution theory, point and interval estimation, sampling, regression and correlation.

**MATH 368 (3) Ordinary Differential Equations.**

Prerequisite: MATH 233. Introduction to differential equations, first-order differential equations, higher-order differential equations, series solutions of linear equations, the Laplace transform and systems of linear first-order differential equations.

**MATH 369 (3) Introduction to Dynamical Systems.**

Prerequisite: MATH 368. Introduction, linear systems, fixed points, Lyapunov function, Lyapunov's method, periodicity and chaos, the Poincare-Bendixon theorem, the Hoph bifunction, fractals and Cantor set.

**MATH 371 (3) Vector and Tensor Analysis.**

Prerequisite: MATH 233. Algebra of vectors, differential vector calculus, differential geometry, integration, static and dynamic applications, tensor analysis. Riemannian geometry, applications of tensor analysis.

**MATH 381 (3) Protective Geometry.**

Prerequisite: MATH 233. Basic notions, triangles and quadrangles, duality principle, fundamental theorem and theorem of Pappus, Desarguesian figures, projectives, polarities, conics, finite planes, parallelism, coordinates. (A general

sequence of synthetic and analytic projective geometry.)

**MATH 385 (3) Numerical Analysis.** Prerequisite: MATH 233. Summation of series, evaluation of expressions, equation solvability, systems of linear equations, interpolation, numerical integration and differentiation, ordinary differential equations, matrix algebra, eigenvalues and eigenvectors, partial differential equations.

**MATH 401W (3) Methods of Teaching Math - Elem/Middle School.** Prerequisite: Departmental approval. A study of recent curricular changes of interest to the prospective teacher, special problems including lessons and teachable units will be emphasized in three major areas: teaching the number system, teaching algebraic principles, and teaching geometry in the grades.

**MATH 402W (3) Methods of Teaching Math - Secondary School.** Prerequisite: Department approval. Materials and sources of value to prospective teachers of high school, middle school and junior high school mathematics, reports, current articles, state-adopted textbooks, yearbooks and histories, special problems in teaching geometry and algebra.

**MATH 403S (3) Seminar in Mathematics.** Prerequisite: Department approval. The provisions to the student of an opportunity to discuss pertinent trends and ideas in mathematics, and to evaluate the experience he has had through study and practice during his previous years of training in mathematics.

**MATH 404 (3) Number Theory and Cryptography.** Prerequisite: MATH 331 or department approval. Topics in elementary number theory, finite fields, and quadratic residues. Cryptography public key, primality and factoring, elliptic curves.

**MATH 411 (3) Abstract Algebra II.** Prerequisite: MATH 311. Groups rings, integral domains, modules, vector spaces, fields, linear transformations, special topics in group, ring, and field theory.

**MATH 415 (3) Partial Differential Equations I.** Prerequisite: MATH 368. Heat equations, Laplace's equation, Fourier series, wave equation, Strum-Liouville eigenvalue problems, nonhomogeneous problems, method of Green's functions, infinite domain problems and the methods of characteristics for wave equations.

**MATH 416 (3) Partial Differential Equations II.** Prerequisite: MATH 415. First order partial differential equations and applications, multidimensional partial differential equations, existence and uniqueness, methods of variations, finite difference and finite element numerical methods, use of MatLab in solving partial differential equations.

**MATH 421 (3) Modern Geometry III.** Prerequisite: MATH 321. Modern elementary geometry, transformations, constructions, projective geometry, non-Euclidean geometries, foundations, analyticity, groups, complex numbers and limit operations, differential geometry, combinatorial topology, n-dimensional geometry and abstract spaces.

**MATH 425 (3) Secondary Math Topics I.** Prerequisite: Department approval. Forces shaping today's mathematics programs, teaching for special outcomes, classroom applications.

**MATH 430 (3) Mathematical Modeling.** Prerequisite: MATH 221 or 231. Discrete models, graphs, digraphs, games, Markov chains, recursion, differential equations, probability and statistics, linear algebra, strange attractors, basic applications, computer graphics, optimization, experimental modeling, dimensional analysis and similitude, dynamic systems (chaotic), model fitting, control system, and applications using advanced mathematics.

**MATH 431 (3) Real Analysis I.** Prerequisite: MATH 233. Real number system, basics, numerical sequences and series, continuity, differentiation, Reimann-Stieltjes integral, sequences and series of functions, special series, functions of several variables, the Lebesgue theory.

**MATH 435 (3) The Teaching of Mathematics.** Prerequisite: Department approval. Theory of arithmetical meanings, learning and rational, applied meanings, current trends.

**MATH 437 (3) Fourier Series.** Prerequisite: MATH 368. Linear spaces, orthogonal functions. Fourier series. Legendre polynomials and Bessel functions, applications.

**MATH 441 (3) Complex Analysis I.** Prerequisite: MATH 233. Complex numbers and representations, point sets, sequences, functions, analytic functions of one complex variable, elementary functions, integration, power series, calculus of residues, conformal representation, applications.

**MATH 447 (3) Sampling Methods I.** Prerequisite: MATH 271 or MATH 356. Simple random sampling, sampling for proportions and percentages, estimation of sample size, stratified random sampling, ratio estimates.

**MATH 451 (3) General Topology I.** Prerequisite: MATH 303. Elementary set theory, ordinals and cardinals, topological spaces, cartesian products, connectedness, special topologies, separation and covering axioms, metric spaces, convergence, compactness, function spaces, complete spaces, elementary homotopy and homology theory.

**MATH 455 (3) Experimental Design I.** Prerequisite: MATH 447. Completely randomize design, randomize block designs, factorial experiments, split plot design, confounding.

**MATH 461 (3) Mathematical Statistics I.** Prerequisite: MATH 356. Random variables and probability distributions, statistical inference, estimation, testing of hypotheses, analysis of variance, least squares.

**MATH 466W (3) Operation Research.** Prerequisite: MATH 355. Learning programming, network analysis, PERT-CPM, dynamic programming, queuing theory and decision analysis.

**MATH 471 (3) Approximation and Interpolation I.** Prerequisite: MATH 385. Preliminaries, interpolation, remainder theory, convergence theorems, infinite interpolation, uniform, best and least square approximations, spaces, polynomials and functions, closure and completeness, expansion theorems, degree of approximation, approximation of linear functions.

**MATH 485 (3) Number Theory III.** Prerequisite: MATH 341. Congruencies, representation of numbers by decomposable forms, divisibility, local methods, analytic methods, algebraic topics.

**MATH 491 (3) History of Mathematics Education I.** Prerequisite: Department approval. Introduction, mathematics in schools, forces and issues related to Elementary and Early Childhood Education (K-6, 7-12), education of teachers of mathematics, school mathematics in Canada, future outlook.

**MATH 493 (3) History in Math Classroom I.** Prerequisite: Department approval. Historical development of numbers and numerals, computation, geometry, algebra, trigonometry, calculus, modern mathematics.

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## MASS COMMUNICATIONS

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**Department of Mass Communications**  
**OFFICE: 100 Mississippi e-Center**  
**1230 Raymond Road, Jackson, MS**

**W = Writing Intensive**

**S = Service Learning Component**

**MC 150 (3) (S) Urban Media Literacy.** Designed to teach students to critically examine media industries and the messages they produce and disseminate. The course gives particular focus to media images of urban life. The course also explores the underlying power relationships in media, the construction of media messages, and the influences of those images on urban culture and media audiences.

**MC 200 (3) Introduction to Mass Communications.** Prerequisites: ENG 104, 105 or ENG 111, and 112. Survey of the development and operation of print and electronic media. An overview of the basic theoretical perspectives of the media and a synopsis of the various mass communications professions. This course also introduces to practitioners in the field of mass communications.

**MC 201 (3) (W) Introduction to Media Writing.** Prerequisites: ENG 104, 105 or 111, and 112, and MC 200 recommended. Acquaints students to the various forms of writing required in the journalism and mass communications professions. Students work in laboratory settings utilizing current computer systems and software.

**MC 301 (3) (W) Introduction to News Reporting.** Prerequisites: MC 200, and MC 201. Helps students learn how to develop meaningful new story ideas, conduct thorough interviews, report accurately, and write news stories that adhere to Associated Press style.

**MC 303 (3) (W) Radio-TV Newswriting.** Prerequisites: MC 200 and MC 201. Developing and writing scripts, rewriting wire service materials for broadcast journalism. Students will also use CNN news source video and scripts. The course is coordinated with closed-circuit campus channel JSU 22.

**MC 305 (3) (W) Copy Editing.** Prerequisites: MC 200, MC 201, and MC 301. Editing of stories, writing headlines, developing skills for the use of desktop publishing, and print media design and layout.

**MC 306 (3) (W) Advance Copy Editing.**

Prerequisites: MC 200, MC 201, MC 301, and MC 305. An advanced, computer-assisted course in copy editing, page layout, and graphics for newspapers and magazines.

**MC 307 (3) Photojournalism.** Prerequisites: MC 200 and MC 201. Introduction to the principles and techniques of photojournalism. Course involves the study and practice of using still photography to cover news, feature stories, sports, and social and cultural issues for publication. Students will learn the fundamentals of photography, and will be introduced to digital imaging, photo editing, page layout design, and multimedia journalism. The course also covers the history of photojournalism and documentary photography, as well as the ethical and legal issues related to the field.

**MC 310 (3) Media Design and Production I.**

Prerequisites: MC 200 and MC 201. Introduction to the digital audio and video production techniques within studio and field environments. Skills to be covered include camera operation, audio and visual editing, set and message design, planning, directing and managing productions.

**MC 315 (3) Digital Editing.** Prerequisites: MC 200, MC 201, and MC 310. Students will develop skills in editing video and sound for multimedia productions. This is an advanced course emphasizing non-linear video editing, audio editing, motion graphics, and DVD development using the Final Cut Pro Suite, Adobe After Effects, DVD Studio Pro and/or other software.

**MC 320 (3) (W) Online Journalism.** Prerequisites: MC 200, MC 201, and MC 301. Students are exposed to the unique skill sets needed for online news storytelling that often integrate a rich repertoire of headlines, text, pictures, audio, video, slideshows, animation, and/or interactive features on a news website.

**MC 323 (3) (S) Media Design and Production II.**

Prerequisites: MC 200, MC 201, and MC 310. This course is a continuation of MC 310 whereby students study and gain hands-on experiences in the practical aspects of media design and production. Students write, design, direct, and produce quality productions. Students apply and refine skills in both multi-camera studio and field productions. The course is coordinated with JSU's TV 23 and its program productions.

**MC 330 (3) Introduction to Integrated Marketing Communications.** Prerequisites: MC 200 and MC 201. An overview of integrated marketing communications (IMC) and the ways in which IMC is used in strategic marketing communication efforts. The course also explores: 1) concepts, theories, principles, and processes of IMC planning; 2) how all elements of the promotional mix (advertising, personal selling, public relations, direct marketing, and sales promotion) can work together to achieve overall marketing objectives; 3) how to use coordinated messages in convergent media and non-media platforms to build and sustain consumer interest and product message response, and the use of lectures and industry case studies to provide analytical and competency skills in the design and integration of theories, concepts and principles of IMC campaigns.

**MC 336 (3) Advertising Copy Layout and Design.**

Prerequisites: MC 200, MC 201, MC 330 or consent of instructor. An overview of the origin and development of advertising and public relations; how a firm or institution relates to its audience and develops campaigns. An overview of the skills and strategies involved in print, TV, and radio advertising with specific focus on visualizing layouts, conceiving radio and TV commercials, target marketing, conducting an ad campaign, and understanding legal and ethical constraints. The role of the advertising agencies and other marketing organizations, and changes in ethnic and minority advertising will also be examined.

**MC 400 (3) (W) Media Law.** Prerequisites: MC 200, MC 201, and three (3) courses in the concentration. A study of the laws governing print and electronic media. The course explores the evolution of media laws in areas such as First Amendment rights and protection, slander, libel, and rights to privacy. The course will familiarize students with the function and rulings of the courts and of the Federal Communications Commission.

**MC 401 (3) (W) Research Methods in Mass Communications.** Prerequisites: MC 200, MC 201 and three (3) concentration courses. Analysis of research in mass communications, including survey research, content analysis, basic statistics, rating research, and focus group methodology.

**MC 402 (3) (W) Advanced Reporting.** Prerequisites: MC 200, MC 201, and MC 301. An extensive course in news writing that emphasizes investigative reporting. Contemporary issues, events, and problems are given

major attention. Students will also access various databases.

**MC 404 (3) (W) Feature Writing.** Prerequisites: MC 200, MC 201, and MC 301. This course requires substantial research for the writing of feature length articles. The market for features is analyzed and selling strategies are pursued.

**MC 405 (3) (W) Media Ethics.** Prerequisites: MC 200, MC 201 and MC 400. Course examining the ethical aspects of communications media. It also explores various ethical theories and perspectives, while introducing students to models of moral reasoning for ethical decision-making. Students complete case studies in ethics.

**MC 406 (3) (W, S) Seminar in Urban Affairs Report.** Prerequisites: MC 200, MC 201, and MC 301. This course prepares the student to work the various beats of an urban affairs reporter.

**MC 409 (3) (W, S) Multimedia Reporting.** Prerequisites: MC 200, MC 201, MC 303, MC 310, and MC 320 suggested. Prepares students for the news work of multimedia newsgathering. Students enter the course with basic news writing and reporting skills and will apply “cross-platform” reporting techniques in developing story ideas that take advantage of the interactivity, non-linear, user-driven environment of the Internet.

**MC 411 (3) (W) Scriptwriting.** Prerequisites: MC 200 and MC 201. Course will emphasize writing fiction scripts and developing narrative-based media. It will provide a detailed study and application of scriptwriting for television dramas and narrative films. It will also provide skills in directing and producing narrative media for television and film.

**MC 423 (3) Advertising Media and Selection.** Prerequisites: MC 200, MC 201, MC 330 or consent of instructor. Acquaint students with advanced concepts in marketing strategies and marketing objectives with specific emphasis on the successful selection of the appropriate media to use when initiating an ad campaign, the use of market surveys to test the success of the add campaign, and application of these skills in the actual simulation of a model ad campaign.

**MC 425 (3) (W, S) Advertising and Marketing.** Prerequisites: MC 200, MC 201, MC 330, or consent of instructor. Acquaint the student with the

psychology of advertising sales along with the basic techniques and procedures involved in selling copy to the various media. Develops skills specifically related to actual sales. The student must learn the business aspects of planning the sale, processing the sale, and evaluating the effectiveness of the transaction in regard to the increase or decrease in sales of the said product.

**MC 426 (3) (W) Broadcast Documentary.** Prerequisites: MC 200, MC 201, MC 303, MC 310, MC 323, and MC 409 suggested. Writing, producing, and taping radio and television documentaries. Exposes students to a variety of documentaries that serve as style and content models for student projects.

**MC 430 (3) Management of New Technologies.** Prerequisites: MC 200, MC 201, and three (3) concentration courses. Examines the practical management of media properties with emphasis on new and emerging technologies. This course discusses management style and the evolution of those styles.

**MC 432 (3) International Journalism.** Prerequisites: MC 200, MC 201, and MC 402. A comparative study of print and electronic journalism in the world media; influence and government restraints upon media, and other international problems.

**MC 440 (3) Media Programming.** Prerequisites: MC 200, MC 201, and MC 310. This course introduces students to the fundamental concepts and strategies of media programming. This course will include discussions of radio, television, and cable programming methodology. It will emphasize the television stations as a business; exposing students to concerns of distribution, scheduling, designing formats, and targeting audiences. This course will be coordinated with the closed-circuit campus channel JSU 22.

**MC 450 (3) (S) Special Projects in Mass Communications.** Prerequisite: MC 200, MC 201 and two (2) courses in the concentration. Students develop and complete projects related to the concentration areas. This project may take the form of a research paper or a production.

**MC 452 (3) (W) Sales Promotions Management.** Prerequisites: MC 200, MC 201, and MC 330. This course introduces students to the concepts, theories, and principles of sales promotions. Major emphasis is on how to plan and use promotional techniques including joint promotions, price promotions, and on-the-shelf promotions; how to develop and implement

integrated marketing communication strategy; and how to achieve and maintain creative comparative advantage in sales promotions strategy and execution. The course also examines current trends in and redefining the role of sales promotions.

**MC 470 (3) (W, S) Writing for Public Relations.**

Prerequisites: MC 200, MC 201 and MC 330. Helps students learn how to write and develop a portfolio of specialized public relations material such as press releases, public service announcements, brochures, newsletters, letters, memos, reports, media kits, and speeches.

**MC 471 (3) (W, S) Public Relations Practice.**

Prerequisites: MC 200, MC 201, MC 330, and MC 470. Help students learn how to create a public relations campaign using the case-study approach.

**MC 472 (3) Corporate Communications.**

Prerequisites: MC 200, MC 201, MC 470, and MC 471. Emphasis is on the way in which corporations and business communicate with internal and external publics to transmit mediated messages.

**MC 473 (3) (W, S) Advertising Campaigns.**

Prerequisites: MC 200, MC 201, MC 330, and MC 423. Developing the IMC campaign from concept through development, production, and final evaluation.

**MC 475 (3) Special Topics: Public Relations strategy.**

Prerequisites: MC 200, MC 201, and two (2) courses in the concentration. This course will deal with various topics in Multimedia Journalism, Integrated Marketing Communications, and Media Production on a rotating basis. The course is designed to explore current, relevant topics in the field of mass communications.

**MC 486 (3) Practicum in Mass Communications.**

Prerequisite: MC 200, MC 201, and two (2) courses in the concentration. Students will apply skills and theories learned in the classroom and gain practical work experience at an on-campus media outlet.

**MC 489 (3) Internship in Mass Communications.**

Prerequisites: MC 200, MC 201, three (3) courses in the concentration, and a minimum 2.50 GPA. Students may also be eligible for an Internship based on the decision of the Internship Review Board. Internship is open to advanced students in each concentration on the basis of written application submitted one semester in advance. Students apply skills and theories learned in the classroom to gain real world on-the-job experience at an off-campus

site. Internships are with television and radio stations, newspaper, public relations, and advertising agencies, media and online organizations, and also with businesses, non-profit groups, and government agencies.

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**METEOROLOGY**

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**Department of Physics, Atmospheric and General Science**

**OFFICE: Just Hall of Science Building**

**MET 199-499 (4) Seminar in Atmospheric Science.**

Various topics will be discussed and presented by students, faculty, and visitors. All meteorology majors are expected to enroll in the appropriate course numbers as assigned by their advisors.

**MET 200 (3) Introduction to Meteorology.** Non-mathematical treatment of the fundamentals of meteorology, effects of weather and climate on man and his activities.

**MET 202 (3) Meteorological Measurements.**

Prerequisite: MET 200. Theory, techniques and use of conventional meteorological instruments.

**MET 209 (1) Introduction to Professional Meteorology.**

Pre- or Co-requisite: MET 200. A seminar course in which a variety of professional specialties within the area of the atmospheric sciences will be explored by the students. Wherever possible, visiting professionals will be invited to present materials about their specialty in the meteorology curriculum.

**MET 303 (3) Measurements and Observations.**

Prerequisite: MET 200. Practical experiences in weather observing, gathering and coding meteorological data.

**MET 311 (3) General Meteorology.** Pre- or Co-requisite:

MATH 231. Terrestrial energy budget; general circulation; atmospheric motion, fronts and cyclones, mesoscale dynamics, application to weather forecasting and modifications.

**MET 321 (3) Atmospheric Thermodynamics.**

Prerequisite: MET 311. Thermodynamic properties of the atmosphere, hydrostatic equilibrium and stability.

**MET 341 (3) Dynamic Meteorology.** Prerequisites:

MET 311, 321, and MATH 232. Physical and Mathematical models of atmospheric motion are developed from the basic equations of motion.

**MET 411 (3) Physical Meteorology.** Prerequisites: MET 311, and 321. Transmission of electromagnetic and sound waves in the atmosphere; the physics of clouds and precipitation; electrical properties of the atmosphere.

**MET 422 (3) Introduction to Synoptic Meteorology.** Prerequisites: MET 311, and 341. Composition of and physical processes in the atmosphere; weather elements and their spatial distribution; air masses, fronts, and weather forecasting.

**MET 423 (3) Synoptic Meteorology Laboratory.** Prerequisite: MET 422. Techniques of analyzing typical weather situations; practice weather forecasting. (F, S)

**MET 472 (1 - 3) Research Methods in Meteorology.** Prerequisite: Consent of department. Special problems in meteorology based on research or literature survey terminating with a comprehensive written report. (D)

**MET 487 (3) Physical and Dynamic Climatology.** Prerequisites: MET 341, and 411. Physical principles underlying the variations and changes in climate; climate controls—elements of microclimatology; interpretation of selected regional climates. (D)

**MET 492 (1 - 3) Seminar in Meteorology.** Prerequisite: Consent of department. Meetings for presentation and discussion of topics in meteorology by staff members and students of recent contributions published in current periodicals and of original research. (D)

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## MANAGEMENT

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**Department of Management and Marketing  
OFFICE: College of Business Building**

**MNGT 330 (3) Management to Organizations.** A foundation course in management focusing on the principle functions and practices of management. Course focuses on most of the sub-disciplines of management. (F, S, Sum)

**MNGT 333 (3) Quantitative Business Analysis.** Prerequisites: MNGT 330 and ECO 357. This course is designed to introduce students to the quantitative approaches to management. Use of management science techniques—forecasting, decision making, inventory management, linear programming, network models and simulation—is emphasized to solve

problems in all functional areas of business. (F, S)  
**MNGT 350 (3) Business Computer Applications.** An introduction to computers as a tool for information processing and hands-on experience with the PC utilizing business application of word processing and presentation software. Business Computer Applications will emphasize database management applications as well as the use of electronic spreadsheets as practical tools for solving problems. (F, S, Sum)

**MNGT 353 (3) Production and Operations Management.** Prerequisite: MNGT 333. This course introduces concepts related to production and operations management. Specifically, the course covers product and service design, location, planning, process selection and capacity planning, facilities layout, design of work systems, material requirement planning, just-in-time systems, scheduling, and product management. (S)

**MNGT 416 (3) Organizational Behavior.** Prerequisites: MNGT 330 and junior classification. Organization theory and investigation of the impact that individuals, groups, and structure have on behavior within organizations. (F)

**MNGT 452 (3) Human Resource/Personnel Management.** Prerequisites: MNGT 330 and junior classification. The administration of the human resource in organizations, including recruitment, selection, placement, training, motivation, performance appraisal, and compensation. Discussion of laws pertinent to managing personnel in organizations. (F)

**MNGT 458W (3) Strategic Management.** Prerequisites: ACC 212, MNGT 330, ECO 212, FNGB 320, MKT 351, and senior classification. Expressed and implied guides to behavior and action within the framework of the business organization including managerial implementation of policies and the appropriate enforcement of those guidelines. (F, S, Sum)

**MNGT 460 (3) Management Information Systems.** Prerequisite: MNGT 350. Covers the information system development life cycle. Use of data flow diagrams and structure charts; database design, and program development. Utilizes a relational database management system to illustrate system development techniques. (F)

**MNGT 462 (3) International Business.** Prerequisite: MNGT 330. A study of the problems facing business



organizations in the international setting. (S)

**MNGT 468 (3) Collective Bargaining.** Prerequisites: MNGT 330 and senior classification. The study of labor movements, strikes, and arbitration of strikes and labor disputes. An historical perspective tied in with contemporary labor issues. (S)

**MNGT 472 (3) Managerial Leadership.** Prerequisites: MNGT 330 and senior classification. This course focuses on the influencing function of management and draws heavily on behavioral science research and theories; how to motivate, help, guide, and coach employees for maximum performance; how to handle conflict situations; and how to effectively lead a multicultural workforce will be explored. (S)

**MNGT 482W (3) Business Ethics.** Prerequisites: MNGT 330, and FNGB 201. In-depth examination of the impact of business ethics on corporate decision making. The course will focus on the relationship between ethics and corporate governance. Students will examine ethical dilemmas in the workplace and the actions of corporations. (S)

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## MANAGEMENT INFORMATION SYSTEMS

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**Department of Management and Marketing  
OFFICE: College of Business Building**

**MIS 320 (3) Introduction to Software Design.** This course is designed to the concepts of modern software design. Students will develop skills in the design of algorithms. Based on common business information processing problems, students will learn to develop software using structured techniques. Real life problems will be used to enhance the student's ability to solve business problems. (F)

**MIS 325 (3) Introduction to Data Communication.** Prerequisites: MATH 111 and MIS 250C. This course covers the following topics in data communications: transmission sources, transmission receivers, and transmission mediums through which digitized data, voice, and images are transmitted within and between computer systems. The course will provide students with a detailed literacy overview of hardware, software, communication protocols, facilities, carriers, regulations and management information systems as related to the transfer of digitized information. Computer simulation projects will be conducted. (F)

**MIS 377 (3) Structured Programming (Visual Basic).**

Prerequisites: MATH 111, and MIS 320. Data validation, multilevel control break processing, sequential update, internal sort, and table handling are covered in detail. Programming development focuses on program structure, program logic, program style, and the programming process. One-level tables and multiple-level tables are covered extensively. Processing with sequential files and indexed sequential are covered extensively. Processing with sequential files and indexed files are discussed. Structured programming and modular programming techniques will be stressed to develop programming skills that will allow students to build workable business-oriented COBOL programs. (F)

**MIS 417 (3) Systems Simulation and Information Processing.**

Prerequisites: MATH 111, 221, and MIS 320. The course objectives are to familiarize students with modeling and introduce simulation languages to support the models. Real-life examples and a considerable amount of business fundamentals will be discussed and explored. Simulation languages include GPSS, SIMSCRIPT, and GPLAN; their use of these systems in business problem solving will be emphasized. Program development using simulation language is emphasized. (F)

**MIS 427 (3) System Analysis and Design.**

Prerequisites: MATH 111, 221, MNGT 250C, and MIS 320. A systematic approach to problem formulation and solving, introduction of systems development life cycle, use of prototyping tools, and utilization of case tools emphasized. Students will gain experience in using data flow diagramming tools in the analysis phase. A practical dimension will be emphasized through real-world systems analysis and design project based upon business processes. (S)

**MIS 450 (3) Information Structures.**

Prerequisites: MATH 111, 221, MNGT 250, and MIS 320. This course is designed to introduce students to the concepts of modern data structures. Students will develop skills in the design of data structures, using common business information processing problems. Students will learn to develop data types using software with structured techniques. Real life problems will be used to enhance the student's ability to solve business problems. Using Pascal or algol W, fundamental data structures and algorithms for manipulating data within them are discussed in class. (S)

**MIS 455 (3) Operating Systems.**

Prerequisites: MATH 111, MIS 320 and 460. Introduction to components of operating systems and features of operating systems

(OS) used to implement information systems. Coverage includes nucleus, memory manager, file manager, I/O systems, bath subsystems, command line interpreter, and system generation. Several OS are considered. (S)

**MIS 460 (3) Management Information System.**

Prerequisite: MNGT 350. This course covers the information system development life cycle. Use of data flow diagrams and structure charts, database design, and program development. The course utilizes a relational database management system to illustrate system development techniques. (F)

**MIS 472W (3) Seminar in Management Information Systems.**

Prerequisites: MATH 111, 221, MIS 320 and 427. Investigation of topics of current interest in computer based management information systems. Artificial intelligence, decision support systems, and object oriented systems development are introduced. Seminar course with lectures, will explore the theoretical aspects of management information systems to develop understanding of these technologies. Theory will be reinforced with discussion of articles from literature and student analysis of cases. (S)

**MIS 477 (3) Advanced Structured Programming.**

Prerequisites: MATH 111, MIS 320, 377, and 450. Advanced structured ANSI COBOL subprogram, report writer, indexed sequential processing, and relative file processing are covered in this course. This course is a continuation of MIS 377-Structured COBOL Programming. The main objective is further development of programming and problem-solving skills with particular emphasis on some of the more advanced topics in business file processing. (S)

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**MARKETING**

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**Department of Management and Marketing  
OFFICE: College of Business Building**

**MKT 351 (3) Marketing Management.** Prerequisite: ECO 211. Analytical survey of problems encountered by business people in distributing goods and services to markets. Takes a marketing-management approach in solving problems related to product planning, channels of distribution, pricing/advertising, and personal selling. Emphasizes role of consumers in the marketing process. (F, S, Sum)

**MKT 432 (3) Advertising.** Prerequisite: MKT 351. Advertising as a communications tool in marketing management. Develop an understanding of the role

of advertising under diverse marketing conditions. Emphasis will focus on problems of integrated advertising strategy in the firm's marketing program pertaining to media-selection, budgeting, production and layout, and measurement of effectiveness. Attention will also be given to the social and economic aspects of advertising. (F, S)

**MKT 436 (3) Retail Management.** Prerequisite: MKT 351. Profit planning and business control; buying, stock control, pricing, promotion; store location/layout organization, policies, systems; coordination of store activities. (F)

**MKT 438 (3) Marketing Research.** Prerequisites: MKT 351, ECO 357 and 358, or equivalent statistics courses. Study of the role of research in marketing decision-making, the research process, including research designs, measurements, data analysis and interpretation. (F)

**MKT 440 (3) Consumer Behavior.** Prerequisite: MKT 351. Survey of noteworthy contributions of the behavioral sciences to the understanding and prediction of consumer behavior. Contributions of various research techniques in the social sciences to the understanding of consumer purchasing and decision making processes, with particular attention to formal and informal influence patterns. Application of concepts to management of advertising, personal selling, pricing, and channels of distribution. (F)

**MKT 446 (3) Marketing to Organizations.**

Prerequisite: MKT 351. Major activities involved in marketing of industrial goods. Analysis of industrial market structures; habits and motives of industrial purchasers; types of industrial products; pricing problems; distribution channels. Problems in selling to agencies of government. (S)

**MKT 448 (3) Marketing Channels.** Prerequisite: MKT 351. This course deals with the development of channels / functional and behavioral dimensions, environmental forces, power, conflict, and communication within the channels. Current and future trends in the development and management of channels are also treated. (S)

**MKT 450 (3) Personal Selling.** Prerequisites: MKT 351 and senior classification. Personal Selling will recognize that today's salesperson faces a skeptical, well educated and sophisticated buyer, and that the professional sales person must be far more than a mere purveyor of goods and services. Professional selling will attempt to harmonize techniques and

strategies with personality development, so that sales students might move toward their full potential in selling. (F)

**MKT 462W (3) Marketing Policies and Strategies.**

Prerequisites: MKT 351 and nine (9) hours of additional marketing courses, and senior classification. Detailed consideration of process of formulating and implementing marketing policies. Major emphasis on markets, distribution channels, and product analysis. Problem approach utilized to develop student's analytical ability and to integrate all major areas of marketing. (S)

**MKT 466 (3) International Marketing.** Prerequisite: MKT 351. Institutions, functions, policies, and practices in international marketing. Relates marketing activities to market and marketing environment. (S)

**MKT 468 (3) Services Marketing.** Prerequisites: MKT 351, junior or senior classification. An analysis of the benefits offered to customers and the costs that they will incur in return. A study of the problems associated with the marketing of services and an exploration of alternative strategies to resolve the problems and improve service marketing effectiveness. (S)

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**MILITARY SCIENCE**

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**Department of Military Science**  
**OFFICE: Old Faculty Apartment Building**

**MS 101 (1) Fundamentals of Leadership and Management I.** Co-requisite: MS 103. Introduction to officership with emphasis on military customs and traditions, time management, stress management, and physical fitness. Introduction to principles of leadership with emphasis on character and competence, values and ethics, and values of the U.S. Army.

**MS 102 (1) Fundamentals of Leadership and Management II.** Co-requisite: MS 104. Builds upon leadership principles emphasizing oral and written communications, the problem-solving process, goal setting, active listening, assertiveness skills, counseling methods and nutrition. Builds upon principles of officership with emphasis on life the U.S. Army.

**MS 103 (1) Leadership Lab.**

**MS 104 (1) Leadership Lab.**

**MS 201 (2) Individual Leadership Studies.** Co-requisite: MS 203. Building on leadership principles with emphasis on communication, personal development,

physical well-being, team building, problem solving, and reasoning. Introduction to the ROTC Distance Learning Enhancement Skills Training Program with special emphasis on math, English, and reading skills.

**MS 201 (3) Individual Leadership Studies**

(Compression Course). Co-requisite: MS 203. May substitute for MS 101 and 201 by compressing them together. Course is designed for sophomore student who have not had previous military science classes, basic training, or high school JROTC.

**MS 202 (2) Leadership and Teamwork.** Co-requisite: MS 204. Building of leadership principles with emphasis on communication, personal development, physical well-being, team building, problem solving, and reasoning. Continued development of oral and written communication skills.

**MS 202 (3) Leadership and Teamwork (Compression Course).** Co-requisite: MS 204. May substitute for MS 102 and 202 by compressing them together. Course is designed for sophomore student who have not had previous military science classes, basic training, or high school JROTC.

**MS 203 (1) Leadership Lab.**

**MS 204 (1) Leadership Lab.**

**MS 300 (2) Leadership Training Camp.** Prerequisites: Students most have minimum of 2 years of college remaining. ROTC Basic Camp is a six-week summer training and evaluation class conducted on an active Army base. Students learn fundamental military skills and develop the ability to lead others. Students earn approximately \$761 while learning fundamental leadership skills with hundreds of other college students from universities throughout the United States and Puerto Rico. This is a substitute course for MS 100 and 200 level courses. Qualifies students for MS 300 level courses.

**MS 301 (3) Advanced Leadership and Management I.** Co-requisite: MS 303. Introduction to the Leadership Development Program and Self Assessment. Builds upon leadership principles with emphasis on physical fitness, wellness, nutrition, and training a team. Develops officership focusing on tactics, the principles of war, and offensive and defensive operations utilizing tactical analysis case studies. Develops officership with emphasis on the problem solving process utilizing the Troop Leading Procedures, officer duties, the role and organization of the Army values, spiritual needs, consideration of others, and ethical decision making.

Qualified cadets may receive up to \$3,600 stipend annually. Course includes mandatory field training exercises.

**MS 303 (1) Leadership Lab.**

**MS 304 (1) Leadership Lab.**

**MS 400 (3) Leadership Development and Assessment Camp.** Prerequisites: MS 301 and 302. LDAC is a six-week summer training and evaluation class conducted on an Active Army base. Cadets must attend LDAC during the summer upon completion of MS 302. Students are placed in leadership positions and evaluated on their ability to plan, direct, and execute tasks while operating in challenging and stressful environments. Student will earn approximately \$800 for attendance at LDAC.

**MS 401 (3) Seminar in Leadership and Management I.** Co-requisite: MS 403. Prepares cadet for commissioning as Second Lieutenant in the U.S. Army by focusing on career choices, life in the Army, training the force, mission-essential task list development, training execution and assessment, active listening and feedback, personal and developmental counseling, stress management, social exchange theory, expectancy theory, organizational systems and culture, and organizational change culminating in a leadership simulation practical exercise. Qualified cadets may receive up to \$4,000 stipend annually. Course includes mandatory field training exercises.

**MS 402 (3) Seminar in Leadership and Management II.** Co-requisite: MS 404. Comprehensive senior leadership project that focuses on values and ethics emphasizing assessment, establishment, and improvement of the ethical climate, the foundation, regulations, and codes of military law, and the law of war, the tactical, operational, and strategic levels of war, military operations other than war, personnel administration, maintenance and supply management, financial planning, counseling practicum, leadership lessons and developing a Leadership Vision. Qualified cadets may receive up to \$4,000 stipend annually. Course includes mandatory field training exercises.

**MS 403 (1) Leadership Lab.**

**MS 404 (1) Leadership Lab.**

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## MUSIC

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**Department of Music**

**OFFICE: Frederick D. Hall Music Center**

**Music Theory:**

**MUS 011 (2) Introduction to Music Theory.** Special study for students who plan to major in music and do not meet standards for MUS 111. Designed to strengthen basic musicianship areas as needed.

**MUS 111 (2) Music Theory.** Prerequisite: Theory Placement Examination. Functional study of basic music theory including notation, rhythm, scales, modes, intervals, sightsinging, diction, partwriting, composition and performance style practices, and development of basic aural skills. Laboratory experience required.

**MUSY 111 (1) Sight Singing and Ear Training.** Development of basic skills in music reading and aural perception. Laboratory experience required.

**MUSY 112 (1) Sight Singing and Ear Training.** Prerequisite: MUSY 111. Continuation of the development of basic skills in music reading and aural perception. Laboratory experience required.

**MUS 112 (2) Music Theory.** Prerequisite: MUS 111. Continuation of MUS 111 with emphasis on the application of common elements of music to rhythmic, melodic and harmonic diction, three and four part writing, aural and visual analysis. Laboratory experience required.

**MUS 113 (2) Music Theory.** Prerequisite: MUS 112. Elective course in basic musicianship designed to provide additional study in stylistic analysis of diatonic structures and experimentation with four voice homophonic writing.

**MUS 201 (3) Fundamentals of Music.** Study of the basic elements of music needed by Elementary and Special Education majors as a prerequisite to MUS 203. Elective for other non-music majors.

**MUS 211 (2) Music Theory.** Prerequisite: MUS 112. More advanced study in basic musicianship including altered chords, modulation to near-related keys, partwriting, development of aural skills, stylistic analysis and compositional techniques. Laboratory experience required.

**MUSY 211 (1) Sight Singing and Ear Training.** Prerequisite: MUS 112. More advanced studies in the

development of music reading and aural perception skills. Laboratory experience required.

**MUSY 212 (1) Sight Singing and Ear Training.**

Prerequisite: MUS 211. More advanced studies in the development of music reading and aural perception skills. Laboratory experience required.

**MUS 212 (2) Music Theory.** Prerequisite: MUS 211. Advanced study in basic musicianship including ninth, eleventh and thirteenth chords, modulation to distant keys, and continued development of aural skills, stylistic analysis and compositional techniques. Laboratory experience required.

**MUS 213 (2) Music Theory.** Prerequisite: MUS 212. Elective with emphasis on twentieth century techniques.

**MUS 226 (3) Introduction to Music Technology.** A survey of computer hardware, software, and other electronic devices as they relate to computer generated music. Topics include computer basics, MIDI sequencing, music notation, database building, and internet resources for musicians.

**MUS 311 (3) Form and Analysis.** Prerequisite: MUS 212. Analysis of forms and styles representative of works from the Renaissance period to the present.

**MUS 411 (2) Vocal Arranging.** Prerequisite: MUS 311 or equivalent. Arranging and adapting scores for small and unusual groups of vocal combinations.

**MUSY 411 (2) Instrumental Arranging.** Prerequisites: MUS 311, and 331-332. Fundamental techniques of arranging and transcribing music for varied instrumental ensembles.

**MUS 412 (3) Orchestration.** Prerequisites: MUS 311, 332, and 222. Practical study in the art of scoring for various sections of the orchestra, singly and in combination. Elective.

**MUS 437 (3) Seminar in Church Music.** The course will enable participants (1) to become aware of how to intelligently use instruments in the worship service; (2) to understand and be able to plan a comprehensive church music program; (3) to understand when to use the hymn, anthem, spiritual, response or gospel selection in worship; and (4) to become cognizant of appropriate materials and techniques for use in developing choirs of varying age groups.

**MUS 451 (3) Counterpoint.** Prerequisite: MUS 311. Study of model, eighteenth century and contemporary counterpoint with experiences in writing. Required for Bachelor of Music students, elective for others.

**MUS 452, 453 (3) (3) Composition I and II.** Prerequisite: MUS 311. Exploration and understanding methods by which music is composed, study of traditional musical styles, experiences in improvisation and manipulating common elements in traditional and nontraditional ways. Original compositions required. Elective.

**MUS 461 (2) Special Studies in Theory I.** Prerequisite: Consent of instructor. Creative or research projects in music theory on an individual basis. Elective.

**MUS 462 (3) Special Studies in Theory II.** Prerequisite: Consent of instructor. More advanced creative or research projects in music theory on an individual basis. Elective.

**Music History and Literature:**

**MUS 205 (3) Music Appreciation.** Study of music designed to provide the general student with knowledge and understanding of the history, structure, and style of various types of music literature and development of listening skills.

**MUS 206 (3) Elementary School Music Appreciation.** Prerequisite: Mus 203. Student of classical, romantic, and contemporary music with emphasis on its use in elementary schools. For Elementary and Special Education majors concentrating in music, elective for others.

**MUS 217 (1) Jazz History.** Study of the development of jazz from its African origins to its present status as an organized art form, contributions of selected jazz.

**MUS 219 (1) Jazz Vocal Techniques II.** Student of organ literature, style analysis, historical and practical organ design. Comparison of electronic, computerized and pipe organs.

**MUS 319 (3) Chamber Music.** Prerequisite: MUS 322. Study of the historical background, literature, media, forms and styles of ensemble music, including small group rehearsals for instrumentalists, vocalists, and pianists.

**MUS 321 (3) Music History.** Prerequisite: MUS 112. A chronological and comparative study of the historical development of musical practices, forms and styles from Antiquity to the Baroque era.

**MUS 322 (3) Music History.** Prerequisite: MUS 321. Continuation of MUS 321 with emphasis on the literature, forms, styles and practices of music in the Baroque era to the present time.

**MUS 323 (3) Music History.** Elective course designed to study the various forms, styles, media and techniques utilized in music on the present time.

**MUS 350 (3) Roots of Music Springing from Africa.** The study of music from its beginning with emphasis on African cultures that contributed to its development. Elective, may be substituted for MUS 205.

**MUS 351 (3) Contributions of Black Americans to Western Music: The Influence of Africa.** The influence of Africa on American music and the contributions of Black Americans to its development. Elective, may be substituted for MUS 205.

**MUS 352 (3) Folk Music of Black People in the United States, Latin America, South America and the Caribbean.** The contribution of Black People to the development of Folk Music. Elective.

**MUS 431 (3) Symphonic Literature.** Prerequisite: MUS 322. Study of symphonic literature of various periods with emphasis on listening, score reading, style and analysis, historical practices and procedures, and technical problems of performance.

**MUS 432 (3) Keyboard Literature I.** Prerequisite: MUS 322. Study of literature for keyboard instruments from earliest periods to the present. Performance, listening sessions and discussion of aesthetic value, structure and style.

**MUS 433 (3) Song Literature.** Prerequisite: MUS 322. A chronological survey of song literature with emphasis on principal types, forms, composers, stylistic features, trends and influences in representative style periods.

**MUS 434 (3) Keyboard Literature II.** Prerequisite: MUS 432. Concentrated study of selected topics in keyboard literature. Correlation of art, music and literature; performance, listening and discussion of aesthetic values, structure and style.

**MUS 435 (3) Song Literature II.** Prerequisite: MUSV 433. An advanced survey of literature for solo voice(s) from the English Lutenists to literature of the 21st century. A study of interpretation both practical and within historical context and program

building are included, along with a review of song study techniques.

**Music Education:**

**MUS 104, 105 (1) (1) Voice Class.** Artistic singing, diction, phrasing, breath support and control, methods and materials applicable to elementary school students in grade 1 - 6. Elementary and Special Education majors only.

MUS 117 (1) Voice Class. Essential elements of artistic singing, including effective methods of breath control, formation and color of vowels, resonance, phrasing, diction, and development of effective singing techniques.

**MUS 118 (1) Voice Class.** Voice diagnosis; consideration of the fundamentals of vocal production as related to each individual; study of breath control, resonance and diction; application of fundamentals to song material. Elective.

**MUS 203 (3) Music for Children.** Prerequisite: MUS 201. Study of philosophy, aims, appropriate musical experiences, materials and methods; application of skills and techniques of teaching music to elementary school children. For prospective elementary school teachers.

**MUS 221, 222 (1) (1) String Class.** The study of application of fundamentals of playing and teaching string instruments including correct tone production, bowing techniques and care of the instruments. Laboratory experience required.

**MUS 223 (1) String Class.** Prerequisite: MUS 222 or equivalent. More advanced study and application of essential playing and teaching techniques for string instruments. Elective.

**MUS 230, 231 (1) (1) Jazz/Commercial Keyboard Skills.** Prerequisite: MUSD 115. Basic jazz keyboard skills. Keyboard realization of jazz harmony with typical idiomatic voicing.

**MUS 301 (3) Music in the Elementary School.** Prerequisites: MUS 201 and 203. Historical, philosophical, psychological, social and aesthetic foundations of music for children. Emphasis on effective organization and implementation of musical experiences for children.

**MUS 302 (3) Music in the Elementary School.** Prerequisites: MUS 212, and PRAXIS I. Philosophy, aims, and principles of music teaching and learning;

content, methods and materials for music teaching; creative approaches to the development of musical concepts in elementary school children.

**MUS 303 (3) Music in the Secondary School.**

Prerequisite: MUS 302. Philosophy, basic concepts and principles of music teaching and learning in the secondary school. Emphasis on content, techniques and materials for effective program building and implementation.

**MUS 304 (3) Recreation Music.** An introduction to innovative ways in which music may be applied to recreation and leisure. For Elementary and Special Education majors concentrating in music. Elective for others.

**MUS 333 (2) Conducting.** Prerequisite: Junior standing or consent of instructor. Elements and techniques of conducting; stylistic interpretation; choral, band and orchestral score reading; rehearsal techniques, individual practice in conducting performance groups.

**MUS 334 (2) Conducting.** Prerequisite: MUS 333. More advanced study in the fundamentals of conducting both choral and instrumental groups. Elective.

**MUS 337 (1) Brasswind Class.** Prerequisite: Junior standing or consent of instructor. Study of the origin and development of brasswind instruments and development of fundamental performance proficiency on one or more brass instruments.

**MUS 338 (1) Woodwind Class.** Study of the origin and development of woodwind instruments and development of fundamental proficiency on one or more woodwind instruments.

**MUS 339 (1) Percussion Class.** Study of the origin and development of percussion instruments and development of fundamental performance proficiency on basic percussion instruments.

**MUS 341 (3) Advanced String Class.** Prerequisite: MUS 222 or consent of instructor. More advanced study of the content, methods, techniques and materials useful for effective teaching of string instruments in schools, individually and in groups. Elective.

**MUS 407 (3) Instrumental Pedagogy.** Prerequisite: MUS 315. Students will master objectives, methods

and materials applied to instrumental teaching. This course is designed to teach the student skills for studio instruction from various stages for the beginning, intermediate, and advanced student.

**MUS 410 (3) Advanced Band Instrument Class.**

Prerequisite: MUS 332 or equivalent. More advanced study of the content, methods, techniques and materials useful for effective teaching of band instruments in schools, individually or in groups. Elective.

**MUS 420 (3) Jazz Pedagogy/Methods.** Prerequisite: MUS 311. Techniques for the effective organization, administration and implementation of the jazz studies program in the school and private studio.

**MUS 421 (3) Piano Methods and Materials.** Prerequisite: MUS 315. Techniques needed to understand teaching private piano and piano classes; pedagogical methods, content and literature. This course combines historical, theoretical and educational strategies into an effective teaching method in compliance with music education standards.

**MUSQ 421 (3) Choral Methods and Materials.**

Prerequisites: MUS 303 and 315. Techniques of organizing and developing choral groups in schools; study and evaluation of choral methods, content and literature.

**MUSM 421 (3) Instrumental Methods and Materials.**

Prerequisites: MUS 315. Techniques of organizing and developing instrumental groups; musical content, pedagogical practices, procedures, methods and materials for developing bands, orchestras, ensembles and solo performances.

**MUS 422 (3) Church Music.** Basic objectives, organizational procedures, administration, and literature of modern liturgical music. Elective.

**MUS 423 (3) Art of Accompanying.**

Prerequisite: MUS 215. Practical training for music majors in coaching and playing choral, vocal, dance and instrumental accompaniments. Elective.

**MUS 425 (3) Administration of School Music.**

Study of administrative considerations basic to essential facets of school music programs, K-12, including objectives, organization, staffing, financing, equipment, facilities, scheduling, public relations and instruction. Elective.

**MUS 426 (3) Voice Pedagogy.** Prerequisite: MUS 215 or 225. Objectives, methods and materials applied to vocal teaching. Procedures in voice production, respiration, phonation, articulation, resonance; voice classification, quality, diction, support and control. Elective.

**MUS 427 (3) Music Seminar.** Prerequisite: Senior standing. Integrative analysis, review and assimilation of basic concepts in the development of musicianship as related to contemporary needs and uses. Elective.

**MUS 428 (3) Applied Piano Recital.** This course studies the development of hymnology from the early church to the present. Additional attention is given to the historical performance practice unique to the respective periods.

**MUS 429 (3) The Church and Music Education.** A comprehensive program constructed to enable the church musician to study materials, methods, and activities and to present programs specifically designed to educate the taste of various congregations.

**MUS 436 (2) Church Music Workshop.** Prerequisite: MUS 212. Rehearsal procedures, reviewing literature of the past and present, philosophies of church music, as well as liturgies will be studied. Planning of a church music program that is flexible and dynamic, as well as contemporary; contemporary trends will be covered.

#### **Supportive Music Courses:**

**MUS 100 (2) Careers in Music.** A study of alternative careers to teaching in the field of music. Current needs, future trends, economic considerations, preparation of courses of study, geographical advantages, special characteristics and preparation required.

**MUS 207 (3) Keyboard Skill.** Prerequisite: MUS 212. Applied experience for music communication skills: sight-reading scores, improvisation, accompanying, transposing and ensemble playing. Additional master class laboratory required.

**MUS 408 (3) Piano Pedagogy I.** Prerequisite: MUS 325. Designed to teach the student technical skills needed for piano studio instruction and to examine teaching materials from various periods for the beginning, intermediate and advanced piano student.

**MUS 409 (3) Piano Pedagogy II.** Prerequisite: MUS 408. Practical teaching of beginning intermediate and advanced pupils in piano. Application of

technical skills and materials studied in MUS 408 and 409 to instruction of piano students.

**MUS 498 (2) Independent Study.** Prerequisites: MUS 315 or 325. Intensive study of a subject selected in accordance with student needs, under the direction of the faculty. Written report required.

**MUS 499 (2) Independent Study.** Prerequisite: Senior standing. Individual program of study in major area of interest, under the direction of the faculty. Opportunities to broaden knowledge and develop further skills in special areas of music.

#### **Basic Applied:**

**MUS 001, 002 (1) (1) Basic Applied.** Private instruction in the basic concepts of piano, vocal, or instrumental performance. For students who need to be strengthened in the fundamental principles and techniques of their applied major.

#### **Piano:**

**MUS 101, 102 (1) (1) Basic Keyboard.** Beginning class piano instruction. Principal chords in all keys; ear training, rhythm, harmonization and transposition of melodies suitable for grades K - 6.

**MUS 114, 115 (2) (2) Applied Piano.** Prerequisite: Freshman standing on piano auditions. All major and minor scales and arpeggios, technical exercises, selections from Mikrokosmos and selected repertoire from Baroque, Classical, Romantic and Contemporary periods.

**MUSD 114, 115 (1) (1) Applied Secondary Piano.** For all vocal and instrumental students. Emphasis on scales, chords, sight-reading, improvised accompaniments to melodies and transposition. Must be enrolled in MUS 111.

**MUSD 116 (1) Applied Secondary Piano.** Continued development of basic keyboard skills in scales, techniques, sight-reading, and easy ensemble compositions. Elective.

**MUS 214, 215 (2) (2) Applied Piano.** Prerequisite: MUS 115. All scales, 3rds, 6ths, 10ths, dominant 7th and diminished 7th arpeggios; advanced studies including Mikrokosmos; advanced repertoire including suites, sonatas and preludes from all major historical periods.

**MUSD 214, 215 (1) (1) Applied Secondary Piano.** Prerequisite: MUSD 115. For vocal and instrumental students. Sight-reading and performance and



materials suitable for school and community use. Harmonizations, transpositions, accompaniments and moderately easy compositions. Piano proficiency required in MUS 215.

**MUSD 216 (1) Applied Secondary Piano.**

Prerequisite: MUSD 215 or consent of instructor. Continuation of development of basic keyboard skills including sight-reading, harmonization and transposition of simple melodies. Elective.

**MUS 314, 315 (1) (2) Applied Piano.** Prerequisite: MUS 215. Advanced technical studies; detailed study of Bach or Handel Suites, compositions by Schubert, Chopin, Brahms, Mendelssohn or Liszt and representative 20th century repertoire. Junior recital at 315B level.

**MUSD 314 (1) Applied Secondary Piano.**

Development of piano skills to enable students to sight-read moderately easy compositions including jazz idioms, emphasis on community songs and choral accompaniments. Elective.

**MUSD 315 (1) Applied Secondary Piano.**

Continuation of MUSD 314 with the same types of materials on a moderately difficult level. Elective.

**MUSD 316 (1) Applied Secondary Piano.**

Continuation of MUSD 315 with emphasis on piano literature of a more difficult level. Elective.

**MUS 414 (2) Applied Piano.** Prerequisite: MUS 315. Preparation for and presentation of senior recital. Selection of compositions from Baroque to Twentieth Century forming a well-balanced program.

**MUS 415 (3) Applied Piano.** Prerequisite: MUS 414. Advanced piano study beyond the senior recital level. Elective.

**Organ:**

**MUSO 114, 115 (2) (2) Applied Organ.** Prerequisite: Audition and consent of instructor. Easy to moderately difficult literature of all periods and natural schools. Selected materials; The Church Organist by Andrews and Riddle, J. S. Bach's Eight Preludes and Fugues. The Little Organ Book, hymn playing.

**MUSO 214, 215 (2) (2) Applied Organ.** Prerequisite: MUSO 115. Continuation of MUSO 115. More advanced literature of all periods and further instruction in hymn playing.

**MUSO 314, 315 (2) (2) Applied Organ.** Prerequisite:

MUSO 215. Advanced literature including specific types of accompaniments. Reduction of orchestral accompaniments to choral works.

**Voice:**

**MUSV 114, 115 (2) (2) Applied Voice.** Prerequisite: Freshman standing on voice audition. Vocalization for development of tone quality, diction, range, breathing and correct singing posture. Individualized basic musicianship and technical studies. Repertoire Requirements; Eight songs. Four songs per semester. Four Italian and Four English songs from the 17th and 18th centuries. At least three songs are to be memorized per semester.

**MUSL 114, 115 (1) (1) Applied Secondary Voice.**

Prerequisite: Audition. For students other than voice majors. Emphasis on the essentials and elements of artistic singing and reading skills. Songs in English and Italian.

**MUSL 116 (1) Applied Secondary Voice.** For students other than voice majors. Emphasis on the essentials and elements of artistic singing and music reading skills. Repertoire requirements; One song in English and One song in Italian. Both songs are to be memorized.

**MUSV 214, 215 (2) (2) Applied Voice. Prerequisite:**

MUSV 115. A continuation of basic musicianship and technical studies. Repertoire requirements. Five songs per semester; two selected from the Oratorio repertoire, Two French chanson, Two German lieder, Two American art songs or sacred songs, Two Operatic arias. At least four are to be memorized per semester.

**MUSL 214, 215 (1) (1) Applied Secondary Voice.**

Prerequisite: MUSL 115. Continuation of voice 115. Development of sufficient vocal skills to assure effective use of the voice in demonstrations. Experience in solo vocal performance. Songs in English and Italian.

**MUSL 216 (1) Applied Secondary Voice.**

Prerequisite: MUSL 116 or consent of constructor. More advanced elective course with emphasis on development of increased technical and technical skills. Repertoire requirements: Two American art songs or sacred songs and one Italian art song. At least two songs are to be memorized.

**MUSL 314, 315 (1) (1) Applied Secondary Voice.**

Prerequisite: Audition. Elective courses for continued development of musicianship with the emphasis on stylistic interpretation through the use of vocal literature and technical studies. Songs in English,

Italian, Spanish or French.

**MUSV 314, 315 (2) (2) Applied Voice.** Prerequisite: MUSV 215. Continuation of technical studies with more emphasis on musical style, interpretation and performance practice. Repertoire requirements: Twelve new songs. Six new songs each semester. Three American art songs, Three German lieder, Three French chanson, Two oratorio or cantata arias, and one operatic aria. At least five are to be memorized per semester. Junior Recital at the 315 level.

**MUSL 316 (1) Applied Secondary Voice.** Prerequisite: MUSL 216 or consent of instructor. Continuation of vocal technique and interpretive skills. More advanced repertoire. Repertoire Requirements: Four songs. Two American art songs or sacred songs, one operatic aria and one oratorio or cantata aria. At least three songs are to be memorized.

**MUSV 414 (2) Applied Voice.** Prerequisite: MUSV 315. Advanced vocal technique and literature. Greater emphasis on performance practice and communicative skills. Repertoire requirements: Twelve new songs. Six new songs per semester. One song cycle or chamber work. Three French chanson, Three German lieder, Three American art songs or sacred songs. At least five songs are to be memorized per semester. Preparation and presentation of senior recital.

**Violin:**

**MUSN 114, 115 (2) (2) Applied Violin.** Prerequisite: Freshman standing on violin audition. Private instruction on developing fundamental techniques of violin playing. Scales, arpeggios, sight-reading, technical studies, solo and ensemble literature.

**MUSN 214, 215 (2) (2) Applied Violin.** Prerequisite: MUSN 115. Application of technique to performance. Elements of position, tone production, bow management, finger placement covering entire and tonal range in all positions. Standard orchestral bowings, technical studies, solo and ensemble literature.

**MUSN 314, 315 (2) (2) Applied Violin.** Prerequisite: MUSN 215. Continuation of technical studies, expansion of repertoire and development of performance skills. Junior recital at 315 level.

**MUSN 316 (2) Applied Violin.** Prerequisite: Consent of instructor. Elective course in more advanced development of technique, repertory and performance skills.

**MUSN 414 (2) Applied Violin.** Prerequisite: MUSN 315. Advanced technical study, continued development of repertoire, stylistic interpretation and performance skills. Preparation and presentation of senior recital.

**Viola:**

**MUSA 114, 115 (2) (2) Applied Viola.** Prerequisite: Freshman standing on viola audition. Private instruction on developing fundamental techniques of viola playing. Scales, arpeggios, sight-reading, technical studies, solo and ensemble literature.

**MUSA 214, 215 (2) (2) Applied Viola.** Prerequisite: MUSA 115. Application of technique to performance up to fifth position with standard orchestral bowings; harmonics, double stops and chords in first three positions. Scales, arpeggios, technical studies; solo, ensemble, orchestral literature.

**MUSA 314, 315 (2) (2) Applied Viola.** Prerequisite: MUSA 215. Continuation of technical study, development of basic musicianship applied to performance skills. Stylistic interpretation, repertory development; selected literature in preparation for junior recital at 315 level.

**MUSA 316 (2) Applied Viola.** Prerequisite: MUSA 315 or equivalent. Elective course in more advanced development of techniques, repertory and performance skills.

**MUSA 414 (2) Applied Viola.** Prerequisite: MUSA 315 or equivalent. Advanced technical study; continued development of repertoire, stylistic interpretation, understanding and application of musical concept to performance skills. Preparation and presentation of senior recital.

**Violoncello:**

**MUSI 114, 115 (2) (2) Applied Violoncello.** Prerequisite: Freshman standing on violoncello auditions. Study and review of basic left and right hand techniques, playing postures and sound production. Two octave scales, arpeggios, double-stops. Selected studies, etudes and solo pieces.

**MUSI 214, 215 (2) (2) Applied Violoncello.** Prerequisite: MUSI 115. Continuation of principles studied previous year with emphasis on bowings, thumb position, scales and arpeggios in three octaves. Concentration on more challenging studies, etudes, ensemble and solo materials.

**MUSI 314, 315 (2) (2) Applied Violoncello.**

Prerequisite: MUSI 215. Continuation of principles and materials studied previous year. Scales and arpeggios, four octaves; double-stops, three octaves; advanced technical etudes, problematical studies; selected standard solo-repertoire. Junior recital, 315 level.

**MUSI 316 (2) Applied Violoncello.** Prerequisite: MUSI 315. Advanced technical study, continued development of repertory, stylistic interpretation and application of musical concepts to performance skills. Elective.

**MUSI 414 (2) Applied Violoncello.** Prerequisite: MUSI 315. Advanced technical study, continued development of repertory, stylistic interpretation and application of musical concepts to performance skills. Preparation and presentation of senior recital.

**String Bass:****MUSS 114, 115 (2) (2) Applied String Bass.**

Prerequisite: Freshman standing on string bass audition. Study and review of basic left and right hand techniques, playing postures and tone production. Scales and arpeggios in two octaves. Selected studies, etudes and short solo pieces.

**MUSS 214, 215 (2) (2) Applied String Bass.**

Prerequisite: MUS 115. Continuation of principles studied previous year, emphasis on bowings and thumb position. Scales and arpeggios in three octaves; more progressive etudes, studies, and selected short solo materials.

**MUSS 314, 315 (2) (2) Applied String Bass.**

Prerequisite: MUS 215. Continuation of principles and materials studied previous year. Advanced etudes, problematic exercises, passages from standard orchestral studies, selected solo works. Junior recital at 315 level.

**MUSS 316 (2) Applied String Bass.** Prerequisite: MUS 315 or equivalent. Elective course in more advanced development of musicianship, technique, repertory and performance skills.

**MUSS 414 (2) Applied String Bass.** Prerequisite: MUS 315. Advanced technical study, continued development of repertory, stylistic interpretation and application of musical concepts to performance skills. Preparation and presentation of senior recital.

**Bassoon:**

**MUSB 114, 115 (2) (2) Applied Bassoon.** Prerequisite: Freshman standing on bassoon audition. Basic musicianship and technical studies including major, minor and chromatic scales and arpeggios. Embouchure development, tone production, reed making. Selected technical and solo material.

**MUSB 214, 215 (2) (2) Applied Bassoon.**

Prerequisite: MUS 115. Continuation of principles and techniques studied previous year including all scales, intervals, arpeggios, characteristics tone production, articulations, rhythms, sight-reading, standard technical, solo and ensemble material, making and adjusting reeds.

**MUSB 314, 315 (1) (2) Applied Bassoon.**

Prerequisite: MUS 215. More advanced technical study and repertoire development. Scales in thirds, fourths, and fifths, extended arpeggios, articulatory studies, range and dynamics development. Representation solo, ensemble and orchestral literature. Junior recital, 315 level.

**MUSB 414 (3) Applied Bassoon.** Prerequisite: MUS 315. Intensive study of bassoon literature, advanced technique, stylistic interpretation, and application of musical concepts to performance skills. Preparation and presentation of senior recital.

**Clarinet:**

**MUSC 114, 115 (2) (2) Applied Clarinet.** Prerequisite: Freshman standing on clarinet audition. Study of tone production, proper breath support, embouchure development, articulations, major and minor scales and arpeggios. Basic musicianship development; technical studies and selected solo literature.

**MUSC 214, 215 (2) (2) Applied Clarinet.** Prerequisite: MUSC 115. Continuation of basic musicianship principles and techniques. Major, minor and chromatic scales in third, skill in adjusting clarinet reeds, sight-reading and transposition and various articulations. Selected solo and ensemble material.

**MUSC 314, 315 (2) (2) Applied Clarinet.**

Prerequisite: MUSC 215. Continuation of technical study and repertoire development. More advanced performance of scales, arpeggios, articulations, embellishments, sight-reading and transposition. Representative solo, ensemble and orchestral literature. Junior recital, 315 level.

**MUSC 414 (2) Applied Clarinet.** Prerequisite: MUSC 315. Advanced technical and repertory study. Emphasis on stylistic interpretation of solo, ensemble and orchestral literature from principal historical periods. Preparation and presentation of senior recital.

**Saxophone:**

**MUSX 114, 115 (2) (2) Applied Saxophone.**

Prerequisite: Freshman standing on saxophone audition. Study of correct tone production, embouchure development, breath support and elements of basic musicianship. Major, minor and chromatic scales and arpeggios, articulations, technical studies and selected solo materials.

**MUSX 214, 215 (2) (2) Applied Saxophone.**

Prerequisite: MUSX 115. Continuation of basic musicianship, techniques and repertoire development. Scales, arpeggios, intervals, tonguing studies, sight-reading, transposition studies. Representative solo, ensemble and orchestral literature. Junior recital, 315 level.

**MUSX 314, 315 (2) (2) Applied Saxophone.**

Prerequisite: MUSX 215. Advanced technical study, stylistic interpretation and repertory development. More advanced scale, arpeggios, articulatory, sight-reading and transposition studies. Representative solo, ensemble and orchestral literature. Junior recital, 315 level.

**MUSX 414 (2) Applied Saxophone.** Prerequisite: MUSX 315. Advanced technical study. Intensive study of saxophone literature, original and transcribed, with emphasis on the stylistic interpretation of standard solo, ensemble and orchestral materials. Preparation and presentation of senior recital.

**Flute:**

**MUSF 114, 115 (2) (2) Applied Flute.** Prerequisite: Freshman standing on flute audition. Two octave major and minor scales and arpeggios; development of embouchure and tone quality, breath control and varying articulation with emphasis on basic musicianship. Selected technical studies and solo materials.

**MUSF 214, 215 (2) (2) Applied Flute.** Prerequisite: MUSF 115. Continued stress on basic musicianship, tone quality, technical development and repertory. All major, minor and chromatic scales, arpeggios and embellishments. Standard solo, ensemble and technical material progressing in difficulty.

**MUSF 314, 315 (2) (2) Applied Flute.** Prerequisite: MUSF 215. Continued technical study, development of repertoire, stylistic interpretation and performance skills. Selected solo, ensemble and orchestral material from standard repertoire. Junior recital as 315 level.

**MUSF 414 (2) Applied Flute.** Prerequisite: MUSF 315. Advanced technical study. Special exercises with emphasis on stylistic interpretation of a well-balanced repertoire. Preparation and presentation of senior recital.

**Oboe:**

**MUSZ 114, 115 (2) (2) Applied Oboe.** Prerequisite: Freshman standing on auditions. Study of basic musicianship including scales and arpeggios in major and minor keys, embouchure development, tone production articulation, making and adjusting reeds. Selected technical and solo materials.

**MUSZ 214, 215 (2) (2) Applied Oboe.** Prerequisite: MUSZ 115. Continuation of basic musicianship principles and technical studies. Application of technique to performance skills, scales; intervals, arpeggios, articulations, technical studies, solo ensemble materials.

**MUSZ 314, 315 (2) (2) Applied Oboe.** Prerequisite: MUSZ 215. Continuation of technical studies, extension of repertoire and development of stylistic interpretation. Selected solo, ensemble and orchestral literature from standard repertoire of principal periods. Junior recital at 315 level.

**MUSZ 414 (2) Applied Oboe.** Prerequisite: MUSZ 315. Advanced technical study and development of performance skills with on stylistic interpretation of balanced repertoire from the principal historical periods. Preparation and presentation of senior recital.

**Trumpet:**

**MUST 114, 115 (2) (2) Applied Trumpet.** Prerequisite: Freshman standing on trumpet audition. Methods pertinent to development of good tone production, proper breath usage, embouchure formation, articulation and musical interpretation in correlation with basic elements of musicianship. Selected technical and solo materials.

**MUST 214, 215 (2) (2) Applied Trumpet.**

Prerequisite: MUST 115. Continuation of the study of basic musicianship, embouchure development, intervals, scales and study of arpeggios. Articulations,

transposition and selected technical studies. Standard orchestral, solo and ensemble literature.

**MUST 314, 315 (2) (2) Applied Trumpet.** Prerequisite: MUST 215. Continuation of previous studies. More intensive study of stylistic interpretation, technique, transposition, and standard solo, ensemble and orchestral literature for trumpet from principal historical periods. Junior recital, 315 level.

**MUST 414 (2) Applied Trumpet.** Prerequisite: MUST 315. Advanced technical study and repertoire development. Representative literature from principal historical periods. Preparation and presentation of senior recital.

#### **French Horn:**

##### **MUSH 114, 115 (2) (2) Applied French Horn.**

Prerequisite: Freshman standing on French Horn audition. Methods pertinent to development of good tone production, proper breath techniques, articulation and musical interpretation in correlation with music fundamentals. Selected technical and solo materials.

##### **MUSH 214, 215 (2) (2) Applied French Horn.**

Prerequisite: MUSH 115. Continuation on tone quality, breath control, two octave major and minor scales and arpeggios, register expansion, embouchure building and lip flexibility. Study of transposition, technical exercises, solo and ensemble materials.

##### **MUSH 314, 315 (2) (2) Applied French Horn.**

Prerequisite: MUSH 215. Continuation of previous studies with emphasis on embouchure building, range and muting studies, trilling exercises, other technical considerations; transposition, stylistic interpretation and repertoire development. Junior recital, 315 level.

**MUSH 414 (2) Applied French Horn.** Prerequisite: MUSH 315. Advanced technical and repertoire development. Standard solo, ensemble and orchestral literature from principal historical periods. Preparation and presentation of senior recital.

#### **Trombone:**

##### **MUSR 114, 115 (2) (2) Applied Trombone.**

Prerequisite: Freshman level on trombone auditions. Study of tone production, breath support, embouchure development, one octave major and minor scales and arpeggios and elements of basic musicianship. Selected technical studies and solo material.

##### **MUSR 214, 215 (2) (2) Applied Trombone.**

Prerequisite: MUSR 115. Concentration on basic musicianship, technical studies, stylistic interpretation. Lip flexibility studies within one and a half octaves, increased tone, velocity and dynamic range. Selected technical, solo and ensemble literature.

##### **MUSR 314, 315 (2) (2) Applied Trombone.**

Prerequisite: MUSR 215. Continuation of previous studies; emphasis on stylistic interpretation, rhythmic fluency, advanced lip and wrist flexibility exercises, phrasing and articulation, clef studies and repertoire development. Junior recital, 315 level.

##### **MUSR 414 (2) Applied Trombone.**

Prerequisite: MUSR 315. Advanced technical study and extended repertoire development. Intensive study of trombone solo, ensemble, and technical materials. Preparation and presentation of senior recital.

#### **Euphonium:**

##### **MUSE 114, 115 (2) (2) Applied Euphonium.**

Prerequisite: Freshman level on applied audition. Study of tone production, breath support, embouchure development, and elements of musicianship. Major, minor scales and arpeggios, clef studies, and lip flexibility exercises. Selected technical studies and solo materials.

##### **MUSE 214, 215 (2) (2) Applied Euphonium.**

Prerequisite: MUS 115. Continuation of previous studies with emphasis on basic musicianship, repertoire, and technical development. Major, minor, chromatic scales, arpeggios, sight-reading, transposition; technical exercises, solo and ensemble materials and stylistic interpretation.

##### **MUSE 314, 315 (2) (2) Applied Euphonium.**

Prerequisite: MUS 215. Advanced technical study and repertoire development. Representative literature for solo and ensemble performance. Junior recital preparation and presentation at 315 level.

##### **MUSE 414 (2) Applied Euphonium.**

Prerequisite: MUS 315. Continuation of advanced technical study and repertoire development. Intensive study of selected literature for Euphonium. Preparation and presentation of senior recital.

#### **Tuba:**

##### **MUSU 114, 115 (2) (2) Applied Tuba.**

Prerequisite: Freshman level on applied audition. Fundamentals of good tone production, embouchure development, playing position, breath support and articulation.

One octave major scales and arpeggios. Basic elements of musicianship and technical exercises. Selected studies and solos.

**MUSU 214, 215 (2) (2) Applied Tuba.** Prerequisite: MUS 115. Continuation of basic musicianship, technical development, and solo studies. Lip flexibility, articulation and rhythmic studies. Major, minor and chromatic scales, arpeggios, sight-reading, transposition, selected solo and technical material.

**MUSU 314, 315 (2) (2) Applied Tuba.** Prerequisite: MUS 215. Advanced technical study, repertoire development. Velocity and extended range studies; two octave major, minor, chromatic scales, stylistic interpretation; orchestral solo passages, solo and ensemble materials. Junior recital, 315 level.

**MUSU 414 (2) Applied Tuba.** Prerequisite: MUS 315. Advanced technical study, stylistic interpretation and repertoire development. Intensive study of representative literature for the tuba. Preparation and presentation of senior recital.

#### **Percussion:**

##### **MUSP 114, 115 (2) (2) Applied Percussion.**

Prerequisite: Freshman level on applied audition. Snare drum and timpani technique. Basic elements of musicianship applied to tone production, rhythm, dynamics, sight-reading, tuning, pedaling, intonation, sticking, rudiments and control. Standard technical studies and solos.

##### **MUSP 214, 215 (2) (2) Applied Percussion.**

Prerequisite: MUS 115. Continuation of snare drum, timpani and basic musicianship studies. Study of xylophone, marimba, bass drum, cymbals, traps and other mallet instruments. Selected technical solo and ensemble literature.

##### **MUSP 314, 315 (2) (2) Applied Percussion.**

Prerequisite: MUS 215. Continuation and expansion of prior technical studies, solos and ensemble literature to include more advanced studies, multi-percussion techniques and new notational system. Junior recital, 315 level.

**MUSP 414 (2) Applied Percussion.** Prerequisite: MUS 315. Continued development of technique and musicianship with application to expanded repertoire, stylistic interpretation, preparation and presentation of senior recital.

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## **MUSIC PERFORMANCE**

### **Piano Performance Concentration:**

**MUS 124, 125 (3) (3) Applied Major Piano.** In-depth study of piano performance techniques, including all major/minor scales, arpeggios, chord progressions, and selected etudes. Detailed study of representative keyboard works all periods. Two one-hour lessons and nine hours minimum practice weekly. Audition required.

### **MUS 224, 225 (3) (3) Applied Major Piano.**

Prerequisite: MUS 125. Continued in-depth study of piano performance technique including all major/minor scales in various rhythms and touches, diminished 7th and dominant 7th arpeggios, chord progressions and selected Etudes. Continued detailed study of representative keyboard works of all periods. Two one-hour lessons and nine hours minimum practice weekly. Proficiency examination at end of Sophomore year.

### **MUS 324, 325 (3) (3) Applied Major Piano.**

Prerequisite: MUS 225. Advanced in-depth study of piano performance techniques and advanced Etudes. Continued detailed study of representative works of all periods and preparation for a Junior Recital. Two one-hour lessons and nine hours minimum practice weekly.

### **MUS 424 (3) Applied Major Piano.**

Prerequisite: MUS 325. Advanced piano literature of varying forms, styles, idioms and techniques.

### **MUS 428 (3) Applied Piano-Recital.**

Prerequisite: MUS 424. Advanced keyboard techniques, study of advanced Etudes and preparation of selected repertory for the Senior Recital. Public presentation of a Senior Recital.

### **Voice Performance Concentration:**

#### **MUSV 124, 125 (3) (3) Applied Major Voice.**

Prerequisite: Freshman standing on voice audition. Vocalization for development of tone quality, diction, range, breath management, and poetic interpretation and correct singing posture. Individualized technical studies. Repertoire requirement; Five songs per semester; Four English and Four Italian songs of the 17th and 18th centuries; and Two Twentieth Century American art songs. At least Four memorized per semester.

#### **MUSV 208 (3) Diction for Singers.**

Prerequisite: Music majors only. This course is an introduction to the phonetic analysis, diction, and pronunciation skills for Italian, German, French, and English.

**MUSV 224, 225 (3) (3) Applied Major Voice.**

Prerequisite: MUSV 125. Continuation of basic musicianship and technical studies. Interpretation and Character analysis. Repertoire Requirements; Six songs per semester; Three French songs; Three German songs; and Three Twentieth Century American art songs. Two Oratorio arias and One Operatic aria. At least Five memorized per semester. Satisfactory on the Sophomore Proficiency is required.

**MUSV 324, 325 (3) (3) Applied Major Voice.**

Prerequisite: MUS 225. Continuation of vocal technique with more emphasis on musical style and interpretation. Repertoire requirement; Eight songs per semester; Four French songs; Four German songs; Four American art songs; Two Oratorio or Cantata arias; and Two Operatic arias. At least Six memorized per semester. Preparation for junior recital. Junior Recital required at level 325.

**MUSV 424, 428 (3) (3) Applied Major Voice.**

Prerequisite: MUSV 325. Advanced vocal technique and vocal literature. Greater emphasis on musical style, interpretation and performance practice. Repertoire Requirements: Eight songs per semester; (Must include one complete song cycle); Two Oratorio or Cantata Arias; Two Operatic arias; Three American art songs; Three French songs; Three German songs. At least Six memorized per semester. Preparation for senior recital. Senior recital performance required at level 428.

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**Supportive Courses:**

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**Opera Workshop:**

**MUSV 121, 122 (1) (1) Opera Workshop I.** Prerequisite: Sophomore voice major or minor. Offers talented singers the opportunity to perform a variety of opera and operetta music. Students will have the opportunity to perform in staged opera scenes. Proper vocal technique, musical styles and acting are the focal points that will provide young singers with the essential musical, artistic and vocal skills needed to begin a career in opera.

**MUSV 131, 132 (1) (1) Opera Workshop II.**

Prerequisite: Junior voice major or minor.

**MUSV 141, 142 (1) (1) Opera Workshop III.**

Prerequisite: Senior voice major or minor.

**Bassoon Performance:**

**MUSB 124 (3) Applied Major Bassoon.** Entrance by Audition. In-depth study of bassoon performance

techniques, including all major/minor scales, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

**MUSB 125 (3) Applied Major Bassoon.** Prerequisite: MUSB 124. Continuation of MUS 124. Recital performance required.

**MUSB 225 (3) Applied Major Bassoon.** Prerequisite: MUSB 224. Continuation of MUS 224. Recital performance required. Sophomore Proficiency required.

**MUSB 324 (3) Applied Major Bassoon.** Prerequisite: MUSB 225. Advanced in-depth study of bassoon performance techniques, technical studies, etudes, the standard repertoire, and the introduction to reed making and adjustment. Detailed study of representative works of all historical periods. Recital performance required.

**MUSB 325 (3) Applied Major Bassoon.** Prerequisite: MUSB 324. Continuation of MUS 324. Junior Recital performance required.

**MUSB 424 (3) Applied Major Bassoon.** Prerequisite: MUSB 325. Advanced study in 20th century bassoon literature and bassoon techniques, various forms and idioms. Recital performance required.

**MUSB 428 (3) Applied Major Bassoon.** Prerequisite: MUSB 424. Continued advanced study in 20th century bassoon literature and Bassoon techniques, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

**Clarinet Performance:**

**MUSC 124 (3) Applied Major Clarinet.** Entrance by Audition. In-depth study of clarinet performance techniques, including all major/minor scales, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

**MUSC 125 (3) Applied Major Clarinet.** Prerequisite: MUSC 124. Continuation of MUS 124. Recital performance required.

**MUSC 224 (3) Applied Major Clarinet.** Prerequisite: MUSC 125. Continued in-depth study of clarinet performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, technical studies, etudes and the standard repertoire. Recital performance required.

**MUSC 225 (3) Applied Major Clarinet.** Prerequisite: MUSC 224. Continuation of MUS 224. Recital performance required. Sophomore Proficiency required.

**MUSC 324 (3) Applied Major Clarinet.** Prerequisite: MUSC 225. Advanced in-depth study of clarinet performance techniques, technical studies, etudes and the standard repertoire. Detailed study of representative works of all historical periods. Recital performance required.

**MUSC 325 (3) Applied Major Clarinet.** Prerequisite: MUSC 324. Continuation of MUS 324. Junior Recital performance required.

**MUSC 424 (3) Applied Major Clarinet.** Prerequisite: MUSC 325. Advanced study in 20th century clarinet literature and clarinet techniques, clarinet in A, various forms and idioms. Recital performance required.

**MUSC 428 (3) Applied Major Clarinet.** Prerequisite: MUSC 424. Continued advanced study in 20th century clarinet literature and clarinet techniques, clarinet in A, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

#### **Euphonium Performance:**

**MUSE 124 (3) Applied Major Euphonium.** Entrance by Audition. In-depth study of euphonium performance techniques, including all major/minor scales, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

**MUSE 125 (3) Applied Major Euphonium.** Prerequisite: MUSE 124. Continuation of MUS 124. Recital performance required.

**MUSE 224 (3) Applied Major Euphonium.** Prerequisite: MUSE 125. Continued in-depth study of euphonium performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, transposition, multiple tonguing, technical studies, etudes and the standard repertoire. Recital performance required.

**MUSE 225 (3) Applied Major Euphonium.** Prerequisite: MUSE 224. Continuation of MUSE 224. Recital performance required. Sophomore Proficiency required.

**MUSE 324 (3) Applied Major Euphonium.** Prerequisite: MUSE 225. Advanced in-depth study of euphonium performance techniques, technical

studies, etudes and the standard repertoire. Detailed study of representative works of all historical periods. Recital performance required.

**MUSE 325 (3) Applied Major Euphonium.** Prerequisite: MUSE 324. Continuation of MUS 324. Junior Recital performance required.

**MUSE 424 (3) Applied Major Euphonium.** Prerequisite: MUSE 325. Advanced study in 20th century euphonium literature and euphonium techniques, various forms and idioms. Recital performance required.

**MUSE 428 (3) Applied Major Euphonium.** Prerequisite: MUSE 424. Continued advanced study in 20th century euphonium literature and euphonium techniques, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

#### **Flute Performance:**

**MUSF 124 (3) Applied Flute Major.** Entrance by Audition. In-depth study of flute performance techniques, including all major/minor scales, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

**MUSF 125 (3) Applied Major Flute.** Prerequisite: MUSF 124. Continuation of MUSF 124. Recital performance required.

**MUSF 224 (3) Applied Major Flute.** Prerequisite: MUSF 125. Continued in-depth study of flute performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, technical studies, etudes and the standard repertoire. Recital performance required.

**MUSF 225 (3) Applied Major Flute.** Prerequisite: MUSF 224. Continuation of MUSF 224. Recital performance required. Sophomore Proficiency required.

**MUSF 324 (3) Applied Major Flute.** Prerequisite: MUSF 225. Advanced in-depth study of flute performance techniques, technical studies, etudes and the standard repertoire. Detailed study of representative works of all historical periods. Recital performance required.

**MUSF 325 (3) Applied Major Flute.** Prerequisite: MUSF 324. Continuation of MUS 324. Junior Recital performance required.

**MUSF 424 (3) Applied Major Flute.** Prerequisite: MUSF 325. Advanced study in 20th century flute



literature and flute techniques, various forms and idioms. Recital performance required.

**MUSF 428 (3) Applied Major Flute.** Prerequisite: MUSF 424. Continued advanced study in 20th century flute literature and flute techniques, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

**French Horn Performance:**

**MUSH 124 (3) Applied Major French Horn.** Entrance by Audition. In-depth study of French horn performance techniques, including all major/minor scales, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

**MUSH 125 (3) Applied Major French Horn.** Prerequisite: MUSH 124. Continuation of MUS 124. Recital performance required.

**MUSH 224 (3) Applied Major French Horn.** Prerequisite: MUSH 125. Continued in-depth study of French horn performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, transposition, multiple tonguing, technical studies, etudes and the standard repertoire. Recital performance required.

**MUSH 225 (3) Applied Major French Horn.** Prerequisite: MUSH 224. Continuation of MUS 224. Recital performance required. Sophomore Proficiency required.

**MUSH 324 (3) Applied Major French Horn.** Prerequisite: MUSH 225. Advanced in-depth study of French horn performance techniques, technical studies, etudes and the standard repertoire. Detailed study of representative works of all historical periods. Recital performance required.

**MUSH 325 (3) Applied Major French Horn.** Prerequisite: MUSH 324. Continuation of MUS 324. Junior Recital performance required.

**MUSH 424 (3) Applied Major French Horn.** Prerequisite: MUSH 325. Advanced study in 20th century French horn literature and French horn techniques, various forms and idioms. Recital performance required.

**MUSH 428 (3) Applied Major French Horn.** Prerequisite: MUSH 424. Continued advanced study in 20th century French horn literature and French horn techniques, various forms and idioms.

Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

**Oboe Performance:**

**MUSZ 124 (3) Applied Major Oboe.** Entrance by Audition. In-depth study of oboe performance techniques, including all major/minor scales, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

**MUSZ 125 (3) Applied Major Oboe.** Prerequisite: MUSZ 124. Continuation of MUS 124. Recital performance required.

**MUSZ 224 (3) Applied Major Oboe.** Prerequisite: MUSZ 125. Continued in-depth study of oboe performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, technical studies, etudes and the standard repertoire. Recital performance required.

**MUSZ 225 (3) Applied Major Oboe.** Prerequisite: MUSZ 224. Continuation of MUSZ 224. Recital performance required. Sophomore Proficiency required.

**MUSZ 324 (3) Applied Major Oboe.** Prerequisite: MUSZ 225. Advanced in-depth study of oboe performance techniques, technical studies, etudes, the standard repertoire, and the introduction to reed making and adjustment. Detailed study of representative works of all historical periods. Recital performance required.

**MUSZ 325 (3) Applied Major Oboe.** Prerequisite: MUSZ 324. Continuation of MUSZ 324. Junior Recital performance required.

**MUSZ 424 (3) Applied Major Oboe.** Prerequisite: MUSZ 325. Advanced study in 20th century oboe literature and oboe techniques, various forms and idioms. Recital performance required.

**MUSZ 428 (3) Applied Major Oboe.** Prerequisite: MUSZ 424. Continued advanced study in 20th century oboe literature and oboe techniques, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

**Percussion Performance:**

**MUSP 124 (3) Applied Percussion Major.** Entrance by Audition. Snare drum, xylophone, and timpani techniques. In-depth study of percussion performance techniques, including all major/minor scales, tone production, rhythm, dynamics, sight-reading, tuning, pedaling, intonation, sticking, rudiments, arpeggios,

and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

**MUSP 125 (3) Applied Major Percussion.** Prerequisite: MUSP 124. Continuation of MUS 124. Recital performance required.

**MUSP 224 (3) Applied Major Percussion.** Prerequisite: MUSP 125. Study of xylophone, marimba, bass drum, cymbals, traps and other mallet instruments. Continued in-depth study of percussion performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, technical studies, etudes and the standard repertoire. Recital performance required.

**MUSP 225 (3) Applied Major Percussion.** Prerequisite: MUSP 224. Continuation of MUS 224. Recital performance required. Sophomore Proficiency required.

**MUSP 324 (3) Applied Major Percussion.** Prerequisite: MUSP 225. Continuation of prior percussion instruments studied with the addition of multi-percussion techniques and new notational system. Advanced in-depth study of percussion performance techniques, technical studies, etudes and the standard repertoire. Detailed study of representative works of all historical periods. Recital performance required.

**MUSP 325 (3) Applied Major Percussion.** Prerequisite: MUSP 324. Continuation of MUSP 324. Junior Recital performance required.

**MUSP 424 (3) Applied Major Percussion.** Prerequisite: MUSP 325. Advanced study in 20th century percussion literature and percussion techniques, various forms and idioms. Recital performance required.

**MUSP 428 (3) Applied Major Percussion.** Prerequisite: MUSP 424. Continued advanced study in 20th century percussion literature and percussion techniques, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

#### **String Bass Performance:**

**MUSS 124, 125 (3) (3) Applied Major String Bass.** Entrance by audition. In-depth study of string bass performance techniques, including all major/minor scales and arpeggios, selected technical studies, clef studies, etudes and standard repertoire. Chamber ensemble and recital performance required.

**MUSS 224, 225 (3) (3) Applied Major String Bass.** Prerequisite: MUSS 125. Continued in-depth study of string bass performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, advanced clef studies, multiple tonguing, technical studies, etudes and standard repertoire. Chamber ensemble and recital performance required. Sophomore Proficiency required.

**MUSS 324, 325 (3) (3) Applied Major String Bass.** Prerequisite: MUSS 225 and passing score on the Sophomore Proficiency. Advanced in-depth study of string bass performance techniques, technical studies, etudes and standard repertoire. Detailed study of representative works from all historical periods. MUSS 325 Junior Recital performance required.

**MUSS 424 (3) Applied Major String Bass.** Prerequisite: MUSS 325. Advanced study in contemporary string bass literature and cello techniques. Chamber ensemble and recital performance required.

**MUSS 428 (3) Applied Major String Bass.** Prerequisite: MUSS 424. Advanced study in contemporary string bass literature and string bass techniques. Preparation of selected repertory for the Senior Recital. MUS 425 Senior Recital performance required.

#### **Trombone Performance:**

**MUSR 124, 125 (3) (3) Applied Major Trombone.** Entrance by audition. In-depth study of trombone performance techniques, including all major/minor scales and arpeggios, selected technical studies, clef studies, etudes and standard repertoire. Chamber ensemble and recital performance required.

**MUSR 224, 225 (3) (3) Applied Major Trombone.** Prerequisite: MUSR 125. Continued in-depth study of trombone performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, advanced clef studies, multiple tonguing, technical studies, etudes and standard repertoire. Chamber ensemble and recital performance required. Sophomore Proficiency required.

**MUSR 324, 325 (3) (3) Applied Major Trombone.** Prerequisite: MUSR 225 and passing score on the Sophomore Proficiency. Advanced in-depth study of trombone performance techniques, technical studies, etudes and standard repertoire. Detailed study of representative works from all historical periods. MUSR 325 Junior Recital performance required.

**MUSR 424 (3) Applied Major Trombone.** Prerequisite: MUSR 325. Advanced study in

contemporary trombone literature and trombone techniques, including; alto trombone, improvisation, and computer assisted performance. Chamber ensemble and recital performance required.

**MUSR 428 (3) Applied Major Trombone.**

Prerequisite: MUSR 424. Advanced study in contemporary trombone literature and trombone techniques, including; alto trombone, improvisation, and computer assisted performance. Preparation of selected repertory for the Senior Recital. MUS 425 Senior Recital performance required.

**Trumpet Performance:**

**MUST 124 (3) Applied Major Trumpet.** Entrance by Audition. In-depth study of trumpet performance techniques, including all major/minor scales, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

**MUST 125 (3) Applied Major Trumpet.** Prerequisite: MUST 124. Continuation of MUST 124. Recital performance required.

**MUST 224 (3) Applied Major Trumpet.** Prerequisite: MUST 125. Continued in-depth study of trumpet performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, transposition, multiple tonguing, technical studies, etudes and the standard repertoire. Recital performance required

**MUST 225 (3) Applied Major Trumpet.** Prerequisite: MUST 224. Continuation of MUST 224. Recital performance required. Sophomore Proficiency required.

**MUST 324 (3) Applied Major Trumpet.** Prerequisite: MUST 225. Advanced in-depth study of trumpet performance techniques, technical studies, etudes and the standard repertoire. Detailed study of representative works of all historical periods. Recital performance required.

**MUST 325 (3) Applied Major Trumpet.** Prerequisite: MUST 324. Continuation of MUST 324. Junior Recital performance required.

**MUST 424 (3) Applied Major Trumpet.** Prerequisite: MUST 325. Advanced study in 20th century trumpet literature and trumpet techniques, trumpet in C, various forms and idioms. Recital performance required

**MUST 428 (3) Applied Major Trumpet.** Prerequisite: MUST 424. Continued advanced study in 20th century trumpet literature and trumpet techniques, trumpet in C, piccolo trumpet, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

**Tuba Performance:**

**MUSU 124 (3) Applied Major Tuba.** Entrance by Audition. In-depth study of tuba performance techniques, including all major/minor scales, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

**MUSU 125 (3) Applied Major Tuba.** Prerequisite: MUSU 124. Continuation of MUSU 124. Recital performance required.

**MUSU 224 (3) Applied Major Tuba.** Prerequisite: MUSU 125. Continued in-depth study of tuba performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, transposition, multiple tonguing, technical studies, etudes and the standard repertoire. Recital performance required.

**MUSU 225 (3) Applied Major Tuba.** Prerequisite: MUSU 224. Continuation of MUSU 224. Recital performance required. Sophomore Proficiency required.

**MUSU 324 (3) Applied Major Tuba.** Prerequisite: MUSU 225. Advanced in-depth study of tuba performance techniques, technical studies, etudes and the standard repertoire. Detailed study of representative works of all historical periods. Recital performance required

**MUSU 325 (3) Applied Major Tuba.** Prerequisite: MUSU 324. Continuation of MUSU 324. Junior Recital performance required.

**MUSU 424 (3) Applied Major Tuba.** Prerequisite: MUSU 325. Advanced study in 20th century tuba literature and tuba techniques, various forms and idioms. Recital performance required.

**MUSU 428 (3) Applied Major Tuba.** Prerequisite: MUSU 424. Continued advanced study in 20th century tuba literature and tuba techniques, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required

**Violin Performance:****MUSN 124, 125 (3) (3) Applied Major Violin.**

Entrance by audition. In-depth study of Violin - Viola performance techniques, including all major/minor scales and arpeggios, selected technical studies, etudes and standard repertoire. Chamber ensemble and recital performance required.

**MUSN 224, 225 (3) (3) Applied Major Violin.**

Prerequisite: MUSN 125. Continued in-depth study of Violin - Viola performance techniques, including all major/minor scales, major and minor 3 and 4 octave scales and arpeggios, technical studies, etudes and standard repertoire. Chamber ensemble and recital performance required. Sophomore Proficiency required.

**MUSN 324, 325 (3) (3) Applied Major Violin.**

Prerequisite: MUSN 225 and passing score on the Sophomore Proficiency. Advanced in-depth study of Violin - Viola performance techniques, technical studies, etudes and standard repertoire. Detailed study of representative works from all historical periods. MUSN 325 Junior Recital performance required.

**MUSN 424 (3) Applied Major Violin.** Prerequisite: MUSN 325. Advanced study in contemporary Violin - Viola literature and Violin - Viola techniques. Chamber ensemble and recital performance required.

**MUSN 428 (3) Applied Major Violin.** Prerequisite: MUSN 424. Advanced study in contemporary Violin - Viola literature and Violin - Viola techniques. Preparation of selected repertory for the Senior Recital. MUSN 425 Senior Recital performance required.

**Viola Performance:****MUSA 124, 125 (3) (3) Applied Major Viola.**

Entrance by audition. In-depth study of Violin - Viola performance techniques, including all major/minor scales and arpeggios, selected technical studies, etudes and standard repertoire. Chamber ensemble and recital performance required.

**MUSA 224, 225 (3) (3) Applied Major Viola.**

Prerequisite: MUSA 125. Continued in-depth study of Violin - Viola performance techniques, including all major/minor scales, major and minor 3 and 4 octave scales and arpeggios, technical studies, etudes and standard repertoire. Chamber ensemble and recital performance required. Sophomore Proficiency required.

**MUSA 324, 325 (3) (3) Applied Major Viola.**

Prerequisite: MUSA 225 and passing score on the Sophomore Proficiency. Advanced in-depth study

of Violin - Viola performance techniques, technical studies, etudes and standard repertoire. Detailed study of representative works from all historical periods. MUSA 325 Junior Recital performance required.

**MUSA 424 (3) Applied Major Viola.** Prerequisite: MUSA 325. Advanced study in contemporary Violin - Viola literature and Violin - Viola techniques. Chamber ensemble and recital performance required.

**MUSA 428 (3) Applied Major Viola.** Prerequisite: MUSA 424. Advanced study in contemporary Violin - Viola literature and Violin - Viola techniques. Preparation of selected repertory for the Senior Recital. MUSN 425 Senior Recital performance required.

**Violoncello Performance:****MUSI 124, 125 (3) (3) Applied Major Violoncello.**

Entrance by audition. In-depth study of cello performance techniques, including all major/minor scales and arpeggios, selected technical studies, clef studies, etudes and standard repertoire. Chamber ensemble and recital performance required.

**MUSI 224, 225 (3) (3) Applied Major Violoncello.**

Prerequisite: MUSI 125. Continued in-depth study of cello performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, advanced clef studies, multiple tonguing, technical studies, etudes and standard repertoire. Chamber ensemble and recital performance required. Sophomore Proficiency required.

**MUSI 324, 325 (3) (3) Applied Major Violoncello.**

Prerequisite: MUSI 225 and passing score on the Sophomore Proficiency. Advanced in-depth study of cello performance techniques, technical studies, etudes and standard repertoire. Detailed study of representative works from all historical periods. MUSI 325 Junior Recital performance required.

**MUSI 424 (3) Applied Major Violoncello.** Prerequisite: MUSI 325. Advanced study in contemporary cello literature and cello techniques. Chamber ensemble and recital performance required.

**MUSI 428 (3) Applied Major Violoncello.** Prerequisite: MUSI 424. Advanced study in contemporary cello literature and cello techniques. Preparation of selected repertory for the Senior Recital. MUSI 425 Senior Recital performance required.

**Jazz Studies Concentration:****MUS 440 (3) Jazz Composition/Arrangement I.**

Prerequisite: MUS 312 or permission of instructor. A study of jazz arranging and composition dealing with the basic and intermediate tools for creative writing in the jazz idiom as applied to small jazz ensembles (instrumental and vocal), 4-part writing, harmonics practices, philosophies, music preparation and computer notation.

**MUS 441 (3) Jazz Composition/Arrangement II.**

Prerequisite: MUS 440 or permission of instructor. A study in jazz arranging and composition dealing with the tools for creative writing in the jazz idiom as applied to large jazz ensembles (instrumental and vocal), harmonics practices, music preparation and computer notation.

**MUS 190, MUS 191 (.5, .5) Jazz Combo I:**

A performance group class for the novice to the advanced jazz improviser. This class explores the repertoire for the jazz combo with emphasis placed on Jazz Standards. Jazz concepts studies include fundamentals, and the development of improvised melodies. Students are expected to have at least an intermediate level of skill on their instruments at the time they begin this course sequence. All combo assignments are made based on the student's level of proficiency, specifically the ability to improvise.

**MUS 415 (3) Senior Recital (Jazz).** Prerequisite: MUS 414. Continued development of jazz technique and musicianship with application to expanded jazz repertoire and jazz stylistic interpretations. Preparation and presentation of jazz senior recital.

**MUS 292 (2) Jazz Improvisation I.** Prerequisite: MUS 112 or permission by the instructor. The study of basic theoretical improvisation elements and concepts of jazz improvisation. This will include the study of basic jazz scales and chords, jazz musical forms, jazz ear training, standard jazz literature that will enable the student to create an improvised solo based on chord changes in selected jazz literature.

**MUS 293 (2) Jazz Improvisation II.** Prerequisite: MUS 292 or permission of instructor. The study of jazz chord progressions, including the "blues," rhythm changes and jazz standards incorporating basic jazz voice leading techniques, non-harmonic tones, a jazz chord to scale applications, advanced jazz ear training and an introduction to transcribing jazz improvisational solos.

**MUS 392 (2) Jazz Improvisation III.** Prerequisite: MUS 293 or permission of instructor. The study of jazz improvisational techniques, concepts

and practice methods used by jazz artists to gain improvisational skills techniques and how to apply these skills to performance on selected jazz repertoire. Also, develop advanced skills in transcribing jazz solos.

**MUS 393 (2) Jazz Improvisation IV.** Prerequisite: MUS 392 or permission of instructor. The study of advanced improvisational methods, jazz dramatic melodic devices and techniques, developing transposition skills, improvising in odd meters, performing free jazz and to acquire a basic repertoire of contemporary jazz standards.

**MUS 119 (1) Jazz Vocal Techniques I.** This course is dedicated to exploring the basic elements of vocal jazz techniques. This exploration will include correct vocal techniques, jazz standards in the vocal jazz repertoire, jazz scatting and basic concepts of vocal jazz improvisation.

**MUS 219 (1) Jazz Vocal Techniques II.** Prerequisite: MUS 119 or permission of instructor. This course is a continuation of Jazz Vocal Techniques I dedicated to further exploring the advanced vocal jazz techniques. This exploration will include the study of vocal physiology, jazz diction, advanced jazz vocal productions, jazz scales, advanced jazz scat singing, advanced jazz repertoire and vocal jazz dramatic devices.

**Music Technology Concentration:**

**MUS 280 (3) MIDI Basics.** Prerequisites: Ability to read music, instrumental keyboard competency. Study of the essential components of MIDI (Musical Instrument Digital Interface) technology; synthesizer and sequencer capabilities; sequence recording and editing.

**MUS 281 (3) Introduction to Music Sequencing.** Prerequisites: MUS 280, ability to read music; instrumental keyboard competency. Study of the basic components of MIDI (Musical Instrument Digital Interface) sequencing technology; synthesizer and sequencer capabilities; sequence recording and editing.

**MUS 282 (3) Introduction to Music Notation.** Prerequisites: MUS 280, ability to read music; instrumental keyboard competency. Introduction of the basic concepts of music notation using computer software focusing on the FINALE application from CODA Music Technology.

**MUS 381 (3) Advanced Music Sequencing.** Prerequisites: MUS 226, 280, 281, and 282. This course will center around the development of advanced sequencing projects using CAKEWALK'S

SONOR and similar sequencing software programs. Projects will be based on knowledge learned in the Introduction to Music Sequencing course and will be major in scope.

**MUS 382 (3) Advanced Music Notation.** Prerequisite: MUS 282. This course is a practical study of music notation with an emphasis on the application of recent computer technology to traditional notational practice. Advanced concepts of music notation and

using computer software will be explored in detail using FINALE and SIBELIUS notation software programs.

**MUS 383 (3) Digital Audio and Video.** Prerequisites: MUS 281 and 381. A comprehensive introduction to the techniques of generating and manipulating electronic imagery (video) by means of digital instrumentation. Study also includes digital video format standards, the principles of videotape recording, replay and editing, in addition to basics of sound including stereo and digital audio, and the synchronization of audio and video files.

**MUS 480 (3) Introduction to Digital Media.** Prerequisite: MUS 383. In this course students will learn the skills necessary to effectively create presentations in Multimedia formats such as Microsoft's Powerpoint. Students will learn how to create and edit bullet slides, use drawing tools, incorporate clip art and WordArt, create and enhance organizational charts, and create and edit charts using Microsoft Graph.

**MUS 481 (3) Computer Applications in the Music Industry.** Prerequisite: MUS 480. Students will understand how the Internet can be used as an indispensable tool in many areas of the music industry with a focus on music merchandising, recording studio operation and artist promotion.

**MUS 482 (3) Studio Recording Techniques.** Prerequisite: MUS 480. This course is an examination of the art of audio recording. The curriculum will cover signal flow of the mixing console as it applied to both recording and sound reinforcement; microphones and techniques of application; use of sonic effects; recording devices (analog, digital, and hard disk); synchronization formats and wiring.

**MUS 483 (3) Digital Senior Recital.** Prerequisite: MUS 383. The digital senior recital represents the culmination of the student's tenure as a music technology major. The recital is a presentation

of original works, a display of general knowledge related to the development of music technology, and the production of music using digital compositional tools available to today's musician.

**MUS 484 (12) Music Technology Internship.** Prerequisite: MUS 482. The Music Technology Internship program is designed to provide practical experience for advanced students in a professional recording industry setting. Student will develop professionalism in the field, reasoning ability, critical thinking, resourcefulness, and self-reliance. Students will establish contacts within the industry that may lead to entry level employment.

#### **Performance Ensembles:**

##### **MUBE 171-472 (.5) Brasswind Ensemble I.**

Prerequisite: Music Major. This course is designed to develop technical and musical skills through the rehearsal and performance of traditional and contemporary brass quintet music.

**MUSG 101-142 (.5) Choir.** The course is designed to provide the student with knowledge and understanding of various styles of choral literature and development of listening skills with a large group. The University Choir performs on and off campus, and throughout the United States.

**MUCH 171-472 (.5) Chorale.** Prerequisite: By audition only. The Chorale is comprised of 40-50 students whose objective is to provide opportunities for music majors and other students to perform chorale music that includes the Renaissance through Contemporary periods. The Chorale is designed to achieve exemplary artistic levels while performing on and off campus at special events, touring, and interfacing with other professional organizations.

**MUJE 171-472 (.5) Jazz Ensemble I.** This is a music performance course. The purpose of this course is to provide a comprehensive experience with regard to the common qualities of jazz, dances, and show band playing styles. Emphasis will be placed on the performance of various styles of jazz music for the large ensemble.

**MUJE 171-472 (.5) Jazz Ensemble II.** This is a music performance course. The purpose of this course is to provide a comprehensive experience with regard to the common qualities of jazz, dances, and show band playing styles. Emphasis will be placed on the performance of various styles of jazz music for the

large ensemble.

**MUSK 101-142 (.5) Marching Band.** Prerequisite: Audition required. This course covers the fundamentals of marching technique, performing while moving, discipline, physical conditioning, school pride, commitment, as well as learning how to work as a group. The Marching Band performs at all football games, selected marching band festivals, and may be called upon to provide entertainment at various school and community functions. Attendance at rehearsals and performances is required. This course may be repeated for credit, but not for a grade change.

**MUSK 101-142 (.5) Symphonic Wind Ensemble.** Prerequisite: Audition required. This ensemble is the university's premier instrumental ensemble. Repertoire for the ensemble is chosen from the entire spectrum of wind ensemble and concert band literature and includes everything from new commissions to traditional literature to music of other cultures. The ensemble keeps an active rehearsal and travel schedule both regionally and nationally. Membership is by audition.

**MUSK 101-142 (.5) Concert Band.** Prerequisite: Audition required. The University Concert Band performs literature from the concert band repertoire. Membership is open to all students, and adult community members. The group performs on-campus concerts.

**MUPE 171-472 (.5) Percussion Ensemble.** The student will study the classics of percussion literature, and contemporary percussion music through performance. Percussion Ensemble is a requirement of all Music Education percussion majors and those who are on scholarship with the band program.

**MUTE 171-472 (.5) String Ensemble.** The student will acquire a broad knowledge of technique and literature related to the performance and teaching of the String/Chamber Ensemble. Musical awareness and perceptions will be developed through the use of theoretical knowledge and skills while performing string ensemble literature.

**MUJE 171-472 (.5) Vocal Jazz Ensemble.** This course is designed to provide the student with the knowledge and understanding of various styles of vocal jazz literature and the development of listening and performance skills within a vocal jazz ensemble. The Vocal Jazz Ensemble performs on and off

campus, and throughout the United States.

**MUWE 171-472 (.5) Woodwind Ensemble.** The student will study the classics of woodwind ensemble literature, and contemporary woodwind ensemble music through performance. Woodwind Ensemble is a requirement of all those who are on scholarship with the band program.

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## PHYSICAL EDUCATION

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### Department of Health, Physical Education and Recreation

**OFFICE: T. B. Ellis Physical Education Complex PE 101 (1) Archery and Golf.** Emphasis is given to the fundamentals of archery and golf. The student is taught how to select, purchase, and maintain equipment. Development of fundamental skills in archery and golf is the basic concern of this course. The student will be given experiences in the use of the various clubs. The course includes actual course play generally culminating in a tournament. (F, S)

**PE 102 (1) Badminton and Tennis.** Emphasis is given to the fundamentals of badminton and tennis. This includes the basic strokes, serves, and court movements. The student will also receive instruction on selection, purchase and maintenance of equipment. (F, S)

**PE 104 (1) Bowling.** This course is designed for the beginner bowler. The main emphasis of this course is to acquaint the student with the fundamentals of bowling. (F, S)

**PE 109 (1) Beginning Swimming.** This course gives basic skills of swimming, including the adjustment to the water, breathing, floating, propulsion through the water by use of the elementary stroke, backstroke, front crawl, finning, sculling, and safety. (F, S, Sum)

**PE 113 (1) Beginning Modern Dance.** This course is designed to give the student a background in Modern Dance and its pioneers. It is designed to develop a movement vocabulary and instruction in organization of dance moves into finished compositions. (F)

**PE 122 (1) Freshman Seminar in Physical Education.** This is an orientation course that is designed to familiarize prospective PE Majors with the fundamental components of the department, the school, the community, and the discipline. Students will be given the opportunity to observe classes in

physical education taught by master teachers. They will also be given a Physical Fitness Test battery to familiarize themselves with the components of Physical Fitness. (F)

**PE 150 (1) Basketball and Volleyball.** This course is designed to give the students richer background in the game of basketball and volleyball. Fundamentals and game strategies will be stressed. (F, S)

**PE 208 (1) Elementary and Secondary Modern Dance and Rhythms.** This course is designed for the development of a vocabulary of movement, and the application of movements as a means of expression. (F)

**PE 209 (1) Square and Social Dance.** This course gives instruction in the fundamentals of social and American square dancing, emphasizing the execution of basic movements, analyses and timing of movements. Emphasis will also be put on skills and techniques for dances suggested by students. (F, S)

**PE 210 (1) Modern Composition and Jazz Dance.** This course offers instruction in the organization of dance movements into finished and unfinished compositions including modern jazz techniques with the application of these techniques to composition. Students will have opportunities to analyze compositions originated in the classroom. (F, S)

**PE 215 (2) Tumbling and Apparatus.** This course covers basic knowledge, techniques and practice of fundamental skills of stunts, tumbling and apparatus work. (F, S)

**PE 222 (3) Introduction to Physical Education.** Prerequisite: PE 122. This course is a study of the purpose, history, requirements, and opportunities for a career in physical education. (S)

**PE 231 (1) Intermediate Swimming.** Prerequisite: PE 109 or Deep Water Proficiency. In this course emphasis is placed on improving skills in the standard swimming strokes particularly the American Crawl, side stroke, breast stroke, back crawl, and elementary backstroke. (F, S, Sum)

**PE 250 (1) Archery and Golf.** In this course emphasis is given to developing fundamentals for archery and golf. The student is taught how to select, purchase, maintain, and properly care for equipment and facilities involved in each activity. (F, S, Sum)

**PE 253 (1) Body Mechanics and Weight Control.**

The basic intent of this course is to improve body carriage, posture, physical condition, and structure. The student will be exposed to a variety of exercises, weights, and machines. (F)

**PE 254 (1) Bowling.** This course is designed for the advanced bowler. The major concern of this course is to afford students opportunities to participate in tournaments and learn methods and techniques of teaching bowling. (F)

**PE 258 (1) Badminton and Tennis.** In this course emphasis is given to the fundamentals of tennis and badminton. This includes the basic strokes, serves, and court movements. The student is also taught rules, strategies, and skills of double and single matches. (F, S, Sum)

**PE 259 (1) Advanced Swimming.** Prerequisite: PE 231. In this course emphasis is placed on techniques of advanced strokes; spring board diving, and preparation for competition. (S, Sum)

**PE 270 (1) Basketball and Volleyball.** This course is designed to give the student a richer background in the games of basketball and volleyball. Fundamentals, skills, game strategy, and knowledge of rules will be emphasized. (F, S)

**PE 272 (1) Soccer and Touch Football.** The main purpose of this course is to acquaint the student with fundamentals, rules and regulations, and game strategy relative to the game of touch football and soccer. (F)

**PE 276 (1) Track and Field and Softball.** This course emphasizes advanced fundamentals of these activities as well as methods and techniques of teaching them. (S)

**PE 300 (1) Apprenticeship in Physical Education and Sports.** Prerequisite: PE 222. This is a field-based experience course designed to provide the junior level students with opportunities to observe and work under a master teacher. (F, S, Sum)

**PE 309 (1) Elementary and Secondary Folk and Ethnic and Rhythm Dance.** This course gives instruction in dances of a specific people, including related cultural readings. Emphasis will be placed on dances of American and Afro-American people. (F, S)

**PE 319W (3) Kinesiology.** Prerequisite: BIO 234 and BIOL 234. This course is a study of the mechanics of



body movement including form and style in athletic performance, and an analysis of muscle coordination in sports, gymnastics and ordinary activities of daily life. (F)

**PE 320 (3) Adapted Physical Education.** This course is a study of procedures and practices for programs that meet the needs of those students who have various disabling conditions. (F, S)

**PE 322 (2) Motor Development and Movement Education.**

Prerequisite: Anatomy and PE 319-Kinesiology. This course is designed to give students a broad and comprehensive view of the field of motor development and movement education. Students will study prenatal to neonatal development, early motor sequence, perceptual motor area, and competition and the pre-adolescent child. (S)

**PE 323 (3) Organization and Administration of Physical Education.** Prerequisite: PE 222. This course is a study of the physical education and athletic program including staffing, teaching load, time schedule, finance, public relations, school plant operation, legal implications, and maintenance. (F, S)

**PE 350 (2) Measurement, Evaluation, and Statistics in Physical Education.** This course is a study of the theory and methods of test administration, evaluation and interpretation of measurement data. The development of basic competencies in use of descriptive statistics and correlation and the evaluation and grading in the physical education program are emphasized. (F, S)

**PE 360 (3) Physiology of Muscular Activity.**

Prerequisite: BIO 234, BIOL 234, and PE 319. This course is a study of the nature of body variation during and resulting from physical exertion. Laboratory experiences deal with physical work capacity, reaction time, cardiovascular stress and anthropometric measures and evaluation. (S)

**PE 401 (3) Research, Classroom Management, and Clinical Practice (A-Elementary Schools, B-Secondary Schools).** This course is designed to integrate the research on effective teaching and learning with theory and practice. Students will engage in micro-teaching and will be expected to demonstrate mastery of fourteen competencies measured by the Mississippi Teacher Assessment Instrument. Students will also be introduced to classroom management strategies for effective classroom discipline and teaching routines. The clinical practice will be a field based activity.

**PE 402 (12) Clinical Internship in Student Training (A-Elementary Schools, B-Secondary Schools).**

This course is a continuation of the practical learning experiences engaged in during the 401 course, but in off-campus school and community situations for twelve weeks where opportunity is given to the student teacher to test theories of teaching and learning, to initiate ideas with children. With guidance and supervision, the student teacher is also given the opportunity to develop the ability, initiative and responsibility for planning, guiding and evaluating the total program of the children with whom he/she is working.

**PE 406 (1) Aerobic Dance.** This course is designed to enable participants to understand and develop skills necessary to improve cardiovascular fitness.

**PE 411 (3) Method and Practice in Physical Education.**

This course in leadership, practices, and teaching physical education activities with adaptations to different age groups. Teaching methods are discussed in the classroom and provision is made for practice in classroom situations. (F, S)

**PE 412 (1) Techniques and Skills in Physical Education.**

Prerequisite: PE 215. This course is designed to develop techniques of teaching skills for activities on mats, floors, uneven parallel bars, horizontal bar, side horse, long horse, vaulting box, trampoline, and still rings. (F, S, Sum)

**PE 415 (2) Individual and Team Sports.** In this course emphasis is given to teaching students the progressive skills involved in a variety of individual, dual and team sports. Selection of equipment, tournament planning as well as facilities are discussed. This course is also designed to give students the opportunity to participate and develop competencies in individual and team sports. It is further a purpose of this course that students learn teaching methodology in specific sports activities for elementary and secondary schools. (F)

**PE 416W (3) International Ballet Workshop.** A workshop designed to give enrichment experiences in ballet with leading ballet teachers of the world. Emphasis on American, Bournonville, Russian Technique. (Sum)

**PE 417 (3) Advanced Modern Dance Workshop.**

The course is designed to enable participants to understand and be able to plan a comprehensive modern dance program, develop a knowledge of movement terminology, space and time principles, fundamentals of choreography, history of and personalities in modern dance; gain experience in

roles of leader and follower, and develop enjoyment of life-time activity with tremendous carry-over value in all three domains: cognitive, psychomotor, and affective. (Sum)

**PE 430 (1) Coaching and Officiating.** Prerequisite: PE 415. This course is a study of theory, principles, and techniques of coaching and officiating sports. Sports reviewed are selected by students and instructors. Actual practice on the field/floor is required. (F, S, Sum)

**PE 444 (2) Physical Education in the Elementary School.** Prerequisite: PE 300. This course is a study of trends which have the greatest influence on programs, methods, and practices in physical education. The student will conduct an independent study on some aspect of physical education that interests him/her. (F, S, Sum)

**PE 445 (3) Physical Education in the Elementary School.** In this course emphasis is placed on methods and materials used in the effective teaching of physical education in the elementary school. Consideration is given to the integration of physical education with other subject matter areas. (F, S, Sum)

**PE 489 (2) Principles and Problems of Coaching.** This course is designed to deal with the recognition, discussion, and systematic analysis of controversial issues and problems in coaching and athletics. Topics studied are: psychological sociological implications of athletics, crowd control, profiles of coaches, women and athletics, financial crisis in athletics, personality traits, structure of athletics, interscholastic athletics, competition below high school level, recruitment of minority athletes and financial aid. (Sum)

**PE 490 (2) Theory and Practice of Coaching Football.** Designed to give the student experiences in dealing with the football program from a scientific standpoint. The student will be exposed to experiences relative to the application of mechanical, physiological, and kinesiological laws to the football program. The student will complete the psychology of coaching as well as review some of the problems that are specifically related to football programs such as recruiting, theories of the game, organizing practice, sideline coaching, and the rules and regulations of various governing bodies. (S)

**PE 491 (2) Theory and Practice of Coaching Basketball.** Designed to give the student experiences in dealing with the basketball program from a scientific stand-

point. The student will be exposed to experiences relative to the application of mechanical, physiological, and kinesiological laws to the basketball program. The student will explore the psychology of coaching as well as review some of the problems that are specifically related to the basketball program such as recruiting, theories of the game, organizing practice, sideline coaching, and the rules and regulations of various governing bodies. (S, Sum)

**PE 492 (2) Theory and Practice of Coaching Baseball.** Designed to give the student experiences in dealing with the basketball program from a scientific standpoint. The student will be exposed to experiences relative to the application of mechanical, physiological, and kinesiological laws to the baseball program. The student will explore the psychology of coaching as well as review some of the problems that are specifically related to the baseball program such as recruiting, theories of the game, organizing practice, sideline coaching, and the rules and regulations of various governing bodies. (F, Sum)

**PE 493 (2) Theory and Practice of Coaching Track and Field.** Designed to give the student experiences in dealing with the track program from a scientific point of view. The student will be exposed to experiences relative to the application of mechanical, physiological, and kinesiological laws to the track program. The student will explore the psychology of coaching track as well as review some of the problems that are specifically related to the track program such as recruiting, organizing practice, and the rules of the governing bodies. (Sum)

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## PHILOSOPHY

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**Department of History and Philosophy**  
**OFFICE: Dollye M.E. Robinson Building**

**PHIL 205 (3) Old Testament and Its World.** Development of literary and doctrinal statements from primitive oral tradition of narrative and religious experience. Covenant election and views of history. Non-Hebraic influences on Old Testament doctrine and belief.

**PHIL 207 (3) New Testament and Its World.** Development of literary and doctrinal formulations from private oral tradition to current forms of gospel, epistle, and apocalypse. Influences of classical thought and literary styles.

**PHIL 301 (3) Introduction to Philosophy.** Four principal types: metaphysics, epistemology, logic,

ethics. Illustrated from classical, medieval and modern philosophic systems.

**PHIL 308 (3) Aesthetics.** Nature of artistic perception. Major theorists from Greece to modern period. Socio-economic influences from larger cultural settings. Place of artist in society.

**PHIL 309 (3) Ethics.** Representative thinkers from the pre-Axial Age up to the modern period focusing on capacities for analysis and critical thinking.

**PHIL 416 (3) Logic.** Development of normative mental act in classical deductive and inductive forms, up to the syllogism. Relation of logical structure to effective communication.

**PHIL 432 (3) Philosophy of Religion.** Philosophical critique of representative religious experience and doctrine. Representative thinkers from various periods.

**PHIL 433 (3) Far Eastern Religious.** Islam, India, China, Japan. Major doctrinal developments. Influence of Western thought upon normative systems.

**PHIL 434 (3) African Religions.** Major deity-formulations as related to nature. Religious foundation of social structures. Influence of Western religions and socio-economic systems on African urban centers.

**PHIL 436 (3) Black Church and Black Theology.** Influence of slavery period on African religious origins and presentation of Christianity. Post Civil War growth of belief and institutions. Modern religious movement related to social change. "Liberation Theology."

**PHIL 437 (3) History of Modern Philosophy.** Philosophy from Renaissance to modern period. Related to contemporary cultural movement.

**PHIL 438 (3) Ancient Philosophies.** Philosophy from Egypt to Rome and/or India and China.

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## PHYSICS

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### Department of Physics, Atmospheric Sciences, and General Science

**OFFICE: Just Hall of Science Building**

**PHY 151 (3) Introduction to Physics.** An introduction to some of the basic concepts of physics, intended both for non-science majors seeking scientific literacy

and also for students who desire some experience in physics before taking PHY 201 or 11. This course satisfies the Core II physical science requirement.

**PHY 198, 199, 298, 299, 398, 399, 498, 499 (.5 each) Physics Seminar.** Presentation and discussion of current physics topics and research by students, faculty and visiting speakers. All physics majors are expected to participate.

**PHY 201 (3) Basic Physics I.** Prerequisites: MATH 111 and 112, or MATH 118. Introduction to mechanics, wave motion, sound, and heat, for science majors whose curricula may not include calculus.

**PHYL 201 (1) Basic Physics Laboratory I.** Corequisite: PHY 201. Weekly laboratory experiments in the areas covered in PHY 201.

**PHY 202 (3) Basic Physics II.** Prerequisite: PHY 201. A continuation of PHY 201. Introduction to electricity, magnetism, optics, and modern physics.

**PHYL 202 (1) Basic Physics Laboratory II.** Prerequisite: PHYL 201. Corequisite: PHY 202. Weekly laboratory experiments in the areas covered in PHY 202.

**PHY 211 (4) General Physics I.** Prerequisite: MATH 231. Introduction to mechanics, wave motion, sound, and heat. Calculus-based and more intensive than PHY 201.

**PHYL 211 (1) General Physics Laboratory I.** Corequisite: PHY 211. Weekly laboratory experiments in the areas covered in PHY 211.

**PHY 212 (4) General Physics II.** Prerequisites: PHY 211, MATH 232. A calculus-based continuation of PHY 211. Introduction to electricity, magnetism, optics, and modern physics.

**PHYL 212 (1) General Physics Laboratory II.** Prerequisite: PHYL 211. Corequisite: PHY 212. Weekly laboratory experiments in the areas covered in PHY 212.

**PHY 216 (3) Modern Physics.** Prerequisite: PHY 212. An introduction to relativity and quantum effects including atomic structure and spectra, nuclear structure and reactions, and high-energy physics.

**PHY 241 (4) Introduction to Astronomy.** An introductory survey of the solar system, stars, nebulae, and galaxies, with discussion of cosmology,

life in the universe, and the space program. Includes weekly observatory sessions. This course satisfies the Core II physical science requirement.

**PHY 242 (4) Life in the Universe.** An examination of the conditions necessary for the existence of life in the universe and of the possibilities for the detection of such life and for communication with intelligent life. Relevant basic astronomy is included.

**PHY 251 (4) Cosmology for Non-Scientists.** A study of the structure, origin, and evolution of the universe. Includes relevant basic astronomy and discussion of fundamental observations.

**PHY 261 (2) Atrophotography.** An introduction to photographic principles and basic observational techniques in astronomy. Emphasis is on information for the amateur, but professional observations are also discussed.

**PHY 311 (3) Theoretical Mechanics I.** Prerequisites: PHY 211, and MATH 232. A modern treatment of classical mechanics including single-particle dynamics, oscillations, gravitation, the calculus of variations. Lagrangian and Hamiltonian dynamics, and central-force motion.

**PHY 312 (3) Theoretical Mechanics II.** Prerequisite: PHY 311. A continuation of PHY 311 including study of systems of particles, noninertial reference frames, rigid-body dynamics, coupled oscillations, continuous systems, the wave equation, and the special theory of relativity.

**PHY 328 (4) Electronics for Scientists I.** Prerequisite: PHY 212. An introduction to digital electronics and microcomputers including digital logic, programming and interfacing microcomputers, and applications of microcomputers to projects of interest to the physical scientist.

**PHY 329 (4) Electronics for Scientists II.** Prerequisite: PHY 212. An introduction to analog electronics including DC and AC circuit analysis, source transformations, semiconductor devices, mathematical models of semiconductor devices, and a survey of the use of modern linear integrated circuits in applications of interest to the advanced physical science student.

**PHY 330W (3) Methods of Experimental Physics I.** Prerequisite or Corequisite: PHY 216. Primarily a laboratory course, comprised of lectures and

advanced experiments in electronics, optics, modern physics, and astronomy. Satisfies writing across the curriculum requirements.

**PHY 342 (3) Optics Spectra and Lasers.** Prerequisite: PHY 216. A lecture course in modern optics covering geometrical, wave, and quantum optics, and modern optical technology, with applications to atomic spectroscopy and lasers.

**PHY 351 (3) Thermodynamics and Statistical Physics.** Prerequisite: PHY 212. A study of equations of state, the laws of thermodynamics, thermodynamic potentials, statistical thermodynamics, kinetic theory, and elementary statistical mechanics.

**PHY 361 (3) Mathematical Methods of Physics and Chemistry I.** Prerequisite: PHY 212. An introduction to advanced techniques of applied mathematics used in physics and chemistry, including applied linear algebra, ordinary differential equations, and Laplace's equation.

**PHY 362 (3) Mathematical Methods of Physics and Chemistry II.** Prerequisite: PHY 361. A continuation of PHY 361, including vector calculus, Fourier series and orthogonal expansions, Fourier integrals, complex variables and conformal mappings, complex integration, and the heat and wave equations.

**PHY 381 (1-6) Independent Study.** Prerequisite: Approval of instructor. Investigation of a topic selected by the student in consultation with the faculty, this course may be repeated for credit.

**PHY 401S (3) Physics for Secondary Teachers.** Prerequisite: PHY 212. Examination of various text and laboratory materials which are available for high school physics courses. Discussion of the goals of the high school physics course and consideration of some of the difficulties which are likely to be encountered.

**PHY 410 (3) History of Physics.** Prerequisite: PHY 216. Survey of the historical development of physics based on the study of classical papers and scholarly works.

**PHY 411 (3) Electromagnetic Theory I.** Prerequisite: PHY 362. A study of static electric and magnetic fields including Gauss' Law, Ampere's Law, and the solution of Laplace's equation.

**PHY 412 (3) Electromagnetic Theory II.** Prerequisite: PHY 411. A continuation of PHY 411 including study of time-dependent fields, Maxell's equations,

electromagnetic wave and radiation.

**PHY 422 (3) Quantum Mechanics.** Prerequisites: PHY 216 and 362. An introduction to quantum mechanics wave functions, and the Schrodinger equation, including solution of the Schrodinger equation for a box, barrier, square well, harmonic oscillator, and the hydrogen atom.

**PHY 430W (3) Methods of Experimental Physics II.** Prerequisite: PHY 330. A continuation of PHY 330. Selected advance experiments in electronics, optics, modern physical and astronomy. Satisfies writing across the curriculum requirement.

**PHY 431 (3) Atomic and Nuclear Physics.** Prerequisite: PHY 422. A lecture course comprising a study of the properties of atoms and nuclei, and review of classic experiments, and an investigation of related applications of quantum mechanics.

**PHY 433 (3) Solid State Physics.** Prerequisites: PHY 216 and 422. An introduction to solid state physics including crystal structures, electron and mechanical waves in crystals, semiconductors, electric and magnetic properties of solids, and point defects in crystals.

**PHY 441 (4) Solar System Astronomy.** Prerequisite: PHY 212. An introduction to the solar system intended for mathematics and science majors and including the physics and chemistry of the sun, planets, moons, comets, and the interplanetary medium, life on other planets and artificial satellites.

**PHY 442 (4) Stellar and Galactic Astronomy.** Prerequisite: PHY 212. An introduction to stellar and galactic astronomy intended for mathematics and science major and including the physics and chemistry of the stars and the interstellar medium, star and galaxy formation, and basic cosmology.

**PHY 449 (3) Special Topics in Physics.** Prerequisite: Approval of instructor. Advanced specialized topic courses selected on the basis of faculty and student interest. This course may be repeated for credit.

**PHY 461 (3) Computational Physics.** Prerequisite: PHY 362. A study of numerical and computational techniques for solving physical problems including using analytical and physical theory to simplify and approximate, writing algorithms and programs, and using commercial and other available software.

**PHY 480 (1-6) Research Project.** Prerequisite: Approval of instructor. Supervised original research by the individual student on a problem selected in consultation with the faculty. This course may be repeated for credit.

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## POLITICAL SCIENCE

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### Department of Political Science

**OFFICE: Dollye M.E. Robinson Building, 3rd Floor**

**PS 134 (3) Introduction to Political Science.** An introduction to the discipline of political science, its concepts and methods of analysis.

**PS 135 (3) American Government.** Prerequisite: PS 134. Survey of the constitutional basis, organization, and functioning of the American national government; the principles underlying constitutional government, citizenship, civil rights, and political institutions.

**PS 136 (3) State and Local Government.** Prerequisite: PS 134. The role of the state and local governments in the federal system: political institutions, elections, the organization, functions, and problems of state and local government, with special emphasis on Mississippi Government.

**PS 236 (3) Political Statistics.** An examination of a set of techniques for describing groups of data and for making decisions related to the allocation of political resources.

**PS 238 (3) Introduction to Comparative Politics.** Prerequisite: PS 134. An introduction to the basic concepts and approaches in comparative politics and the application of these concepts and approaches to major regions of the world.

**PS 320 (3) Legal Research and Writing.** Introduction to the basic research and writing techniques in law. Special emphasis will be placed upon the use of legal reference materials such as reporters, legal encyclopedias, digests and Periodicals, and lexis.

**PS 332 (3) Asian Governments.** Prerequisite: PS 238. A study of the Asian political system with special emphasis on China and Japan.

**PS 337 (3) American Political Theory.** Prerequisite: PS 135. A background analysis of political ideas stemming from various intellectuals who have contributed toward the development of American political ideas prior to the American Revolution through the American Civil War Period.

**PS 338 (3) American Political Theory.** Prerequisites: PS 134 and 135. An analysis of political ideas stemming from various intellectuals who have contributed toward the development of American political ideas from the Civil War to the present.

**PS 339 (3) Black Political Thought.** Prerequisite: PS 135. An analysis of Black political ideas in America on justice, freedom, equality, individuality, electoral politics, and other values and means utilized to strengthen Black political power in the United States.

**PS 340 (3) Comparative Government.** Prerequisite: PS 238. A critical analysis and evaluation of the institutions, functions and techniques with which modern governments face the social and economic problems of the contemporary period.

**PS 341 (3) Blacks and the American Political System.** Prerequisite: PS 135. A study of the role of black people in American political process. Consideration will be given to the impact of American institutions upon black people in America and the diaspora.

**PS 342 (3) Political Philosophy.** Prerequisite: PS 135. An introductory analysis of the major works in political thought from Plato to John Locke with special attention placed on relevance of the political tracts in examining recent political problems. Open to juniors and seniors only.

**PS 343 (3) Political Philosophy.** Prerequisite: PS 135. An introductory analysis of the major works in political thought from Montesquieu to Mao tse-tung, with special attention placed on the relevance of the political tracts in examining recent political problems. Open to juniors and seniors only.

**PS 346 (3) Civil Rights and Liberties.** Prerequisite: PS 135. A study of development in the field of civil rights under the Bill of Rights and the Fourteenth Amendment to the United States Constitution, and under federal and state legislation.

**PS 347 (3) Judicial Process.** Prerequisite: PS 135. An analysis of the structure and functions of judicial systems emphasizing the organization, administration and politics of judicial bureaucracies and roles of judges, juries, counsel, litigants, and interest groups in the adjudication process.

**PS 348 (3) Minority Group Politics.** Prerequisite: PS 135. Analysis of the directions, concerns, problems, and progress of African-Americans, Mexican-

Americans, Oriental Americans, native Americans, and the rights of women; also analyzes the various methods and strategies employed by these groups to solve their problems.

**PS 349 (3) Chinese Political Theory in 20<sup>th</sup> Century.** To examine the foreign and economic relations of major Asian countries vis-a-vis the western industrialized countries and global community developments.

**PS 350 (3) American Political Parties and Pressure Groups.** Prerequisite: PS 135. The nature and functions of political parties; nominations; elections and the role of interest groups in the political process.

**PS 351 (3) The American Presidency.** Prerequisite: PS 135. A consideration of the nature, powers, and functions of the American Presidency with emphasis on executive congressional relations and presidential leadership in foreign and domestic affairs.

**PS 352 (3) Modernization and Political Change.** Prerequisite: PS 238. An analysis of political and social problems associated with modernization in the non-western world. Empirical focus is placed on two or more developing regions.

**PS 353 (3) Government and Politics in Latin America.** Prerequisite: PS 238. An analysis of the political systems of contemporary Latin America, and an examination of the relationship of the political process to social structure and national diversity.

**PS 354 (3) Government and Politics in East Europe.** Prerequisite: PS 238. An examination of the critical roles of ethnicity and ideology in the politics of the new governments of Eastern European Countries since the collapse of the Soviet Union. The examination of their political process, constitution, and economic arrangements.

**PS 355 (3) Contemporary Eastern Europe.** Prerequisite: PS 135. Comparative analysis of the governments of Russia and the Eastern European Countries since the collapse of the Soviet Union. The examination of their political process, constitution, and economic arrangements.

**PS 362 (3) Soviet Foreign Policy.** Prerequisite: PS 235. An analysis of the major trends in Russian policy vis a vis the western industrialized nations, the democratization of the political and economic system.

**PS 363 (3) United States-Soviet Relations.** An examination of the origins of the cold war, the struggle for influence in the Third World, efforts toward arms reduction, perestroika and the post cold war.

**PS 366 (3) Principles of Public Administration.** Prerequisite: PS 135. Theory and practice involved in executing and administering governmental policy of the different levels of American government with special emphasis on the federal level.

**PS 368 (3) Public Personnel Administration.** Prerequisite: PS 371. The process of formulating and administering public personnel policies; concepts and principles utilized in selected governmental personnel systems.

**PS 369 (3) Personnel and Human Relations.** Prerequisite: PS 366. An analysis of the policies, processes, organizations, and interrelationships involved in administration of public service.

**PS 370 (3) Public Planning, Programming and Budgeting.** Prerequisite: PS 371. A survey of governmental financial procedures, including processes of current and capital budgeting, the administration of public borrowing, the techniques of public purchasing, and the machinery of control through pre audit and post audit.

**PS 371 (3) Introduction to Public Administration.** Prerequisite: PS 135. An analysis of the basic principles and practices of public administration in the United States. Problems of structure and organization, administrative powers, authority, status and leadership. Identification of major factors in the struggle to control the bureaucracy.

**PS 372 (3) State Administrative Systems.** Prerequisite: PS 371. An analysis of state administrative systems, their local sub-systems and their outputs.

**PS 373 (3) Municipal Administration.** Prerequisite: PS 366. Municipal administration in the United States; administrative organization, personnel problems, financial problems, financial problems, city planning and housing.

**PS 374 (3) Administration and National and International Agencies.** Prerequisite: PS 371. An examination of the administrative patterns and practices of the United Nations, agencies and overseas department programs, including distinctive

characteristics of organization and management selection of personnel and methods of financing.

**PS 375 (1-3) Seminar in Practical Politics.** An analytical approach to the study of practical versus theoretical perspectives of politics emphasizing seminars on current issues and practical involvement in political activities.

**PS 376 (3) LSAT Survey.** An analysis and survey of the mechanics, techniques and content of the Law School Admissions Test.

**PS 390 (3) Internship in Political Science.** Prerequisite: PS 330. Supervised field work with public related agencies. Students receive three (3) semester hours for halftime work for one semester. No student may receive more than a total of fifteen (15) semester hours in political science from the internship program.

**PS 400 (3) General Seminar in Urban Problems.** Prerequisite: PS 135. An analysis of the major problems confronting urban centers including housing, crime, drugs, education, health, poverty and transportation.

**PS 403 (3) Contemporary Middle East 1900.** The Arab-Israeli conflict, the peace process and the U.S. role, the gulf war, Islamism and oil politics in the global system.

**PS 409 (3) Public Opinion and Voting Behavior.** Prerequisites: PS 135. This course will study attitude and opinion formation and the socialization processes in the American Electoral System.

**PS 410 (3) Political Socialization.** Prerequisite: PS 135. Description and analysis of laws and court decisions relating to social, economic and legal problems of the poor in American society; examines strategies for helping the poor to overcome poverty.

**PS 411 (3) Politics and Education.** Prerequisite: PS 135. This course will explicitly attempt to analyze the educational issues being debated within the framework of the American political system.

**PS 415 (2) Consumer Law.** Prerequisite: PS 431. A study of the law as it affects the rights of creditors and debtors with special emphasis on the problems of the poor.

**PS 423 (3) Constitutional Law I.** This is the first of a two semester course which will examine the

philosophy and constitutional growth of Supreme Court decisions. Emphasis in this portion is on the limitations imposed upon governmental interferences with individual rights.

**PS 424 (3) Constitutional Law II.** This is the second part of a two semester course which examines the limitations placed upon the federal and state government.

**PS 425 (3) Environmental Law.** Prerequisite: PS 432. Primary emphasis upon the regulation of air and water pollution at the national, state, and regional levels and the political, social and economic considerations behind these laws.

**PS 426 (3) Contemporary Topics.** Prerequisites: PS 134 and 337. An in-depth examination of current topics in either law, politics, ethics and/or public policy.

**PS 428 (3) Foreign Policy.** Prerequisite: PS 135. The examination of the Foreign Policy of the major powers in the International Political System. The focus will be on the foreign policy of the United States, Russia, China, Japan, and the major countries in Europe.

**PS 429 (3) African Governments and Politics.** Prerequisite: PS 238. This is a survey course. It will analyze African traditional political institutions, the causes of the demise of those institutions, colonialism, independence, and the past independent governments and politics of African countries.

**PS 430 (3) African Political Thought.** Prerequisite: PS 429. The role of African intellectuals and leaders in the movement for independence and in the politics and ideology of African states.

**PS 431 (3) African Internet Relations.** This course is designed to study and analyze the role of African countries and organizations in the global political system.

**PS 432 (3) Introduction to Law I.** Prerequisite: PS 135. This is the first part of a two-semester courses which examines the role of law in society. Emphasis is on the nature of law and the variety of legal mechanisms that exist in society.

**PS 433 (3) Introduction to Law II.** Prerequisite: PS 135. This is the second part of a two-semester course which examines the processes of how law functions to meet the political, social and economic needs of society.

**PS 437 (3) International Relations.** Prerequisite: PS 428.

Nature of international relations, problems of national power, the state system, diplomacy, war and peace.

**PS 438 (3) International Organization.** Prerequisite: PS 437. Growth of international organization and administration, analysis of the United Nations, with major emphasis on the latter.

**PS 440 (3) International Law.** Prerequisite: PS 437. Course covers: (1) fundamentals of international law relating to international organizations and international political process; (2) character and rule of international law in the world community, concept of international public interest as it relates to the international law.

**PS 444 (3) Politics in Southern Africa.** Prerequisite: PS 429. This course is designed to examine the post apartheid South Africa and the role of South Africa's race relations after apartheid. South Africa's relations with the neighboring states, other African countries, the United States and the global community will be analyzed.

**PS 446 (3) Scope and Methods.** Prerequisite: PS 236. This course is designed to introduce students of political science to critical epistemological and methodological issues, to the philosophy of science and to the scientific and intellectual issues that characterize major trends in the discipline.

**PS 447 (3) Senior Research Seminar in Political Science.** Prerequisite: PS 446. This course is designed for students of Political Science. It is an attempt to integrate research methods with the substance of politics. Statistical techniques and illustrative application of the computer will be utilized focusing on political research.

**PS 449 (3) Mississippi Legislative Internship Program.** Prerequisites: PS 134 and 136. Students become acquainted with legislative functions by working as interns for a legislator during a regular legislative session. Students will observe, participate in the writing of bills, and perform other tasks germane to the operation of the legislature.

**PS 450 (3) Urban Politics.** This course will examine the concept of community and the political process in a variety of American localities. An examination of the black community with special emphasis upon political problems will be examined.

**PS 451 (3) Administrative Law.** Prerequisites: PS 423 and 424. This course is designed to examine the law



governing the organization, powers, and procedures of administrative bodies. Emphasis is on state and municipal administrative agencies.

**PS 453 (3) Independent Study and/or Directed Readings.** Prerequisites: Senior standing, 2.00 grade point average in major courses, and consent of instructor (a specialist in the area of study).

**PS 455 (3) Community Politics.** Prerequisite: PS 400. A study of community politics and theories underlying effective delivery of community services for human welfare, neighborhood organizations and the principle involved in organizing active community groups.

**PS 456 (3) Seminar on China.** Prerequisite: PS 332. The current political situation in China will be the area of study in an effort to determine the views of the leadership and future probabilities following the change of command and assertion of new leadership.

**PS 467 (3) Administration of Health Agencies.** Prerequisite: PS 366. Administrative problems associated with the operation of health institutions and the administrator's relations with lay-boards, health specialists, and clientele in public and non-profit institutions.

**PS 470 (3) Comparative Public Administration.** Prerequisite: PS 371. An introduction to the study of governmental administrative systems viewed from the standpoint of comparative topologies and theoretical schemes useful in cross-national comparisons and empirical studies of the politics of the administrative process in several nations.

**PS 472 (3) Political Socialization.** Prerequisites: PS 135 and 446. Study of the primary and secondary socialization of children and adults into political attitudes and roles; examines the hierarchical distribution of authority and channels of recruitment as a means of refining politics and of understanding social change.

**PS 473 (3) The American Legislative Process.** Prerequisites: PS 135 and 409. Analytical treatment of the law-making functions of the national and state legislatures and their place in the political system. Emphasis on such areas as patterns of recruitment, internal leadership structure and the role of parties.

**PS 484 (3) Intergovernmental Relations.** Prerequisite: PS 371. Evolution of the American Federal System; consideration of inter-unit cooperation and conflict; review of administrative issues like revenue sharing, federal grants and regulations.

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## PSYCHOLOGY

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### Department of Psychology

OFFICE: Dollye M. E. Robinson Building

**PSY 111 (3) Introduction to Psychology.** Fundamental topics and methodology in the scientific study of behavior.

**PSY 112 (3) Introduction to Psychology.** Prerequisite: PSY 111 or equivalent. A continuation of PSY 111.

**PSY 201 (3) General Psychology.** A broad survey of the traditional topics in psychology. (Not for psychology majors.)

**PSY 211 (3) Statistics I.** Prerequisites: PSY 111 or equivalent, 112, and MATH 111 or equivalent. Collection and organization of data; central tendency, variability and correlation; elementary probability theory; basic inferential procedures, including large and small sample tests of differences between two groups and an introduction to the analysis of variance.

**PSY 212 (3) Statistics II.** Prerequisite: PSY 211. Analysis of variance; non-parametric techniques, selected advanced topics.

**PSY 214 (3) Developmental Psychology.** Prerequisite: PSY 111 or equivalent, and 112. Genetic background, prenatal development, infancy and childhood, early experience and personality development; adolescence and adulthood; conflicts, roles and adjustment mechanisms.

**PSY 216 (3) Abnormal Psychology.** Prerequisites: PSY 111 or equivalent, 112, and 214. Historical overview of abnormal psychology; criteria of abnormal behavior; symptomatology and dynamics of psychological disorders; therapeutic considerations.

**PSY 304 (3) Child Psychology.** Prerequisite: PSY 201 or equivalent. The systematic study of the development and behavior of the human from conception to puberty. (Not for psychology majors.)

**PSY 305 (3) Adolescent Psychology.** Prerequisite: PSY 201 or equivalent. Influence on development and behavior of the human from puberty to adulthood. (Not for psychology majors.)

**PSY 306 (3) Educational Psychology.** Prerequisites: PSY 111 or equivalent, and 112. Application of psychological principles of student learning and achievement, teaching methods, and performance assessment.

**PSY 307 (3) Measurement and Evaluation.**

Prerequisites: PSY 111 or equivalent, 112, and MATH 111 or equivalent. An introduction to classroom uses of statistical and testing methods, concentrating on the preparation of educational objectives and the construction and evaluation of teacher-made tests.

**PSY 310W (3) Personality.** Prerequisites: PSY 111 or equivalent, 112, 214, and junior standing. Biological, learning, social and psychometric-trait approaches with emphasis on methodology and the relation of research findings to theoretical perspectives.

**PSY 312 (3) Psychology of Adjustment.** Prerequisite: PSY 111 or equivalent, and 112. Socioemotional adjustment and personality; interpersonal and intrapersonal relationships; normal personality development and mechanisms of adjustment.

**PSY 314W (3) Social Psychology.** Prerequisites: PSY 111 or equivalent, 112, 214, and junior standing. A detailed examination of social behavior from various theoretical viewpoints, with an emphasis on possible causes of and solutions to contemporary social problems.

**PSY 315 (3) Physiological Psychology I.**

Prerequisites: PSY 111 or equivalent, 112, 214; BIO 111, 112, or equivalent; BIOL 111, 112, or equivalent; and junior standing. Physiological mechanisms mediating behavior. The neural and endocrine systems in man and other animals are emphasized.

**PSY 320 (3) Behavior Modification.** Prerequisites: PSY 111 and 112. An in-depth analysis of principles and procedures use in modifying and controlling behavior.

**PSY 411 (3) Learning.** Prerequisites: PSY 111 or equivalent, 112, 214, and 315. Classical and instrumental conditioning; aversive control; discrimination and attention; cognitive processes; selected behavioral and neurophysiological models; recent theoretical developments.

**PSY 415 (4) Experimental Psychology.** Prerequisites: PSY 111 or equivalent, 112, 211, 212 and 214. An overview of experimental psychology emphasizing experimental design, methodology and the use of statistical software for data analysis. Lecture and laboratory.

**PSY 416 (3) History and Systems.** Prerequisites: PSY 111 or equivalent, 112, 214, and junior standing. A survey of the historical development of psychology, with emphasis on the major contemporary systems of psychology.

**PSY 418 (3) Seminar.** Prerequisite: Senior standing. Contemporary topics in psychology.

**PSY 498 (3) Readings and Research.** Prerequisites: PSY 211, 212, and 415C. A research project and/or intensive reading in an area of interest will be undertaken with the consent and supervision of the instructor. A written report will be required.

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**DEVELOPMENTAL READING**

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**Division of Undergraduate Studies**

**OFFICE: Charles F. Moore Building, First Floor**

**RE 001 (3) Developmental Reading** An individualized course for meeting reading needs of students whose entrance scores indicate likelihood of difficulty in doing college work.

**RE 002 (3) Intermediate Reading.** An individualized course designed for any student deserving to increase speed of reading and to improve study skills.

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**READING**

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**Department of Elementary and Early Childhood Education**

**OFFICE: Joseph H. Jackson Building**

**RE 100 (1) Developmental Reading I.** An individualized course for meeting reading needs of students whose entrance score indicate likelihood of difficulty in doing college work. (D)

**RE 102 (2) Developmental Reading II.** An individualized course designed for any student desiring to increase speed of reading and to improve study skills. (D)

**RE 200 (2) Analytical Reading.** Techniques for reading in the scientific areas with emphasis on data interpretation. (D)

**RE 201 (1) Basic Speed Reading.** An individualized course designed for students who desire to increase their speed of reading.

**RE 204 (3) Pre-Reading Skills for Preschoolers and Early Primary Grades.** Students will participate in situations involving reading readiness skills, oral language, concept development, early experiences with children's literature-creative storytelling and the study of management systems. (D)

**RE 207 (3) Basic Skills in Reading.** Designed as an indepth study of the major reading skills. It focuses on the techniques and activities essential in the teaching of these skills. (D)

**RE 209 (3) Introduction to Reading.** This course is designed to introduce factors related to word attack, word recognition, vocabulary development, comprehension skills, study skills and reading speed. Emphasis is placed on terminology that is basic to the understanding of the reading process. (D)

**RE 210 (3) Preparing Children for Formal Reading.** A study of language and cognitive development of the learner from K-grade three and identification of activities that will assist this development in preparing them for formal reading instruction. (F, S)

**RE 211 (3) Techniques and Strategies for Teaching Reading for Paraprofessionals.** Emphasis is placed on routine classroom tasks in the teaching, learning process, and readiness procedures for the elementary and secondary levels. (D)

**RE 212 (3) Using Literature to Teach Reading Skills.** A thorough study integrating the teaching of reading skills through literary selections. Special emphasis will be placed on vocabulary and comprehension skills and concepts that are applicable to the teaching and learning of literary content. (D)

**RE 310 (3) Teaching Reading in Content Areas.** A thorough study of techniques for promoting reading growth through teaching content materials. (F, S, Sum)

**RE 311 (3) Strategies and Techniques for Teaching Reading in the Elementary School.** This course is designed to introduce strategies and techniques for teaching reading in the elementary school, and to provide theoretical knowledge and principles appropriate to the teaching of reading. Special emphasis will be placed on suitable materials and equipment for enhancing reading skills. Focus will also be given to assessment, exceptionality and multi-cultural education relative to the teaching of reading.

**RE 402 (3) Workshop: Current Problems and Issues in Reading Instructions.** Designed to meet the needs of teachers, students, administrators, and community leaders who have special interests in selected areas of reading. Content developed around needs of specific groups. (D)

**RE 455 (3) Diagnostic Reading Instruction in the Secondary School.** This course is designed to assist students in utilizing a diagnostic/prescriptive model in determining the unique needs of students' specific teaching strategies and techniques, approaches, and materials useful in acquiring and/or maintaining essential reading skills needed for concept attainment in content areas in the secondary school classroom.

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## RECREATION

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### Department of Health, Physical Education and Recreation

**OFFICE: T.B. Ellis Physical Education Complex**

**REC 104 (3) Introduction to Recreation.** This course presents an orientation to the field of organized recreation in terms of its history, philosophy, and development, and the contribution of organized recreation to the leisure and play movement, to the school and community. (F)

**REC 205 (3) Cultural and Recreation Program Planning.** The course is designed to provide students a variety of experiences in the development of cultural and recreational opportunities and events for a multicultural society. (F)

**REC 218 (3) History and Philosophy of Recreation.** This course provides a thorough investigation of the philosophical basis for recreation, history, events, landmark legislation and the formation of the profession.

**REC 225 (1) Practicum in Recreation Administration.** Recreation administration experiences will be obtained for students during the fall semester at local recreation administration agencies institutions. Students will have opportunities to gain experience as an observer in program planning principles and procedures. (F)

**REC 305 (3) Facilities, Design and Maintenance.** This course provides various learning experiences in facility, equipment, and areas designed uniquely for recreation. Consideration will be given to new trends in building and park designs. Equipment purchase and development will also be discussed. (S)

**REC 307 (3) Recreation Leadership.** The content of the course is designed to teach various methods and techniques utilized in developing competent recreation leaders. Students will have experiences in conducting recreational programs for all ages. (F)

**REC 308 (3) Camp Counseling and Programming.**

The course is designed to offer experiences in organized camping techniques; individual and group counseling skills as well as programming procedures which include out-door cookery, camp, crafts, dramatics, nature study, and other camping activities. (S)

**REC 317 (3) Urban and Community Recreation.**

This course is a study of the various aspects, problems and practices of recreational agencies in urban areas. Students will be afforded experiences in the organization of street groups, family projects, commercial groups, and neighborhood schools. (S)

**REC 325 (1) Practicum in Recreation Administration.**

Experiences in recreation administration will be obtained by students at local recreation administration agencies that have viable programs. Students will gain experiences in initiating leadership and programming techniques. (S)

**REC 350 (3) Introduction to Leisure Education.**

Introduces students to the concept of leisure, fundamental and critical trends, and future perspectives vital for growth and development of leisure attitudes.

**REC 404 (3) Recreation Program Design.**

This course entails a study of various aspects, problems and practices of agencies, governmental, and private programs and their planning with particular emphasis on playground, community and teen center plans and procedures. (S)

**REC 405 (2) Outdoor Recreation Programming.**

Emphasis of this course is placed on the philosophy, scope, and trends in outdoor recreation. It includes planning, administering, programming, and evaluating various outdoor recreation programs. (S)

**REC 406 (3) Legal Issues in Recreation.**

This course provides a legal structure by which students can best learn liability, legal and risk management principles, and understand and develop professional ethics.

**REC 415 (3) Current Issues and Trends in Recreation.**

This course focuses on critical issues and trends surrounding the professional practice of recreation, leisure, play, and recreation administration and the challenges for future growth and development. This course will also focus on leisure style development, resource allocation and decision making for a constantly changing society.

**REC 418 (3) Principles, Practices, and Procedures in Recreation.**

This course provides an overview of service delivery, practice, guidelines, theories, facilitation techniques and evaluation of the recreation and leisure process.

**REC 421 (3) Management in Recreation.**

This course is a study of principles, methods, techniques, organizational patterns, personnel, public relations and administrative problems involved in the management of recreation, leisure and park programs. This course of study includes finance and budget, the art of human relations, communication, problem solving skills and techniques.

**REC 423 (3) Research and Evaluation in Recreation.**

Emphasis is placed on the principles and techniques of research and evaluation in therapeutic recreation to the organization, administration, and objectives of viable therapeutic recreation programs. (Sum)

**REC 424 (3) Seminar in Recreation Administration.**

This course will emphasize review of current recreation administrative literature; completing abstracts, budget planning, community relations and annotated bibliographies; role playing, situation resolution and site visits. Students will be expected to take a major leadership role in the course. (F, S)

**REC 425 (9) Recreation Internship.**

Emphasis is placed on supervised leadership assignments in public or private agencies with emphasis on a variety of recreation leadership experiences common to such organization programs. Students will have the responsibility of planning, implementing and evaluating a special program during internship. (F, S)

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**GENERAL SCIENCE**

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**Department of Physics, Atmospheric Sciences and Geoscience****OFFICE: Just Hall of Science Building****SCI 201 (3) Physical Science.** A study of the universe and natural events in the environment.**SCI 202 (3) Physical Science.** A study of the changes in matter and energy which leads to the utilization of energy and material resources for man's benefit.**SCI 204 (3) General Science for Teachers.** Topics in astronomy, biology, chemistry, geology and physics are studied. Laboratory work provides for experiments and projects.

**SCI 205 (3) Earth and Space Science.** A geophysical study of the earth with emphasis on the major scientific discoveries about the earth and its relation to the universe.

**SCI 206 (3) Elementary Geology.** The course is designed to give a basic understanding of the origin and classification of rocks and materials in the geologic process that alter the earth's surface.

**SCI 215 (3) Global Change.** This course introduces a new concept that views Earth as a synergistic physical system of interrelated phenomenon governed by complex processes involving the atmosphere, the hydrosphere, the biosphere, and the solid Earth. The course emphasizes that events which shape the physical, chemical, and biological processes of the Earth do not occur in isolation. Rather, there is a delicate relationship between events that occur in the ocean, atmosphere and the solid Earth. The course provides a multidimensional approach in solving scientific issues related to Earth-related sciences, namely geology, meteorology, oceanography, and ecology.

**SCI 228 (3) Science Technology and Environment.** An overview of contemporary topics in science technology and environment.

**SCI 310 (3) Earth History.** Prerequisite: SCI 205. This course covers major events that have shaped the Earth during the past 4.6 billion years. Physical, chemical, and biological characteristics of Precambrian, Paleozoic, Mesozoic, and Cenozoic intervals are discussed. Important topics include the evolution of continents, origin of mountain ranges, evolution of oceans, sea-level fluctuations, variation in seawater chemistry, evolution of atmospheric gases, and major deformation events. In the laboratory portion of the course, students are familiarized with major fossil groups and geological maps.

**SCI 312 (3) Innovative Approaches in Science Teaching.** This course is designed to introduce pre-service science teachers to new and alternative instructional materials for science teaching. Emphasis is placed on analyzing, comparing, and contrasting these materials with implications for science teaching.

**SCI 320 (3) Sedimentary Environments.** Prerequisites: SCI 205 and 310. Sedimentary environments are areas where sediments accumulate. These include deserts, lakes, rivers, deltas, marshes, beaches, lagoons, shallow sea, and deep sea. This

course discusses sediment types, hydrodynamics, and stratal packages of each of these environments. Fundamental knowledge about physical processes that operate in these areas is conveyed. Special attention is paid to sedimentary rock types and structures. Students are expected to be able to recognize and interpret the record left behind by these environments in the geological record. In the laboratory portion of the course, students are familiarized with grain size analysis, sedimentary structures, stratigraphic analysis, and depositional environments.

**SCI 325 (3) Mineralogy-Petrology.** Prerequisites: SCI 205 and 310. This course is designed to familiarize students with characteristics of the Earth's materials. This is accomplished by a detailed analysis of minerals and rocks through microscopic examinations. The course begins with an overview of the nature of light. This is followed by a discussion of the response of minerals to the passage of light. Then, microscopic properties of major mineral groups are presented. After these, mineralogical and petrological characteristics of igneous rocks, sedimentary rocks, and metamorphic rocks are evaluated. In the lab segment of the course, students learn to examine microscopic properties of minerals and learn to identify major rock groups through petrographic examinations.

**SCI 401S (3) Science for Children.** Prerequisite: Junior standing. Consideration is given to helping the student organize curriculum materials and gain proficiency in presenting science to high school students.

**SCI 403 (3) Seminar in Science.** Prerequisite: Senior standing. Provides an opportunity for the student to discuss the most pertinent trends in the fields of science.

**SCI 410 (3) Methods and Curriculum Materials for Science Classroom.** Prerequisites: SCI 205, and 310. This course is designed to familiarize students with major characteristics of the oceans. Students learn about ocean physiography, seawater composition, ocean circulation, evolution of seawater through time, marine life, and ocean management. Particular emphasis is placed on major and rapid perturbation on the chemistry of seawater and ocean circulation. Additionally, ocean-atmospheric interactions are emphasized.

**SCI 410E (3) Science for Children.** Prerequisite: Junior standing. Designed to familiarize students

with materials, techniques and unifying principles of science with laboratory exercises emphasized.

**SCI 410S (3) Method and Curriculum Materials for the Science Classroom.** Curriculum materials designed to train the students in the selection, preparation and use of curriculum materials in the teaching of science at the secondary level.

**SCI 415 (2) Geochemistry.** Prerequisites: CHEM 141, 142, and SCI 205. This course discusses basic geochemical principles as applied to Earth Science. First, an overview of thermodynamic principles is presented. Then, geochemical aspects of the most common reactions of the atmosphere, rivers, lakes, estuaries, and oceans are evaluated. Other important issues that are discussed include geochemical reactions which occur during weathering, early diagenesis, burial diagenesis, and formation ore deposits. A dedicated geochemical laboratory is also associated with the class where students learn to calculate mineral solubility and perform simple experiments.

**SCI 420 (3) Structural Geology.** Prerequisites: SCI 205, and 310. This course familiarizes students with changes that occur in Earth's materials collectively referred to as deformation. The course is designed to present deformation of rocks at a scale ranging from microscopic to continent-wide regions. The course begins with the introduction of stress, strain, force, and factors controlling rock behavior including an analysis of mechanical behavior of rocks. This is followed by a discussion of folds, normal faults, thrust faults, strike-slip faults, joints, lineation, and foliation. In the laboratory portion of the course, students learn basic elements of structural geology, work with Brunton compasses, prepare structural cross sections, and apply graphical solutions to solve structural problems.

**SCI 425 (2) Environmental Geology.** Prerequisites: SCI 205, and 310. The aim of this course is to provide basic and fundamental information about processes which affects the environment. The course begins with elementary background on some important concepts of Earth Science including overviews and rocks and minerals, global tectonics, earthquakes, and volcanoes. This is followed by discussions of environmental issues produced by flooding, hurricanes, groundwater pollution, waste management, fossil fuel, climate change, global warming, and sea-level change. In the lab section

of this course, students conduct hands-on projects related to our environmental projects in an urban setting.

**SCI 430 (3) GIS/RS (Geographic Information Systems/Remote Sensing).** Fundamental concepts of remote sensing, including airborne and spaceborne platforms for collecting data, analysis and integration into GIS, are introduced in this course. Techniques in remotely identifying various earth features and their changes are taught. Students are also introduced to digital manipulation and analysis techniques used by today's remote sensing technicians.

**SCI 432 (3) Hydrology.** Prerequisites: SCI 205, and 310. This course is designed to provide students fundamental information about fresh water on Earth. As the human population increases, so does our need for drinking water. The course provides an analysis of surface and groundwater reservoirs. An analysis of drainage basin characteristics is presented. Darcy's Law is presented in detail. Aquifer and aquitard characteristics are covered. Water chemistry, groundwater resource evaluation, and water quality are presented.

**SCI 441 (3) Field Geology.** Prerequisite: SCI 205. This course investigates Africa's physical and natural environments. It promotes the concept that Africa's natural environments are connected with health issues across the continent. The term "health" refers to humans and/or ecosystems. Each topic begins with a scientific investigation into climate, water systems, and meteorological events. Discussions are held on physical conditions that may trigger environmental risks for humans and the environment.

**SCI 480 (1) Earth Science Seminar.** Prerequisites: SCI 205, 310, and 430. This course is designed to familiarize students with major topics in Earth Science. Students conduct research and prepare presentations. Topics covered include plate tectonics, mountain building, mass extinction, meteoric impact, carbon cycle, ocean circulation, ocean chemistry, climate change, global warming, coastal land loss, groundwater contamination, and major environmental issues.

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## DRIVERS EDUCATION

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**Department of Health, Physical Education  
and Recreation**

**OFFICE: T.B. Ellis Physical Education Complex**

**SE 300 (3) Beginning Drivers Education.** This course is designed to develop students who have a working knowledge of motor vehicle operations and laws and to develop within each student a sense of personal responsibility for the safe operation of motor vehicles. (F, S, Sum)

**SE 340 (3) Introduction to Drivers Education.** This course emphasizes techniques and materials that are used in teaching the basic driving skills needed to use the highway systems. (F, Sum)

**SE 410 (3) Safety Education.** This course involves the study of objectives, policies, procedures, supervisory techniques, and accident prevention techniques. Laboratory assignments are given. (S)

**SE 411 (3) Methods in Driver and Safety Education.** Prerequisite: SE 340. This course is principally designed for organization, teaching, administration, and supervision of traffic safety programs. The place of simulators is discussed. (F)

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## **SOCIOLOGY PROGRAM**

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**Department of Criminal Justice and Sociology**  
**OFFICE: Dollye M. E. Robinson Building, Room #313**

**SOC 214 (3) Introduction to Sociology.** An introduction to the basic concepts and generalizations in the field of sociology and a descriptive study of culture, societal processes, social institutions, and the significance of group behavior. (F, S, Sum)

**SOC 216 (3) Modern Social Problems.** A brief survey of some of the social problems prevalent in contemporary America. Attention will be given to their nature, type, causes, and collective action toward them. (S, Sum)

**SOC 301 (3) Community Organization.** A study of the historical evaluation of community organizations, methods of securing community support, the ecological characteristics, the social processes and interactional patterns. Attention is given to agency organization and functions. Student participation in organizational practices and professional supervision. (D)

**SOC 302 (3) Basic Issues in Mental Health.** This course will examine basic issues in the mental health service delivery system. Emphasis will be placed upon clients rights, mental health laws, goals of mental health systems, and areas of specialization. Students will study selected interdisciplinary

literature as related to: (a) the psychosocial and historical context of mental illness and community mental health services, (b) problems and needs of target populations, and (c) implications for health practice. (D)

**SOC 310 (3) Introduction to Alcohol and Drugs.**

Encompasses factual and scientific information on alcohol and drug use, misuse and non-use.

The physiological, psychological and social manifestations of the use of mind altering substances will be explored. (F)

**SOC 318 (3) Women in Contemporary American**

**Society.** To examine the interrelationship of sex-role stereotypes and the translation of sex-roles into social institutions. It will provide a description and an analysis of the experiences of women in social and individual roles—the social structure and social institution which both serve and are served by the differential treatment of the female/male roles. (D)

**SOC 320 (3) Counseling the Chemically Dependent.**

Explores the philosophy and principles of the helping relationship including the theoretical orientation to counseling, techniques of counseling, counseling approaches and overview of counseling theories and techniques. (D)

**SOC 321 (3) Personality and Culture.** This course is designed to study the role of culture in the development of personality and the range of personal adjustments in the light of cultural variability. (D)

**SOC 322 (2) Alcohol/Drug Seminar.** This course focuses attention on basic alcohol content and exposure to the state-of-the-art alcohol/drug research. (S)

**SOC 323 (3) Introduction to Anthropology.** An introduction to basic anthropological concepts and a descriptive and analytical study of selected cultural traits, patterns and themes found among contemporary preliterate culture groups, with emphasis focused on cultural similarities and differences. (D)

**SOC 324 (3) Social Psychology of Women.** Will be designed to offer insight into the socialization process of women. It is to pursue the process of adaptation, which starts at birth and continues for a considerable period in the life of the individuals. It will also focus on stress techniques used by women in every day life. (D)

**SOC 325 (3) Cultural Anthropology.** An introduction to basic anthropological concepts and a descriptive and analytical study of selected cultural traits, patterns and theme found among contemporary preliterate folk, and literate culture groups, with emphasis focused on cultural similarities and differences. (F)

**SOC 326 (3) Social Psychology.** A study of processes of interrelationships and of stimuli as they affect individual and group reactions and behavior such as fashions and social movements. (F, S)

**SOC 327 (3) Social Stratification.** An analysis of American social structure. Topics to be considered include criteria for differentiation, types of stratification, the composition of strata and status systems, mobility and consequences of stratification. (D)

**SOC 328 (3) Urban Sociology.** Special attention is given to types of cities. Consideration is given also to the rise of urbanism, suburbanism, the culture of cities, segregated ethnic areas, community and neighborhood organization and disorganization. (D)

**SOC 329 (3) Social Change.** Concern with the basic principles and theories of social change, trends in the major societal institutions, e.g., family, government, religion, economics, and education, special emphasis on the roles that technology and invention play as factors in social change. (F, S)

**SOC 330 (3) Urban and Rural Transportation**  
Concepts. Sociological implications of urban-rural transportation network systems interfacing with the ecological, social political and other established social institutions in America. (D)

**SOC 331 (3) Marriage and the Family.** Prerequisite: Junior standing. The marriage-family system, a critical approach to the study of courtship, marriage and the family modern functions, characteristics, and maladjustments. (F, S)

**SOC 332 (3) Rural Sociology.** The characteristics of agricultural communities in the United States. A comparative analysis of rural America prior to World War I and World War II emphasizing specific problems of Black Americans. (D)

**SOC 333 (3) Criminology.** Prerequisite: Junior standing. Theories of the genesis of criminal behavior in terms of the person and the group; theories of crime and punishment. (F)

**SOC 334 (3) Social Disorganization.** Review of sociological perspective used in the study of deviance and deviants. Examines societal reactions to deviance and consequences for people defined as deviant. Analysis of selected forms of deviance, such as mental illness, eating disorders, drug and alcohol abuses and sex workers. (D)

**SOC 420 (3) Black Female and the Family.** To enhance the existing interrelated concepts of the family and women studies. It will offer a descriptive account of how women have, and still are, a significant force in implementing the major functions of the family which include: replacement of the species, e.g., nurturing its offsprings, initial status ascriptions tension management, household maintenance, cultural transmission, and informal education. Special attention will be given to black women heads of household with a relationship or the lack of a relationship to a "culture of poverty thesis." (S)

**SOC 427 (3) Urban Anthropology.** Prerequisite: Senior standing. Special focus on the problems of rural-urban migration of ethnic minority groups and subsequent adaptation of them within the United States explored in terms of methods and perspective of anthropology. (D)

**SOC 428 (3) Seminar in Urban Social Problems.** A critical examination of contemporary social issues which have produced unrest in the cities. Emphasis will be upon urban problems in Mississippi. The topics to be studied will include poverty, housing, racism, riots, power structure, educational problems, and the community organizing. (D)

**SOC 430 (3) Family Treatment.** This course will deal with the utilization of social work intervention techniques necessary in working with the family as a unit. Emphasis is placed on services to the family in crisis. (D)

**SOC 433 (3) Laboratory/Research Center-Based Internship.** During the three-month internship attention will be given to research conceptualization, implementation, design, data collection and analytical procedures. (D)

**SOC 442 (3) Collective Behavior and Social Movements.** Conditions giving rise to crowds, mobs, riots, and social unrest. Natural history of reform and revolutionary movements, referring to public opinion, propaganda, tactics, strategy, and leadership. Sectarian movements, general social movements. Emergence



of the mass society in the United States. (D)

**SOC 443 (3) Population and its Problems.**

Prerequisite: Senior standing. A systematic investigation of the qualitative and mobile aspects of the human composition of the various nations. Special attention is given to the United States and those areas experiencing population pressure. (D)

**SOC 445W (3) Methods of Social Research.**

Prerequisite: Junior standing. Consideration is given to the essential tools of sociological research; field work is given to the student to orient him/her in collecting, presenting, analyzing, and interpreting sociological data. (S)

**SOC 446 (3) Development of Social Theory.**

Prerequisite: Senior standing. A comparative and historical survey of a basis concepts and theories in sociology, a critical analysis of trends in theory construction of early European and American pioneers in sociological theories from Comte through Weber. (S)

**SOC 447 (3) Sociology of the Family.** A sociological analysis of the development of the modern family, its structure, its interrelationships in society, and its sociological functions. (D)

**SOC 448 (3) Comparative Family Systems.**

Prerequisite: Senior standing. A study of family structures, kinship patterns, social relationships, comparative functions and variations in the family organization in selected culture. (D)

**SOC 451 (3) Social Statistics.** Prerequisite: Senior standing. Basic methods of presenting, analyzing and interpreting social data through statistical methods with concentration on statistical series, frequency distributions, normal curve, measures of central tendency, dispersion, variability, correlation, and such analysis of variance as chi-square. (F, S)

**SOC 453 (3) Women and Employment: Selected Topics of Concern.** Will be both academic and research oriented. It will cover such issues as: how women combine the work role with other major roles, the matching of workers to jobs including both women's own career decision and organizational process of placement, and the problems and rewards associated with non-traditional occupations. (D)

**SOC 455 (3) Race and Ethnic Relations.** A description and analysis of the race and ethnic

characteristics of groups within the United States, with special emphasis on patterns of racial and ethnic relationship and factors influencing them. (F, S)

**SOC 458 (3) Group Dynamics.** Emergence of social organization from unorganized collect behavior. Conditions giving rise to crowds, mobs, riots, panic, social unrest. Attention to dynamics of small group behavior, patterns of leadership, and formation of public opinion. (D)

**SOC 460 (3) Honors Independent Reading and Research.** Prerequisites: Cumulative grade point average of 3.0 and 3.3 in all sociological courses and permission of instructor. Emphasis will be focused on giving highly individualized guidance to the student interested in exploring in depth a selected independent reading or research area in sociology for either one or two semesters. (D)

**SOC 470 (3) Seminar in Sociology.** Prerequisites: Senior standing and completion all required sociology courses through the First Semester, Senior year with a minimum of 2.00 average and a grade of "C" or better in all sociology courses. Critical analysis of research papers presented by the students. Methods of finding and organizing source and secondary materials. (S)

**SOC 490 (3) Special Topics in Sociology.** Varying advanced topics selected by the instructor for study in depth. May be repeated for a maximum of nine hours provided registrations cover different topics, Topics announced in advance. (D)

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**SPANISH**

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**Department of English and Modern Foreign Languages  
OFFICE: Dollye M. E. Robinson Building**

**SP 101-102 (3, 3) Elementary Spanish. An introduction of Spanish.** Essentials of the language. Training in the four skills of listening, speaking, reading, and writing in the Spanish language. May not be taken by native speakers.

**SP 201 (3) Intermediate Spanish.** Prerequisites: SP 101, 102 or equivalent. Review of essentials. Reading of appropriate texts and analysis and discussion emphasizing content and grammar. Conducted mainly in Spanish. May not be taken by native speakers. May be used to satisfy 3rd or 4th semester department requirement.

**SP 202 (3) Intermediate Spanish.** Prerequisites: SP 101, 102, 201, or equivalent. Continuation of SP 201. May not be taken by native speakers. May be used to satisfy the 4th semester departmental requirement.

**SP 230 (3) Spanish Civilization Studies.** Emphasizes Spanish Peninsular History, Philosophy, Sociology, Politics, Cultural and Social Institutions, and to a limited degree, Literature. Taught in English and open to the general student body. Required of majors.

**SP 231 (3) Spanish-American Civilizational Studies.** Emphasizes Spanish American History, Philosophy, Sociology, Politics, Cultural and Social Institutions, and to a limited degree, Literature. Taught in English and open to the general student body. Required of majors.

**SP 254 (3) Spanish for Businessmen.**

**SP 311 (3) Survey of Spanish Literature.** Prerequisites: SP 201 and 202. A general outline course in the history of Spanish Literature up to the Seventeenth Century. Lectures, readings, oral and written reports.

**SP 312 (3) Survey of Spanish Literature.** Prerequisites: SP 201 and 202. A general outline of the history of the literature of the Eighteenth and Nineteenth Centuries and a study of the most significant aspects of modern and contemporary literature in Spain.

**SP 313 (3) Landmarks of Peninsular Spanish Literature.** Prerequisites: SP 230, 231 or the equivalent. A course in which peninsular Spanish masterpieces will be studied in order to familiarize the students with these works, plots, characters, and literary and cultural importance.

**SP 315, 316 (3) (3) Introduction to Spanish-American Literature.** Prerequisites: SP 230 and 231. A general survey of the main currents in Spanish-American Literature from the Colonial Period through the Contemporary Period.

**SP 317 (3) Landmarks of Spanish American Literature.** Prerequisites: SP 230, 231 or the equivalent. A course in which Spanish American masterpieces will be studied in order to familiarize the students with these works, plots, characters, and literary and cultural importance.

**SP 321 (3) Conversation and Composition.** Prerequisites: any 6 hours of Intermediate options

or equivalents. Practice in idiomatic Spanish Composition, conversations and discussions on current events. May not be taken by native speakers.

**SP 322 (3) Conversation and Composition.** Prerequisite: SP 321. A continuation of SP 321. May not be taken by native speakers.

**SP 401S (3) Methods of Teaching Modern Foreign Languages.** A course designed to treat the principles, problems and materials involved in the teaching of Spanish and other modern languages on the secondary level. Required of foreign language majors with senior standing who follow the teaching program.

**SP 421, 422 (3) (3) Advanced Topics for Conversation.** Prerequisites: SP 321, 322 or equivalent. Intensive practice in oral Spanish using topics of culture, civilization, politics, and economics of the Spanish-speaking world. May not be taken by native speakers.

**SP 425 (3) Advanced Spanish Grammar.** Prerequisites: Any 6 hours of Intermediate options or equivalent. Special aspects and problems of Spanish grammar. Development of written skills through grammatical and stylistic drills; guided and original compositions. Individual corrections.

**SP 430, 431 (3) (3) History of Spanish Civilization.** Prerequisites: SP 230 and 231. An outline study of the physical, racial, historical, and artistic influences which have molded the culture of Spain. Lectures, readings, oral and written reports.

**SP 441 (3) Siglo de Oro.** Prerequisites: SP 311 and 312. A detailed study of the Golden Age. Lectures, readings, oral and written reports.

**SP 443 (3) Cervantes.** Prerequisites: SP 311 and 312. A study of the life and works of Miguel de Cervantes, with special attention to "Don Quijote de la Mancha" as a masterpiece of world literature. Lectures, readings, oral and written reports.

**SP 447 (3) The Regional Novel.** Prerequisite: SP 311 and 312. A study of the Spanish novel of the Nineteenth Century. Lectures, readings, oral and written reports.

**SP 449 (3) Twentieth Century Spanish Literature.** Prerequisites: SP 311 and 312. New currents in the prose and poetry of the Twentieth Century. Lectures, readings, oral and written reports.

**SP 451 (3) Spanish-American Novel.** Prerequisite: SP 231. A study of the contemporary Spanish-American Novel. Lectures, readings, oral and written reports.

**SP 480 (3) Independent Study.** Prerequisites: Departmental approval. Special reading assignments, investigative paper or research project in a specific area of Spanish-American literature, philosophy or culture directed by a specialist in that area.

**SP 499 (3) Senior Seminar.** Prerequisites: Departmental approval and senior status. The primary purpose of this course is to interrelate all areas covered in Spanish during the first three years of study of the language, literature and culture.

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## **SPEECH COMMUNICATION STUDIES**

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**Department of Speech Communication**  
**OFFICE: Rose McCoy Auditorium**

**SPCH 201 (3) Speech Arts.** A discussion, demonstration, and performance based course designed for the non-speech major. It aims to develop the student's ability to speak fluently with confidence and poise with another individual, in the group setting, and before an audience. A University core course.

**SPCH 214 (3) Interpersonal Communication.** A course designed to analyze communication from one to several persons. It offers opportunities to engage in face-to-face interactions through interviews, conversations, etc.

**SPCH 215 (3) Training the Speaking Voice.** A course designed to improve vocal conditions for speech purposes in general, and for the classroom teaching situation in particular. It deals primarily with the basic elements of voice and diction, articulation, pronunciation and development of vocal skills.

**SPCH 216 (3) Public Speaking.** An intensified study of and training in speech composition and techniques of delivery. Basic and special types of speeches are considered.

**SPCH 217 (3) Oral Interpretation.** A course designed to help students analyze, experience, and orally communicate various types of literature.

**SPCH 300 (3) Introduction to Organizational Communication.** A course designed to study the key variables influencing the communication behavior of people in organizations and those variables most affected by that behavior. The organization

as a living open-system connected by the flow of information between and among people who occupy various roles and positions will be examined.

**SPCH 334 (3) Argumentation and Debate.** An application of logical principles to discourse in order to develop cogency and standards for criticism. Attention is given to analysis, evidence, straight thinking, methods of attack and defense, organization of ideas, preparation of briefs, and the techniques of delivery in debating.

**SPCH 335 (3) Persuasion.** A course designed to give both theoretical knowledge and practical skill in recognizing and applying the various techniques of influence.

**SPCH 416 (3) Rhetorical Criticism.** Prerequisite: SPCH 337 or consent of instructor. A examination of rhetorical methods and artifacts for the purpose of understanding various communication situations and the rhetoric of social reality set forth by rhetors and rhetorical communities.

**SPCH 430 (3) Small Group Discussion.** A course designed to teach the student skills for effective communication in group settings such as panel, symposium, and forum. Deals specifically with group cohesion in topic understanding and problem solution.

**SPCH 435 (3) Directing Forensics.** A course designed to study the theories and techniques involved in organizing interscholastic and intrascholastic speech activities. Attention is given to the directing of debate, oral interpretation and oratory taught by teachers and coaches on the high school and/or college level.

**SPCH 499 (3) Seminar in Communication.**  
Prerequisites: Senior standing and consent of instructor. This course will provide the student in speech with intensive reading in and critical discussion of literature on advanced topics, with particular attention to interaction processes characterizing speech communication. The student will design, perform and report original research on speech communication variables.

## **SPEECH COMMUNICATION STUDIES:**

**SPCH 218 (3) Listening.** The course aims to explain causes and nature of poor listening; to foster self insight into personal listening habits and to initiate a method of training to improve listening behavior.

**SPCH 337 (3) Analysis of Communication.** A detailed analysis of the process of communication. Methods and models of communication will be studied in-depth to understand theories that guide criticism, interpretation and validation of the process and effects of communication, oral and written, in all sectors of life.

**SPCH 338 (3) Nonverbal Communication.** The course will explore the functions of communication in such areas as posture, gesture, facial expressions, voice, touching, clothing, proxemics and environment as they impact on the process of communication.

**SPCH 339 (3) Intercultural Communication.** A course designed to analyze the nature of intercultural communication and its importance to the survival of humanity and society.

**SPCH 431 (3) Political Communication.** This course focuses on the communication process in politics through political campaigning as a specialized approach to mass persuasion.

**SPCH 496 (3) History and Development of Black Protest Oratory.** Students will identify and analyze (1) the basic historical periods in African-American history, (2) persuasive elements within selected protest orations, and (3) rhetorical strategies and tactics used to accomplish persuasive goals.

**SPCH 497 (3) Communication Project.** The student will design a research project as an outgrowth of knowledge learned or skills acquired. The nature of the project will vary depending upon student interest but may include attitudinal studies, program effectiveness studies, and student-teacher departmental relationships.

**SPCH 498 (3) Communication Internship.** The student will spend a semester in an actual job setting utilizing knowledge learned or skills acquired. The nature of the work may vary depending upon the particular placement, but may include speech writing, public relations, and research.

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## **SPECIAL EDUCATION**

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**Department of Special Education**  
**OFFICE: Joseph H. Jackson Building**

**SPED 304 (3) Organizational Procedures for Special Education.** A study of organizational structures, programmatic procedures, policies, resources, and guidelines essential to the delivery of educational services for exceptional children.

**SPED 306W (3) Introduction to Disabilities Studies.** This course is a study of classifications, characteristics, and interactions of biological, emotional and social factors concerning the disabled. It will also emphasize programs and practices for the disabled in non-traditional settings.

**SPED 307 (3) Behavioral Management for Exceptional Children.** Emphasis will be placed on current techniques, educational strategies and tools that will aid the teacher in understanding and handling behavior problems in the classroom.

**SPED 311 (3) Exceptional Children and Youth in the Schools.** A study of definitions, classifications, characteristics, educational programs and problems of exceptional children.

**SPED 315W (3) Assessment and Individualized Programming for 7-12.** Introduction and orientation to the diagnosis, appraisal and programming of exceptional persons at the secondary level.

**SPED 339 (3) Vocational/Career Planning for Exceptional Adolescents.** This course is an investigation of strategies for developing vocational/career education and employment opportunities for students with disabilities.

**SPED 367 (3) Introduction to the Hearing Impaired.** Focuses on causes of hearing impairment, educational facilities, the methods, controversy, and family adjustment which are necessary in order to fully understand the hearing impaired child.

**SPED 368 (3) Family and Community Resources.** An exploration of locating and utilizing community resources in helping persons with disabilities and their families.

**SPED 369 (3) Strategies for Managing Violent and Aggressive Behaviors.** This course emphasizes prevention and crisis management models, verbal interaction and personal safety skills applicable with verbally aggressive and physically violent behavior.

**SPED 400 (3) Medical Aspects of Disabilities.** This course is a study of definitions, classifications, characteristics, evaluations, diagnosis, and treatments of medical conditions of children or youth with exceptionalities.

**SPED 402A (12) Clinical Internship.** This course is a continuation of the practical learning experiences

engaged in during the EDCI 302 course, but in a more intensified and concrete manner. These experiences occur in an off-campus school and community situations for twelve weeks where opportunity is given to the student teacher to test theories of teaching and learning, to initiate and test idea with children. With guidance and supervision, the student teacher is also given the opportunity to develop the ability, initiative and responsibility for planning, guiding and evaluating the total program of the children with whom he/she is working.

**SPED 402B (12) Clinical Internship in Disabled Students.**

Placement of Seniors who have completed SPED 306, 307, 339, 368, 369, 400, 403, 466, 467, 480W, 482, and 499, with agencies where they can get on-the-job experiences in non-teaching settings.

**SPED 403 (3) Teaching the Severely and Profoundly Handicapped.**

Provides students with the skills and understanding needed to teach severely/profoundly handicapped students; program needs, services, and an overview of the role of severely and profoundly handicapped person within society.

**SPED 420 (3) Introduction to Assistive Technology.**

This course provides hands-on demonstration of technology and software that facilitates new ways of teaching and learning for individuals with disabilities.

**SPED 422 (3) Education and the Psychology of the Mildly/Moderately Handicapped.**

This course is an overview of the three traditional handicapped groups: learning disabled, mildly (educable) mentally retarded, and mildly behaviorally disordered.

**SPED 428W (3) Educational Assessment.**

Investigation of instruments and procedures in assessing exceptional children; their interpretation, usefulness, and limitation in diagnosing problems and planning educational programs.

**SPED 430 (3) Education and Psychology of the Mentally Retarded.**

Deals with the medical and behavioral classifications, characteristics, interaction of biological, emotional and social factors, educational philosophy, objectives and programs for the mentally retarded.

**SPED 432 (3) Education and Psychology of the Learning Disabled.**

Survey of the historical development of learning disabilities, problems of definition and classification, screening and diagnosis, and instructional systems.

**SPED 450 (3) Education and Psychology of Children With Behavioral Disorders.**

Characteristics, causes and problems of emotional disturbance in children and youth; diagnosis, and placement and in-depth study of educational programs.

**SPED 466 (3) Introduction to Sign Language.**

Emphasizes fundamental skills of sign language used by deaf individuals in communicative process.

**SPED 467 (3) Advanced Sign Language.**

Prerequisite: SPED 466A. Emphasizes the interpretation of English language into sign language and presents colloquialisms that are prevalent in informal conversational situations among deaf people.

**SPED 468 (3) Introduction to Interpreting.**

Prerequisites: SPED 466A and 466B. Development of skills necessary for interpreting for deaf individuals in educational and other related settings. It also emphasizes the values and ethics of interpreting.

**SPED 480 (3) Education and Psychology of the Physically Handicapped.**

Description of the various types of orthopedically and other health impaired children and youth; etiology, characteristics, medical aspects, and needs of each type.

**SPED 498 (3) Seminar in the Hearing Impaired.**

Current problems, issues, and trends in the field of the hearing impaired.

**SPED 499 (3) Seminar in the Mildly/Moderately Handicapped.**

Current problems, trends, and issues in the field of the mildly/moderately handicapped.

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**SOCIAL SCIENCE**

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**Department of Social and Cultural Studies**

**OFFICE: Joseph H. Jackson Building**

**SS 101 (3) Introduction to the Social Sciences-Foundations.**

This course examines the basic definitions, concepts, generalizations, literature, values, valuing process, and evaluation techniques in the Social Sciences and Social Studies. (D)

**SS 111 (3) Survey of Black Studies.**

This course examines the cultural traits of blacks, conflicts of blacks and whites, and the status of blacks in America. (F, S, Sum)

**SS 201 (3) Social Institutions.** The course examines the basic domestic, educational and religious institutions, relying heavily on the interdisciplinary approach. (F, S, Sum)

**SS 202 (3) Economic Institutions.** This course examines the basic economic institutions, relying heavily on the interdisciplinary approach. (F)

**SS 203 (3) Historical and Cultural Foundations of Education.** Prerequisite: EDCI 100. This course is concerned primarily with selected historical facts and philosophical ideas, which have influenced the development of modern education. (F, S, Sum)

**SS 204 (3) Introduction to Social Science-Value and Valuing.** Basic social values, the valuing process and the role of values in decision-making are explored. (D)

**SS 205 (3) Introduction to Social Science-Inquiry.** Explains the inquiry strategies and techniques used in concept formation and generalization discovery, as they pertain to the social science. (D)

**SS 211 (3) Ethnic Studies Survey of Native and Hispanic Americans.** This course examines cultural traits of Native Americans and Hispanic Americans, their conflicts with white people, and their status in the United States of America. (F, S, Sum)

**SS 212 (3) Ethnic Studies Survey of Jewish and Asian Americans.** This course examines the cultural traits of Jewish and Asian Americans, their conflicts with white people, and their status in the United States of America. (S)

**SS 300 (3) Organization and Regulations for Social Studies Teachers.** This course acquaints students with the legal and professional obligations and opportunities for social studies teachers. (D)

**SS 301 (3) Law and Social Studies.** This course examines laws and court decisions affecting the rights, responsibilities, conditions and expectations of public school teachers and the students and districts which they serve. (F, S)

**SS 305 (3) African American Futures.** The course is designed to involve Jackson State University in an examination and study of relevant futurist issues. The content for this course will be explored using an interdisciplinary approach. (F, S, Sum)

**SS 311 (3) Ethnic Studies and Curriculum Development.** Prerequisite: Completion of SS 111, 211 and 212. This course focuses on the evaluation and development of ethnic studies curriculum materials. (S)

**SS 324 (3) Introduction to Cartography.** This course introduces students to map projections, cartographic theory and practical experience in the collection, classification, and display of spatial data via mapping techniques, design and production, using pen and ink. (D)

**SS 400S (3) Social Studies Equipment and Materials.** Prerequisite: Junior standing. Students are acquainted with the selection and utilization of reading, audio, graphic, and visual materials and equipment designed for social studies. (D)

**SS 401 (3) Social Science in the Elementary School.** Prerequisite: Junior standing and at least 15 hours of Social Sciences. Exposure to the methods of developing objectives, carrying out strategies and evaluating social studies teaching, learning and interactions are focuses of this course. (F, S)

**SS 412 (9) Internship in Ethnic Studies.** Prerequisite: Completion of SS 111, 211, and 212. In this course, students are placed with educational institutions where they practice what they have learned and get on-the-job experience. (S)

**SS 443 (3) Seminar in Social Science.** Prerequisite: Completion of all substantive courses in the social sciences. Contemporary issues and problems are analyzed by means of student research papers and project reports. Standardized examinations and job application techniques are also explored. (F)

**SS 498 (3) Seminar in Job Acquisition.** Students are given practical exercises in preparing for standardized examinations and in applying for jobs. (D)

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## **SOCIAL WORK**

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**Bachelor of Social Work Program**  
**OFFICE: Charles F. Moore Building**

**SW 200 (3) Introduction to Social Work.** This course provides a broad survey of the social work profession, its history, and the values and ethics that are fundamental to this profession. An overview of social work theory, practice, policy, research, and the diversity of the societal population are integrated in exploring the knowledge, values, and skills base of the social work profession. Students are introduced to generalist

social work practice and the use of critical thinking in the helping professions. Students in the course participate in twenty hours of service learning. (F, S)

**SW 201 (3) Introduction to Social Welfare Policy and Services I.** This course acquaints students with the historical development of social welfare; its philosophical and value base; and contemporary social welfare policies, programs and services in the United States. The course provides a multicultural perspective for understanding issues of discrimination and oppression in relation to social welfare systems. It provides students with a global perspective which enables them to better understand the social welfare system in this country. Finally, the course provides an understanding of key social welfare concepts. (F, S)

**SW 210 (3) Social Work Values and Ethics.** This course focuses on the values of the social work profession and the process of ethical decision making in the practice of professional social work. The intent of the course is to provide a foundation knowledge of professional values and ethics in order to develop sensitivity to ethical issues and dilemmas in social work and social welfare. The course concentrates on knowledge about the codes of ethics of the National Association of Social Workers and the National Association of Black Social Workers. Legal issues related to malpractice and liability and ethical issues related to at-risk populations are covered. The course examines personal values as well as societal values and analyzes the interaction and interrelationship of these values with the social work professional values. (F, S)

**SW 250 (3) Theoretical Perspectives in Generalist Social Work.** Prerequisites: SW 200, 210. This course outlines the historical development of social work theory. It equips students with a variety of perspectives in social work theories, while fostering a critical analysis in comparing and contrasting those theories and their applications. It provides opportunities for students to utilize theory to analyze different case scenarios working with individuals, families, groups, organizations, and communities in generalist social work practice. It orients students to the conceptual, ethical, and practical basis for analyzing social problems and issues and translating these theoretical constructs into problem-solving methods in social work practice. (F, S)

**SW 301 (3) Human Behavior and the Social Environment I.** Prerequisites: BIO 101, HE 101, SOC 214, PSY 201, SW 200, 250; Corequisites:

SW 210 and PSY 216. The first course in human behavior and the social environment orients students to theoretical perspectives regarding the person-in-environment focus upon which social work bases its practice. Systems theory and an ecological perspective with a life-span approach and situational context are utilized to explore the periods from conception through later adulthood to understand individuals as they develop and have membership in diverse families, groups, organizations, and communities. Knowledge of the theories about and the relationships among human biological, social, psychological, cultural, spiritual, and economic systems during these periods of life span development is included and assessed for use in problem-solving while working with individuals, families, groups, organizations, and communities in social work practice. (F, S)

**SW 302 (3) Human Behavior and the Social Environment II.** Prerequisites: SW 250, 301 and PSY 216. This second course in human behavior and the social environment expands students' knowledge of theoretical perspectives regarding the person-in-environment focus upon which social work bases its practice. Systems theory and an ecosystems perspective utilizing a situational context to understand individuals as members of social systems such as families, groups, organizations, and communities is offered as the organizing framework. A strengths perspective, empowerment, and resiliency are underlying themes. Knowledge of the theories about and the relationships among human biological, social, psychological, cultural, spiritual, and economic systems are included for use in understanding human behavior and in problem-solving while working with individuals, families, groups, organizations, and communities in social work practice. (F, S)

**SW 305 (3) Human Diversity and Social Justice.** Prerequisites: SOC 214, PSY 201, SW 200, SW 210; Co-requisites: PSY 216, SW 301. This course focuses on people from diverse backgrounds. It emphasizes populations that are at risk of discrimination and oppression, including the dynamics of these risks and strategies to promote social, economic, and political justice. (F, S)

**SW 315 (3) Introduction to Computer Utilization for Social Work Practice and Research.** (Restricted to majors only). This course focuses on developing computer literacy in applications that are relevant to social work practice and research. Computer applications include word processing, data manage-

ment, and other uses relevant to monitoring direct practice and evaluating agency programs and services. A lab component is offered to provide students with hands-on experience with computers. (D)

**SW 330 (3) Child Welfare Services.** The focus of this course is on social welfare programs and services, legislation and policies in child welfare as they relate to children with special needs and their families. (D)

**SW 338 (3) Social Welfare Policy and Services II.** Prerequisites: SW 200, 201, ECO 211, and PS 135. This course focuses on the policy formulation process and evaluates its components. The interaction and relationship between and among the pluralistic social, political, and economic systems and sub-systems of society are analyzed. Emphasis is placed upon the egalitarian and humanitarian values that contribute to mutual aid and social justice. Additionally, the course assesses the underlying factors that influence definitions of social problems needing private and/or public solutions. The role that human diversity plays in influencing the social welfare policy decision making and implementation processes is discussed. The scientific research process and its role in the policy arena are considered. (F, S)

**SW 385 (3) Social Work Practice I.** Prerequisites: SW 200, 210, 301; Corequisite: SW 302. (Restricted to majors only). This course is the first of the required practice courses designed to provide the necessary knowledge, skills, and values and ethics to prepare students to function as generalist social work practitioners. It focuses on the relationship-building and problem-solving skills necessary for social work practice with individuals, families, and groups. (F, S)

**SW 390 (3) The Black Experience.** This course covers the historical development and contributions that have provided the foundation to the Black experience in social work. It discusses the unique manner in which African Americans practice "Black experience-based social work." Based on the spiritual and blues traditions, the course offers social work techniques to work with African American individuals, families, groups, and communities. The roles of African American people in social work are explored. Emphasized are such factors as education, housing, family, employment, and the impact of racism. (D)

**SW 402 (3) Leadership and Management Skills.** A broad survey of the administrative and management theories associated with the knowledge base of the social work profession. This course focuses on

organizational and agency structure in relation to the delivery of services. It develops leadership skills and a systematic approach to management of work loads. Theories of management and motivation are considered in relationship to operation of organizations and agencies. (D)

**SW 405 (3) Community Organization and Development.** As one of the primary social work methods of practice, community organization is experiencing a revival in urban and rural areas in this country. This course assists social workers and other helping professionals respond to the resurgence of interest in this area. The focus is on "the community as the client" and it is both didactic and experiential in structure. The history, theories, and models of community organization practice are reviewed. The functions and roles of human service professionals in macro practice are examined. The primary emphasis is on the areas of practice and strategic practice approaches. (D) SW 410 (3) Social Legislation. Description and analysis of laws and court decisions relating to social, economic and legal problems in American society. The legislative process for addressing these problems is also studied. (D)

**SW 420 (3) Behavior Modification for Social Workers.** Social work students develop skills in using learning theory to modify human behavior. This course introduces a practical approach to assessment and intervention in achieving stabilization and behavioral change. The focus is upon overt behavior exhibited by clients whom the social worker encounters in practice. (D)

**SW 421 (3) Teenage Sexuality and Teenage Parenting in Urban Centers.** An investigation of those social, psychological, educational, and/or economic factors which influence teenagers toward sexual activity, pregnancy, marriage, pregnancy termination, etc. Emphasis is also placed on functional research relative to understanding the adolescent mind in urban centers, the unique problems and needs of the adolescent, and those social services in urban centers which attempt to meet the needs of adolescents. (D)

**SW 430 (3) Family Treatment.** This course provides information about the theory and process of family therapy. The course offers a presentation of the major theoretical underpinning and clinical practices in the family treatment field today. (D)

**SW 435 (3) Family Violence.** In recent years the family has become one of the most violent social institutions in this country. This course increases



student knowledge and awareness of domestic violence in all its forms: child and adolescent abuse and neglect, spouse abuse (women and men), and elderly abuse. The social and historical background of family violence is examined. Emphasis is also placed on the extent and seriousness of the problem. Current legislation, programs and services, and intervention strategies are reviewed. (D)

**SW 436 (3) Child Abuse and Neglect: Protective Services.** This course focuses specifically on the complex problems of child abuse and neglect. It covers the incidence, causes, symptomatology, and types of child abuse and neglect with critical study of child sexual abuse. State-of-the-art research and approaches to treatment utilizing a multidisciplinary perspective (legal, medical, educational, and social services) are included. (D)

**SW 445 (3) Introduction to Social Gerontology.** This course gives students a general overview of social gerontology as a branch of knowledge in the field of gerontology. Social gerontology concerns itself with psychosocial and economic aspects of the aged individual and the social problems encountered from living in both formal and informal societal groupings. The interaction of these aspects and groupings and the services established and considered for the aged through public and social policy are discussed. (D)

**SW 446 (3) Adult Development: Young Adulthood, Middle Years and Aging.** This course focuses on current and past theories in adult development. It highlights the changes in society and how these changes impact adulthood for young adults, middle-age and older persons as stages of development. The processes of adult development are explored from a psychological perspective. (D)

**SW 447 (3) Clinical Intervention with the Elderly.** The most important goal for human service professionals is to improve the quality of life for older people through effective intervention on their behalf. This course focuses on skill development and knowledge and understanding of older persons' behavior through the public health model of preventive intervention at the primary, secondary, and tertiary levels. Interventive activities and case studies are utilized in this course to develop skills for working with the elderly in institutions and in the community. (D)

**SW 448 (3) Public Policy Issues in Aging.** This course provides an analysis of legislative policy and organized human welfare services and resources for the elderly as a social group in society. The political, economic, and social realities of aging that identify the elderly as requiring public policy solutions are examined. The framework of analysis includes the legitimacy of aging as a social problem, and the social functioning of the overall society and its subcomponents such as the family, the individual and other social, political, economic and cultural institutions. (D)

**SW 449 (3) Independent Study: Special Topics in Aging.** A primary focus of this course is its emphasis on special topics in aging to insure development of knowledge in the behavioral, biological, clinical, and social sciences. In this regard, with faculty direction, students explore, build upon and increase the knowledge base in aging and individual well-being. Students engage in research and independent study in specific areas of interest in gerontology and translate research findings into policy and practice. (D)

**SW 450 (3) Social Work in Health Related Fields.** This course is designed to help students develop knowledge, skills and attitudes necessary to work in health-related fields. Two broad areas of concern in this course are: (1) social work in medical and psychiatric settings, and (2) delivery of health care services. Though general in scope, the course enables students to acquire knowledge in problem solving and in analyzing service systems. (D)

**SW 455 (3) Research Methods in Social Work.** Prerequisites: SW 250, 302, 305, 338, 385; Corequisites: SW 486, Statistics Option. (Restricted to majors only). This course focuses on the practical methods of research which entry-level social workers can incorporate into their practice environment. It reviews the fundamental theoretical frameworks, research concepts, and the research process from the point of view of problem-solving. Students obtain the knowledge needed to monitor their practice, evaluate agency programs, and understand the ethical use of social work research. (F, S)

**SW 460 (3) Professional Development in Human Services–Summer Institute.** Prerequisite: Permission of the Program Coordinator. This institute examines a variety of issues concerning the role of the human service professional in bringing about change. Each institute has a different focus based on expressed student and community needs. (D)

**SW 465 (2) Professional Development and Licensure Preparation.** Permission of instructor. (Restricted to majors only). This course enhances and extends the student's knowledge of the social work process. It includes knowledge in the areas of practice, assessment, human behavior, policy, research, administration, cultural diversity, and social work values and ethics. (F, S)

**SW 480 (3) Independent Study.** This course permits students to study in-depth social work related issues. A student may enroll in independent study for reading, writing, or field experience based on personal interest. Flexibility in the program is increased and student independence is enhanced. (D)

**SW 485 (3) Skills in Interviewing.** Prerequisites: SW 302 and 385. (Restricted to majors only). This course introduces essential communication skills and techniques, along with the pitfalls most commonly encountered in building helping relationships as a social work generalist practitioner. Emphasis is directed to the skills needed in interviewing individuals, families, small groups, and organizational and community systems. This course builds upon the assessment knowledge acquired through the biopsychosocial study of human behavior and the social environment and an understanding of the helping process in generalist social work practice. (F, S)

**SW 486 (3) Social Work Practice II.** Prerequisites: SW 200, 301, 302, and 385; Corequisite: SW 485. (Restricted to majors only; malpractice insurance required). This course is a continuation of Social Work Practice I in the development of the generalist social worker. It focuses on social work practice skills with organizations and communities, and includes a thirty-hour service learning component. (F, S)

**SW 489 (3) Field Instruction.** Prerequisites: All required social work courses and all liberal arts prerequisites and co-requisites for these courses. Corequisite: SW 499. (Restricted to majors only; malpractice insurance required). Field instruction enables students to integrate and apply to social work practice the knowledge, skills, and values and ethics obtained in the social work foundation courses. Agency-based learning experiences are provided which allow students to develop generalist practitioner skills for social work practice with diverse individuals, families, small groups, organizations, and communities, including populations at risk of injustice, oppression and discrimination. Each student completes a minimum of 500 hours of

supervised practice in a community agency. (F, S)

**SW 499 (3) Seminar in Issues and Problems of Professional Social Work.** Prerequisites: All social work required courses and all liberal arts prerequisites and corequisites for these courses. Corequisite: SW 489. (Restricted to majors only). This integrative seminar is an extension of the field instructional process and is dependent upon the field instructional learning experiences for considerable teaching content. This seminar serves as the bridge between the educational process and entry-level professional social work practice. Additionally, this course provides information for students who wish to pursue graduate professional education. It provides a forum for the discussion of practice-related issues and the integration of social work knowledge, skills, and values and ethics. The seminar also emphasizes the importance of the evaluation of one's own practice and the use of research skills in program evaluation. (F, S)

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## THERAPEUTIC RECREATION

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### Department of Health, Physical Education and Recreation

**OFFICE: T.B. Ellis Physical Education Complex**

#### **TREC 104 (3) Introduction to Therapeutic Recreation.**

This course provides orientation to the field of therapeutic recreation in terms of its history, philosophy, development, practice procedures and the contribution of therapeutic recreation to the school, community, and client. (F)

#### **TREC 218 (3) History and Philosophy of Therapeutic Recreation.**

This course provides a thorough investigation of the philosophical basis for therapeutic recreation, history, events, landmark legislation and the formation of the profession.

#### **TREC 225 (1) Practicum in Therapeutic Recreation.**

Learning experiences will be provided for students during the fall and summer at local therapeutic recreation agencies. Students will have opportunities to gain experience as an observer in programming procedures.

#### **TREC 313 (3) Implications of Disabling Conditions in Therapeutic Recreation.**

This course is designed to provide students with knowledge, and skills in planning and developing opportunities and for persons with various disabilities and the implications

related to service delivery.

**TREC 325 (1) Practicum in Therapeutic Recreation.**

Experiences will be obtained by students at local agencies institutions that have viable therapeutic recreation programs. Students will gain experiences in initiating leadership and programming techniques and procedures. (S)

**TREC 329 (3) Programs Design and Evaluation in Therapeutic Recreation.** This course presents a study of the various therapeutic recreation programs and problems encountered in recreation program planning for the special population. (S)

**TREC 415 (3) Current Issues and Trends in Therapeutic Recreation.** This course focuses on critical issues and trends surrounding the professional practice of therapeutic recreation and the challenges for future growth.

**TREC 418 (3) Principles, Practices, and Procedures in Therapeutic Recreation.** This course provides an overview of service delivery, practice, guidelines, theories, facilitation techniques and evaluation of the therapeutic recreation process.

**TREC 421 (3) Management in Therapeutic Recreation.** This course is a study of the principles, methods, techniques, organizational patterns, personnel, public relations and administrative problems involved in the management of therapeutic recreation programs.

**TREC 423 (3) Recreation and Evaluation in Therapeutic Recreation.** Emphasis of the course on the principles and techniques of research and evaluation in therapeutic recreation to the organization, administrators, and objectives of viable therapeutic recreation programs. (Sum)

**TREC 424 (3) Seminar in Therapeutic Recreation.** This course is designed to provide students with current information that pertains to issues, practices and procedures in therapeutic recreation. Emphasis will be placed on reviewing the literature, doing case studies, and abstracts.

**TREC 425 (9) Therapeutic Recreation Internship.** Emphasis is placed on supervised leadership assignments in public or private agencies institutions with emphasis on a variety of therapeutic recreation leadership experiences common to such organizational programs. Students will have the responsibility of planning, implementing, and evaluating a special

senior program during internship. (F, S)

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**URBAN STUDIES**

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**Department of Urban and Regional Planning  
OFFICE: Universities Center, Suite 7**

**UA 200 (3) Introduction to Urban Studies and Planning.** An introductory course outlining life in urban environments. Attention will be devoted to urban growth in general, race relations, housing, transportation, government administration, and education and specific role that planning has in influencing urban life.

**UA 229 (3) Dimensions in Cultures.** An introductory course in cultural anthropology which examines the process of culture and its role in shaping experiences of urban life.

**UA 300 (3) Transportation Delivery Systems.** This course is designed to acquaint the student with the major and current issues in transportation. The significance of transportation in the modern world, evolution of systems in America, interrelationships of the various modes and career opportunities is included.

**UA 302 (3) Urbanization: Ancient African Kingdoms/African American Experience.** The course addresses the history of African American urban communities from an Afrocentric perspective. Emphasis is placed on social, cultural, and political developments which have contributed to experience of contemporary urban life.

**UA 310 (3) History of Cities.** This course is a survey of the development of cities throughout history. Particular attention is paid to the form of development, politics, arts, aesthetics, economics, and culture of cities. Through lectures and class discussions, we will examine the American city in an effort to understand the basis for attempts to improve the urban environment.

**UA 336 (3) Housing: Problems and Perspectives in Urban America.** A survey course which examines factors that contributed to developments in housing in the past from the public and private sectors of society.

**UA 356 (3) Issues in Community Participation.** A survey course with emphasis on issues and problems associated with small and large communities relative to community participation.

**UA 357 (2) Community Development Field Work.** This course will introduce students to hands on

community development work. Guest speakers and activities with community organizations will be included in the course experience. Students will gain an understanding of community systems as well as strategies for addressing the challenges of community work.

**UA 366 (3) Public Policies and Practices.** This course is designed for majors and students interested in public and professional practices that direct the development of cities. Students will acquire knowledge of the issues, approaches, and impacts of public policy making on city development. Equally, they will learn the practices exercised by professions to implement policy mandates in a plural environment.

**UA 400 (3) Introduction to Environmental Planning.** The environment is a vital component of communities' economies and quality of life as well as of public health. Students who complete this course will gain an understanding of the major environmental concerns in the United States, including those involving protection of natural assets as well as those involving protection from natural and man-made hazards. Students will also become familiar with the major federal environmental regulatory policies and their effects at the community level.

**UA 420 (3) Transportation Planning.** Principles involved in planning local, state, and national transportation systems; variables critical to transportation planning including feasibility studies, land acquisition, accessibility, utility, economics and environment impact.

**UA 421 (3) Community Development Theory and Practice.** This course provides students with the essentials of community development and the skills of local capacity building that are needed in order to foster sustainable community development. It is not designed to give you answers on how to achieve sustainable development, but rather to expose you to a variety of elements and viewpoints about it. The course will broaden your horizon about what community development is and how it is pursued; it will reevaluate your assumptions and stereotypes about the world, how it works and what can be done to make things better.

The course emphasizes that community building begins with the process of locating assets, skills and capacities of residents, citizens associations, and local institutions. The major thrust is on rebuilding community by releasing individual capacities, the power of the local associations and organizations and capturing institutions.

**UA 466 (3) Ethics in Policy and Planning.** This course provides students the opportunity to come to grips with the ethical demands policy and planning work by familiarizing them with the essence of ethical questioning and helping them develop their own ethical stance. The course will utilize case studies to engage students in dialogue and introduce them to the types of ethical challenges of policy and planning practice.

**UA 493 (1-6 Variable Hours) Independent Research/ Directed Study in Urban Studies.** Prerequisite: Limited to Senior Urban Affairs majors only. Students must have taken at least three semesters of coursework at JSU, are in good standing, and have approval from program coordinator and agreement from a specific faculty member who will guide their independent study. This course will be individualized and will deal with selected topics in the study of Urban Affairs. Within the first three weeks of semester, student should have a proposed scope of work on file with the faculty member.

**UA 494 (3) Writing and Presentation for Policy and Planning.** This course builds on core and disciplinary course and involves students in development of writing and presentation skills necessary to apply their urban studies knowledge to policy and planning activities across various organizational contexts. Students will explore, through mock experiences, various contexts for public presentation of their ideas such as board meetings, public forums, letter writing, effective email correspondence, charrette participation.

**UA 495 (4) Internship in Urban Studies.** Prerequisite: Senior standing; Urban Affairs majors only. This course entails supervised field work with private, public, or nonprofit organization related to his emphasis or minor.

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## UNIVERSITY SUCCESS

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**Division OF Undergraduate Studies**  
**OFFICE: Charles F. Moore Building**

**UNIV 100 (2) University Success in College.** This course serves as the nucleus of the First Year Experience and offers a global, comprehensive and personalized approach to student success through textbook, stimulating lectures, action research, leadership development, library initiatives, and service learning.

**UNIV 101, 102 (1) (1) University Success for Business**

**Majors.** These courses are designed to assist the first year students in their adjustment to college life and in exploring career options. Emphases will be placed on self-assessment, image development, credit/money management, winning attitudes, goal setting, dressing for success, constructing personal web pages, action research, portfolio development, leadership skills, and library usage. Personal Development activities relative to the students' academic, social and professional success are reinforced through participation in enrichment workshops, seminars, student organizations, service learning, and mentoring. (F, S)

**UNIV 105 (2) University Success for Adult Learners.**

This course is designed to assist adult learners in maximizing their potential to achieve academic success by providing a general orientation to the functions and resources of the University. The course is designed to help each student establish personal and professional goals and assess barriers to personal, academic, and career goals. In addition, the course is designed to provide students with positive learning experiences utilizing instructional methods of lectures, demonstrations, small and large group discussions, consultants and technology. The course will provide students with information on how to apply skills needed to take notes, communicate effectively, and develop good study skills to be successful college students. Students will have the opportunity to engage students in action research, leadership skills, library initiatives, and enrichment workshops/seminars activities relative to their academic, social, and professional success.

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Abdur-Rashied, Ameen, M. M. E. (2001)-Instructor, Division of Undergraduate Studies

Abu El Humos, Ali, Ph.D. (2005) – Associate Professor, Department of Computer Science

Ahmad, Hafiz, Ph.D. (2007) - Associate Professor, Department of Environmental Science

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Alegria, Mauricio, M.A. (1989) - Assistant Professor, Department of English and Modern Foreign Languages

Al-Fadhli, Hussain , Ph.D. (2005) - Associate Professor, Department of Criminal Justice and Sociology

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Aliabadi, Shahrouz, Ph.D. (2005) - Professor, Department of Engineering

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Alo, Richard, Ph.D. (2012) - Dean of the College of Science, Engineering and Technology and Professor, Department of Computer Science

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Anyamele, Okechukwu, Ph.D. (1996) - Associate Professor, Department of Economics, Finance and General Business

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Hill, Glake, Ph.D. (2004) - Associate Professor, Department of Chemistry

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Walker, Ron, Ph.D. (2002) - Associate Professor, Department of Educational Leadership

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Wang, Feng, Ph.D. (2007) - Assistant Professor, Department of Civil and Environmental Engineering

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Yu, Geungu, D.B.A. (1992) - Associate Professor, Department of Economics, Finance and General Business

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Brown, Latasha L., M.S.Ed - (2013) - Director, Lottie W. Thornton Early Childhood Center

Brown, Leon, (2007) - Maintenance Laborer, Facilities and Construction Management

Brown, Loria C., Ph.D (2002) – Associate Dean, Honors College, Division of Undergraduate Studies

Brown, Mark O. (2013) - Director of Maintenance, Facilities and Construction Management

Brown, Maya C. (2000) - Assistant Marketing Manager, University Communications

Brown, Mona, M.P.P.A. (2000) - Administrative Assistant, Auxiliary Services

Brown, Ricardo, Ph.D. (2013) - Dean, College of Public Service

Brown, Robert (2007) - Animal Care Husbandry Technician, Department of Environmental Science

Brown, Walter, Ed.D. (2006) Executive Director and Professor, Jake Ayers Research Institute

Brown, Wanda, M.P.P.A. (2007) Compensation and Benefits Manager, Human Resources

Brown, Wheeler, M.Ed. (2015) – Athletic Director, Division of Athletics

Brownridge-Turner, Belinda (2012) - Security Officer, Public Safety

Bryant, Christin M., M.Ed. (2015) - Assistant Athletic Trainer, Division of Athletics

Bryant, Corey, B.S. (2005) - Lab Coordinator, Division of Undergraduate Studies

Bryant, William, (2008) - Site Care Technician, Facilities and Construction Management

Buck, Christopher, B.A. (2011) - Assistant Laboratory Coordinator, Division of Undergraduate Studies

Bullock, Kimberly S. , B.A. (2015) - Nurse, Health Center

Burk, Cason, M.P.H. (2006) - Assistant Men's Basketball Coach, Intercollegiate Athletics

Burks-Berry, Amy, M.A. (2004) - Director of Grants and Special Projects, Department of Educational Leadership

Burton, Otha, Ph.D. (1990) - Executive Director, Institute of Government and Associate Professor of Urban and Regional Planning

Bussey, Karen E., M.A. (2015) - Assistant Director, Division of Student Life

Butler, Angela (1999) – Administrative Captain, Department of Public Safety

Butler, LaTonya, B.A. (2002) - Purchasing Agent, Division of Business and Finance

Cable, Jeffrey (2009) - Certified Police Officer, Department of Public Safety

Cable, Joshua A. (2015) - Business Development Assistant, Center for University Based Development (CUBD)

Caldwell, Antonius, Ed.S. (2015) - Project Coordinator of YMOC, College of Education

Caldwell, Linda D. (2014) - Administrative Assistant, Division of Student Life

Calhoun, Thomas C., Ph.D. (2015) - Associate Vice President, Division of Academic Affairs

Camel, Dawn L. (2015) – Research Associate, Mississippi Urban Research Center (MURC)

Campbell, Almesha, M.S. (2009) - Intellectual Property Manager, Division of Research and Federal Relations

Campbell, Brenda, M.S. (1999) – Executive Assistant, Division of Research and Federal Relations

Caples, Gwendolyn, M.S. (2003) – Director of the JSU Welcome Center, Division of Institutional Advancement

Caples, Michael L. (2015) - Campus Wellness Advocate, Division of Student Life

Carter-Simmers, Gina (2004) - General Manager, WJSU Radio Station

Castilla, Reginald, M.S. (2008) – Director of Upward Bound, Division of Student Life

Caston, Edna, B.A. (2004) – Coordinator, Division of Undergraduate Studies

Catchings, Renee', M.Ed. (2005) – Constituency Relations Coordinator, Division of Institutional Advancement

Chamber, Latashia, B.A. (1996) - Budget Analyst, Budget Office

Chambers, Jamichael A., M.S.E. (2014) - Production Director, JSU TV



Chambers, Toreka R. (2015) - Debate Coach, Undergraduate Studies

Champlin, Whitney J., M.S. (2014) - Assistant Athletic Trainer, Division of Athletics

Chapman, Frances D. (2014) - Receptionist, Business Office

Charleston, Albert (2012) - Senior Locksmith, Facilities and Construction Management

Charleston, John (2014) - Manager of Aquatic Center, Health, Physical Education and Recreation

Cherry-Lyles, Candice, B.S. (2012) - Administrative Assistant, Department of Social Work

Chiang, Chinchiel (2014) - Senior Integration Specialist, Division of Information Management

Childress, Connie Y., B.B.A. (2015) - Budget Analyst, Division of Institutional Advancement

Childs, Eric (2009) - Certified Officer, Department of Public Safety

Childs-Good, Darlean, B.S. (1983) - System Information Specialist, Department of Public Safety

Chin, Jerri, B.A. (2011) - Administrative Assistant, Business Office

Christian, Jamal M. (2015) - Certified Police Officer, Public Safety

Clay, Regina B.B.A. (1998) - Comm. Serv. Resource Specialist, Department of Mass Communications

Cochran, Regina (2014) - Housing Coordinator, Housing and Residence Life

Coleman, Laquala M., M.Ed - (2013) - Associate Dean of Students, Division of Student Life

Coleman, Victoria, LPN (1996) - Assistant Director of Nurses, Health Center

Collier, Clara M., B.S. (1978) - Assistant to the Director, Center for University Based Development (CUBD)

Collier, Tina, B.B.A. (2008) - Budget Analyst, Budget Office

Collins, Clifton W., B.A. (2015) - Defensive Backs Coach, Division of Athletics

Collins, Keith, (2005) Production Manager, University Communications

Collins, Monte T., B.S. (2013) - IT Technician, Computing and Communications Center

Collins, Shirley, B.S. (2011) - Secretary, Department of Criminal Justice and Sociology

Conner, Phillisa, M.P.A. (2000) - Senior Accountant, Division of Business and Finance

Conway, Marcus A., B.S. (2013) - IT Technician, Support Services

Cooper, Thomas C. (2011) - Interim Stadium Manager, University Stadium

Cotton, Damarius (2012) - Uncertified Patrol Officer, Department of Public Safety

Cotton, Jelani (2005) - Security Officer, Department of Public Safety

Cottrell, Lavenita, Ph.D. (1989) - Assistant Director, Career Service Center

Courtney, Latoya (2009) - Staff Assistant, Intercollegiate Athletics

Cox, Ollie (2006) - Branch Librarian, Library and Information Resources

Crain, Dimitri, B.S. (2010) - Resource Assistant for Nontraditional Learners, School of Lifelong Learning

Crenshaw, Christopher G., M.Ed. (2013) - Assistant Baseball Coach and Recruiter, Division of Athletics

Crenshaw, Deborah, M.Ed. (2000) - Research Associate, Registrar and Records

Creshon, Hope P. (2014) - Receptionist, Division of Institutional Advancement

Crisler, Shanetta, B.S. (2010) - Secretary, Department of Civil Engineering

Crowley, Chloe A., B.B.A. (2013) - Director of Prancing J-Settes, Student Life

Crowley, Marcus, B.A. (2007) - Manager, JSU Post Office

Culberson, Von (1995) - Electrician, Facilities and Construction Management

Curb, Markquetta (2012) - Security Officer, Department of Public Safety

Curry, Dwayne L., B.S. (2015) - Defensive Line Coach, Division of Athletics

Daniels, Alex (2006) - Plumber, Facilities and Construction Management

Danner, Jerry, B.S. (1981) - Director, Quality Assurance and Special Projects, Division of Information Management

Daramole, Modupe S., M.S. (2002) - Research Associate, Department of Psychology

Das, Prasanta (2010) - Research Associate, Chemistry

Dasari, Thabitha S., Ph.D. (2014) - Post-Doctoral Research Associate, Chemistry

Dasary, Samuel, Ph.D. (2007) - Lab Coordinator, College of Science, Engineering and Technology

Davis, Allen B., B.S. (2015) - Driver, Facilities and Construction Management

Davis, Lessie (2012) - Carpenter, Facilities and Construction Management

Davis, Marquita, B.S. (2010) - Development Assistant, Division of Institutional Advancement

Davis, Melvin, Ed.D. (2002) - Director and Professor, Mississippi Urban Research Center (MURC)

Davis, Parkisha, B.A. (2011) - Academic Advisor, Division of Undergraduate Studies

Davis, William T., M.B.A. (2015) - Grant Account, Grants and Contracts

Davis-Esco, Kizmet K., MS (2013) - Administrative Assistant, Purchasing and Travel

Davis-Sullivan, Hursie, M.D., (2013) - Staff Physician, Health Center

Dawson, Letecia T., M.S. (2015) - Instructional Designer, JSUOnline

Denne', Rodney G. M.Ed. (1997) - Staff Development and Training Administrator, Human Resources

Dent, Andrew, M.S. (2008) - Program Analyst, College of Science, Engineering and Technology

Dent, Deborah, Ph.D. (2012) - Vice President, Division of Information Management

Deverteuil, Shonda, B.B.A. (2008) - Budget Manager, Housing and Residence Life

Devin, Yvette, B.A. (2010) - Financial Aid Counselor, Financial Aid

Divinity, Carolyn, M.B.A. (2004) - Office Manager, Department of Public Policy and Administration

Divinity, Debra, B.S. (2005) - Grant Administrative Manager, Department of Physics and Atmospheric Science

Dixon, Angenette, M.S. (2007) - Coordinator of Testing, Testing and Assessment

Dixon, Demetrice, M.A. (2004) - Administrative Assistant I, College of Liberal Arts

Dixon, DeSuan D., M.S. (2015) - Assistant Men's Basketball Coach, Division of Athletics

Dixon, John L. (2000) - Maintenance Manager, Facilities and Construction Management

Dixon, Surina, M.S. (2012) - Head Women's Basketball Coach, Intercollegiate Athletics

Dockins, Tiffany, B.S. (2007) - Director of Legal Operations, Office of General Counsel

Dolley, James, B.S. (2010) - Certified Police Officer, Department of Public Safety

Donaldson, Monica L., B.S. (2014) - Legal Assistant and Paralegal, Legal Counsel

Dorsey, Omar F. (2015) - Police Officer, Public Safety

Doss, Holly, M.B.E. (1979) - Administrative Assistant, Department of Health, Physical Education and Recreation

Dosunmu, Josiah, M.Ed. (2007) - Network Engineer, Division of Information Management

Dotson, Georgette D. (2014) - Police Recruitment, Public Safety

Dotson, Kenya, B.S. (2000) - Project Coordinator, College of Education and Human Development

Dotson, Latesha C. (2015) - Receptionist, Public Policy and Administration

Doty, Dwain T., B.A. (2015) - Communications Public Affairs Producer, Radio Station WJSU

Druckery, Melissa L., M.S. (1974) - Dean and Instructor, Division of Library and Information Resources

Drummond, LaDonnya, M.S. (1997) - Academic Advisement Coordinator and Instructor, Department of Biology

Du, Xinzhon (2015) - Post Doctoral Research Associate, Civil Engineering

Dudley, Karen (2009) - Student Accounts Receivable Counselor, Business Office

Dugo, Erika B., M.S. (2012) - Technician, School of Science and Technology

Duncan, Soniael N., M.S. (2014) - Computer Scientist, Division of Information Technology

Early, Michael R., B.S. (2000) - Research Compliance Officer, Division of Research and Federal Relations

Easley, Mable, M.B.A. (1980) - Assistant to the Dean, College of Business

Easter, Shannon L., M.S.E. (2014) - Events/Operations Coordinator, Events

Edwards, Priscilla W., M.M.E. (2000) - Administrative Assistant, University College

Ekunwe, Lynette, M.P.H. (1999) - Research Associate, Division of Research and Federal Relations

Elliott, Lasonia M. (2015) - Receptionist, Office of the President

Epps, Donna, M.B.A. (1981) - Senior Research Associate, Registrar and Records

Escobedo, Nicacio N. (2014) - Sales Associate, Auxiliary Service

Evans, Ayana N. (2015) - Program and Communication Coordinator, Facilities and Construction Management

Evans, Baxter, B.S. (2013) - Security Officer, Department of Public Safety

Evans, Jamie L. (2000) - Materials Management Clerk, Facilities and Construction Management

Evans, Calvin (2011) - Site Care Technician, Facilities and Construction Management

Evans, Lekisha, M.A. (2007) - Business Manager, Division of Information Management

Evans, Nicole, Ph.D. (2006) - Vice President-Enrollment Management, Division of Academic Affairs

Evans, Rashad D., B.S. (2015) - Web and Multi-media Designer, School of Science and Technology

Everette, Dianne D., Ph.D. (2002) - Director, Division of Academic Affairs

Fields, Regina, M.B.A. (2006) - Business and Contract Administrator, Division of Research and Federal Relations

Fleming, Renalta D., M.S. (2015) - Assistant Athletic Trainer, Division of Athletics

Flowers, Alicia M., A.A. (2015) - Clinical Data Manager, School of Science and Technology

Flowers-Magee, Pamela, B.B.A. (2011) - Administrative Assistant, School, Community and Rehabilitation Counseling

Foote, Sarah, Ed.S. (1989) - Coordinator and Graduate Student Support Services, Division of Graduate Studies

Ford, Bobbie (2014) - Driver, Facilities and Construction Management

Forrest, Jakeita E. (2014) - Financial Services Representative, Business Office

Fort, Franshell, A.A.S. (2007) - Receptionist, University Communications

Fortenberry, Marty, M.S.W. (1999) – Outreach Worker, Department of Psychology

Foster, Sunyetta (2015) - Program Specialist, Alumni Affairs

Fountain, Taundra K., B.S. (2015) - Administrative Assistant, University Stadium

Fountain, Wendell L. (2014) - Recruiter, Undergraduate Recruitment

Fowler-Thompson, Shandra, M.S. (2003) - Academic Advisor and Counselor, Division of Undergraduate Studies,

Frazier, Carroll K., B.S. (2013) - Officer Manager, Community Engagement

Frank, Alla, B.A. (2012) - Coordinator, Contractual Services

Franklin, Lekeitha, M.Ed. (2000) – Assistant Accounts Payable Manager, Division of Business and Finance

Franklin, Sarah, M.S. (1989) – Transcript Unit Supervisor, Registrar and Records

Freeman, Brittany A., B.S. (2015) - Prevention Specialist, Community Engagement

Frierson, Jerrica, M.S. (2010) - Admissions Advisor Undergraduate Admissions

Fuller, Vivian, Ph.D. (2011) - Associate Provost, Student Life

Galloway, Angela (2013) - Receptionist, Housing and Residence Life

Gallon, Antonio O. (1992) – Residence Life Coordinator, Housing

Gardner, Dorris, Ed.D. (1997) – Dean of Graduate Studies and Professor of Education

Garland, Courtney N. (2014) - Student Support Specialist, Upward Bound

Garner, Mary W. (2014) - Student Support Assistant, College of Education

Garner, Solomon, Ph.D. (2010) - Director of Research Resources, College of Science, Engineering and Technology

Gates, Janice R. A.S. (1994) – Senior Computer-Aided Drafting Operator, Facilities and Construction Management

Gates, Michael E., Ph.D. (2003) – Assistant Director, Division of Research and Federal Relations

Gentry, Gisele, Ph.D. (2005) Assistant Director for Service Learning

Germany, Chadwick, M.Ed. (2016) - Offensive Coordinator, Division of Athletics

Getter, Angela, B.A. (2013) - Development Officer, Division of Institutional Advancement

Gholar-Harris, Nicole, M.P.H. (2013) – Administrative and Budget Assistant, Division of Institutional Advancement

Gibson, Jason M., A.S. (2015) - Customer Service Sales Associate, JSU UPS Store

Gilbert, Nadine S., M.S. (2013) - Curriculum Center Coordinator, College of Education

Gill, Ayanna E., Ph.D. (2014) – Coordinator of Blackburn Lab School, College of Education and Human Development

Gill, Mae A. (2013) - Driver, Facilities and Construction Management

Glass, Shyandrea S., M.S. (2015) - Academic Counselor, Division of Athletics

Glover, Lashaunta M., M.S. (2014) - Research Assistant, Division of Research and Federal Relations

Glushko, Tatiana (2014) - Project Coordinator Office Manager, The Richard Wright Center

Good, Terri D., B.S. (2013) - Staff Assistant, Post Office

Goodheart, Olivia S., M.A. (2014) - Director, Public Relations

Goodwin, Percy (2009) - Receptionist, Housing and Residence Life

Goodwin, Carol, B.S. (1997) – Residence Life Coordinator, Housing

Goodwin, Wayne, M.S.Ed. (1984) - Associate Vice President, Facilities and Construction Management

Graham, Janelle, B.B.A. (2011) - Interim Staff Officer II, University Stadium

Graham, Reginald, M.Ed. (2005) - Customer Service Manager, Division of Information Management

Gray, Donny (2015) - Transportation Assistant Manager, Facilities and Construction Management

Gray, Rita, B.S. (2007) - Secretary, Department of Marketing and Management

Gray, Terricia S. (2015) - Time and Effort Administrator, Grants and Contracts

Gray, Willie, B.S. (2013) - Emergency Manager, Department of Public Safety

Green, Connye L., A.A (2001) - Administrative Assistant, Department of Psychology

Green, Julius E., B.S. (2014) - Director of Safety Environmental Health, Facilities and Construction Management

Green, Lucille A., Ph.D. (2015) - Coordinator and Assistant Professor, School of Lifelong Learning

Green, Wanda G., B.B.A. (2007) – Compensation and Benefits Manager, Human Resources

Griffin, Isaac (2012) - Site Care Technician, Facilities and Construction Management

Griffin, Kathi R., Ph.D. (2010) - Director, The Richard Wright Center

Griffin, Kimberly E. (2015) - Uncertified Police Officer, Public Safety

Griffin, Sharon D., B.S. (2014) - Director of Marketing, Auxiliary Service

Griffith-Washington, Serita, B.S.W. (2014) - Tour Guide and Receptionist, JSU Welcome Center

Griham, Candias M., M.B.A. (2014) - Fiscal Compliance Officer, Division of Research and Federal Relations

Griskell, Ivory J., Ph.D. (2013) - Associate Vice President, Division of Information Technology

Hadley, Fredrick, B.S. (2004) - Academic Enhancement Counselor, Intercollegiate Athletics

Hairston, Meredith M. (2015) - Music Manager, Radio Station WJSU

Hairston, Philip, B.S. (2013) - Senior Information Technology Specialist, Division of Information Management

Hall, Andrea C. (2013) - Receptionist, Financial Aid

Hall, Chadwick B., B.S. (2015) - Coordinator of Baseball Operations, Division of Athletics

Hall, Crishuana A. (2014) - Marketing Director, University Communications

Hall, Darrell (2004) - Maintenance Foreman, Facilities and Construction Management

Hall David L (2006) - Sergeant, Public Safety

Hall, Sandra, B.S. (1981) - Program Coordinator, Department of Chemistry

Hamilton, Clifton (2013) - Certified Police Officer, Department of Public Safety

Hampton, Anissa, B.S. (2005) - Administrative Assistant, Department of English and Modern Foreign Languages

Hampton, Charlene (2011) - Security Officer, Department of Public Safety

Hampton, Lori, M.S. (2001) - Football Secretary, Intercollegiate Athletics

Hannah, James J. (2005) - Police Officer, Public Safety

Hannah-Jefferson, Floressa, M.A. (2005) - Academic Advisor, Division of Undergraduate Studies

Hardiman, Marlo L., M.B.A. (2015) - Foundation Business Manager, Division of Institutional Advancement

Hargrove, Donyea L. (2015) - Retention and Compliance Coordinator, College of Liberal Arts

Harmon-Brocks, Brenda, M.S. (1989) - Financial Aid Counselor, Financial Aid

Harper, La'Tonia F., D.M.A. (2000) - Secretary, College of Liberal Arts

Harper, Ollie M., M.P.P.A. (1984) - Director of Nurses, Health Center

Harris, Bertiel, M.Ed. (2010) - Administrative Assistant, Department of Technology

Harris, Eunice M., Ph.D. (2007) - Director of Student Development, School of Social Work

Harris, Jewel R., B.S. (1997) - Executive Director, Division of Business and Finance

Harris, Jonathan, B.S. (2010) - Associate Men's Head Track Coach, Division of Athletics

Harris Kimberly L. (2015) - Secretary, Biology

Harris, Kimberly M., B.S. (2014) - Community Service Coordinator, Student Life

Harris, Kyla, M.S. (2003) - Residence Life Coordinator, Housing

Harris, Lee A. (2012) - Locksmith, Housing and Residence Life

Harris, Marcus L. (2015) - Manager of Retail Operations, Auxiliary Service

Harris, Laneysa, M.A. (2012) - Art Gallery Director, College of Liberal Arts

Harrison, Shirley, B.S. (2000) - Interim Director, JSU Global

Harrison, Tammiko L., B.B.A. (2001) - Executive Director, Budget Office

Hart, Arcia S., B.B.A. (2013) - Accountant, Auxiliary Service

Hart, Eunetta C., M.S. (1995) - Assistant to the Dean and Staff Liaison, College of Public Service

Hartzog, Patridia D. (2014) - Patrol Officer, Public Safety

Hayes, Traci M.S. (2007) - Communications Director, College of Science, Engineering and Technology

Haymon, Deborah (2014) - Secretary, Entrepreneurship

Haynes, Brian, M.S. (2012) - Coordinator of Ticket Operations, Intercollegiate Athletics

Heard, Manisha S., B.S. (2014) - Staff Assistant, Contractual Services

Heard, Pamela, Ph.D. (2003) - Director, Honors College

Henderson, Barry (2000) - Patrol Officer, Department of Public Safety

Henderson, Kenneth (2010) - Site Care Technician, Facilities and Construction Management

Henderson, Sebastian (2013) - Landscape Technician, Facilities and Construction Management

Henderson, Suron A. (2015) - Security Officer, Public Safety

Hendrick, John M., B.A. (2015) - Defensive Coordinator, Division of Athletics

Hentz-Moore, Latoya C., M.S. (2013) - Assistant Director, Alumni Affairs

Herron, Katherine, B.B.A. (2015) - Project Manager, Allied Health

Herron-Young, Tamara R., M.A. (1993) - Basic Skill Teacher, Continuing Education Learning Center

Hicks, Khalita S. (2015) - Translator and Credential Evaluator, JSU Global

Hicks, LaMarcus D., B.S. (2015) - Safety Coach, Division of Athletics

Hicks, Tracie D. (2015) - Receptionist, Mass Communications

Hill, Kamesha M., M.P.P.A. (2003) - Interim Director, Contractual Services

Hilliard, Kimberly, Ph.D. (2004) - Executive Director, Community Relations and Events

Hinds, Joab (2013) - Security Officer, Department of Public Safety

Hoard, Tiffany, B.S. (2010) - MLI Data Coordinator, College of Education and Human Development

Hobson, Karen C. (2015) - Secretary, Social Work

Hodge, Sandra L., M.B.A. (2015) - Special Assistant to President, Office of the President

Hogan, Bobbie, B.B.A. (1998) - Accounts Payable Clerk, Division of Business and Finance

Holmes, Ella, B.B.A. (2007) - Internal Auditor

Holiday, Chaunta (2015) - Administrative Assistant, Social Work

Hollingsworth, Karyn, Ph.D. (2015) - Director, University Communications

Holloman, Anthony L., M.A. (2015) - Vice President, Division of Institutional Advancement

Homan, Emily A., B.S. (2014) - Assistant Soccer Coach, Division of Athletics

Honer, Lenora D., B.S.W. (2011) - Driver, Facilities and Construction Management

Hooker, Dianne, M.B.A. (2002) - Administrative Assistant, Division of Information Management

Hooker, Sherree, B.S. (2000) - Executive Assistant, Division of Academic Affairs

Hopkins, Ashley J., A.A. (2015) - Print Services Coordinator, Auxiliary Service

Horton, Kimberly, B.S. (2007) - Senior Payroll Specialist, Division of Business and Finance

Horton, Lindsey, B.A. (2014) - Associate Vice President, Public Safety

Houston, Jacqueline L., M.B.A. (2015) - Director of Development, Division of Institutional Advancement

Houston, Rosella Ed.D. (1993) - Coordinator, Extended Studies

Howard, Angelina, B.S. (2004) - Basic Skills Math Teacher, Continuing Education Learning Center, School of Lifelong Learning

Howard, Cory (2012) - Site Care Technician, Facilities and Construction Management

Howard, David, B.S. (2005) - Manager of Information Systems, Division of Institutional Advancement

Howard, Gerard, B.S. (2002) - Webmaster, University Communications

Howard, Marissa (2013) - Receptionist, Payroll

Howard, Matthew E. (2014) - Carpenter, Operation and Maintenance

Howard, Shanta R. (2014) - Billing Specialist, Division of Information Management

Hubbard, Shandarit L. (2015) - Site Care Technician, Facilities and Construction Management

Huddleston, Dorothy W., B.S. (1974) - Secretary, College of Liberal Arts

Hudson, Kenya A., B.A. (2003) - Webmaster and Evaluator, Division of Research and Federal Relations

Hudson, Thomas, J.D. (2012) - Chief Diversity and EEO-AA Officer, Human Resources

Hughes, Alisa, B.S. (2005) - Secretary, Career Service Center

Hughes, Antonio R., B.A. (2015) - Head Football Coach, Division of Athletics

Hughes, La'Kitha, M.S. (2005) Supt. Administrative Services, Facilities and Construction Management

Humphrey, Jacqueline, Ed.S. (1994) - Administrative Assistant, College of Science, Engineering and Technology

Hunt, Maudie, M.B.A. (1999) - Senior Accountant, Division of Business and Finance

Hunter, Arnitra R. (2010) - Research Associate, Institutional Research, Planning and Assessment

Hunter, Shannon, B.A. (1994) - Energy Coordinator, Facilities and Construction Management

Hyche, Carrie D. (2005) - Security Officer, Public Safety

Ignatius, Ivan A., B.S. (1993) - Network Manager, Computing and Communications Center

Ignatius, Rita, Ph.D. (1998) - Lab Coordinator, Division of Information Management

Ingram, Marcus L., B.A. (2015) - Assistant Women's Basketball Coach, Division of Athletics

Irvin, Lurlene, Ph.D. (2004) - Director, Center for Business Development, College of Business

Ivy, Michael O. (2014) - Planning and Research Officer, Public Safety

Jackson, Alfred B., M.S. (1987) - University Registrar, Registrar and Records

Jackson, Ramon L., B.S. (2015) - Administrative Assistant, Music

Jacobs, Shante M. (2014) - Off-Campus Student Employment Coordinator, Payroll

January, Diane, B.B.A. (2005) - Secretary, Department of Psychology

Jefferson, Arthur, Ph.D. (1975) - Assistant Director, Institutional Research, Planning and Assessment

Jefferson, Henry D. (2014) - Security Officer, Public Safety

Jefferson, Kimberly, A.A. (2013) - Budget Clerk, Budget Office

Jenkins, Brenda, Ph.D. (1999) - Senior Research Associate, Division of Research and Federal Relations

Jenkins, Curtis (2012) - Maintenance Laborer II, Facilities and Construction Management

Jenkins, Henry E. (2015) - Security Officer, Public Safety

Jenkins, LeMia B., M.A. (2015) - Director of Federal Relations, Division of Research and Federal Relations

Jenkins, Tamika, A.A. (2006) - Administrative Assistant, Honors College

Jeuitt, Robert H. (2014) - Executive Producer, WJSU TV

Johnson, Anthony (2010) - Plumber, Facilities and Construction Management

Johnson, Brenda (2007) - Administrative Assistant, Department of Computer Science

Johnson, Britani D., M.P.P.A. (2014) - Assistant Director of Ticket Sales and Operations, Division of Athletics

Johnson, Carolyn, B.B.A. (2005) - Executive Assistant, Division of Institutional Advancement

Johnson, Gregory (2004) - Technician, Facilities and Construction Management

Johnson, Kelvan G. (2014) - Patrol Officer, Public Safety

Johnson, Kevin (2000) - Foreman, Facilities and Construction Management

Johnson, Lisa, M.A. (2007) - Publicist, Department of Urban and Regional Planning

Johnson, Lisa R., B.S. (2007) - Student Coordinator, Urban and Regional Planning

Johnson, Mario J. (2002) - Housing Maintenance Supervisor, Facilities and Construction Management

Johnson, Omar, B.A. (2001) - Head Baseball Coach, Intercollegiate Athletics

Johnson, Pamela, B.S. (2013) - Receptionist, Division of Business and Finance

Johnson, Terrence, M.S. (2012) - Assistant Women's Basketball Coach, Intercollegiate Athletics

Johnson, Toni N. (2013) - Executive Administrative Assistant, Student Life

Johnson-Marshall, Glenda (1982) - Foreman, Facilities and Construction Management

Johnson-Ratiff, Theresia, Ph.D. (1997) - Director Field Education and Assistant Professor, Social Work

Jones, Alexis S. (2015) - Note Taker, Disability Services and ADA Office

Jones, Andrea, Ed.S. (2012) - Director, JSU Online

Jones, Emily J., B.A. (2014) - Assistant Manager/Sports Media, Division of Athletics

Jones, Jessika, M.Ed. (2003) - Immigration Speciality, JSU Global

Jones, Marteace L., B.S. (2014) - Learning Specialist, Disability Services and ADA Office

Jones, Matthew E., M.A. (2016) - Offensive Line Coach, Division of Athletics

Jones, Monica, M.S. (2012) - Assistant Director, Department of Disability Services

Jones, Rickey, B.S. (2012) - Small Business Development Center, College of Business

Jones, Samuel, M.D. (2000) - University Physician, Health Center

Jones, Shanta, M.A. (2004) - Administrative Assistant, College of Business

Jones, Shereeta S., A.A. (2015) - Secretary and Admissions Clerk, Undergraduate Admissions

Jones-Ward Kimberly, B.B.A. (2002) - Benefits and Program Counselor, Human Resources

Jordan, Charlease L. (2015) - Administrative Assistant, College of Education

Jordan, Elizabeth J., B.S. (2014) - Instructional Designer, JSU Online

Jordan, Lashanda, M.S. (2006) - Director, Career Services Center

Jordan-Gooden, Joyce, B.S. (1990) - Executive Administrative Assistant and Scheduler, Office of the President

Joseph, Dean, B.B.A. (2012) - Head Women's Soccer Coach, Intercollegiate Athletics

Kar, Supratik (2015) - Research Associate, Chemistry

Kelly, Illiad, B.A. (2013) - Manager, Grants and Contracts

Kelly, Jameria R. (2015) - Note-Taker, Disability Services and ADA Office

Kelly, Monica, B.S. (2009) - Dispatcher, Department of Public Safety

Kennedy, Cynthia (2003) - Dispatcher, Department of Public Safety

Kennedy, Kenneth, B.S. (1998) - Staff Accountant, Division of Business and Finance

Kennedy, Sonya S. (2014) - Driver, Facilities and Construction Management

Kent, Felicia W., M.A. (2015) - Director of Development, Division of Institutional Advancement

Kersh, James (2011) - Plumber, Facilities and Construction Management

Kessie, Alexander (2004) - Webmaster, Department of Biology

Keys-Johnson, Inez, M.Ed. (1997) - Coordinator of Administrative Services, Department of Environmental Science

Kimble, Randy (2014) - Carpenter, Facilities and Construction Management

Kime, Corrie, B.S. (2014) - IP Telephony Engineer, Computing and Communications Center

King, Ella (1998) - Secretary, Department of Economics, Finance and General Business

King, Carolyn, B.S.Ed. (2008) - Administrative Assistant, Health Center

Kinlaw, Phyllis, M.M.E. (2006) - Administrative Assistant, Division of Undergraduate Studies

Knight, Genice V., M.S. (2015) - Administrative Assistant, Latasha Norman Counseling Center

Knox, Roslyn, Ph.D. (2007) - Program Director, School of Public Health

Kolodziejczyk, Wojciech L. (2015) - Post-Doctoral Research Associate, Chemistry

Kumar, Sanjay, Ph.D. (2012) - Research Associate, Department of Biology

Lackey IV, Hilliard, B.S. (2008) Lab Technician and Research Associate, Department of Environmental Science

Lane, Christopher U., B.S. (2015) - Research Compliance Officer, Division of Research and Federal Relations

Langford-Easley, Mable, M.B.A. (1980) - Assistant to the Dean, College of Business

Lassiter-Mangana, Janice, M.A. (2012) - Project Director, Department of Computer Science

Latham, Josie, M.A. (2008) - Coordinator, Division of Undergraduate Studies

Lattimore, Glenda, M.B.E. (1987) - Assistant Director, Financial Aid

Lattimore, Kelvin, M.S. (1994) - Recruiter, JSU Online

Laury, Carolyn, B.S. (1988) - Office Manager, Division of Information Management

Lavalais, Genese A., M.S. (2013) - Assistant Director, Division of Athletics

Lawson, Constance, M.S. (1995) - Development Officer, Division of Institutional Advancement

Lawyer, Robert (1985) - Supervisor/Central Delivery, Division of Business and Finance

Leaks, Patricia (2013) - Executive Assistant, Division of Business and Finance

Lee, Jae (2008) - Director of Biostatistics, Department of Biology

Leflore, Eddie L. (2015) - Certified Police Officer, Public Safety

Leggette, Evelyn J., Ph.D. (1973) - Provost and Senior Vice President for Academic and Student Affairs, Division of Academic and Student Affairs

Leszczynska, Magdalena, B.A. (2011) - Administrative Assistant, Urban Higher Education

Lett, Courtney L. (2011) - Band Clerical Assistant, Music Department

Lewis, Kenneth J. (2014) - Site Care Technician, Facilities and Construction Management

Lewis, Linda C., M.S. (1989) - Coordinator of Technical Services, Library and Information Resources

Lewis, Monica, B.B.A. (2014) - Interim Director of Alumni Giving, Division of Institutional Advancement

Lewis, Robert (2010) - Carpenter, Facilities and Construction Management

Lewis, Vickie (2012) - Sign Language Interpreter

Li, Xiangtang, (2011) - Research Associate, Department of Chemistry

Little, Connie, M.S. (1993) - Program Coordinator, School of Public Health

Little, Lennie, Ph.D. (2007) - Director and Assistant Professor, Department of Educational Leadership

Littleton, Roosevelt, Ph.D. (1998) - Prospect Research Specialist, Division of Institutional Advancement

Liu, Ying, Ph.D. (2006) - ESL Teacher, JSU Global

Lobodina, Galina, M.S.E. (2008) - Lab Technician, Department of Chemistry

Locke, Donna M. (2015) - Shuttle Bus Driver, Facilities and Construction Management

Lollis, Eric, B.S. (2006) - Staff Accountant, Division of Business and Finance

Longino, Caliph, B.B.A. (1999) - Director of Technical Services, College of Science, Engineering, and Technology

Love, Kristy, B.S. (2007) - Administrative Assistant, College of Science, Engineering and Technology

Lowe, Clarence, Ed.S. (2000) - Academic Advisor, Undergraduate Studies

Lowery, Sheila (2008) - Security Officer, Department of Public Safety

Luckett, Stephanie R. (2014) - Postal Service Representative, Post Office

Lumumba, Jama, M.A. (1979) - Assistant Director, Library and Information Resources

Lumumba., Moriba. P. (2001) - Service Worker II, Facilities and Construction Management

Lyons, James, M.A. (2002) Captain, Department of Public Safety

Mabry, Gretta (2013) - Office Manager, Department of Mathematics

Mack, Carolyn, M.S. (1984) - Director of School Relations and Service, School of Lifelong Learning

Mafo, Joelle, M.S. (2012) - Assistant Volleyball Coach, Intercollegiate Athletics

Magee, Larry D. (2008) - Driver, Facilities and Construction Management

Majumdar, Devashis (2005) - Research Professor, Chemistry

Malouhi, Mohamad, B.E.E. (2010) - Senior Software Engineer, College of Science, Engineering and Technology

Mangum, Gloria O., M.B.A. (1980) - Administrative Assistant, Department of Art

Marion, Raquel C., B.S. (2015) - Night Laboratory Coordinator, Division of Undergraduate Studies

Marks, Carl L., B.S. (2000) - Systems Analyst, Institutional Research and Planning

Marshall, Mioshi, B.B.A. (2011) - Benefits Representative, Human Resources

Marshall, Robin R., M.B.A. (2000) - Academic Advisor, JSU Online

Martin Constance, Ed.S. (2007) - Program Manager, Department of Environmental Science

Martin, Jacqueline, B.S.N (2005) - Nurse, Health Center

Martin, MC (2015) - Mover, Facilities and Construction Management

Matthews, Calvin J. (2014) - Deputy Chief of Administration, Public Safety

Mayes, Yoronda R. (2014) - Security Officer, Public Safety

Maysami, Ramin C., Ph.D. (2014) - Dean and Professor, College of Business

McAroy, Sharon, B.S. (2011) - Administrative Assistant and Office Manager, Department of Health, Physical Education and Recreation

McCarthy, Shonda C., B.A. (2016) - Gallery Activity Director, College of Liberal Arts

McCall, Derrick, B.S. (2008) - Offensive Coordinator and Assistant Football Coach, Intercollegiate Athletics,

McClendon, Belvely (1999) - Senior Financial Service Representative, Division of Business and Finance

McClendon, Dee N. (2014) - Associate Director, Public Safety

McClenty, Spencer, B.S. (2006) - Social Media Director, University Communications

McClendon, Dee N. (2014) - Associate Director, Public Safety

McClenty, Terrence D. (2014) - Superintendent of Grounds, Facilities and Construction Management

McCoy, Pamela, M.P.H. (1985) - Senior Program Coordinator College of Public Service

McCree-Evans, Diana (2013) - Clerk, Facilities and Construction Management

McClung, Shemeka S., Ph.D. (2014) - Director of Institutional Research, Assessment and Planning

McDaniel, Cornelius D. (2015) - Security Officer, Public Safety

McDonald, Eric (2013) - Property Control Specialist, Property Management

McDuffie, Darrell (2002) - Sergeant, Department of Public Safety

McElroy, Sherice, M.S. (2005) - System Analyst, a Division of Information Management

McGee, Delicia, Ph.D. (1999) - Field Placement Coordinator, Division of Institutional Advancement

McGee, Evis, Jr. (2014) - Patrol Officer, Public Safety

McGee, Karameilla A. (2016) - Administrative Assistant, JSU Global

McGee, Susan L., M.A. (2004) - ESL Teacher, JSU Global

McGinty, Myra L., A.A.S. (2015) - Cook, Elementary and Early Childhood Education, College of Education

McGruder, Brittany (2015) - Administrative Assistant, College of Education

McGruder, Marquita (2013) - Math Teacher, School of Lifelong Learning

McHarris, John (2013) - Carpenter, Facilities and Construction Management

McKenzie, Tara, B.S. (2001) - Administrative Assistant, Division of Research and Federal Relations

McMillian, Keith, M.A. (2007) - Interim Director and Manager, COFO Project, Division of Research and Federal Relations

McPhearson, Keunta, B.B.A. (2011) - HRIS Process Specialist, Human Resources

McQuarter, Becky B. (2014) - Secretary, Property Management

McShan, Danielle A., B.S. (2014) - Research Assistant, Chemistry

Meredith, Queenie (2005) - Stockroom Manager, Biology

Meyers, Carolyn W., Ph.D. (2011) - President, Jackson State University and Professor of Engineering

Mickel, Christie, B.A. (2005) - Payroll Specialist, Division of Business and Finance

Middlebrook, Jessie, M.Ed. (2008) - Office Manager, College of Public Service

Miller, Derwin D., M.A. (2014) - ESL Teacher, JSU Global

Miller, Gloria, M.S. (2001) - Coordinator of Football Operations, Intercollegiate Athletics

Miller, Joseph (1993) - Mechanic, Facilities and Construction Management

Miller, Keiona, B.S. (2008) - Correspondence Coordinator, Undergraduate Admissions

Miller, Venetia, M.S. (2013) - Academic Advisor, Honors College

Mims, Leslie (2011) - Facilities Maintenance Repairer, University Stadium

Mims, Melvin (2011) - Facilities Maintenance Repairer I, Facilities and Construction Management

Mitchell, Casie, M.A. (2004) - Administrative Assistant, College of Education and Human Development

Mitchell, Jo (1996) - Student Financial Counselor, Division of Business and Finance

Moncure, Andrew, B.S. (2005) - Program Coordinator, College of Science, Engineering and Technology

Moncure, Betty J., B.A. (1993) - Director, Financial Aid

Moncure, Treney (1987) - HVAC Technician, Facilities and Construction Management

Monroe, Meuntha, B.A. (2005) - Accounts Payable Clerk, Division of Business and Finance

Moody, Jacqueline, M.A. (2007) - Admissions Advisor, Undergraduate Admissions

Moore, Brittnee L., B.S. (2015) - Interim Head Softball Coach, Division of Athletics

Moore, Daphne M. (2012) - Administrative Assistant, Alumni Affairs

Moore, Eltease, M.S. (2012) - Community Service Coordinator, Division of Student Life

Moore, Hal, B.S. (2003) Sergeant, Department of Public Safety

Moore, Jeffery, M.S. (2011) - Deputy Director, University Communications

Moore, Latanya, B.S. (2004) - Residence Life Coordinator, Housing

Moore, Loretta, Ph.D. (1998) - Interim Vice President, Division of Research and Federal Relations and Professor of Computer Science

Moore, Portia L., B.A. (2014) - Police Officer, Public Safety

Moore Rodrina (2014) - Complex Director, Housing and Residence Life

Moorehead, Tamika (2009) - Assistant Director, JSU Online

Moreland, Vivian R., A.A.S. (2014) - Office Manager, Urban and Regional Planning

Morgan, Martisha, M.B.A. (2007) - Senior Treasury Analyst, Division of Business and Finance

Morris, Dale, B.S. (1993) - Director, Public Relations

Morris, Jeremy K., M.B.A. (2014) - Interim Director of UPS Retail Operations, Post Office

Morris, Juanita M., Ph.D. (2014) - Director, Undergraduate Recruitment

Morris, Michael O. (2013) - Property Control Specialist, Property Management



Morris, Versie L., M.Ed. (1990) - Assistant Director, Undergraduate Admissions

Morrison, Tammy J., A.A.S. (2010) - Secretary, Military Science

Moses, Glory J., M.P.H. (2001) - Office Manager, Psychology

Mozee, Sam, Ph.D. (2004) - Associate Director for Research, Mississippi Urban Research Center (MURC)

Murriel, Georgia, B.B.A. (2008) - Administrative Assistant, Urban Higher Education

Mwasongwe, Stanford (2013) - Data Manager, Division of Research and Federal Relations

Myles, Glenda, M.P.H. (2004) - Administrative Assistant, Allied Health

Napolion, Brian, Ph.D. (2009) - Preservice Coordinator, School of Science and Technology

Nash, Jackie (2008) - Administrative Assistant, Division of Student Life

Nayak, Mahesh V., B.S. (2014) - Laboratory Manager, Division of Undergraduate Studies

Nelson, Nathaniel (2014) - Security Officer, Public Safety

Nelson, Paula (2013) - Purchasing Agent, Division of Business and Finance

Newell, Raymond (2006) - Police Officer, Department of Public Safety

Ngare, Alnida (2013) - Director of Clinical Data Management, College of Science, Engineering, and Technology

Nielsen, Christine (2006) - Administrative Assistant, Institute of Government

Njuakom, Ferdinand (2007) - Security Officer, Department of Public Safety

Odom, Parcel (2004) - Health Education Specialist, Division of Research and Federal Relations

Olive, Kelli A., M.S. (2015) - Coordinator of Professional Development, School of Lifelong Learning

Omari, Kuwasi D. (2015) - Site Care Technician, Facilities and Construction Management

Omari, Safiya R., Ph.D. (1999) - Associate Vice President, Division of Research and Federal Relations

Ordaz, Rafael A., B.A. (2015) - Academic Counselor, Division of Athletics

Oudu, John A., M.B.A. (2014) - Training Coordinator, Academic Information Technology

Opara-Nadi, Gregory E., M.B.A. (2002) - Associate Director of Contractual Services, Mississippi Urban Research Center (MURC)

Overstreet, Kenneth (1999) - Electrician, Facilities and Construction Management

Owens, Alondria, B.S. (2013) - Administrative Assistant, Community Engagement

Palmer, Jason (2010) - Painter, Facilities and Construction Management

Pamplin, Bobby J. (2013) - Assistant Director, Center for University Based Development

Pang, Qing (2007) Research Associate, Computer Engineering

Paradeshi, Stevenson, M.Ed. (2005) - System Administrator I, Division of Information Management

Parker, Anita (1994) - Receptionist, Housing

Parker, Sharon R. (2015) - Driver, Facilities and Construction Management

Patrick, Chuck, M.S. (1999) - C.R.A. Project Manager, Information Technology

Patterson, Kevin A. (2001) - Research Associate, Psychology

Patterson, Vernardo D. (2013) - Sergeant, Public Safety

Payne, Stephanie L., B.S. (1995) - Basic Skills Teacher, Continuing Education Learning Center, School of Lifelong Learning

Payton, Eddie, B.S. (1986) - Head Men's and Women's Golf Coach, Intercollegiate Athletics

Pempleton, Patricia (1992) - Systems Information Specialist, Public Safety

Perkins, Brianna L., A.A.S. (2015) - Security Officer, Public Safety

Perkins, Chetonya R., B.S. (2015) - Project Assistant, School of Public Health

Perkins, Marqueta N. (2015) - Administrative Assistant, Speech Communications

Perkins, Whitney D., M.S. (2015) - Visiting Clinical Instructor, Communicative Disorders

Peterson, Wesley, M.S. (2006) - Manager of Athletic Media Relations, University Communications

Pettis, James E. Jr. (2015) - Technical Director, Speech Communications

Phillips, Lashanda J., B.A. (2014) - Administrative Assistant, Institutional Research, Planning, and Assessment

Porter, Loretta L. (2015) - Driver, Facilities and Construction Management

Porter, Marilyn, A.A.A. (2000) - Administrative Assistant, Elementary and Early Childhood Education,

Porter, Verdean W., M.S. (2014) - International Student Advisor, JSU Global

Pramanik, Avijit (2010) - Research Associate, College of Science, Engineering and Technology

Preston, Tamara, B.B.A. (2010) - Administrative Assistant, Political Science

Price, Chester (2008) Site Care Technician, Facilities and Construction Management

Price, Tselane, B.S. (1991) - Residence Life Coordinator, Housing

Pritchard, LaToya, M.Ed. (2008) - Administrative Assistant, Computer Engineering

Pryce-Washington, Rosemarie, M.S.Ed. (2001) - Head Volleyball Coach, Intercollegiate Athletics

Pugh, Alcinia, B.B.A. (1991) - Interim Executive Director, Division of Business and Finance

Pugh, Antonio J. (2005) - Painter, Housing and Residence Life

Purry, Valerie A., M.P.P.A. (1998) - Secretary, History and Philosophy

Qian, Feng (2014) - Post-Doctoral Researcher, Civil Engineering

Qualls, Judy, B.S.Ed (2013) - Coordinator, JSU Madison Site

Quick, Byron, M.S. (2010) - Program Manager, Academic Affairs

Range, Aundria, M.S. (2006) - Student Recruiter/Publicist, Public Health

Ramata, Umesh R., B.S. (1999) - Manager of System Services, Computing and Communications Center

Rankin, Sherry L., Ed.D. (2003) - Chair, University College

Ratliff, Andrea, B.S. (2000) - Dispatcher, Department of Public Safety

Rawls, Ora, Ph.D. (2005) - Director, Division of Research and Federal Relations

Recio, Michael (2016) - Police Officer, Public Safety

Reddy, Umesh B.S. (1999) - Technical Assistant, Department of Physics and Atmospheric Science

Redla, Satya Sreedevi (2014) - Research Associate, Institutional Research, Planning and Assessment

Reed, Deidra S. (2015) - Financial Aid Specialist, Financial Aid

Reed, Malcolm L. (2014) - Note Taker/Scribe, Disability Service and ADA Office

Reed, Shameka, B.S. (2014) - Marketing and Communications Specialist, JSU Global

Reid-Small, Stephanie, M.Ed. (2002) - Administrative Assistant, Biology

Rhodes, Michael (2013) - Police Officer, Department of Public Safety

Richardson, Arron, M.Ed. (2010) - Assistant Director for Special Initiatives, Student Life

Richardson, Karmon S., B.S. (2003) - Secretary, Human Resources

Richardson, Ruby D., B.S. (1969) - Administrative Assistant, Division of Academic Affairs

Rice-Jackson, Marilyn (2015) - Program Assistant, College of Education

Riddley, Candace L., B.S.W. (2014) - Clinical Assistant Professor and Social Work Director, Department of Social Work

Riley, Keith O., M.S. (2002) - Academic Evaluator, JSU Online

Roberts, Dwan M. (2014) - Security Officer, Public Safety

Roberts, Tiffany D., B.A. (2014) - Development Assistant, Division of Institutional Advancement

Robertson, Mona G. (2015) - Note-Taker, Disability Services and ADA Office

Robinson, JaTonya N. (2015) - Administrative Assistant, Mass Communications

Robinson, LaTonya D., Ed.S. (2005) - Coordinator of Assessment, Undergraduate Studies

Robinson, Lynda J., M.P.P.A. (2015) - Enrollment Management Events Coordinator, Undergraduate Recruitment

Robinson, Mary (2006) Security Officer, Department of Public Safety

Robinson, Michael, Ed.D. (1994) - Director of Computing and Communication, Division of Information Management

Robinson, Jr., Thomas J., B.S. (1994) - Receptionist, Housing

Robinson, William B., B.S. (2016) - Running Backs Coach, Division of Athletics

Robinson, Willie, B.A. (2005) - Foreman Technician, Facilities and Construction Management

Rodgers, Latwania, B.S. (2011) - Library Technical Assistant II, Library and Information Resources

Rodgers, Terilyn, B.B.A. (1992) - Technical Assistant II, Library and Information Resources

Rogers, Christian, M.S. (2003) - Laboratory Technician, Environmental Science

Roman, Jurona, Sr. (2015) - Driver, Facilities and Construction Management

Roper, Willie (2001) - Site Care Technician, Facilities and Construction Management

Roseburgh, Gwendolyn F. (2015) - Events and Operations Coordinator, Events

Ross, Camille N. (2015) - Head Women's Track Coach, Division of Athletics

Ross, Glenda, M.S. (1998) - Accounts Payable Manager, Division of Business and Finance

Ross, Larry D. (1994) - Carpenter Foreman, Facilities and Construction Management

Rush, Charles, B.A. (2010) - Federal Work Study Coordinator, Student Payroll

Rush, Kentrice S., M.B.A. (2015) - Social Media Associate, University Communications

Russell, Christopher, B.B.A. (2014) - HIV Prevention Specialist, Criminal Justice and Sociology

Russell, Felicia, M.S. (2004) - Academic Advisor, Counseling Center

Russell, Macy, B.S. (2011) - Admissions Advisor, Undergraduate Admissions

Samuel, Janet, B.S. (2005) - Lieutenant, Department of Public Safety

Samuel, Luther (2005) - Certified Officer and Investigator, Department of Public Safety

Sanders, Chanise N., B.A. (2015) - Ceramics Studio Assistant, Art

Sanders, Jeffrey E. (2009) - Service Worker, Property Management

Santiago, Christopher J. (2015) - Mover, Facilities and Construction Management

Scott, Adrian L, M.B.A. (2015) - Special Assistant to the Vice President, Division of Institutional Advancement

Scott, Derek, Ph.D. (2007) - Assistant Director, Intercollegiate Athletics

Scott, Eugenia, M.Ed. (2004) - Assistant to the Dean/Interim AA for MLI, College of Education

Scott, Jennifer E., M.Ed. (2008) - Coordinator of Transition Program, Undergraduate Studies

Scott, Paul, B.A. (2012) - Community College Recruiter, Community College Relations

Seymour, Helenrine, B.S. (2006) - Business Manager, Mississippi Urban Research Center (MURC)

Sharpe, Mary Abigail, M.A. (1994) - Writer and Researcher, Division of Academic Affairs

Shaw, Joseph T., B.S. (2014) - Equipment Manager, Division of Athletics

Shearrill, Michael G. (2015) - Mover Supervisor, Facilities and Construction Management

Shields, Martin L. Jr., (2014) - Patrol Officer, Public Safety

Shelby, Tai, M.A. (2003) - Coordinator of Transfer Program, Community College Relations

Shelwood, Bernice, M.S. (2007) - Administrative Assistant, Library and Information Resources

Shelwood, Crystal (2013) - Archival Processing Assistant, Library and Information Resources

Sheriff-Taylor, Patricia S., M.S. (1988) - Program Director, First Year Experience/Special Assistant, Undergraduate Studies

Simien, Lisa, M.A. (2004) - Administrative Assistant, Division of Academic Affairs

Simmons, Chotania L. (2015) - Administrative Assistant, Public Safety

Simmons, Demartinez, B.A. (2008) - Prevention Specialist, Public Health

Simmons, Jarrett C. , B.S. (2015) - IT Technician, Computing and Communications Center

Simpson, Emma, B.S. (1972) - Program Coordinator, College of Science, Engineering and Technology

Sims, Corey N., A.A. (2015) - Service Worker II, Property Management

Sims, Jennifer N., M.S. (2015) - Research Associate, College of Public Service

Sims, Laquita S. (2013) - Campus Wellness Advocate, Latasha Norman Counseling Center

Sims, Patrice, M.Ed. (2003) - Work Aid Coordinator, Student Payroll

Singleton, James E. (2000) - Maintenance Technician, Facilities and Construction Management

Singleton, Rita, Ed.S. (1998) - Director of Payroll, Division of Business and Finance

Sinha, Sudarson S. (2013) - Post Doctoral Fellow, Chemistry

Sisay, Fatoumatta, M.P.H. (2013) - Senior Program Manager, Division of Graduate Studies

Skelton, Gordon, Ph.D. (2005) - Director, Computer Engineering

Slade, Priscilla, Ph.D. (2008) - Special Assistant to Provost for Community College Relations

Smith, Amanda M., B.B.A. (2015) - Administrative Assistant, Student Life

Smith, Artis, M.S. (2006) - Associate Director, Division of Information Management

Smith, Ayanna, M.S.L (2013) - Scholarship Coordinator, Undergraduate Admissions

Smith, Cary, M.B.A. (2005) - Coordinator, Department of Physics and Atmospheric Science

Smith, Charles A. (2014) - Photographer, Public Relations

Smith, Crystal B., M.A. (2015) - Advisor, Undergraduate Admissions

Smith, Demetria L., B.S. (2014) - Inventory Control Processor, Business Office

Smith, Donald (2012) - Service Worker I/Receiving, Division of Business and Finance

Smith, Eric (2012) - Maintenance Technician, Facilities and Construction Management

Smith, Ethel (2012) - Receptionist, Undergraduate Studies

Smith, Jerry C. (2011) - Staff Accompanist, Music

Smith, Latoysa, M.S.W. (2005) - Recruiter, Undergraduate Recruitment

Smith, Milton E. (2014) - Patrol Officer, Public Safety

Smith, Mitchell C. III (2014) - Assistant Equipment Manager, Division of Athletics

Smith, Robert, MD (1972) - University Physician, Health Center

Smith, Shirley, B.S. (2010) - Senior Accountant, Division of Business and Finance

Smith, Steven, Ph.D. (2013) - Development Officer, Division of Institutional Advancement

Smith, Theresa, B.S. (1992) - Financial Aid Counselor, Financial Aid

Smith, Yehudah D. (2015) - Site Care Technician, Facilities and Construction Management

Snell, Leontyne, A.A. (2015) - Program Coordinator, Kids College

Solis, Frank, B.S. (2014) - Assistant Baseball Coach, Division of Athletics

Spann, Jamond M. (2014) - Security Officer, Public Safety

Spann, Pricilla, A.A. (2007) - Receptionist and Automation Processor, Undergraduate Admissions

Spann-Pack, Robin, B.S. (2007) - Executive Director, Human Resources

Spencer, Kendrick R., M.A. (2015) - Assistant Vice President, Student Life

Stamps, Jimmy (2012) - Site Care Technician, Facilities and Construction Management

Stamps-Smith, Gloria, Ed.D. (1998) - Director of Weekend College/Assistant Professor, School of Lifelong Learning

Stapleton, Tracy A., M.A. (1995) – Associate Vice President, Division of Research and Federal Relations

Stevens, Stephanie, B.B.A. (2006) - Transcript Request Processor, Registrar and Records

Stewart, Angela (2004) - Archivist, Margaret W. Alexander Research Center

Stewart, Carlyn M. (2015) - Data Processing Specialist, Undergraduate Admissions

Stewart, Evette (1998) - Administrative Assistant Services, Department of Computer Science

Stewart, Tina (2000) – Staff Assistant, Facilities and Construction Management

Stewart, Willie D. (2014) - Police Officer, Public Safety

Stickland, Leola (2011) - Operations Clerk, Campus Post Office

Stratton, Demetrick (2013) - Property Control Specialist, Property Management

Stringfellow, Douglas (1999) – Stage Manager/Sound Technician, Speech Communications

Strong, Brent L. (2014) – Announcer and Production Assistant, Radio Station WJSU

Stubbs, Darrell K. (2015) - Assistant Director, Campus Student Union

Sumler, Rickie L (2015) - Site Care Technician, Facilities and Construction Management

Sutton, Fallon A., B.A. (2014) - Administrative Assistant, College of Liberal Arts

Sutton, Regina G. (2013) - Administrative Assistant, Division of Graduate Studies

Sutton, Tysha (2014) - Account Receivable Specialist, Business Office

Swan, Djenaba P. (2015) - Administrative Assistant, Undergraduate Recruitment

Swanner, Vanessa K. (2015) - Police Recruitment, Public Safety

Swanier, Lori, M.P.P.A. (1993) - Director of Career Services, College of Business

Syzochenko, Nataliia (2015) - Research Associate, Chemistry

Tate, Cecilia (2011) - Clinic Secretary, Library and Information Resources

Tate, Evelyn, M.A. (1997) - Library Technical Assistant II, Library and Information Resources

Tatum, Shannon, M.S. (2007) - Publication Manager, University Communications

Taylor, Carolyn (2007) - Student Financial Counselor, Division of Business and Finance

Taylor, Jamanda M. , B.S. (2014) - Administrative Assistant, Engineering

Taylor, Kedra, M.S. (2011) - Integration Analyst, Division of Information Management

Taylor, Mary (2000) - Custodian, Facilities and Construction Management

Taylor, Matthew, JD (2013) - Legal Counsel, Interim General Counsel

Taylor, Sonya L., M.A.T. (2015) - Administrative Coordinator, Undergraduate Admissions

Taylor, Thelma, B.S. (1980) - System Information Specialist, Registrar and Records

Tenner, Candilyn M., B.S. (2005) - Administrative Assistant, Chemistry

Tchounwou, Martha, Ph.D. (2004) - Director of Student Services, College of Science, Engineering and Technology

Terrell-Brooks, Tabitha, M.Ed. (2000) – Director, Alumni Affairs

Thomas, Chaid, M.A. (2012) - Recruiter, Undergraduate Recruitment

Thomas, Dwayne (2014) - Captain of Operations, Public Safety

Thomas, Kari D. (2013) - Production Assistant, Public Relations

Thomas, Kierra D., B.F.A. (2013) - Graphic Designer, Blue and White Flash

Thomas, Tracie B., M.P.H. (2014) - Administrative Assistant, Physics and Atmospheric Science

Thompson, Al J., B.S. (2014) - Property Control Manager, Property Management

Thompson, Brandon, B.A. (2012) - Public Relations and Technical Manager, Margaret W. Alexander Research Center

Thompson, Henry, B.S. (2013) - Alcohol/Drug Prevention Coordinator, Criminal Justice and Sociology

Thorne, Mark, M.S. (1993) – Head Coach for Men’s Track, Intercollegiate Athletics

Todd, Melinda G., M.B.A. (2003) - HIV Prevention Coordinator, Criminal Justice and Sociology

Toles, Trina, AAS (2006) - Administrative Assistant, Margaret W. Alexander Research Center

Tornes, Kelfon (2003) - Painter, Facilities and Construction Management

Travis-Bryant, Cathy J., M.S. (1985) - Administrative Assistant, Division of Academic Affairs

Treloar, Jason L. (2015) - Site Care Manager, Facilities and Construction Management

Triplett-Spires, Jacqueline, M.B.E. (1996) – Trainer and Counselor, Department of Entrepreneurship

Tripp, Angela, M.A. (2001) - Manager of Gift Processing, Division of Institutional Advancement

Tubbs, Lekesha L. (2014) - Academic Advisor, Division of Undergraduate Studies

Tucker, Emily M, B.S. (2014) - Assistant Softball Coach, Division of Athletics

Tucker, Gean, B.S.W. (2006) - Risk Analyst, Department of Public Safety

Turner, Cathy D., M.S. (1990) – Administrative Assistant, Physics and Atmospheric Science

Turner, Kimberly K., B.S. (2014) - Customer Care Specialist, Computing and Communications Center

Turner, Laura, MLS (2007) - Librarian, Allied Health

Turner, Timothy (2010) - Security Officer, Department of Public Safety

Turner, Travis, B.S. (2008) - IT Programmer Analyst, College of Science, Engineering and Technology

Udensi, Udensi, B.S. (2009) - Research Associate, College of Science, Engineering and Technology

Vadlani, Soujanya, M.S. (2006) - Operation Staff Assistant, Facilities and Construction Management

Vanish, Keilani, B.B.A. (2007) - Assistant Controller, Business Office

Vaughn, Louis, MPA (2007) - Administrative Assistant, Division of Research and Federal Relations

Vaughn-Jones, Erin C, Ph.D. (2014) - Associate Director, Housing and Residence Life

Velma, Venkatramreddy, B.S. (2014) - Post Doctoral Research Associate, School of Science and Technology

Wade, Bennie, Ph.D. (2012) - IT Specialist I, Computing and Communications Center

Walker, Benjamin, B.A. (2015) - Assistant Men's Basketball Coach, Division of Athletics

Walker, Carlos B. (2014) - Library Technical Assistant, Division of Library and Information Resources

Walker, Darnell, M.S. (2007) - Assistant Women's Softball Coach, Intercollegiate Athletics

Walker, Jerel M., MS (2013) - Assistant Women Golf Coach, Division of Athletics

Walker, Maggie Jean, M.B.A. (1998) - Director of Academic Services, College of Business

Walton, James C. (2014) - Security Officer, Public Safety

Wang, Jing (2003) Post Doctoral Research Associate, Department of Chemistry

Ward, Detra (2006) - Police Officer, Department of Public Safety

Ward, Milton (2012) - Service Worker I, Facilities and Construction Management

Warren, Lee (2010) - Public Affairs Producer, WJSU Radio Station

Washington, Aletha (2015) - Director of SBDC, Small Business Development Center

Washington, Deborah M. (2014) - Secretary, Division of Graduate Studies

Washington, Gregory, B.S. (2015) - Program Manager, Division of Graduate Studies

Washington, Kenya T. M.Ed. (2006) - Academic Advisor, Division of Undergraduate Studies

Washington, Lashinda, M.S. (2003) - Hazardous Materials Officer, Division of Business and Finance

Washington, Roy, B.S. (1995) - Library Systems Analyst, Library and Information Resources

Watkins, Daniel, Ph.D. (2003) - Dean and Associate Professor, College of Education

Watley, Sylvia, B.S. (2015) - Coordinator of Special Projects, Mass Communications

Watson, Edward O., J.D. (2014) - Associate General Counsel, Legal Counsel

Watts, Robert, B.S. (2013) - Director of Construction, Facilities and Construction Management

Webster, Sonya D., M.Ed. (2008) - Retention Coordinator, Division of Undergraduate Studies

Weekly, Stephanie, B.B.A. (2011) - Travel Coordinator, Division of Business and Finance

Wells, Curtis (2003) - HVAC Technician, Facilities and Construction Management

West, Zachary D. (2015) - Electrician, Facilities and Construction Management

Wheelock, Donald, Ph.D. (2005) - NCATE/Assessment Coordinator, College of Education and Human Development

Whigham, Allen C. (2015) - Uncertified Police Officer, Public Safety

Whitaker, L. (1980) - Driver, Facilities and Construction Management

White, Frances L., M.S. (2001) - Director, Latasha Norman Counseling Center

White, Fredrick (2013) - Director, Division of Research and Federal Relations

White, Shanice N. (2015) - Therapist, Latasha Norman Counseling Center

Whitfield, Joe, B.S. (2001) - Director of Information Services, College of Science, Engineering and Technology

Whitney, Leticha J. (2015) - Security Officer, Public Safety

Wilcox Heather, M.A. (2010) - Neighborhood Development Assistant, University Communications

Wilder, Kafond, M.Ed. (2012) - Academic Advisor/Counselor, Division of Undergraduate Studies

Wiley, Lawrence, B.B.A. (2006) - Sergeant, Department of Public Safety

Williams, Albert, B.S. (2008) Windows Systems Programmer, Division of Research and Federal Relations

Williams, Antonette, B.B.A. (2008) - Office Manager, Division of Student Life

Williams, Antonio F. (2014) - Site Care Technician, Facilities and Construction Management

Williams, Candance L. (2014) - Customer Care Specialist, Facilities and Construction Management

Williams, Denise, B.S. (2006) - HRIS Coordinator, Human Resources

Williams, Dennis, Ed.S. (2007) - Coordinator, College of Education and Human Development

Williams, Dionna, M.S. (2011) - Secretary and Receptionist, Jake Ayers Research Institute

Williams, Hill Jr., Ed.D. (1977) - Director, Health, Physical Education and Recreation

Williams, Georgia (2003) - Sergeant, Department of Public Safety

Williams, Germaine, B.S. (2008) - Programmer/Promotions Coordinator, University Communications

Williams, Lavell D. (2016) - Strength and Condition Coach, Division of Athletics

Williams, Lester L. Sr. (2014) - Police Officer, Public Safety

Williams, Mable, Ed.S. (2011) - Instructional Designer, JSU Online

Williams, Michelle, M.B.A. (2008) - Secretary and Grant Specialist

Williams, Monica, B.S. (2006) - Secretary, Accounting

Williams, Obearia L., B.S. (2015) - Preschool Teacher, Lottie W. Thornton Early Childhood Center

Williams, Pablo F., M.Ed. (2003) - Technology Commercialization Coordinator, Division of Information Management

Williams, Roderick (2010) - Site Care Crew Leader, Facilities and Construction Management

Williams, Sally, M.S. (1986) - Financial Aid Counselor, Financial Aid

Williams, Shemeka R., B.B.A. (2014) - Security Officer, Public Safety

Williams, Sophia, B.B.A. (2013) - Staff Accountant, Division of Business and Finance

Williams, Wynette G., B.A. (2015) - Research Associate, School of Public Health

Williams, Velesha P., M.A. (1996) - Associate Director, Division of Research and Federal Relations

Williams, Verlessor, M.S. (1991) - Assistant Director, Campus Student Union

Williams, Zameshia, M.A. (2014) - Office Assistant, Division of Athletics

Wilson, Carlos D., Ph.D. (2005) - Assistant to Interim Director/Director of Special Academic Credit Programs, School of Lifelong Learning

Wilson, David (1995) - Pre-Award Manager, Sponsored Programs

Wilson, Gregory, M.A. (2000) - Senior Programmer Analyst, Division of Research and Federal Relations

Wilson, Keith (2013) - Equipment Repair Supervisor, Facilities and Construction Management

Wilson, Linda, M.S. (2003) - HRIS Process Manager/Banner Administrator, Human Resources

Wilson, Tomeca, A.A. (2013) - Check Disbursement Clerk, Division of Business and Finance

Wilson-Tripp, Angela, B.S. (2001) - Donor System Specialist, Division of Institutional Advancement

Winford, Maurice R. (2015) - Lieutenant, Public Safety

Woodall, Sara I., B.B.A. (2015) - Administrative Assistant, Career Service Center

Woodberry, Clevette (2011) - Administrative Assistant, Division of Research and Federal Relations

Woods, Darrol, Ph.D. (2002) - Associate Athletics Director for Fiscal Management, Intercollegiate Athletics

Woodson, Carol J. (2015) - Events Director, Community Engagement

Woodward, Frances D. (2015) - Note-Taker, Disability Services and ADA Office

Wooten, Alexander (2016) - Post-Doctoral Research Associate, Disability Services and ADA Office

Wright, Darlean, A.A.S. (2009) - Administrative Assistant, Special Education

Wynn, Angel R. (2015) - Customer Care Associate, Computing and Communications Center

Wynne, Sylvia (1994) - Administrative Coordinator, Institutional Research and Planning

Yang, Fei, Ph.D. (2014) - System Administrator, Technology

Yates, Lakesha, B.A. (2014) - Secretary, Division of Library and Information Resources

Yerramilli, Sudha, Ph.D. (2010) GIS Specialist, Division of Research and Federal Relations

Young, Jennifer K., M.S. (2014) - NCATE Coordinator, Teacher Education

Young, John, M.S. (1992) - Senior IT Specialist, Department of Physics and Atmospheric Science

Young, Lavon, M.P.H. (1999) - Information Manager and Webmaster, Division of Research and Federal Relations

Young, Mark A. Sr., M.S. (2015) - Outreach Activities, Environmental Science

Zhang, Jin, M.S. (2014) - Evaluation Specialist, Mississippi Urban Research Center

Zhang, Rong (2007) - Electron Microscope Technician, College of Science, Engineering and Technology

Zhang, Yazhou, Ph.D. (2009) - Technician, College of Science, Engineering and Technology

Zubatiuk, Roman L. (2015) - Research Technician, Chemistry

**JACKSON STATE UNIVERSITY**  
**INSTRUCTIONS FOR APPLYING FOR ADMISSION**  
**AS AN UNDERGRADUATE STUDENT**  
**(Retain a copy for your information)**

Complete the application and mail to the Director of Undergraduate Admissions, 1400 John R. Lynch St., P.O. Box 17330, Jackson, MS 39217-0330, or apply at [www.jsums.edu](http://www.jsums.edu)

Deadlines are listed below:

SEMESTER	PRIORITY DEADLINE	REGISTRATION
Fall	August 1 <sup>st</sup>	August
Spring	December 1 <sup>st</sup>	January
Summer	May 1 <sup>st</sup>	May

**HOW TO APPLY:**  
**(APPLICATION PROCEDURES FOR FRESHMEN)**

Each entering freshman applicant is required to:

1. Present an application for admission; and
2. Provide proof of immunization compliance to the JSU Health Center at 1400 John R. Lynch Street, P.O. Box 17097, Jackson, MS 39217; and
3. Submit scores from the American College Test (ACT) or Scholastic Aptitude Test (SAT) equivalent; and
4. Present an official high school transcript which lists the date of graduation, class rank, and grade point average which indicates credit in the following College Preparatory Core (CPC) units:

SUBJECT	# OF UNITS	EXAMPLES
English	4 units	All must have substantial communication skills
Mathematics	3 units	Includes Algebra I, Geometry, Algebra II or higher
Science	3 units	Biology, Advanced Biology, Chemistry, Advanced Chemistry, Physics, or Physical Science
Social Studies	3 units	Must include United States History, World History, American Government (½ unit) and Geography (½ unit)
Advanced Electives	2 units	Choose from a foreign language, Geography, a math above Algebra II or a science from those listed above (1 unit must be foreign language or Geography)
Computer Application	½ unit	Computer applications/programming course

The Application cannot be considered for admission until all credentials are received in Undergraduate Admissions.

For an applicant to be fully admitted to JSU, one of the following combinations of curriculum, test scores and grade point average must be attained:

1. Complete CPC with a minimum 3.20 GPA is exempted from ACT (Composite) or SAT; or
2. Complete CPC with a) a minimum 2.50 GPA or be in the top 50% of class and b) 16 or higher ACT (Composite), or the SAT equivalent; or
3. Complete CPC with a minimum 2.00 GPA, and 18 or higher ACT or the SAT equivalent; or
4. NCAA Division I standards for students who are "full-qualifiers"

If an applicant meets all of the above requirements except for the full CPC, he/she may be admitted with up to two curriculum deficiencies (but no more than one in any allowable area; English and Mathematics areas are not allowed deficiencies). Freshman applicants who do not meet the above listed standards may be required to participate in a screening process that may include the diagnostic test, ACCUPLACER. Depending on the level of development diagnosed through ACCUPLACER, an applicant may be moved directly into a full admission category. Those students will be encouraged to participate in an Academic Support Program. If the ACCUPLACER indicates the need for remediation, those applicants will be admitted to the Summer Developmental Program designed to strengthen the students' skills in areas requiring remediation. Students who successfully complete this summer program will be considered to have made satisfactory academic progress and will continue their regular programs of study during the fall term with mandatory participation in the Academic Support Program. Students who fail to complete the Summer Remedial Program are considered to have made unsatisfactory academic progress and are not eligible for enrollment in the regular academic year. These students will be counseled to explore other post-secondary opportunities. The Summer Developmental Program will consist of the following individualized courses in which the applicant has deficiencies: English, reading, mathematics, and support labs. The individual courses are three (3) credit hours and each lab will be one (1) hour. Students carrying a course load of 12 semester hours will be considered full time.

Realizing that applicants from other states may not have the same curriculum opportunities as our in-state applicants, those students will be required to achieve curriculum standards that would be considered equivalent in rigor and content to the College Preparatory Core. An applicant who graduates from high school prior to the Spring of 1995, may be admitted under the requirements in effect for the year they graduated.

## **(APPLICATION PROCEDURES FOR TRANSFER STUDENTS)**

Each entering transfer applicant is required to:

1. Present an application for admission; and
2. Provide immunization compliance to the JSU Health Center at 1400 John R. Lynch Street, P.O. Box 17097, Jackson, MS 39217; and
3. Provide an official transcript from every college attended. Transfer credit is accepted only from institutions of higher learning which are accredited by a regional accrediting agency or the Mississippi Commission on College Accreditation. The student must indicate on the application all previous college attendance. An applicant is not permitted to ignore previous college attendance or enrollment.

Any student who was not eligible for regular admission and who has not successfully completed the Summer Developmental Program must attend an accredited institution of higher education other than those under the governance of the Board of Trustees and must attain a "C" average (2.0 GPA on a 4.0 scale, as calculated by the admitting IHL institution) in the following 30 transferable semester credit hours to be eligible to transfer:

6 semester hours of English Composition

3 semester hours of College Algebra, Quantitative Reasoning, or higher level mathematics

6 semester hours of Natural Science

9 semester hours of Humanities and Fine Arts

6 semester hours of Social or Behavioral Sciences

Developmental courses in English, mathematics, and reading will not be accepted for transfer credit, nor will the grades and hours be used in computation of the individual GPA for admission to the University.

The student who is applying with fewer than thirty (30) semester hours of college credit acceptable by this University are subject to the requirements for Freshman Admission.

## **TRANSFER ADMISSION FOR STUDENTS WHO HAVE EARNED AN ASSOCIATE DEGREE**

1. Any student who has earned an Associate of Arts degree from a regionally accredited institution and has sufficient GPA is eligible for admission
2. Any student who has earned other Associate level degrees from a regionally accredited institution in a transferable area and has sufficient GPA may be eligible for admission

Transfer students may be accepted from the institution of higher learning only when the program of the transferring institution is acceptable to the receiving institution, the program of studies completed by the student meets the requirements established above, and the quality of work performed by the student is acceptable to the Board of Trustees. The authorities at the institutions under the jurisdiction of this Board are authorized to require acceptable scores on recognized tests for such transfer students.

A student who misrepresents information in filling out the admission application form or a student who finds after admission or enrollment that he or she is ineligible for academic or any other reason to return to his or her institution and who fails to report this immediately to the Registrar and Records will be subject to disciplinary action, including possible dismissal from the University.

The application cannot be considered for admission until all credentials are received in Undergraduate Admissions.

## **HOUSING**

Residence Hall assignments are secured by corresponding with the Director of Housing, P.O. Box 17540, Jackson, MS 39217-0340.





UNDERGRADUATE APPLICATION FOR ADMISSIONS  
 1400 J.R. Lynch Street, P.O. Box 17330  
 Jackson, Mississippi 39217-0330  
 Web Address: [www.jsums.edu](http://www.jsums.edu)

Telephone: (601) 979-0928 (locally)

1-800-848-6817 (In or Out-of-State)

**INSTRUCTIONS:** Please Print Clearly. The following information will become part of your permanent record. All blanks MUST be filled in. The admission record is not complete until all required credentials are received.

E-mail Address: (Please Print Clearly) \_\_\_\_\_

Social Security Number: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ Name: \_\_\_\_\_

Address (Mailing): \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip code: \_\_\_\_\_

County: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_ Male: \_\_\_\_\_ Female: \_\_\_\_\_ Date of Birth: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

U.S. Citizen?  Yes  No Race: \_\_\_\_\_ Religion (Optional): \_\_\_\_\_

Do you have any disabilities? (Optional)  Yes  No Will you need campus housing  Yes  No

Are you military affiliated?  Yes  No  Current Service Member  Veteran  Dependent  Spouse

ACT/SAT Score: \_\_\_\_\_ High School GPA: \_\_\_\_\_ High School Attended: \_\_\_\_\_

College(s) attended (Most Recent First)	Address: City and State	Date of Attendance	Degree Awarded

**NOTE:** An official transcript from each institution MUST be submitted to Undergraduate Admissions before action can be taken on your application.

**Please list a contact person in case of emergency:**

Name \_\_\_\_\_ Address \_\_\_\_\_ Telephone \_\_\_\_\_ Relationship \_\_\_\_\_

Entrance Date:  FALL  SPRING  SUMMER Enrollment Year: \_\_\_\_\_ Expected Enrollment:  Full-time  Part-time

**Expected Enrollment Classification:**

Freshman  Transfer  Special (21 years or older)  Readmit (Year(s) Attended: \_\_\_\_\_)  Transient

Expected Enrollment Intent:  To earn Bachelor's Degree  To upgrade skills  To earn credits to transfer

To earn Certificate/Work  To earn 2<sup>nd</sup> undergraduate degree  To earn ROTC crossover credit

**Please check the major area of study:** (Majors are in bold, concentrations are in italics)

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Accounting              | <input type="checkbox"/> Computer Engineering          | <i>Pure Mathematics</i> _____                                      | <i>Faith-Based Leadership</i> _____              |
| <input type="checkbox"/> Art                     | <input type="checkbox"/> Computer Science              | <i>Applied Mathematics</i> _____                                   | <input type="checkbox"/> Psychology              |
| <i>Art Studio</i> _____                          | <input type="checkbox"/> Criminal Justice              | <input type="checkbox"/> Meteorology                               | <input type="checkbox"/> Social Work             |
| <i>Graphic Design</i> _____                      | <input type="checkbox"/> Earth System Sciences         | <input type="checkbox"/> Music Education                           | <input type="checkbox"/> Sociology               |
| <input type="checkbox"/> Biology                 | <input type="checkbox"/> Economics                     | <i>Instrumental</i> _____  | <input type="checkbox"/> Special Education       |
| <i>Environment Science</i> _____                 | <input type="checkbox"/> Education Technology          | <i>Jazz</i> _____  | <input type="checkbox"/> Speech Communications   |
| <i>Marine Science</i> _____                      | <input type="checkbox"/> Electrical Engineering        | <i>Keyboard</i> _____  | <i>Speech Communication Studies</i> _____        |
| <i>Pre-Dentistry</i> _____                       | <input type="checkbox"/> Elementary Education          | <i>Vocal</i> _____   | <i>Theatre</i> _____                             |
| <i>Pre-Medicine</i> _____                        | <input type="checkbox"/> English                       | <input type="checkbox"/> Music Performance                         | <input type="checkbox"/> Technology              |
| <i>Pre-Optometry</i> _____                       | <input type="checkbox"/> Entrepreneurship              | <i>Church Music</i> _____  | <i>Airway Science Technology</i> _____           |
| <i>Pre-Pharmacy</i> _____                        | <input type="checkbox"/> Finance                       | <i>Jazz Studies-Vocal</i> _____                                    | <i>Computer Technology</i> _____                 |
| <i>Pre-Physical Therapy</i> _____                | <input type="checkbox"/> Foreign Languages             | <i>Jazz Studies-Instrumental</i> _____                             | <i>Electronic Technology</i> _____               |
| <i>Pre-Veterinary Medicine</i> _____             | <input type="checkbox"/> Health Care Administration    | <i>Piano Performance</i> _____                                     | <i>Manufacturing &amp; Design Techn</i> _____    |
| <input type="checkbox"/> Business Administration | <input type="checkbox"/> Health, Phy. Edu & Recreation | <i>Vocal Performance</i> _____                                     | <i>Technology Management</i> _____               |
| <input type="checkbox"/> Chemistry               | <i>Health</i> _____                                    | <i>Instrumental Performance</i> _____                              | <input type="checkbox"/> Telecommunications Eng. |
| <i>American Chem Soc Cert</i> _____              | <i>Physical Education</i> _____                        | <i>Music Technology</i> _____                                      | <input type="checkbox"/> Urban Studies           |
| <i>Biomedical Science</i> _____                  | <i>Recreation Admin.</i> _____                         | <input type="checkbox"/> Physics, Atmospheric Science & Geoscience | <input type="checkbox"/> Undecided               |
| <i>Environmental Science</i> _____               | <i>Therapeutic Recreation</i> _____                    | <i>General Physics</i> _____                                       | <b>Please list other interests</b>               |
| <i>Forensic Science</i> _____                    | <input type="checkbox"/> History                       | <i>General Physics-Teaching</i> _____                              | _____  |
| <i>Pre-Chemical Engineering</i> _____            | <input type="checkbox"/> Management                    | <i>Pre-Medicine</i> _____  | _____  |
| <i>Pre-Dental</i> _____                          | <input type="checkbox"/> Marketing                     | <input type="checkbox"/> Political Science                         | _____  |
| <i>Pre-Medical</i> _____                         | <input type="checkbox"/> Mass Communications           | <i>American Politics</i> _____                                     | _____  |
| <i>Pre-Pharmacy</i> _____                        | <i>Journalism</i> _____                                | <i>International Studies</i> _____                                 | _____  |
| <input type="checkbox"/> Child Care & Family Edu | <i>Media Design &amp; Production</i> _____             | <i>Legal Studies</i> _____   | _____  |
| <input type="checkbox"/> Civil Engineering       | <i>Integrated Marketing</i> _____                      | <input type="checkbox"/> Professional Interdisciplinary Studies    | _____  |
| <i>General Engineering</i> _____                 | <i>Communication</i> _____                             | <i>Commercial Recreation &amp; Resorts</i> _____                   | _____  |
| <i>Environmental Engineering</i> _____           | <input type="checkbox"/> Mathematics                   |  |  |
| <input type="checkbox"/> Communicative Disorders | <input type="checkbox"/> Mathematics Education         |  |  |

I certify that the information in this application is true and correct. I understand that misrepresentation or omission of information will be cause for dismissal and loss of credit. Furthermore, I give permission for a copy of my academic transcript(s) to be released according to the policies of the Institution.

Signature of Applicant

Date

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**INDEX**

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**A**

Academic Honesty .....	79
Academic Records, Philosophy .....	77
Academic Regulations .....	76
Academic Standards .....	64, 83
New Start .....	85
Probation .....	83
Reinstatement .....	83
Retention .....	83
Second Chance .....	84
Suspension .....	83
Academic Year .....	9-15, 78
Accounting, Department of .....	110
Accreditation, University .....	16
Administrative Officers .....	354
Admissions .....	46
Admissions by Examination .....	48
Appeals Procedures .....	51
Application .....	379-381
Dual Enrollment .....	48
Early Admission .....	48
Freshman Requirements .....	47
International Student Requirements .....	50
Miscellaneous Information .....	51
Readmission Requirements .....	51
Non-Degree (Special) Student Requirements .....	50
Summer Development Program .....	47
Summer Session .....	50
Residence Requirements .....	53
Teacher Education .....	51
Transfer Requirements .....	48
Transient Non-Degree Student .....	49
Advanced Placement .....	53
Advisement, Academic .....	83
Aerospace Studies, Department of .....	43
Art, Department of .....	154
Athletics .....	44
Auditing Courses .....	81
Automobile, Registration of (See ID Center) .....	30
Awards, Special Honors and .....	73

**B**

Biology, Department of .....	208
Board of Trustees .....	354
Bookstore .....	6, 27, 38
Business, College of .....	107

**C****Centers:**

Adult Learn Education .....	148
Career Services .....	37
Interdisciplinary Alcohol and Drug Studies .....	184
M. W. Alexander National Research .....	184
Service and Community Engaged Learning .....	37
Social and Clinical Counseling .....	32
Student Engagement and Inclusion .....	33

**Certificate Programs:**

Accounting .....	111
------------------	-----

**Chair, Endowed:**

Joseph H. Jackson .....	123
Change of Major .....	87
Chemistry, Department of .....	215
Civil and Environmental Engineering, Department of .....	196
Class Attendance Policy .....	82
Classification of Students .....	80
Class Council .....	35
CLEP, Credit by .....	51
Code of Conduct, Principles for Collegiate .....	18

**Colleges:**

Business .....	106-118
Education and Human Development .....	119-143
Honors .....	99-101
Liberal Arts .....	152-184
Public Service .....	185-192
Science, Engineering and Technology .....	194-227
University .....	102-104

Communications, Office of University .....	29
Communicative Disorders, Department of .....	186
Community Service/Service-Learning .....	94, 105
Computer & Communications Engineering, Department of .....	201
Computer Science, Department of .....	205
Concentration, Areas of .....	88
Continuing Education Learning Center .....	143
Course, Adding and Dropping .....	82
Course Description .....	234

Course Numbering System .....	80
Course, Policy to Repeat a .....	86
Criminal Justice and Sociology, Department of .....	156
Criminal Justice Program .....	156

**D**

Degree Programs .....	90-71
-----------------------	-------

Departments:

- Accounting .....106
- Aerospace Studies .....207
- Art ..... 154
- Biology ..... 208
- Chemistry .....215
- Civil Engineering and Environmental Engineering ..... 196
- Communicative Disorders .....186
- Computer and Communications Engineering .....186
- Computer Science ..... 205
- Criminal Justice and Sociology .....156
- Elementary and Early Childhood Education.....117
- Economics, Finance and General Business ....111
- English and Modern Foreign Languages .....158
- Entrepreneurship and Professional Development .....115
- Health, Physical Education and Recreation..... 134
- Health Policy and Management .....187
- History and Philosophy ..... 164
- Management and Marketing .....116
- Mass Communications ..... 166
- Mathematics ..... 220
- Military Science .....171
- Music .....172
- Physics, Atmospheric Science, and Geoscience .....222
- Political Science .....179
- Professional Interdisciplinary Studies ..... 143
- Psychology ..... 180
- School, Community and Rehabilitation Counseling .....127
- Special Education .....139
- Speech Communication and Theatre .....182
- Technology ..... 227

Developmental and Enhancement Studies ..... 105

Developmental Courses, Descriptions of .....103-104

Directory .....5

Disabilities, Students and Employees with .....30, 56

Division of Library and Information Resources ..... 26

Division of Undergraduate Studies..... 93

Dual Degree Requirements .....90

E

- Economics, Finance and General Business, Department of .....111
- Education and Human Development, College of .....119-151
- Elementary and Early Childhood Education, Department of .....124
- Engineering, School of .....195

- English and Modern Foreign Languages, Department of .....158
- Entrepreneurship and Professional Development, Department of .....115
- Expenses ..... 57

F

- Facility Legend (Campus Map) ..... 4
- Faculty ..... 355-362
- FAFSA (Federal Aid Application) ..... 59

Fees:

- Audit ..... 58
- Change of Schedule ..... 58
- Expenses ..... 57
- Late Registration ..... 58
- Non-resident ..... 56
- Refund ..... 58
- Room and Board ..... 57
- Room Deposit/Reservation ..... 57
- Transcript ..... 57
- Tuition ..... 56

- Financial Aid ..... 59-63
- Financial Service, Office of ..... 28
- First Year Experience, The .....94
- Food Services 2 ..... 28

G

- General Education Requirements ..... 96-97
- Grades and Quality Points ..... 78
- Graduation Ceremonies .....89
- Graduation with Distinction ..... 82
- Graduation Requirements ..... 88
- Grievance Procedure, Students Academic ..... 86

H

- Hall, Jacob L. Reddix ..... 21
- Health Policy and Management, Department of .....187
- Health Careers Program, Pre-professional ..... 209
- Health, Physical Education and Recreation, Department of ..... 134
- Health Services ..... 32
- History and Philosophy, Department of ..... 164
- History of the University .....19-21
- Honors at Graduation .....100
- Honors and Awards, Special ..... 73
- Honors College, W.E.B. Du Bois ..... 40, 99
- Honors Program (NIH-MARC) 3..... 40, 41

Honor Societies .....	100
Hour, Semester .....	78
Housing, Student .....	32

I

I.D. Center .....	30
Identification Cards .....	30
Information Technology .....	25
Institutional Advancement and University Communications, Office of .....	29
Institutional Aid Program, Title III .....	43
Institutional Research and Planning .....	28
International Program, Office of .....	41

J

Judicial Affairs .....	32
------------------------	----

L

Liberal Arts, College of .....	152
Library, Division of Library and Information Resources .....	26
Lifelong Learning, School of .....	141
Load, Student Academic .....	61
Loans .....	49

M

Major .....	87
Management and Marketing, Department of .....	116
Mass Communications, Department of .....	166
Mathematics, Department of .....	220
Memberships, University .....	16
Mid-Term Grade Report .....	81
Military Science, Department of .....	171
Military Science Program .....	42
Mission Statement, University .....	18
Modern Foreign Languages .....	162
Music, Department of .....	172

N

Name and Address Change .....	82
National Chapters of Honor Societies .....	100
Non-Resident Fee .....	56

O

Orientation and Welcome Week Program, Freshman .....	94
---	----

P

Pan Hellenic Council .....	35
Physical Facilities .....	21
Academic Buildings .....	22
Auxiliary Buildings .....	24
Student Residential Communities .....	25

Physics, Atmospheric Sciences and Geoscience, Department of .....	222
Political Science, Department of .....	179
Post Office .....	27
Pre-professional Health Careers Program .....	209
Professional and Field Based Experiences, Office of .....	119
Professional Interdisciplinary Studies .....	143
Program, Young Scientists .....	41
Psychology, Department of .....	180
Public Safety (Campus Police) .....	28
Public Service, College of .....	185
Publications, Student .....	39

R

Radio Station (WJSU-FM) .....	25
Recording Studio .....	27
Recovery of Funds (Overpayment) .....	64
Refund (see Tuition Policy Adjustment) .....	58
Registration .....	80
Religious Council .....	36
Repeat a Course Policy .....	86
Resident Halls (Student Housing/) .....	25, 29
Residence Requirements .....	53
Residential Council .....	36
Room and Board Fees .....	57

S

Schedule Changes (Course Add/Drop) .....	82
Scholarships .....	66
Freshmen Academic .....	66
Junior/Community College Students .....	68
Leadership .....	68
Presidential Scholarship .....	67
Others .....	71
Scholastic Recognition .....	82, 100
Dean's List .....	82
Graduation with Distinction .....	82
President's List .....	82

School, Community and Rehabilitation Counselor, Department of .....	127
Science and Technology Access to Research and Graduate Education (STARGE) .....	102

Science and Technology, School of .....	194
Second Degree, Requirements .....	89
Social and Clinical Counseling Center .....	32
Social and Cultural Studies Program .....	132
Social Work Program .....	189
Sociology, Department of Criminal Justice and .....	156
Sociology Program .....	
Special Education, Department of .....	139
Special Interest Council .....	36
Speech Communications and Theater, Department of .....	182
Sports, Intercollegiate Athletic Mission .....	44
Staff .....	363-377
Student Center, Jackson State University .....	22
Student Housing (/Residence Halls) .....	29
Student Life, Division of .....	31
Student Organizations/Student Government Association .....	34
Students Responsibilities .....	83
Student Services .....	32
Student Teaching (Admission to Teacher ED Programs) .....	51, 124
Students, Admission of Transfer .....	48
Summer Sessions .....	21, 50
Superior Students, Provisions for .....	40

## T

Teacher Certification .....	122
Teacher Education, Admission to .....	51
Technology, Department of .....	227
Telecommunications Engineering .....	201
Television Station (LPTV - W23BC) .....	24
Title III-Institutional Aid Program .....	43
Tours .....	28
Transcript Fee .....	57
Transcripts .....	87
Transient Non-Degree Student .....	49
Transfer of Credits .....	49, 87
Transfer Students, Admission of .....	48
Tuition and Fees .....	56
Tuition Policy Adjustment .....	58

## U

University College .....	102-104
University Communications, Office of .....	29
University, Description of .....	17
University Services .....	26
Urban Studies Program .....	192

## V

Veterans Affairs .....	55
Verification Policies and Procedures .....	62

## W

W23BC (TV23-Television Station) .....	24
WJSU-FM (Radio Station) .....	27
Who's Who Among Students in American Colleges and Universities .....	101
Withdrawal from University/Class .....	81

## Y

Young Scientist Program .....	34
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