



**LeMOYNE-OWEN COLLEGE**

**CATALOG**  
**2014-2015**

THE  
LeMoynne-Owen  
COLLEGE

LEADERSHIP. OPPORTUNITY. CHANGE.

Undergraduate Catalog  
2014-2015

## **MISSION AND VISION STATEMENTS**

### **Mission Statement**

LeMoyne-Owen College provides a transformative experience educating students for urban-focused leadership, scholarship, service and professional careers.

### **Vision Statement**

To be an exemplary historically black college providing an excellent liberal arts education that transforms urban students, institutions and communities.

## **ACCREDITATION**

LeMoyne-Owen College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of LeMoyne-Owen College.

The Commission on Colleges should be contacted only if there is evidence that appears to support that LeMoyne-Owen College is non-compliant with a Commission requirement or standard.

The Division of Education at LeMoyne-Owen College is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers initial teacher preparation programs at LeMoyne-Owen. However, the accreditation does not include individual education courses that the institution offers to K-12 educators for professional development, re-licensure or other purposes.

LeMoyne-Owen College is a member of the American Association of Colleges of Teacher Education and is approved to offer programs leading to licensure by the Tennessee State Department of Education.

## TABLE OF CONTENTS

Introduction . . . . .	4
History . . . . .	5
Admission . . . . .	6
Tuition and Fees . . . . .	10
Financial Aid . . . . .	14
Scholarships . . . . .	25
Endowed Scholarships . . . . .	27
Student Life . . . . .	29
Academic Policies . . . . .	32
Academic Honors . . . . .	37
Credit Hours . . . . .	39
The Grading System . . . . .	40
Special Academic Programs and Services . . . . .	44
Policy on Intellectual Property, Patent and Invention . . . . .	49
Academic Divisions and Degree Offerings . . . . .	55
College Competencies . . . . .	59
The Curriculum . . . . .	60
Accelerated Degree Completion Program . . . . .	65
LeMoyne-Owen College Board of Trustees . . . . .	236
Administration and Professional Staff . . . . .	238
Members of the Faculty . . . . .	240

# INTRODUCTION

## WELCOME FROM THE PRESIDENT

I still feel and think the same way I did when I entered this institution as a freshman 50 years ago; that LeMoyne-Owen College is truly a jewel of Memphis and the Mid-South. We sincerely hope that your interest is a serious one that extends beyond the confines of this catalog. The programs that are contained herein enable students to pique and explore their interests, expand their knowledge base and masterfully prepare for careers and positions of leadership. Students may learn and expand their intellect in 21 major programs that lead to the baccalaureate degree. These major programs provide opportunities for in-depth study of a variety of disciplines and prepare students for diverse careers and/or continued graduate/professional study. The College's nationally acclaimed liberal arts Core curriculum develops skills in critical thinking, computation, communication, creativity and research through study in the arts and sciences. LeMoyne-Owen classes are generally small and instruction is conducted in a variety of formats to meet the diverse needs of students.

The campus is active and lively day and night. Varied cultural and social activities complement the academic program and provide students a rich array of fulfilling opportunities. The College's revitalized neighborhood includes the new STAX Academy and Museum, the heart of Soulsville, U.S.A. This complex is devoted to the wonderful history of Memphis music, and some College music classes are part of that exciting new facility. Through several outreach programs, students have numerous opportunities to meaningfully participate in, assist and serve the surrounding community.

Dedicated faculty and staff ensure that LeMoyne-Owen students are challenged in their studies as they experience a supportive environment. Students are provided with the knowledge of and expected to master an array of competencies including knowledge of Afro-centric heritage/history, appreciation of diverse cultures, quantitative and qualitative research skills, use of technology, social responsibility and service to humankind.

By attending LeMoyne-Owen, students will join the ranks of such distinguished graduates as Memphis Mayor Dr. W. W. Herenton, Speaker Pro Tempore of the House of Representative of the State of Tennessee Lois DeBerry, civil rights activist and former NAACP Executive Director Dr. Benjamin Hooks, nationally respected linguist Dr. Irma Ewing Cunningham, me and many others.

Visit our attractive campus located just three miles from downtown Memphis. Experience the warm, friendly atmosphere, interact with faculty and staff and enroll in this 148-year old College that continues to be a beacon of hope.

**Johnnie B. Watson**  
**President**  
**LeMoyne-Owen College**

## HISTORY OF THE COLLEGE

The merger of LeMoyne College and Owen Junior College in 1968 joined two institutions, which had rich traditions as private, church-related colleges that have historically served Black students, founded and developed to provide higher education to students in the Mid-South area.

LeMoyne Normal and Commercial School opened officially in 1871, but it actually began in 1862 when the American Missionary Association sent Lucinda Humphrey to open an elementary school for freedmen and runaway slaves to Camp Shiloh soon after the occupation of Memphis by federal troops under General Ulysses S. Grant. The School was moved to Memphis in 1863, but was destroyed by fire in the race riots, which followed the withdrawal of federal troops in 1866. Lincoln Chapel, as the school was then known, was rebuilt and reopened in 1867 with 150 students and six teachers, but the small school was beset by financial problems.

In 1870, Dr. Francis J. LeMoyne, a Pennsylvania doctor and abolitionist, donated \$20,000 to the American Missionary Association to build an elementary and secondary school for prospective teachers. The first years were difficult ones, primarily, because of the toll that the yellow fever epidemic took on school personnel, but under the leadership of the third principal, Andrew J. Steele, the institution experienced three decades of growth and development.

In 1914, the school was moved from Orleans Street to its present site on Walker Avenue. In that same year, the first building, Steele Hall, was erected on the new campus. LeMoyne developed rapidly; it became a junior college in 1924 and a four-year college in 1930, chartered by the State of Tennessee just four years later.

Owen College began in 1947, when the Tennessee Baptist Missionary and Educational Convention bought property on Vance Avenue to build a junior college. After several years of planning, the school opened in 1954 as S.A. Owen Junior College, named in honor of a distinguished religious and civic leader, but the name was later changed to Owen Junior College. The merger of Owen and LeMoyne Colleges in 1968 joined two religious traditions at the same time that it reinforced the institutions' shared purpose of combining a liberal arts education with career training in a Christian setting.

# ADMISSION

## Admission Requirements

LeMoyne-Owen College does not discriminate in its admission of students on the basis of race, color, age, religion, sex, national origin, or disability.

LeMoyne-Owen College does not discriminate in its admission of students on the basis of race, color, age, religion, sex, national origin, disability, sexual orientation, marital status, citizenship or other protected criteria.

Priority deadlines are as follows: **April 1st for the fall semester; November 1st for the spring semester; and March 1st for the summer term.**

The Office of Admissions and Recruitment receives and processes all applications, evaluates credentials, and issue notices of acceptance to students. Inquiries regarding admission to the College should be addressed to the Office of Admissions and Recruitment, (901) 435-1500 or 1 (800) 737-7778 or [admission@loc.edu](mailto:admission@loc.edu).

## First Time College Students

The following materials are required for admission:

- Application for admission (Online application preferred – [www.loc.edu](http://www.loc.edu))
- \$25 non-refundable application fee or fee waiver
- Official final high school transcript or equivalent provided by previous school attended (with graduation date)
- SAT or ACT test score (If under age 21)
- Must have a minimum 2.0 cumulative grade point average (GPA)
- All students must submit proof of immunizations. Documentation of 2 MMR immunizations or proof of immunity for Measles, Mumps, and Rubella and documentation of 2 Varicella immunizations or proof of immunity for Varicella (Chicken Pox) are required.

First time applicants who have not earned the required 2.0 cumulative grade point average may apply for limited academic admission. The Admission Review Committee reviews the files of these applicants. Students granted Limited Academic Admission follow an Educational Partnership Agreement (EPA), for the first semester of study. The EPA outlines mandatory counseling sessions, academic development sessions and the required grade point average the student must earn in the first semester.

## Transfer Applicants

Transfer applicants may transfer appropriate courses from regionally accredited institutions to LeMoyne-Owen College if the grade received was "C" or better. However, to receive transfer credit, official transcripts from the previous institution(s) must be received before a student begins classes. Credits that are more than ten years old will be reviewed to determine if they are transferable. Students will not be awarded credit for coursework not at the college level or that is not appropriate to the curriculum at the College. All transfer evaluations are subject to final approval by the Office of the Registrar.

Transfer applicants must submit the following:

- Application for admission
- \$25 non-refundable application fee
- Official college transcripts from any current/previous institution of higher education attended
- Must have a minimum 2.0 cumulative grade point average (GPA)

Applicants lacking the required 2.0 cumulative GPA may still apply for admission. These applicants must submit a written statement concerning their unsatisfactory academic record along with their completed application.

If the applicant has attempted fewer than 28 college credit hours, then they must submit:

- High school transcript or equivalent (if fewer than 28 college credit hours attempted)
- SAT or ACT test score (If under age 21)

### **Readmission**

All students wishing to re-enter the College must submit the Application for Readmission. Students in financial and academic good standing may re-enter. Readmit forms and applications must be approved by several campus departments (e.g., Admissions, Fiscal Office, Financial Aid, Academic Affairs, Records Office and Student Affairs).

Students, who were dismissed from the College for academic or disciplinary reasons, may under unusual circumstances apply for readmission. The application should include a petition describing changes that might warrant readmission. These petitions will be acted on by the Academic Standards, Honors and Selection Committee in the case of academic dismissal and by the Judiciary Committee in the case of disciplinary dismissal.

### **Readmit/Transfer**

Students applying for readmission who have attended other colleges or universities since leaving LeMoyne-Owen must submit official transcripts from each institution attended.

### **Transient Students**

Transient Students are individuals, regularly enrolled in other institutions, who wish to take courses at LeMoyne-Owen. LeMoyne-Owen is not responsible for transfer of credit to the home institution.

To enroll as a transient student, the following must be submitted:

- Application for admission to LeMoyne-Owen College
- \$25 non-refundable application fee
- Official letter from the home institution allowing you to enroll in courses at LeMoyne-Owen.

### **Requirements for Non-Degree Seeking Students**

Applicants who do not intend to work toward a degree at LeMoyne-Owen may be accepted as non-degree seeking students. A non-degree seeking student who has completed at least 12 credit hours of work at LeMoyne-Owen and who is in good academic standing may request a change in status to that of degree-seeking student. The College's registrar must approve such changes.



To enroll as a non-degree seeking student, the following must be submitted:

- Application for admission to LeMoyne-Owen College
- \$25 non-refundable application fee
- High school transcript or equivalent
- Official college transcripts from any current/previous institution of higher education attended
- SAT or ACT test score (If under age 21)

### **International Students**

International students, whether living abroad or in the United States, who seeks admission to LeMoyne-Owen College on a student visa, must submit the following:

- All foreign applicants must have transcripts evaluated by a foreign credential evaluation service and sent directly to the college. Applicants are responsible for the costs. Costs may vary from \$50 to \$250.
- A notarized financial statement from a United States Embassy showing that the applicant has enough support for at least one year in the United States. This statement must be submitted with the application for admission. This amount should be at least \$19,000.00 to cover tuition fees, living expenses and other necessities for the 2014-15 academic year. The statement must show who will provide the funds and the amount.
- An application for admission (Online application preferred – [www.loc.edu](http://www.loc.edu))
- \$25 non-refundable application fee
- College transcripts from any higher education institution previously attended.
- All international students must submit proof of immunizations. Documentation of 2 MMR immunizations or proof of immunity for Measles, Mumps, and Rubella and documentation of 2 Varicella immunizations or proof of immunity for Varicella (Chicken Pox) are required.
- Some students whose first language is not English may be required to take the TOEFL exam. of

### **ACCEPTANCE TO SPECIAL PROGRAMS**

The following programs have admission requirements in addition to, or in place of, those for regular admissions.

#### **Teacher Education Program**

Due to the special demands of careers in teaching and special licensure requirements, admission to the College does not constitute admission to the Education Program. Students wishing to complete work in the Division of Teacher Education leading to licensure must apply for admission to the licensure program during their second year at LeMoyne-Owen while enrolled in Education 202, Portfolio Development.

Additional information is provided in the Division of Education Pre-Candidate Handbook issued while taking Education 202.

#### **The W.E.B. DuBois Scholars Program (DBSP)**

The DBSP provides promising scholars opportunities to enhance their intellectual development in a challenging and engaging environment. Entering freshmen gain admission to the DuBois Scholars

Program by invitation based on academic promise. Students beyond their freshman year and transfer students may complete an application to join the program.

Interested incoming freshmen honor students should:

- Have a minimum cumulative GPA of 3.5
- Prepare a personal statement
- Prepare a list of your extracurricular activities
- Submit a faculty or guidance counselor recommendation
- Make an appointment for an interview with the DBSP Director and Advisory Council
- Register for the Freshman Scholars Colloquium in the fall

### **Advanced Degree Completion Program (ADCP)**

The Accelerated Degree Completion Program (ADCP) leads to a Bachelor's of Business Administration degree. The program is designed to meet the needs of working adults who are typically employed full-time and are highly committed to completing their degrees. ADCP students share a common educational goal and contribute their diverse individual experiences to the learning process. Students admitted to this program must have completed a substantial number of semester hours (usually 45) in an accredited post-secondary program. They must have reached the age of 25, or have worked continuously in a full-time position for the past three years.

Applicants must meet general admissions requirements and be fully admitted to the college prior to consideration for the ADCP program. Additional information is provided in the Division of Business and Economic Development.

Accelerated Degree Program classes are generally scheduled in five week sessions in the fall and spring semesters. This means that the majority of the classes meet once a week for five weeks, typically for a period of four hours at a time. Classes are scheduled in the evenings and on Saturdays. The content of the courses taught in the Accelerated Degree Completion Program is the same as courses taught in the traditional format. The primary difference is that an Accelerated Degree Completion Program course has approximately half the amount of face-to-face class time as a traditional course. In order to achieve the learning objectives for each course and account for the reduced class time, Accelerated Degree Completion Program students have an increased amount of out-of-classroom work. Additionally, a significant amount of self-directed learning outside the classroom is expected (average time is 15-20 hours per week). Accelerated courses, that have the same course content and learning outcomes, carry the same academic credit as their face-to-face equivalents.

## TUITION AND FEES

### GENERAL POLICIES

Most LeMoyne-Owen students pay tuition costs with Federal, State and LeMoyne-Owen College assistance programs. More than 80% of LeMoyne-Owen students receive financial aid. Fees and charges may change periodically; therefore, the listing of any fee or charge in this catalog does not constitute a contract between the College and the student. Students must pay the fees in effect at the time they register.

### BASIC CHARGES FOR 2014-15

Tuition*	Semester	Year
Full-time (12-17 credit hours)	\$5,340	\$10,680
(Per semester credit hour)	\$436	
ADCP Fee	\$75	
(Per semester credit hour)**		
Overload (more than 17 credit hours)		Part-time (less than 12 credit hours)
Audit Fee (per course)***	\$436	
Student Activity Fee	\$100	\$200
Student Health Care Fee (not for ADCP Students)	\$10	\$20
Dormitory Room charges****		
Saxon I (Single)	\$1,850	
Saxon I (Double)	\$1,400	
Saxon II (Single)	\$2,200	
Saxon II (Double)	\$1,800	
Meals		
Non-Optional Meal Plan (All Dormitories)	\$1,155	

\* The tuition fee includes science and computer laboratory fees.

\*\* This rate also applies to summer academic terms and to courses offered outside the regular semester schedule.

\*\*\* Registration to audit a particular course may be denied because of class size.

\*\*\*\* A \$215 room reservation and damage deposit is required for all new applicants. Returning students must provide a \$115 room reservation fee. This fee is non-refundable after July 31<sup>st</sup> for the Fall Semester. Other room charges are key replacement \$25. Hard key replacements are \$50.

## PAYMENT OF FEES

All fees are payable at the time of registration by cash, cashier's check, money order, or with MasterCard or Visa credit cards. However, by signing a promissory note, a student may pay 50% of the total due at registration and the remainder in equal parts according to this schedule:

_____ Fall semester	25% by October 25, 25% by November 15
_____ Spring semester	25% by February 14, 25% by March 14
_____ Summer term I	50% by first day of class
_____ Summer term II	50% by first day of class

Students with current semester charge of \$500 or less at time of validation process may register in current semester with a signed promissory note to pay current semester charges by the end of the current semester.

### **Return of Title IV (Financial Aid) Funds/ Institutional Refund Policy**

Federal regulations require each educational institution to have a written policy for the refund and repayment of aid received by students who withdraw from all classes during a term for which aid has been approved. These policies are effective only if the student completely terminates enrollment (e.g., voluntarily withdraws from all courses or is dismissed from all classes.)

### **Definitions**

The term "Title IV funds" refers to the Federal Financial Aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs:

- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal Subsidized/Unsubsidized Federal Direct Loan
- Federal Plus Direct Loan

The calculation of the return of Title IV funds (and state funds if applicable) is determined by the date that the student withdrew from all classes. A student's withdrawal date is determined by:

- The date the student officially notifies the institution of his/her intent to withdraw; or
- The student's last day of recorded class attendance or at an academically-related activity; or
- The midpoint of the enrollment period for students who leave without notifying the institution (an unofficial withdrawal).

### **Earned Federal Aid**

Federal law requires that, when you withdraw from all your classes during the enrollment period, the amount of financial aid assistance that you have "earned" up to that point is determined by a specific formula.

The *enrollment period* for a program measured in credit hours is one semester. The amount of financial aid that you have *earned* is determined on a pro-rata basis. That is, if you withdraw after completing 40 percent of the enrollment period, you have earned 40 percent of the amount of federal aid for

which you were entitled. The school takes all or a portion of your earned federal financial aid (except Federal Work-Study earnings if applicable) to pay any outstanding charges that remain on your school account.

Once you have completed more than 60 percent of the enrollment period, you earn all of your financial aid assistance for which you were entitled.

### **Return of Funds Allocation**

In accordance with Federal regulations, financial aid funds are returned in the following order if applicable:

- Unsubsidized Federal Direct Loan
- Subsidized Federal Direct Loan
- Federal Pell Grant
- Federal SEOG
- Other Title IV programs
- Other state, private and institution aid
- The student

### **Institutional and Student Responsibilities**

Responsibilities in regard to the return of Title IV/state funds include:

- Provide each student with the information given in this policy
- Identify students who are affected by this policy and complete the Return of Title IV and/or state funds calculation in accordance with federal and state regulations
- Return any Title IV funds and state funds to the appropriate program(s)
- The student's responsibilities in regard to the return of Title IV/state funds include possible repayment of federal funds
- Return to the Title IV programs any funds that were disbursed directly to the student and which the student was determined not to have earned in accordance with federal and state regulations.

## **REFUNDS**

Full-time students, whose course load falls below 12 credit hours because courses are cancelled by the College, or because they formally drop courses before the end of the drop period, become part-time students. Students who become part-time may lose support from certain financial aid programs. If the College cancels, the student will be refunded the appropriate portion of his/her tuition.

If a student has attended classes, the full semester's tuition is due and payable to the College regardless of the class drop date or the date of withdrawal, unless the student withdraws due to protracted illness or injury.

If the illness or injury prevents the completion of the semester's academic work, as certified by a physician, a pro-rata refund will be issued on the following basis:

### Official Withdrawal Date Percentage of Tuition Refunded

By end of first week of class 100%  
By end of second week of class 75%  
By end of third week of class 50%  
By end of fourth week of class 25%  
After fourth week of class 0%

A semester's activity fee cannot be refunded in whole or part. There are no pro-rata refunds of a semester's room and board fees.

Federal Title IV funds will be returned to the federal agency based on the federal pro-rata refund calculation. After the Census Date (last day to validate), which is typically the 10th class day of the semester, the full semester's tuition is due.

### OTHER FEES AND CHARGES

Admissions application fee - effective spring semester 2001	\$25
Drop/add fee (per course)	\$10
Late registration fee*	\$75
Academic transcript fee**	\$5
Degree replacement fee	\$25
ID replacement fee	\$10
Returned check fee	\$25
Parking fee	\$20
Graduation fee (graduating seniors only-caps/gowns and related expenses)	\$125
Late graduation fee***	\$25
Education majors, special fees PPST test processing fee	\$60
Student teaching fee - per semester (for students in EDUC 409, 415 and 426)	\$100

\*Students who do not complete registration in the formal registration period will be charged this fee for late registration.

\*\*There is no fee for the first two transcripts requested. Each additional transcript is \$5.

\*\*\*Graduating seniors who pay their graduation fee after the December deadline will be charged this late fee.

# FINANCIAL AID

## GENERAL POLICIES

The College's Financial Aid Program is administered through the Office of Student Financial Services. The office aims to make it possible for any qualified student to attend LeMoyne-Owen. Since funds are limited, it is important for students to meet the application deadlines described below.

## NEW FINANCIAL AID POLICIES IN 2014-2015

### FAFSA

- IRS Data Retrieval (available at the FAFSA website) is now available two weeks after filing your 2014 income taxes electronically. Use this helpful tool to avoid having to manually load your income tax information on your FAFSA.

### Verification

- If you are selected for the "verification" process, you must submit a copy of you and/or your parents' 2014 IRS Tax Return Transcript. To obtain a copy, call toll free 1-800-908-9946, or go on-line to [www.irs.gov](http://www.irs.gov). Click on "Order a Return or Account Transcript", and then click on "Tax Return Transcript". (NOTE: Financial Aid Offices can NO LONGER ACCEPT copies of tax returns - IT MUST BE AN OFFICIAL IRS TAX RETURN TRANSCRIPT).

### Satisfactory Academic Progress

- Financial aid recipients must meet NEW federal guidelines to continue to qualify for aid.

### Repeated Coursework

- Effective July 1, 2011, there is a rule change regarding federal financial aid and payment of repeated coursework. Student can only repeat a passed course once and receive financial aid. A passed course is defined as grade designation of A, B, C, or D.

### Elimination of Year Round Pell Grant

- Receiving a Federal Pell grant greater than 100% of the annual award is no longer an option with the 2011-2012 Award Year.

### 12 Semester Lifetime Limit for Federal Pell Grant

- Effective for the 2012-2013 Award Year, the duration of a student's Federal Pell Grant eligibility will be limited to 12 semesters, or until a bachelor's degree is earned, whichever comes first. This new amendment to the Higher Education Act, Section 401 (c)(5) is a federal mandate and not subject to appeal.

### Elimination of Grace Period Interest Subsidy

- This new provision eliminates the interest subsidy provided during the 6-month grace period for Direct Subsidized Loans first disbursed after July 1, 2012, and before July 1, 2014. Students receiving a subsidized loan during this limited timeframe will be responsible for the interest that accrues on the loan during the grace period. If a student does not pay the interest accrued on these particular loans, the interest will be added (capitalized) to the principal amount when the grace period ends.

### New Limits on Direct Loan Interest Subsidies for New, First-Time Borrowers

- Effective July 1, 2013, the law limits the benefits of the Direct Loan subsidy to an aggregated period to 150% of program length for new borrowers. Once that limit has been exceeded, a student may borrow through the unsubsidized loan program and will begin to incur interest charges on outstanding subsidized loans. Thus, if a new borrower enrolls in a 4-year program, the new borrower may receive subsidized loans for the equivalent of six academic years.

### Unusual Enrollment

- Effective July 1, 2013, the U.S. Department of Education began using a database to flag applicants for Federal Pell Grants who have an “unusual enrollment history” – having received aid for three or more schools within a year. This policy is being used in an effort to identify students who go from school to school maximizing their financial aid eligibility with no successful academic record to match.

## **APPLICATION FOR FINANCIAL AID**

### **Application Form**

Students seeking financial aid from any source must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA is available via the web at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov). This application determines a student’s eligibility for all federal aid programs, for grants from the Tennessee Student Assistance Corporation (TSAC), and for LeMoyne-Owen Scholarships. Students applying for a LeMoyne-Owen Scholarship must also complete a separate College Scholarship application.

### **Personal Identification Number –**

All students are encouraged to apply for a Personal Identification Number (PIN).

The PIN serves as your identifier to let you access your personal information in various U.S. Department of Education systems. Because your PIN serves as your electronic signature, you should not give it to anyone.

You can use your PIN at these U.S. Department of Education websites:

- **FAFSA on the Web:** Access and complete your Renewal Free Application for Federal Student Aid (FAFSA) and submit corrections to your processed FAFSA. You may also use your PIN to your submitted FAFSA or obtain a copy of your processed FAFSA information.



- National Student Loan Data System: View a history of the federal student financial aid you have received.
- Direct Loan Servicing: Use your PIN to access Direct Loan Counseling and Entrance Counseling. Use your PIN to get up-to-date account information, loan balances, and payoff information. Use our online repayment calculator to help you forecast repayment of your loan and contact our customer service staff by e-mail.
- Direct Loan Consolidation: Your PIN will enable you to track the processing status of your online Consolidation Loan application throughout the entire consolidation process from application receipt to booking with Direct Loan Servicing.

### **Who is eligible to apply?**

Parents and first-time financial aid applicants may also apply for PIN. When applying for the first time you and/or parent will need date-of-birth, and Social Security Number. (If the information you provide does not match with the SSA, you will not be able to receive a PIN.)

### **Deadlines**

Since funds are limited, priority will be given to students whose complete applications have been received in the Office of Student Financial Services by:

April 1 - for the following academic year (fall and spring semesters)

November 1 - for the spring semester

April 16 - for the summer semester

### **Renewal**

Renewal of financial aid is not automatic. All students, including scholarship recipients, must each year complete and mail the Free Application for Federal Student Aid (FAFSA), or the renewal FAFSA, if they are to be considered for financial aid.

### **Eligibility**

Eligibility for financial aid depends on whether a student is making satisfactory academic progress. This is defined by the number of credit hours attempted and earned as well as cumulative GPA at the end of each year. The number of course credit hours attempted includes all courses for which a grade of A, B, C, D, F or P was received, plus courses where the result was a designation of WA, WD, WF or I. Repeated courses are counted as attempted each time taken; however, only the most recent quality points earned are included in the calculation of the GPA. Students who have not made satisfactory academic progress are placed on financial aid probation for two consecutive semesters, during which time they may continue to receive federal and state financial aid. Federal and state aid are only available for the first 180 credit hours attempted by a student. Students who become part-time (fewer than 12 credit hours) as a result of dropping courses should be aware that their financial aid may be adjusted. Any student receiving state and federal financial aid must also earn at least 70%

of all attempted hours. Consequently, a student could be on probation academically but not be eligible for state and federal financial aid.

To be eligible for federal Direct Loan programs (Subsidized, Unsubsidized, and Parent-plus), part-time students must be enrolled for at least 6 credit hours each semester and must earn 10 credit hours during an academic year. A part-time student's cumulative GPA may be no lower than 2.0 after the first four semesters. After the second year (fourth semester), a part-time student must have achieved and must maintain a cumulative GPA of at least 2.0.

## **FINANCIAL AID – SATISFACTORY ACADEMIC PROGRESS**

LeMoyne-Owen students must pursue and complete courses at a rate that will allow them to earn their degree in a reasonable amount of time. Many students are able to complete the requirements for the degree in four years by earning an average of 15 credit hours in each of their eight semesters. However, some students will require more than four years to earn their degree. The College has established standards that define a minimum rate of progress toward the degree. They define the minimum number of course credit hours that must be attempted, the number that must be completed, and the cumulative grade point average that must be achieved as credit hours are accumulated. A course and its credit hours are considered to be completed if a grade of A, B, C, D or P is earned. The number of course credit hours attempted includes all courses for which one of those grades was received, plus courses where the result was a designation of WA, WD, WF, F or I. Repeated courses are counted as attempted and completed (or not), for each attempt. However, only the most recent grade and credit hours are included when calculating the GPA.

### **Satisfactory Academic Progress**

A student is considered to be in good academic standing if he or she has earned at least 70% of all attempted credit hours and has a cumulative GPA of at least a 2.0 at the end of the spring semester.

**\*\*LOC students must be aware of the major differences in our Academic Policies versus their eligibility to receive financial aid funds.** The College has established standards that define a minimum rate of progress toward a degree. This rate also requires students to achieve a certain grade point average at the end of each year. Any student receiving state and federal financial aid must also earn at least 70% of all attempted hours. Consequently, a student could be on probation academically but not be eligible for state and federal financial aid. Students are reviewed at the end of the academic year (after spring semester). Students who do not earn at least 70% of all attempted hours will automatically be suspended and ineligible to receive federal financial aid. The student can appeal this decision through the Academic Standards Committee.

### **Full-time Students**

Full-time students who meet these standards are said to be in academic good standing, having made satisfactory academic progress in their time at the College. They remain eligible for state and federal financial aid.

### **Part-time students**

Part-time students are those attempting fewer than 12 credit hours in a regular semester. Part-time students lose eligibility for state and federal financial aid if they fail to maintain progress as defined under Financial Aid.

**Note:** State and federal financial aid are only available for support of the first 180 credit hours attempted by a student. These credit hours include all accepted transfer credit hours from all previously attended institutions, even those in which a student did not receive state/federal aid. As a further restriction, part-time students may receive state or federal financial aid for a maximum of twelve years.

## **Academic Suspension and Dismissal**

### **Suspension**

Students who are suspended from the College are required to spend a defined period of time, usually two regular semesters, away from the College. During this period they may be required to successfully complete activities defined by the Academic Standards, Honors and Selection Committee if they are to be considered for readmission to LeMoyne-Owen. A student who is readmitted to the College following a period of academic suspension, and who subsequently fails to achieve a C (2.0) GPA in any semester, will be dismissed from the College.

### **Appeal**

An appeal can be made by a student who has been suspended or dismissed. The appeal must be presented in writing to the Academic Standards Committee and should fully describe the extenuating circumstances on which the appeal is based. The appeal should be supported by documentation. An appeal should be made as soon as possible, but no later than one month, before registration for the next semester. A meeting is scheduled for the student to meet with the committee. After the meeting, the student will be notified in writing of the committee's decision.

**Note:** There is no appeal process for students who have reached their maximum aggregate hours of 180.

### **Repeats**

Students should refer to the Academic Regulations within the undergraduate and graduate catalogs as related to how repeats are counted in the GPA calculation.

For the purpose of this policy, all attempted undergraduate and graduate attempted college level credit hours are included in both the Pace and Maximum Timeframe measurements, inclusive of credit hours associated with all repeated coursework. Additionally, all attempted undergraduate remedial / developmental (R&D) coursework is included in the R&D 30 attempted credit hour limitation, inclusive of credit hours associated with all repeated R&D coursework.

When determining a student's enrollment status for Federal Title IV purposes, LOC may pay for repeated coursework through the above specified financial aid programs. However, LOC cannot pay for more than one repetition of a previously passed course. The Tennessee Education Lottery Scholarship Program has additional rules as related to repeated coursework.

**Additional Bachelor's Degree:**

Students who have already earned a bachelor's degree but are working on another undergraduate degree may be eligible to receive Federal Stafford Loans at the undergraduate limit. Students must submit a written request to the Financial Aid Office.

A Financial Aid Counselor will allow 150% of the additional hours needed to complete an additional bachelor's degree to the existing "overall" credit hours previously attempted for the first bachelor's degree. This new value will establish the new Maximum Timeframe that the student can receive financial aid.

**Teacher Licensure:**

Students who have completed an undergraduate degree and are enrolled in an undergraduate or graduate program, for the sole purpose of attaining teacher licensure, may be eligible to receive Federal Stafford Loans at the undergraduate limit. Students must be enrolled at least half-time in required teacher certification coursework. Students must submit a written request and a signed copy of their Program of Study to the Financial Aid Office.

Financial Aid will allow 150% of the additional hours needed to complete the teacher licensure to the existing "overall" credit hours previously attempted for the first bachelor's degree. This new value will establish the new Maximum Timeframe that the student can receive financial aid.

**Frequency of Review**

**Qualitative Standard (GPA):**

The Records Office reviews the GPA at the end of the spring semester. Students who are academically suspended from financial aid may appeal to the Academic Standards Committee. The decision of the Academic Standards Committee is final as related to this measurement.

**Pace Standard (Percentage of Credit Hours Passed):**

The Financial Aid Office reviews the completion rate at the end of the spring semester. Students who are suspended from financial aid as related to this measurement may appeal to the Academic Standards Committee.

**Maximum Timeframe Standard:**

The Financial Aid Office reviews the maximum timeframe limitation at the end of each semester (fall, spring, summer).

## **Notification to Students**

### **A. Pace Standard**

1. Suspension: Undergraduate students suspended from financial aid will be sent an e-mail/letter from the Financial Aid Office. The e-mail/letter will include guidance regarding the appeal process.
2. Probation: Undergraduate students for whom an appeal has been approved will be notified by the Academic Standards Committee regarding the resulting status of Probation. Students who maintain eligibility for financial aid by meeting the requirements of their academic plan but whose cumulative “overall combined” Pace is less than 70% at the end of the subsequent semester(s) will be sent an e-mail/letter by the Financial Aid Office notifying them of their continued probationary status.

### **B. Maximum Timeframe Standard:**

1. Undergraduate students who have 30 or less college level credit hours of remaining financial aid eligibility will be sent an e-mail/letter from the Financial Aid Office reminding them of the credit hour limitation.

Undergraduate students who have reached maximum timeframe will be sent an e-mail/letter from the Financial Aid Office notifying them of their status.

## **Attempted Hours**

Students may attempt up to 150% of a program's length. Most programs require 120 hours; therefore, the maximum number of attempted hours for most degree programs is 180 hours. ( $120 \times 1.5 = 180$ ). Once a student exceeds the 180 hours rule, they are no longer eligible for federal financial aid (Pell, SEOG, Perkins, Federal Loans, Plus Loans).

Students working on a second bachelor's degree will need to work with their academic advisor to complete a program of study form. After the form is completed, it should be sent to the Financial Aid Office to determine a student's eligibility. For questions concerning your remaining eligibility, contact the Financial Aid Office.

## **Changes in Enrollment Status & Withdrawing**

Changes in enrollment status and/or withdrawing from the College can result in a balance owed to the College and a loss of eligibility for all types of financial aid. Below is a schedule on how aid will be adjusted based on changes in a student's enrollment status.

### General Effects on Financial Aid

- Student's who drop classes during the first 14 days will have their aid adjusted based on their enrollment status. All types of financial aid are subject to this rule.
- Any student who drops below 6 undergraduate or 5 graduate hours during the first 14 days will have their loan awards cancelled for that term.
- Students must be in attendance at least 61% of the semester to earn 100% of their aid. Any student who withdraws prior to 61% of the semester will have their aid adjusted for the semester. This may result in a balance owed to the College. Please check with Records Office for the 61% date.
- Any student who is reported by their instructors as "stopped attending" or "never attended" in all classes will be classified as an unofficial withdrawal from the College. Students will have their financial aid adjusted and/or may lose future eligibility for all types of financial aid.
- Students who withdraw from the College or earn zero hours for the current term will be placed on Financial Aid Probation for the next term enrolled.

**IMPORTANT:** Any student who withdraws from the College and is currently on Financial Aid Probation will be suspended from aid for future semesters!

### Effects on the Tennessee Lottery Scholarship

- Any first-time freshman who withdraws from the College during the first 14 days will have their Lottery Scholarship(s) cancelled for that semester. However, students will not lose future eligibility for the Lottery Scholarship if they re-enroll within 16 months from their high school graduation date.
- Any continuing or transfer student who withdraws from the College before or after the first 14 days of a semester will lose future eligibility for their Lottery Scholarship(s).
- Any student who is enrolled as a full-time student, 12 or more hours, and drops below 12 hours after the first 14 days of a semester will not have adjustments made to their Lottery award(s) for the current semester, unless a tuition credit is granted by the College. The student will, however, lose future eligibility for their Lottery Scholarship(s).

Contact your counselor in the Financial Aid Office to discuss specific details regarding your Lottery Scholarship.

Always contact your counselor in the Financial Aid Office by phone at 901-435-1550 or via your counselor's email address before you make any decisions to drop classes or withdraw from the College!

### **Drug Convictions**

Students convicted of a federal or state offense of selling or possessing illegal drugs may not be eligible for federal student aid (grants, loans, and work-study). Students who answer "Yes" to question 23 on the FAFSA, you will be sent a worksheet by the federal processing center to

determine if the conviction affects eligibility for aid. Also, if the Financial Aid Office is notified that a student has been convicted of possession or sale of illegal drugs during the academic year, all federal student aid may be suspended immediately.

Convictions only count if they were for an offense that occurred during a period of enrollment for which the student was receiving federal student aid. Also, a conviction that was reversed, set aside, or removed from the student’s record does not count.

The following chart illustrates the period of ineligibility for federal student aid funds, depending on whether the conviction was for sale or possession and whether the student had previous offenses. (A conviction for sale of drugs includes convictions for conspiring to sell drugs.)

	Possession of illegal drugs	Sale of illegal drugs
1st offense	1 year from date of conviction	2 years from date of conviction
2nd offense	2 years from date of conviction	Indefinite period
3+ offenses	Indefinite period	

Students regain eligibility the day after the period of ineligibility ends or when they successfully complete a qualified drug rehabilitation program. Further drug convictions will make them ineligible again. Students denied eligibility for an indefinite period can regain it only after successfully completing a rehabilitation program or if a conviction is reversed, set aside, or removed for the student’s record so that fewer than two convictions for sale or three convictions for possession remain on the record. In such cases, the nature and dates of the remaining convictions will determine when the student regains eligibility.

It is the student’s responsibility to certify to the Financial Aid Office the date of the conviction and if he/she has completed a drug rehabilitation program.

## FEDERAL AND STATE PROGRAMS

### Administration

LeMoyne-Owen College administers the federal and state aid programs listed below:

Federal Pell Grants

Federal Supplemental Educational Opportunity Grants

Federal College Work-Study

William D. Ford Federal Direct Loans (subsidized, unsubsidized and PLUS)

Tennessee Student Assistance Grants

ROTC scholarship programs (through the University of Memphis)

Veteran’s Educational Benefits

### **Pell Grants**

Federal Pell Grants are the foundation of most financial aid packages. The amount of each Pell grant is determined by a federal formula, which measures the ability of the student and the student's family to meet educational expenses.

### **Supplemental Education Opportunity Grants**

Federal Supplemental Education Opportunity Grants (FSEOG) are available to students who demonstrate exceptional financial need. Applicants who are recipients of a Pell grant are given priority for these grants. Only Pell eligible students are eligible. Graduate students are not eligible.

### **Work-Study**

Federal College Work-Study funds are made available to the College to provide part-time employment for students with financial need. Students in this program are paid the national minimum wage.

**William D. Ford Federal Direct Loan Programs** William D. Ford Federal Direct Loan Programs are the subsidized, unsubsidized and parent loan programs for both undergraduate and graduate students. They are administered through the Department of Education to provide loans for college expenses.

### **Reserve Officer Training Corp**

Reserve Officer Training Corp (ROTC) Scholarships are available to students who participate in either the United States Air Force, Army or Navy "Crosstown" programs based at the University of Memphis. Students admitted to these programs are committed to a period of service after graduation and compete for scholarships meeting most of the costs of their education.

### **Tennessee Student Assistance Awards**

These awards are need-based grants to Tennessee residents who are enrolled at least halftime as undergraduates in eligible Tennessee colleges and universities. Funds are limited and students are urged to apply as early as possible after January 1, and well before the deadline of May 1. Student's eligibility is determined in the same manner as is eligibility for a federal Pell Grant.

### **Veteran's Educational Benefits**

Veteran's Educational Benefits are maintained in the Veterans Affairs Office, which is currently housed in the Office of Student Records. The designated "certifying official" of the College cooperates with the Veterans Administration in providing educational opportunities for veterans and eligible persons under the appropriate laws. The office is responsible for maintaining veterans' needs related to educational benefits, providing information for counseling and tutorial assistance to eligible persons on campus. Upon accepting veterans' educational assistance, the student assumes responsibility for all rules and regulations of the Veterans Administration.

Veterans wishing to apply for educational benefits (except for students who transfer from regionally accredited schools) must submit high school/GED transcripts and/or transcripts from accredited colleges attended. All veterans and Guard/Reserve recipients must submit a DD-214 copy to the Records Office for transfer credit evaluation. These documents must be submitted within the first semester of attendance or further registration for courses will not be permitted.



The VA Form 22-1990 and 22-1999, Veterans Application for Program of Education or Training and Enrollment Certification, must be completed. Reserve and Guard benefit recipients must submit DD Form 2384 (NOBE) and a DD-214 form. Proper application forms for disabled veterans or sons/daughters, widows/widowers, wives/husbands of veterans are available in the Veterans Affairs Office. Most benefits and regulations also apply to eligible dependents.

VA regulations forbid a veteran from repeating a course that has been transferred from another school. Veteran students should not take a course that is not listed in the catalog or program of study under the major curriculum even though they are not counting it for VA benefits. Veterans may not be certified for a course for which they have received an "I" grade unless the "I" converts to a quality letter grade. Veterans may repeat courses with pay only if the previous grade was an "F." Veterans should consult with the Veterans Affairs Office certifying official prior to changing course load or majors and then verify the actual change.

Regular attendance is required to receive veterans benefit pay. Instructors are required to report non-attendance of veterans to the Veterans Affairs Office, which reports non-attendance to the Veterans Administration regional office. Payments are adjusted or canceled if attendance is not regular.

The Veterans Administration regional may be contacted toll-free by calling 1-800-827-1000. Veteran benefits recipients may also use the Department of Veteran Affairs web site to address benefits concerns or to find current regulation information. The web address is not case specific:  
[www.va.gov/educational/mail.atl.htm](http://www.va.gov/educational/mail.atl.htm).

## LeMoyne-Owen College Scholarships

Each year the College awards more than \$1 million in scholarship grants to enable students to meet the cost of attending LeMoyne-Owen. Funds for these awards come from three sources:

- Endowment income directed to scholarship support
- Donations to the Annual fund made for scholarships
- The College's operating budget.

### Application

**Current students** must complete a brief application form. All students who hope to receive a scholarship award for the next year must apply. These applications allow the Scholarship Committee to update addresses and to be certain each student has completed the FAFSA (Free Application for Federal Student Aid).

Applications for LeMoyne-Owen scholarships are available in the Financial Aid Office, Records Office and Office of Student Development (Jean Saulsberry).

Students who have completed the application and the FAFSA by March 15, 2014 will be considered for a scholarship award for 2014-2015. No late applications will be accepted.

Awards are made by the Scholarship Committee on the basis of recommendations from:

- The Director of the W.E.B. DuBois Honors Society
- The Director of Athletics
- The Music Department Faculty

Each of these areas has a separate budget for awards and makes awards based on clearly stated qualifications.

In addition, the Scholarship Committee makes **General Academic** awards based on a student's GPA (3.0 minimum) and recommendations from Division Chairs (some divisions have special categories of awards such as journalism).

**New Students:** The admissions office recommends scholarship awards for incoming students, both first time and transfer.

### Federal and State Grants

Pell, SEOG and TSAC grants are made on the basis of information in the FAFSA. Tennessee residents are eligible for TSAC (Tennessee Student Assistance Corporation) grants. It is extremely important that Tennessee students complete the FAFSA as soon as possible since TSAC awards are based on FAFSA data. When the Tennessee State TSAC budget runs out no more TSAC grants are made. This year many LeMoyne-Owen students were eligible for TSAC grants of up to \$4,644 but received little or nothing because their FAFSAs were filed late or incomplete.

Many students believe that their FAFSA is complete when in fact some item is missing or incomplete. This then puts them at the end of the line for a TSAC grant. Note that family income can be estimated on the FAFSA.

**Other sources of scholarship support**

LeMoyne-Owen is a member of UNCF-The College Fund. Our students are eligible for scholarships administered by the UNCF. For information about these scholarships go to [www.uncf.org](http://www.uncf.org) and click on scholarships.

This site will also allow you to submit your profile. UNCF will then supply a list of scholarships that fit your profile. The scholarship office can also be contacted for information on other scholarship sources.

## ENDOWED SCHOLARSHIPS

The Endowed Scholarship eligibility process is governed by the stated wishes of the donor, i.e., major area, grade point average, class, etc. Once the appropriate offices have verified the eligibility requirements, the names of eligible students with supporting documentation are submitted to the Scholarship Committee. More than fifty (50) endowed funds have been established by graduates and friends of the College to provide scholarship support for future generations of LeMoyne-Owen students.

### Endowed Scholarships

The Emerson A. Alburty Memorial Scholarship  
The Bennimore Walker Arnold Memorial Scholarship  
The Columbus S. Bell Scholarship  
The L. H. Boyce Memorial Scholarship  
The Hazel P. Bryson Scholarship  
The Mertie W. Buckman Scholarship  
The Second Congregational United Church of Christ Memphis Scholarship  
The Charles J. Dinkins Memorial Scholarship  
The Vera D. and N. J. Ford Memorial Scholarship  
The Jim and Ellida Fri Endowed Scholarship  
The Charles F. Goodman Memorial Scholarship  
The Gospel Temple Baptist Church Scholarship  
The Alma C. Hanson Scholarship  
The William R. Hearst Foundation Scholarship  
The W. W. Herenton Scholarship  
The W. W. Herenton NBC Scholarship  
The Judge Odell Horton Scholarship  
The Elinor Bryant Howlet Scholarship  
The Mamie K. Jackson Memorial Scholarship  
The Links, Incorporated, Memphis Chapter Scholarship  
The George Anthony Lowe Memorial Scholarship  
The Dr. Miles V. Lynk Scholarship  
The Jeff A. Marmon Memorial Scholarship  
The McKenney and Ernsberger Scholarship  
The Mauise Vinson McPhail Scholarship for Medical Education  
The Hubert S. Menke Keystone Laboratories Scholarship  
The Middle Baptist Church Scholarship  
The Reba S. Moody Memorial Scholarship  
The Morrie A. Moss Memorial Scholarship  
The Nationwide Insurance Scholarship  
The Ethel Newcomb Scholarship  
The Olivet Baptist Church Scholarship  
The 100 Club Scholarship  
The S. A. Owen Ministerial Scholarship  
The Moses and Julia Plough Scholarship  
The Helen and Edwin Prater Scholarship

The Hollis F. Price, Sr. Memorial Scholarship  
The Reader's Digest Foundation Endowed Scholarship  
The James Robinson Memorial Endowed Scholarship  
The Schering-Plough Health Care Products, Inc. Scholarship  
The Etta M. Selmon and James L. Stewart Scholarship  
The Charles and Grace Shelby Memorial Scholarship  
The Major Taylor Cycling Club Scholarship  
The Tennessee Baptist M & E Scholarship  
The A. Maceo Walker Scholarship  
The Estelle Anderson Walter Scholarship  
The Grafta Mosby Looby Scholarship  
The A. C. Williams Scholarship  
The A. McEwen Williams Memorial Scholarship  
The A. W. Willis, Jr. Memorial Scholarship  
The Lessye H. Sugarmon Scholarship  
The Bennie Cole Reams Endowment Fund  
The Lillian P. Bendow Endowed Scholarship Fund  
The Magnolia Bryant Endowed Scholarship Fund  
The Dr. Mary E. Cotton Endowed Scholarship Fund  
The T. R. McLemore Living Endowed Scholarship Fund  
Hugh M. Gloster Endowed Scholarship Fund  
Wesley & Earlene Holmes Memorial Scholarship Fund  
Charles P. Roland Scholarship Fund  
Jesse H. Turner Endowed Scholarship  
Deloris J. Clark Burrow Endowment Fund  
J. Autian Endowed Entrepreneur Studies  
Emily P. Alburty Endowment  
Vivian Dandridge White Endowed Scholar  
Carl W. Stotts Endowed Scholarship Fund  
Tannie Onwuzrigo Fund  
Youlon D. Savage Endowed Scholarship  
Helen Price Coleman Endowed Scholarship

## STUDENT LIFE

### STUDENT SERVICES

The College provides a variety of student services under the general supervision of the Dean of Students. They are designed to support the personal, social, academic, and religious development of students.

#### **The Student Health Center**

The Student Health Center provides primary care, first aid emergency care, health education information, and a referral service. Only authorized officials may see student medical files in the Student Health Center. They are otherwise kept confidential, being released only with the student's permission. Hospitals and ambulance services are close to the campus.

#### **Career Services**

Career Services is responsible for assisting students and alumni in achieving their career goals. Students are encouraged to begin their career development process as soon as possible after entering the college. Students must register with Career Services by starting a file, submitting an application and other documents, updating their resume, attending an orientation and signing-up for a mock interview. After completing registration and orientation, they can apply for full-time, part-time or internship employment opportunities.

Career Services continues working with students through their academic careers and after graduation. This process emphasizes: learning and growing through self-exploration, the development of decision-making skills, clarification of career objectives and goals, professional and personal etiquette training including tips on professional dress, and enhancement of interviewing and resume writing skills.

Career Services assists seniors and graduates in matching employment fields to their career objectives, developing the techniques and skills necessary for a successful job search, researching and applying for graduate school, and learning how to study and sign-up for graduate school admission tests. The center also offers counseling for individuals and groups, an informational library of books, video tapes and company history, company tours, on-campus interviews from prospective employers and graduate school representatives, career fairs, workshops, student conferences, a national mentoring program, and other career development related events.

#### **The Student Center**

The Alma C. Hanson Student Center is the focal point of the College's extra-curricular life. It houses the Dorothy S. Harris Lounge, other student lounge areas, administrative offices, Student Government Association offices, the College dining hall, the print shop, the bookstore, the mailroom, and the Little Theatre.

#### **Housing**

LeMoyne-Owen houses two hundred and one students in several residential facilities. In case of weekend emergencies, resident students should contact the housing staff or security, who will assist in contacting the appropriate authority for immediate assistance.

### **Dining Services**

The College dining hall, located in the Student Center, is under the supervision of ABL, a licensed food service provider.

### **Student Organizations and Activities**

An important part of a student's educational process is participation in co-curricular activities and organizations on campus. These range from the Student Government Association to honor societies, fraternities, sororities, and social and academic organizations. These organizations and activities provide unique experiences through which students achieve greater social and intellectual maturity and professional competence. Students are encouraged to engage in several of these campus life activities.

### **Service Organizations**

Resident assistants, peer counselors, the pre-alumni club, cheerleaders, and other groups give students the satisfaction of providing an important service while enjoying the service activity.

### **Student Government Association**

The Student Government Association is the governing body for students on campus. The Association operates through a council composed of Senators, each of whom is responsible for administering one of these seven areas of student activities and interests: Athletic Affairs, Academic and Judicial Affairs, Community Affairs, Social and Special Events, Cultural and Religious Affairs, Communications, Housing, etc.

### **LeMoyne-Owen College Poetry Society**

Keepers of Oral and Written Traditions the LeMoyne-Owen College Poetry Society is open to all students who are interested in reading, writing and reciting poetry, both classical and modern, written by African Americans. Chartered in 1991, the Poetry Society was established in response to students' passionate desire for poetry reflective of the African American experience. Each year, the Society produces "Black Voices Live" (the oral tradition), and publishes the collected work of students, faculty and other members of the community in the Poetry Society's Collected Works.

### **The Magician**

The student news publication, *The Magician*, is the voice of the LeMoyne-Owen College student. Written, edited and published by LeMoyne-Owen College students, the news publication contains articles, editorials, cartoons, and photographs about campus life and community activities that impact students, faculty, staff, and the surrounding community. All students who are interested in working on the production of the print and online editions of *The Magician* may earn academic credit.

### **Concert Choir**

The Concert Choir is open to students who desire to express themselves in song and who have had some previous experience in choral groups. The Concert and Gospel choirs provide music for the chapel services. (Admission by permission of the director)

### **Gospel Choir**

The Gospel Choir is open to all students who desire to express themselves through religious music. The Gospel and Concert choirs provide music for the chapel services. (Acceptance through audition)

### **Fraternities and Sororities**

Fraternities and Sororities are an integral part of campus life at LeMoyne-Owen. These organizations promote high standards of scholarship and community service and contribute to the development of student social life on campus. Fraternities with active chapters are: Alpha Phi Alpha, Inc., Iota Phi Theta, Inc., Kappa Alpha Psi, Inc., Omega Psi Phi, Inc. and Phi Beta Sigma, Inc. The sororities are: Alpha Kappa Alpha, Inc., Delta Sigma Theta, Inc., Sigma Gamma Rho, Inc., and Zeta Phi Beta, Inc.

To be eligible to join a fraternity or sorority, a student must have earned at least 28 credit hours at LeMoyne-Owen College and have a minimum grade point average of 2.5. Transfer students who wish to complete membership intake must have been enrolled at the College for at least one semester and must have earned at least 12 credit hours at LeMoyne-Owen with a GPA of 2.5.

### **International Students Association**

The College's international student population is drawn primarily from three regions of the world: Africa, the Middle East, and the Caribbean. The International Students Association sponsors events to aid international student transition to college and promote multiculturalism.

### **Pre-Alumni Council**

Students are encouraged to become active members of the Pre-alumni Council. Council members participate in activities supportive of the United Negro College Fund and move to membership in the National Alumni Association of LeMoyne-Owen College after graduation. The National Alumni Association is the parent body of all alumni of the College, including alumni chapters located in major American cities. The Association represents all graduates and former students of the College. The Alumni Affairs Office coordinates alumni activities. The Association encourages alumni to make financial gifts to LeMoyne-Owen and to serve as public relations representatives for the College.

### **Intercollegiate and Intramural Sports**

LeMoyne-Owen participates in ten intercollegiate sports: tennis, cross-country, basketball and golf (all for both men and women), volleyball (women) and baseball (men). The College is a member of the Southern Intercollegiate Athletic Conference (SIAC) and Division II of the National Collegiate Athletic Association (NCAA).



# ACADEMIC POLICIES

## DEGREE REQUIREMENTS

### Degrees

LeMoyne-Owen College offers the Bachelor of Arts degree in eleven fields, the Bachelor of Business Administration in one field (with three different concentrations), and the Bachelor of Science degree in ten fields. The College requirements for all degrees follow.

### Requirements:

- Successfully, completed at least 120 semester hours of course work with a minimum cumulative GPA of 2.0. The last 30 of these credit hours must have been earned in residence at LeMoyne-Owen, and must include at least three credit hours in Core II courses at LeMoyne-Owen College. Only courses completed with a grade of A, B, C, D or P can be credited toward the degree.
- Earned at least 45 credit hours in 300 and 400 numbered courses at the junior/senior level.
- Completed the General and Liberal Arts Education Core Requirements with a minimum grade of C in all Core I and six of the Core II courses.
- Met the specific course requirements for a major concentration area with a minimum grade of C in all courses required for the major including cognate courses.
- Submitted a formal application for the degree and completed the College exit interview.

### Waivers or Substitutions

Requests to waive or to substitute a specific course requirement must be made in writing and must be approved by a student's advisor, the appropriate division chair, and the Dean of the Faculty before submission to the Registrar. A copy of the approved request must be filed with a student's formal application for the degree.

### Transfer Students

Transfer students may complete a LeMoyne-Owen degree by meeting all requirements with courses taken at LeMoyne-Owen or with the equivalent courses taken and passed with a grade of C (2.0) or better at their former institution(s). However, at least 25% of the total credit hours, and 25% of the major requirement hours (including cognates) must be earned at LeMoyne-Owen. The last 30 credit hours must be earned in residence at LeMoyne-Owen. The total credit hours at LeMoyne-Owen must include at least three credit hours in Core II courses.

### Transfer Credit

Transfer credit is granted for courses in which a grade of C (2.0) or better was earned at a regionally accredited institution, and which are appropriate to the LeMoyne-Owen curriculum. Some transferred courses may meet general education or major field requirements. Any course taken more than seven years ago may not be accepted at LeMoyne-Owen College.

### Double Major

A double major may be completed by meeting all of the requirements for each major. A student must designate one major as the "primary major" which will be listed on the degree. However, the College transcript will indicate that two majors have been completed.

## **Second Bachelor's Degree**

A second bachelor's degree may be earned by a student already holding a bachelor's degree not older than five years from LeMoyne-Owen or another institution by completing at least 25% of the requirements for graduation in that program in residence, and by taking at least 30 hours at LeMoyne-Owen College.

## **Courses Taken at Other Institutions**

Courses at other accredited institutions may be taken for credit by enrolled LeMoyne-Owen students only under special circumstances and with prior approval. A student's advisor, division chair, and the Dean of Faculty may grant such approval to students who are graduating seniors and need courses not available at LeMoyne-Owen. Approval may also be granted to students who wish to take a course never available at LeMoyne-Owen or who wish to take a summer course at an institution near their home.

# **ACADEMIC STANDARDS**

LeMoyne-Owen students must pursue and complete courses at a rate that will allow them to earn their degree in a reasonable amount of time. Many students are able to complete the requirements for the degree in four years by earning an average of 15 credit hours in each of their eight semesters. However, some students will require more than four years earning their degree. The College has established standards that define a minimum rate of progress toward the degree. They define the minimum number of course credit hours that must be attempted, the number that must be completed, and the cumulative grade point average that must be achieved as credit hours are accumulated. A course and its credit hours are considered to be completed if a grade of A, B, C, D or P is earned. The number of course credit hours attempted includes all courses for which one of those grades was received, plus courses where the result was a designation of WA, WD, WF, F or I. Repeated courses are counted as attempted and completed (or not), for each attempt. However, only the most recent grade and credit hours are included when calculating the GPA.

## **Satisfactory Academic Progress**

A student is considered to be in good academic standing if he or she has earned at least 70% of all attempted credit hours and has a cumulative GPA of at least a 2.0 at the end of each spring semester.

If a student's cumulative GPA falls below a 1.5 in any semester, the student will be automatically suspended with the right to appeal.

\*\* LOC students must be aware of the major differences in our Academic Policies versus their eligibility to receive financial aid funds. The College has established standards that define a minimum rate of progress toward a degree. This rate also requires students to achieve a certain grade point average at the end of each year. Any student receiving state and federal financial aid must also earn at least 70% of all attempted hours. Consequently, a student could be on probation academically but not be eligible for state and federal financial aid. Students are reviewed at the end of the academic year (after spring semester). Students who do not earn at least 70% of all attempted hours and earn a GPA of less than a 2.0 and upon a successful written appeal through the Academic Standards Committee (AHSSC) can continue to receive federal financial aid for one semester. At the end of

that semester, if the student does not meet the academic standards, federal financial aid is suspended.

### **Repeated courses**

Effective July 1, 2011, there is a rule change regarding federal financial aid and payment of repeated coursework. Students can only repeat a passed course once and receive financial aid. A passed course is defined as grade designation of A, B, C, or D.

### **Full-time Students**

Full-time students who meet these standards are said to be in academic good standing, having made satisfactory academic progress in their time at the College. They remain eligible for state and federal financial aid.

### **Part-time students**

Part-time students are those attempting fewer than 12 credit hours in a regular semester. Part-time students lose eligibility for state and federal financial aid if they fail to maintain progress as defined under Financial Aid.

Note: State and federal financial aid are only available for support of the first 180 credit hours attempted by a student. These credit hours include all accepted transfer credit hours from all previously attended institutions, even those in which a student did not receive state/federal aid. As a further restriction, part-time students may receive state or federal financial aid for a maximum of twelve years.

## **ACADEMIC PROBATION, SUSPENSION AND DISMISSAL**

### **Academic Probation**

Students who are not in academic good standing at the end of every Fall/Spring semester at LeMoyne-Owen are placed on academic probation for one (1) semester upon approval of a written appeal through the Academic Standards Committee. The student will be placed on an academic plan to assist them with achieving a status of good academic standing. They will be removed from probation at any time during this period if their GPA meets the academic standards of the college. But, if they are not in academic good standing by the end of the following semester, they will be placed on academic suspension. Students on academic probation may not take more than 13 credit hours each semester, enroll in student teaching, hold office in any student organization or participate in intercollegiate athletics. During the period of probation, students must work with their faculty advisors, instructors and designated counselors to define and use appropriate support services. Students on probation may not register for the next semester without the approval of the Chair of the Academic Standards Committee.

### **Suspension**

Students who are suspended from the College are required to spend a defined period of time, usually two regular semesters, away from the College. During this period they may be required to successfully complete activities defined by the Academic Standards, Honors and Selection Committee if they are to be considered for readmission to LeMoyne-Owen. A student who is readmitted to the College following a period of academic suspension, and who subsequently fails to achieve a C (2.0) GPA in any semester, will be dismissed from the College.

## **Appeal**

An appeal can be made by a student who has been suspended or dismissed. The appeal must be presented in writing to the Academic Standards, Honors and Selection Committee and should fully describe the extenuating circumstances on which the appeal is based. The appeal should be supported by documentation. An appeal should be made as soon as possible, but no later than one month, before registration for the next semester.

## **ACADEMIC GRIEVANCE**

There may come a time in the student's attendance at LeMoyne-Owen College that he/she may believe an instructor has treated them unfairly in the grading process. If this occurs, there is a grievance process for students to follow.

### **Academic Grievance Appeal Process**

All formal grievances and appeals must be expressed in writing to the appropriate academic Division Chair, in correct business format, typed or word-processed in clear, Standard English. Students should include their complete name, social security number, and full address and phone number where they can receive a response. The formal appeal applies only when the student follows the steps listed below.

Student grievances filed for the purpose of reviewing a grade must be submitted by the published deadline for student completion of work to remove incompletes in the semester following the disputed grade.

### **The Instructor**

Before submitting a formal appeal, the student should talk to the instructor first. Frequently, the problem is simply a lack of communication between the faculty member and student. Most grievances can be worked out at this level.

### **The Division Chairperson**

It is possible however; that the problem may not be solved during the exchange between the student and the instructor, or the student feels that he/she has been wronged. The next step for the student is to contact the instructor's division chairperson. The chairperson can intervene if he/she sees fit. The chairperson is in the best position to mediate the situation.

### **Academic Grievance Committee**

The student may still be dissatisfied and then may file a formal written appeal with the division chair. If so, two (2) faculty chosen by the instructor, two (2) by the student and one (1) by the division chair will hear the case. The Division Chair will name a committee chair. These persons chosen as representatives will then, after deliberation, make a written recommendation to the Division Chair. If the grievance is against a Division Chair, the grievance should be addressed to the Chief Academic Officer who will name the Committee Chair. Students must submit the written request for a grade change no later than in the term immediately following the disputed class, by the published deadline for completing incomplete grades. From the time a student submits the written appeal there will be a maximum of two weeks to name and establish the committee. If the student does not submit two faculty names by the two week deadline, the Division Chair will appoint those two members as well as the chair of the committee. Once constituted, the committee will have three

weeks to meet and render a written decision. Once the decision is presented in writing, the student has two weeks to file an appeal with the Chief Academic Officer if a further appeal is desired. The timeframe for appeals during the summer or other times when faculty are not officially on campus depends on the availability of team members.

### **The Chief Academic Officer**

The final authority on all academic matters is the Chief Academic Officer. Therefore, after going through the three (3) steps outlined above, the final appeal is to the Chief Academic Officer. The student at this point addresses his/her grievance in writing, including supporting documents to the attention of the Chief Academic Officer. The decision of the Chief Academic Officer will be communicated to all concerned parties.

The decision of the Chief Academic Officer is final.

## **ACADEMIC HONORS**

LeMoyne-Owen recognizes academic achievement by awarding deserving students membership and recognition in the honor societies and scholars groups described below.

### **Dean's List**

A student must earn a semester GPA of 3.5 or greater to be considered for the Dean's List. Students are considered for the Dean's List each semester.

### **President's List**

A student must maintain a cumulative GPA of 3.5 or greater and have earned at least 28 credit hours at LeMoyne-Owen College to be considered for the President's List. Students are considered for this honor once a year at the end of the fall semester.

### **Divisional Honors**

Qualification for LOC Divisional Honors is evaluated at the end of the fall semester. Written nominations must be received by the Committee on Academic Standards, Honors, and Selection no later than the third Friday in February. The honor will be given to only one student per division. Nominees will be presented to the faculty at the March meeting of the Faculty Assembly.

### **Graduation with Distinction**

The faculty may nominate students based on academic achievement and special merit.

### **All-American Scholars**

Students must have at least 45 earned credit hours and a cumulative GPA of 3.5 or greater. A student's extra-curricular involvement will also be considered. The Registrar will distribute a list of eligible students (GPA and earned hours) to the division chairs, Dean of Students, and Dean of Faculty. Nominations must be received by the Committee on Academic Standards, Honors, and Selection no later than the third Friday in February. Nominees will be presented to the faculty at the March meeting of the Faculty Assembly.

### **Who's Who among Students in American Colleges and Universities**

Students must have at least 60 earned credit hours and a cumulative GPA of 3.0 or greater. The Registrar will distribute a list of eligible students (GPA and earned hours) to the division chairs, Dean of Students, and Dean of Faculty. Nominations must be received by the Committee on Academic Standards, Honors, and Selection no later than the third Friday in February. Nominees will be presented to the faculty at the March meeting of the Faculty Assembly.

### **Alpha Kappa Mu National Honor Society**

Students must have at least 60 earned credit hours at LeMoyne-Owen and a cumulative GPA of 3.3 or greater. The Registrar will distribute a list of eligible students (GPA and earned hours) to the division chairs, Dean of Students, and Dean of Faculty. Nominations must be received by the Committee on Academic Standards, Honors, and Selection no later than the third Friday in February. Nominees will be presented to the faculty at the March meeting of the Faculty Assembly.

## **ACADEMIC PRIZES**

### **Phi Beta Sigma Fraternity Prize**

The Phi Beta Sigma Fraternity Prize is an endowed prize contributed by the Phi Beta Sigma fraternity, awarded to the male freshman student with the highest scholastic average at the end of two semesters at LeMoyne-Owen.

### **The Cornelia C. Sanders Prize**

The Cornelia C. Sanders Prize is an endowed prize established by Mrs. Delora S. Thompson, alumna, in memory of her sister, Miss Cornelia C. Sanders, alumna, a Memphis elementary school principal. The prize is awarded to a graduating senior who shows promise in the field of secondary education.

### **Helen Shorts Memorial Prize**

The Helen Shorts Memorial Prize is an endowed fund established by the Reverend R. B. Shorts in memory of Mrs. Helen B. Shorts. The prize is awarded to a student majoring in elementary education.

### **Alison Vance Prize**

The Alison Vance Prize is an endowed prize established by Mrs. Marion Vance Gibson in memory of her sister, Miss Alison Vance. Miss Vance was an alumna of the College and teacher in the Memphis elementary schools. The prize is awarded to the graduating senior who is most outstanding academically in the field of secondary education.

### **The Estelle Anderson Walter Senior Prize for Science Excellence**

The Estelle Anderson Walter Senior Prize for Science Excellence is an endowed prize established by Ronald A. Walter in memory of his mother, Mrs. Estelle Anderson Walter, whose family has been associated with the College since its beginning. The prize is awarded annually to the senior majoring in Biology or Chemistry with the highest grade point average based on the GPA of the Junior year in his/her respective major.

### **Juanita Williamson Award**

The Juanita Williamson Award was established by an anonymous donor to honor students whose academic performance exceeds the expected and enriches the intellectual and creative climate of LeMoyne-Owen College. The prize acknowledges merit and originality in any academic endeavor and is flexible to encourage innovation. Any faculty member may recommend a deserving student to the Dean of Faculty, who shall have discretion over the award. Prizes may be granted at any time during the academic year to provide support for the honored activity.

## **ACADEMIC HONESTY**

LeMoyne-Owen insists on high standards of academic honesty. Cheating on exams or on other work, or using others work without citation are not tolerated and are subject to serious penalties as described in the student handbook.

## **CREDIT HOURS**

In defining a credit hour, LeMoyne-Owen College recognizes the Federal definition and Carnegie unit recommendations.

1. For courses taught in a traditional classroom format, a credit hour is normally granted for completion of at least one 50 minute session of classroom instruction per week for 15 weeks, or the equivalent time per semester, and a minimum of 2 hours per week for 15 weeks of out-of class student work, or the equivalent time per semester.
2. Alternatively, a credit hour may be granted for at least an equivalent amount of work as required in item 1 above for other academic work, activities or instructional modes of delivery leading to the award of credit hours.

The unit of credit at the College is the semester hour, the amount of credit equivalent to one full class period each week for one semester. A class period is 50 minutes. Thus, a course that meets for three 50 minutes periods each week is a three credit hour course. One that meets for two 75-minute periods each week is also a three credit hour course. Laboratory work involving from 110 to 150 minutes each week is equated to one credit hour.

### **Course Load**

Full-time students carry a normal course load of 12 to 17 credit hours each semester. Students who wish to enroll for 18-20 credit hours must have the permission of their advisor and division chair, and will be charged additional tuition at the rate of \$436/credit hour. No load above 20 credit hours each semester or 8 credit hours in each summer term is permitted.

### **Class Standing**

A student who has successfully completed from 1 to 27 credit hours has freshman standing; from 28-61, sophomore standing; from 62-95, junior standing; and 96 or more, senior standing.



## **POLICIES FOR AWARDING CREDIT**

### **Advanced Standing Credit**

Advanced Standing Credit is granted students who score at the level recommended by the American Council on Education on College Level Examination Program (CLEP) exams. Advanced Standing Credit may also be granted students who score a three or better on the College Board Advanced Placement Program exams. Finally, a student may be granted credit for a course or other experience if they can demonstrate to the Advanced Standing Committee that they have mastered the material in question, and that it corresponds to a course at LeMoyne-Owen College. Examinations used to test this mastery are provided to the Director of Testing by the appropriate division chair. Courses for which credit may be granted through CLEP, AP or LeMoyne-Owen exams are listed under each Academic Division in the Curriculum section of the catalog.

### **Application and Recording**

A student may apply for and receive Advanced Standing Credit at any time. However, this credit will not be recorded on the student's transcript until the student has completed 12 credit hours at the College. No more than 24 Advanced Standing credit hours may be applied toward a LeMoyne-Owen degree.

All credit obtained through Advanced Standing examination is entered on the transcript with a grade of P. A course with a "P" grade is not included when calculating the GPA. Any matriculated student at the College may apply for Advanced Standing credit by making a written request to the Dean of the Faculty specifying the course for which credit is sought. The deadline for such application is the first week of any semester. A \$50 fee must be paid in advance for each Advanced Standing examination. A \$25 fee is charged for each Advanced Standing credit hour that is granted. All examinations are administered by the Director of Testing who will give them as needed.

### **Credit for Prior Learning**

Students with significant prior experience relevant to their academic program may apply for the Credit for Prior Learning option. The student must discuss with an advisor the nature of the experience, and with the counsel of their advisor, develop a paper relating the prior learning to their academic studies. If the paper and the documentation of the experience are accepted, a student may receive a course credit up to 3 credit hours. The final award is posted on a student's transcript with a "P" grade. The maximum allowable credit is 15 hours. Credit for prior learning is not offered for any of the science, math or computer science courses.

## **THE GRADING SYSTEM**

A course grade represents an instructor's evaluation of a student's work as determined by such factors as examinations, written and oral assignments, and other related coursework. The relative weight of each factor in determining the grade is announced by the instructor at the beginning of each course.

## **Levels of Achievement**

At LeMoyne-Owen, five letter grades are used to represent these levels of achievement:

A - Highest distinction.

B - Superior.

C - Average.

D - Lowest passing grade.

F - Unsatisfactory, thus failing.

WD - Withdrawal

A grade of A earns four quality points for each credit hour in the course; a B earns three quality points; a C earns two quality points; and a D earns one quality point for each credit hour. A Grade Point Average (GPA) is calculated by multiplying the quality points (from the grade) times the credit hours earned for each course, then dividing the sum of these products by the total credit hours in which a grade of A, B, C, D, or F is received.

The grade of P - pass is reserved for courses for which credit has been obtained through the Advanced Standing, Credit for Prior Learning and for courses specifically designated as “pass/fail”.

## **Other Designations**

Other designations are used to indicate the outcome of a student’s work in a course. They are: AU - audit, a course not taken for credit, WA - withdrawn administratively, WD - withdrawn by student before deadline for withdrawal. Courses in which AU, WA or WD is given earn no credit hours and no quality points. The grade I - incomplete, is a temporary grade (see below).

## **Incomplete Grades**

Incompletes will only be granted if:

1. the student has completed at least 75% of the course work with a passing grade;

AND

2. a. the student applies in writing explaining why they cannot complete the work (the memo should be in standard grammatical English, include documentation, be submitted before the final examination for the course; and include contact information)

OR

- b. the student has completed all the work at a passing level and has a good attendance record and does not appear at the final examination and the teacher has good reason to believe the absence might be justified.

Students will complete the work on or before 45 days into the next semester (excluding the summer semesters), or the grade will turn to an “F”.

Students with incompletes will not be allowed to enroll in the same course again until the grade of “I” has been removed (for courses students can take multiple times) and they will not meet any prerequisite requirements the course may carry until they remove the “I” grade.

### **Withdrawal from the College or from a Course**

The designation WD is assigned in all cases of withdrawal from a course, whether a student is just withdrawing from a course or leaving the College. To withdraw from a course, it is necessary to file an official Course Withdrawal Form with the Registrar before the deadline published in the College calendar. A student who fails to file this form before the deadline will receive the grade earned in the course. To withdraw from the College, the appropriate form must be filed with the Registrar. A student who leaves the College and fails to file this form can receive no refunds that may be due and will receive an “F” in all courses.

### **Grade Changes**

After a grade is submitted to the Office of Student Records, it cannot be changed because of a revision in the judgment of the instructor. However, a grade change can be made to correct an error in transcribing or computing a grade or, when some part of a student’s timely work was inadvertently overlooked. A grade may also be changed as the result of a formal appeal, as described in the Student Handbook. In no case may a student undertake new work or take a make-up exam to secure a different grade. In the event that the faculty member in a course is no longer on campus, the division chair will handle grade change requests.

### **Repeating a Course**

When a course is repeated, the new grade is recorded in the semester earned. The previous course, its grade and credit hours, remains on the transcript but is not included when calculating the GPA and does not count toward graduation. Certain courses with variable content may be repeated for graduation credit and are included in the GPA each term it is taken. These are clearly identified in the course descriptions.

### **Class Attendance**

When unexcused absences exceed 15% of the scheduled meetings, the instructor may reduce the student’s final letter grade. When unexcused absences exceed 20%, the instructor may give the student an F. Students may not enter a class beyond the date specified on the calendar. Attendance will be reported no later than the end of the third week of classes and any students not attending, No Show, will be disenrolled.

Instructors may grant excused absences for scheduled school activities such as varsity games or course field trips. An excused absence may also be granted if a student provides a written statement from a doctor concerning an illness, a statement concerning a death in the family, or a statement describing other reasons deemed valid by the instructor. The excuse is at the discretion of the instructor.

Work missed or made late by an excused absence may be made up at the discretion of the instructor.

### **Administrative Withdrawals**

A member of the LeMoyne-Owen faculty may administratively withdraw a student. However, such designation is solely at the discretion of the faculty member:

### **Transcript Information**

An official transcript, bearing the College seal, of a student's record at the College is made available to other educational institutions, to prospective employers, etc., when a request is made in writing by the student or former student.

Unofficial transcripts are made available to the student or others when the student or former student makes a request in writing. Transcripts issued to a student are marked "Unofficial - issued to student." Students or former students may have two transcripts issued at no charge. A fee of \$5 is assessed for each additional transcript requested.

### **Protection of Privacy**

LeMoyne-Owen College complies fully and fairly with The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. Commonly referred to as the Buckley Amendment, it provides, among other things, that eligible students have the following rights:

- To inspect and review their educational records;
- To challenge the content of their educational records if they believe that it is inaccurate or misleading;
- To consent to the disclosure of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorized disclosure without consent;
- To file with the United States Department of Education a complaint of alleged failure by the institution to comply with the Act; and
- To obtain a copy of the College's student record policy.

The Act obliges the College to inform students of their rights and to establish policies and procedures through which their rights can be exercised. The registrar is responsible for policy administration under FERPA. Inquiries should be addressed to the Registrar, Office of Student Records, and Brownlee Hall. Copies of the College's student records policy can be obtained at the Office of Student Records.

### **Directory Information**

LeMoyne-Owen College designates the following items as Directory Information: a student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (for members of athletic teams), dates of attendance, degrees and awards received, most recent previous school attended, and photograph.

The College may disclose any of those items without prior written consent unless notified in writing to the contrary within two (2) weeks after the first day of class of the term. Requests for non-disclosure must be renewed for each term with the Office of Student Records.

## **SPECIAL ACADEMIC PROGRAMS AND SERVICES**

### **SPECIAL ACADEMIC PROGRAMS**

#### **American Humanics**

American Humanics is a national certification program in nonprofit management. The program is designed to prepare students through a cross-disciplinary curriculum that meets American Humanics national employment competencies. The program helps prepare students using an alliance of partners, such as non-profits, professional organizations, and educators in guiding the education of students towards a career in the world of the non-profit sector, dealing with youth and human services.

#### **The Center for Active Student Education**

The Center for Active Student Education (CASE), introduced in the 2008–2009 academic year, supplements the traditional content based curriculum with a program to help each student develop the competencies necessary to success in professional and civic lives. CASE links the development of the competencies to active academic engagement in the community where students will combine theory with practice and community experience. CASE will

- coordinate the periodic assessment of each individual student's attainment of desired competencies at benchmark periods during the student's academic career, providing prescriptive feedback to address needs revealed by the evaluation, and
- coordinate and implement a wide range of community based educational opportunities for students, insuring that those placements are related to and reinforce the desired student competencies, and that they are part of the overall assessment of student performance.

#### **Cooperative Education/Internships**

Cooperative Education/Internships is a unique program of educational enrichment that combines classroom instruction with related work experience gained through periods of on-campus study and off-campus employment. It is designed to enhance the student's self-realization by supplementing academic study with structured work experiences in industry, education, social services, or government.

#### **DuBois Scholars**

The DuBois Scholars Program provides a stimulating environment where young scholars who have shown academic promise can flourish. DuBois Scholars participate in special seminars and off-

campus opportunities that are designed to challenge their intellectual curiosity, enhance their cultural understanding, and develop their leadership capabilities. In addition to maintaining a commitment to their academic development, members of the program are expected to provide leadership and service to the College and local community.

For new students, the admissions application serves as their application to the DuBois Scholars Program. Students already enrolled in the College may apply by completing scholarship applications distributed by the Dean of Student's office.

### **International Studies**

The International Studies Program advises students on opportunities for study abroad and assists them in finding scholarship support for study abroad. Recently, LeMoyne-Owen students have had the opportunity to study in these countries: Israel, Great Britain, France, Spain, Japan, South Africa, and Zimbabwe.

### **Nonprofit Leadership Alliance (formerly American Humanics)**

LeMoyne-Owen's nonprofit program is associated with the Nonprofit Leadership Collaborative of the Mid-South. The program is designed to prepare students through a cross-disciplinary curriculum. Also, the Collaborative program helps prepare students using an alliance of partners, such as non-profits, professional organizations, and educators in guiding the education of students towards a career in the world of the non-profit sector, dealing with youth and human services.

### **Service-Learning**

The Service-Learning Program provides many structured, community-based service opportunities for students. The program also provides support for faculty, through workshops and as a resource center for various syllabi, reading materials, and assessment tools. The Program functions as a conductor for the creation of internships and other experiential learning opportunities that engage learning with service activities. Through the Program, College students can receive up to 12 hours for participating as a volunteer in Service-Learning 398A. One-Plus Credit, 398B, a component of the program, is offered so students in a structured course can participate in a service opportunity and receive extra credit for the course taken. By combining volunteer services with reflective reading and writing assignments, the student can appreciate the learning experience and view service to the community as a significant part of life.

### **The Student Achievement Center**

The Student Achievement Center is designed to improve retention and enhance student achievement through quality academic coaching, monitoring and follow-up. Specifically the Center centralizes academic and student services in order to create a community of support for students, ensure quality academic advising and referrals to appropriate on- and off-campus resources (personal counseling, health and wellness, financial aid, Teaching/Learning Center, etc.) and collaborate with faculty to improve student success in critical courses.

### **Student Engagement for Success**

Student Engagement for Success is partially funded by the U. S. Department of Education. The services of the program support and strengthen the College's commitment to the total development of every student. This program is designed to assist students with the adjustment to the rigorous

academic demands and social environment of college life. The main focus is on creating and promoting an atmosphere in which students, particularly freshmen, can develop into mature, well-rounded individuals, who are self-disciplined and aware of the lifelong process of educational, cultural and personal development.

**Upward Bound Program** is a Pre-College educational outreach project funded by the U. S. Department of Education. Its major thrust is to provide fundamental services and opportunities that will prepare eligible low-income and first-generation college individuals academically and socially to enter and successfully graduate from a post-secondary institution. Ninth grade students who are enrolled in Booker T. Washington, George W. Carver, Hamilton, or South Side high schools, located in the LeMoyne-Owen College demographic area, are eligible to apply. Graduates of this project are provided orientation to college level work at LeMoyne-Owen College through the Upward Bound Summer Bridge Program. This four-week college transition program requires official enrollment in two three-credit hour classes, four hours of weekly tutorials and two hours of weekly counseling. These credit hours are transferable to most colleges of the participant's choice.

## **COLLABORATIVE PROGRAMS**

### **Greater Memphis Consortium**

The Greater Memphis Consortium was formed in the spring of 1970 and consists of Christian Brothers University, LeMoyne-Owen College, Memphis College of Art, and Memphis Theological Seminary. Nearly all courses offered at each member institution are open to students from all member institutions. However, summer session courses are not covered by the consortium agreement. Except for lab fees, there is no additional charge to full time students for courses taken at another member institution. LeMoyne-Owen students may register for courses at another consortium institution with the approval of their academic advisor and a letter from the College's Registrar. A student may enroll for no more than six credit hours per semester at other Consortium institutions.

### **LeMoyne-Owen College/Meharry Medical College HBCU Wellness Program**

The HBCU Wellness program supports student-led community-based participatory research, intervention, and prevention to eliminate health disparities in communities surrounding Tennessee private HBCUs. The program's main objective is to enhance the quality of life in these communities by increasing the awareness of health disparities and encouraging individuals to develop healthier lifestyle behaviors that eliminate health disparities. Selected Student Health Ambassadors (SHA), acting and serving as change agents, will enroll in a service learning class. Through chosen research studies and projects, the SHAs will provide education along with other intervention/prevention methods to yield better health and well being of the local community as well as perform community service by supporting local health and social service agencies in areas identified as community concerns and/or needs. SHAs must be a sophomore and be willing to commit two years to the program. Each SHA will receive an educational stipend for their participation.

## **ACADEMIC SERVICES AND FACILITIES**

### **Teaching & Learning Center**

The Teaching & Learning Center offers support to students in basic skills and in their chosen academic disciplines. The Center's activities and schedules are designed to meet the individual needs of students, as they strengthen their competency areas. Specialists, tutors, and volunteer faculty offer tutorials individually and in small groups. Computer assisted instruction also is available. During the course of the academic year, mini-workshops on selected topics are offered. Students may self-refer or be recommended by faculty for services.

### **Center for African and African American Studies**

The Center for African and African American Studies offers the campus, the community, and the academic world opportunities for increased knowledge about the rich heritage of Africans and African Americans. The Center sponsors workshops, seminars, exhibitions, and lectures that explore historical and cultural issues. The Center's activities are highlighted by the celebration of African-American History Month in February and the annual commemoration of the Middle Passage in September.

The Center coordinates the African and African-American studies curriculum, including the minor program and the Core African American Heritage course. The Center is also a repository for books, artifacts, and audio and visual tapes on African and African-American studies. Selected materials are available for checkout by students, faculty, and staff.

### **Testing Program**

The Testing Program supervises national assessment exams and institutional placement examinations. Specifically, College Level Examination Program (CLEP) and Advanced Placement (AP) examinations are provided for students who have had appropriate experiences to qualify for those credit hours. Licensure and licensure qualifying examinations such as The PRAXIS exams are offered. The program supervises placement exams in English, Mathematics, and Reading.

### **Hollis F. Price Library**

The Hollis F. Price Library constructed in 1962, provides services and resources to support the instructional, research and public service needs of the College. The Library houses collections of over 120,000 volumes including books, periodicals, recordings, CD-ROMs, microform and videos and subscribes to over 375 periodical titles with access to additional periodicals through subscription to electronic data bases. . The library provides open-stack access to the general, juvenile, paperback and reference collections. Study seating is interspersed throughout the library at tables and in the private and individual carrels to provide an atmosphere conducive to learning. The library is open six days per week while classes are in session. The library's special collection named the Sweeney Collection is a rich collection of over 5,900 volumes by and about African Americans, focusing on twentieth century American literature, poetry and history. The Collection has many first editions and rare books. Bibliographic instruction is available as well as specialized library tours and orientation sessions. Microfilm reading and printing services, and photographic copying services are also available. The library also houses the College Archives, materials LeMoyne-Owen College's history. The Archives include some papers of past Presidents, faculty members, and alumni. The library shares an online catalog of library resources with the University of Memphis, Jackson State Community College, and Dyersburg State Community College. The Library has established



reciprocal and bilateral-lateral agreements with the University of Memphis, Southwest Tennessee Community College and Memphis Theological Seminary to share use of the respective collections by students, faculties and staff of the institutions. The library also has direct access library privileges with other area colleges and universities in the Mid-south to provide access to more library resources and services.

### **Pre-Professional Health Careers Program**

This Program provides special advisement and support for students preparing for careers in medicine, dentistry, pharmacy, medical technology, nursing, or other health-related fields. These students need to complete a core of basic courses in science. They should consult with their academic advisor about the exact courses they need to take for their chosen careers. Students preparing for health-related careers usually major in biology or chemistry. In addition to completing course work, students should also consult with the academic advisor to determine the proper times to take admission tests and to complete the application process to professional schools.

# LeMoyne-Owen College

## POLICY ON INTELLECTUAL PROPERTY, PATENT AND INVENTION

### I. PREAMBLE:

It is the intent of this policy of LeMoyne-Owen College (LOC) to encourage and assist members of the faculty, staff, and student employees of the College with their professional development, utilization of their talent, discoveries and inventions for the maximum benefit to academia and to the public.

### II. GOAL:

The goal of this policy is to promote the progress of the science and the arts, to encourage patentable and copyrightable products through the provision of an established policy.

### III. OBJECTIVES:

1. To support scholarly work, creative activities and research of the faculty, staff, and student of LOC.
2. To encourage publications of scholarly work.
3. To contribute to the economic development locally, nationally, and globally.
4. To establish policies for the ownership on Intellectual Property.
5. To establish polices for shared income related to patentable inventions produced at LOC.
6. To facilitate and manage the patent application, execution, licensing, and equitable distribution of Licensing Income to further support scholarly work of the employees of LOC.
7. To encourage and assist LOC's employees to develop and commercialize inventions for the benefit of personal gains as well as for the benefit of the College and the public.
8. To protect LOC's resources.
9. To protect LOC's reputation as a forward looking academic institution.

### IV. Definitions:

#### General Definitions:

- a. **Assignment of Rights:** A written statement assigning or transferring ownership of an Intellectual Property from a College employee to the College or from the College to the employee
- b. **Author or Creator:** LOC employee responsible for the creation of a copyrightable or patentable work.
- c. **College Employee:** All faculty members, staff, and student employees, with full or part-time status. A student employee is defined as a person who is enrolled as a student in the College and who is also employed by the College.
- d. **Copyright:** An original scholarly work of authorship, including words or phrases, in the form of a tangible medium of expression from which it can be reproduced.
- e. **Curriculum:** The descriptive collection of LOC courses, such as course descriptions, course sequences, intended learning outcomes that constitute an area of specialization.
- f. **Educational and Research Activities:** Teaching, research or investigation, or the supervision of research or investigation relating to the general field of inquiry of the College employee.
- g. **Externally Funded Research:** Research and development work, sponsored by governmental, commercial, industrial, or other public or private organizations, that is the subject of a Research Agreement or other official arrangement with LOC.
- h. **Intellectual Property (IP):** An intangible asset that may lead to the development of tangible products such as copyrightable and patentable materials, trademarks, software, and trade secrets.
- i. **Internally Funded Research:** Any research project funded by the College with LOC funds.
- j. **Invention:** Any discovery related to technological development, new use or application, process, new know-how, new design, painting, music, or any new scientific processes that may be patentable or copyrightable under the United States or International Patent Laws.
- k. **Inventor:** A person or persons responsible for an invention.
- l. **Institutional Works:** Works that are produced as a result of specific allocation of LOC funds for a specific LOC purpose.
- m. **Research Disclosure:** A document submitted by one or more College employees to the Office of Academic Affairs (OAA) that describes potentially patentable materials.
- n. **Scope of employment:** Activities that have been assigned to an employee incorporated within the employee's job description.
- o. **Substantial Use of College Resources:** The use of College resources by a College employee with the exception of the customary use of office space, laboratories, studios, libraries; library collections, subscriptions or services; secretarial or other staff assistance; computer time or computer or lab equipment on hand; network or Internet access; standard office equipment and supplies.
- p. **Trade Secret(s):** Information including, but not limited to technical or nontechnical data, a formula, a technique, a drawing, a process, financial data, financial plans, product

- plans, or a list of actual or potential customers or suppliers which: (i) derives economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper and legal means by, other persons, who can obtain economic value from its disclosure or use; and (ii) is the subject of efforts that is reasonable under the circumstances to maintain its secrecy.
- q. **Work:** Any copyrightable material, such as literary, scholarly, musical, dramatic choreographic, pictorial, graphic, sculptural, motion pictures, audio visual sound recordings, architectural, computer software or database, and recorded lectures.

**V. Definitions related to funds generated through Intellectual Property:**

- a. **Equity:** Shares of common or preferred stock, options to purchase, warrants and other convertible instruments, and any other instruments representing an ownership interest in a commercial venture or the right to acquire the same. However, Equity shall not include the receipt of real or personal property; e.g., real estate or equipment.
- b. **Gross Income:** Profit/Income received from the sale, lease, or licensing of intellectual property, or bonuses, payments, or other profit/income derived from equity received as a result of sale, lease, or licensing of intellectual property, or profit/income received from the sale of equity received as a result of sale, lease, or licensing of intellectual property.
- c. **Licensing Income:** Money received by the College as a result of the grant of an option to license or a license to another entity in consideration for the option or license granted to the entity. Licensing Income may include, but not be limited to, upfront payments, milestone payments, annual licensing fees, royalties and other forms of revenue received from another entity. Licensing Income does not include Equity or proceeds derived from liquidating Equity.
- d. **Net Revenue:** The gross income minus direct or indirect cost related to the cost of copyright registration, patent execution, commercialization, defense, maintenance, and administration of intellectual property.
- e. **Net Licensing Income:** Licensing Income received by the College less the College's out-of-pocket patent, and other legal and licensing expenses.

**VI. Ownerships of Intellectual Property by the Inventor:**

- a. **Copyrightable Material:** Ownership of personal copyrightable materials, such as scientific writings, articles, and presentations, shall remain the property of the author (faculty and staff members, artists in residence, and visitors). The right of ownership shall remain with author unless the work was the outcome from direct allocation of funds from LOC for a specific project.
- b. **Book, Articles, and similar works:** The ownership of pedagogical, scholarly, or artistic works, including but not limited to thesis, papers, and articles, shall remain with the

inventor. LOC does not have a claim or right to ownership to fiction, nonfiction, novels, textbooks, poems, musical compositions, or other works of artistic imagination.

- c. **Patentable or copyrightable work produced during sabbatical or short term vacation:** Any scholarly or artistic work produced during such period will remain the property of the inventor or creator except when the creator or inventor transfers rights, in writing, to the College to produce income or to increase the positive image of the institution.
- d. **Loss of Intellectual Property Rights:** Intellectual Property Rights may be lost if the inventor or any co-inventor makes a non-confidential public disclosure prior to filing a patent application. Therefore, confidentiality of ideas and procedures of invention is the utmost responsibility of the inventor and co-inventors.
- e. **Course Material:** Copyrights shall be owned by the creator unless the copyrights are subject to any claim of ownership by another entity or individual. In that case, Course Material shall be owned by the entity or individual with the valid claim of ownership because of prior copyright of inclusion in a prior professional publication.
- f. **Work created by a student:** Copyrights shall be owned by the creator in response to their course work assignment or work created on their own time and without substantial use of College resources and educational and research supervision by the employee of the College, regardless of their employment status at LOC. LOC can use their invention for teaching purposes but only with the written permission of the inventor.

**VII. Externally Funded Research:** All patentable or copyrightable Intellectual Property developed by the LOC employee(s) performing work sponsored by governmental, commercial, industrial, or other public or private organizations shall be determined according to the policy of the funding agency.

**VIII. Ownerships of the Intellectual Property by the College:**

a. **Work by an employee:**

The College specifically directs a faculty member, staff member, or a student to create a specific work or as a part of specific duty as described in the job description or an employment agreement.

b. **Curriculum** shall be owned by LOC.

c. **Work of non-employees:** Ownership of works created by non-employees that are the result of a request or direction of the College, utilizing LOC's ideas, efforts, and resources shall remain with the College. A written agreement, stating that rights were assigned to the College, from non-employees is required.

**IX. Use of the College's name in Copyright notices:**

The following notice should be placed on the College-owned materials in order to protect the copyright:

***Copyright©[year] The LeMoyne-Owen College. All Rights Reserved***

No other institutional or department name is to be used in the copyright notices, although the name and address of the department to which readers can direct inquiries may be listed below the copyright notice. Additionally, works should be registered with the United States Copyright Office using its official forms. The url link <http://www.copyright.gov/> is helpful.

**X. Responsibilities:**

***Responsibilities of the employee inventor or creator to the College:***

- a. **Research Disclosure of Commercial Value.** All LOC employees who create an invention that may have commercial value are obligated to disclose such Inventions to OAA if the activity was part of their educational and research activities and involved substantial use of college resources. The Research Disclosure should be submitted well in advance of making a public disclosure of the potential invention to protect patentability of the potential invention.
- b. **Assignment of Rights.** The College shall have ownership of any invention of commercial value that involved substantial use of college resources within the scope of employment. Each College employee is required to assign to the College all domestic and foreign rights to any such invention.
- c. **Confidentiality.** The College desires to uphold acceptable standards of confidentiality. Therefore, it is imperative that all LOC employees would receive permission from OAA before having discussions pertaining to the creation of patentable inventions or disclosure of Trade Secrets.

***Responsibilities of the College to the inventor or creator:***

- a. **Research Disclosure.** The OAA will assist the College employees in completing a Research Disclosure. College employees are encouraged to discuss their ideas with the OAA in the early stage of the research.
- b. **Timely Determination of Interest.** The OAA is obligated to review the Research Disclosure within fifteen working days of the request and to communicate next steps to the College employee(s).
- c. **Reasonable Efforts to Commercialize.** The OAA is obligated to seek and expedite the process of getting copyright and patent for the invention.
- d. **Identification of Commercial Partner:** The OAA will assist the inventor to identify a commercial partner for any invention for which the College has ownership rights and to negotiate licensing terms that are fair and equitable to all parties involved.
- e. **Release of Rights.** The College is obligated to offer to release the right, in writing, to the College employee(s) if the College decides not to pursue or maintain Patent

protection or wishes to discontinue efforts to commercialize the invention, creation of artistic work.

- f. **Determination of Inventors and Non-Inventors:** Inventor of a patent is determined according to United States patent law.

**XI. Distribution of funds generated through Intellectual Property or patents:**

**Licensing Income Sharing:** Subject to restrictions, arising from overriding obligations of the College; pursuant to gifts, grants contracts, or other agreements with outside entities, the College will, following assignment of Inventions and patent rights by the Inventor(s) to the College and distribute Net Licensing Income as follows:

50% to Inventor(s)

50% to the College as given below:

- 10% to the Inventor(s) Department or Center to support and encourage further research. In this category all academic and non-academic units are included.
- 10% to the Office of Academic Affairs
- 30% to the Operations Budget of the College

*This distribution formula may change for a specific invention after negotiations with the inventor and with the approval, in writing, of the OAA.*

In the case of Multiple Inventors, the inventors will determine the allocation of their shares in writing when the work is first started.

Distribution of proceeds derived from liquidating Equity will be determined according to the specific circumstance of the Equity arrangement.

**XII. Disputes:**

- a. The OAA will establish, an ad hoc Intellectual Property Committee that will review any disputes and will inform the OAA of the decision. The Intellectual Property Committee will consist of faculty members nominated by the Faculty Senate and staff members, if needed.
- b. The OAA will inform the concerned party or parties of the decision within fifteen days after receiving the decision of the Committee.
- c. If the party or parties are not satisfied with the decision of the committee, within fifteen working days, the concerned parties can appeal the decision to the President of the College. The President will have final authority to settle any disputes. The President will inform the concerned party or parties with fifteen working days of his final and binding decision.

**XIII. Modification of the Intellectual Property Policies and Procedures:**

The policies stated here-in may be reviewed and revised after consultation with the faculty and staff and notification of any changes in the existing policies will be made.

## ACADEMIC DIVISIONS AND DEGREE OFFERINGS

The undergraduate program at LeMoyne-Owen is carried out through five academic divisions offering majors in 23 areas of study leading to the Bachelor of Arts, the Bachelor of Science or the Bachelor of Business Administration degrees.

**Division of Business and Economic Development.** This division with areas of study in Accounting, Economics, Management and Finance, offers a single major in Business Administration with concentrations in Accounting, Management, or Finance leading to the Bachelor of Business Administration degree.

**Division of Education.** This division offers work in a professional education core curriculum which, with completion of an academic major, leads at licensure for teaching in early childhood (PreK-3), elementary (K-6), middle grades (4-8) or secondary (7-12) education. The Health Fitness/Wellness area is also part of this division. For elementary and/or middle grades licensure, the academic major may be in General Mathematics, General Science or Social Studies. For secondary licensure the academic major may be in English, History, Biology, Chemistry, Mathematics or Political Science (Government). An Arts or Music major can support both elementary and secondary licensure. The division also offers a major in Early Childhood Education as well as in Special Education (Modified) leading to the Bachelor of Science in Education.

**Division of Fine Arts and Humanities.** This division with areas of study in Art, English, Humanities, French, Spanish, Music, Philosophy and Religion, offers majors in Art, English, Humanities and Music, all leading to the Bachelor of Arts degree. Licensure in secondary education may be completed along with the specified major programs. In collaboration with the Division of Education, certification is offered in English and Art for secondary education.

**Division of Natural Science, Mathematics and Computer Science.** This division, with areas of study in Biology, Chemistry, Computer Science, Information Technology, Mathematics, Natural Science and Physics, offers majors in Biology, Chemistry, Computer Science and Information Technology and Mathematics all leading to the Bachelor of Science degree. In collaboration with the Division of Education, certification is offered in Biology, Chemistry and Mathematics for secondary education, as well as General Mathematics and General Science for certification in elementary and/or middle grades education.

**Division of Social and Behavioral Sciences.** This division, with areas of study in African and African-American Studies, Criminal Justice, Geography, History, Political Science, Psychology, Social Studies, Social Work and Sociology, offers majors in: Criminal Justice, History, Political Science (Government), Social Science, Social Studies, Sociology, Social Work and Urban Leadership and Social Justice. Majors in Criminal Justice, Social Studies and Social Work lead to the Bachelor of Science degree. Majors in History, Political Science (Government), Social Science, Sociology, and Urban Leadership and Social Justice lead to the Bachelor of Arts degree. In collaboration with the Division of Education, certification is offered in History and Political Science (Government) for secondary education as well as Social Studies for certification in elementary and/or middle grades education.



**Majors and Minors.** Majors consist of 10 to 21 courses with a total of 30 to 75 credit hours. Most course work in a major will fall within a single area of study but supporting courses from related areas, termed cognate courses, may also be required. Three interdisciplinary majors in Humanities, Social Science and Criminal Justice each require substantial work in several areas. A minor may be earned by completing 15-30 hours of work in that and related areas. The twenty-two majors, the degree earned, and the minors offered at LeMoyne-Owen College are:

**Majors (and minors where offered):**

Art, major (B.A.) and minor  
Biology, major (B.S.) and minor  
Business Administration, major (B.B.A.) and minor  
Chemistry, major (B.S.) and minor  
Early Childhood Education major (B.S.)  
Computer Science, major (B.S.) and minor  
Criminal Justice, interdisciplinary major (B.A.)  
English, major (B.A.) and minor  
History, major (B.A.) and minor  
Humanities, interdisciplinary major (B.A.)  
Information Technology, major (B.S.) and minor  
Journalism and Mass Communication (B.A.)  
Mathematics, major (B.S.) and minor  
Music, major (B.A.) and minor  
Political Science, major (B.A.) and minor  
Social Science, interdisciplinary major (B.A.)  
Social Work, major (B.S.)  
Sociology, major (B.A.) and minor  
Special Education, major (B.S.)  
Teacher Education General Mathematics, major (B.S.) and minor  
Teacher Education General Science, major (B.S.) and minor  
Teacher Education Social Studies, interdisciplinary major (B.S.) minor  
Urban Leadership and Social Justice, major (B.A.)

**Minors are offered in:**

African and African American Studies  
Graphic Arts  
History  
Economics  
Journalism and Mass Communications  
Political Science  
Psychology  
Public Health  
Sociology

**Courses of study leading to teacher licensure are offered in:**

Arts (Visual)  
Biology  
Chemistry

Early Childhood Education  
 English  
 History  
 Mathematics  
 Music (Vocal/General)  
 Political Science (Government)  
 Social Studies  
 Special Education (Modified)General Mathematics  
 General Science

## THE GENERAL AND LIBERAL ARTS CORE REQUIREMENTS

LeMoyne-Owen College is proud of its heritage as a liberal arts college, an institution of higher learning which seeks to promote knowledge and wisdom as well as specific skills in its students. This tradition finds its expression in a series of interdisciplinary Core Courses that are required for graduation.

This Core Curriculum offers all students an opportunity to develop their full academic potential, beginning with basic Core I courses that build competencies needed to succeed in more advanced college level work. Entering students take placement exams to determine which Core I courses may be needed.

**Core I** – These courses emphasize basic verbal skills and critical thinking. Placement exams help place entering students in the appropriate Core I course. Core I courses are counted as part of the course load and their grades are included in the calculation of the grade point average. However, their credit hours do not count toward graduation or toward the granting of College Honors. Students must achieve a minimum grade of C in Core I courses in order to progress to Core II. Core I courses may be repeated up to two times in order to achieve a C. Students who fail to achieve a C after three attempts will be dismissed from the College. The dismissal may be appealed.

English	010	College Writing I (3)
Reading	015	College Reading I (3)
English	011	College Writing II (3)
Reading	016	College Reading II (3)
Mathematics	011	Developmental Mathematics (3)

**Core I** was revised in early 1998. Students entering LeMoyne-Owen in the Fall of 1998 or thereafter will follow the new Core II requirements listed below. Core I and II courses are listed below and under the appropriate area of study, with full descriptions.

**Core II** courses are taken by all students. They provide the common experience that defines a LeMoyne-Owen liberal arts education. Core II consists of the Freshman Seminar and 14 interdisciplinary courses in mathematics, natural and computer science, literature and the humanities, African and African-American heritage, the social and behavioral sciences, and physical fitness.

**Core II** is designed to provide all students with the knowledge and skills needed for a fulfilled life as a citizen, professional, and lifelong learner.

**Core II** - The courses in Core II make up 42 credit hours, 38 semester hours in different areas of study and 4 in the Freshman Seminar. Each Core II course is a graduation requirement. Six (6) of these courses must be passed with a grade of C or better to count toward graduation or to serve as prerequisites. The six are: English 111, 112 and 205, Mathematics 110 and 130 or Math 145, and Computer Science (or Business Administration) 118.

Core II courses may be repeated up to two times in order to achieve a passing grade (see Financial Aid rules). Students who fail to achieve a passing grade after three attempts will be dismissed from the College. The dismissal may be appealed.

Freshman Seminar, FRSM 101-102, is taken by all new students in the fall semester (2 semester hours) and spring semester (2 semester hour) of their first year at the College. Transfer students with fewer than twenty-eight transferable credits in the CORE curriculum are also required to take Freshman Seminar.

### **Core II courses**

Computer Science 118 - Introduction to Microcomputers (3)

English 111 - English Communications I (3)

English 112 - English Communications II (3)

English 205 - Human Literary Heritage (3)

FRSM 101 - Freshman Seminar I - Fall (2)

FRSM 102 - Freshman Seminar II- Spring (2)

History 221 - Introduction to African American History I (3)

Humanities 211 - The Awakening World (3)

Humanities 212 - The Global Village (3)

Natural Science 110 - Biological Science (3)

Natural Science 112 - Physical Science (3)

Mathematics 110 – Concepts of Algebra (3)

Mathematics 130 - College Algebra (3)

or

Mathematics 145 - Pre-calculus (3)

Social Science 111 - Introduction to Power & Society (3)

Health, Fitness/Wellness 129 - Lifetime Fitness (1)

Health, Fitness/Wellness (HLFW) Course - Activity Elective (1)

Each major area requires a Capstone course (460), a class designed to help students integrate their mastery of the discipline with the knowledge base and competencies developed through the Core curriculum. Some majors also require a pre-capstone course, and/or a series of capstone courses, so the number of hours varies according to the programs.

The Capstone courses are considered a culminating experience of the Core as well as of the major.

## College Competencies

LeMoyne-Owen graduates should be able to

1. think creatively, critically, logically, and analytically using both quantitative and qualitative methods for solving problems
2. communicate effectively (listen, speak, read and write) on formal and informal levels
3. distinguish, clarify and refine personal values for the attainment of richer self-perception and relate those values to the value systems of others
4. appreciate, understand and know the foundations of the Afrocentric perspective
5. appreciate, understand and know the foundations of diverse cultures in the context of a global community
6. appreciate, understand, and know and pursue the principles, method and subject matter which underlie the major discipline
7. accept social responsibility and provide service to humankind
8. maintain literacy for the understanding of the impact of science and technology on individuals, society and the environment
9. attain motivational, personal management and interpersonal skills, professional development and research experience, as well as resourcefulness that will form the basis for a career and/or further educational experiences
10. attain critical skills, frame of reference and understanding to appreciate and discriminate artistic achievement

## THE CURRICULUM

This section includes all courses currently offered at LeMoyne-Owen College listed under the appropriate area of study. Updated course lists are published before the beginning of each semester.

The Areas of Study are listed alphabetically in this section; each lists the faculty who are appointed in that area, the requirements for the majors and/or minors in that area, and the courses offered in that area. LeMoyne-Owen uses a three-digit course number, coded as follows:

100 Level: Basic college and introductory level courses generally taken by For first year students

200 Level: Introductory and fundamental courses in disciplines generally taken in a second year

300 Level: Major level courses

400 Level: Senior year culminating courses with in depth application to the discipline

### Areas of Study

Academic Intervention Management	Humanities
Accounting	Information Technology
ADCP	Language Arts
African/African American Studies	Journalism and Mass Communications
American Humanics	Mathematics
Art	Music
Biology	Natural Science
Business Administration	Philosophy
Chemistry	Physics
Early Childhood Education	Political Science
Computer Science	Psychology
Criminal Justice	Public Health
DuBois Scholar's Program	Reading
Economics	Religion
Education	Service Learning
English	Social Science
French	Social Studies
Freshman Seminar	Social Work
General Mathematics	Sociology
General Science	Spanish
Geography	Special Education
Health and Fitness/Wellness	Speech and Drama
History	Speech and Drama
	Urban Leadership and Social Justice

## **Academic Intervention Management (AIM)/Retention**

Academic Intervention Management is a retention program designed to reduce the attrition rate of students on academic probation. Special academic counseling is provided to identify and resolve difficulties which led to deficiency. AIM/Retention also includes a course required of those students who are on academic probation and/or whose cumulative GPA fall below 2.0.

### **AIMR 010 Academic Intervention Management/Retention (1)**

This course is designed as a supportive measure for students on academic probation to help them attain Academic Good Standing. Successful completion of the course means continued matriculation at LeMoyne-Owen in accordance with the academic standards of the College as articulated in the latest handbook. Failure to complete successfully this course will be grounds for academic suspension. Enrollment is limited to students on academic probation or others as directed by the Academic Standards or Admissions Review Committee. (Fall and Spring)

## **ACCOUNTING**

### **Faculty**

Austin Emeagwai, Assistant Professor of Business Administration. C.P.A.; B.S., Southeastern Oklahoma State University; M.B.A., Southeastern Louisiana University; Ph.D., Jackson State University

H. B. Rajendra, Associate Professor of Business Administration. B. Comm., University of Mysore; M. Comm., Karnatak University; M.B.A., University of Mississippi

### **Requirements for the Bachelor of Business Administration degree with an accounting concentration.**

Degree requirements were revised in Spring 2010. Students seeking admission to the division after Spring 2010 will follow the new degree requirements listed below. Those formally admitted to the division prior to Spring 2010 will follow the old requirements. See the applicable catalog or consult with a divisional advisor for those requirements.

The Business Administration degree for accounting concentrators requires 54 semester hours of Business Core courses and 21 additional semester hours from the accounting concentration area. Students must pass all concentration courses with a C or higher.

### **Required Core Business Courses for Accounting**

See business core course descriptions in the Division of Business and Economic Development section.

Business Core Lower Level (27 hours):

BUAD 103	Introduction to Business
BUAD 130	Financial Mathematics
ACTG 201	Principles of Accounting I
ACTG 202	Principles of Accounting II
BUAD 220	Business Communication
BUAD 225	Business Law

ECON 203    Microeconomic Principles  
ECON 204    Macroeconomic Principles  
ECON 263    Statistics

Business Core Upper Level (27 hours):

ACTG 300    Managerial Accounting  
BUAD 305    Principles of Management  
BUAD 306    Principles of Marketing  
BUAD 307    Human Resource Management  
BUAD 340    Principles of Finance  
BUAD 350    International Business  
BUAD 380    Internship  
BUAD 457    Capstone I  
BUAD 460    Capstone II

International Business (3 hours):

(Courses generally taken in junior or senior year.)

BUAD 450    International Business (Fall)

or

ECON 350    International Trade and Finance (Spring)

or

Any Special Studies Course in Business Administration with an International Business Content

### **Requirements for a concentration in Accounting**

All core business courses, 54 credit hours, plus all seven courses (21 hours) listed below:

ACTG 301    Intermediate Accounting I  
ACTG 302    Intermediate Accounting II  
ACTG 303    Cost Accounting  
ACTG 402    Advanced Accounting  
ACCT 411    Auditing I  
ACCT 414    Tax Accounting  
ACTG 416    Accounting Theory & Research

### **Suggested electives**

BUAD 342    Corporate Finance  
BUAD 438    Bloomberg II  
ACTG 412    Auditing II  
ACTG 415    Corporate Tax Accounting

Although not required, all Accounting concentration students are urged to take PHIL 311 in their junior year. Students who plan careers in public accounting are advised to take Math 145 and one semester of calculus.

## **CPA Exam**

The State of Tennessee requires completion of at least 150 credit hours of college work including at least a baccalaureate degree to sit for the CPA exam. The additional 30 credit hours (beyond the 120 credit hours required for the LeMoyne-Owen degree) can be earned in graduate or undergraduate courses in any field. The 150 hours must include 24 semester hours of accounting courses and 24 semester hours of business courses. Additional information on CPA certification may be obtained at [www.state.tn.us/commerce/tnsba](http://www.state.tn.us/commerce/tnsba). For more information on careers in accounting go to [www.nabainc.org](http://www.nabainc.org).

## **ACCOUNTING COURSES**

### **ACTG 201 Principles of Accounting I (3)**

This is an introductory course in accounting covering the accounting cycle of business organizations. Its focus is the preparation of financial statements. Prerequisites: MATH 111, 112. (Fall and Spring)

### **ACTG 202 Principles of Accounting II (3)**

This is a continuation of ACCT 201 covering the elements of the balance sheet (for example, cash, receivables, and inventory). Prerequisites: ACCT 201 with a grade of C or higher. (Fall and Spring)

### **ACTG 300 Managerial Accounting (formerly ACCT 307) (3)**

This course covers uses of accounting information for managerial control. Topics studied include cost definition, accumulation, and allocation, budgeting, breakeven analysis, and variance analysis. Not open to accounting majors. Prerequisites: ACCT 202. Fall.

### **ACTG 301 Intermediate Accounting I (3)**

This is the bedrock accounting course in the accounting concentration. It reviews the accounting cycle and begins the detailed examination of the elements of the financial statements beginning with the balance sheet's current assets classification. Prerequisites: ACCT 202 with a grade of C or higher. Fall.

### **ACTG 302 Intermediate Accounting II (3)**

This is a continuation of ACCT 301. The detailed examination of the elements of the financial statements continues beginning with the balance sheet's plant and equipment classification. Prerequisite: ACCT 301. (Spring)

### **ACTG 303 Cost Accounting (3)**

This course is a study of cost systems, including job order costing, process costing, and standard costing. It emphasizes cost accumulation and internal uses of accounting information rather than financial statement preparation. This course may be substituted for ACCT 307 for those not concentrating in accounting. Prerequisite: ACCT 202. (Spring)

### **ACTG 305 International Accounting (3)**

This course examines the convergence of General Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS). Planning, accounting and control for multinational enterprises (MNE's) will be covered.



ACTG330 Current Issues in Accounting (1-3)

This course covers current topics in accounting. This course will involve reading and research utilizing online resources and business/accounting periodicals. Prerequisite: ACCT 201 and ECON 203. (As Needed).

ACTG 402 Advanced Accounting (3)

This course covers partnerships, business combinations, consolidated statements, insolvency, and current trends in financial reporting. Prerequisite: ACCT 302. Note: Not offered in 2002-03.

ACTG 405 Advanced Accounting Computer Applications (3)

This course includes advanced techniques for use of computer application packages, an in-depth study of accounting systems design, and financial analysis and presentation of applications of current, and future interest of benefit to the accounting profession. An independent project using microcomputers is required. Prerequisites: COSI 118 and senior standing. (Spring)

ACTG 411 Auditing I (3)

This course is a study of the standards and the procedures used in attestation for various kinds of data. Accounting financial statements are used as examples. Prerequisite: ACCT 302 and ACCT 303. Fall.

ACTG 412 Auditing II (3)

This course deals with auditing theory, standards and procedures, current trends, and the study of AICPA releases pertaining to auditing. Prerequisite: ACCT 411. Note: Not offered in 2002-03.

ACTG 414 Tax Accounting (3)

This course involves the study of federal income tax laws and their effect on individual income. Prerequisite: ACCT 301. (Spring)

ACTG 415 Corporate Tax Accounting (3)

This course is a continuation of ACCT 414 with further study of tax problems of corporations. Note: Not offered in 2002-03.

ACTG 416 Accounting Theory and Research (3)

This course is a study of the framework of ideas, concepts, and principles, which make up the body of knowledge of accounting theory. Open to senior students only. Students will register for BUAD 460. Prerequisite: ACCT 302 and 303 and at least one 400 level accounting course, which can be taken concurrently. Note: Not offered in 2002-03.

ACTG 451 Special Studies in Accounting I and II (1 to 6 hours)

These are courses with variable content that take advantage of resources not regularly available. Note that ACCT 451 may be repeated for credit as topics vary. The student's transcript will record the specific topic covered in the course. Prerequisite: Permission of instructor. Fall.

ACTG 452 Special Studies in Accounting I and II (1 to 6 hours)

These are courses with variable content that take advantage of resources not regularly available. Note that ACCT 452 may be repeated for credit as topics vary. The student's transcript will record the specific topic covered in the course. Prerequisite: Permission of instructor. (Spring)

## **ACCELERATED DEGREE COMPLETION PROGRAM**

### **Faculty**

Muhammad Anwar, Professor of Business. M.S., New Jersey Institute of Technology; M.S., State University of New York at Buffalo; Ph.D., State University of New York at Buffalo

Katherine Williams Causey, Assistant Professor of Business Administration and Chair, Division of Business and Economic Development. B.S., Southern University; M.S., Troy University; Ph.D. Argosy University

Austin Emeagwai, Assistant Professor of Business Administration. C.P.A.; B.S., Southeastern Oklahoma State University; M.B.A., Southeastern Louisiana University; Ph.D., Jackson State University

Marian Hart, Director of ADCP, Instructor of Business. B.B.A., LeMoyne-Owen College, M.B.A., Bethel University

Reoungeneria McFarland, Assistant Professor of Business Administration. B.B.A., M.S., M.B.A., University of Memphis

H. B. Rajendra, Associate Professor of Business Administration. B. Comm., University of Mysore; M. Comm., Karnatak University; M.B.A., University of Mississippi

Kusum Singh, Assistant Professor of Economics. B.A., Randolph-Macon Woman's College; M.S., University of Kentucky; Ph.D., University of Kentucky;

### **Degree**

The Accelerated Degree Completion Program is an adult degree completion program offered through the Division of Business and Economic Development that leads to the degree Bachelor of Business Administration (B.B.A.) with a concentration in Management or concentrations in Management and Finance. The program is designed to meet the needs of working adults who are typically employed full-time and are highly committed to completing their degrees. Accelerated Degree Completion Program students share a common educational goal and contribute their diverse individual experiences to the learning process. Students accepted into this program must have completed a substantial number of semester hours in an accredited post-secondary program. Additionally, they must have reached the age of 25 and have worked for three years. After admission to the college as a transfer student, potential Accelerated Degree Completion Program students may apply for acceptance into the program. (See the section on transfer students.)

### **Curriculum**

The curriculum consists of fifteen (15) interlocking courses offered over three six-month terms. Cohort groups are formed to start Accelerated Degree Completion Program terms in January and July each year. Program acceptance requires substantial completion of general academic and elective course work at an accredited institution, which usually represents a minimum of 45 semester credit hours. Accelerated Degree Completion Program students may earn up to fifteen (15) semester credit hours through Credit for Prior Learning. See the Credit for Prior Learning section for a

complete description. In earning their degrees, Accelerated Degree Completion Program students must meet all of the College's regular graduation requirements.

### **Requirements**

In the first semester of work, Accelerated Degree Completion Program students will develop a professional portfolio, including a complete program of study developed by their Program advisor. Due to the accelerated pace of the program, all students enrolled in the Program are required to have an active e-mail address. Students also are encouraged to participate in the Business Students' Association.

### **Requirements for the Accelerated Degree with a Concentration in Management**

All college Core II courses are required except FRSM 101 and 102, HFLW 129 and Activity Course (36 hours); electives (including transfer credits) (39 hours); and Accelerated Degree Completion Program courses (45 hours) listed below collectively totaling 120 hours.

#### Semester 1

ADCP 303	Career Education and Skills Seminar
ADCP 308	Organizational communication
ADCP 360	Introduction to Business Research Writing
ADCP 313	Principles of Financial Accounting
ADCP 309	Managerial Economics

#### Semester 2

ADCP 321	Management Theory
ADCP 335	Managerial Marketing
ADCP 345	Human Resource Management
ADCP 356	Business Statistics
ADCP 457	Capstone Project I

#### Semester 3

ADCP 413	Managerial Accounting in Business
ADCP 420	Legal Environment
ADCP 445	Labor Relations and Negotiating Skills
ADCP 450	The Global Business Environment
ADCP 460	Capstone Project II

### **Requirements for the Accelerated Degree with Concentrations in Management, Finance and Supply Chain Management**

All college Core II courses are required except FRSM 101 and 102, HFLW 129 and Activity Course (36 hours); electives (including transfer credits) (39 hours); and Accelerated Degree Completion Program courses for a concentration in management (45 hours) listed above and fifteen (15) hours of courses in finance and supply chain listed below, collectively totaling 135 hours.

Semester 4 – Finance:

ADCF 310 Introduction to Financial Management

ADCF 314 Corporation Finance

ADCF 406 Investments

ADCF 457 Seminar in Business Finance

ADCF 455 Strategic Financial Management

Semester 4 Supply Chain:

ADSC 407 Intro to Supply Chain 3 Fall/Spring

ADSC 409 Transportation/Logistics 3 Fall/Spring

ADSC 411 Warehouse Operations 3 Fall/Spring

ADSC 415 Contract Law & Negotiations 3 Fall/Spring

ADSC 417 Total Quality Management 3 Fall/Spring

ADSC 419 International Logistics 3 Fall/Spring

ADSC 421 Supply Chain Leadership-e 3 Fall/Spring

ADSC 423 Value Analysis/Value Engineering 3 Fall/Spring

ADSC 425 APICS-e 3 Fall/Spring

Note: The first five courses are required for the supply chain track, however students will have the option to take additional courses.

### ACCELERATED DEGREE COMPLETION PROGRAM COURSES

*(Note: Course is only open to students enrolled in the Accelerated Degree Completion Program-Business unless approved by the division chair.)*

### ELECTIVE COURSES

ADCP 213 Budget Accounting (3)

This course will introduce the major requirements of Governmental Accounting Standards Board (GASB), a review of Government Auditing Standards (GAS), and the Single Audit Act for state and local governments. This course will examine the distinction between profit versus non-profit organizations and local government. Encumbrances will also be reviewed (future commitments of resources prior to an actual expenditure. Fall/Spring Prerequisites: None

ADCP 219 Faith-Based Leadership and Administration (3)

This course focuses on the administration/management, leadership, and organizational structures designed to enhance the quality of faith-based organizations. The course will identify “best practices” for leading faith-based organizations and will utilize the systems organization theory to assist faith-based organizations in realizing their potential. Fall/Spring Prerequisites: None

ADCP 225 Personal Finance (3) This course is designed to allow students to manage money effectively on a personal basis. Topics covered include financial starting points, budgeting, principles of insurance, consumer credit, investment principles, buying and selling stocks and bonds, retirement, and estate transferral; also open to non-business majors.

ADCP 228 Ethics (3)

This course is an introduction to basic types of ethical theories and applications to decision making. It identifies moral issues involved in business management and examines the interaction between organizations and the larger social/political system in which it operates. It acquaints the student with the social responsibilities of business decision making. Fall/Spring Prerequisites: None

ADCP 301 Group Process (3) (formerly ADCP 210)

This course deals with group behavior and how group functioning affects organizational effectiveness. The emphasis is on decision-making and conflict resolution groups. Student in this course develop strategies for efficient and productive group management and consider which tasks are best handled by groups or by individuals.

ADCP 302 Career and Life Assessment (3) (formerly ADCP 320)

Career patterns are reviewed and analyzed, and goals assessed through exercises and activities. Theories about life development and life stages are explored. Future trends are examined in relationship to changing lifestyles. Students prepare a portfolio of professional experiences that involve college level learning.

ADCP 333 Leadership within the Organization (3) (formerly ADCP 330)

Students examine the formal and informal functions of leadership in an organization and analyze an agency or other organization based on a systems model. Students analyze organizational problems using a formal step by step method. The work in this course is applied to the senior thesis.

ADCP 440 Ethical Issues in Leadership

This course focuses on values, both social and personal. It is designed to help students identify the value systems they and others possess, to understand the world views from which they arise, and to explore the practical implications of these value systems, particularly in the area of business. *Note:*

BUAD 251 and

BUAD 252 Special Studies in Business Administration (1-3)

(See description under Division of Business and Economic Development listing.)

BUAD 399 Business Administration Co-op Experience (3)

(See description under Division of Business and Economic Development listing.)

BUAD 451 and

BUAD 452 Special Studies in Business Administration (1 to 3)

(See description under Division of Business and Economic Development listing.)

BUAD 499 Business Administration Co-op Experience (3)

(See description under Division of Business and Economic Development listing.)

SVLG 300 Introduction to Nonprofit Sector/Philanthropy (3)

(See description under Service Learning listing.)

SVLG 301 Fundraising Principles and Practices (3)

(See description under Service Learning listing.)

SVLG 316 Nonprofit Business Institute (3)  
(See description under Service Learning listing.)

## **FINANCE COHORT**

ADCF 218 Advanced Microcomputer Applications to Business (3)  
This course will provide students with advanced applications in Microsoft Excel geared toward courses in finance. Prerequisites: COSI 118 or permission of the instructor.

ADCF 300 Introduction to Financial Management (3) (formerly ADCF 310 Financial Markets)  
This is an introductory course in finance. The course considers markets in which funds are traded, the institutions that participate and facilitate the flow of funds, and the principles and concepts of financial management needed for making sound decisions. Prerequisites: Permission of the division chair or ADCF coordinator. Fall and Spring.

ADCF 314 Corporation Finance (3) (formerly ADCF 314 Corporate Finance)  
This course is concerned with the tools of financial analysis. Topics include financial statement analysis, forecasting, cash flow analysis, current asset management, capital structure, and capital budgeting. Prerequisites: ADCF 300. Fall and Spring.

ADCF 400 Investments (3) (formerly ADCF 406)  
This course covers the use of analytical techniques to evaluate investment opportunities. The course addresses available investment instruments and considers the ways capital markets currently work; provides a consideration of ways for evaluating current investments and futures in the financial market. Prerequisites: ADCF 320. Fall and Spring.

ADCF 455 Strategic Financial Management (formerly ADCF 403/455 Cases in Financial Management (3)  
This course utilizes the case method and basic tools of corporation finance for integrated topics in finance. The course embraces liquidity planning, profit control, debt capacity, the cost of capital, and an analysis of the concept of leverage as applied to source of funds. This course is recommended for finance concentrators. Prerequisite: ADCF 457 or permission of instructor. Fall and Spring.

ADCF 457 Seminar in Business Finance (formerly BUAD 451/452 Seminar in Finance)  
This course utilizes periodicals, online resources, and guest speakers to focus on current topics in finance. Students are given an opportunity to apply principles previously learned and to prepare for final case studies and projects in ADCF 460. This course is recommended for finance concentrators. Prerequisite: ADCF 400 or permission of instructor. Fall and Spring.

## MANAGEMENT COHORT

### ADCP 303 Career Education and Skills Seminar (3) (formerly ADCP 303)

This introductory course in the Accelerated Degree Completion Program provides students with a detailed overview of the program in which career patterns are reviewed, future trends are examined, and goals assessed through exercises and activities. Students will prepare a portfolio of professional learning experiences. Fall and Spring.

### ADCP 308 Organizational Communications (3) (formerly ADCP 311 Business Communication)

This course is concerned with professional writing and oral presentation in a business environment. Heavy emphasis is placed on the writing and oral presentation of business letters, memoranda, reports, and executive summaries. Students receive instruction and feedback on preparing for a presentation, content and use of visual aids and technology; effective delivery, handling of questions and criticisms. Students will be given group projects to help to improve their ability to interact within small groups. Fall and Spring.

### ADCP 309 Managerial Economics (3) (formerly ADCP 310 Applied Economic Principles)

This course provides an overview of basic economic principles and their application to a single business unit. Some case studies are used. Fall and Spring.

### ADCP 313 Principles of Financial Accounting (3)

This course covers the principles of financial accounting focusing more on the interpretation of reports rather than the preparation of reports. Fall and Spring.

### ADCP 321 Management Theory (3) (formerly ADCP 305 Principles of Management)

This course is concerned with the management functions and tasks that are common to all organizations. Topics to be covered include: schools of management thought, planning, organization, control, motivation, work groups, leadership, organization change, managerial decision-making and information systems. Fall and Spring.

### ADCP 335 Managerial Marketing (3) (formerly ADCP 306 Principles of Marketing)

This course emphasizes the marketing function in the aggregate economy. Topics include: marketing principles; interpreting the consumer behavior in light of culture; values and social norms in buying and selling; marketing theories and their applications in the business world; and selected case-studies and discussion. Fall and Spring.

### ADCP 345 Human Resource Management (3) (formerly ADCP 315)

This course is designed to cover issues concerning human resource management. Students will be taught the theory and application of current human resource management topics. Topics include staffing, performance appraisal, training, compensation, legal issues, and other programs for organization. Fall and Spring.

### ADCP 356 Business Statistics (3) (formerly ADCP 362 Statistics I)

This course is intended for students majoring in accounting, business administration and economics. The course covers methods of collecting, analyzing, and presenting data. It includes computation of measures of central tendency and variation, regression, correlation, and time series analysis. Fall and Spring.

ADCP 360 Introduction to Business Research (3) (formerly ADCP 312 Research Writing)  
This course focuses on the basics of research writing including the research process, using the library, reading for research, evaluating and using evidence, and Internet resources. This provides the foundation for the senior capstone project. Students have to do a substantial amount of work outside the class extending into the next semester. Fall and Spring.

ADCP 413 Managerial Accounting in Business (3) (formerly ADCP 307 Managerial Accounting)  
This course covers the study of accounting as it relates to managerial control. Topic studies include financial statement analysis, cost control, budgeting and quantitative accounting techniques for decision-making in management. Fall and Spring.

ADCP 420 Business Legal Environment (3) (formerly ADCP 301 Business Law)  
This course is designed to acquaint students with principles of law involved in ordinary business transactions with special emphasis on general contracts, negotiable instruments and bailments, real and personal property, deeds, mortgages, torts, sales, and insurance. Fall and Spring.

ADCP 445 Labor Relations and Negotiating Skills (3) (formerly ADCP 340)  
This course examines negotiations as a skill used by all managers and executives. Collective bargaining is used to explore dynamics, leverage and tactics in the process of reaching agreement without giving in to opponents. Specific emphasis is given to styles of behavioral and persuasion used by negotiators. Topics include history of labor relations, current trends in collective bargaining, characteristics of effective negotiator, phases of bargaining, and techniques for impasse. Fall and Spring.

ADCP 450 The Global Business Environment (3) (formerly ADCP 350 The Global Economy and International Business)  
This course deals with the world economic environment in which international business operations take place. The topics covered include the nature and scope of international business, the rationale for international trade policies, and the problems and issues facing the multinational corporation today. Fall and Spring.

ADCP 457 Capstone Project I (3) (formerly ADCP 455)  
The senior capstone is the most challenging part of the program. Each student engages in a research project addressing a problem related to his/her work or area of interest. Students will complete extensive secondary research for topics defined in ADCP360. Fall and Spring.

ADCP 460 Capstone Project II (3) (formerly ADCP 456)  
This course is the continuation of ADCP 457 and the culmination of the process begun in ADCP 3602 Research Writing. Students will complete extensive primary research for topics further refined in ADCP 457. The completed project will be turn in to the capstone coordinator and an in class presentation will be completed to the class. Fall and Spring.



## SUPPLY CHAIN COHORT

Prerequisites: Fifteen hours in management or completion of ADCP management curriculum (Semesters 1 through 3) or completion of a degree in management or business administration.

ADSC 407 Introduction to Supply Chain Management. (3) Introduces the interrelationships and integrates the supply chain functions across all entities at execution, operational and strategic levels. This course provides an overview of the entire supply chain planning process. This course also introduces the essential concepts and components of the physical distributions and standardization as elements of the total supply chain. Prerequisite: Approval from ADCP Coordinator or Division Chair. Fall/Spring

ADSC 409 Transportation/Logistics. (3) This course will introduce the role of logistics and transportation planning in the supply chain as a whole. Provides an overview of the key elements and components of logistics as well as the different logistic channels and the implications of different competitive positions. Topics will also include transportation routing and scheduling, the integration of transportation strategy with supply chain strategy. Prerequisite: ADSC 407 and Approval from ADCP Coordinator or Division Chair. Fall/Spring

ADSC 411 Warehouse Operations. (3) This course will introduce basic inventory concepts to include inventory fulfillment, managing inventory, and inventory performance metrics. Topics to include are distribution, hazmat, household goods, warehouse processes, metric theory, storage and retrieval, tracking and returns management. Prerequisite: ADSC 407 and Approval from ADCP Coordinator or Division Chair Fall/Spring

ADSC 415 Contract Law and Negotiations. (3) This course examines the basic elements of an agreement, identifying contracting considerations, contract performance and rights in contract relationships. Also identifies responsibilities, obligations and defenses to performance, warranties and product liability, introduction to the negotiation process and conducting the negotiation. Prerequisite: ADSC 407 and Approval from ADCP Coordinator or Division Chair. Fall/Spring

ADSC 417 Total Quality Management. (3) This course provides the framework for optimum quality, specifications and supplier certification. The course will review fundamentals of quality. Course will also address the manufacturing resource planning process to include system characteristics, planning hierarchy, and assessment. Prerequisite: ADSC 407 and Approval from ADCP Coordinator or Division Chair. Fall/Spring

ADSC 419 Overview of International Logistics. (3) An overview of global supply chain management and international logistics. Review the major forces and trends impacting global supply chains. Prerequisite: ADSC 407 and Approval from ADCP Coordinator or Division Chair. Fall/Spring

ADSC 421 Supply Chain Leadership. (3) Course examines how companies determine competitive advantage from their supply chains. Course is designed as a research project to observe the today's and tomorrow's leaders and the growing industry impact of supply chain excellence. Prerequisite: ADSC 407 and Approval from ADCP Coordinator or Division Chair. Fall/Spring

ADSC 423 Value Analysis/Value Engineering. (3) Course identifies lower-cost product and service designs. Course describes the principles, evaluation and decision making components of value analysis and value engineering. Prerequisite: ADSC 407 and Approval from ADCP Coordinator or Division Chair. Fall/Spring

ADSC 425 APICS (Advancing Productivity, Innovation and Competitive Success).(3) Introduction of certification requirements for Production/Inventory Management and Supply Chain Management. Prerequisite: ADSC 407 and Approval from ADCP Coordinator or Division Chair. Fall/Spring

## **AFRICAN AND AFRICAN AMERICAN STUDIES**

### **Faculty**

Femi I. Ajanaku, Bonnie and Chapman Smith Professor in the Social Sciences and Director of the Center for African and African American Studies. B.A., University of Memphis; M.S., Ph.D., Howard University

### **African American Studies minor**

The African American Studies minor requires 18 hours of credit from the following courses:

## **AFRICAN AND AFRICAN AMERICAN STUDIES COURSES**

ARTS 212 Basic Drawing I(3)  
(see description under Art listing)

ARTS 310 Art History I(3)  
(see description under Art listing)

ARTS 312 Beginning Painting (3)  
(See description under Art listing)

ENGL 309 African American Literature I (3)  
(See description under English listing)

ENGL 310 African American Literature II (3)  
(See description under English listing)

ENGL 403 Special Topics in African American Literature (3)  
(See description under English listing)

HIST 222 Introduction to African American History II (3)  
(See description under History listing)

HIST 307 History of Modern Africa (3)  
(See description under History listing)

HIST 308 Blacks in U.S. History before 1865 (3)  
(See description under History listing)

HIST 309 History and Culture of Africa (3)  
(See description under History listing)

HIST 310 Blacks in U.S. History since 1865 (3)  
(See description under History listing)

HIST 352 Readings in the History of Black Americans (3)  
(See description under History listing)

MUHI 308 Survey of African-American Music (3)  
(See description under Music listing)

MUHI 329 Black Women Composers (3)  
(See description under Music listing)

MUHI 412 History of Black Church Music (2)  
(See description under Music listing)

MUSM413 Church Seminar I  
(See description under Political Science listing)

MUSM414 Church Seminar II  
(See description under Political Science listing)

POLS 433 Black Politics (3)  
(See description under Political Science listing)

RELG 402 Black Church History (3)  
(See description under Religion listing)

SOCI 327 Gender Issues in the African American Community (3)  
(See description under Sociology listing)

SOCI 451 Special Studies in Sociology (3)  
(See description under Sociology listing)

SOWK 327 Gender Issues in the Black Community (3)  
(See description under Social Work listing)

## **AMERICAN HUMANICS/NONPROFIT MANAGEMENT PROGRAM**

### **Faculty**

Femi I. Ajanaku, The Bonnie and Chapman Smith Professor in the Social Sciences, and Director of the Center for African and African American Studies. B.A., University of Memphis; M.A., PhD., Howard University

Damita Dandridge, Assistant Professor of Political Science, Campus/Executive Director of American Humanics and Service Learning Coordinator. B.A., LeMoyne-Owen College; J.D., Thurgood Marshall School of Law, Texas Southern University

Patrick Dandridge, Adjunct Professor, B.A., Georgetown University; JD., Georgetown University

Reginald Bernard, Adjunct Professor, B.A., Tennessee State University, M.P.A., University of Memphis

### **Program**

American Humanics is an alliance of colleges, universities and nonprofits preparing undergraduates for entry-level management careers with youth and human service organizations. The College is affiliated with the American Humanics Program in Nonprofit Organizations. The American Humanics program leads to a certification in nonprofit organization management.

### **Certification**

Certification in Nonprofit Organization Management requires, in addition to the student's major, the completion of the following courses:

### **SERVICE LEARNING COURSES**

SVLG 300 Introduction to Nonprofit Sector/Philanthropy (3)  
(See description under Service Learning)

SVLG 301 Fundraising Principles and Practices (3)  
(See description under Service Learning)

SVLG 313 Nonprofit Marketing and Management (3) (not required for Business majors)  
(See description under Service Learning)

SVLG 401 Management Institute (1)  
(See description under Service Learning)

SVLG 434 Internship (9)  
(See description under Service Learning)

SVLG 388 Service Learning (1-12)

## **ART**

### **Faculty**

Philip Dotson, Professor of Art and Director of Freshmen Seminar. B.A., Jackson State College; M.F.A., University of Mississippi

Clabourne Foster, Associate Professor of Art and Chair, Division of Fine Arts and Humanities. B.S., M.A., Murray State University; M.F.A., University of Memphis

Ronald Johnson, Instructor of Art and Director of Graphic Design. B.F.A., Mississippi State University; M.F.A., University of Memphis

### Degree

The Art major leads to the Bachelor of Arts degree.

Through a paradigm of required courses, the art major embraces an array of design principles along with studio involvement and an intensive study of artistic periods, resulting in a comprehensive survey of the visual arts from prehistory to the present.

### Requirements for the Art Major

In addition to 42 credit hours of selected courses in general education, the art major requires 51 credit hours: 36 credit hours of specified art courses, 6 credit hours of elective art courses, and 9 credit hours of cognate course work.

### Required Art Courses

ARTS 100	Basic Design
ARTS 220	3-Dimensional Design
ARTS 212	Basic Drawing I
ARTS 213	Basic Drawing II
ARTS 300	Art Survey
ARTS 305	Photography
ARTS 310	Art History I
ARTS 311	Art History II
ARTS 312	Beginning Painting
ARTS 315	Beginning Sculpture
ARTS 332	History of Modern Art
ARTS 460	Senior Capstone

Elective Art Courses: 6 additional hours of 300-400 level courses are required.

### Required Cognate Courses:

HUMN 400 Research Methodology for Capstone

6 semester hours of either French or Spanish:

SPAN 101 Elementary Spanish I (3)  
SPAN 102 Elementary Spanish II (3)

or

FREN 101 Elementary French I (3)  
FREN 102 Elementary French II (3)

### **Graphic Arts Concentration**

Students who wish to follow a Graphic Arts Concentration will follow the same curriculum as designed for art majors. In addition, they will take

- ARTS 318     Typography (3)
- ARTS 321     Print Production I (3)
- ARTS 322     Pixel Imaging I (3)
- ARTS 406     Basic Computer Illustration (3)
- ARTS 407     Advanced Computer Illustration (3)
- ARTS 411     Video Editing I (3)

### **Art Minor**

To minor in Art, a student must take 21 credit hours of specified art courses. The specified courses are: ARTS 100, 212, 213, and 300.

### **Graphic Arts Minor**

To minor in graphic arts, a student must take 21 credit hours of specified art courses. The specified courses are: ARTS 100, 318, 321, 322, 407, 410, and 411.

### **Licensure / Certification to Teach Visual Arts in Grades K-12**

Students who wish to seek licensure/certification to teach visual arts at the Secondary Education level (grades 7-12) will follow the same curriculum as designed for art majors. In addition, they will take professional core, supplemental core, and appropriate elective courses in education and follow the policies established by the Division of Education Teacher Education Program..

## **ART COURSES**

### **ARTS 100 Basic Design (3)**

This course is an explanation of basic art principles, elements, and concepts with emphasis on two-dimensional and three-dimensional organizational problems. African art is studied as the foundation on which modern art's fundamental principles developed. As needed.

### **ARTS 200 Introduction to Ceramics (3)**

This course includes principles and practices in pottery making with coil, slab, and wheel methods employed. Study of various decorating and glazing processes is included. Prerequisites: ARTS 100 As needed.

### **ARTS 212 Basic Drawing I (3)**

This course is a study of the fundamentals of drawing to develop skills and freedom in creative expression. Emphasis is on historical development of drawing styles related to the African American artist in use of line, value, and development of form. As needed.

### **ARTS 213 Basic Drawing II (3)**

This course is a study of the fundamentals of drawing, in an attempt to develop skills and freedom in creative expression. Emphasis is on historical development of drawing styles as they related to the African American artist in use of line, value, and development of form. This is a continuation of ARTS 212. As needed.

ARTS 220 3-Dimensional Design (3)

This course focuses on the fundamental elements and concepts of three-dimensional design.

Prerequisite: ARTS 100. Spring

ARTS 300 Art Survey (3)

This comprehensive survey covers the visual arts from prehistory to present. Offered on an alternating basis.

ARTS 303 Professional Practices in the Graphic Arts (3)

This class emphasizes issues relevant to the graphic arts industry, including copyright law and other legal issues, ethics, pricing and marketing artwork, trade customs, and professional business practices. Prerequisite: ARTS 317. As needed.

ARTS 305 Photography (3)

This course introduces the fundamentals of digital photography with emphasis on basic photographic techniques of such imaging devices as cameras, cell phones, video cameras. Image capture is the focus of the class. Students supply their own digital camera. Spring.

ARTS 310 Art History I (3)

This course focuses on main currents in art history from prehistory to the end of the Middle Ages, including a major section on African traditional art. Prerequisite: ARTS 300 or permission of instructor. Offered on an alternating basis.

ARTS 311 Art History II (3)

This course focuses on main currents in art history from the Renaissance to the Twentieth Century. Prerequisite: ARTS 300 or permission of instructor. Offered on an alternating basis.

ARTS 312 Beginning Painting (3)

This basic studio course is offered to students interested in painting. Projects are centered around the influence of African art on Twentieth Century styles, using color and design principles. As needed.

ARTS 313 Intermediate Painting (3)

This is a continuation of ARTS 312 - focusing on individual subject matter and development of techniques As needed.

ARTS 315 Beginning Sculpture (3)

This basic studio course is for students interested in producing sculpture. Heavy concentration is given to the design principles of African art. As needed.

ARTS 316 Intermediate Sculpture (3)

This course focuses on individual sculptural problems and development of techniques. Prerequisite: ARTS 315. As needed.



### ARTS 317 Introduction to Macintosh (3)

This class highlights basic navigation in Macintosh--the desktop, mouse, keyboard, windows, menus, and dialog boxes--with a detailed examination of memory, storage, disk organization, aliases, and file operations. The Macintosh OS (operation system), font management, networking, and an overview of graphic file format are covered, as are techniques for solving common software and hardware problems. One Macintosh computer per student is assigned for the course.\* Prerequisite: Permission of Instructor. As needed.

### ARTS 318 Typography & Layout (3)

This class concentrates on the fundamentals of visual design, layout, and mechanical reproduction of printed communications. Topics include a historical overview of typography and printing, basic principles of composition, study of type and its architecture, non-digital mechanical preparation, mounting and presentation techniques, and graphic arts terminology.. Emphasis will be placed on using graphics and typography software (Adobe Illustrator) to effectively communicate through class projects, discussion, and critique. Prerequisite: Permission of Instructor. As needed.

### ARTS 320 Intermediate Ceramics (3)

This course focuses on practice in pottery making, glazing, decorating, and firing methods. Emphasis will be placed on three-dimensional design in ceramic materials. Prerequisite: ARTS 200. As needed.

### ARTS 321 Print Production I (3)

This course covers electronic prepress production of page layouts and documents. Emphasis is placed on mastering the basics of page layout--including setting up master pages, importing and formatting text, using tabs and paragraph formats, and working with imported photos and art while learning to create forms, tables and multi-column, multi-page documents. Professional typography and typesetting techniques, file management, and publishing excellence will be stressed. One Macintosh computer is assigned per student for the course.\* Prerequisite: ARTS 317

### ARTS 322 Pixel Imaging I (3)

Introduction to photographic image editing and manipulating via Adobe Photoshop. Emphasis is placed on desktop scanning basics, color correcting, electronic photo retouching, image manipulating, and , painting using channels and layers. Topics include image and output resolution, working with clipping paths and using channels and layers. Mastering selection, painting, and editing tools are a basic to this course. One Macintosh computer per student is assigned for the course.\* Prerequisites: ARTS 317

### ARTS 323 Vector Illustration I

This course introduces computer illustration using vector-based editing software. Emphasis will be placed on the creation of object-oriented graphics, line art, and technical illustration by mastering the pen tool, using tracing templates, creating and editing display type and type outlines, working with 4-color process and custom spot color, and working with layers and masks. One Macintosh computer per student is assigned for the course.\* As needed.

### ARTS 332 History of Modern Art (3)

This course focuses on the development of the visual arts in the Twentieth Century. Prerequisite: ARTS 300 or permission of instructor. Offered on an alternating basis.

ARTS 335 Imagination and Cultural Expressions in Early Childhood Classrooms (3)

In this course, students will explore the creative process through art, music, dance, and drama. The emphasis will be on the arts as communication, as a reflection of culture and history, and as a tool for integrating all aspects of the early childhood curriculum. (15-hour field experience is required). As needed.

ARTS 399 Co-Op Experience (3) As needed.

ARTS 401 Advanced Ceramics (3)

This course focuses on practice in pottery making, glaze composition, and development of contemporary ceramics. Prerequisite: ARTS 320. As needed.

ARTS 403 Advanced Painting (3)

This course focuses on advanced problems in oil and acrylic painting. Prerequisite: ARTS 313. As needed.

ARTS 405 Advanced Sculpture (3)

This course focuses on individual development of sculptural problems and techniques. Prerequisite: ARTS 316. As needed.

ARTS 406 Basic Computer Illustration (3)

An introduction to computer illustration using Adobe Illustrator. Emphasis will be placed on the creation of object-oriented graphics, line art, and technical illustration by mastering the pen tool, using tracing templates, creating and editing display type and type outlines, working with 4-color process and custom spot color, and working with layer and masks. One Macintosh computer per student is assigned for the course.\* Prerequisite: ARTS 317. As needed.

ARTS 407 Advanced Computer Illustration (3)

This course introduces advanced computer illustration techniques using skills acquired in ARTS 322 Pixel Imaging I and ARTS 323 Vector Illustration I. Students learn advanced features of Adobe Illustrator and also learn to create illustrations using a variety of programs in combination. One Macintosh computer per student is assigned for the course.\* Prerequisite: ARTS 406.

ARTS 410 Introduction to Interactive Multimedia (3)

Introduction to interactive multimedia, theory, and practice. Emphasis will be placed on conceptualizing and planning interactive multimedia projects, navigation, storyboard preparation and user interface design. Students will learn to produce graphics and animation and to edit sound and script in an interactive program using Flash, Imovie, and IDVD Software in combination with other programs. One Macintosh computer per student is assigned for the course.\* Prerequisites: ARTS 317 and ARTS 406 .

ARTS 411 Video Editing I (3)

This is an introduction to desktop post production for small- and full- screen viewing. Topics include storyboarding and preparing video and graphic images for transfer to videotape and for use in multimedia presentations. Other topics are video editing, transitions, special effects, animation, and moving typography. Students use video and still images to create QuickTime movies suitable for

use in interactive multimedia production. One Macintosh computer per student is assigned for the course.\* Pre-requisites: ARTS 406, ARTS 317.

#### ARTS 412 3D Modeling (3)

This is a course in the creation and manipulation of 3D graphics. Topics covered include the accurate visualization and representation of 3D models; positioning objects in 3-space; light & shadow; positioning of lights and cameras; rendering, creation, and application of textures; designing environments; and planning and executing in 3D. Prerequisites: ARTS 406, ARTS 317.

#### ARTS 413 Web Design (3) (formerly listed as Publishing on the Internet)

This class will cover production and placement of graphic images into electronic documents for display over the Internet. Students will be introduced to Adobe Dream Weaver Software. Students will create and load a personal web site for display over the Internet. One Macintosh computer per student is assigned for the course.\* Prerequisites ARTS 406, ARTS 317.

#### ARTS 451 Special Studies in Art (3)

This course is intended to provide flexibility in the selection of course content in utilizing resources and programs not regularly available. Student's record will indicate exact title describing content. Prerequisite: Permission of instructor. As needed.

#### ARTS 452 Special Studies in Art (3)

This course builds upon the esoteric elements developed in ARTS 451. Prerequisite: Permission of the instructor. As needed.

#### ARTS 460 Senior Capstone (3)

In this course, the student prepares work for and completes a senior exhibition as well as completes a professional resume and portfolio. The work is done under supervision of the art faculty. Prerequisite: Completion of all Art major required courses. As needed.

#### ARTS 499 Art Co-Op Experience (3)

This is an optional offering for students to earn academic credit through specially structured work experiences complemented by an academic exercise, or through special programs combining on-the-job training with academic projects. Students must confer with their advisor prior to enrollment and must receive approval from the advisor, instructor, and division chair for specific project prior to registration. Prerequisite: Sophomore status and consent of instructor. As needed.

Additional courses are available at the Memphis College of Art through the Greater Memphis Consortium.

- All courses providing the Macintosh computers for students do so ONLY for classroom use.

## **BIOLOGY**

### **Faculty**

Stanley Abell, Associate Professor of Biology. B.S. University of Georgia; M.S. Middle Tennessee State University; Ph.D., University of Tennessee, Knoxville

Nabil Bayakly, Associate Professor of Biology. M.S. University of Louisiana at Lafayette, Ph.D., University of Memphis

Muhammad Iqbal Shafi, Director of Sponsored Programs, Professor of Biology. B.S., M.S., University of Karachi; Ph.D., University of Toronto

Jamil Talukder, Assistant Professor of Biology. D.V.M., Bangladesh Agricultural University; Ph.D., Yamaguchi University

Rafique M. Uddin, Professor of Biology. B.S., M.S., Bangladesh Agriculture University; M.S., University of Illinois; Ph.D., University of Wales

### **Degree**

The Biology major leads to the Bachelor of Science degree.

### **Requirements for the Biology Major**

In addition to 42 credit hours of selected courses in general education, the biology major is required to take a total of 35 semester hours of biology courses (23 semester hours in specified courses and 12 semester hours of biology courses as electives). In addition, 35 semester hours of cognate courses are required.

Required biology major courses are:

BIOL101	General Biology I
BIOL101L	General Biology I Lab.
BIOL102	General Biology II
BIOL102L	General Biology II Lab.
BIOL303	Genetics
BIOL303L	Genetics Lab.
BIOL304	Microbiology
BIOL304L	Microbiology Lab.
BIOL306	Cell Biology
BIOL306L	Cell Biology Lab.
BIOL460	Biology Capstone

NOTE: Science students who have or will take BIOL 101 or BIOL 102 are not required to take NATS 110.

Elective Biology courses: Twelve additional semester hours of 300-400 level Biology courses are required.

BIOL 301	Vertebrate Embryology (3)
BIOL 301L	Vertebrate Embryology Lab (1)

BIOL 302 Genetics (3)  
 BIOL 302L Genetics Lab (3)  
 BIOL 308 Human Anatomy (3)  
 BIOL 308L Human Anatomy Lab (1)  
 BIOL 309 Human Physiology (3)  
 BIOL 309L Human Physiology Lab (1)  
 BIOL 323 Immunology (3)  
 BIOL 402 Histology (3)  
 BIOL 404 Special Studies in Biology (3)  
 BIOL 405 Molecular Biology (3)  
 BIOL 405L Molecular Biology Lab (1)  
 BIOL 410 Environmental Science (3)  
 BIOL 450 and BIOL 451 - Methods of Biological Research (2 hours each) or  
 MFWD 201 and MFWD 202 - STEM Research I and STEM Research II (2 hours each)

Required cognate courses are:

CHEM101 General Chemistry I  
 CHEM101L General Chemistry I Lab.  
 CHEM102 General Chemistry II  
 CHEM102L General Chemistry II Lab.  
 CHEM303 Organic Chemistry I  
 CHEM303L Organic Chemistry I Lab.  
 CHEM304 Organic Chemistry II  
 CHEM304L Organic Chemistry II Lab.  
 CHEM410 Biochemistry  
 CHEM410L Biochemistry Lab.  
 MATH201 Analytical Geometry and Calculus I  
 MATH310 Statistical Methods

or

BIOL 330 Biostatistics  
 PHYS201 General Physics I  
 PHYS201L General Physics I Lab.  
 PHYS202 General Physics II  
 PHYS202L General Physics II Lab.

NOTE: Science Students who have or will take CHEM 101 or PHYS 201 are not required to take NATS 112.

NOTE: All science majors must take Mathematics 130, and MATH 145, in meeting their Core II requirement.

**Licensure/Certification to teach Biology at the Secondary Education level (grades 7-12).**

Students who wish to seek licensure/certification to teach biology at the Secondary Education level (grades 7-12) will also take professional core, supplemental core, and appropriate elective courses in education and follow the policies established by the Division of Education Teacher Education Program.

### **Biology minor**

A minor in biology requires BIOL 101 and BIOL 101L, BIOL102 and BIOL 102L., and 12 hours of elective courses in biology with labs.

### **BIOLOGY COURSES**

#### **BIOL 101      General Biology I (3)**

This course focuses on the chemistry of life, cell structure, scientific method, metabolism, cell reproduction, genetics, evolution, general body systems as well as the chemical basis of heredity and protein synthesis. Prerequisite: Core II status. Fall and as needed

#### **BIOL 101L    General Biology I Lab (1)**

This course focuses on experiments dealing introductory cell and molecular biology with emphasis on experimental theory, design and interpretation of data along with the basic concepts covered in BIOL 101. One two-hour lab per week. Pre or Co-requisite: BIOL 101. Fall and as needed

#### **BIOL 102      General Biology II (3)**

Continuation of BIOL 101 including origin and diversity of life, survey of animal and plant kingdoms, habitats of major plant and animal types and basic principles of ecology and major ecosystem types. Prerequisites: BIOL 101 and BIOL 101L.Spring and as needed

#### **BIOL 102L    General Biology II Lab (1)**

This course focuses on experiments dealing with basic concepts covered in BIOL 102 along with application of relevant scientific methods. One two hour lab per week. Prerequisite: BIOL 101, BIOL 101L; Pre or Co-requisite: BIOL 102. Spring and as needed

#### **BIOL 201, General Anatomy and Physiology I (3)**

This is the first half of a two semester course exploring human anatomy and physiology. Students in entry-level anatomy and physiology courses can expect a general overview of the systems and structure of the human body. Just like most introductory anatomy and physiology classes, students are guided through the organized functions of the human body. After finishing this class, students should be comfortable with terminology related to human anatomical structure to prepare for a health profession. The course covers cellular metabolism, tissues, and the following body systems: skeletal, muscle, cutaneous, and nervous. This course is not designed for a Biology Major. Three lecture hours per week. Offered in Fall Semesters

#### **BIOL 201L, General Anatomy and Physiology I Lab (1)**

General Anatomy and Physiology Laboratory I course will investigate the structure and function of the human body. Topics covered will include general cellular metabolic pathways, types of epithelia, basic organization of the body and body cavities, and the eight types of tissue. The course will also cover the following systems: Skeletal, Muscular, Cutaneous and Nervous. We will use microscopic slides, models and dissections of preserved animals. Laboratory experiences should allow the student to use the microscope, models, and in some circumstances parts of their own bodies such as measuring the length of their arms, legs, fingers, etc. Emphasis is on developing the ability to ask questions, to observe, to experiment, to measure, to use tools of science, to gather data, and to communicate findings. Dissection of small preserved animal specimens will be an important part of exploring anatomical structures. Through actively investigating and discussing scientific ideas using

a variety of tools, students will become confident scientific thinkers. Lab meets 110 minutes per week. Co-requisite: BIOL 201.

#### BIOL 202, General Anatomy and Physiology II (3)

This is the second half of a two semester course exploring human anatomy and physiology. It investigates the following body systems: endocrine, digestive, respiratory, circulatory, lymphatic (including the immune response), urinary, and reproductive. Dissection of preserved animals is required. This course is not designed for a Biology Major. Three lecture hours per week.

Prerequisite: BIOL 201; offered in Spring semesters.

#### BIOL 202L, General Anatomy and Physiology II Lab (1)

General Anatomy and Physiology Laboratory II course will continue the investigations (BIOL 201-L) of the structure and function of the human body. Topics covered will include the histology and anatomy of the following systems: endocrine, digestive, respiratory, circulatory, lymphatic (including the immune response), urinary, and reproductive. We will be using microscopic slides for the histological studies, models and dissections of preserved animals. Emphasis is on developing the ability to ask questions, to observe, to experiment, to measure, to use tools of science, to gather data, and to communicate findings. Through actively investigating and discussing scientific ideas using a variety of tools, students will become confident scientific thinkers. Lab meets 110 minutes per week. Co-requisite: BIOL 202.

#### BIOL 204 Ecology (3)

This course is a study of the relationship between living organisms and their environment. The course covers the bio-geochemical cycle, environmental factors influencing living organisms, and population structure and dynamics. Energy flow in the ecosystem is stressed. Three hours of lectures per week. Prerequisite: BIOL 102.Fall.

#### BIOL 204L Ecology Lab (1)

This course focuses on methods of survey of plants, identification of communities, succession, soils, and types of soil erosion, and water analysis. One two-hour lab per week and may include field trips. Pre or Co-requisite BIOL 204, Fall

#### BIOL 206 Medical Terminology (3)

This course is a study of medical vocabulary as it pertains to organ systems. Diagnostic and epidemiological terminology will be included. Three hours of lectures per week. Prerequisite: BIOL 102. Spring of every even year.

#### BIOL 208 Human Nutrition (3)

This course is a study of basic food groups, vitamins and minerals, dietary requirements, digestion and utilization of nutrients, vitamin deficiency diseases, metabolism and the special nutrient requirements of pregnant/lactating women and infants. Three hours of lectures per week.

Prerequisites: BIOL 102 and CHEM 101.As needed.

#### BIOL 214 Introduction to Microbiology (3)

This course is designed for biology non majors who intend to pursue a career in the Nursing and other related health careers. This introductory course in microbiology emphasizes the principles of basic morphology, physiology, modes of transmission, biochemistry, and genetic mechanisms of microorganisms. The course will include a survey of representative types of microorganisms and the

role of pathogenic organisms in causing diseases and infections. In addition the course will cover some aspects of the following topics: The Microbial Universe, the Unity of Living Systems,

Metabolism, Reading the Code of Life, Genetic Transfer, Microbial Evolution, Microbial Diversity, Microbial Ecology, Microbial Control, Microbial Interactions, Human Defenses, Microbes and Human Diseases. The course meets three hours per week. Prerequisites: none. Fall

#### BIOL 214L Lab Introduction to Microbiology (1)

The lab will cover hands on experience in Microbiology such as: Lab safety, aseptic techniques, techniques of making different types of microbial media, culture techniques and maintenance of microbial cultures, isolation and identification of microbes, and testing antimicrobial agents on microbes. The lab meets 110 minutes per week. Co-requisite: BIOL 214. Fall

#### BIOL 301 Vertebrate Embryology (3)

This course is a study of vertebrate embryological development beginning with the fertilization of the egg and continuing through the stages of cleavage and development of organs and organ systems. Three hours of lectures per week. Prerequisites: BIOL 102 and BIOL 308. Fall or Spring.

#### BIOL 301L Vertebrate Embryology Lab (1)

This course focuses on identification of various stages of embryological development in frogs, chickens, and pigs using prepared slides and by incubating chicken eggs. One two-hour lab per week. Pre or Co-requisite BIOL 301, Fall or Spring.

#### BIOL 303 Genetics (3)

This course is a study of genetic principles, Mendel's laws, monohybrid and dihybrid crosses, the chemical and physical structure of chromosomes, the genetic code, mutation, population genetics, human genetic disorders and advances in genetic engineering. Three hours of lecture per week. Prerequisites: BIOL 101, BIOL 102, CHEM 102, and MATH 145. Fall or Spring.

#### BIOL 303L Genetics Lab (1)

This course focuses on mitosis in root tip squashes, meiosis in *Rhagoletis pomonella* (Rho discolor), polytene chromosome in dipteran salivary gland squash, isolation of DNA, electrophoresis, restriction analysis and transformation in *E. coli*, inheritance of Mendelian trait in fruit flies. One two-hour lab per week. Pre or Co-requisite BIOL 303, Fall or Spring.

#### BIOL 304 Microbiology (3)

This course is designed to acquaint students with the principles and techniques unique to the field of microbiology. Topics covered are taxonomy, morphology, physiology, genetics, growth and metabolism of microorganisms. Special emphasis is placed on medical, environmental, food, water, and industrial microbiology. Three hours of lectures of lecture per week. Prerequisites: BIOL 102 and CHEM 102. Fall or Spring.

#### BIOL 304L Microbiology Lab (1)

This course focuses on microscopy, aseptic transfer techniques, wet mount preparation and observation, smear preparations, staining techniques such as simple staining, gram stain, acid-fast stain, endospore stain, pour-plate technique, streak-plate and spread-plate techniques, disinfectants and antiseptics, antibody disk sensitivity testing. One two-hour lab per week. Pre or Co-requisite BIOL 304. Fall or Spring.



BIOL 306 Cell Biology (3)

This course is a comparative study of the organization and function of eukaryotic (plant, animal, and bacterial) cells. Concepts include cell structure, metabolism, biochemistry and molecular genetics. Three hours of lecture per week. Prerequisites: BIOL 102 and CHEM 102. Fall or Spring.

BIOL 306L Cell Biology Lab (1)

This course focuses on preparation of different solutions, identification of carbohydrates, proteins, and lipids, isolation of protein, electrophoretic separation of protein and DNA, different types of chromatography and spectrophotometry. One two-hour lab per week. Pre or Co-requisite BIOL 306. Fall or Spring.

BIOL 308 Human Anatomy (3)

This course focuses on the study of the structure of the human body. The gross and microscopic anatomy of each organ system will be presented. Three hours of lecture per week per week. Prerequisites: BIOL 102 and CHEM 101. Fall

BIOL 308L Human Anatomy Lab (1)

This course focuses on microscopy, identification of chosen specimens on slides, cells, tissues, organs, and glands. Dissection of the representative available lab animals, preserved specimens of human organs, identification of body parts using models - human torsos or cadavers if available. One two-hour lab per week. Pre or Co-requisite BIOL 308, Fall.

BIOL 309 Human Physiology (3)

This course is a survey of physiological systems and their interrelationships in living organisms. Three hours of lecture per week. Prerequisites: BIOL 308 and CHEM 102. Spring.

BIOL 309L Human Physiology Lab (1)

This course focuses on pulmonary and cardiovascular function tests, urine analysis, and dialysis. One two-hour lab per week. Pre or Co-requisite BIOL 309, Spring.

BIOL 323 Immunology (3)

This is an introductory course in the study of the immune system. Topics covered include the mechanisms involved in host-parasite interactions and innate and specific immunity. Current scientific topics are reviewed including recent developments in immunology such as the development of new vaccines. Three hours of lecture per week. Prerequisites: BIOL 102 and CHEM 102. Fall or Spring or as needed.

BIOL 330 Biostatistics (3)

In this course, biological and biomedical data are used to illustrate the applications of statistics to biology and to the interpretation of biomedical data. Topics include binomial, and normal distribution, test of hypothesis, chi-square, t-test, f-test, analysis of variance, regression and covariance. Three hours of lecture per week. Prerequisite: MATH 145. Fall or Spring or as needed.

BIOL 402 Histology (3)

This course gives students training in the identification of different types of tissues. This includes a study of representative tissues from each of the major organ systems. Three hours of lecture per week. Prerequisites: BIOL 102, CHEM 102, BIOL 308. Fall or Spring.

BIOL 402L Histology Lab (1)

This course focuses on microscopy, the use of the microscope in the identification of the tissues, cells, and organs of the human body as seen on prepared slides. One two-hour lab per week. Pre or Co-requisite BIOL 402. Fall or Spring.

BIOL 404 Special Studies in Biology (3)

This is a course with variable content that takes advantage of resources not regularly available. May be repeated for credit. The student's transcript will record the specific topic covered in the course. Prerequisite: Open to juniors and seniors only with special permission of the Instructor and Division Chair. 3 hours of lecture per week. As needed.

BIOL 405 Molecular Biology (3)

This course emphasizes the molecular organization of the cell and the structure and shape of macromolecules. Cellular organelles are studied with reference to energy metabolism. Basic genetic mechanisms, gene regulation and expression and cell signaling are covered. Three hours of lecture per week. Prerequisites: BIOL 102 and CHEM 304. Fall or Spring

BIOL 405L Molecular Biology Lab (1)

This course focuses on measurement of pH, buffers; general color tests for carbohydrates, proteins; separation and identification of amino acids by chromatography; thin layer chromatography of lipids; electrophoresis of proteins; extraction and purification of protein DNA and RNA. One two-hour lab per week. Pre or Co-requisite BIOL 405. Fall or Spring.

BIOL 410 Environmental Science (3)

This course considers biotic and abiotic factors in the environment, the principles and types of ecosystems with emphasis on population dynamics, and environmental stress. In addition, the sources, agents, and mechanisms of pollution and their impact on environment, solutions to contemporary environmental problems, environmental degradation, species extinction, fundamental principles of ecology, and conservation principles, economic impact and ethics will be stressed. Three hours of lecture per week. Prerequisites: BIOL 102 and BIOL 204. Spring of every even year.

BIOL 450 and 451 Methods of Biological Research (2 each)

This course is open to seniors majoring in biology with consent of instructor. Students are involved in biological investigation on individual projects. Specific course content is determined in relationship to a student's special interests. A minimum of two hours of research per week. Prerequisite: at least junior status and permission of instructor. As needed.

BIOL 460 Biology Capstone (3)

This course is designed to help students integrate the work in their major through research and collaborative scholarship and to place their major field of biology within the perspective of a liberal arts education and ethics. This course includes student research activities, interpretation of literature in the field, and independent study topics. This course features a variety of teaching techniques and learning models, and emphasizes the development of student writing and communication skills. Students also will be guided to prepare for the exit exam, required to pass this exam, required to

submit a formal written report, and required to present it as a PowerPoint presentation. Class will meet three hours per week. Prerequisites: Completion of most Biology major required courses. Fall.

**BIOL 499 Biology Co-Op Experience (3)**

An opportunity for students to earn academic credit through specially structured work experiences complemented by an academic exercise, or through special programs combining on-the-job training with academic projects. Students must confer with their advisor prior to enrollment and must receive approval from the advisor, instructor, and division chair for a specific project prior to registration. Prerequisite: sophomore status and consent of instructor. As needed.

## **BUSINESS ADMINISTRATION**

### **Faculty**

Muhammad Anwar, Professor of Business. M.S., New Jersey Institute of Technology; M.S., State University of New York at Buffalo; Ph.D., State University of New York at Buffalo

Katherine Williams Causey, Assistant Professor of Business Administration and Chair, Division of Business and Economic Development. B.S., Southern University; M.S., Troy University; Ph.D. Argosy University

Austin Emeagwai, Assistant Professor of Business Administration. C.P.A.; B.S., Southeastern Oklahoma State University; M.B.A., Southeastern Louisiana University; Ph.D., Jackson State University

Reoungeneria McFarland, Assistant Professor of Business Administration. B.B.A., M.S., M.B.A., University of Memphis

H. B. Rajendra, Associate Professor of Business Administration. B. Comm., University of Mysore; M. Comm., Karnatak University; M.B.A., University of Mississippi.

Kusum Singh, Assistant Professor of Economics. B.A., Randolph-Macon Woman's College; M.S., University of Kentucky; Ph.D., University of Kentucky;

### **Pre-Admission to the Major**

Second semester freshmen and first semester sophomores may begin receiving advising from the Division if the following conditions are met:

1. Academic folders are transferred from freshmen seminar or other academic area advisor.
2. A provisional program of study is developed.
- 3a. Students who will have successfully completed these prerequisite courses for business with a "C" or higher: MATH 111 and 112 and COSI 118 and ENGL 111, 112 and 205, will be advised to take business core lower level courses. (See lower level business core classes below.)  
or
- 3b. Students who have not completed the courses listed above will be advised to complete said courses before taking any business core lower level courses.

### **Admission to the Major**

During the first part of the candidates' sophomore year, students who intend to major in the division will be requested by the advising coordinator and the division chair to submit a formal application to be admitted to one of the major programs. All candidates must submit a personal portfolio including resume, personal essay on why they wish to major in business, grades for prerequisite courses included in the Pre-Admission provisions listed above. Additionally, all candidates must have an active e-mail account. The advising coordinator, the division chair, and emphasis area coordinator or designee will interview applicants throughout the term.

## Program of Study

In conference with the emphasis area coordinator or designee, the advising coordinator will develop a terminal program of study for each candidate. This program of study will be approved by the division chair and a representative from the Registrar's Office and signed by the student. A copy will be given to the student, the advisor, the advising coordinator, and one copy placed in the master advising file.

## Requirements for the Bachelor of Business Administration Degree.

Degree requirements were revised in Summer, 2010. Students seeking admission to the division after Summer 2010 will follow the new degree requirements listed below. Those formally admitted to the division prior to Summer 2010 will follow the old requirements. See the applicable catalog or consult with a divisional advisor for those requirements.

The Business Administration degree requires 42 General Education core hours, 54 semester hours of Business Core courses, 21 additional semester hours from the chosen concentration area (accounting, finance or management) and 3 hours from a chosen elective. Students must pass all Business Administration and concentration courses with a C or higher.

### General Education Core (42 hours):

FRSM 101	Freshman Seminar I	COSI 118	Microcomputer Applications
FRSM 102	Freshman Seminar II	ENGL 205	Human Literacy Heritage
ENGL 111	English Communications I	HUMN 211	The Awakening World
ENGL 112	English Communications II	HUMN 212	The Global Village
NATS 110	Biological Science	SOSI 111	Power and Society
NATS 112	Physical Science	HLFW	elective(s) (2 hours)
MATH 111	Survey of College Math		
MATH 110	Concepts of Algebra		
HIST 221	Introduction to African American History I		

### Business Core Lower Level (27 hours):

BUAD 103	Introduction to Business	BUAD 220	Business Communication
BUAD 130	Financial Mathematics	BUAD 225	Business Law
ACTG 201	Principles of Accounting I	ECON 263	Statistics
ACTG 202	Principles of Accounting II		
ECON 203	Microeconomic Principles		
ECON 204	Macroeconomic Principles		

### Business Core Upper Level (27 hours):

ACTG 300	Managerial Accounting
BUAD 305	Principles of Management
BUAD 306	Principles of Marketing
BUAD 307	Human Resource Management
BUAD 340	Principles of Finance
BUAD 350	International Business
BUAD 380	Internship
BUAD 457	Capstone I
BUAD 460	Capstone II

International Business (3 hours):

BUAD 450 International Business (Fall)

or

ECON 350 International Trade and Finance (Spring)

or

Any Special Studies Course in Business Administration with an International Business Content

### **Requirements for the Degree with a concentration in Accounting**

All core business courses, 54 credit hours, plus all seven courses (21 hours) listed below:

ACTG 301 Intermediate Accounting I  
ACTG 302 Intermediate Accounting II  
ACTG 303 Cost Accounting  
ACTG 402 Advanced Accounting  
ACCT 411 Auditing I  
ACCT 414 Tax Accounting  
ACTG 416 Accounting Theory & Research

#### **Suggested electives(3 hours)**

BUAD 342 Corporate Finance  
BUAD 448 Bloomberg II  
ACTG 412 Auditing II  
ACTG 415 Corporate Tax Accounting

Although not required, all Accounting concentration students are urged to take PHIL 311 in their junior year. Students who plan careers in public accounting are advised to take Math 145 and one semester of calculus.

### **Requirements for the Degree with a Concentration in Finance**

All Core Business courses, 54 credit hours, plus all seven courses (21 hours)listed below:

BUAD 340 Money and Banking  
BUAD 341 Principles of Real Estate  
BUAD 342 Corporation Finance  
BUAD 348 Bloomberg I  
BUAD 445 Investments  
BUAD 446 Portfolio Management  
BUAD 456 Cases in Financial Management

#### **Suggested electives(3 hours)**

ECON 405 Managerial and Decision Economics  
BUAD 415 Operations Management  
BUAD 440 Real Estate Finance  
BUAD 441 Real Estate Development  
BUAD 448 Bloomberg II

### **Requirements for the Degree with a Concentration in Management**

All Core Business courses, 54 credit hours, plus all seven courses (21 hours) listed below:

BUAD 409	Advertising
BUAD 408	Sales Management
BUAD 415	Operations Management
BUAD 416	Total Quality Management
BUAD 420	Entrepreneurship
BUAD 421	Small Business Planning
BUAD 422	Small Business Administration

### **Suggested electives(6 hours)**

BUAD 348	Bloomberg I
BUAD 448	Bloomberg II
BUAD 430	E-Commerce I
BUAD 421	Small Business Planning
BUAD 422	Small Business Administration

### **Business Administration minor:**

A minor in Business Administration requires ACCT 201, ACCT 202 and ECON 203 plus nine (9) semester hours of upper division elective courses in the area of Business Administration. . ***Students must successfully complete the business core lower level courses prior to taking upper division courses***

## GENERAL BUSINESS COURSES

### BUAD 103 Introduction to Business (3)

This course includes an introduction to the various areas of business: marketing, management, finance, and accounting. It includes a survey of basic principles, forms, and practices involved in the operation of business institutions. Only open to non-business majors. Note:

### BUAD 105 Selected Readings in Business I (1-3)

This course focuses on supervised readings on topics of business not covered by regular courses. The course is geared toward students not planning to pursue a major in business administration. Prerequisite: Permission of instructor. Fall and Spring.

### BUAD 130 Financial Mathematics (3)

This course provides a mathematical foundation for the study of such subjects as statistics, finance, accounting, and marketing. Course includes a study of mathematical procedures including percent and percentages, commissions, inventory methods, interest, computation of taxes, discounts, mark-ups, installment purchases, and other topics related to various areas of business. Prerequisites: MATH 111, 112 or consent of instructor.

### BUAD 205 Selected Readings in Business II (1-3)

This course focuses on supervised readings on topics of business not covered by regular courses. Prerequisite: Permission of instructor. Fall and Spring

### BUAD 207 Current Issues in Business (1-3)

This course covers current topics in general business. This course will involve reading utilizing various resources. Prerequisite: ACCT 201 and ECON 203. (As Needed)

### BUAD 209 Current Issues in African American Business (1-3)

This course covers current topics in African American business. This course will involve reading utilizing various resources. Prerequisite: ACCT 201 and ECON 203. (As Needed)

### BUAD 211 Personal Finance (3)

This course is designed to allow students to manage money effectively on a personal basis. Topics covered include financial starting points, budgeting, principles of insurance, consumer credit, investment principles, buying and selling stocks and bonds, retirement, and estate transferal; also open to non-business majors. Prerequisites: MATH 111 and MATH 110. Fall.

### BUAD 216 Introduction to Music Business(3)

Introductory course will examine a broad overview of the music business. The course will analyze artist management, the financing, promoting, distribution, legal environment and marketing music. Fall/Spring

### BUAD 218 Advanced Microcomputer Applications to Business (3)

This course will provide students with advanced applications in Microsoft Excel geared toward courses in finance. Prerequisites: COSI 118 or Permission of the instructor.



**BUAD 220 Business Communication (formerly BUAD 311) (3)**

This course is concerned with professional writing and oral presentation in a business environment. Heavy emphasis is placed on the writing and oral presentation of business letters, memoranda, reports, and executive summaries. Students receive instruction and feedback on preparing for a presentation, content, use of visual aids and technology, effective delivery, and handling of questions and criticisms. Students will be given group projects to help to improve their ability to interact within small groups. Prerequisites: COSI 118 and ENGL 112 or permission of instructor. Fall and Spring.

**BUAD 225 Business Law (formerly BUAD 301) (3)**

This course is designed to acquaint students with principles of law involved in ordinary business transactions with special emphasis on general contracts, negotiable instruments and bailments, real and personal property, deeds, mortgages, torts, sales, and insurance. Prerequisites: ENGL 112. Fall and Spring.

**BUAD 240 Organizational Behavior (3)**

This course focuses on the study of group behavior within an organization. It provides a foundation for the role of the individual and group at work. It is the foundation for organizational development and management.

**BUAD 251 Special Studies in Business Administration (1-3)**

This is a course with variable content that takes advantage of resources not regularly available. In Fall 2002, BUAD 251 will cover small business issues in the Mid-South. Two sections are scheduled. Note that BUAD 251 may be repeated for credit as topics vary. The student's transcript will record the specific topic covered in the course. Prerequisite: Permission of instructor. Fall.

**BUAD 252 Special Studies in Business Administration (1-3)**

This is a course with variable content that takes advantage of resources not regularly available. In Spring 2003, BUAD 252 will cover small business issues in the Mid-South and media advertisements. Three sections are scheduled. Note that BUAD 252 may be repeated for credit as topics vary. The student's transcript will record the specific topic covered in the course. Prerequisite: permission of instructor. Spring.

**BUAD 330 Entertainment Law (3)**

This course provides a comprehensive overview of the contractual, business and legal aspects of the entertainment (music) industry. Topics to be covered are contractual arrangements in entertainment, intellectual property and infringement, and protectionism in the digital age. Prerequisite: BUAD 216

**BUAD 348 Bloomberg I (1-3)**

This course provides students with practical applications in finance and accounting research and analysis utilizing microcomputer applications, online resources, and business/accounting periodicals. Prerequisite: COSI 118, BUAD 340 or 341, and ACCT 202 or permission of instructor. Fall.

**BUAD 380 Internship (3)**

This course offers students experience in organizations (profit or non-profit) that's applicable to their concentration (i.e., management, accounting, finance) for the entire semester. Students will be

working under the supervision and monitoring of a practicing professional. Students will be required to adhere to the same HR guidelines as that of the employer. Students must have a cumulative GPA of 2.0. Internships may be paid or non-paid, however, successful completion of the internship is required for graduation.

Prerequisites:

Accounting Internship: ACTG 201 & ACTG 202

Management Internship: BUAD 305

Finance Internship: BUAD 340

BUAD 399 Business Administration Co-op Experience(3)

This course provides an option for students to earn academic credit through specially structured work experiences complemented by an academic exercise, or through special programs combining on-the-job training with academic projects. Students must confer with their advisor prior to enrollment and must receive approval from the co-op coordinator and the division chair prior to registration. Prerequisite: permission of co-op coordinator. Fall, Spring, and Summer.

BUAD 435 Current Issues in E-Commerce (1-3)

This course covers current topics in e-commerce. This course will involve reading and research utilizing online resources. Prerequisite: ACCT 201 and ECON 203. (As Needed)

BUAD 448 Bloomberg II (1-3)

This course is a continuation of BUAD 348 Financial Microcomputer Applications I. This course focuses on advanced applications in finance and accounting research and analysis utilizing microcomputer applications, online resources, and business/accounting periodicals. Prerequisite: BUAD 348, ACCT 300 or permission of instructor. Spring

BUAD 453 Current Issues in International Business (1-3)

This course covers current topics in international business. This course will involve reading and research utilizing online resources and business periodicals. ACCT 201 and ECON 203. (As Needed)

BUAD 457 Capstone I (3)

This senior seminar is coordinated by the division chair with the assistance of divisional emphasis area coordinators (accounting, finance, and management). Students will be familiarized with various sources of data and information for business. Research tools, techniques, and sources are utilized in the development of both analytical ability and facility in communication. A major research project and one or more projects will be completed during the course. This course prepares students for Capstone II in the spring. Prerequisites: Completion of all Business major core requirements and permission of the division chair. Fall.

BUAD 460 Capstone II (3)

This course covers policy formulation and decision-making processes in organizations; the interrelationships of functional areas within the organization, the application of management skills and processes to integrate these areas, and the impact of external factors to the organization are examined with a view toward the attainment of organizational goals. This course also is designed to integrate several fields of study in the area of business administration pursued by undergraduate majors into a meaningful whole. Case materials also are used. In-depth study analysis of a problem,

as well as writing of a major paper and its presentation to the class, is part of the course.  
Prerequisites: BUAD 456. Spring.

**BUAD 499 Business Administration Co-op Experience (3)**

This course provides an option for students to earn academic credit through specially structured work experiences complemented by an academic exercise, or through special programs combining on-the-job training with academic projects. Students must confer with their advisor prior to enrollment and must receive approval from the co-op coordinator and the division chair prior to registration. Prerequisite: Permission of co-op coordinator. Fall, Spring, and Summer.

## **FINANCE**

These courses are offered through the Division of Business and Economic Development

**BUAD 340 Principles of Finance (formerly BUAD 310) (3)**

This is an introductory course in finance. The course considers markets in which funds are traded, the institutions that participate and facilitate the flow of funds, and the principles and concepts of financial management needed for making sound decisions. Prerequisites: ACCT 202, ECON 204, and ECON 263. Fall and Spring

**BUAD 341 Principles of Real Estate (3)**

This course includes a study of the legal and economic principles of real estate including property ownership, finance, valuation, and property management. Prerequisites: BUAD 310 or permission of the instructor. Spring

**BUAD 342 Corporate Finance (formerly BUAD 314) (3)**

This course is concerned with the tools of financial analysis. Topics include financial statement analysis, forecasting, cash flow analysis, current asset management, capital structure, and capital budgeting. Prerequisite: BUAD 340. Spring

**BUAD 440 Real Estate Finance (formerly BUAD 302) (3)**

This course deals with the terminology, legislation, principles, and analytic techniques relating to the financing of real estate, from the perspective of both lender and borrower. Prerequisite: BUAD 341. Fall.

**BUAD 441 Real Estate Development (formerly BUAD 410) (3)**

This course examines the various aspects of real estate development including land assembly, financing, legal and regulatory issues, construction, marketing, and disposition. Prerequisite: BUAD 440 or permission of instructor

**BUAD 445 Investments (formerly BUAD 406) (3)**

This course covers the use of analytical techniques to evaluate investment opportunities. The course addresses available investment instruments and considers the ways capital markets currently work; provides a consideration of ways for evaluating current investments and futures in the financial market. Prerequisite: BUAD 314. Spring

BUAD 446 Portfolio Management (formerly BUAD 407) (3)

This course deals with the practical as well as the theoretical problems of modern portfolio selection techniques and analysis; special emphasis is given to independent empirical work by the student.

Prerequisite: BUAD 445. Fall.

BUAD 451 Special Studies in Business Administration (1-3)

This is a course with variable content that takes advantage of resources not regularly available. In Fall 2002, BUAD 451 will cover the use of the Bloomberg microcomputer terminals and current issues in African American Business. Note that BUAD 451 may be repeated for credit as topics vary.

The student's transcript will record the specific topic covered in the course. Prerequisite:

Permission of instructor. Fall and Spring.

BUAD 452 Special Studies in Business Administration (1 to 3)

This is a course with variable content that takes advantage of resources not regularly available. Note that BUAD 452 may be repeated for credit as topics vary. The student's transcript will record the specific topic covered in the course. Prerequisite: permission of instructor. Fall and Spring.

BUAD 456 Cases in Financial Management (formerly BUAD 455) (3)

This course utilizes the case method and basic tools of corporation finance for integrated topics in finance. The course embraces liquidity planning, profit control, debt capacity, the cost of capital, and an analysis of the concept of leverage as applied to source of funds. This course is recommended for finance concentrators. Prerequisite: BUAD 446 or 441. Spring.

## **INTERNATIONAL BUSINESS**

ECON 403 International Trade and Finance (3)

(See description under Economics listing.)

BUAD 450 International Business (3) (formerly BUAD 350)

This course deals with the world economic environment in which international business operations take place. The topics covered include the nature and scope of international business, the rationale for international trade policies, and the problems and issues facing the multinational corporation today. Prerequisites: ACCT 202; ECON 204, 263; BUAD 225, 305, and 306. Fall.

BUAD 451 SPST: International Project (Special Studies) Short-term Study Abroad tour. Spring

## MANAGEMENT

### BUAD 305 Principles of Management (3)

This course is concerned with the management functions and tasks that are common to all organizations. Topics to be covered include: schools of management thought, planning, organization, control, motivation, work groups, leadership, organization change, managerial decision-making, and information systems. Prerequisites: ACCT 202, ECON 204, and ECON 263. Fall and Spring.

### BUAD 306 Principles of Marketing (3)

This course emphasizes the marketing function in the aggregate economy. Topics include: marketing principles; interpreting the consumer behavior in light of culture; values and social norms in buying and selling; marketing theories and their applications in the business world; and selected case-studies and discussion. Prerequisites: ACCT 202, ECON 204, and ECON 263. Fall and Spring.

### BUAD 307 Human Resource Management (formerly BUAD 315) (3)

This course is designed to cover issues concerning human resource management. Students will be taught the theory and application of current human resource management topics. Topics include: staffing, performance appraisal, training, compensation, legal issues, and other programs for organization. Prerequisite: BUAD 305. Fall and Spring

### BUAD 316 Consumer Behavior (3)

This course will examine the psychology of how consumers think, feel and make decisions about purchasing. The processes they use to select, use and dispose of products and services. The course will examine the methodology that marketers should strategically use to effectively attract and retain consumers. Prerequisites: BUAD 306 Principles of Marketing. Fall/Spring

### BUAD 317 Staffing (3)

This course will examine the methodology on forecasting supply and demand models, labor force trends, conducting searches, recruitment and selection techniques. This course will also examine the legal and ethical aspects of recruitment and interviewing. Topics include job analysis, job descriptions and developing and administering work/skills. Fall/Spring

### BUAD 327 Compensation and Benefits (3)

This course focuses on the application and implementation of compensation models. This course will analyze salary surveys, types of performance appraisal aligned with compensation, group performance based pay. This course will also focus on development of benefit packages such as health, dental, life insurance, merit raises, retirement savings. Other non-monetary benefits will be examined such as flex-time, and other employee perks that's aligned with the mission of the organization. Prerequisites: BUAD 307 Human Resource Management Fall/Spring

### BUAD 337 Training and Development (3)

This course will focus on the processes of training and development from an operational perspective. Course will focus on development of training modules, workshops and seminars, employee needs assessment implementation and evaluation. Prerequisites: BUAD 307 Human Resource Management Fall/Spring

**BUAD 408 Sales Management (formerly BUAD 308) (3)**

This course provides information for understanding sales terms in everyday life - sales skills to improve productivity and profitability for the firm, communications skills to understand buyer behavior, the importance of setting goals, sales planning, sales territory management, sales training, follow-up techniques, sales control, case studies with legal restrictions and applications, and transfer of goods and services through the sales process. Prerequisites: BUAD 305 and 306. Spring

**BUAD 409 Advertising (formerly BUAD 309) (3)**

This course promotes an understanding of consumer attitudes toward advertising and promotion activities; an exhaustive study of advertising media; production of advertising campaigns; importance of communication in advertising; misconceptions of advertising in society. An individual or a group project is required. Prerequisite: BUAD 306. Fall.

**BUAD 415 Operations Management (formerly BUAD 400) (3)**

This course is designed to teach students the basic quantitative concepts of operations management and their applications. Topics include basic procedures and design techniques, analysis of operating systems, quality controls, evaluation of production operation functions, and other current production/operations topics. Prerequisite: BUAD 305. Fall.

**BUAD 416 Total Quality Management (formerly BUAD 402) (3)**

This course is a comprehensive course in the field of quality management. The course will introduce students to quality theory and control in the workplace. Topics include quality control, quality assurance, company-wide quality management, quality problem solving, statistical process and control, sampling, and reliability. Prerequisite: BUAD 415. Spring

**BUAD 420 Entrepreneurship (formerly BUAD 401) (3)**

This is a comprehensive course in entrepreneurship that examines a variety of entrepreneurial topics. Topics include entrepreneurial characteristics, identifying entrepreneurial opportunities, entrepreneurial experiences, project development, and nurturing the entrepreneurial climate. Prerequisite: BUAD 305 and 306. Fall

**BUAD 421 Small Business Planning (formerly BUAD 420) (3)**

This course explores the issues and concerns involved in planning new business ventures. Students will complete a business plan for a small business by the end of the course. Prerequisite: BUAD 420 or permission of instructor. Spring

**BUAD 422 Small Business Management (formerly BUAD 405) (3)**

This course treats the problems and considerations involved in planning, organizing, establishing, and operating new business ventures. Teaching methods emphasize special research reports, field projects, and case analysis. Prerequisite: Prerequisite: BUAD 420.

**BUAD 430 E-Commerce (formerly BUAD 408) (3)**

This course provides an overview of “electronic commerce.” Topics include shopping, retailing, advertising, sales, direct marketing as developed and executed in the Internet environment, and the future of electronic commerce. Prerequisite: BUAD 305 and 306 or permission of instructor. Spring

BUAD 431 E-Commerce II (formerly BUAD 409) (3)

This course is a continuation of E-Commerce I. Students will develop online businesses utilizing the divisional server. Prerequisite: E-Commerce I or permission of instructor. Fall.

BUAD 451 Special Studies in Business Administration (1-3)

This is a course with variable content that takes advantage of resources not regularly available.

Note that BUAD 451 may be repeated for credit as topics vary. The student's transcript will record the specific topic covered in the course. Prerequisite: permission of instructor. Fall and Spring.

BUAD 452 Special Studies in Business Administration (1 to 3)

This is a course with variable content that takes advantage of resources not regularly available. Note that BUAD 452 may be repeated for credit as topics vary. The student's transcript will record the specific topic covered in the course. Prerequisite: permission of instructor. Fall and Spring.

## **ECONOMICS**

### **Faculty**

Kusum Singh, Assistant Professor of Economics. B.A., Randolph-Macon Woman's College; M.S., University of Kentucky; Ph.D., University of Kentucky;

### **Economics Minor**

The economics minor comes under the Business Administration degree program. See degree description under the Division of Business and Economic Development. The minor requires ECON 203 and 204 plus 12 semester hours of elective courses in economics. Students planning to undertake graduate work in economics are advised to complete six hours of calculus and three hours of linear or matrix algebra.

**Students must successfully complete the business core lower level courses prior to taking upper division courses.**

## **ECONOMICS COURSES**

ECON 203 Microeconomic Principles (3)

This course introduces students to modern microeconomic theory, but with an emphasis on applying principles to real world problems. Areas of economic analysis include demand and supply (price determination, elasticity, relevant market regulations), market structure (competition through monopoly) and its implication for firm strategy, market failure, information economics, labor economics, and social economics. The units of analysis are the individual or group, as consumers, firms (individually and as part of a industries, in both public and private sectors) and government institutions. Prerequisite: MATH 110. Fall and Spring

ECON 204 Macroeconomic Principles (3)

This course introduces students to modern macroeconomic theory. Areas of analysis include GDP and national income accounting, aggregate demand and supply, investment and financial intermediation, monetary and fiscal policy, inflation and unemployment, government-business relations, government failure, and fundamentals of international economics and finance.

Prerequisite: ECON 203. Fall and Spring

ECON 263 Statistics (formerly ECON 262 and ECON 263) (3)

Introduction to statistical reasoning. Topics include sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions. Additional topics will be selected from descriptive methods in regression and correlation, or contingency table analysis.

Prerequisites: COSI 118 and MATH 111 and 112. Fall and Spring

ECON 317 Intermediate Microeconomic Analysis (3)

This course analyzes the effect of consumer, firm, and government behavior on prices. Applied microeconomics concepts in information economics, labor economics, health economics, environmental economics, etc. are treated in greater depth than in Principles. The intermediate course also introduces students to the classical, neoclassical, monetarist, institutionalist, and feminist approaches to the study of microeconomics. Prerequisites: ECON 203, 204.

ECON 318 Intermediate Macroeconomic Analysis (3)

This course examines determinants and composition of national income, with a primary emphasis on Keynesian and post-Keynesian models, though not limited to these approaches. Other macroeconomic topics are considered among them, such as public policy and the welfare economics of the macroeconomy. This course additionally integrates discussion and problem-solving using concepts from International Economics. Prerequisites: ECON 317.

ECON 340 Money and Banking (formerly ECON 311) (3)

This course builds on macroeconomic theory by considering in greater depth the stock and flow of money and credit and their influence on goods prices, production, income, and employment throughout the economy. In addition, the course deals with banking and the federal reserve system, the size and composition of national income and the price level; fluctuations in economic activity; and proposals for economic stability. Prerequisites: ECON 203, 204.

ECON 350 International Trade and Finance (formerly ECON 403) (3)

This course introduces the principles and practices of international trade and finance. Students are required to form a “paper company” and then “adopt” a country or region and industry of their choosing, which will serve as the basis for applied learning about their firm’s decision to trade or invest internationally, about governmental relations that facilitate and inhibit trade and finance, and about global customs and multinational conventions that facilitate and inhibit trade and finance.

Prerequisites: ACCT 202; ECON 204, 263; BUAD 225, 305, and 306. Spring

ECON 405 Managerial and Decision Economics (3)

This course examines the application of economics principles to business firms, non-profit institutions and government entities. Main topics are firm or institutional interdependence, demand forecasting using statistical (as opposed to solely graphical) models, cost analysis, cost-benefit



analysis as applied to a wide array of economic decisions, game theoretic rivalry and best-practice tactics, economic externalities, and risk analysis. Prerequisites: ECON 204 and 263.

ECON 451 Special Studies in Economics (1 to 6) This is a course with variable content that takes advantage of resources not regularly available. Note that ECON 451 may be repeated for credit as topics vary. The student's transcript will record the specific topic covered in the course. Prerequisite: permission of instructor. Fall.

ECON 452 Special Studies in Economics (1 to 6)  
This is a course with variable content that takes advantage of resources not regularly available. Note that ECON 452 may be repeated for credit as topics vary. The student's transcript will record the specific topic covered in the course. Prerequisite: permission of instructor. Spring.

## CHEMISTRY

### Faculty

Y.Z. Hamada, Associate Professor of Chemistry. B.S., Alexandria University; M.S., University of Missouri; Ph.D., University of Missouri

Delphia Harris, Professor of Chemistry. B.S., Lubbock Christian College; M.A., Rice University; Ph.D., Texas Tech University

Sherry Painter, Associate Professor of Chemistry and Interim Co-Chair, Division of Natural and Mathematical Sciences . B.S., Western Kentucky University, M.S., Ph.D., Vanderbilt University

### Degree

The chemistry major leads to a Bachelor of Science degree.

### Requirements for the Chemistry Major

In addition to 42 credit hours of selected courses in general education, the chemistry major requires: 43 semester hours of chemistry courses, 39 hours of specified courses and 4 semester hours of chemistry courses as electives. In addition, 22 semester hours of cognate courses are required.

Required Chemistry courses:

CHEM 101 General Chemistry I  
CHEM 101L General Chemistry I Lab  
CHEM 102 General Chemistry II  
CHEM 102L General Chemistry II Lab  
CHEM 303 Organic Chemistry I  
CHEM 303L Organic Chemistry I Lab  
CHEM 304 Organic Chemistry II  
CHEM 304L Organic Chemistry II Lab  
CHEM 305 Analytical Chemistry I  
CHEM 305L Analytical Chemistry I Lab  
CHEM 306 Analytical Chemistry II  
CHEM 306L Analytical Chemistry II Lab  
CHEM 401 Physical Chemistry I  
CHEM 401L Physical Chemistry I Lab  
CHEM 402 Physical Chemistry II  
CHEM 402L Physical Chemistry II Lab  
CHEM 410 Biochemistry  
CHEM 410L Biochemistry Lab  
CHEM 460 Chemistry Capstone

NOTE: Science Students who have or will take CHEM101 or PHYS201 are not required to take NATS 112.

Elective Chemistry courses four additional semester hours as electives from chemistry 300-400 level courses also are required.

Required cognate courses:

COSI 223 Programming in JAVA I (3)  
MATH 201 Analytical Geometry and Calculus I  
MATH 202 Analytical Geometry and Calculus II  
MATH 300 Analytical Geometry and Calculus III or  
MATH 301 Differential Equations  
PHYS 201 General Physics I  
PHYS 201L General Physics I Lab  
PHYS 202 General Physics II  
PHYS 202L General Physics II Lab

Chemistry Electives:

CHEM 403 Advanced Topics in Chemistry (3)  
CHEM 403L Advanced Topics in Chemistry Lab (1)  
CHEM 404 Advanced Topics in Chemistry II (3)  
CHEM 404L Advanced Topics in Chemistry II Lab (1)  
CHEM 407 Instrumental Analysis  
CHEM 450 and CHEM 451 - Methods of Chemical Research (2 + 2 credit hours)  
or  
MFWD 201 and MFWD 202 - STEM Research I and II (2 + 2 credit hours)

### **Licensure/Certification to teach Chemistry at the Secondary Education level (grades 7-12).**

Students who wish to seek licensure/certification to teach chemistry at Secondary Education level (grades 7-12) will follow the same curriculum as designed for chemistry majors. In addition, they will also take professional core, supplemental core, and appropriate elective courses in education and follow the policies established by the Division of Education Teacher Education Program.

Note: All science majors must take Mathematics 130 and 145 in meeting their Core II requirement.

### **Chemistry minor**

A minor in chemistry requires 20 semester hours: CHEM 101 and CHEM 101L, CHEM102 and CHEM 102L, CHEM 303 and CHEM 303L, CHEM 304 and CHEM 304L, and CHEM 305 and CHEM 305L.

## **CHEMISTRY COURSES**

CHEM 101 General Chemistry I (3)

This course is a study of the fundamental principles and theories of chemistry, including chemical symbols, formula, equations, stoichiometry, atomic structure, periodic table, chemical bonding, molecular structure, chemical reactions, state of matters, and properties of gases, liquids, solids and solutions. Three hours of lecture per week. Prerequisite MATH 130 with a grade of C or above. Fall and as needed.

CHEM 101L General Chemistry Lab (1)

In this lab the experiments illustrate and reinforce chemical principles and concepts by use of quantitative as well as qualitative methods. Emphasis is on the interpretation and reporting of data and facility in handling laboratory equipment. One formal laboratory report is required. One three-hour lab per week. Pre or Co-requisite CHEM 101. Fall and as needed.

CHEM 102 General Chemistry II (3)

As a continuation of general chemistry I, this course involves a study of the fundamental principles and theories of chemistry, including kinetics, equilibrium, thermodynamics, aqueous solution chemistry, acids, bases, pH, solubility product principles, electrochemistry, oxidation-reduction reactions and nuclear chemistry. Three hours of lecture per week. Prerequisite: CHEM 101 and 101L with a grade of C or better. Spring and as needed.

CHEM 102L General Chemistry II Lab (1)

In this course, the experiments illustrate and reinforce chemical principles and concepts by use of quantitative as well as qualitative methods. Emphasis is on the interpretation and reporting of data and facility in handling laboratory equipment. A major project with formal report and presentation is required. One three-hour lab per week. Pre or Co-requisite CHEM 102. Spring and as needed

CHEM 301 Inorganic Chemistry (3)

This course focuses on quantum mechanical theory of atomic structure, molecular orbital theory of molecular structure, molecular shape and symmetry, hydrogen and its compounds, study of metals, main-group organometallic compounds, d-block metals and coordination compounds, crystal field theory and ligand and field theory of coordination complexes. Three hours of lecture per week. Prerequisite: CHEM 102 with a grade of C or better. As needed.

CHEM 301L Inorganic Chemistry Lab (1)

In this lab, experiments are selected to augment the lecture portion of the course. Analytic and synthetic chemistry will be introduced including instrumental methods of analysis such as electrochemistry, potentiometry, and spectrophotometry. One three-hour lab per week. Pre or Co-requisite CHEM 301. As needed

CHEM 303 Organic Chemistry I (3)

This course is a systematic study of the nomenclature, structures, preparation, properties, and reactions of staff classes of carbon compounds, namely, alkenes, alcohol, and alkylhalides. Emphasis is placed on modern theories of structure and bonding, stereochemistry, and reaction mechanisms of addition reactions, elimination reactions and nucleophilic substitution reactions. Three hours of lecture per week. Prerequisite: CHEM 102 with a grade of C or better. Fall and as needed

CHEM 303L Organic Chemistry I Lab. (1)

This laboratory experience will include separation and purification techniques as well as basic reactions illustrating concepts in the course. An introduction to methods of synthesis is included. An emphasis will be placed on maintaining a laboratory notebook. A formal report is required. One three-hour lab per week. Pre or Co-requisite CHEM 303. Fall and as needed.

CHEM 304 Organic Chemistry II (3)

As a continuation of Organic Chemistry I, this course involves a systematic in-depth study of the nomenclature, structure, preparation, properties and reactions of principle classes of carbon compounds, namely aromatics, alcohols, aldehydes, ketones, ethers, carboxylic acids, esters and other derivatives of carboxylic acids, amines, amides, and spectroscopic methods of analysis. Emphasis is placed on modern theories of structure and bonding, stereochemistry and reaction mechanisms of electrophilic aromatic substitution reactions, nucleophilic addition reactions, condensation reactions, esterification reactions, and spectroscopic techniques of structure determination. Three hours of lecture per week. Prerequisite: CHEM 303 with a grade of C or better. Spring and as needed.

CHEM 304L Organic Chemistry II Lab. (1)

This is a continuation of CHEM 303L. Simple reactions and syntheses will be conducted. Structure determination and identification of products using instrumental methods of analysis will illustrate techniques discussed in the lecture. A formal report and a formal presentation are required. One three-hour lab per week. Prerequisite, CHEM 303L, Pre or Co-requisite CHEM 304. Spring and as needed.

CHEM 305 Analytical Chemistry I (2)

This course is a study of the principles, theories and applications of wet methods of quantitative analysis including volumetric, gravimetric, neutralization and complexometric methods. Statistical analysis of data also is presented. Two hours of lecture per week. Prerequisite: CHEM 102 with a grade of C or better. Fall of even years.

CHEM 305L Analytical Chemistry I (2)

This course focuses on classical chemical methods of analysis including: gravimetric and volumetric analysis, statistical treatment of data, and separations. Experiments are selected to illustrate techniques and methods discussed in the lecture. Two three-hour labs per week. Pre or Co-requisite CHEM 305. Fall of even years.

CHEM 306 Analytical Chemistry II (2)

This course is a study of the principles, theories and applications of instrumental methods of quantitative analysis including electrochemical, redox, spectroscopic (UV/VIS, IR, NMR), atomic absorption, atomic emission and chromatographic techniques. Two hours of lecture per week. Prerequisite: CHEM 102. Spring of odd years.

CHEM 306L Analytical Chemistry II Lab. (2)

This course focuses on classical chemical methods and instrumental methods of analysis. Quality control measures, control charts and method detection limits are implemented into the experiments. An analytical community service project will be conducted by the class. Experiments are selected to illustrate techniques and methods discussed in the lecture. Two three-hour labs per week. Pre or Co-requisite CHEM 306. Spring of odd years.

CHEM 312 Environmental Chemistry (3)

This course is a study of the chemistry of atmosphere, with special emphasis on greenhouse effect, ozone layer depletion, hazardous waste treatment and disposal, water pollution, air pollution,

industrial effluents, EPA regulations and OSHA guidelines. Three hours of lecture per week.

Prerequisites: CHEM 304 and CHEM 305 or CHEM 306. As needed.

CHEM 312L Environmental Chemistry Lab. (1)

In this course, wet bench and instrumental methods of analysis will be conducted on environmental samples collected in the area. Water quality parameters will be measured as well as analyses of soil and air samples. A project and formal report is required. One three-hour lab per week. Pre- or Co-requisite: CHEM 312. As needed.

CHEM 401 Physical Chemistry I (3)

This course includes macroscopic studies of gases and liquids; work, heat and energy; kinetic energy theory; first, second and third laws of thermodynamics; thermodynamics of real systems; Gibbs and Helmholtz energies; phase equilibria. Three hours of lecture per week. Prerequisites: CHEM 102, PHYS 202 and MATH 202 with grades of C or better. Fall of odd years.

CHEM 401L Physical Chemistry I Lab. (1)

In this lab, experiments will include classical and modern physical methods. Experiments explore properties of gases, solutions and thermochemistry. In addition to the maintenance of a lab notebook, formal laboratory reports are required that include rigorous error analyses. A project and formal presentation is required. One three-hour lab per week. Pre- or Co-requisite: CHEM 401. Fall of odd years.

CHEM 402 Physical Chemistry II (3)

This course includes chemical kinetics, mechanism of chemical reactions, electrochemistry, quantum chemistry, and Stronger equation. Three hours of lecture per week. Prerequisite: CHEM 401 with a grade of C or better, Spring of even years.

CHEM 402L Physical Chemistry II Lab. (1)

This course is a continuation of CHEM 401L. One three-hour lab per week. Pre- or Co-requisite CHEM 402. Spring of even years.

CHEM 403 Advanced Topics in Chemistry (2-4)

This course focuses on special advanced topics in chemistry in the area of instructor's expertise and interest. Prerequisites: CHEM 304, junior classification and permission of instructor. As needed.

CHEM 404 Advanced Topics in Chemistry (2-4)

As a continuation of CHEM 403, this course involves special advanced topics in chemistry in the area of instructor's expertise and interest. Prerequisites: CHEM 304, junior status and permission of instructor. As needed.

CHEM 407 Instrumental Analysis Laboratory (3)

This is an intensive laboratory course with experiments involving modern instrumental techniques, such as IR, NMR, UV/VIS, AA, GC/MS and electrochemical methods of analysis. Four hours of laboratory activity per week. Prerequisite: CHEM 306. As needed.

CHEM 410 Biochemistry (3)

An examination of the chemical basis of life including a review of the chemistry of amino acids, nucleic acids, carbohydrates and lipids. The structure and mode of action of enzymes and the basic paths of carbohydrate metabolism are studied and other paths of intermediary metabolism

surveyed. Three hours of lecture per week. Prerequisite: CHEM 304 with a grade of C or better. Fall or Spring.

CHEM 410L Biochemistry Lab. (1)

This course is a study of the various compounds, reactions and methods considered in CHEM 410. Typical biochemical analytical methods are utilized. One three-hour lab per week. Pre- or Co-requisite: CHEM 410. Fall or Spring.

CHEM 450 Methods of Chemical Research (2)

This course involves student participation in chemical research on individual projects under the supervision and guidance of a full-time chemistry faculty. Open to juniors and seniors majoring in chemistry. Prerequisite: CHEM 304. As needed.

CHEM 451 Methods of Chemical Research (2)

This is a continuation of CHEM 450. Prerequisite: CHEM 450. As needed.

CHEM 460 Chemistry Capstone (3)

This course is a review and integration of key concepts in chemistry and ethical issues in the discipline are discussed. At midterm, an exam will be given which must be passed with 70% or higher in order to pass the course. Each student will conduct a thorough literature survey, submit a formal paper, and present a power point presentation for the campus community on an approved topic by the instructor. Prerequisites: Completion of most Chemistry major required courses. The course meets three hours per week. Spring.

CHEM 499 Chemistry Co-Op Experience (3)

This course is designed to strengthen the career-preparation and make the classroom instruction more meaningful and relevant to the real world of work. A student, engaged in an enrichment program outside the campus, may contact his/her advisor and division chair for possibility of getting appropriate credit. Prerequisite: CHEM 304 and junior status. As needed.

## COMPUTER SCIENCE

### Faculty

Valerie Y. Chu, Associate Professor of Computer Science and Interim Co-Chair, Division of Natural and Mathematical Sciences. B.S., National Kaohsiung Normal University; M.S. (Statistics), M.S. (Computer Science), Ph.D., University of Memphis

Denise Ferebee, Assistant Professor of Computer Science and Information Technology, B.S., Mississippi University for Women, M.S., University of Memphis, Ph.D., University of Memphis

John Harris, Professor of Mathematical Science. B.A., LeMoyne-Owen College; M.A., Atlanta University; Ph.D., University of Memphis

Meenakshi Rajagopalan, Associate Professor of Mathematics. B.S., University of Illinois at Urbana; M.S. (Mathematics), M.S. (Computer Science), Ph.D., Memphis State University

Vivek Shankar Savur, Associate Professor of Computer Science. B.E., Karnatak University; M.S., Montana State University; M.B.A., University of Memphis; Ph.D. University of Texas, Austin

Dariusz Zarshenas, Assistant Professor of Mathematical Sciences, B.S., M.S., Memphis State University

### Degree

A major in computer science leads to the Bachelor of Science degree.

### Requirements for the Major

In addition to 42 credit hours of selected courses in general education, the computer science major is required to take a total of 48 semester hours of computer science courses (36 semester hours in specified courses and 12 hours of computer science courses as electives). In addition, 21 semester hours of cognate courses are required.

The 12 required computer science courses (36 hours) are:

COSI 223/I TEC 223 Programming in Java I  
COSI225/I TEC 225 Programming in Java II  
COSI 240 Discrete Structures  
COSI 320 Computer Organization and Architecture  
COSI 324 Advanced Object-Oriented Programming in C++ (3)  
COSI 330 Data Structures  
COSI 335 Algorithm  
COSI 345 Database Management  
COSI 350 Programming Languages  
COSI 410 Operating System  
COSI 455 Computer Science Projects



COSI 460 Computer Science Capstone

Four elective computer science courses (12 hours) must be completed from the following courses:

COSI 121 Visual BASIC  
COSI 310 Assembly Language  
COSI 323 Advanced JAVA Programming  
COSI 340 Numerical Analysis  
COSI 360 System Programming  
COSI 370 Cryptography and Data Security  
COSI 425 Artificial Intelligence  
COSI 435 Data Communication  
COSI 440 Computer Graphics  
COSI 450 Special Topics  
COSI 499 Computer Co-Op Experience

Required cognate courses (21 hours) are:

MATH 201 Analytical Geometry and Calculus I  
MATH 202 Analytical Geometry and Calculus II  
MATH 306 Linear Algebra  
MATH 310 Statistical Methods  
MATH 401 Probability and Statistics

and one (1) of the following courses:

PHYS 201/PHYS 201L  
CHEM 101/101L  
BIOL 101/BIOL 101L

General Electives:

Students also will take 8 credit hours of courses of their own choosing as general electives.

\*\*Note: All computer science majors must take Mathematics 130 and MATH 145 in meeting their Core II requirements.

### **Computer science minor**

A minor in Computer Science requires: COSI 223, 225, 320, 330 one computer science elective course, and MATH 201 as a cognate course.

## **COMPUTER SCIENCE COURSES**

COSI 118 Introduction to Microcomputers (3)(Core II)

This course deals with the following aspects of computer literacy: (1) the history, design, and social impact of computers, (2) elementary programming concepts, flow chart, binary numbers, (3) the use of various applications software, such as, word processing, database, spreadsheets and brief intro to GIS. Three hours of lecture per week. Fall, Spring, Summer

COSI 121 Programming in Visual BASIC (3)

This course is an introduction to event-driven programming in the Windows environment using Visual Basic. Topics covered include basic data types, branching, loops, functions, parameter

passing, arrays, and basic GUI. The emphasis is on problem solving. Three hours of lecture per week. Prerequisite: COSI 118. Fall or Spring

**COSI 216 Programming in C++ (3)**

This course covers topics including basic data types, branching, loops, functions, parameter passing, arrays, structures and classes. The emphasis is on problem solving. Three hours of lecture per week. Prerequisite: COSI 118. Fall or Spring

**COSI223/ITEC 223 Programming in JAVA I (3)**

This is an introductory course in object-oriented programming in Java for the student without previous programming experience. This course focuses on problem solving, modeling, algorithm design, abstraction, with emphasis on the development of working programs and fundamental concepts of Java programming in the object-oriented paradigm. Topics include primitive data types, control structures, arrays, I/O, objects and classes. Prerequisite: COSI 118. Fall or Spring

**COSI225/ITEC 225 Programming in Java II (3)**

This is a continuation of COS I 223/ITEC 223 Programming in Java I with emphasis on advanced programming design and object-oriented algorithmic problem solving in Java. Topics include inheritance, polymorphism, exception handling, file and stream, recursion, and graphic user interface. Prerequisite: COS I 223/ITEC 223 Programming in Java I Fall or Spring

**COSI 240 Discrete Structures (3)**

The course includes set algebra, mapping, relations, elements of graph theory, Boolean algebra, propositional logic, and introduction to finite state machines and applications. Three lecture hours per week. Prerequisites: COSI 223/ITEC 223 and MATH 145 or permission of instructor. Fall or Spring

**COSI 301 Geographic Information Systems (GIS) (2)**

This course will introduce mapping projections. Students will learn to use ArcGIS software and application of GIS in a variety of disciplines. Topics will focus on critical thinking and interpretation of data including WinZip, spatial data, mapping, geo-coding, coordinate systems, geo-referencing and GPS. Prerequisite: COSI 118 or permission of instructor. Fall or Spring

**COSI 310 Assembly Language (3)**

This course is an introduction to machine language structure and coding, comprehensive description of the arithmetic, logical, branching, and I/O operations of interrupt system. Three hours of lecture per week. Prerequisite: COSI 223/ITEC 223. Fall or Spring.

**COSI 314 Computer-Aided Design (3)**

This course will prepare students to design mathematical and engineering projects using computer software. Designs relating to architecture, subdivisions automobiles, etc., will be graphed on the screen and operations to alter, such as, move, mirror, copy will be performed. Concepts of block, layers and other aspects will be explained. Prerequisites: COSI 118 and MATH 145. As needed.

**COSI 320 Computer Organization (3)**

The course includes processor, memory, I/O devices, digital logic level, microprogramming, conventional machine level, and introductory computer architecture. The knowledge of assembly language is required. Three hours of lecture per week. Prerequisite: COSI 240. Fall or Spring.

**COSI 323      Advanced Java and Internet Programming (3)**

This course deals with advanced issues in Java programming, such as Graphical User Interfaces, exception handling, multithreading, and multimedia (Images, animation, audio and video). This course also surveys client-side and server-side Internet programming, including Java script, ASP, CGI and Java servlets. Three lecture hours per week. Prerequisite: COSI225/ITEC225. As needed.

**COSI 324      Advanced Object-Oriented Programming in C++ (3)**

This course covers object-oriented programming constructs specific in C++. This course is an advanced programming course in the application of software engineering techniques to the design and implementation of programs manipulating complex data structures. This course covers language-specific issues such as pointers, pointer arithmetic, linked lists, memory management, stream and file I/O, recursion, operator overloading, inheritance, polymorphism, templates and STL. Prerequisites: COSI 225/ITEC 225 Programming in Java II. Fall and/or Spring

**COSI 330      Data Structures (3)**

This course is an introduction to data structures including lists, stacks, queues, trees, graphs, etc. Searching, sorting, merging, information storage and retrieval also are covered. Three hours of lecture per week. Prerequisite: COSI 225. Fall or Spring.

**COSI 332      Introduction to Computer Architecture (3)**

Boolean algebra and logic circuits, register transfer operations, design of small computer, I/O and interrupt organization, addressing modes, instruction formats, microprogram control, etc. Three hours of lecture per week. Prerequisite: COSI 320 and COSI 330. As needed.

**COSI 335      Computer Algorithms (3)**

This course is an investigation of various algorithms, their properties, applications, and corresponding data structures. Three hours of lecture per week. Prerequisite: COSI 240 and 330. Fall or Spring.

**COSI 340      Numerical Analysis (3)**

This course focuses on the theory and practice of numerical computations. Numerical methods include: analysis of errors in approximate numerical calculations, solutions of nonlinear equations, finite differences and interpolating numerical polynomials, numerical differentiation and integration, least square approximation, and systems of linear equations. (Same as MATH 340.) Three hours of lecture per week. Prerequisites: COSI 225/ITEC 225 and MATH 202. Fall or Spring.

**COSI 345      Database Management (3)**

This course emphasizes the concepts and structures necessary for the design and implementation of database management systems, data models, data normalization, file organization, and index organization. Three hours of lecture per week. Prerequisite: COSI 240. Fall or Spring.

**COSI 350      Programming Languages (3)**

This course focuses on a formal definition of programming language including specification of syntax and semantics. The course compares the features, syntax, and applicability of various computer languages. Topics include data types, data structures, control structures, procedures, recursion, list processing and programming styles. Three hours of lecture per week. Prerequisite: COSI 330. Fall or Spring.

COSI 360 System Programming (3)

This course is a survey of system programs such as loaders, linkage, editors, assemblers, compilers, and operating systems. Covers the major components of each as well as design and implementation considerations. Three hours of lecture per week. Prerequisite: COSI 320 or permission of instructor. As needed.

COSI 370 Cryptography and Data Security (3)

This course discusses the current state of cryptography and the protection of computer systems from malicious users. Data integrity, availability and secrecy are addressed in depth. Three hours of lecture per week. Prerequisite: COSI 225/ITEC 225. As needed.

COSI 410 Operating System (3)

The course includes the fundamentals of operating systems, process concepts, concurrent processes, concurrent programming, deadlock, memory management, paging, virtual memory, job and process scheduling. Three hours of lecture per week. Prerequisite: COSI 330. Fall or Spring.

COSI 425 Artificial Intelligence (3)

This course introduces the fundamentals of programming in LISP and PROLOG. Central ideas of artificial intelligence, such as, matching, goal reduction, constraint exploitation, search, and problem solving are covered. Three hours of lecture per week. Prerequisite: COSI 330. Fall or Spring

COSI 430 Compiler Design (3)

This course focuses on the organization of a compiler including compile-time and run-time tables, lexical scan, syntax scan, object code generation, error diagnostic, and object code optimization. A simple compiler is designed and implemented as a group project. Three hours of lecture per week. Prerequisites: COSI 350, COSI 410. Fall or Spring.

COSI 435 Data Communications (3)

This course focuses on the survey of telecommunication systems and computer networks. Topics include physical aspects of data communications, hardware, data link protocols, network, network components, network topology, ISO reference model, and various layers used in network model. Three hours of lecture per week. Prerequisites: COSI 320, COSI 330 or permission of instructor. Fall or Spring.

COSI 440 Computer Graphics (3)

This course is a review of graphic display architecture and graphic input devices, 2-D and 3-D transformations, matrix formulation, clipping and windowing, hidden line, surface elimination, etc. Three hours of lecture per week. Prerequisites: COSI 225/ITEC 225, MATH 306 or permission of instructor. As needed.

COSI 450 Special Topics (3)

This course is designed to meet the current needs of the student and to express the particular interests of the instructor. Three hours of lecture per week. Prerequisite: consent of instructor. As needed.

**COSI 455 Computer Science Projects (3)** This course requires that the student design, develop, and implement a major project or software that solves a real problem in either the science or the business field. The project requires oral presentations and written reports. Prerequisite: consent of the instructor. (As needed).

**COSI 460 Computer Science Capstone (3)** This course meets three hours weekly, during which topics are discussed and students relate their literature search with professional experience and ethics. During the first half of the semester, the students will have an opportunity to review the computer science courses. There will be an exit exam at the middle of the semester. During the semester, students will research and develop two formal written reports, one in their major and one in another area of their choice. At the end of the semester, the student will submit the formal written reports and present his/her project using PowerPoint. Prerequisite: Completion of all Computer Science major required courses. Spring

**COSI 499 Computer Science Co-Op Experience (3)** This course is designed to strengthen career-preparation and to show the relevance of classroom and instruction to the real world of work. A student, engaged in an enrichment program away from campus, may contact his/her advisor and division chair of the possibility of getting appropriate credit. Fall, Spring, or Summer.

## **CRIMINAL JUSTICE**

### **Faculty**

Femi I. Ajanaku, The Bonnie and Chapman Smith Professor in the Social Sciences, and Director of the Center for African and African American Studies. B.A., University of Memphis; M.A., Ph.D., Howard University

Damita Dandridge, Assistant Professor of Political Science, Campus/Executive Director of the Nonprofit Leadership Collaborative of the Mid-South and Service Learning Coordinator. B.A., LeMoyne-Owen College; J.D., Thurgood Marshall School of Law, Texas Southern University

Cheryl Golden, Vice President/Chief Academic Officer, Professor of Psychology. B.A., Rhodes College; M.S., Ph.D. The University of Georgia

Margaret James, Distinguished Service Professor of Sociology. B.A., Lane College; M.A., Fisk University; M.Phil., Columbia University; Ph.D., University of Nebraska

Calverta McMorris, Associate Professor of Psychology and Assistant Registrar. B.S. Mississippi State University, M.S. EdD., University of Memphis

Daphne Williams Whitaker, Instructor of Criminal Justice. B.A., LeMoyne-Owen College, M.S., University of Tennessee at Chattanooga

### **Degree Requirements**

The Criminal Justice Major leads to the Bachelor of Arts degree/Criminal Justice has concentrations in: Corrections, Law Enforcement, or Pre-law.

### **Admission to the Major**

The major in criminal justice, requires students to earn a grade of C or better in COSI 118, HIST 221, and SOSI 111. Majors must complete the required cognate courses listed below with a grade of C or better before enrolling in upper level criminal justice courses.

### **Requirements for the Major**

The criminal justice major requires a minimum of 43 hours of required criminal justice courses, including 34 hours of specified criminal justice courses and 9 semester hours of elective criminal justice courses. The major also requires 18 hours of cognate courses.

Required courses for the major with a concentration in Corrections or Law Enforcement are:

CRJS 200	Introduction to Criminal Justice
CRJS 316	Penology
CRJS 317	Criminology
CRJS 319	Victimology/Victims Rights
CRJS 321	Constitutional Law
CRJS 325	Civil/Criminal Court Procedures
CRJS 326	Comparative Justice

CRJS 362      Statistics  
CRJS 384      Research Methods  
CRJS 455/434 Internship  
CRJS 460      Criminal Justice Capstone

Elective courses for the major with concentration in Corrections: Nine additional semester hours chosen from:

CRJS 204      American Legal System  
CRJS 205      Social Problems  
CRJS 310      Social Psychology  
CRJS 318      Deviance  
CRJS 451      Special Topics  
SOWK 305      Social Work in Correctional Setting

Elective courses for the major with concentration in Law Enforcement:  
Nine additional semester hours chosen from:

CRJS 204      American Legal System  
CRJS 205      Social Problems  
CRJS 318      Deviance  
CRJS 320      Police and Society  
CRJS 322      Law and the Poor  
CRJS 451      Special Topics  
CRJS 465      Forensic Evidence

Required courses for the major with a concentration in Pre-law are:

CRJS 200      Criminal Justice  
CRJS 204      American Legal System  
CRJS 317      Criminology  
CRJS 321      Constitutional Law  
CRJS 325      Civil/Criminal Court Procedures  
CRJS 326      Comparative Justice  
CRJS 328      Introduction to the Study of Law  
CRJS 362      Statistics  
CRJS 384      Research Methods  
CRJS 455/434 Internship  
CRJS 460      Criminal Justice Capstone

Elective courses for the major with a Pre-law concentration

Nine additional semester hours chosen from:

CRJS 205      Social Problems  
CRJS 310      Social Psychology  
CRJS 316      Penology  
CRJS 318      Social Deviance  
CRJS 319      Victimology/Victims Rights  
CRJS 320      Police and Society  
CRJS 322      Law and the Poor  
CRJS 451      Special Topics

CRJS 465	Forensic Evidence
PSYC 350	Psychopathology
HIST 201	United States History to 1865
HIST 202	United States History from 1865
SOCI 201	Introduction to Sociology
POLS 201	Introduction to Political Science
PSYC 101	General Psychology I
PSYC 102	General Psychology II, and either:
FREN 101-102	Elementary French I and II
or	
SPAN 101-102	Elementary Spanish I and II

### **CRIMINAL JUSTICE COURSES**

CRJS 200 Introduction to Criminal Justice (3)

This course surveys the Criminal Justice system from ancient times to the present. It traces the development of law, police and corrections systems.

CRJS 204 American Legal System (3)

This course gives the student a basic understanding of the structure and functioning of the American legal system with a brief history of its development. The civil and criminal elements of the system are examined with discussion of plea bargaining, bail and verdict-of-proof in civil and criminal cases.

CRJS 205(same as SOCI 205) Social Problems (3)

CRJS 310(same as SOCI 310) Social Psychology (3)

CRJS 316 Penology (3)

This course gives the student an in-depth study of the structure and process of the prison system. Emphasis is placed on methods of correction and treatment in places of incarceration.

CRJS 317(same as SOCI 317) Criminology (3)

CRJS 318(same as SOCI 318) Social Deviancy (3)

CRJS 319(same as SOCI 319) Victimology/Victims Rights (3)

CRJS 320 Police and Society (3)

This course is a study of the effective functions, organization and management of law enforcement with emphasis on the role of the police as enforcers of law in society.

CRJS 321(same as POLS 321) Constitutional Law (3)



CRJS 322 (same as POLS 322) The Law and the Poor (3)

CRJS 325 Court Procedure (3)

This course is an in depth study of courtroom procedures which examines the roles of the court's bailiffs, clerks, caseworkers, lawyers, paralegals and judges. Trial procedure including arraignment, examination and cross-examination, parole, and probation will be considered.

CRJS 326 Comparative Justice (3)

This course presents a cross-cultural perspective on justice systems outside of the United States. Their philosophical and ideological foundations will be emphasized as well as their impact on their societies.

CRJS 328 Introduction to the Study of Law (3)

This course introduces students to the Socratic and case study methods of instruction in legal studies. It considers techniques for law school preparation and the general requirements of law schools.

CRJS 362(same as POLS 362 and SOCI 362) Statistics (4)

This course is designed to introduce students to fundamental statistical methods. This includes knowledge of various statistical symbols, procedures and data manipulation techniques using computers. The course also introduces basic statistical tests, which are frequently used to test research hypotheses. Fall and Spring. Prerequisites: MATH 111, MATH 110, CRJS200

CRJS 384(same as SOCI 384, POLS 384 and SOSI 384) Methods of Social Investigation (3)  
(Formerly CRJS 304) Prerequisites: SOCI 201, CRJS 362

CRJS 386 Qualitative Research Methods (3)

This course is designed to introduce students to the basic concepts, tools and techniques used in qualitative social and behavior research. Students in this course will be exposed to the various approaches to qualitative research design and their application. The topics to be incorporated in this course will be the formulation of the research question, techniques for data collection, and analysis in qualitative research. Other topics covered will be critiquing and evaluating qualitative research designs and finding data bases, citing sources in the various disciplines. As a result of taking the course, students should be able to:(a) demonstrate their understanding of the basic principles and procedures of research methodology; and (b) critically evaluate qualitative research studies (c) design research based upon the research question and constraints. Prerequisites: Completion of Core requirements and CRJS/SOCI/POLS/ULSJ/SOSI 384 Research Methods (except for history majors); SOSI 384 Research Methods for Social Science majors; or, permission of Instructor/Division Chair. Semesters (s) or Alternate: Fall, Spring, Summer

CRJS 390 Quantitative Research Methods (3)

This course is designed to introduce students to the advanced concepts, tools and techniques used to understand, evaluate, and conduct quantitative social science research. Students in this course will be exposed to various approaches and applications of quantitative research design. The topics incorporated in this course will be the selection of relevant tools for subject recruitment, design implementation, data collection and analysis, and to report findings. Additionally, this course will cover ethics in research. As a result of taking the course, students should be able to:(a) demonstrate

their understanding of the basic principles and procedures of research methodology; (b) critically evaluate quantitative research studies; and, (c) design research based upon the research question and constraints of quantitative research. Prerequisites: CRJS/POLS/SOCI/SOSI/ULSJ 362 Statistics for all Social and Behavioral Sciences majors, except for History majors and selected Social Science majors (whose research is qualitative in nature); CRJS/POLS/SOCI/SOSI/ULSJ 384 Research Methods; Junior-level classification. Semesters (s) or Alternate: Fall, Spring, Summer

CRJS 434(same as POLS 434) Public Affairs Internship (3-12)

CRJS 451(same as POLS 451 and SOCI 451) Special Studies in Criminal Justice (3-12)

CRJS 455(same as SOCI 455) Criminal Justice Internship (3-12)

CRJS 460 Criminal Justice Capstone (3)

This course is designed to provide students a basis for engaging in independent research by surveying literature relevant to the social sciences in general and to the student's major discipline. Students will participate in a multidisciplinary seminar, with writing and technology workshops, and have individual research tutorials with mentors. In addition, students will enhance their present skills in the areas of critical thinking, problem solving, analytical thinking, summarization, communication, value clarification and practical application. This process will result in a major research project, paper, and formal oral presentation. Individual research topics will be determined by mutual agreement of the student, course instructor and faculty mentor. Prerequisites: Completion of all Criminal Justice major/concentration required courses.

CRJS 465 Forensic Evidence (3)

This course provides the student with a basic understanding of the analysis of forensic evidence. The course requires study in a forensic laboratory.

## **W.E.B. Du Bois SCHOLARS PROGRAM**

### **Faculty**

Elton Weaver, Assistant Professor of History. Director of the DuBois Scholars Program. B.A., LeMoyne-Owen College; M.A., Ph.D., University of Memphis

All Du Bois Scholar's Program courses are taught by qualified faculty from across the college.

### **Goals**

The W. E. B. Du Bois Scholars Program (DBSP) is designed to nurture and develop promising young scholars at LeMoyne-Owen College. More specifically, the goal is to produce students who are committed to academic and personal excellence, oriented toward pursuing graduate and professional degrees, and dedicated to serving their communities. In addition, DBSP provides a forum where faculty and students develop new ideas and innovations that will ultimately benefit the campus as a whole. In short, the DBSP promotes the ideal of a liberal arts education and serves as an intellectual and academic laboratory for the campus at large.

### **Admission**

The Du Bois Scholars Program is designed to address the entire college experience of a LeMoyne-Owen College student. As such, a student's admission to the program will generally be considered for his or her freshman or sophomore year (although juniors and occasionally seniors may be considered under special circumstances). Membership in the honors program is offered to students who have demonstrated academic achievement and intellectual curiosity. To assess achievement and curiosity the DBSP advisory committee will review a student's academic record, a personal statement, and recommendations.

**Incoming Students.** Prospective students will have the opportunity to indicate their interest in the DBSP when they apply for admission to LeMoyne-Owen College. Freshman and transfer students will be invited to enroll on the basis of the following criteria:

- \* 3.2 or higher grade point average, a personal statement, extracurricular activities, faculty/guidance counselor recommendation and an interview with the DBSP Director and members of the Advisory Committee

**Current Students.** Students beyond their first semester at LeMoyne-Owen College may apply for admission to the program. These students will be evaluated using the following criteria:

- \* 3.2 or higher grade point average, a personal statement, extracurricular activities, two letters of recommendation, (at least one from a LeMoyne-Owen College faculty member who has taught the student), and an interview with the DBSP Director and members of the Advisory Committee

## Program Standards

A student must maintain a 3.2 or higher cumulative GPA and must make satisfactory academic progress in the DBSP to remain in good standing. Students who fall below that standard are subject to removal from the program and loss of related scholarships.

**Du Bois Scholars' Program Curriculum** W.E.B. Du Bois Scholars will be asked to complete approximately 18 credit hours of course work to receive W.E.B. Du Bois Scholar designation upon graduation. Much of the honors coursework will overlap with other college academic requirements. The following general outline for a Du Bois Scholar's course of study assumes a four-year college experience. However, the course of study can accommodate students who need up to five years to complete their degree.

Freshman Du Bois scholars will register for the Freshman Du Bois Scholars Colloquium in the fall and spring semesters. These students will also have the option to register for an honors core course in the spring of their freshman year. By the end of their sophomore year, Du Bois Scholars will be required to have completed at least two honors core courses. Sophomore Du Bois scholars will also have the option to complete their "Semester of Service" project in the spring of their sophomore year. In their junior year, Du Bois scholars must complete their "Semester of Service" project and one semester of the upper level Du Bois Scholars Colloquium (or one semester of directed reading or study abroad). Senior Du Bois scholars must complete an honors project/thesis. Students will complete this requirement in conjunction with their senior capstone project.

DBSP 110/111 Freshman Du Bois Scholars Colloquium (2) This course is an academically rigorous course based on class readings, class discussion, and written projects. The overarching focus of the course is an exploration of what it means to be an educated person.

Honors Core II (Credits are equivalent to the corresponding Core II course. NOTE: Honors Contract Core Courses can be substituted for an Honors II class). Sections of certain Core II courses are reserved for DBSP students and any other student who has a GPA of 3.2 or better. Course offerings will vary each semester. Du Bois Scholars must take at least two of these courses during their LeMoyne-Owen College career. The director of the DBSP will work with division chairs to develop Honors Core II offerings.

Honors Contract Core II (Credits are equivalent to the corresponding Core II course). In lieu of taking an Honors Core II course, a DBSP student may contract with a faculty member to do honors level work within a regular Core II class for honors credit. The student and faculty member will negotiate the honors contract, defining the scope of work to be completed, before the first class meeting. The director must approve honors contracts.

DBSP 399 Semester of Service (1) LeMoyne-Owen College has a deep commitment and long tradition of service to the community. Du Bois scholars are asked to embrace this responsibility and to share their time and talents with others in a "Semester of Service" project during their junior year.

This one credit course is a self-designed service project. Du Bois scholars may choose to submit a proposal based on service to the college community or one founded upon service to the surrounding community. All service project proposals must be submitted to the director of the DBSP not later than the end of the first semester of a student's junior year. The proposal must outline the goals of the project and the steps to be undertaken to achieve the goals. The proposal must also identify the particular agency, organization, or group under which the project will be conducted and the individual from that organization who has agreed to serve as project supervisor. [NOTE: Project supervisors must agree in writing to serve in this capacity].

Students must file two interim reports during the semester describing their progress in carrying out the project and submit a final paper relating the results of the service project to their entire liberal arts experience to date. Du Bois scholars are encouraged to keep a journal of service activities both for their own personal reflection and to facilitate the writing of the required final paper.

DBSP 310/311 Upper Level Du Bois Scholars Colloquium (2) This is an academic rigorous course based on class readings, class discussions, and written projects. The titles and content of these courses will vary from semester to semester. These courses are restricted to DBSP students in their junior and senior years. Du Bois scholars must take at least one semester of the upper level Du Bois Scholars Colloquium. (NOTE: A directed reading or semester of study abroad may be substituted for this requirement).

DBSP 350 Directed Readings (2) These are two credit tutorial offerings taken outside of a student's chosen major to further emphasize the interdisciplinary nature of a true liberal arts ideal. A directed reading may be either faculty designed or student designed under a faculty member's supervision. A directed reading tutorial consists of the compilation of a semester-long reading list relative to a chosen interdisciplinary topic and at least bi-weekly faculty member(s)/student discussions of these readings during the course of the tutorial. The director of the DBSP must approve directed reading proposals.

DBSP 402 Study Abroad (2) Du Bois scholars may substitute a semester or year of study abroad for the upper level DBSP colloquium requirement. Students choosing this option will be required to keep a journal of their experience and complete a short paper about the experience upon their return.

Du Bois Scholars Senior Honors Project/Thesis (Students will complete this requirement in conjunction with their Capstone requirement). Senior Du Bois scholars must choose a faculty mentor for their honors project/thesis. The student and mentor together will select two faculty readers one of which must be from outside the student's major discipline. Readers should be from disciplines appropriate to the nature of the project/thesis. Students embarking on an honors project/thesis must also fulfill all requirements of their capstone. Students must submit a one page description of the project to the DBSP director. To receive Honors credit, this description must be approved by the DBSP director, the faculty mentor, and both faculty readers before the student registers for the capstone course. Although most majors only require one semester to the capstone course, it is recommended that students plan to spend at least two semester working on their honors projects/thesis.

Upon completion, the student will present his or her project/thesis before an open forum of faculty and students. If the senior honors student receives a grade of B or above on the completed project/thesis, and provided all other DBSP requirements have been met, the student will be eligible for graduation with Honors as a Du Bois Scholar

### **Graduation**

Du Bois Scholars Program students who have completed all DBSP requirements will receive a special notation on their transcript and on their LeMoyne-Owen College degree.

Du Bois scholars will be regularly exposed to a diverse series of visitors and speakers. In addition, Du Bois scholars will take advantage of museums, historical organizations and events, and cultural organizations and events in the mid-south area to enhance and enrich their educational experience.

The advisory committee will be made up of one faculty member from each division of the college and three students. The director of the DBSP will chair the committee.

## EDUCATION

### Faculty

Ralph Calhoun, Division Chair, Associate Professor, and Coordinator of Special Education Program. B.B.A., M.S.E., University of Central Arkansas, Ed. D., University of Memphis

Delilah Davis, Assistant Professor, Coordinator, Early Childhood Education. B.S., University of Tennessee at Martin; M. S., University of Memphis; Ed.D., University of Memphis

Sonya Fleming, Instructor, Special Education, BS., LeMoyne-Owen College, M. E., Cambridge College

Margrethe Frankle, Instructor, Early Childhood Education. B.A., Knox College; M.A., University of Memphis

Ernestine Hollimon, Instructor, Licensure Officer, Director, Center for Urban Education. B.A., LeMoyne College; M.Ed., University of Memphis

Dorsey Patterson, Instructor, Field Experience Coordinator, B.S., Rust College; M.S. E., Arkansas State University

E. D. Wilkens, Professor of Health and Fitness/Wellness. B.A., Valparaiso University; M.Ed., University of Memphis; Ph.D., Southern Illinois University

The Division of Education is one of five academic divisions at LeMoyne-Owen College. The Division of Education's mission is to prepare candidates as facilitators of transformative processes who are able to educate students from diverse socioeconomic and cultural backgrounds. The purpose of the teacher education program is to prepare teacher candidates to engage students in transformative learning processes that prepare them to perform efficiently and effectively within a contemporary global framework. The purpose is undergirded by two complementary goals: (1) to provide excellent teaching and learning environments that result in critical literacy and learning for teacher candidates who will in turn mirror these outcomes for preK-12 students, and (2) to provide, in collaboration with partnership schools, related field experiences and clinical practice where teacher candidates develop and demonstrate the knowledge, skills and dispositions that make them facilitators of transformative processes.

The Division is responsible for the coordination of all teacher education programs, the Division of Education Non-Licensure Program and the Health and Fitness/Wellness support program.

The Division offers the Professional Core courses which, with the appropriate major and supplemental core from the arts and sciences division, lead to teacher licensure in the endorsement areas of Early Childhood Education (PreK-3), Elementary Education (K-6), Middle Grades Education (4-8), Secondary Education (7-12) and (K-12) programs in Music, Special Education, and Visual Arts. Post Baccalaureate licensure may be earned in each of the Endorsement areas offered at LeMoyne-Owen College.

Grounded in a sound Liberal Arts foundation, each of the programs enables students to acquire necessary knowledge-bases, skills and dispositions. The following majors are offered to students who may or may not be seeking licensure in the State of Tennessee:

PreK-3	Early Childhood Education Special Education/Early Childhood
Grades K-6/	Interdisciplinary Programs with concentrations in English Mathematics Science Social Studies
Grades 4-8	General English General Mathematics General Science Social Studies
Grades 7-12	Licensure in: Biology Chemistry English Government/Political Science History Mathematics
Grades K-12	Special Education Visual Arts Education

## **THE TEACHER EDUCATION PROGRAMS**

The preparation of teachers for licensure is a campus-wide endeavor with faculty members of other divisions offering Core II, Majors, and Supplemental Cores. These faculty members work in collaboration with faculty members of the Division of Education who provide the professional studies core for licensure in each endorsement area. All students who plan to teach must complete the required college core curriculum, all other major degree requirements as well as the requirements set forth by the Division of Education. Students seeking licensure must also meet the requirements set forth by the Tennessee State Board of Education. Since these requirements are subject to change, students must consult with their advisors regularly - a minimum of one time per semester other than for early or regular registration.

### **Admission to Teacher Education Programs Leading to Licensure**

Admission to LeMoyne-Owen College and declaring the intent to major in a degree program that leads to licensure does not automatically admit the student to one of the Teacher Education Programs. Interested students must file a formal application with the Division of Education following the procedures and timelines described in the Division's Pre-Candidate Student Handbook. The procedures apply to transfer, returning, and post-baccalaureate students. The Teacher Education Committee only grants formal admission to Teacher Education programs after the pre-candidate has completed an application package that includes documentation that he or she has:



- Declared a major in a program that leads to licensure and filed the declaration of major form with the Records office, the Division of Education, and the Division in which the major is offered.
- Successfully completed the College's Core II requirements
- Earned a cumulative grade point average (GPA) of 2.50 or above in the General Core (Core II).
- Completed ENGL 111, 112, and 205, MATH 110, MATH 130 or MATH 145, with a grade of "C" or better, and, achieved scores on Praxis I (PPST or CBT) at the level required by the Tennessee State Department of Education.
- Completed a satisfactory interview with a panel of faculty members representing the Division of Education and other Divisions and/or PreK-12 school personnel.
- Obtained three (3) favorable recommendations from faculty including one from the instructor of EDUC 202
- The completed application package must be submitted by the pre-candidate and academic advisor. The package must include a hand-written biographical sketch and a word-processed letter to the Teacher Education Committee requesting admission to the Teacher Education program.

Students seeking licensure through the Division of Education must meet the admissions, maintenance and exit criteria detailed in the Pre-Candidate Handbook. Policies and Procedures: Policies and procedures effective beginning in the fall semester of 2000 include the following:

#### Admission

Pre-candidates seeking licensure must:

- a. Take the reading and writing portions of the PRAXIS I exam upon completing ENGL 111, 112 and 205.
- b. Take the math portion of the PRAXIS I exam upon completing MATH 110, MATH 130 or MATH 145, whichever is appropriate for his or her licensure program.

Apply for admission to the Division of Education upon completion of Core II.

Pre-candidate transfer students who have completed Core II must complete the PRAXIS I exam at the level required by the state and make application in their first semester at LeMoyne-Owen College. Post Baccalaureate pre-candidates, at a minimum, must be eligible for provisional admission to the Division before they will be permitted to enroll in any professional core courses, except EDUC 202.

Prior to taking any professional education course, except EDUC 202, pre-candidates must be provisionally or fully admitted to the Division of Education.

Pre-candidates provisionally admitted may enroll in the following Professional Core courses during their next semester: EDUC 202-203-204-205-224. Early Childhood Education pre-candidates may enroll in 3 credit hours from the following list: ECED 201-203-205-206 to complete 16 credit hours of study during the provisional semester.

Pre-candidates not gaining full admission to teacher education during the provisional semester may not take any other Professional courses and will be counseled to complete their academic major within their major division and/or seek another major that is more aligned with their personal strengths.

#### Exemption from Praxis I

Applicants who have attained a composite test score of 22 or above in the Enhanced ACT, or who have attained a combined verbal and mathematics score on the SAT of 920 or above shall be exempt from submitting Praxis I scores.

#### Appeals Process for Admission to Teacher Education

The Praxis I PPST series of tests is designed to be taken early in a student's college career. By state law, all individuals seeking formal admission to a teacher education program in the state of Tennessee must take and pass the Praxis I in reading, writing, and mathematics OR meet the requirements for and obtain a formal waiver. A waiver is an alternative to taking and passing the Praxis I series of tests. A pre-candidate seeking a formal waiver must meet the criteria outline below:

- Applicant must meet all other admission requirements as set forth in the current policies and Procedures for Admissions except Praxis I requirements.
- Applicant must have attempted all parts of Praxis I series tests at least once and must have attempted the portion(s) for which the waiver is sought at least twice.
- Applicant must have attained a 2.75 or above cumulative GPA.
- Applicant must, in consultation with his/her advisor, prepare an appeal letter and submit the letter through his/her advisor to the chair of the Division of Education who will convene an appeals committee. The letter must address and document attainment of all admission criteria (this must include documentation on Praxis I series attempts) and must provide the reason(s) for wanting to be a teacher and a justification for review of the appeal.

The decision of the committee will be final. However, a pre-candidate may reapply for admission to the Teacher Education Program upon meeting **all** requirements as stated in the Policies and Procedures for Admission.

To advance to any 300 level course candidates seeking licensure must:

- a. Be fully admitted to Teacher Education
- b. Have taken the Principles of Learning and Teaching (PLT) section of the PRAXIS II exam.

Candidates who do not receive a passing score on the PLT may enroll in the 300 level courses from the Professional Core during their next semester; however, in order to take any 400 level courses in the Professional Core, candidates must receive a passing score on the Praxis II PLT.

Upon completion of the initial 12 credit hours within the major discipline, candidates must take and pass content area exams of Praxis II. Upon completion of the major discipline, candidate must take and pass all specialty area exams of Praxis II. Candidates must consult with their academic advisor

and the Field Experiences and Clinical Practice Handbook regularly to ensure that appropriate exams are completed at required times.

### **Exit**

Candidates must take and pass all other PRAXIS II specialty area exams specific to their endorsement area during their Level III field placement (Student Teaching).

Candidates not receiving a passing score on their specialty area exam(s) will receive an “I” in Student Teaching and must successfully complete the remaining work prior to the Grade Change deadline listed in the college’s Academic Calendar the following semester.

Candidates who fall below a 2.50 GPA in any semester may not take any Professional Core courses during their next semester. During their provisional semester, candidates must raise their GPA to 2.50 or higher. Candidates who are unable to meet this requirement will be counseled to pursue an academic area outside Teacher Education where their strengths can be best used.

Note: No candidate may advance to student teaching without meeting the above criteria. In addition, candidates who have not passed all parts of Praxis II will not be recommended for licensure by the College. (See the Classroom Field Experiences Handbook for more details related to Praxis II and Interim Licensure.)

Requirements may change due to Tennessee State Board of Education Regulations; therefore, students are advised to consult with their Education advisor regularly.

### **Post-Baccalaureate (Licensure only)**

Students who enter the post-baccalaureate teacher education program have an earned baccalaureate degree but have not completed a teacher education program. Post baccalaureate teacher candidates are therefore, exempt from Praxis I and granted one conditional semester of admission to the Teacher Education Program. To receive full admission to the Teacher Education Program, post baccalaureate teacher candidates must meet the same admission and retention criteria as other candidates for admission to licensure programs. Post-baccalaureate teacher candidates complete all required course work and field experiences prior to entering the student teaching semester. Post-baccalaureate candidates will enroll and participate in the enhanced student teaching semester including the seminar. (See Field Experiences and Clinical Practice Handbook for details)

### **Licensure Programs Requirements**

Candidates seeking licensure in Early Childhood Education (PreK-3) must complete the General Core; the Supplemental Core, the Professional Core and the Early Childhood Education major plus a clinical practice semester.

Candidates seeking licensure in Elementary Education (K-6) and/or Middle Grades Education (4-8) must complete the General Core, the Supplemental Core, the Professional Core, and a content area major selected from the following: English, General Science, General Mathematics or Social Studies plus a clinical practice semester.

Candidates seeking licensure in Secondary Education, (7-12), must complete the General Core, the Supplemental Core, the Professional Core; and a content area major selected from the following: Biology, Chemistry, English, Government/Political Science, History or Mathematics plus a clinical practice semester.

Candidates seeking licensure in K-12 Grades must complete the General Core, the Supplemental Core, the Professional Core, and a major in Special Education, Visual Arts or plus a clinical practice semester.

Early Childhood Education Major: See Early Childhood Education section.

Special Education Major: See Special Education section.

## **EARLY CHILDHOOD EDUCATION**

### **Faculty**

Delilah Davis, Assistant Professor, Coordinator, Early Childhood Education. B.S., University of Tennessee at Martin; M. S., University of Memphis; Ed.D., University of Memphis

Margrethe Frankle, Instructor, Early Childhood Education. B.A., Knox College; M.A., University of Memphis

### **Program**

The Division of Education offers a licensure program in Early Childhood Education (PreK-3) for individuals wishing to expand their knowledge, skills, and disposition to work with young children and their families. Coursework and field experiences provide candidates with theoretical foundations applicable to various early childhood environments. Courses focus on teaching in and administering Early Childhood Education programs.

### **Licensure Requirements**

Students who wish to prepare themselves for a career in Early Childhood Education must formally apply to the Division of Education. Applications should be completed and submitted during the semester that a student is enrolled in EDUC 202. ALL admission requirements must be met to advance to the professional core courses. Applicants for admission to the Early Childhood Education Program must meet the criteria below and detailed in the Division of Education Pre-Candidate Student Handbook and Field Experiences and Clinical Practice Handbook.

Licensure in the Early Childhood Education (PreK-3) Grades requires completion of the General Core, Professional Core, Early Childhood Education major, Supplemental Core and clinical semester.

### **Major (33 Credit Hours)**

ECED 206	Language Development and Emergent Literacy (3)
ECED 301	Curriculum for Inclusive and Diverse EC Classrooms I (3)
ECED 321	Literature for Children (3)
ECED 333	Critical Issues in Working in Diverse & Inclusive EC Programs (3)
ECED 404	Working with Children, Families and Communities of Diverse Cultures (3)
ECED 405	Administration of Inclusive and Diverse Early Childhood Programs (3)
HLFW 310	Elementary Physical Education/First Aid And Safety (3)
HLFW 322	Elementary Health Education and Nutrition (3)

- MATH 421 Mathematics for PreK-6 Teachers (3)  
NATS 421 Science for PreK-6 Teachers (3)  
SOSI 421 Social Studies for PreK-6 Teachers (3)

**Professional Core (24 Credit Hours)**

- EDUC 202 Portfolio Development (3)  
EDUC 203 Human Development and Psychology (3)  
EDUC 220 Measurement and Evaluation (3)  
EDUC 224 Survey of Exceptional Children (3)  
EDUC 301 Managing Classroom Behavior (3)  
EDUC 328 Media & Technology in Education (3)  
EDUC 346 Multicultural Teaching & Learning (3)  
EDUC 408 Methods and Materials: An Integrated Approach to Teaching (3)

Electives may be completed in

- ECED 406 Early Childhood Administration/Supervision (1-3)  
ECED 407 Early Childhood Administration/Supervision: Fieldwork (1-3)

**Supplemental Core (12 Credit Hours)**

- ECED 201 Intro to Inclusive Early Childhood Education (3)  
ECED 203 Child Development (3)  
ECED 205 Developmental Assessment of Young Children (3)  
ARTS 335 Imagination and Cultural Expressions in EC Classrooms (3)

**Clinical Practice (12 Credit Hours)**

- EDUC 425 Student Teaching, Seminar and Capstone for Early Childhood Education

## Early Childhood Education Courses

### ECED 201 Introduction to Inclusive Early Childhood Education- (3)

This course provides an overview of the various theoretical principles that underlie developmentally appropriate practices in inclusive early childhood programs. Explores how these principles inform early childhood care and education practice including curriculum, environmental organizational and structures, and the teacher and children's roles. Active, individualized and exploratory learning will be modeled and discussed from different theoretical perspectives. Emphasis will be placed on understanding how diverse social and cultural factors affect the teaching-learning process.

### ECED 203 Child Development (Infant-8 years of age) (3)

This course examines the developing child from birth-age eight emphasizes the interaction between cognitive, social, emotional and physical development. Major developmental theories are critically examined, and theory is illuminated through students' experiences with children. Salient themes include the child as a maker of meaning, gender identification, attachment and the social context of development.

### ECED 205 Developmental Assessment of Young Children- (3)

This course stresses a developmental observation and assessment of young children. It examines the practice of gathering information for the purpose of making individual instructional decisions for young children. Students are exposed to a variety of assessment techniques including theoretically based unstructured observations, psycho-educational screening instruments and tests and their limitations. This course considers information relevant to interdisciplinary team meetings for children with special needs. (10-hour, level one field experience is required)

### ECED 206 Language Development and Emergent Literacy (3)

This course requires that students examine language development and learning within the contexts of culture, family and society. Students explore a variety of theories of language development as well as approaches to the teaching of literacy skills in order to develop classroom practices that enable all children to become competent, effective users of language in all of its forms. Students are required to demonstrate an understanding of the interrelation among culture, language, thought and the function of the home language and literacy in the development of young children. (10-hour, level one field experience is required)

### ECED 301 Curriculum for Inclusive and Diverse Early Childhood Classrooms I (3)

This course examines how to create learning environments for children with and without identified special needs, in order to foster sensory-motor, social, emotional, and cognitive development through play. Basic principles underlying developmentally appropriate curriculum, planning, scheduling and design of learning environments are an integral part of this course. Students also examine the rationale and learning opportunities offered by particular materials, activities, and content area knowledge. The role of the teacher in relation to the parent and the child is examined. Special issues such as integrating health and safety procedures into the daily program and early intervention strategies are highlighted. (15 hour, level two field experience is required)

### ECED 302 Curriculum for Inclusive and Diverse Early Childhood Classrooms II (3)

This course explores curriculum development for early childhood education in the context of field experiences in school classrooms and cognitive discourse in a seminar setting. It examines

relationships among children's acquisition, structuring and organization of knowledge, developmental stages, racial and cultural identities, and pedagogical practices. Investigates how theories of learning and schooling influences curriculum and are shaped by cultural, political, social and economic forces. It further presents methods for planning, implementing, and evaluating lessons, curriculum units and learning experiences. (15-hour, level two field experience is required)

ECED 321 Literature for Children (3)

This course is designed to introduce students to a variety of literature for children and youth. Emphasis is placed on standards for judging various genres'. Extensive reading, use of libraries, and other media resources are required. (10-hour, level one field experience is required)

ECED 333 Critical Issues in Working in Diverse and Inclusive Early Childhood Programs (3)

This course involves a critical examination of the concepts, theories, and issues involved in working in diverse and inclusive early childhood programs. The course is designed to help students to reflect on current issues in early childhood, the importance of becoming leaders in the field and their role as advocates for children and families.

ECED 404 Working with Children, Families and Communities of Diverse Cultures (3)

This course develops students' knowledge and skills in building partnerships with parents, based on the recognition that families are increasingly diverse. Examines how to construct learning environments that value and build on diverse cultural values and that avoid a mismatch between home and school expectations. Through the examination of effective models and practices of parent involvement in schools, students will develop knowledge and skills both in teaching diverse children and in reaching out to families and collaborations with community agencies. (15-hour, level two field experience is required)

ECED 405 Administration of Inclusive and Diverse Early Childhood Programs (3)

This course provides an in-depth study of the organization and administration of early childhood programs. Students learn how to set goals, design facilities to support learning, hire and train staff, plan and evaluate curriculum, develop health and safety policies and procedures, understand nutritional standards, federal food program guidelines, and meal planning for children, and how to develop start-up and operational budgets. The emphasis will be on group structure, problems of communication, budgetary considerations, decision making, management styles, and supervision.

ECED 406 Early Childhood Administration/Supervision: Observation (Elective) (1-3)

Observation of one or more persons whose work, the culture in which it takes place, and whose style of dealing with their work is of interest to the student. Students function as observers in the daily administrative process of operating an early childhood program.

## **LICENSURE IN ELEMENTARY EDUCATION - GRADES K-6 Interdisciplinary Studies**

(Requires completion of the General Education Core, Professional Core, Interdisciplinary Elementary Education Methods Block, Supplemental Core, and a Major in the Arts or Sciences)

### **General Education Core (42 Credit Hours)**

FRSM 101	Freshman Seminar I (2)
FRSM 102	Freshman Seminar II (2)
ENGL 111	English Communication I (3)
ENGL 112	English Communication II (3)
ENGL 205	Human Literary Heritage (3)
HIST 221	Introduction to African American History I (3)
HUMN 211	The Awakening World (3)
HUMN 212	The Global Village (3)
NATS 110	Biological Science (3)
NATS 112	Physical Science (3)
MATH 110	Concepts of Algebra (3)
MATH 130	College Algebra (3)
or	
MATH 145	Pre-calculus (3)
SOSI 111	Power & Society (3)
COSI 118	Introduction to Microcomputers (3)
HLFW 129	Lifetime Fitness (1)
HLFW	Elective (1)

### **Professional Education Core - (K-6) (36 Credit Hours)**

EDUC 202	Portfolio Development (3)
EDUC 203	Human Development and Psychology (3)
EDUC 204	Foundations of Education (3)
EDUC 220	Measurement & Evaluation (3)
EDUC 224	Survey of Exceptional Children (3)
EDUC 301	Managing Classroom Behavior (3)
EDUC 328	Media & Technology in Education (3)
EDUC 333	Developmental Approach to Reading K-6 (3)
EDUC 346	Multicultural Teaching and Learning (3)
EDUC 422	Methods & Materials: An Integrated Approach to Teaching (3)
HLFW 310	Elementary Physical Education/First Aid And Safety (3)
HLFW 322	Elementary Health Education and Nutrition (3)

### **Clinical Practice (12 Credit Hours)**

EDUC 426	Student Teaching, Seminar and Capstone for Elementary Education (12)
----------	--

### **Supplemental Core**

The supplemental core for each major that leads to licensure in Elementary Education (K-6) and/or Middle Grades Education (4-8) is specific to the major and provides a concentration in a discipline different from the major (for additional information see programs of study).



### **Requirements in the Major**

Candidates seeking licensure in Elementary Education Grades (K-6) must select a concentration within the interdisciplinary major programs. These include English, Mathematics, Science, or Social Studies. Middle Grades Education (4-8) must select a Major from the following: English, General Mathematics, General Science or General Social Studies.

#### **Major: Interdisciplinary English: (36 Credit Hours)**

ENGL 303	Shakespeare (3)
ENGL 307	American Literature, 1620-1680 (3)
ENGL 308	American Literature, 1680-1930 (3)
ENGL 309	African American Literature I (3)
ENGL 310	African American Literature II (3)
ENGL 323	Introduction to English Literature I (3)
ENGL 324	Introduction to English Literature II (3)
ENGL 331	English Literature, Beginnings to 1450 (3)
ENGL 332	English Literature, 1450-1785 (3)
ENGL 333	English Literature, 1785-1901 (3)
ENGL 460	Capstone (3)

#### **Supplemental Core:**

ENGL 320	The Teaching of English (3)
ENGL 322	Adolescent Literature (3)
HUMN 400	Research Methodology for Capstone (3)
HIST 202	United States History from 1865 (3)
PSYC 100	General Psychology (3)

#### **Major: Interdisciplinary Mathematics(25 Credit Hours)**

GEOG 102	Introduction to Geography (3)
MATH 135	College Algebra (3)
MATH 145	Pre-Calculus (3)
MATH 201	Analytic Geometry and Calculus I (4)
MATH 421	Mathematics for PreK-6 Teachers (3)
NATS 421	Science for PreK-6 Teachers (3)
ENGL 421	English for PreK-6 Teachers (3)
SOSI 421	Social Studies for PreK-6 Teachers (3)

#### **Supplemental Core (12 Credit Hours)**

HIST 202	United States History from 1865 (3)
ARTS 335	Imagination and Cultural Expression in Early Childhood Classrooms (3)
ECED 321	Literature for Children (3)
HLFW 310	Elementary Physical Education/First Aid And Safety (3)

#### **Major: Interdisciplinary Science (27 Credit Hours)**

BIOL 101	General Biology I Lecture and Lab (4)
CHEM 101	General Chemistry I Lecture and Lab (4)
NATS 115	Earth and Space Science Lecture and Lab (4)
BIOL 208	Human Nutrition (3)
BIOL 410	Environmental Science (3)

- MATH 421 Mathematics for PreK-6 Teachers (3)  
 NATS 421 Science for PreK-6 Teachers (3)  
 SOSI 421 Social Studies for PreK-6 Teachers (3)

**Supplemental Core** (15 Credit Hours)

- HIST 202 United States History from 1865 (3)  
 ARTS 335 Imagination and Cultural Expression in Early Childhood Classrooms (3)  
 ECED 321 Literature for Children (3)  
 HLFW 310 Elementary Physical Education/First Aid And Safety (3)  
 HLFW 322 Elementary Health Education and Nutrition (3)

**Major: Interdisciplinary Social Studies** (24 Credit Hours)

- HIST 201 United States History to 1865 (3)  
 HIST 202 United States History from 1865 (3)  
 HIST 315 Modern World History (3)  
 POLS 201 American Government (3)  
 MATH 421 Mathematics for PreK-6 Teachers (3)  
 NATS 421 Science for PreK-6 Teachers (3)  
 SOSI 421 Social Studies for PreK-6 Teachers (3)  
 ENGL 421 English for PreK-6 Teachers (3)

**Supplemental Core**(15 Credit Hours)

- GEOG 102 Introduction to Geography (3)  
 ARTS 335 Imagination and Cultural Expression in Early Childhood Classrooms (3)  
 ECED 321 Literature for Children (3)  
 HLFW 310 Elementary Physical Education/First Aid And Safety (3)  
 HLFW 322 Elementary Health Education and Nutrition (3)

**Interdisciplinary Elementary Education courses**

- ENGL 421 English for PreK-6 Teachers (3)

This course is required for persons expecting to teacher English in elementary schools. Emphasis is placed on materials and methods in teaching English. Prerequisites: Completion of all required 300-level English courses, Passing or waiver of Praxis I, Passing of content knowledge and specialty examinations.

- MATH 421 Mathematics for PreK-6 Teachers (3)

This course is required of persons expecting to teach mathematics in elementary schools. Emphasis is placed on materials and methods in teaching mathematics. Prerequisites: Completion of all required 300-level mathematics courses, Passing or waiver of Praxis I, Passing of content knowledge and specialty examinations.

- NATS 421 Science for PreK-6 Teachers (3)

This course is required of persons expecting to teach science in elementary schools. Emphasis is placed on materials and methods in teaching science. Prerequisites: Completion of all required 300-

level science courses, Passing or waiver of Praxis I, Passing of content knowledge and specialty examinations.

SOSI 421 Social Studies for PreK-6 Teachers (3)

This course is required of persons expecting to teach Social Studies in elementary schools. Emphasis is placed on materials and methods in teaching Social Studies. Prerequisites: Completion of all SOCI 111, Passing or waiver of Praxis I, Passing of content knowledge and specialty examinations.

## LICENSURE IN SECONDARY EDUCATION, (7-12)

Candidates seeking licensure in Secondary Education (7-12) must complete courses in the General Core, Supplemental Core, Professional Core, as well as course work in one of six major disciplines in the arts and sciences.

### General Education Core (42 Credit Hours)

FRSM 101 Freshman Seminar I (2)  
FRSM 102 Freshman Seminar II (2)  
ENGL 111 English Communication I (3)  
ENGL 112 English Communication II (3)  
ENGL 205 Human Literary Heritage (3)  
HIST 221 Introduction to African American History I (3)  
HUMN 211 The Awakening World (3)  
HUMN 212 The Global Village (3)  
NATS 110 Biological Science (3)  
NATS 112 Physical Science (3)  
MATH 110 Concepts of Algebra (3)  
MATH 130 College Algebra (3)  
or  
MATH 145 Pre-calculus (3)  
SOSI 111 Power & Society (3)  
COSI 118 Introduction to Microcomputers (3)  
HLFW 129 Lifetime Fitness (1)  
HLFW Elective (1)

Students majoring in Biology, Chemistry or Math take:

MATH 130 College Algebra (3)  
MATH 145 Pre-Calculus (3)

### Professional Education Core - Grades 7-12 (33 Credit Hours)

EDUC 202 Portfolio Development (3)  
EDUC 204 Foundations of Education (3)  
EDUC 205 Adolescent Development and Psychology (3)  
EDUC 220 Measurement and Evaluation (3)  
EDUC 224 Survey of Exceptional Children (3)  
EDUC 301 Managing Classroom Behaviors (3)  
\*EDUC 321 Reading in the Content Areas (3)

- EDUC 328 Media & Technology in Education (3)  
 EDUC 333 Developmental Approach to Reading & Literacy (7<sup>th</sup> – 12<sup>th</sup> grades) (3)  
 EDUC 346 Multicultural Teaching and Learning (3)  
 EDUC 414 Methods & Materials: An Integrated Approach to Teaching (3)  
 \*Required only if major is English, History or Government/Political Science

**Clinical Practice (12 Credit Hours)**

- EDUC 415 Student Teaching, Seminar, and Capstone for Secondary Education (7-12)

Major: Biology

Students seeking Secondary (7-12) endorsement in Biology must complete the following

**Supplemental Core: (33)**

- MATH 201 Analytical Geometry & Calculus I (3)  
 MATH 310 Statistical Methods (3)  
 or  
 BIOL 330 Biostatistics (3)  
 PHYS 201 General Physics I Lecture and Lab (4)  
 PHYS 202 General Physics II Lecture and Lab (4)  
 HIST 202 United States History from 1865 (3)

Additionally secondary education endorsement in Biology requires the following cognate courses:

- CHEM 101 General Chemistry I (4)  
 CHEM 102 General Chemistry II (4)  
 CHEM 303 Organic Chemistry I (4)  
 CHEM 304 Organic Chemistry II (4)

Major: Chemistry

Students seeking Secondary (7-12) endorsement in Chemistry must complete the following

**Supplemental Core: (35)**

- MATH 201 Analytical Geometry & Calculus I (3)  
 NATS 115 Earth and Space Science Lecture and Lab (4)  
 BIOL 330 Biostatistics (3)  
 PHYS 201 General Physics I Lecture and Lab (4)  
 PHYS 202 General Physics II Lecture and Lab (4)  
 HIST 202 United States History from 1865 (3)

Additionally secondary endorsement in Chemistry requires the following cognate courses:

- COSI 223 Programming in Java I (3)  
 MATH 202 Analytical Geometry & Calculus II (4)  
 MATH 300 Analytical Geometry & Calculus III (4)  
 or  
 MATH 301 Differential Equations (3)  
 NATS 320 Methods of Teaching Science Lecture and Lab (4)

Major: English

Students seeking Secondary (7-12) endorsement in English must complete the following

**Supplemental Core: (27)**

- SPAN or FREN 101 Elementary Spanish I or French I (3)

SPAN or FREN 102	Elementary Spanish II or French II (3)
SPAN or FREN 201	Intermediate Spanish I or French I (3)
SPAN or FREN 202	Intermediate Spanish II or French II (3)
ENGL 320	The Teaching of English (3)
ENGL 322	Literature of Adolescents and Young Adults (3)
PSYC 101	General Psychology (3)

Additionally secondary endorsement in English requires the following six (6) hours of cognate courses:

HIST 202	United States History from 1865 (3)
and one of the following:	
HIST 201	United States History to 1865 (3)
HIST 311	Renaissance to Revolution: Europe 1500 to 1800 (3)
HIST 312	Modern Europe: 1789 to Present(3)

Major: History

Students seeking Secondary (7-12) endorsement in History must complete the following

**Supplemental Core: (36)**

ECON 203	Microeconomics Principles (3)
ECON 204	Macroeconomics Principles (3)
GEOG 102	Introduction to Geography (3)
SOSI 320	Methods of Teaching Social Studies (3)
PSYC 101	General Psychology (3)
ENGL 322	Literature of Adolescents and Young Adults (3)

Additionally secondary endorsement in History requires the following eighteen (18) hours of cognate courses:

HIST 315	Modern World History (3)
HIST 302	Establishment of the United States (3)
HIST 303	Civil War and Reconstruction (30)
HIST 308	Blacks in U.S. History before 1865 (3)
HIST 309	History and Culture of Africa (3)
HIST 310	Blacks in U.S. History since 1865 (3)

Major: Mathematics

Students seeking Secondary (7-12) endorsement in Mathematics must complete the following

**Supplemental Core: (20)**

COSI 223	Programming in Java I (3)
COSI 240	Discrete Mathematics (Prerequisite: COSI 212 and MATH 145) (3)
PHYS 201	General Physics I (Prerequisite: MATH 145) (4)
PHYS 202	General Physics II (Prerequisite: PHYS 201 and MATH 145) (4)
HIST 202	United States History from 1865 (3)
MATH 320	Methods of Teaching Math (3)

Major: Political Science/Government

Students seeking Secondary (7-12) endorsement in Political Science must complete the following

**Supplemental Core: (30)**

HIST 201	United States History to 1865 (3)
----------	-----------------------------------

HIST 202	United States History from 1865 (3)
GEOG 102	Introduction to Geography (3)
POLS 322	Law and the Poor (3)
ECON 203	Microeconomic Principles (3)
ECON 204	Macroeconomic Principles (3)

Additionally secondary endorsement in Political Science/Government requires twelve (12) hours selected from the following:

POLS 202	Political Parties and Pressure Groups
POLS 251	Special Studies
POLS 301	Public Administration
POLS 302	Urban Policy
POLS 315	International Relations and Foreign Policy
POLS 321	Constitutional Law
POLS 433	Black Politics
POLS 434 or 435	Public Affairs Internship
POLS 451 or 452	Special Studies in Political Science

## LICENSURE IN K-12

Major: Special Education

Students seeking K-12 endorsement in Special Education must complete the following

### **Supplemental Core: (15 Credit Hours)**

PSYC 101	General Psychology (3)
ENGL 321	Literature for Children (3)
HIST 202	United States History from 1865 (3)
ECED 321	Literature for Children (3)
SPED 205	Sign Language (3)

### **Professional Core for Special Education (27 Credit Hours)**

EDUC 202	Portfolio Development (3)
EDUC 203	Adolescent Development and Psychology (3)
EDUC 204	Foundations of Education (3)
EDUC 220	Measurement and Evaluation (3)
EDUC 224	Survey of Exceptional Children (3)
EDUC 301	Managing Classroom Behavior (3)
EDUC 328	Media & Technology in Education (3)
EDUC 346	Multicultural Teaching and Learning (3)
EDUC 407	Techniques in Behavior Management (3)

### **Clinical Experience (Credit Hours)**

EDUC 421	Student Teaching, Seminar and Capstone in Special Education (K-12)
----------	--

Major: Visual Arts

Students seeking K-12 endorsement in Visual Arts must complete the following

**Supplemental Core: (18 Credit Hours)**

ARTS 335	Imagination and Cultural Expression in Early Childhood Classrooms (3)
SPAN or FREN 101	Elementary Spanish I or French I (3)
SPAN or FREN 102	Elementary Spanish II or French II (3)
SPCH 201	Fundamentals of Speech (3)
HIST 202	United States History from 1865 (3)
PSYC 101	General Psychology (3)

**Professional Core for Visual Arts: (27 Credit Hours)**

EDUC 202	Portfolio Development (3)
EDUC 204	Foundations of Education (3)
EDUC 205	Adolescent Development and Psychology (3)
EDUC 220	Measurement and Evaluation (3)
EDUC 224	Survey of Exceptional Children (3)
EDUC 301	Managing Classroom Behavior (3)
EDUC 328	Media & Technology in Education (3)
EDUC 346	Multicultural Teaching and Learning (3)
EDUC 408	Methods and Materials: An Integrated Approach to Teaching (3)

**Clinical Experience: (12 Credit Hours)**

EDUC 409	Student Teaching and Seminar (Grades 7-12)
----------	--

**Professional Core Education Courses**

EDUC 199 Speech and Grammar for Educators (3)

This course covers spelling, punctuation, capitalization, grammar, and sentence and paragraph structure. Students use these conventions to present speeches and produce writing samples which flow well and are clear, concise, and accurate. The student must earn a grade of A or B in this course to enter the Teacher Education Program.

EDUC 202 Portfolio Development (3)

This course is built around the Conceptual Framework Standards providing the candidate an opportunity to reflect on the model of “teacher as facilitator of transformative processes,” his/her progress in the teacher education program, gather work samples, and set goals for his/her learning and living in the teaching profession. Course integrates the use of technology and provides activities, which include an examination of criteria for final selection of artifacts and the creation of a template for organizing an exemplary professional portfolio. When the course is completed, the student will have a highly personal (portable and electronic) record of his/her preparation for entry into the Teacher Education program upon which he/she will continue developing a teaching portfolio for entry into the teaching profession. No Field Experiences Required.

EDUC 203 Human Development and Psychology (3)

The course covers human growth and development including cognitive, language, physical, emotional, and social development from birth through adolescence in the context of learning theories and principles. Motivation, instruction, and evaluation are applied in diverse classroom

setting. (10 hour, Level I Field Experience required). Prerequisite: Admission to the Teacher Education Program

EDUC 204 Foundations of Education (3)

This course examines the significant historical, political, economic and socio-cultural influences on education in the United States. Current educational issues and trends will be studied. (10 hour, Level I Field Experience required). Prerequisite: Admission to the Teacher Education Program

EDUC 205 Adolescent Development and Psychology (3)

This course covers adolescent development including variable growth and behavioral patterns of adolescent youth. Candidates will examine the cognitive, emotional, social and physical development of the adolescent. Special attention will be given to identity formation and the development of self-esteem within the context of the principles of learning and teaching. In a required 10-hour field experience candidates will observe and record the behaviors of adolescents in classroom settings. Prerequisite: Admission to the Teacher Education Program

EDUC 220 Measurement and Evaluation (3)

This course is designed to introduce Teacher Candidates to those elements of measurements and assessment that are essential to effective teaching. The principles and methods of evaluation in education, including the selection, construction, administration, interpretation and uses of formal and informal tests are emphasized. The teacher candidate is expected to understand that the assessment of learning plays an important role in the instruction process; and, that instructional effectiveness depends largely on the ability to construct and select tests and assessment tools that provide valid measures of learning outcomes. Prerequisite: Admission to the Teacher Education Program

EDUC 224 Survey of Exceptional Children (3)

This course provides an overview of characteristics of exceptional children and youth; Focus is on the identification of intellectual, emotional and social needs with additional emphasis on historical perspective, and legal policy foundations. (10 hour, Level I Field Experience required). Prerequisite: Admission to the Teacher Education Program

EDUC 301 Managing Classroom Behaviors (3)

This course explores the rationale, educational programming, and instructional procedures for appropriately managing classroom operations and behaviors. It examines the roles of the classroom teacher in the general education setting as well as teachers in classrooms for exceptional learners. (Prerequisite: Admission to Teacher Education Program, Praxis II PLT, Passing Scores on Content Knowledge and Specialty Examinations).

EDUC 313 Developmental Approach to Reading and Literacy (k-6) (3)

This course is designed to prepare Teacher Candidates to teach language Arts/Reading to students in kindergarten through 6th grade classrooms. Specific emphasis is given to applying theory to classroom settings using developmentally appropriate strategies and related models of teaching for elementary grade children. Special attention is given to a balanced approach to literacy and reading recovery; and, to the selection, preparation and organization of materials into integrated units of study using technology. A 15 hour, level II field placement is required. Prerequisite: Acceptance into the Teacher Education Program. Prerequisite: (Admission to the Teacher Education Program, Praxis II PLT, Passing Scores on Content Knowledge and Specialty Examinations).



EDUC 321 Reading in the Content Areas (3)

An introduction to the process and problems of reading instruction in secondary school subject matter areas. Strategies and activities that enable the classroom teacher to integrate and reinforce reading and word study skills through all subject areas will be stressed. A 15 hour, level II field placement is required. Prerequisite: (Admission to the Teacher Education Program, Praxis II PLT, Passing Scores on Content Knowledge and Specialty Examinations).

EDUC 323 Developmental Approach to Reading and Literacy (4-8) (3)

This course is designed to prepare Teacher Candidates to teach language Arts/Reading to students in 4th through 8th grade classrooms. Specific emphasis is given to applying theory to classroom settings using developmentally appropriate strategies and related models of teaching for middle grades adolescents. Special attention is given to a balanced approach to literacy and reading recovery; and, to the selection, preparation and organization of materials into integrated units of study using technology. A level II field placement is required. Prerequisite: (Admission to the Teacher Education Program, Praxis II PLT, Passing Scores on Content Knowledge and Specialty Examinations).

EDUC 328 Media & Technology in Education (3)

This course represents a study of methodologies used for current planning, integration of technology into the various curriculum areas, basic technology competencies, software evaluation (based upon curriculum needs) and basic classroom troubleshooting. The intent of this course is to prepare prospective teachers for 21st century classrooms. Prerequisite: COSI 118, Admission to the Teacher Education Program, Praxis II PLT, Passing Scores on Content Knowledge and Specialty Examinations).

EDUC 333 Developmental Approach to Reading (K-6) (3)

This course is designed to prepare Teacher Candidates to teach language Arts/Reading to students in K-6th grade classrooms. Specific emphasis is given to applying theory to classroom settings using developmentally appropriate strategies and related models of teaching. Special attention is given to a balanced approach to literacy; and, to the selection, preparation and organization of materials into integrated units of study using technology. A level II field placement is required. Prerequisite: Admission to the Teacher Education Program, Praxis II PLT, Passing Scores on Content Knowledge and Specialty Examinations.

EDUC 346 Multicultural Teaching & Learning (3)

Teacher candidates in this course examine their own cultural backgrounds and their assumptions about peoples whose culture is different from their own. The definition of education is considered from various worldviews. Candidates explore and discuss how cultural assumptions, experiences, socio-political contexts affect responses to school and schooling. Diverse learning and teaching styles, curricula, classroom design, and teaching strategies that support diversity are discussed. A 15-hour field experience is required. Prerequisite: Admission to the Teacher Education Program, Praxis II PLT, Passing Scores on Content Knowledge and Specialty Examinations.

EDUC 408/414/422 Methods and Materials: An Integrated Approach to Teaching (3)

This interdisciplinary course examines theories and current research related to teaching reading methods in the K-12 schools. The teacher's roles and responsibilities in creating an effective classroom will be examined. Level II Field Experience required. Prerequisite: Admission to the

Teacher Education Program, Praxis II PLT, Passing Scores on Content Knowledge and Specialty Examinations.

EDUC 409 Student Teaching, Seminar and Capstone for Middle Grades and K-12 Education (4-8/(K-12) (12)

A fifteen-week teaching experience in classrooms to provide opportunities to synthesize knowledge and skills and to demonstrate competency as a facilitator of transformative processes. Placement will be at two schools and at two grade levels. Participation in seminars is required as part of the student teaching experience. Admission is by formal application and approval by the Teacher Education Committee. Prerequisite: Admission to the Teacher Education Program, Praxis II PLT, Passing Scores on Content Knowledge and Specialty Examinations).

EDUC 415 Student Teaching, Seminar and Capstone for Secondary Education (7-12) (12)

A fifteen-week teaching experience in classrooms to provide opportunities to synthesize knowledge and skills and to demonstrate competency as a facilitator of transformative processes. Placement will be at two schools and at two grade levels. Participation in seminars is required as part of the student teaching experience. Admission is by formal application and approval by the Teacher Education Committee. Prerequisite: Admission to the Teacher Education Program, Praxis II PLT, Passing Scores on Content Knowledge and Specialty Examinations).

EDUC 421 Student Teaching, Seminar and Capstone for Special Education (K-12) (12)

A fifteen-week teaching experience in classrooms to provide opportunities to synthesize knowledge and skills and to demonstrate competency as a facilitator of transformative processes. Placement will be at two schools and at two grade levels. Participation in seminars is required as part of the student teaching experience. Admission is by formal application and approval by the Teacher Education Committee. Prerequisite: Admission to the Teacher Education Program, Praxis II PLT, Passing Scores on Content Knowledge and Specialty Examinations.

EDUC 424 Internship in Early Childhood Education (6)

A fifteen-week half-day teaching experience in classrooms to provide opportunities for the non-licensure early childhood major to synthesize knowledge and skills and to demonstrate competency as a facilitator of transformative processes. Placement will be in two settings representing different levels of the early childhood years. Participation in weekly seminars is required as a part of this Internship Experience. Admission is by formal application and approval by the Teacher Education Committee.

EDUC 425 Student Teaching, Seminar and Capstone for Early Childhood Education (PreK-3) (12)

A fifteen-week teaching experience in classrooms to provide opportunities to synthesize knowledge and skills and to demonstrate competency as a facilitator of transformative processes. Placement will be at two schools and at two grade levels. Participation in seminars is required as part of the student teaching experience. Admission is by formal application and approval by the Teacher Education Committee. Prerequisite: Admission to the Teacher Education Program, Praxis II PLT, Passing Scores on Content Knowledge and Specialty Examinations).

EDUC 426 Student Teaching, Seminar and Capstone for Elementary Education (K-6) (12)

A fifteen-week teaching experience in classrooms to provide opportunities to synthesize knowledge and skills and to demonstrate competency as a facilitator of transformative processes. Placement

will be at two schools and at two grade levels. Participation in seminars is required as part of the student teaching experience. Admission is by formal application and approval by the Teacher Education Committee. Prerequisite: Admission to the Teacher Education Program, Praxis II PLT, Passing Scores on Content Knowledge and Specialty Examinations).

**EDUC 434 Internship in Special Education (6)**

A fifteen week, half-day teaching experience in classrooms provide opportunities for the non-licensure early childhood major to synthesize knowledge and skills and to demonstrate competency as a facilitator of transformative processes. Placement will be in two settings representing different levels of within special education. Participation in by weekly seminars is required as a part of this internship experience. Admission is by formal application and approval by the Teacher Education Committee. Prerequisites: Completion of Special Education Program. Fall/Spring

**EDUC 451/452 Special Studies in Education (3)**

This course is intended to provide flexibility in selection of course content in utilizing resources and programs not regularly available. The student's record will indicate exact title describing content. May be repeated for credit. Prerequisite: Permission of instructor.

**EDUC 475 Special Topics in Education (3)**

This course is intended to provide flexibility in selection of course content in utilizing resources of programs not regularly available. The student's record will indicate exact title and description. Prerequisite: Permission of instructor and advisor is needed.

**EDUC 485 Special Topics in Education (3)**

This course is intended to provide flexibility in selection of course content in utilizing resources of programs not regularly available. The student's record will indicate exact title and description. Prerequisite: Permission of instructor and advisor is needed.

**Division of Education Non-Licensure Program**

The Division of Education offers a non-licensure program for persons who are interested in receiving a degree in education that does not lead to a teaching license. Candidates in this program will have the opportunity to enhance their knowledge of children and youth within the regular classroom as well as those receiving special education and related services.

**Supplemental Core: (18 Credit Hours)**

- ECED 201 Introduction to Early Childhood Education (3)
- ECED 203 Child Development (3)
- SPED 201 Characteristics of Children and Youth with Mild Disabilities (3)
- SPED 202 Nature and Needs of Persons with Mental Retardation (3)
- ECED 205 Development and Assessment of Young Children (3)
- SPED 203 History and Legislation of Special Education (3)

**Requirements for Major: (51 Credit Hours)**

- ECED 206 Language Development and Emergent Literacy (3)
- ECED 301 Curriculum Development for Inclusive and Diverse Early Childhood Classrooms (3)
- ECED 321 Literature for Children (3)

ECED 404	Working with Children, Families, and Communities of Diverse Cultures (3)
ECED 405	Administration of Inclusive and Diverse Early Childhood Programs (3)
ARTS 335	Imagination and Expression in Early Childhood Classrooms (3)
SOSI 421	Social Studies for PreK-6 Teachers (3)
NATS 421	Science for PreK-6 Teachers (3)
MATH 421	Mathematics for PreK-6 Teachers (3)
SPED 205	Sign Language (3)
SPED 301	Assessment and Evaluation for Exceptional Learners (3)
SPED 302	Curriculum Development and Implementation I (3)
SVLG 398	Service Learning (3)
SPED 320	Teaching Exceptional Children (3)
SPED 403	Assistive and Adaptive Technology (3)
SPED 404	Curriculum Development and Implementation II (3)
SPED 405	Diagnosing and Remediating Reading Instruction (3)
EDUC 202	Portfolio Development (3)

**Clinical Practice: (6 Credit Hours)**

EDUC 424 or	Internship in Special Education (6)
EDUC 434	Internship in Early Childhood Education (6)

## **SPECIAL EDUCATION**

### **Faculty**

Ralph Calhoun, Division Chair, Associate Professor, and Coordinator of Special Education Program. B.B.A., M.S.E., University of Central Arkansas, Ed. D., University of Memphis

Sonya Fleming, Instructor, Special Education, BS., LeMoyne-Owen College, M. E., Cambridge College

The Division of Education offers licensure programs in Special Education, Modified Programs (k-12) and Special Education/Early Childhood Education (PreK-3) for individuals wishing to expand their knowledge and to build skills in working children and adults with disabilities as well as their families. Courses are designed to provide theoretical foundations in child development and behavior as well as pedagogical content instruction that will result in the development of necessary knowledge, skills, and dispositions used in providing assistance to persons with disabilities.

Candidates who wish to prepare themselves for a career in Special Education must formally apply to the Division of Education. Applications should be completed and submitted during the semester that a student is enrolled in Education 202: Portfolio Development. All admissions requirements must be met before advanced level professional courses can be taken. Applicants for admission to the Special Education licensure program must meet the criteria detailed in this catalog and in the Division of Education Pre-Candidate Student Handbook and Field Experiences and Clinical Practice Handbook.

**Licensure in the Special Education, Modified K-12 Program**, requires completion of the general core, supplemental core, professional core, special education major, exceptional learner core, and clinical semester.

### **Supplemental Core (12 Credit Hours)**

PSYC 101    General Psychology (3)  
HIST 202    U. S. History from 1865 (3)  
SPED 205    Sign Language (3)  
ENGL 321    Literature for Children (3)

### **Professional Core (24 Credit Hours)**

EDUC 202    Portfolio Development (3)  
EDUC 203    Human Development and Psychology (3)  
EDUC 204    Foundations of Education (3)  
EDUC 220    Measurement and Evaluation (3)  
EDUC 301    Managing Classroom Behaviors (3)  
EDUC 328    Media and Technology (3)  
EDUC 346    Multicultural Teaching and Learning (3)  
EDUC 407    Techniques in Behavior Management (3)

**Clinical Practice (12 Credit Hours)**

EDUC 421 Student Teaching, Seminar and Capstone for Special Education

**Requirements for Special Education Major (licensure only) (24 Credit Hours)**

SPED 201: Characteristics of Children and Youth with Mild Disabilities (3)  
SPED 202: Nature and Needs of Persons with Mental Retardation (3)  
SPED 203 History and Legislation of Special Education (3)  
SPED 301: Assessment and Evaluation of Exceptional Learners (3)  
SPED 302 Curriculum Development and Implementation I (3)  
SPED 305: Parent, Family, and Community Partnerships (3)  
SVLG 398 Service Learning (3)  
HLFW 310 Elementary Physical Education/First Aid And Safety (3)

**Exceptional Learner Core (12 Credit Hours)**

SPED 320: Teaching Exceptional Learners (3)  
SPED 403: Assistive and Adaptive Technology for Exceptional Learners (3)  
SPED 404: Curriculum Development and Implementation II (3)  
SPED 405 Diagnosing and Remediating Reading (3)

**Clinical Semester (Licensure Only)**

EDUC 421 Student Teaching, Seminar and Capstone for Special Education (K-12)

**Licensure in the Special Education/Early Childhood, PreK-3 Program**, requires completion of the general core, supplemental core, professional core, special education major, exceptional learner core, and clinical semester.

**Supplemental Core: (18 Credit Hours)**

ECED 201 Introduction to Inclusive Early Childhood Education (3)  
ECED 203 Child Development (Infant-8 years of age) (3)  
ECED 205 Developmental Assessment of Young Children (3)  
ARTS 335 Imagination and Cultural Expressions in EC Classrooms (3)  
HLFW 310 Elementary Physical Education/First Aid And Safety (3)  
HLFW 322 Elementary Health Education and Nutrition (3)

**Professional Core: (21 Credit Hours)**

EDUC 202 Portfolio Development (3)  
EDUC 203 Human Development and Psychology (3)  
EDUC 220 Measurement and Evaluation (3)  
EDUC 301 Managing Classroom Behavior (3)  
EDUC 328 Media and Technology in Education (3)  
EDUC 346 Multicultural Teaching and Learning (3)  
EDUC 408 Methods and Materials: An Integrated Approach to Teaching (3)

**Clinical Practice: (12 Credit Hours)**

EDUC 425 Student Teaching, Seminar and Capstone in Early Childhood Education (PreK-3)  
(12)

### **Requirements for Special Education Major (licensure only) (24 Credit Hours)**

ECED 206	Language Development and Emergent Literacy (3)
ECED 301	Curriculum for Inclusive and Diverse EC Classrooms I (3)
ECED 321	Literature for Children (3)
SPED 201	Characteristics of Children and Youth with Mild Disabilities (3)
SEPD 301	Assessment and Evaluation of Exceptional Learners (3)
SPED 302	Curriculum Development and Implementation I (3)
SPED 305	Family, School, and Community Partnerships (3)
SPED 320	Teaching Exceptional Children (3)
SPED 405	Diagnosing and Remediating Reading Instruction (3)
MATH 421	Mathematics for PreK-6 Teachers (3)
NATS 421	Science for PreK-6 Teachers (3)
SOSI 421	Social Studies for PreK-6 Teachers (3)

### **SPECIAL EDUCATION COURSES**

#### **SPED 201 Characteristics of Children and Youth with Mild Disabilities (3)**

This course incorporates the study of etiology, characteristics and types of exceptional learners. Behavioral, emotional, physical, receptive and expressive learning modalities and characteristics are examined. A survey of administrative instructional arrangements and learning environment will be examined along with a review of research findings and literature supporting the education of exceptional children. Prerequisite: None

#### **SPED 202 Nature and Needs of Person with Mental Retardation (3)**

This course explores etiology, characteristics, possible causes and learning capabilities. Also explored will be family needs, instructional arrangements, learning environments and educational placement options designed to maximize educational potential. Prerequisite: None

#### **SPED 203 History and Legislation of Special Education (3)**

This course is designed to acquaint teacher candidates with the knowledge of history and development of special education and how legislative issues have impacted its continued development as well as the continuum of services which currently exist. It begins with the origin of special education and follows its journey through the legislative period. Included in this course content is information regarding the Individuals with Disabilities Education Act (formerly P.L. 94-142), the Americans with Disabilities Act, Section 504 of the Rehabilitation and Vocation Act of 1973 and concluding with No Child Left Behind (NCLB, 2000).

#### **SPED 205 Sign Language (3)**

This course is a survey of various methods of manual communication used by the deaf or hearing impaired to enhance comprehension. A study and practice of sign language is used in the context of total communication. Prerequisite: None

#### **SPED 301 Assessment and Evaluation of Exceptional Learners (3)**

This course examines the assessment process, types, and administration of assessment instruments and knowledge of procedure and interpretation of information regarding the education of exceptional learners. Additional emphasis will be placed on due process, to include referral procedures for recommending placement within special education, appropriate construction of the

Individualized Education Program (IEP), and appropriate documentation for placement options.  
Prerequisite: Praxis II Content Knowledge Test

SPED 302 Curriculum Development and Implementation for Exceptional Learners I (3)  
This course is a comprehensive study of curriculum design and development for exceptional learners. Instructional approaches and strategies for resource and inclusion classrooms will be examined for primary learners based on academic, social, interpersonal, self-help, motor, and communication skills. Prerequisite: Praxis II Content Knowledge Test

SPED 305 Family, School, and Community Partnerships (3)  
This course will focus on characteristics and roles of families and other professionals in the education of exceptional learners. The dynamics of the family system and how it is affected by a child, adolescent, or adult with a disability is explored. School and community roles are defined in relation to their provision of services to individuals and families from diverse settings and cultures. Prerequisite: Praxis II Content Knowledge Test

SPED 320 Teaching Exceptional Learners (3)  
Candidates within this course will study the modification of content of Elementary, Middle and Secondary classrooms and the methods of presentation to meet the needs of exceptional learners. Modifications and presentations will be conducted in the content areas reading, mathematics, and language arts. This course includes a sequence of direct involvement with exceptional learners in resource and inclusion classrooms. Prerequisite: Praxis II Content Knowledge Test

SPED 403 Assistive and Adaptive Technology for Exceptional Learners (3) This course examines classroom strategies and methods related to assisted and adaptive technology instruction for exceptional learners. Candidates will examine the coordination and use of technology that augments instruction in classroom settings for exceptional learners. Prerequisite: Praxis II Content Knowledge Test

SPED 404 Curriculum Development and Implementation for Exceptional Learners II (3)  
This course studies curriculum methods and materials applicable to exceptional learners in middle and secondary levels. Emphasis is on academic, social, and pre vocational strategies, techniques and implementation of appropriate instruction in exceptional and inclusive settings. Prerequisite: Praxis II Content Knowledge Test

SPED 405 Diagnosing and Remediating Reading Instruction (3)  
This course is designed to prepare Teacher Candidates to identify reading challenges that students bring to the classroom. Specific emphasis is given to applying theory to classroom settings using developmentally appropriate strategies and related models of teaching. Special attention is given to a balanced approach to literacy; and, to the selection, preparation and organization of materials into integrated units of study using technology. A level II field placement is required. Prerequisite: Admission to the Teacher Education Program, Praxis II PLT, Passing Scores on Content Knowledge and Specialty Examinations.



## ENGLISH

### Faculty

Renee Barlow, Assistant Professor of English. B.A. University of Texas, Austin. M.A., Indiana University; Ph.D., Indiana University

Tom Graves, Assistant Professor of English. B.A., University of Memphis; M.F.A., University of Memphis

Lydia Lay, Instructor of English and Mass Communication. B.A., Memphis State University; M.Ed., Freed-Hardeman University

Ruby Hardy-Minter, Instructor of English. B.S., Knoxville College; M.S., University of Tennessee, Knoxville

Jonathan Tutor, Associate Professor of English. B.A., Union University; M.A., University of Memphis; Ph.D., University of Mississippi

Linda M. White, Executive Director, Engaged Student Learning and Assessment, Director, Quality Enhancement Plan, Associate Professor of English. B.A., M.A., University of Memphis; Ph.D., Howard University

### Degree

The major in English leads to the Bachelor of Arts degree.

### Admission to the major

Students planning to major in English should formally apply to the Division of Fine Arts and Humanities office. The application should be accompanied by two letters of recommendation (one from an English faculty member) and a writing sample.

### Requirements for the English major:

In addition to 42 credit hours of selected courses in general education, the English major requires 36 semester hours of English courses at the junior-senior level (300-400 numbered courses), 12 semester hours in one foreign language, and 3 semester hours in Research Methodology for Capstone. Six (6) hours are strongly recommended in either European or American history.

### Required English courses (all have ENGL 205 as prerequisite)\*:

ENGL 300	English Research Seminar
ENGL 305	Shakespeare
ENGL 307	American Literature, 1620-1860
ENGL 308	American Literature from 1860 to 1930
ENGL 309	African American Literature I
ENGL 310	African American Literature II
ENGL 323	Introduction to the English Language I
ENGL 324	Introduction to the English Language II
ENGL 331	English Literature, Beginnings to 1450
ENGL 332	English Literature, 1450 to 1785

ENGL 333 English Literature, 1785-1901 (3)  
ENGL 460 Senior Capstone

• Note that the English literature courses 300, 305, 331, 332, 333, 334; American and African American Literature courses 307, 308, 309 and 310; and English language courses 323 and 324 are offered only in alternate years.

Elective courses: Six additional semester hours of 300-400 level courses are required.

Recommended cognate courses: one of these sequences of history courses (six semester hours) of either:

HIST201 United States History and  
HIST 202 United States History from 1865,  
or  
HIST 311 Renaissance to Revolution: Europe 1500-1800 and  
HIST 312 Modern Europe 1789-Present

Required cognate courses:

HUMN 400 Research Methods: Capstone  
12 semester hours of either French or Spanish:  
SPAN 101 Elementary Spanish I (3)  
SPAN 102 Elementary Spanish II (3)  
SPAN 201 Intermediate Spanish I (3)  
SPAN 202 Intermediate Spanish II (3)  
or  
FREN 101 Elementary French I (3)  
FREN 102 Elementary French II (3)  
FREN 201 Intermediate French I (3)  
FREN 202 Intermediate French II (3)

### **Licensure/certification to teach English at the Secondary Education level (grades 7-12)**

Students who wish to seek licensure/certification to teach English at the Secondary Education level (grades 7-12) will follow the same curriculum as designed for English majors. In addition, they will also take professional core, supplemental core, and appropriate elective courses in education and follow the policies established by the Division of Education Teacher Education Program.

Students seeking licensure for teaching English at the Elementary (K-6) or Middle Grades (4-8) Education level may take the major as described in the Division of Education.

### **English Minor**

A minor in English requires 18 hours of English courses consisting of ENGL 305, ENGL 307 or 308, ENGL 309 or 310, ENGL 323, ENGL 324, and one of these courses: ENGL 303, 318, or 320. All English courses in this paradigm are taught by members of the English faculty.

## ENGLISH COURSES

### ENGL 010 Developmental Writing I (3) (CORE I)\*

This course is designed to give intensive practice in the fundamentals of grammar, usage, sentence structure, mechanics, diction, and paragraph writing. Emphasis is placed on the sentence. Fall and Spring. (A grade of C or better is required to proceed to ENGL 011.)

### ENGL 011 Developmental Writing II (3) (CORE I)\*

This course is designed to give intensive practice in the fundamentals of essay writing with particular emphasis on organization and purpose of the paragraph. Fall, Spring, and Summer. (A grade of C or better is required to proceed to ENGL 111.)

\* Core I courses are counted as part of the course load and their grades are included in the calculation of the grade point average. However, their credit hours do not count toward graduation or toward the granting of College Honors. Students must achieve a minimum grade of C in Core I courses in order to progress to Core II. Core I courses may be repeated up to two times in order to achieve a C. Students who fail to achieve a C after three attempts will be dismissed from the College. The dismissal may be appealed.

### ENGL 111 English Communications I (3) (CORE II)

The first part of the two-semester freshman composition program, this course is designed to help the student gain proficiency in thinking logically and writing intelligently and effectively.

Prerequisite: Placement test or ENGL 011; Fall, Spring, and Summer. (A grade of C or better is required to proceed to ENGL 112.)

### ENGL 112 English Communications II (3) (CORE II)

This course is a continuation of English 111, with emphasis on analysis and evaluation of written discourse and argument as a type of discourse. Prerequisite: ENGL 111. Fall, Spring, and Summer. (A grade of C or better is required to proceed to ENGL 205.)

### ENGL 205 Human Literary Heritage (3) (CORE II)

This course will introduce students to humanity's literary heritage through reading and critical analysis and evaluation of poetry, drama, and fiction, coordinated with the human heritage sequence (HUMN 211, HUMN 212). Attention will be given to African and African American literary contributions to the human literary heritage. Prerequisites: ENGL 111, ENGL 112. Fall, Spring, and Summer. (A grade of C or better is required to meet degree requirements and to continue in English courses.)

### ENGL 300 English Research Seminar (3)

This course is designed to provide students with the study of mythological, historical, and social information relevant to British, American, and African-American literatures. Emphasis will be placed on enhancing close reading skills and building competency in research development. Prerequisite: ENGL205. Offered in Fall (alternate years).

### ENGL 301 World Literature, Ancient (3)

This reading course is designed to study the major genres in classical and medieval literature with a look at modern developments in these genres. Prerequisite: ENGL 205.

ENGL 302 World Literature, Modern (3)

This reading course is designed to study representative works of the major literary periods in Western Civilization from the Renaissance to the present, including non-Western literature.

Prerequisite: ENGL 205.

ENGL 303 Advanced Composition (3)

This course is an intensive study of elements of elective prose: logic, style, and sentence structure. Emphasis on writing and revising. Prerequisites: ENGL 111, 112.

ENGL 305 Shakespeare (3)

The course involves a close study of selected plays in historical context. Particular attention will be paid to his development in each of the dramatic genres in which he wrote: comedy, history, and tragedy. Offered in alternate years. Prerequisite: ENGL 205.

ENGL 306 Creative Writing (3)

This course is a study of contemporary writing aimed at the development of personal style and form. Prerequisites: ENGL 111, 112.

ENGL 307 American Literature, 1620-1860 (3)

This course offers a survey of major American writers from the colonial period to the Civil War, with principle attention given to the major developments in poetry, in essay, and in fiction. Offered in alternate years. Prerequisite: ENGL 205. Fall.

ENGL 308 American Literature, 1860-1930 (3)

This course offers a survey of the major American writers from 1860 to 1930, with principal attention given to the major developments in poetry and fiction. Offered in alternate years. Prerequisite: ENGL 205. Spring.

ENGL 309 African American Literature I (3)

This course is a survey of African American literature in all genres from its beginnings to the Harlem Renaissance. Offered in alternate years. Prerequisite: ENGL 205. Fall.

ENGL 310 African American Literature II (3)

This course is a survey of African American Literature in all genres from the time of the Harlem Renaissance to the present. Offered in alternate years. Prerequisite: ENGL 205. Spring.

ENGL 316 Twentieth Century English Literature (3)

This course is a survey of the important movements in modern British literature, with special attention to such writers as Shaw, Yeats, Elliot, Pound, Auden, Joyce, and Lawrence. Prerequisite: ENGL 205.

ENGL 317 The Novel (3)

This course is a survey of the British and American novels, with emphasis on representative major novelists. Prerequisite: ENGL 205.

ENGL 318 Modern American Literature (3)

This course is a study of the major American writers and literary movements in all genres from the 1930s to the present. Prerequisite: ENGL 205.

ENGL 320 The Teaching of English (3)

This course is required of persons expecting to teach English in secondary schools. Emphasis will be placed on materials and methods in the teaching of English. This course may be taken in lieu of Education 414. Prerequisite: ENGL 205

ENGL 321 The Literature of Childhood (3)

This specialized course is designed for the pre-professional development of a knowledge base and performance skills to work effectively and reflectively with textual and multicultural context of books for children attendant with the principles of book selections and usage for teaching and learning. Offered in alternate springs. Prerequisite: ENGL 205.

ENGL 322 Literature of Adolescents and Young Adults (3)

This specialized course is designed for the pre-professional development of a knowledge base and performance skills to work effectively and reflectively with textual and multicultural context of books for adolescents attendant with the principles of book selections and usage for teaching and learning. Offered in alternate springs. Prerequisite: ENGL 205.

It is recommended that the following courses, ENGL 323, 324, 331, 332, 333, and 334 be taken in sequence

ENGL 323 Introduction to the English Language I (3)

This course is an introduction to the structure of English covering the phonetics and phonemics of modern English. Offered in alternate years. Prerequisite: ENGL 205. Fall.

ENGL 324 Introduction to the English Language II (3)

This course is a continuation of ENGL323, covering the syntax of modern English and the historical background of English. Offered in alternate years. Prerequisite: ENGL323. Spring.

ENGL 331 English Literature, Beginnings to 1450 (3)

This course is a survey of English literature up to the beginnings of the Renaissance, with particular emphasis on Middle English literature, including an intensive study of Chaucer. Offered in alternate years. Prerequisite: ENGL 205. Fall

ENGL 332 English Literature, 1450-1785 (3)

This course is a survey of Renaissance through Neoclassical literature, with particular emphasis on such major writers as Spenser, Milton, Dryden, Swift, Pope, and Johnson. Offered in alternate years. Prerequisite: ENGL 205. Spring.

ENGL 333 English Literature, 1785-1901 (3)

This course is an intensive study of the major writers of the Romantic Period and Victorian Age. Offered in alternate years. Prerequisite: ENGL 205. Fall.

ENGL 399 English Co-Op Experience (3)

This is an optional offering for students to earn academic credit through specially structured work experiences complemented by an academic exercise or through special programs combining on-the-job training with academic projects. Students must confer with their advisor prior to enrollment and must receive approval from the advisor, instructor, and division chair for specific project prior to registration. Prerequisite: sophomore status and consent of instructor. As needed.

ENGL 401 Seminar in English (1-5)

In this course, the subject matter will vary. English 401 can be repeated with different subject matter. Prerequisites: ENGL 205 and one 300 level English course.

ENGL 402 Seminar in English (1-5)

In this course, the subject matter will vary. English 402 can be repeated with different subject matter. Prerequisite: ENGL 205 and one 300 level English course.

ENGL 403 Special Topics in African American Literature (3)

This is an intensive study of genres, authors, or periods related to the literary contributions of African Americans. The subject matter of the course will vary. English 403 can be repeated with different subject matter. Prerequisite: ENGL 205.

ENGL 451 Special Studies (3)

This is a course intended to deal with subject matter not usually offered; topics will vary. English 451 can be repeated with different subject matter. Student's record will indicate exact title describing course content. Prerequisite: ENGL 205.

ENGL 452 Special Studies (3)

This is a second semester of course work similar to that described for English 451. English 452 can be repeated with different subject matter. Prerequisite: ENGL 205.

ENGL 460 Senior Capstone (3)

In this course, after an intensive review of the major traditions of literary criticism: British, American and African American, each student will undertake a research project focused on the life and work of a significant African American author or a significant pedagogical study of language issues and practices. The student will present both written and oral research reports. Prerequisite: Completion of all English major required courses. Fall

ENGL 499 English Co-Op Experience (3) (see ENGL 399)

## **FRENCH**

### **Faculty**

All French courses are taught by qualified faculty who hold an appointment in the Division of Fine Arts and Humanities

These course are offered through the Division of Fine Arts and Humanities

### **FRENCH COURSES**

#### **FREN 101 Elementary French I (3)**

This course is an introduction to the sounds the basic structures and vocabulary of French. It focuses on development of the four language skills: listening, reading, writing, and speaking. Extensive use of audio-visual materials. Fall, Spring, and Summer

#### **FREN 102 Elementary French II (3)**

This course is a continuation of French 101. Prerequisite: FREN 101. Fall, Spring, and Summer

#### **FREN 201 Intermediate French I (3)**

This course is a review of grammar and intensive oral-aural practice with emphasis on developing the ability to read French. Extensive use of audio-visual materials. Prerequisite: FREN 102 or equivalent. Fall. As needed.

#### **FREN 202 Intermediate French II (3)**

This course is a continuation of French 201. Prerequisite: FREN 201 or equivalent. Spring. As needed.

#### **FREN 301 Conversation and Composition (3)**

This course provides intensive oral-aural and writing practice and vocabulary building. Prerequisite: FREN 202 or equivalent. As needed.

#### **FREN 302 Introduction to French Literature (3)**

This course is a study of the historical development of French literature. Readings from works representative of the several genres and literary movements prior to the 20th century will be used. Prerequisite: FREN 202 or equivalent. As needed.

#### **FREN 450 Directed Study and Travel Abroad (3)**

This course is a study of French literature and culture in a native environment. Before traveling abroad, the student will work with the instructor to develop a reading list and a study-travel plan. Upon completion of the program, the student will prepare a paper based on the travel-study experience. Prerequisite: FREN 202. As needed.

#### **FREN 451-452 Special Studies in French (3-3)**

These courses deal with subject matter not usually offered and will vary according to the student's needs and availability of faculty. Student's record will indicate exact title describing course content. Can be repeated for credit. Prerequisite: French 301 or 302 as needed.

## **FRESHMAN SEMINAR**

### **Program**

The Freshman Seminar program is designed to provide entering students with an introduction to academic life at LeMoyne-Owen. All first-time students and any transfer student with fewer than twenty-eight (28) semester hours of Core II transferable credit are required to enroll in both sessions of the program.

## **FRESHMAN SEMINAR COURSES**

### **FRSM 101 Freshman Seminar I (2) (CORE II)**

The first of two seminars, this course is organized around common readings, assemblies, and activities to provide exposure to a variety of philosophical approaches to education (a grade of D or better is required for passing).

### **FRSM 102 Freshman Seminar II (2) (CORE II)**

This course is designed to help the student identify and define career aspirations and prepare for graduate and/or professional school. Students who complete the course work in both sessions with a grade of C or above are formally transferred to the divisional major for continued academic advisement (a grade of D or better is required for passing). Prerequisite: FRSM 101



## **GEOGRAPHY**

The geography courses meet an important curricular need as part of other programs. They are taught by faculty on appointment in one of the College's five divisions.

### **Faculty**

All Geography courses are taught by qualified faculty who hold an appointment in the Division of Fine Arts and Humanities

## **GEOGRAPHY COURSES**

### **GEOG 102 Introduction to Geography (3)**

This course is an introductory course in the principles of physical geography (landforms). The aims of this course are to improve the student's geographic understanding of the earth, to cultivate critical thinking in a geographic perspective, and to acquaint the student with the tools of geography.

(Cannot be taken by students who have credit for GEOG 102)

### **GEOG 104 World Regional Geography (3)**

This course is an introduction to the geography of the developed world, Africa, portions of Asia and the Pacific, Africa, and Central and South America. The course will emphasize geographical influences on regional history and culture, politics and economics. (Cannot be taken by students who have credit for GEOG 104)

## HEALTH AND FITNESS/WELLNESS

### Faculty

E. D. Wilkens, Professor of Health and Fitness/Wellness. B.A., Valparaiso University; M.Ed., University of Memphis; Ph.D., Southern Illinois University

The Health Fitness/Wellness (HLFW) area does not offer a major program. However, it serves as a support area for other College programs and provides opportunities for all students to grow and to develop physical strength and skills. The goal of all HLFW courses is to provide students with the knowledge and skills needed to develop a healthy life style.

### Requirements

All students are required to take two hours of HLFW activity courses as part of Core II graduation requirements. One of these courses must be HLFW129-Lifetime Fitness.

The activity courses are:

HLFW100	Beginning Swimming
HLFW113	Intermediate Swimming
HLFW119	Badminton and Volleyball
HLFW120	Advanced Swimming/Lifesaving
HLFW121	Tennis
HLFW129	Lifetime Fitness (Core II requirement)
HLFW232	Elementary Nutrition

Courses offered in support of other College programs are:

HLFW130	Personal Health
HLFW230	Physical Education in the Elementary School
HLFW320	Health for Elementary School Educators
HLFW350	First Aid and Safety

## HEALTH AND FITNESS/WELLNESS COURSES

HLFW 100 Beginning Swimming (1)

This is an activity course for non-swimming beginner. Students will become oriented to the water, learn basic survival skills, and beginning swimming skills.

HLFW 113 Intermediate Swimming (1)

This is an activity course for students who already possess basic swimming skills. Topics covered will include perfecting all swimming strokes and kicks, and basic diving techniques. Prerequisite: HLFW100 or equivalent.

HLFW 119 Badminton and Volleyball (1)

This is an activity course in which the student develops an appreciation for and proficient skills in the games of badminton and volleyball.

HLFW 120 Advanced Swimming/Lifesaving (2)

This is an activity course in which the student develops deep-water rescue skills. Resuscitation of the drowning victim is taught, as well as an appreciation for water safety. Form and endurance are stressed. Deep-water work is required.

HLFW 121 Tennis (1)

This is an activity course that provides the beginning student with a comprehensive guide and reference of tennis skills, practice and play. The course covers all basic fundamentals and strategies of beginning tennis.

HLFW 122 Beginning Golf (1)

This is a one hour activity course that provides the beginning student with a comprehensive guide and reference of golf skills, practice, and play. It includes knowledge of fundamental golf strategies. Special emphasis is given to using golf as a business and life skill and the opportunities which golf provides in business and professional situations.

HLFW 129 Lifetime Fitness (1) (Core II)

This CORE II required course offers the student an opportunity to develop positive lifestyle patterns, which strive toward total fitness. Students will participate in exercise and sport skill activities as well as discuss additional aspects of fitness including nutrition, weight control and fitness - related lifestyles.

HLFW 130 Personal Health (3)

Students are exposed to a wide variety of current health issues, as well as positive health behaviors. Topics also covered include mental health, disease, and consumer, community, and environmental health, nutrition, and survey of drugs.

HLFW 310 Elementary Physical Education/First Aid And Safety (3)

This course covers the basic knowledge, skills, and strategies for K-MS physical education instruction with emphasis on integration into other subjects in the curriculum. It includes skills and techniques for first aid in sudden illness and injury, as well as administration of cardiopulmonary resuscitation. Prerequisite: This course is open to Juniors or Seniors seeking an endorsement in an EDUC major program of study. (3 hours).

HLFW 322 Health-Elementary-Education / Nutrition(3)This course covers the basic knowledge, skills, and strategies for K-MS health instruction with emphasis on integration into other subjects in the curriculum. It includes knowledge of the role nutrition plays in growth and development, health promotion, and wellness. Jr/Sr. status in EDUC major required. (3 hours).Open to Junior and Senior Education Majors only.

## **HISTORY**

### **Faculty**

Eddie Pate, Assistant Professor of History. B.A., Jackson State University; M.A., University of Mississippi

Elton Weaver, Assistant Professor of History. Director of the DuBois Scholars Program. B.A., LeMoyne-Owen College; M.A., Ph.D., University of Memphis

### **Degree**

A major in history leads to the Bachelor of Arts degree.

### **Requirements for the History major**

The history major requires 30 hours of history courses and 18 hours of cognate courses consisting of six hours of humanities courses, six hours of one social science other than history and six hours of foreign language or six hours of statistics and/or computer science. The Core II social science course (SOSI 111) must be passed with a grade of C or above.

### **Required history courses:**

HIST 201	United States History to 1865
HIST 202	United States History from 1865
HIST 221	Introduction to African American History I
HIST 222	Introduction to African American History II
HIST 311	Renaissance to Revolution: Europe, 1500-1800
HIST 312	Modern Europe 1789-Present
HIST 460	Comprehensive Research and Communication in the Social and Behavioral Sciences

### **Elective History courses**

Nine hours of additional 300-400 level history courses are required. (Note that the period courses: 302, 303, 308, 310, 315, 322, and 352 are only offered in alternate years, and 251, 355, 360, 451, 453, and 499 are only offered as needed.)

### **Required cognate courses:**

Humanities 211\* and 212\*

Six hours of one social science other than history are required.

Six hours of one foreign language or six hours of computer science and/or statistics are required.

\*These are the new Core II requirements; for students who entered before fall 1998, the requirements are: HUMN 201, 202 and 301.

*Licensure/certification to teach history at the Secondary Education level (grades 7-12).*

Students who wish to seek licensure/certification to teach history at the Secondary Education level (grades 7-12) will follow the same curriculum as designed for history majors. In addition, they will also take professional core, supplemental core, and appropriate elective courses in education and follow the policies established by the Division of Education Teacher Education Program.

### **History minor**

A minor in history requires: HIST 201, 202, 311, 312, and six hours of history electives at the 300 or 400 level.

## HISTORY COURSES

### HIST 201 United States History to 1865 (3)

This is a survey from the discovery of America to 1865 with emphasis on the colonial origins of American institutions, the formation of the United States, and the sectionalism, which was climaxed by the Civil War and Reconstruction.

### HIST 202 United States History from 1865 (3)

This is a continuation of HIST 201 with emphasis on the changes brought by the shift from an agrarian to an industrial society, the increased participation of the United States in world affairs, and the increasing role of government in the United States. Fall and Spring and some Summers.

### HIST 221 Introduction to African American History I (3) (Core II)

This course is a survey of the major forces which shaped the African-American experience in the Americas. Emphasis will be placed on introduction to African-American studies, European contact with Africans, the slave trade and slavery, the Civil War and Reconstruction, up to 1877.

Prerequisite: sophomore standing.

### HIST 222 Introduction to African American History II (3)

This course is a continuation of History 221 and covers the period 1877 to present. Perquisites: sophomore standing.

### HIST 251 Special Studies (3)

This course is designed to provide flexibility of course content utilizing resources and programs not regularly available at the sophomore level. As needed.

### HIST 302 Establishment of the United States (3)

This course is a study of the American Revolution, the resulting government, the development of American nationality, and the ante-bellum era. Offered in alternate years. Fall and some Summers.

### HIST 303 Civil War and Reconstruction (3)

This course is a study of the development of sectionalism which led to the war, problems of the war, the Reconstruction period and its heritage, and the changes which resulted from the shift from an agrarian to an industrial civilization. Alternate years, Spring and some Summers.

### HIST 308 Blacks in U.S. History before 1865 (3)

In this course, a study will be made of the history of how African Americans came to North America and what happened to them after they got here. The story begins in Africa with some of the great empires of West Africa and ends with the Civil War in 1865. Alternate Fall and some Summers.

### HIST 309 History and Culture of Africa (3)

This course is an introduction to the study of East, West, Central, and South Africa with primary focus on West and Central Africa from about 1000 AD to the beginning of the 17th century, leading to the partitioning of Africa by Western powers. Africa's geography, its history, and its rich cultural heritage will be stressed along with contemporary issues, such as post-apartheid in South Africa.

HIST 310 Blacks in U.S. History since 1865 (3)

This course is a study of the Blacks in American history from 1865 to the present. Emphasis is on the first period of Reconstruction, leadership strategy and protest, Black movements, and the second Reconstruction which was ushered in by Martin Luther King, Jr., and which continues to the present time. Offered in alternate Springs; some Summers.

HIST 311 Renaissance to Revolution: Europe 1500 to 1800 (3)

This course is a study of political, social, economic and intellectual developments in Europe during the period including the Renaissance, Reformation, the rise of stable central governments, the expansion of Europe, the scientific revolution and the Enlightenment. Fall.

HIST 312 Modern Europe 1789 - Present (3)

This course is a study of some of the movements, which shape contemporary life, including industrialism, liberalism, socialism and nationalism; of major wars and attempts to maintain the peace; of communism and the Russian Revolution; and of the rise of Fascism. Spring.

HIST 315 Modern World History (3)

This course is an examination of the growing interdependent globe since the 17th century, the reactions and results of increased global interaction and its meaning for contemporary societies. Alternate years, Spring.

HIST 322 Topics in 20th Century American History (3)

This course is a study of selected topics in 20th century American history provides students with an understanding of the major currents in the U.S.A. during this century. Offered in alternate years, Spring.

HIST 338 Citizenship and Democracy (3)

This seminar course is designed to explore current, civic and political issues. The course is designed to allow the student to gain a better understanding of service, leadership development, citizenship, community service, community awareness, global awareness, and ethical and moral considerations involved in volunteerism in community service. Cross-listed with POLS 338 and SVLG 338. Fall, Spring

HIST 352 Readings in the History of Black Americans (3)

This is a reading course in a phase of the history of the Black experience determined by the student and the instructor and approved by the division chairperson. The transcript record will indicate the period or phase studied. Offered in alternate years, Prerequisite: HIST 308 or 310, Spring.

HIST 355 Readings in History (3)

This course will help students acquire the skills of research, bibliography, interpretation and analysis. Further, it will provide students with the opportunity to independently investigate an era or phase of history of particular interest to them. Designed especially to develop the specialized reading skills of the professional historian, this course will normally be offered on a tutorial basis at the request of the student. The student and instructor will select the specific topic of study, subject to the approval of the division chairperson. The exact topic will appear on the student's transcript. Prerequisites: 18 hours in history, junior or senior status, and the permission of the instructor. As needed.

HIST 360 Area Studies in the Third World (3)

This flexible course provides students the opportunity to study areas of the non-western world, concentrating on social, political and cultural traditions. The exact area studied would appear on the student's transcript. As needed.

HIST 451 Special Studies in History (3)

This course is intended to provide flexibility in selection of course content by offering topics of study not regularly available. This course frequently will be offered as an advanced research tutorial for history majors to fulfill their research requirement. Prerequisite: nine hours in history and consent of the instructor. As needed.

HIST 453 Internship in History (3 to 12)

This internship is in a local, state or national government agency or private, public, or educational service that relates to the field of history. Students in the program must have earned at least 65 semester hours and must have a grade point average of at least 2.00. Depending upon the hours assigned by the agency to the program, the student will enroll for 3 to 12 semester hours credit. The name of the project or agency will be included on the student's official academic record.

Prerequisite: 9 semester hours in history and consent of the instructor. As needed.

HIST 460 History Capstone (3)

This course is designed to provide students a basis for engaging in independent research by surveying literature relevant to the social sciences in general and to the student's major discipline. Students will participate in a multidisciplinary seminar, with writing and technology workshops, and have individual research tutorials with mentors. In addition, students will enhance their present skills in the areas of critical thinking, problem solving, analytical thinking, summarization, communication, value clarification and practical application. This process will result in a major research project, paper, and formal oral presentation. Individual research topics will be determined by mutual agreement of the student, course instructor and faculty mentor. Prerequisite: Completion of all History major required courses. As needed.

HIST 499 History Co-Op Experience (3)

This is an optional offering for students to earn academic credit through specially structured work experiences complemented by an academic exercise, or through special programs combining on-the-job training with academic projects. Students must confer with their advisor prior to enrollment and must receive approval from the advisor, instructor and division chair for specific project prior to registration. Prerequisite: sophomore status and consent of instructor. As needed.

## **HUMANITIES** (Interdisciplinary Major)

### **Faculty**

Renee Barlow, Assistant Professor of English. B.A. University of Texas, Austin. M.A., Indiana University; Ph.D., Indiana University

Mary Arlene Chongson, Assistant Professor of Music. B.M., University of the Philippines; M.M., Indiana University; Ph.D., University of Texas

Philip Dotson, Professor of Art. B.A., Jackson State College; M.F.A., University of Mississippi

Clabourne Foster, Associate Professor of Art and Chair, Division of Fine Arts and Humanities. B.S., M.A., Murray State University, M.F.A., University of Memphis

Tom Graves, Assistant Professor of English. M.F.A., University of Memphis; B.A., University of Memphis

Jonathan Tutor, Associate Professor of English. B.A., Union University; M.A., University of Memphis; Ph.D., University of Mississippi

Telissah Williams, Instructor of Spanish. B.A., University of Memphis; M.Ed., American Intercontinental University; M.S., Nova Southeastern University

Courses in the interdisciplinary Humanities program are taught by faculty members who hold appointments in one of the various academic disciplines normally considered one of the humanities and included in the major program.

### **Degree**

The Humanities major leads to the Bachelor of Arts degree.

### **Requirements for the Humanities major**

In addition to 42 credit hours of selected courses in general education, this interdisciplinary major requires completion of a core of four courses (12 semester hours) in art, music, philosophy, and religion; completion of concentrations in two areas of the humanities; completion of six semester hours of one foreign language; and completion of Humanities 400 and 460. The exact program must be established by the student and their designated advisor and must be approved by the chairperson of the Division of Fine Arts and Humanities. Required Core courses: (Course descriptions can be found under each area.)

MUSC 100	Music Appreciation (3)
SPAN 101 & 102	Elementary Spanish I (3) & Elementary Spanish II (3)
or	
FREN 101 & 102	Elementary French I (3) & Elementary French II (3)
PHIL 101	Introduction to Philosophy (3)
ARTS 300	Art Survey (3)
RELG 303	A Survey of Biblical Literature (3)
HUMN 400	Research Methodology for Capstone (3)
HUMN 460	Humanities Capstone (3)



Concentrations (Any two of these eight must be completed.)

Art	Music
English	Philosophy
French	Religion
History	Spanish

Art

ARTS 100	Basic Design (3)
ARTS 212	Basic Drawing I (3)
ARTS 213	Basic Drawing II (3)

9 additional hours of Art electives

English

ENGL 301	World Literature (Ancient) (3)
ENGL 302	World Literature (Modern) (3)

12 additional hours of English electives

French

FREN 201	Intermediate French I (3)
FREN 202	Intermediate French II (3)
FREN 301	Conversation and Composition (3)
FREN 302	Introduction to French Literature (3)

History

HIST 202	United States History from 1865 (3)
HIST 312	Modern Europe 1789 - Present (3)

12 additional hours of upper level courses

Music

MUHI 101	Introduction to Music Literature (3)
MUAP 131	Voice Class I (2)
MUAP 132	Piano Class I (2)
MUTH 213	Music Theory I (3)
MUTH 214	Music Theory II (3)
MUHI 322	Music History I (3)
MUHI 323	Music History II (3)
MUSM 310	Introduction to Church Music (2)

or

MUJC 316	Jazz History (3)
----------	------------------

Philosophy

PHIL 311	Logic(3)
PHIL 312	Ethical and Social Philosophy (3)
PHIL 421	Philosophy of Religion (3)
PHIL 422	Twentieth Cent. Philosophy (3)
PHIL 451-2	Special Studies (6)

### Religion

RELG 304	A Survey of Biblical Literature (New Testament) (3)
RELG 305	Former Prophets (3)
RELG 306	Latter Prophets (3)
RELG 402	Black Church History (3)
RELG 451-2	Special Studies (6)

### Spanish

SPAN 201	Intermediate Spanish I (3)
SPAN 202	Intermediate Spanish II (3)
SPAN 301	Conversation and Composition (3)
SPAN 302	Introduction to Spanish Literature (3)

## HUMANITIES COURSES

### HUMN 211 The Awakening World (3) (Core II)

This course is an integrated survey of the human heritage with special emphasis on the arts religion, philosophy and cultural developments throughout the world. The Awakening World will focus on early and classical cultures in Africa, Europe, Asia, and the Americas. Prerequisite: ENGL 111 and ENGL 112 Fall and Summer I

### HUMN 212 The Global Village (3) (Core II)

This course is an integrated survey of the human heritage with special emphasis on the arts, religion, philosophy, and cultural developments throughout the world. The Global Village focuses on the increased worldwide interconnectedness since the 1500s and on global revolutions in the arts, sciences, politics, and society in the modern world. Prerequisite: HUMN 211. Spring and Summer II

### HUMN 400 Research Methodology for Capstone (3)

This course is designed to enhance students' knowledge of research strategies and application leading to a structured written Capstone research proposal or paper. The course will also enhance students' ability to present research material to an academic audience. Prerequisite: Completion of 75% of Major content courses.

### HUMN 451 Special Studies in the Humanities (3-12)

This course is intended to allow flexibility in selection of course content by utilizing resources and programs not regularly available. Foreign tour programs linked with academic studies and evaluation may be one option. Programs are frequently held in a consortium arrangement with other colleges. Student transcripts will indicate exact title describing content. Foreign travel programs must be approved by the division chair and the vice president for Academic Affairs/Dean of Faculty. This course will provide the student the opportunity to participate in some significant research project, significant writing experience, and an oral presentation to show the integration of major subject matter with other areas of the humanities, the impact of CORE on the major field, the Afro-centric perspective, value orientation, and a significant reading experience. Prerequisite: junior standing. Spring

HUMN 460 Senior Capstone (3)

The student will undertake a research project focused on a topic that combines his/her two areas of concentration within the humanities. Both oral and written research reports are required. The student will include an art exhibit and/or musical recital, if appropriate. Prerequisites: Completion of all Humanities major/concentration required courses. Fall

## **JOURNALISM AND MASS COMMUNICATION [formerly Humanities (Print Journalism)]**

### **Faculty**

Tom Graves, Assistant Professor of English. M.F.A., University of Memphis; B.A., University of Memphis

Lydia D. Lay, Instructor of English and Mass Communication. B.A., Memphis State University; M.Ed., Freed-Hardeman University

### **Degree**

The major in Journalism and Mass Communication leads to the Bachelor of Arts degree.

### **Requirements for admission to the major:**

First semester sophomores should formally apply to the Fine Arts and Humanities Division's office. A writing sample and a letter of recommendation from an English instructor should accompany the application.

**Requirements for the Major:** In addition to 42 credit hours of selected courses in general education, the major requires 12 hours of cognate courses, 24 hours of required journalism and mass communication courses, 12 hours in journalism courses, 3-12 hours in cooperative education and internship, and 9 hours of major electives. Students must maintain a minimum grade of "C" in all required courses.

### **Required Journalism and Mass Communication Core Courses (24 hours)**

JMCO 100 Introduction to Mass Communication (formerly MACO 100)

JMCO 234 Writing for Media (formerly MACO 237 News Writing)

JMCO 237 Copy Editing (formerly MACO 234)

JMCO 301 Photojournalism (formerly MACO 130)

JMCO 302 Communication Law (formerly MACO 330)

JMCO 335 Minorities in the Media (formerly MACO 235)

JMCO 437 History of Journalism (formerly MACO 230 Introduction to Journalism)

JMCO 460 Journalism and Mass Communication Capstone (formerly MACO 460)

### **Required Courses for Concentration in Journalism (12 hours)**

JMCO 236 Publication Layout and Design (formerly JOUR 236 Introduction to Production)

JMCO 300 Reporting (formerly JOUR 300)

JMCO 340 Feature Writing (formerly JOUR 340)

JMCO 430 Advanced Reporting (formerly JOUR 430 Advanced Communication)

### **Required Courses in Cooperative Education or Internship (3-12 hours)**

JMCO 399 Co-Op Experience (formerly MACO 399)

JMCO 453 Internship (formerly MACO 453)

### **Required Cognate Courses (12 hours)**

POLS 201 American Government

CRJS 321 Constitutional Law (same as POLS 321 Constitutional Law) (3)

SPAN 101 Elementary Spanish

SPAN 102 Intermediate Spanish  
or  
FREN 101 Elementary French  
FREN 102 Intermediate French

**Elective Journalism and Mass Communication Courses (3-9 hours)**

JMCO 451 Special Studies in Mass Communication (formerly MACO 451)  
JMCO 454 Media Ethics  
JMCO 499 Co-Op Experience (formerly MACO 499)

**A minor in Journalism and Mass Communication** requires completion of the following courses: JMCO 100-Introduction to Mass Communication, JMCO 234-Writing for Media, JMCO 236-Publication Layout and Design, JMCO 237-Copy Editing, JMCO 300-Reporting and JMCO 302-Communication Law. JMCO 399-Co-Op Experience is recommended.

**Journalism and Mass Communication Courses**

JMCO 100 Introduction to Mass Communication (formerly MACO 100) (3)  
This course focuses on general mass media operations and effects – print and electronic – and allows students to gain valuable insight into past and present media operations. Fall

JMCO 234 Writing for Media (formerly MACO 237 News Writing) (3)  
This course focuses on the elements of news for print and electronic media, with practice in recognizing, writing and evaluating news. The course involves fieldwork assignments for *The Magician* newspaper. Prerequisite: ENGL 111, Fall and/or Spring

JMCO 236 Publication Layout and Design (formerly JOUR 236 Introduction to Production) (3)  
This course provides students with basic knowledge of producing a publication using InDesign, including layout and design and combining texts and graphics. Emphasizes hands-on production of the student newspaper. Spring

JMCO 237 Copy Editing (formerly MACO 234) (3)  
This course familiarizes students with the skills of a copy editor, including editing for accuracy and news value, publication style, grammar, spelling, punctuation, and newspaper headline writing. The course involves fieldwork assignments for *The Magician* newspaper. Prerequisite: JMCO 234, Spring

JMCO 300 Reporting (formerly JOUR 300) (3)  
This course focuses on gathering, processing, and reporting of news for print and electronic media, understanding of the beat system, and advanced interviewing techniques. The course involves fieldwork assignments for *The Magician* newspaper. Prerequisite: JMCO 234, Fall

JMCO 301 Photojournalism (formerly MACO 130) (3)  
This course introduces the fundamentals of digital photography with emphasis on basic photographic techniques of imaging devices, such as cameras, cell phones video cameras, etc. This course includes methods of producing quality imaging for the effective documentation of news events. Spring

JMCO 302 Communication Law (formerly MACO 330) (3)

This course examines the legal and ethical ramifications of media laws that both inhibit and enhance the mass media, focusing on the issues of First Amendment, libel, privacy, copyright, communication regulation and policy. Fall

JMCO 335 Minorities in the Media (formerly MACO 235) (3)

This course covers minority depictions in the media. Topics include the traditional basis of coverage, how it changed during the civil rights movement of the 1960s and 1970s, what the prospects are for future change and whether the mass media can truly serve and be responsive to the needs of a socially and economically diverse society. Spring

JMCO 340 Feature Writing (formerly JOUR 340) (3)

This course provides practice in writing feature stories for newspapers, magazines and public relations; emphasizes finding and developing publishable ideas. Prerequisite: JMCO 234 Fall

JMCO 399/499 Co-Op Experience (formerly MACO 399/499) (3)

This course offers students hands-on experience working on the school newspaper. Course may be repeated for credit. By permission of the instructor. Fall and Spring

JMCO 430 Advanced Reporting (formerly JOUR 430 Advanced Communication) (3)

This course examines advanced principles of public affairs, investigative reporting and freelance writing for the media. Lab experience includes writing news stories and features for publication. The course involves fieldwork assignments for *The Magician* newspaper. Prerequisite: JMCO 300. Fall

JMCO 437 History of Journalism (formerly JOUR 230 Introduction to Journalism) (3)

This course examines the fundamentals and history of modern journalism, including its importance and impact on a democratic society. The course emphasizes effective news coverage/practices, writing and production. Spring

JMCO 451 Special Studies in Journalism and Mass Communication (formerly MACO 451) (3)

This course is intended to deal with subject matter not usually offered; topics will vary. JMCO 451 can be repeated with different subject matter. Student's record will indicate exact title describing course content. Prerequisites: Junior status and consent of instructor. Fall and Spring

JMCO 453 Internship (formerly MACO 453) (3)

This course is designed to give students practical experience in journalism and mass communication through any qualified agency operating throughout the U.S. Prerequisite: Completion of Journalism and Mass Communication major required courses or permission of instructor. Spring

JMCO 454 Media Ethics (3)

In this course, students with tools and approaches developed over time designed to sort through the complexities posed by day-to-day conflicts and dilemmas of right and wrong in news reporting.

JMCO 460 Journalism and Mass Communication Capstone (formerly MACO 460) (3)

In this course, a student must demonstrate how research techniques along with media production are brought together to form a finished commercial marketable product that serves the interest of the audience and society. Prerequisite: Completion of the majority of Journalism and Mass Communication major required courses. Fall

## INFORMATION TECHNOLOGY

### Faculty

Valerie Y. Chu, Associate Professor of Computer Science and Interim Co-Chair, Division of Natural and Mathematical Sciences. B.S., National Kaohsiung Normal University; M.S. (Statistics), M.S. (Computer Science), Ph.D., Memphis State University

Denise Ferebee, Assistant Professor of Computer Science and Information Technology, B.S., Mississippi University for Women, M.S., University of Memphis, Ph.D., University of Memphis

Vivek Shankar Savur, Associate Professor of Computer Science. B.E., Karnatak University; M.S., Montana State University; M.B.A., University of Memphis; Ph.D. University of Texas, Austin

Dariusz Zarshenas, Assistant Professor of Mathematical Sciences. B. S., M.S., Memphis State University

### Degree

A major in Information Technology leads to the Bachelor of Science degree.

### Requirements for the Information Technology major:

In addition to 42 credit hours of selected courses in general education, the Information Technology major requires: 33 credit hours of major courses, 12 credit hours of specified courses from one of two concentrations: 1) Network Administration and Security or 2) Web and Database Development, and 6 credit hours of Computer Science or Information Technology elective courses.

### Required Information Technology major courses (33 credit hours):

ITEC 120	Introduction to Information Technology
ITEC 223	Programming in Java I
ITEC 225	Programming in Java II
ITEC 240	Discrete Structures (or COSI 240)
ITEC 305	Web Page Development
ITEC 310	Introduction to UNIX
ITEC 320	Computer Hardware
ITEC 330	Computer Networks
ITEC 345	Database Management (or COSI 345)
ITEC 455	Information Technology Project
ITEC 460	Information Technology Capstone

### Required concentration courses (12 hours):

Concentration- Network Administration and Security

ITEC 325	OS Scripting
ITEC 335	Network Administration
ITEC 430	TCP/IP Internetworking
ITEC 435	Network Security

or

Concentration- Web and Database Development

ITEC 315 Client-Side Web Programming

ITEC 350 Database Programming

ITEC 415 Server-Side Web Programming

ITEC 445 Database Administration

**Suggested Elective courses (6 hours):**

ITEC 340 Human Computer Interaction

ITEC 450 Special Topics

ITEC 499 Information Technology Co-Op Experience

COSI 121 Visual BASIC

COSI 323 Advanced JAVA Programming

COSI 330 Data Structures

\*Note: Students can also take elective courses from the other concentration not chosen as the required concentration.

\*\*Note: Students must pass MATH 130 and MATH 145 prior to declaring a major in Information Technology.

**Information Technology Minor**

A minor in Information Technology requires: ITEC 120, 223 (or COSI 223), 305, 310, and 330.

**INFORMATION TECHNOLOGY COURSES**

ITEC 120 Introduction to Information Technology (3)

This course is to provide students with an understanding of computer-based information systems and technologies. Topics include computing concepts and terminology, hardware and software, computer security, networking, database, and the Internet. Three hours of lecture per week. Fall or Spring.

ITEC 216 Programming in C++ (3)

This course covers topics including basic data types, branching, loops, functions, parameter passing, arrays, structures and classes. The emphasis is on problem solving. Three hours of lecture per week. Prerequisite: COSI 118. Fall or Spring.

ITEC 223 Programming in Java I(3)

This is an introductory course in object-oriented programming in Java for the student without previous programming experience. This course focuses on problem solving, modeling, algorithm design, abstraction, with emphasis on the development of working programs and fundamental concepts of Java programming in the object-oriented paradigm. Topics include primitive data types, control structures, arrays, I/O, objects and classes. Prerequisite: COSI 118. Fall or Spring

ITEC 225/COSI225 Programming in Java II (3)

This is a continuation of COSI 223/ITEC 223 Programming in Java I with emphasis on advanced



programming design and object-oriented algorithmic problem solving in Java. Topics include inheritance, polymorphism, exception handling, file and stream, recursion, and graphic user interface. Prerequisite: COSI 223/I TEC 223 Programming in Java I Fall or Spring  
I TEC 240 Discrete Structures (3)

The course includes set algebra, mapping, relations, elements of graph theory, Boolean algebra, propositional logic, and introduction to finite state machines and applications. Three hours of lecture per week. Prerequisites: COSI 223/I TEC 223 and MATH 145. Fall or Spring.

I TEC 305 Web Page Development (3)

This course covers planning, creating, and maintaining web pages using HTML, XHTML, Cascading Style Sheets, and web page authoring software. Students will gain hands-on experience in creating static web pages include text, images, tables, forms, frames, sound, video, animation and basic JavaScript. Three hours of lecture per week. Prerequisites: I TEC 120. Fall or Spring.

I TEC 310 Introduction to UNIX (3)

This course covers the use of UNIX operating system as a program development environment. Topics include UNIX commands, text editor, system calls, file systems, shell scripting, and programming tools. Prerequisite: COSI 223/I TEC 223. Fall or Spring.

I TEC 315 Client-Side Web Programming (3)

This course introduces development of dynamic websites using current scripting languages for client-side development. Topics include XHTML, Cascading Style Sheets, Client-Side JavaScript, form validation, and web graphics. Three hours of lecture per week. Prerequisites: I TEC 305. Fall or Spring.

I TEC 320 Computer Hardware (3)

A study of the terminology and concepts associated with computer systems hardware. Topics include hardware components, memory organization and management, system maintenance and troubleshooting. Hands-on active learning required. Prerequisites: I TEC 120. Fall or Spring.

I TEC 325 OS Scripting (3)

This course covers multiple platform scripting tools and script development for customization of systems features, batch operations, and automated system management. Emphasis is on Windows Command and Unix shell script programming. Hands-on active learning required. Three hours of lecture per week. Prerequisites: I TEC 310. Fall or Spring.

I TEC 330 Computer Networks (3)

This course covers the spectrum of computer networking in a theoretical and practical framework. Topics include network media, topologies, the OSI model, protocols, security, and network architectures. Hands-on active learning required. Three hours of lecture per week. Prerequisites: COSI 223/I TEC 223. Fall or Spring.

I TEC 335 Network Administration (3)

This course provides the knowledge and hands-on skills necessary to manage a local area network and its resources. Topics include directory services, server management, file and print services, user/client administration, and network services such as DNS, DHCP, and VPN. Three hours of lecture per week. Prerequisite: I TEC 330. Fall or Spring.

IITEC 340 Human Computer Interaction (3)

This course is the study of the effect of psychological and physiological factors on the design of the Human-Computer Interface (HCI). It includes the influence of various input and output devices and the evaluation of the interface for qualities such as learnability, usability, human efficiency, and accuracy. Students will design, implement, analyze, and evaluate Graphical User Interfaces (GUIs). Prerequisites: COSI 225/IITEC 225. Fall or Spring.

IITEC 345 Database Management (3)

This course emphasizes the concepts and structures necessary for the design and implementation of database management systems, data models, data normalization, relational algebra, SQL, file organization, and index organization. Three hours of lecture per week. Prerequisite: IITEC 240. Fall or Spring.

IITEC 350 Database Programming (3)

This course will introduce students a working knowledge and hands-on familiarity with Oracle PL/SQL language. Topics include advanced SQL, triggers, stored procedures, Oracle Forms, SQL loader, and database security such as database users, roles and grants apply to the execution of PL/SQL. Three hours of lecture per week. Prerequisite: IITEC 345. Fall or Spring.

IITEC 415 Server-Side Web Programming (3)

This course introduces server-side web programming/scripting languages covering basic programming techniques. Students will learn how to maintain state through the use of cookies, query string variables, sessions and files. Other topics include web-based data collection, form verification, database connectivity and XML. Three hours of lecture per week. Prerequisites: IITEC 315. Fall or Spring.

IITEC 430 TCP/IP Internetworking (3)

This course is to provide an overview of TCP/IP networking protocols. Protocols and technologies include an introduction to ARP, IP, ICMP, UDP, TCP, routing protocols, and application protocols like DNS, SMTP, FTP, HTTP, IPv6, and multicasting protocols. To provide socket programming experience with the client/server model. Three hours of lecture per week. Prerequisite: IITEC 330. Fall or Spring.

IITEC 435 Network Security (3)

This course is designed to provide a practical survey of both the principles and practice of cryptography and network security. Topics include an introduction to public-key encryption, access control, distributed authentication, firewalls, electronic mail security, IPSec, VPN, and intrusion detection systems. Three hours of lecture per week. Prerequisite: IITEC 330. Fall or Spring.

IITEC 445 Database Administration (3)

The course addresses how to manage a database server in a client/server environment. Topics include installation and upgrade of a DBMS, user account and security management, backup and recovery procedures, and performance monitoring and tuning. Hands-on active learning required. Three hours of lecture per week. Prerequisite: IITEC 345. Fall or Spring.

IITEC 450 Special Topics (3)

This course is designed to meet the current needs of the student and to express the particular interests of the instructor. Three hours of lecture per week. Prerequisite: consent of instructor. As needed.

IITEC 455 Information Technology Projects (3)

This course requires that the student design, develop, and implement a major project or software that solves a real problem in either the science or the business field. The project requires oral presentations and written reports. Prerequisite: consent of the instructor. As needed.

IITEC 460 Information Technology Capstone (3)

This course meets three hours weekly, during which topics are discussed and students relate their literature search with professional experience and ethics. During the first half of the semester, the students will have an opportunity to review the information technology courses. There will be an exit exam at the middle of the semester. During the semester, students will research and develop two formal written reports, one in their major and one in another area of their choice. At the end of the semester, the student will submit the formal written reports and present his/her project using PowerPoint. Prerequisites: Completion of all Information Technology major/concentration required courses. Spring.

IITEC 499 Information Technology Co-Op Experience (3)

This course is designed to strengthen career-preparation and to show the relevance of classroom and instruction to the real world of work. A student, engaged in an enrichment program away from campus, may contact his/her advisor and division chair of the possibility of getting appropriate credit. Fall, Spring, or Summer.

## MATHEMATICS

### Faculty

Valerie Y. Chu, Associate Professor of Mathematics. B.S., National Cashing Normal University; M.S., Ph.D., University of Memphis

John Harris, Professor of Mathematics. B.A., LeMoyne-Owen College; M.A., Atlanta University; Ph.D., University of Memphis

Ali Mostafavi, Assistant Professor of Mathematics. B.S., University of Arkansas; M.S., University of Memphis

Meenakshi Ragagopalan, Associate Professor of Mathematics. B.S., University of Illinois at Urbana; M.S. (Mathematics), M.S. (Computer Science), Ph.D., University of Memphis

Vivek Shankar Savur, Associate Professor of Mathematics. B.E., Karnatak University; M.S., Montana State University; M.B.A., University of Memphis; Ph.D., University of Texas, Austin

Dariusz Zarshenas, Assistant Professor of Mathematical Sciences. B.S., M.S., Memphis State University

### Degree

The Mathematics major leads to a Bachelor of Science degree in mathematics.

### Requirements for the Mathematics major:

In addition to 42 credit hours of selected courses in general education, the Mathematics major is required to complete 33 semester hours of mathematics courses (30 semester hours of specified courses in mathematics and 3 semester hours of mathematics courses as electives). In addition, 14 semester hours of cognate courses are required.

Required mathematics courses (30 semester hours):

MATH 201	Analytical Geometry and Calculus I
MATH 202	Analytical Geometry and Calculus II
MATH 300	Analytical Geometry and Calculus III
MATH 301	Differential Equations
MATH 306	Linear Algebra
MATH 310	Statistical Methods
MATH 401	Probability and Statistics Theory
MATH 405	Advanced Calculus or MATH 403 Abstract Algebra I
MATH 460	Mathematics Capstone

Elective mathematics courses: three additional semester hours of 300-400 level courses

Required cognate courses (14 semester hours):

COSI 223	Programming in JAVA and Internet (3)
COSI 240	Discrete Structures

PHYS 201	General Physics I
PHYS 201L	General Physics I Lab.
PHYS 202	Gen. Physics II
PHYS 202	Gen. Physics II Lab.

### **Licensure/Certification**

Students who wish to seek licensure/certification to teach mathematics at the Secondary Education level (grades 7-12) will follow the same curriculum as designed for mathematics majors. Students seeking licensure for teaching Math at the Elementary (K-6) or Middle Grades (4-8) Education level may take the General Math major as described in the Division of Education.

In addition, they will also take professional core, supplemental core, and appropriate elective courses in education and follow the policies established by the Division of Education Teacher Education Program.

Note: All science majors must take Mathematics 130 and 145 in meeting their Core II requirement.

### **Mathematics Minor**

The minor in mathematics requires: MATH 201, 202, 306, 310; COSI 223.

## **MATHEMATICS COURSES**

MATH 011 Developmental Mathematics (3) (CORE I)\*

Developmental MATH 011 is the CORE I Mathematics Course. The course is developed for students who lack the knowledge of arithmetic and basic algebra. This course will be required for those students whose college placement scores meet the criteria for placement. Moreover, this course will be required for any student who does not take the mathematics placement test. In order to pass this course, the student must earn the grade of C or better.

Fall, Spring, and Summer.

\* Core I courses are counted as part of the course load and their grades are included in the calculation of the grade point average. However, their credit hours do not count toward graduation or toward the granting of College Honors. Students must achieve a minimum grade of C in Core I courses in order to progress to Core II. Core I courses may be repeated up to two times in order to achieve a C. Students who fail to achieve a C after three attempts will be dismissed from the College. The dismissal may be appealed.

MATH 110 Concepts of Algebra (formerly MATH 112) (3) (CORE II)

This course will focus upon the following topics: basic concepts of algebra, radicals, factoring, linear equations, applications of linear equations, ratio, proportion, and variation, properties of exponents, quadratic equations and their applications, rectangular coordinate systems and circles, lines and their slopes, algebraic functions, system of equations and applications, linear inequalities, and linear programming. The grade of B or better in Math 110 is required for Math 130. Prerequisites: Passing Placement Test with more than 80% test scores or MATH 011 with a C or better grade. Fall, Spring and Summer.

MATH 111 Survey of College Math (3) (CORE II)

This course is an introduction to solving problems by inductive reasoning, reading graphs and their functions, Simple and compound Interest, Sets, Logic, Fundamentals of Geometry, Basic concepts of Probability and Statistics. Prerequisites: Passing the College's mathematics placement test at a level greater than or equal to 70 percent. Fall, Spring, and Summer.

MATH 130 College Algebra (3) (CORE II)

This course treats algebra topics that are applicable to a variety of disciplines. Topics include: real numbers, radicals, equations, inequalities, complex numbers, polynomial, rational, exponential and logarithmic functions and their graphs. Prerequisite: Passing the placement test or MATH 110 (Concepts of Algebra) with a B or better grade. This course is required for students majoring in any of the sciences, mathematics, and computer science. Three hours of lecture per week. Fall, Spring, and Summer.

MATH 145 Pre-Calculus (3) (CORE II)

In this course, topics include, trigonometric and circular functions, trigonometric equations, laws of sines and cosines, vectors, and DeMoivre's theorem. This is a required Core II course for all students majoring in any of the sciences, mathematics, and computer science. Three hours of lecture per week. Prerequisite: MATH 130. Fall and Spring

MATH 201 Analytical Geometry and Calculus I (4)

This is an introduction to calculus with associated analytical geometry. Topics include limits, continuity, the derivative and differentiation of algebraic functions, and applications of the derivative and indefinite and definite integrals. Four hours of lecture per week. Prerequisite: MATH 145. Fall and Spring.

MATH 202 Analytical Geometry and Calculus II (4)

This course is a continuation of MATH 201. Topics include: techniques of integration, inverse functions, exponential and logarithmic functions. Four hours of lecture per week. Prerequisite: MATH 201. Spring.

MATH 300 Analytical Geometry and Calculus III (4)

In this course, topics include improper integrals, infinite series, polar coordinates, conic sections, vector calculus, calculus of several variables, multiple integrals, Green's theorem, Divergence theorem, Stokes theorem, and applications. Four hours of lecture per week. Prerequisite: MATH 202. As needed.

MATH 301 Differential Equations (3)

This course is a study of differential equations of first and second order with applications. Optional topics include Power Series Method, Laplace Transforms, numerical methods, and boundary value problems. Three hours of lecture per week. Prerequisite: MATH 202. As needed.

MATH 306 Linear Algebra (3)

In this course, topics include systems of linear equations, vector spaces, linear dependence, bases and coordinate systems, linear transformation, and matrices and determinants. Three hours of lecture per week. Prerequisite: MATH 202. As needed.

MATH 310 Statistical Methods (3)

In this course, topics include: Binomial, hyper geometric, Poisson, multinomial and normal distributions; test of hypotheses, chi-square test, t-test, F-test; and analysis of variance, regression and covariance. Three hours of lecture per week. Prerequisite: MATH 145. Fall or Spring.

MATH 320 Methods of Teaching Math (3)

This course is specifically designed for students seeking certification to teach mathematics at secondary school level. Emphasis will be given on various techniques of teaching including technology. Three hours of lecture per week. Prerequisite: all 300 level required math courses, Co-requisite: Math 320L.

MATH 320L Methods of Teaching Math Lab. (1)

This course will compliment MATH 320 as described above utilizing different techniques of teaching including technology. One two hours of lab per week. Pre or Co-requisite: MATH 320.

MATH 340 Numerical Analysis (3)

This course focuses on theory and practice of numerical computations with special reference to methods useful with modern electronic computers. Numerical methods include: an analysis of errors in approximate numerical calculations, solution of nonlinear equations, finite differences and interpolating numerical polynomials, numerical differentiation and integration, least square approximations and orthogonal functions, matrices, and systems of linear equations. Three hours of lecture per week. Prerequisite: COSI 223, MATH 202. Spring or as needed.

MATH 401 Probability and Statistics Theory (3)

This course is a study of sample distributions, transformations of random variables, central limit theorem, law of large numbers, unbiasedness, least squares estimations, maximum likelihood estimations, confidence intervals, most powerful tests, and Neyman-Person Lemma. Likelihood ratio tests, probability and random variables, and discrete and continuous probability distributions. Three hours of lecture per week. Prerequisites: MATH 202 and 310. Fall or Spring.

MATH 403 Abstract Algebra I (3)

This course is a basic introduction to concepts and techniques of abstract algebra. Content areas are set theory, basic property of integers, congruencies in modular arithmetic, groups, subgroups, permutation groups, normal subgroups, and quotient groups. Three hours of lecture per week. Prerequisite: MATH 306. As needed.

MATH 404 Abstract Algebra II (3)

In this course, topics include: rings, polynomial rings, quotient rings, integral domain, fields, extension fields, automorphism, and Galois theory. Three hours of lecture per week. Prerequisite: MATH 403. As needed.

MATH 405 Advanced Calculus I (3)

This course is a study of the real number system, limits, continuity, and differentiability properties of functions of one or more variables. Three hours of lecture per week. Prerequisite: MATH 300. As needed.

MATH 406 Advanced Calculus II (3)

In this course, topics include: implicit function theorems, vectors and vector fields, ordinary and partial derivatives, theory of integration, line and surface integrals, infinite series, uniform convergence, power series, and improper integral. Three hours of lecture per week. Prerequisite: MATH 405. As needed.

MATH 415 Complex Variables (3)

This course is a study of complex numbers, elementary functions, differentiation and integration, Cauchy Theory, Taylor expansion, Laurent expansion, singularities and zeroes, analytic continuation, theory of residues, infinite series, infinite products and entire functions. Three hours of lecture per week. Prerequisite: MATH 300 or 405. As needed.

MATH 421 Mathematics for PreK-6 Teachers (3)

This course is required of persons expecting to teach mathematics in elementary schools. Emphasis is placed on materials and methods in teaching mathematics. Prerequisite: All required 300-level MATH courses and passing of Praxis I or having received a waiver for Praxis I, or consent of the Instructor.

MATH 451 Special Topics (3)

This course is intended to provide flexibility in selection of course content in utilizing resources and programs not regularly available. Student's record will indicate exact title describing content. Three hours of lecture per week. Prerequisite: MATH 202 and approval of instructor. As needed.

MATH 460 Mathematics Capstone (3)

This course is designed to provide students a basis for independent research by surveying literature related to the student's major discipline. In addition, students will enhance their skills in the areas of critical thinking, problem solving, analytical thinking, summarization, communication, practical applications, and ethics. During classroom sessions, students will be directed to choose two topics. One topic will be in the area of pure or applied mathematics, and the other topic will be on the contributions on minority mathematicians. Students will conduct a literature search, discuss the ideas in the class and develop a formal report. Finally, students will be required to submit two formal written reports and do a formal PowerPoint presentation. Classroom discussions also will be centered on upper level mathematical topics including integration of key contents of pre-calculus, calculus, linear algebra, and statistical methods to prepare them for an exit exam. Prerequisites: Completion of all Mathematics major required courses. Spring.

MATH 499 Mathematics Co-Op Experience (1-3)

This course is designed to strengthen the career-preparation and to make more meaningful the relevance of classroom and instruction to the real world of work. A student, engaged in an enrichment program away from campus, may contact his/her advisor and division chair of the possibility of getting appropriate credit. Prerequisite: MATH 300. As needed.



## MOVING FORWARD TO GRADUATE SCHOOL

MFWD courses better prepare students at LeMoyne-Owen for graduate school and increase the competitiveness of the students' applications. MFWD is a sequence of courses that break the process of preparation for graduate school into steps. These courses can be taken by students in any major across divisions.

### Faculty

All MFWD courses are taught by qualified faculty who hold an appointment in Division of Natural Science, Mathematics and Computer Science.

#### MFWD101 Excelling in College (2)

This course will promote excellence in college through sessions on time management, note taking, study skills and test-taking skills. Students will set academic goals and establish personal priorities. Each student will identify potential majors and actively participate in activities associated with one or more potential major.

Prerequisite: Core II status: Students must have placed out of all Developmental Courses

#### MFWD102 Introduction to STEM Research (2)

This course will introduce the basics of research and educational requirements for a research career. Students will learn the basic skills for participation in research and attend research presentations.

Prerequisite: Permission of Instructor

#### MFWD201 STEM Research I (2)

Students will participate in faculty-led research in the Natural Sciences. Students will collect and analyze data. A presentation of research progress will be required. This course can be used as an elective in the Biology or Chemistry major.

Prerequisite: MFWD 102 and permission of the instructor.

#### MFWD202 STEM Research II (2)

This course is a continuation of MFWD 201 and will continue the research project. Students will apply to present their research on campus during Honors Week and are required to present at a conference appropriate for the discipline. This course can be used as an elective in the Biology or Chemistry major.

Prerequisite: MFWD 201 or permission of the Instructor.

#### MFWD301 Graduate Program Selection (1)

Scholars are led toward graduate school placement by participating in graduate school workshops; exploring and developing a list of potential graduate programs and making graduate school visits. Fall Semester

#### MFWD302 GRE Preparation (3)

This course will emphasize test taking skills and timing. Verbal and quantitative review

sessions will be included. Scholars will participate in class activities and take multiple practice exams including a pre- and post-course test. Extensive use of recorded sessions, exercises and practice outside of class are required. Spring Semester

MFWD401 Graduate Application (2)

Professional socialization will include writing a cover letter to graduate school as well as networking skills through professional meetings and research presentations. The research mentor provides support in the preparation of applications to graduate schools.

Completion of timely application to graduate schools is required. Fall

MFWD402 Excelling in Graduate School (2)

Professional socialization will include mentoring entering scholars in the discipline toward the goal of graduate school entry. Completion of workshops on tips and skills for the first year of graduate school will be required. Spring

Prerequisite: MFWD401

## MUSIC

### Faculty

Clyde Battles, Assistant Professor of Music. B.S., Southern University; M.M., New England Conservatory of Music

Mary Arlene Chongson, Assistant Professor of Music. B.M., University of the Philippines; M.M., Indiana University; Ph.D., University of Texas

A. Lenora Green, Artist in Residence. B.M., Shorter University; M.M., University of Michigan

Jennifer Anderson, Instructor of Music. B.A., Maryville College, M.M., University of Tennessee, D.M.A., University of Memphis

### Degree

The music major leads to the Bachelor of Arts degree.

Graduation with a major in music at LeMoyné-Owen College includes successful completion with a grade of C or better of the 35 hours of music core, 12 hours of approved music electives, 16 hours of applied/ensemble courses, and 9 hours of cognates.

Admission to the major

Students planning to major in Music should formally apply to the Division of Fine Arts and Humanities office. The application process includes an audition by member(s) of the Music faculty.

Monthly music seminars (mini-concerts) are presented to develop performance technique and to build student's confidence; attendance and periodic appearance on scheduled seminars are mandatory.

All students are required to pass a piano proficiency examination during their sophomore year.

All students are required to perform a recital during their senior year.

### Requirements for the music major include:

42 credit hours of selected courses in general education

35 hours of core music courses

16 hours of applied/ensemble music courses

12 hours of approved music electives

9 hours of cognate courses

6 hours of general electives

### Core music requirements (35 Hours):

MUHI 101 Introduction to Music Literature (3)

MUSC 339 Basic Conducting (2)

MUTH 240 Sight Singing and Ear Training I (3) (formerly MUTH 130)

MUTH 241	Sight Singing and Ear Training II (3) (formerly MUTH 131)
MUTH 213	Music Theory I (3)
MUTH 214	Music Theory II (3)
MUTH 313	Music Theory III (3)
MUTH 314	Music Theory IV (3)
MUHI 308	Survey of African American Music (3)
MUHI 322	Music History I (3)
MUHI 323	Music History II (3)
MUSC 460	Music Capstone (3)

### Approved Music electives (12 Hours)

Music electives must be 300 or 400 level courses.

### Applied music requirements (16 Hours)

#### Private Lessons (8 Hours)

This sequence of courses involves private study of a major instrument and/or of voice. The student will receive one lesson weekly with a minimum of 10 hours of practice required each week. Students will be advised according to their instruments in either of the following private lessons:

Instrument	Y1/S1	Y1/S2	Y2/S1	Y2/S2	Y3/S1	Y3/S2	Y4/S1	Y4/S2
Voice	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP
	111	121	231	241	351	361	471	481
Piano/Organ	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP
	112	122	232	242	352	362	472	482
Percussion	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP
	113	123	233	243	353	363	473	483
Guitar	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP
	114	124	234	244	354	364	474	484
Bass	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP
	115	125	235	245	355	365	475	485
Brass	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP
	116	126	236	246	356	366	476	486
Woodwind	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP
	117	127	237	247	357	367	477	487
Strings	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP	MUAP
	118	128	238	248	358	368	478	488
Y=Year	S=Semester							

#### Ensembles (8 Hours)

Students will be advised according to their instruments in either of the following ensembles:

- MUEN 340 Whitaker Singers
- MUEN 341 Concert Choir
- MUEN 342 Instrumental Ensemble
- MUEN 343 Jazz Ensemble
- MUEN 344 Concert Band
- MUEN 345 Contemporary Music
- MUEN 346 Keyboard Ensemble
- MUEN 347 Guitar Ensemble

MUEN 348 Percussion Ensemble

**Cognate course requirements (9 Hours)**

FREN 101 Elementary French I (3)

and

FREN 102 Elementary French II (3)

OR

SPAN 101 Elementary Spanish I (3)

and

SPAN 102 Elementary Spanish II (3)

AND

HUMN 400 Research Methodology for Capstone (3)

A student may also minor in music in the following manner:

Music Minor (20 hours)

MUHI 101 Introduction to Music Literature (3)

MUTH 213 Music Theory I (3)

MUTH 214 Music Theory II (3)

4 hours of approved music electives (4)

4 hours of performance ensembles (4)

3 hours of approved music electives

## MUSIC COURSES

Music courses are listed here under nine headings: Applied Music, Performance Ensembles, Music History/Literature, Music Theory, Jazz and Contemporary Music Studies, Sacred Music, Music Business/Management, Music Technology.

### APPLIED MUSIC COURSES (MUAP)

#### MUAP 131 Vocal Class I (2)

This is a performance course open to students who desire knowledge of the fundamental techniques of singing. It will include minimum music reading instruction. Offered Fall and Spring. Formerly listed as MUSC 211.

#### MUAP 141 Vocal Class II (2)

This is a continuation of Vocal Class I. Those students who wish to expand their knowledge beyond the fundamentals of singing. Prerequisite MUAP 131. Offered Fall and Spring.

#### MUAP 132 Piano Class I (2)

This is a group activity for persons who desire knowledge of the fundamentals of music and elementary training in piano playing. It will include the basic skills for music reading and keyboard techniques, desire and knowledge of the fundamental techniques of piano. Offered Fall and Spring. Formerly listed as MUSC 115.

#### MUAP 142 Piano Class II (2)

This is a continuation of Piano Class I. This course is designed for those students who wish to expand their knowledge by continuing to develop their piano reading and performance skills. Prerequisite MUAP 131. Offered Fall and Spring.

#### MUAP 211 Diction for Singers I (2)

This course involves the principles of singing diction through categories of the sound usability with a general introduction to the international phonetics alphabet (IPA) and song transcription in English. Problems in vowel modification, techniques of resonance and articulation will be addressed. The study also will include the development of specific skills for dealing with sound in certain languages of Western Europe other than English (Italian and Latin). Fall.

#### MUAP 221 Diction for Singers II (2)

This is continuation of Diction for Singers I. Students study French and German IPA and its application to singing. Prerequisite MUAP 211. Spring.

#### MUAP 302 Comprehensive Musicianship For Pianist (2)

This progressive course of study of 1-8 semesters is a special piano seminar designed to acquaint students with various styles of piano playing and accompanying. The Bela Bartok Mikrokosmos will be used as the Basic instruction manual with current jazz books, gospel scores and hymnals as other sources of practical instructional material. The focus will be on sight-reading, practical ear training, basic theory, solo repertoire and ensemble playing. Special certificates will be given to students who complete specified performance levels each semester. A team of at least two instructors will give

class and private instruction. May be repeated for credit for up to eight semesters. Admissions by permission based on interview and audition.

**MUAP 311 Vocal Literature I (2)**

This course is the study of vocal literature for solo voice for the beginning student. This course is a survey of performance criteria and historical significance of the art song literature of the U.S.A., British Isles, Germany, France and Italy. Concentration will be on German lieder, French melodies, Italian song, American, 2nd English art songs, and the Negro Spiritual contemporary selections by leading composers of the 20th century. Fall.

**MUAP 321 Vocal Literature II (2)**

This is a continuation of Vocal Literature I. Continuance of representative solo literature for voice. Prerequisite MUAP 311. Spring.

**PERFORMANCE ENSEMBLE COURSES (MUEN)**

**MUEN 340 Whitaker Singers (1)**

This course focuses on vocal techniques, sight reading, and the study of foreign language for performance with attention given to exceptional development of individual instruction for diverse use on the lyric stage i.e. Broadway, Opera, light classic, gospel, etc.

**MUEN 341 Concert Choir (2)**

This course is open to all students who desire to express themselves in song and those who have had previous experience in choral groups. The objective is to improve the knowledge and performance of music by choir members. The chief function of the choir is to provide music for College chapel services. Admission by audition and permission of director. Offered Fall and Spring. Course may be repeated for credit (not to improve grades). Formerly listed as MUSC 341.

**MUEN 342 Instrumental Ensemble (1)**

This course includes small groups of various instrumental combinations engaged in the study and performance of literature of various composers and eras. Admission by audition and permission of director. Offered Fall and Spring. Course may be repeated for credit (not to improve grades). Formerly listed as MUSC 342.

**MUEN 343 Jazz Ensemble (1)**

This course is the study and performance of various styles in popular and jazz genres. Both vocalist and instrumentalist will perform. Admission by audition and permission of director. Offered Fall and Spring. Course may be repeated for credit (not to improve grades). Formerly listed as MUSC 343.

**MUEN 344 Concert Band (1)**

This course includes the study and performance of band literature. The objective is to improve the knowledge and performance of music by band members. Admission by audition and permission of director. Offered Fall and Spring. Course may be repeated for credit (not to improve grades). Formerly listed as MUSC 344.

MUEN 345 Contemporary Music Ensemble (1)

This course includes the study and performance of various styles in popular music and other genres. Both vocalist and instrumentalist will perform. Admission by audition and permission of director. Offered Fall and Spring. Course may be repeated for credit (not to improve grades).

MUEN 346 Keyboard Ensemble (1)

This course includes the study and performance of various genres and musical styles performed on electronic keyboards and synthesizer instruments. Admission by audition and permission of director. Offered Fall and Spring. Course may be repeated for credit (not to improve grades).

MUEN 347 Guitar Ensemble (1)

This course includes the study and performance of various genres and musical styles performed on guitars and electric bass instruments. Admission by audition and permission of director. Offered Fall and Spring. Course may be repeated for credit (not to improve grades).

MUEN 348 Percussion Ensemble (1)

This course includes the study and performance of various genres and musical styles performed on drum and percussion instruments. Admission by audition and permission of director. Offered Fall and Spring. Course may be repeated for credit (not to improve grades).

## **MUSIC HISTORY/LITERATURE**

MUHI 100 Music Appreciation (3)

In this course, the major emphasis is placed on the opportunities offered by music for a rich, full life. Significant events in the other arts are sketched in to aid the student's impression and understanding of the historical and cultural background. Fall and Spring (Summer as needed).

MUHI 101 Introduction to Music Literature (3)

This course is designed to present a fundamental understanding of the basic elements of music and analyses of music of all periods and styles.

MUHI 307 Survey of Film Music (3)

This course examines the development of music in movies from silent films to full-featured dramatic films. Students will learn and understand the general film making process and the music composer's process to scoring films. The student also will gain a working vocabulary of technical and musical terminology. Students will review film clips weekly and comment on the effectiveness of the musical score.

MUHI 308 Survey of African American Music (3)

This course is a survey of the music and musical instruments in the cultural contexts of Africa and America. Some of the topics to be discussed are the relation of music to black culture, African drumming, schools and idioms of jazz, the black performer in Euro-American music and African-American folklore. Works of major and minor instrumentalists, vocalists and orchestra leaders will be listened to in-depth for analysis. This is not a performance class. As needed.

MUHI 322 Music History I (3)

This course is a study of historical periods of music from Antiquity to the Baroque Period.  
Prerequisite: MUHI 101.



MUHI 323 Music History II (3)

This course is a continuation of the study of musical epochs from the Classical Period to the present. Prerequisite: MUHI 322.

MUHI 328 Black Memphis Musicians (3)

This course is a survey of the African American musicians from Memphis who have made significant contributions to the world of music. Focus is on the lives, works, careers, and influences of black Memphis musicians of all musical genres. Prerequisite: MUHI 100 or 101.

MUHI 329 Black Women Composers (3)

This course is designed to explore the role and talent of black women in the field of music composition. The lives and works of a number of composers in a variety of musical styles will be studied. Prerequisite: MUHI 100 or 101.

MUHI 412 History of Black Church Music (2)

This course is designed to introduce music of the black church in America including a review of African musical retentions and influence on the various musical styles associated with the black church. Prerequisite: MUSC 310.

## **MUSIC THEORY**

MUTH 102 Music Fundamentals (3)

This course is designed to present basic music reading and writing skills. It will include a study of the terms, symbols, and techniques used in the understanding of music on the printed page. Fall and Spring.

MUTH 240 Sight Singing and Ear Training I (3) (formerly MUTH 130) (3)

This course is designed to develop music reading and related aural skills necessary for the attainment of a sense of relative pitch and harmonic and rhythmic structure of music. Solfeggio and melodic, harmonic, and rhythmic dictation will be covered. Individual performance measured. Prerequisite: MUTH 214. Fall.

MUTH 241 Sight Singing and Ear Training II (3) (formerly MUTH 131) (3)

This course is a continuation of MUTH 240 (formerly MUTH 130) and will continue study of rhythm and pitch including subdivided beat in compound time, syncopation, major and minor scale activities, intervals, triads and diatonic melodies. Course will also include continuation of dictation and individual performance measurement. Prerequisite: MUTH 240 (formerly MUTH 130). Spring

MUTH 213 Music Theory I (3)

This course is designed to present basic theoretical concepts and techniques in the writing of music. It will include a study of the rudiments of musical materials, the harmonic, melodic, rhythmic, and basic formal procedures of traditional practices with an introduction to compositional techniques. Four-part structures through seventh chords will be covered. Prerequisite: MUTH 102.

MUTH 214 Music Theory II (3)

This course is a continuation of MUTH 213 with emphasis on expanded harmonies and analytic techniques. Prerequisite: MUTH 213 or permission of Instructor.

MUTH 341 Sight Singing and Ear Training III (3) (formerly MUTH 230) (3)

This course is a continuation of MUTH 241 (formerly MUTH 131) with emphasis on diatonic major and minor melodies in simple and compound time with subdivided beat, syncopation and leaps of thirds, fourths, fifths, sixths and octaves. Prerequisite: MUTH 241 (formerly MUTH 131).  
Fall

MUTH 342 Sight Singing and Ear Training IV (3) (formerly MUTH 231) (3)

This course is a continuation of MUTH 341 (formerly MUTH 230) with emphasis on non-diatonic major and minor melodies in simple and compound time with divided and subdivided beat, syncopation and leaps of thirds, fourths, fifths, sixths and octaves. Prerequisite: MUTH 341 (formerly MUTH 230). Spring

MUTH 313 Music Theory III (3)

This course is a continuation of MUTH 214 covering further expanded harmonic materials, including practical knowledge of twentieth-century harmonic resources, and ninth, eleventh and thirteenth chords. Formal and chordal analyses from Baroque to twentieth-century are included. Prerequisite: MUTH 214.

MUTH 314 Music Theory IV (3)

This course is a continuation of MUTH 313 with further study in chromatic harmony and advanced modulation. Formal and chordal analysis from Baroque to the twentieth century. Prerequisite: MUTH 313.

MUTH 333 Orchestration (3)

This course is a study of the art of writing for the instruments of the band and orchestra. It is concerned with tone color, technical capacities, ranges, and use in various combinations and with setting out of an orchestral score. Prerequisite: MUTH 314.

MUTH 334 Introduction to Music Composition (3).

This course is a study of basic techniques of musical composition. The course includes practical experience in developing musical ideas and the use of musical forms. Students will also learn the basic characteristics of common instruments like the piano, strings and percussion instruments. Students will learn to use the notation software Sibelius or Finale. Students will complete a portfolio of music compositions for acoustic instruments or electronic media. Prerequisite: MUTH 214.

MUTH 335 Choral Arranging (2)

This course covers the basic techniques in writing for individual voices and the combination of voices in choral ensembles. Prerequisite: MUTH 314.

MUTH 431 Counterpoint (3)

This course is a study of eighteenth century contrapuntal style; writing exercises in two- and four-part canons and fugues and inventions. Prerequisite: MUTH 314.

## **JAZZ AND CONTEMPORARY MUSIC STUDIES (MUJC)**

MUJC 316 Jazz History (3)

This course is a survey of the development of jazz from its inception to present day styles. Activities include listening to recorded and live performances.

**MUJC 317 Basic Skills in Jazz and Popular Music (2)**

This course is designed to present the rudimentary skills of performing jazz and popular music, the course includes some study of the literature and history of these styles. Prerequisite: Applied music - 2 semesters and/or permission of the instructor.

**MUJC 318 Jazz Theory I (3)**

This course is a study of basic jazz melodic and harmonic structures and analysis.  
Prerequisite: MUTH 314.

**MUJC 319 Jazz Theory II (3)**

This course is a continuation of MUTH 318 with emphasis on chord symbol realization, notation, rhythmic patterns, and analysis. Prerequisite: MUTH 318.

**MUJC 324 Jazz Improvisation I (2)**

This course is designed to provide experiences to develop improvisational skills including knowledge of basic materials, practices and opportunities to create personal expressive styles.  
Prerequisite: MUSC 317 and/or permission of instructor.

**MUJC 325 Jazz Improvisation II (2)**

This is a continuation of MUSC 324 with emphasis on expanded improvisational skills and techniques in creating various expressive performance styles. Prerequisite: MUJC 324.

## **SACRED MUSIC**

**MUSM 310 Introduction to Church Music (2)**

This survey course is designed to acquaint students with sacred music that emphasizes a historical overview of the Christian church and its music. Prerequisite: MUHI 101 or permission of instructor.

**MUSM 410 Sacred Music Administration (2)**

This course covers various methods of organizing and administering the total sacred music program. Materials and methods will be introduced to prepare students to teach and/or supervise various types of choirs. Prerequisite: MUSM 310.

**MUHI 412 History of Black Church Music (2)**

This course is designed to introduce music of the black church in America including a review of African musical retention and influence on the various musical styles associated with the black church. Prerequisite: MUSM 310.

**MUSM 413 Church Music Seminar I (3)**

This seminar course provides class lectures, listening lab and independent study of a variety of topics related to church music. Some of the activities and topics include: mini workshops with invited church and school choirs; choosing music for specific services in a church choir setting; introduction to gospel music from the African American perspective/100 years of history from pre-Thomas A. Dorsey to Richard Smallwood; survey of the status of church music in the Memphis area; and survey

of sacred music (non orchestral) discussing its Biblical foundations. Open to LeMoyne-Owen students and the community for credit or non-credit. Fall.

#### MUSM 414 Church Music Seminar II (3)

This is a second semester continuation of Church Music Seminar I with expanded lectures and discussions on additional church music related topics. This seminar will also involve class time and independent study. Some of the focuses of this seminar will include: additional mini workshops with local church and school choirs observing rehearsal techniques; children's choir workshop working with selected voices featuring age and voice appropriate music for children's choirs in a church setting; instrumental music in the church; men's Choir workshop; survey of gospel music by Memphis area musicians; survey of gospel music from early Richard Smallwood to the present; survey of black gospel music in the Catholic church; overview of the musical settings of the mass from Gregorian chant to the present, featuring works by African American composers whose music is used in the Catholic and Episcopal churches; and survey of sacred works (orchestral and choral works with instrumental accompaniment). Open to LeMoyne-Owen students and the community for credit or non-credit. Spring.

### **MUSIC BUSINESS/MANAGEMENT**

#### MUSC 339 Basic Conducting (2)

This course is designed to present the basic skills involved in conducting vocal and instrumental music. Prerequisite: MUSC 314

#### MUSC 350 Introduction to Commercial Music (3)

This survey course examines the fundamentals of producing, recording, manufacturing, and distributing commercial musical products. The student also is introduced to the key roles played by the media on both the listening and buying public. Prerequisite: BUAD 103.

#### MUSC 351 Entertainment Law (3)

This course examines the statutory and regulatory aspects of federal copyright and trademark law as applied to music and video recordings; special applications of contract law as applied to artists, publishing, sub-publishing, recording and licensing agreements; in addition to mechanical, artist and production royalty rules. Prerequisite: BUAD 301.

#### MUSC 430 Music Production (3).

This course focuses on basic recording techniques, the use of recording software, basic microphone techniques, audio editing and mastering. Students will complete a portfolio of original works or arrangements of existing songs and will produce a professional quality audio portfolio. Prerequisite: MUSC 241, MUTH 213. Fall

#### MUSC 435 Studio Production and Recording (3)

This course focuses on the roles of the songwriter, studio recording engineer, artist, and the producer, along with marketing and recording equipment in developing the finished musical product. Prerequisite: MUSC 350.

## MUSIC TECHNOLOGY

### MUSC 140 Music Technology/MIDI Lab (1)

This lab will provide students enrolled in MUSC 141; 142; 241 or 242 additional lab time to work on their projects and to explore their own music creations. Prerequisite: must be enrolled in MUSC 141; 142; 241; 242 or 245.

### MUSC 141 Music and Computers I (2).

This course is an introduction to computers and audio software used to create music. Students are introduced to computer concepts and computer software concepts relating to music. Students will utilize the technology to create short music pieces. Music concepts that are introduced to the students include working with loops, midi instruments and data, audio files, basic sound recording, basic audio editing, and musical structure. Students will complete 4 to 5 short projects using the computer as a tool for music creation.

### MUSC 142 Music and Computers II (3)

Students will utilize computer technology to create a portfolio of music pieces while learning advanced audio software programs such as logic and Peak. Students will also learn the components of a music studio, they will understand signal flow basics and will develop their projects in the school's production studio. Students will reinforce their knowledge of audio tracks, midi tracks, software instruments, sound editing and musical structure. Prerequisite: MUSC 141.

### MUSC 241 Electronic Song Composition (3)

In this course, students will combine musical concepts with music software tools to create original songs or short instrumental works. Students will also receive an introduction to different musical styles, learn to analyze these styles and develop music projects demonstrating these styles. Students will complete a project using notation software, audio recording and editing software for music creation. Prerequisite: MUSC 142.

### MUSC 242 Electronic Music Composition (3)

In this course, students will combine musical concepts with music software tools to create advanced compositions. Students will learn different music structures and plan music projects based on music composition techniques. Students will complete a portfolio of works using notation software, audio recording, editing software and will produce a professional quality audio CD. Prerequisite: MUSC 241.

### MUSC 245 MIDI Applications (2)

In this course, students gain a deeper understanding of MIDI development and technology. Students will concentrate on computer technology to create and edit their own musical works. Sequencing and notation software products are learned and utilized while students develop their projects. Song writing and song arranging techniques are applied and analyzed.

### MUSC 400 Seminar in Music (2 - 8)

This course is designed for individual and group study in advanced musical studies. Subject areas include music, history, literature; music, theory/composition; music education; music business. With a change of subject matter a student may enroll for up to 4 semesters (8 hours total credit). Prerequisite: Permission of instructor. Fall and Spring.

MUSC451 / 452 Special Studies in Music (1-3)

This course is intended to supply flexibility in selection of course content in utilizing resources and programs not regularly available. Student's record will indicate exact title describing content.

Prerequisite: Permission of instructor. Fall and Spring (Summer as needed).

MUSC 460 Music Capstone (3)

This senior capstone requires each music major to undertake a research project focused on either a movement in music or the life and work of a significant composer. Emphasis will be placed on the study of African Americans and/or other minority musicians. The student will present both oral and written research reports. Students who are Humanities majors with music as an area of concentration will have a research focus involving both areas of concentration. Prerequisite: Completion of all Music major required courses. Fall

## NATURAL SCIENCE

### Faculty

All Natural Sciences courses are taught by qualified faculty who hold an appointment in the Division of Natural Science, Mathematics & Computer Science

### NATURAL SCIENCE COURSES

#### NATS 110 Biological Science (3)

This introductory course covers topics from general biology to zoology including human reproduction, development health, nutrition, structure of matter, chemical reactions, etc. A biological scientific theme of current social relevance including related technology will also be developed. Three hours of lecture per week. Prerequisite: CORE II Status. Fall, Spring, Summer

#### NATS 112 Physical Science (3)

This introductory course covers topics in physical and chemical science including basic principles and application of motion, energy, matter, atoms, molecules, nuclear science, radioactivity, electricity, electromagnetic waves, etc. A physical scientific theme of current social relevance including related technology will also be developed. Three hours of lecture per week. Prerequisite: CORE II Status. Fall, Spring, Summer

#### NATS 115 Earth and Space Science (3)

This introductory course covers topics in earth and space science including astronomy, geology, meteorology, oceanography, etc. An earth and space scientific theme of current social relevance including related technology will also be developed. Three hours of lecture per week. Prerequisite: CORE II Status. Spring

#### NATS 115L Earth and Space Science Lab (1)

This course is designed to introduce students to technology and basic lab techniques commonly used in earth and space science including proving Kepler's law of planetary motion, drawing stars on a celestial sphere, locating stars in the night sky, observing and understanding the phases of the moon, calculating the age of the universe, plotting and studying weather/topographic maps, testing and identifying minerals and rocks, on-line literature searches, etc. One two-hour lab per week. Pre or Co-requisite: NATS 115. Spring

#### NATS 320 Methods of Teaching Science (3)

This course is specifically designed for students seeking certification to teach science at the secondary education level. Emphasis will be given to various secondary education level science instructional techniques including use of technology. Three hours of lecture per week. Prerequisite: All 300 level required Science major courses. Spring

#### NATS 320L Methods of Teaching Science Lab (1)

This course is designed to complement NATS 320 and introduce students to secondary education science instructional lab techniques including use of technology. One two-hour lab per week. Pre or Co-requisite: NATS 320. As needed.

NATS 421 Science for PreK-6 Teachers (3)

This course is required of persons expecting to teach science in elementary schools. Emphasis is placed on materials and methods in teaching science. Prerequisite: All required 300-level science courses and passing of Praxis I or having received a waiver for Praxis I.



## **PHILOSOPHY**

### **Faculty**

All Philosophy courses are taught by qualified faculty who hold an appointment in the Division of Fine Arts and Humanities

### **PHILOSOPHY COURSES**

#### **PHIL 101 Introduction to Philosophy (3)**

In this course, students investigate some of the fundamental inquiries about the universe that men in all cultures have made; they learn to recognize the universality and relevance of philosophy. They study the processes of philosophic inquiry as they consider myth, religious philosophy, epistemology, and socio-political theory. Special attention is given to the ways the African and the African American have explored their relationship to their universe. Fall.

#### **PHIL 201 History of Ancient and Medieval Philosophy (3)**

This course is designed to introduce students to the beginnings of western philosophy from Thales to the Medieval Period. In particular, it seeks to trace the influence of the Egyptian Mystery System on the Pre-Socratic philosophers and on succeeding generations of philosophers to the Medieval Period. Fall.

#### **PHIL 202 History of Modern and Contemporary Philosophy (3)**

This course is an examination of philosophical methods, problems, and ideas from the present time. Spring.

#### **PHIL 311 Logic (3)**

This course is an introduction to fundamentals of correct reasoning which will include a study of informal Fallacies, the traditional syllogism, symbolic logic, and inductive logic. Fall and Spring.

#### **PHIL 312 Ethical and Social Philosophy (3)**

This course is a study of some of the principle theories of philosophical ethics with emphasis on basic moral rules, the nature of moral reasoning, and the nature of moral judgments, along with a study of the philosophical bases of contemporary socio-political structure. Fall and Spring.

#### **PHIL 421 Philosophy of Religion (3)**

This course is a study of the major issues in philosophy of religion. Such topics as the existence of God, the problem of evil, religious experience, and the nature of faith are discussed. As needed.

#### **PHIL 422 Twentieth Century Philosophy (3)**

This course is a study of major contemporary philosophical movements with emphasis on analytic philosophy, existentialism, phenomenology, and psychoanalytic humanism. As needed.

#### **PHIL 451 Special Studies in Philosophy (3)**

This course is intended to provide flexibility in selection of course content in utilizing resources and programs not regularly available. Frequently held in a consortium arrangement with other colleges. Student's record will indicate exact title describing content. As needed.

#### **PHIL 452 Special Studies in Philosophy (3)**

This second semester of course work similar to that described for PHIL 451. As needed.

## PHYSICS COURSES

### Faculty

Ali Mostafavi, Assistant Professor of Mathematics. B.A., University of Arkansas; M.S., University of Memphis

Moniruzzaman, Syed, Assistant Professor of Physics. B.Sc. Jahangirnagar University; M.Sc. Jahangirnagar University; Ph.D. Kanazawa University

## PHYSICS COURSES

These courses are offered through the Division of Natural Science, Mathematical Science and Computer Science

### PHYS 201 General Physics I (3)

This course focuses on mechanics, heat, wave motion, and sound. Three hours of lecture per week  
Prerequisite: MATH145. Fall.

### PHYS 201L General Physics I Lab (1)

In this laboratory the experiments illustrate and reinforce physical principles and concepts. Emphasis is on the interpretation and reporting of data and facility in handling laboratory equipment. Formal laboratory reports are required. One two-hour lab per week. Pre or Co-requisite PHYS 201. Fall.

### PHYS 202 General Physics II (3)

This course focuses on electricity, magnetism, optics, and an introduction to modern physics. Three hours of lecture per week. Prerequisites: PHYS201 AND MATH145. Spring.

### PHYS 202L General Physics II Lab (1)

In this laboratory the experiments illustrate and reinforce physical principles and concepts. Emphasis is on the interpretation and reporting of data and facility in handling laboratory equipment. Formal laboratory reports are required. One two-hour lab per week. Pre or Co-requisite PHYS202. Spring.

## **POLITICAL SCIENCE**

### **Faculty**

Damita Dandridge, Assistant Professor of Political Science, Campus/Executive Director of American Humanics and Service Learning Coordinator. B.A., LeMoyne-Owen College; J.D., Thurgood Marshall School of Law, Texas Southern University

Marwan, Qazzaz, Adjunct Professor of Political Science, Ph.D., Southern Illinois University

### **Degree**

The Political Science Major leads to the Bachelor of Arts degree.

### **Admission to the Major**

To major in political science, a student must have earned a grade of C or better in COSI 118, HIST 221, SOSI 111.

### **Requirements**

The Political Science Major requires 34 semester hours of political science courses, 22 semester hours of specified political science courses and 12 semester hours of elective political science courses. In addition, 18 hours of cognate courses are required.

The required political science courses are:

POLS 201	American Government
POLS 203	State and Local Government
POLS 311	Comparative Government and Politics
POLS 362	Social Statistics
POLS 384	Methods of Social Investigation
POLS 431	Introduction to Political Theory
POLS 460	Political Science Capstone

Elective Courses An additional 12 semester hours of elective Political Science courses must be completed.

Required cognate courses:

ECON 203	Microeconomic Principles
ECON 204	Macroeconomic Principles
any two of these three courses:	
HIST 202	United States History from 1865
HIST 312	Modern Europe 1789 - Present
SOCI 201	Introduction to Sociology
and either:	
FREN 101-102	Elementary French I and II
or	
SPAN 101-102	Elementary Spanish I and II

### **Licensure/Certification to teach Government at the Secondary Education Level (Grades 7-12).**

Students who wish to seek licensure/certification to teach Government at the Secondary Education level (grades 7-12) will follow the same curriculum as designed for Political Science majors. In addition, they will also take professional core, supplemental core, and appropriate elective courses in education and follow the policies established by the Division of Education Teacher Education Program.

### **Political Science Minor**

A political science minor requires POLS 201, POLS 203, POLS 321 and POLS 431, and six additional semester hours of electives selected in consultation with the area coordinator.

### **POLITICAL SCIENCE COURSES**

#### **POLS 201 American Government (3)**

This course presents a short background of the American political system and process. Particular emphasis is placed on the three branches of government: legislative, executive and judiciary. Spring and Summer.

#### **POLS 202 Political Parties And Pressure Groups (3)**

The course is devoted to an analysis of the actual and proper roles of the major extra-constitutional political institutions of America. Primary emphasis is placed on the contemporary national political scene, with secondary emphasis on historical material, analysis of the state and local roles of parties, and pressure groups. Prerequisite: POLS 201. Spring and alternate years.

#### **POLS 203 State And Local Government (3)**

This course focuses on organization, structure and interrelationships of state and local governments in the American federal system. Prerequisite: POLS 201. Fall and Summer.

#### **POLS 251 Special Studies (3)**

This course is designed to provide flexibility of course content utilizing resources and programs not regularly available at the sophomore level. As needed.

#### **POLS 301 Public Administration (3)**

This course is a study of the organization and operations of the executive branch, personnel management, planning and budgeting, decision-making process, bureaucracy, and the interrelationships between politics and policy-making. Prerequisite: POLS 201. Fall and Spring.

#### **POLS 302 Urban Policy (3)**

This course focuses on the methods and processes of urban policy making, with emphasis on planning, environment, police, welfare and housing. Prerequisite: POLS 201. Fall and Spring.

#### **POLS 311 Comparative Government And Politics (3)**

This course is a comparative examination of governments and politics in various parts of the world. Prerequisites: POLS 201 and 202. Spring and Summer.

POLS 315 International Relations And Foreign Policy (3)

This course is a study of the international Political System, diplomacy and the foreign policy process. Primary emphasis on U. S. foreign policy. Prerequisite: POLS 201. Spring.

POLS 321 Constitutional Law (3)

This course is a study of the development of the United States Constitution based largely upon the decisions of the courts. Prerequisite: POLS 201. Fall and Summer

POLS 322 Law And The Poor (3)

This course is an investigation of law and legal procedures which are especially relevant to the urban poor, such as consumer credit law, criminal law and justice, and welfare rights. The course is aimed at giving the student an awareness of his substantive legal rights. Prerequisite: POLS 201. Spring and alternate years.

POLS 338 Citizenship and Democracy (3)

This seminar course is designed to explore current, civic and political issues. The course is designed to allow the student to gain a better understanding of service, leadership development, citizenship, community service, community awareness, global awareness, and ethical and moral considerations involved in volunteerism in community service. Cross-listed with HIST 338 and SVLG 338. Fall, Spring

POLS 362 Social Statistics (4)

This course is designed to introduce students to fundamental statistical methods. This includes knowledge of various statistical symbols, procedures and data manipulation techniques using computers. The course also introduces basic statistical tests, which are frequently used to test research hypotheses. Fall and Spring. Prerequisites: MATH 111, MATH 110, POLS 201

POLS 384 Methods Of Social Investigation (3)

This course is designed to give the student an understanding of social research methods, skills and techniques. (Formerly POLS 304). Prerequisites: POLS 201, POLS 362. Fall and Spring.

POLS 386 Qualitative Research Methods (3)

This course is designed to introduce students to the basic concepts, tools and techniques used in qualitative social and behavior research. Students in this course will be exposed to the various approaches to qualitative research design and their application. The topics to be incorporated in this course will be the formulation of the research question, techniques for data collection, and analysis in qualitative research. Other topics covered will be critiquing and evaluating qualitative research designs and finding data bases, citing sources in the various disciplines. As a result of taking the course, students should be able to: (a) demonstrate their understanding of the basic principles and procedures of research methodology; and (b) critically evaluate qualitative research studies (c) design research based upon the research question and constraints. Prerequisites: Completion of Core requirements and CRJS/SOCI/POLS/ULSJ/SOSI 384 Research Methods (except for history majors); SOSI 384 Research Methods for Social Science majors; or, permission of Instructor/Division Chair. Semesters (s) or Alternate: Fall, Spring, Summer

POLS 390 Quantitative Research Methods (3)

This course is designed to introduce students to the advanced concepts, tools and techniques used to understand, evaluate, and conduct quantitative social science research. Students in this course will

be exposed to various approaches and applications of quantitative research design. The topics incorporated in this course will be the selection of relevant tools for subject recruitment, design implementation, data collection and analysis, and to report findings. Additionally, this course will cover ethics in research. As a result of taking the course, students should be able to: (a) demonstrate their understanding of the basic principles and procedures of research methodology; (b) critically evaluate quantitative research studies; and, (c) design research based upon the research question and constraints of quantitative research. Prerequisites: CRJS/POLS/SOCI/SOSI/ULSJ 362 Statistics for all Social and Behavioral Sciences majors, except for History majors and selected Social Science majors (whose research is qualitative in nature); CRJS/POLS/SOCI/SOSI/ULSJ 384 Research Methods; Junior-level classification. Semesters (s) or Alternate: Fall, Spring, Summer

POLS 399 Political Science Co-Op Experience (3)  
As needed.

POLS 431 Introduction To Political Theory (3)  
This course aims at assisting the student in the development of a theoretical framework within which he/she can better understand the limitations and possibilities of American political institutions. Several classics of political philosophy will be analyzed in an effort to locate and understand the way in which perennial political problems have been formulated and resolved by outstanding thinkers. (Formerly POLS 309). Prerequisite: POLS 201. Fall and Summer.

POLS 433 Black Politics (3)  
The course focuses on both the theory and practice of politics of black Americans, including the different kinds of black political participation and the different kinds of tactics required to win political power. Prerequisite: POLS 201. Fall and Summers of alternate years.

POLS 434 Public Affairs Internship (3 to 12)  
This internship is in a local agency, state or national government. Prerequisites: permission of the area coordinator and at least three courses in political science. POLS 203 is required for internship with a state government agency. POLS 301 is strongly recommended. Fall, Spring and Summer.

POLS 435 Public Affairs Internship (12)  
This is a second semester of internship as described for POLS 434. As needed.

POLS 451 Special Studies In Political Science (3 to 12)  
This course is intended to supply flexibility in selection of course content utilizing resources and programs not regularly available. Frequently held in a consortium arrangement with other colleges. Student's record will indicate exact title describing content. Prerequisite: POLS 201. Fall and Summer.

POLS 452 Special Studies In Political Science (3 to 12)  
This second semester of course work similar to that described for 451. Prerequisites: POLS 201, 202, 311, 431. Spring.

POLS 460 Political Science Capstone (3)  
This course is designed to provide students a basis for engaging in independent research by surveying literature relevant to the social sciences in general and to the student's major discipline. Students will participate in a multidisciplinary seminar, with writing and technology workshops, and

have individual research tutorials with mentors. In addition, students will enhance their present skills in the areas of critical thinking, problem solving, analytical thinking, summarization, communication, value clarification and practical application. This process will result in a major research project, paper, and formal oral presentation. Individual research topics will be determined by mutual agreement of the student, course instructor and faculty mentor. Prerequisites: Completion of all Political Science major required courses.

## **PSYCHOLOGY**

### **Faculty**

Cheryl Golden, Vice President/Chief Academic Officer, Professor of Psychology. B.A., Rhodes College; M.S., Ph.D. The University of Georgia.

Calverta McMorris, Associate Professor of Psychology and Assistant Registrar. B.S. Mississippi State University, M.S. EdD., University of Memphis

### **Psychology Minor**

The psychology minor requires 21 semester hours, 15 semester hours of specific psychology courses, 3 semester hours of an elective psychology course and 3 semester hours of a cognate course.

#### Required courses:

PSYC 101      General Psychology I  
PSYC 102      General Psychology II  
PSYC 350      Psychopathology  
PSYC 362      Statistics in the Behavioral Sciences  
PSYC 370      Experimental Research Design

#### Elective courses Any one of these courses:

PSYC 302      Educational Psychology  
PSYC 310      Social Psychology  
PSYC 420      History and Systems of Psychology

#### Required cognate course:

PHIL 202      History of Modern and Contemporary Philosophy

## **PSYCHOLOGY COURSES**

PSYC 101      General Psychology I (3)

This course is an introduction to psychology emphasizing research findings and theoretical interpretations in the investigation of human behavior. Areas surveyed include methodology, perception, learning, psychopathology, personality, and social behavior. This course serves as a foundation for all further study in psychology. Fall and Spring.

PSYC 102      General Psychology II (3)

This course is a continuation of Psychology 101. Emphasis in this course is on the application of principles and methods covered in 101 to areas of practical concern and on methods of behavior modification and self control. As needed. Prerequisite: PSYC 101.

PSYC 302      Educational Psychology (3)

This course is a study of the theory and principles of learning motivation, instruction and evaluation, and their application in a classroom setting. Prerequisites: PSYC 101. As needed.



PSYC 310 Social Psychology (3)

This course is designed to present to the student some of the more significant effects of group membership upon individual behavior. Prerequisites: SOCI 201 or PSYC 101-102. Cross-listed with SOCI 310. As needed.

PSYC 350 Psychopathology (3)

This course will explore the etiology, systems and treatment of psychological disorders. Emphasis will be placed upon the classification and diagnosis of mental disorder via the current diagnostic and statistical manual. Multicultural issues in diagnosis and treatment will also be addressed.

Prerequisites: PSYC 101-102. As needed.

PSYC 362 Statistics For The Behavioral Sciences (4)

This course is designed to introduce students to fundamental statistical methods. This includes knowledge of various statistical symbols, procedures, and data manipulation techniques using computers. The course also introduces basic statistical tests which are frequently used to test research hypotheses. Prerequisites: PSYC 101-102; MATH 111-112. Cross-listed with SOCI 362. Fall and Spring.

PSYC 370 Experimental Research Design (4)

This course will introduce students to basic concepts in experimental design. Foundations and techniques will be addressed. Additionally, ethical principles of research will be explored. Students will also learn how to communicate scientific findings via the basic research report. Prerequisites: PSYC 101-102, 362. As needed.

PSYC 420 History and Systems of Psychology (3)

This course will explore the historical development of contemporary psychological thought. Philosophical influences will be addressed. Moreover, systems and theories will be examined. Prerequisites: PSYC 101-102. As needed.

## **Minor: Public Health**

### **Faculty**

Femi I. Ajanaku, The Bonnie and Chapman Smith Professor in the Social Sciences, and Director of the Center for African and African American Studies. B.A., University of Memphis; M.A., Ph.D., Howard University

Cheryl Golden, Vice President/Chief Academic Officer, Professor of Psychology. B.A., Rhodes College; M.S., Ph.D. The University of Georgia.

Margaret James, Distinguished Service Professor of Sociology. B.A., Lane College; M.A., Fisk University; M. Phil., Columbia University; PhD., University of Nebraska

Calverta McMorris, Associate Professor of Psychology and Assistant Registrar. B.S. Mississippi State University, M.S. EdD., University of Memphis

### **Degree Requirements**

#### **Public Health: Minor**

The public health minor requires a total of 19 credit hours which includes 16 credit hours of required courses, and 3 semester hours of an elective public health course.

#### **Required courses:**

PUBH 201 Introduction to Public Health (3)

PUBH 203 Introduction to Global/International Health (3)

PUBH 306 Environmental Health (3)

PUBH 360 Principles of Epidemiology (3)

PUBH 362 Social Statistics (4)

Select one course from the following list of Public Health Courses:

#### **Public Health Courses:**

PUBH 201 Introduction to Public Health (3 credits)

This course introduces the five core Public Health disciplines: Epidemiology, Biostatistics, Environmental Health, Behavioral Sciences/Health Education and Health Service Administration. The students will also learn prevention and health promotion strategies.

PUBH 203 Introduction to Global/International Health (3 Credits) This course will examine the quality of health between underdeveloped and developed nations. It will also address the impact of social, economic and political factors on the quality of these nations' health.

PUBH 306 Environmental Health (3 Credits) This course will analyze the dynamics of the population, air pollution, water pollution, land pollution, and the threat to human health. The specific topics covered include safe drinking water, air quality, hazardous waste disposal, environmental disease cluster and bioterrorism. Prerequisite: PUBH 201

PUBH 312 Mental Health in the African American Community (3 Credits) This course will examine mental health problems in the African American community.

PUBH 318 Human Sexuality (3 Credits) The course will explore sexual roles, sexual identity, sexual response, and the factors related to sexual development.

PUBH 360 Principles of Epidemiology (3 Credits) The course examines the determinants and distribution of diseases and other health problems. Prerequisite: PUBH 201

PUBH 360 Principles of Epidemiology (3 Credits) The course examines the determinants and distribution of diseases and other health problems. Prerequisite: PUBH 201

PUBH/SOCI 362 Social Statistics (4 Credits) This course is designed to introduce students to fundamental statistical methods. This includes knowledge of various statistical symbols, procedures and data manipulation techniques using computers. The course also introduces basic statistical tests which are frequently used to test research hypotheses. (Same as SOCI 362)

Prerequisite: MATH 111/112

PUBH 380 Public Health Administration (3 Credits) The course will examine the role of the Health Administrator in settings as hospitals, long term care and governmental agencies.

Prerequisite: PUBH 201

PUBH/SOCI 384 Research Methods (3 Credits) This course is designed to give the student an understanding of social science research methods, skills, and techniques. (same as SOCI 384)

Prerequisite: PUBH 362

PUBH 400 Disease Prevention and Control (3 Credits) The course will deal with the prevention methods of disease control from the perspective of public health and medicine. Prerequisite/Co requisite: PUBH 360

PUBH 401 Human Genome Issues (3 Credits) This course will deal with the social, psychological ethical and legal ramifications of the genome project. Prerequisite: 201 and/or permission of instructor.

PUBH 420 Minority Community Health Disparities (3 Credits) This course will examine the health disparities in minority communities. Special emphasis will be given to African-American, Hispanics and American Indians.

PUBH 450 Practicum/Field Experience (3-12 Credits) This course will enable the student to gain work experience in hospitals, voluntary agencies, and community organizations. (Senior and/ or permission of instructor)

PUBH 451 Special Topics in Public Health (1-6 Credits) This course is an intensive study on a selected health topic. The student may conduct a community service project.

Prerequisite: PUBH 201

PUBH/SOCI 460 Capstone (3)

This course is designed to provide students a basis for engaging in independent research by surveying literature relevant to the social sciences in general and to the student's major discipline.

(Same as SOCI 460)

## READING

### Faculty

All Reading courses are taught by qualified faculty who hold an appointment in the Division of Education.

#### READ 015 College Reading I (3) (Core I)\*

College Reading I is designed to develop the reading skills necessary to finding the main idea, word means/word parts, identifying supporting details and sequence of events, drawing conclusions, vocabulary development, making inferences, and understanding cause-effect relationships.

Instruction in reading will be integrated with examples and extensive practice exercises, and outside assignments. A grade of C or better is required for passing. Fall/Spring

#### READ 016 College Reading II (3) (Core I)\*

College Reading II is designed to develop analytical reading skills. Emphasis is on making inferences, judgments, interpretations and evaluations in relation to the content of reading materials.

Students will improve study skill techniques, technical vocabularies, basic affixes, and reading rate adjustments. Instruction in reading will be integrated with examples, extensive practice exercises, and outside assignments. A grade of C or better is required for passing. Fall/Spring

\* Core I courses are counted as part of the course load and their grades are included in the calculation of the grade point average. However, their credit hours do not count toward graduation or toward the granting of College Honors. Students must achieve a minimum grade of C in Core I courses in order to progress to Core II. Core I courses may be repeated up to two times in order to achieve a C. Students who fail to achieve a C after three attempts will be dismissed from the College. The dismissal may be appealed.

## **RELIGION**

### **Faculty**

All Religion courses are taught by qualified faculty who hold an appointment in the Division of Fine Arts and Humanities.

### **RELIGION COURSES**

#### **RELG 101 Introduction to the Old Testament (3)**

This course is an introduction to the texts, writers, and events that comprise the Old Testament books of the Bible. Fall and Spring

#### **RELG 102 Introduction to the New Testament (3)**

This course is an introduction to the texts, writers, and events that comprise the New Testament books of the Bible. Fall and Spring

#### **RELG 203 Life and Letters of Paul (3)**

About one third of this course will deal with the theological and philosophical influences, which shape the thought pattern of the great Apostle. The other two thirds will concern exegesis of the letters combined with commentary about what these letters say about the Church in comparison with what is found elsewhere in the New Testament. To be taught in alternate years. As needed.

#### **RELG 303 A Survey of Biblical Literature I (3)**

This course emphasizes the historical and literary analysis by which modern scholarship has shed light on the religious writings, which make up the Bible. The Old Testament will be the subject of this semester's study. Fall and Alternate Summers.

#### **RELG 304 A Survey of Biblical Literature II (3)**

This is a continuation of 303 applied to the New Testament. Fall.

#### **RELG 305 The Former Prophets (3)**

In this course, the student will deal with the historical books of the Old Testament from Joshua to II Kings. Special emphasis will be placed on the activities prior to the establishment of the monarchy and the divided Kingdom. As needed.

#### **RELG 306 The Latter Prophets (3)**

In this course, the student will have the opportunity to study the prophets of Israel with special attention given to the origin, nature, and history of the prophetic movement. The prophetic challenge to those of us who live in the 20th century will be an integral part of the course. As needed.

#### **RELG 313 The World's Great Religions I (3)**

This course is a survey and comparison of the history and dominant beliefs of the religious traditions of mankind. During this semester primitive and ancient religions and the development of the great religious traditions of India will be studied. Fall.

RELG 314 The World's Great Religions II (3)

This course covers the religions having their origins in the Far East and the Near East will be the subject of this semester's study. Spring.

RELG 315 Church History (3)

This course is a study of the origin of the early Church from the Apostolic period to the Reformation. Lectures and group discussions of brief writings representative of the major movements will be considered. The course is designed as an orientation to the shape of the church tradition in its social setting. As needed.

RELG 402 Black Church History (3)

This course will deal with the institutional and non-institutional phases of black church history. Consideration will be given to the fact that the black church antedated the black family. African religious characteristics similar to black or African American religious tradition also will be considered. As needed.

RELG 451 Special Studies in Religion (1 to 3)

This course is frequently offered in a consortium arrangement with other colleges and intended to supply flexibility in selection of course content utilizing resources and programs not regularly available. Student's record will indicate exact title describing content. As needed.

RELG 452 Special Studies in Religion (1 to 3)

This second semester of course work similar to that described for 451. As needed.

## **SERVICE LEARNING**

### **Faculty**

Femi I. Ajanaku, The Bonnie and Chapman Smith Professor in the Social Sciences, and Director of the Center for African and African American Studies. B.A., University of Memphis; M.A., Ph.D., Howard University

Damita Dandridge, Assistant Professor of Political Science, Campus/Executive Director of the Nonprofit Leadership Collaborative of the Mid-South and Service Learning Coordinator. B.A., LeMoyne-Owen College; J.D., Thurgood Marshall School of Law, Texas Southern University

### **Program**

The LeMoyne-Owen College Service Learning Program provides structured community based educational opportunities for students to develop their sense of social responsibility and their potential for civic leadership by combining action with reflection. Students engage in direct structured and meaningful activities benefiting the community; and; intellectually examine that experience and place it in an academic perspective through readings, discussions and writings.

The program also provides support for faculty, through workshops and serves as a resource center for various syllabi, reading materials and assessment tools. The program functions as a conductor for the creation of internships and other experiential learning opportunities that engage learning with service activities.

The values that students learn from the Service Learning experiences can help them develop the social and personal skills that will help in their roles as productive members of society.

### **Prerequisites**

To enroll in the service learning course SLVG398 or internships, the student must have junior status with satisfactory academic standing. The classification of a student may be evaluated on an individual basis, and waived by the following: academic dean or by the director of the Center for African and African American studies.

## **SERVICE LEARNING COURSES**

SVLG300      An Introduction to the Nonprofit Sector/Philanthropy (3)

This introductory level course is designed to enable the student appreciate the historical significance of philanthropy in American society, with special emphasis on nonprofit management, career exploration and development.

SVLG301      Fundraising Principles and Practices (3)

This course is to provide a foundation of knowledge about methods and techniques by which voluntary, nonprofit agencies plan, budget, and raise funds, control and account for the expenditures of these funds, by exploring the theory and practice of philanthropy. Particular emphasis will be laid on risk management and program planning.



**SVLG 313 Nonprofit Marketing and Management (3) (not required for Business majors)**  
This course provides an introduction and comprehensive overview of the practice and theory behind nonprofit marketing, and analyses key nonprofit contexts such as fundraising, volunteering, management, public/private sectors and the arena of social ideas.

**SVLG 316 Nonprofit Business Institute (3) (for business students only)**  
This course provides a comprehensive overview of Nonprofit Business management with emphasis on marketing, accounting, business strategy, fund development, volunteer development, extramural grants and money management.

**SLVG338 Citizenship and Democracy (3)**  
This seminar course is designed to explore current, civic and political issues. The course is designed to allow the student to gain a better understanding of service, leadership development, citizenship, community service, community awareness, global awareness, and ethical and moral considerations involved in volunteerism in community service. Cross-listed with HIST 338 and POLS 338. Fall, Spring

**SVLG388 Service Learning (1-12)**  
In this course, students will directly engage in structured community based activities related to the discipline to enlarge their awareness of community opportunities, services and needs. Complementary academic readings, discussion and reflective compositions will help the student place the experience within the context of the discipline and society. Some placements may require prior approval by the Service Learning Center.

**SVLG390 Service Learning “One-plus Credit” (1)**  
The “One-plus Credit” is a service learning activity that is integrated with a regular course when the instructor recognizes an educational opportunity where students will benefit from an on-site learning experience. Students register for the one additional credit and the service components are incorporated in the course. The “One-plus Credit” can be earned in any College course with the approval of the instructor and the Service Learning coordinator.

**SVLG392 Behavioral Health and Wellness Service-Learning Project (1)**  
This course is offered in conjunction with grant-funded project with UNCFSP/Learn and Serve America and Meharry Medical College (see under collaborative programs p.36). Students will engage in structured community based research and activities related to health and wellness increasing awareness and knowledge as well as connecting students and College with community needs. Prerequisites: Sophomore status with satisfactory academic standing; approval by Project Wellness Coordinator and/or Service-Learning Coordinator.

**SVLG394 Student and Community Leadership Initiative (3)**  
This course is the same as SVLG388 but is specifically for students who have been identified as participants in the Student and Community Leadership Initiative.

**SVLG 396 International Service Learning (3)**  
This section is specifically geared to those students who participate in service learning while enrolled in any travel abroad program.

SVLG 398 President's Student Leadership Learning Community (1)

Student leaders will directly engage in structured community service and Leadership Development opportunities which enhance student development and foster civic responsibility. Grounded in ethical principles and values related to the African American culture and leadership, this course is designed as a learning community with the participation of speakers to promote leadership and vision for the students. The course is also supported by and integrated with specific student leadership and development activities of the Student Affairs Division. Prerequisites: Sophomore status with a cumulative 2.5 grade point average and at the request of the Dean of Students

SLVG401 American Humanics Management Institute (3)

Every year, a Management Institute is held for students and professional staff to provide experiential education directly related to AH competencies in the following areas: personal attributes, leadership, employment skills, program planning, fundraising principles and practices, board/committee development, and youth and adult development.

SVLG434 Internships (1-9)

Students are required to complete 300 hours of internship with one or more of LeMoyne-Owen nonprofit partners or any other organization that may be approved by the Service-Learning coordinator.

## **SOCIAL SCIENCE** (InterdisciplinaryMajor)

### **Faculty**

Femi I. Ajanaku, Bonnie and Chapman Smith Professor in the Social Sciences and Director of the Center for African and African American Studies. B.A., University of Memphis; M.A., Ph.D., Howard University

Margaret James, Distinguished Service Professor of Sociology. B.A., Lane College; M.A., Fisk University; M. Phil., Columbia University; Ph.D., University of Nebraska

### **Degree**

The interdisciplinary Social Science major leads to a B.A. degree in social science. It is designed for students interested in society and in understanding their role — both as professionals and as citizens in the world. It is liberal arts major, aimed at helping the student integrate knowledge about the nature of society, its foundations, its institutions, its possibilities, and its problems. The development of analytical, critical, and leadership skills will help the student become a creative contributor to society. Each student designs an individual program based on a theme such as “Contemporary Urban Issues,” “The Law and Society,” or “Third World Studies,” and works out the program with the interdisciplinary coordinator of the Division, who must approve the project.

### **Admission to the major**

Students must have earned a grade of C or better in COSI 118, SOSI 111 and HIST 221 to be accepted as a social science major.

### **Requirements for the Social Science Major**

At least 30 hours in the social sciences must be completed with at least twenty-one hours of upper level courses in economics (see Economics), history, political science, psychology, and sociology. All social science majors must take SOSI 384 (formerly SOSI 304) and SOSI 460. The exact program is worked out by the student and his/her academic advisor, and must be approved by the chair of the Social and Behavioral Science Division.

Required Cognate courses:

FREN 101-102          Elementary French I and II

or

SPAN 101-102          Elementary Spanish I and II

## **SOCIAL SCIENCE COURSES**

SOSI 111          Introduction to Power, Society and the Social Sciences (3) (Core II)

This is a course designed to impart a multidisciplinary approach to the teaching of social science. Students will be introduced to basic concepts in the following disciplines: anthropology, sociology, economics, psychology, political science and history. In addition, students will be introduced to some of the pressing issues facing American society (i.e., enormous budget deficit, trade deficit, crime and violence, racism and sexism, poverty, powerlessness, and the homeless). Each will be approached from a multidisciplinary viewpoint.

SOSI 320      Methods of Teaching Social Studies (3)

This course is a study of theories, modern teaching methods and techniques of teaching social studies. Students will learn how to develop instructional materials for social studies classes at the secondary and upper elementary levels. Special attention will be given to the formulation of integrated unit plans that include lessons that are culturally and developmentally appropriate. The use of computer technology in the classroom is required as well as a level II field experience. (For students seeking licensure).

SOSI 384      Methods of Social Investigation (3)

This course is designed to give the student an understanding of social research methods, skills, and techniques. Formerly SOCI 304    Prerequisite: SOCI 201.

Fall and Spring semesters

SOSI 386      Qualitative Research Methods (3)

This course is designed to introduce students to the basic concepts, tools and techniques used in qualitative social and behavior research. Students in this course will be exposed to the various approaches to qualitative research design and their application. The topics to be incorporated in this course will be the formulation of the research question, techniques for data collection, and analysis in qualitative research. Other topics covered will be critiquing and evaluating qualitative research designs and finding data bases, citing sources in the various disciplines. As a result of taking the course, students should be able to:(a) demonstrate their understanding of the basic principles and procedures of research methodology; and (b) critically evaluate qualitative research studies (c) design research based upon the research question and constraints. Prerequisites: Completion of Core requirements and CRJS/SOCI/POLS/ULSJ/SOSI 384 Research Methods (except for history majors); SOSI 384 Research Methods for Social Science majors; or, permission of Instructor/Division Chair.    Semesters (s) or Alternate: Fall, Spring, Summer

SOSI 390      Quantitative Research Methods (3)

This course is designed to introduce students to the advanced concepts, tools and techniques used to understand, evaluate, and conduct quantitative social science research. Students in this course will be exposed to various approaches and applications of quantitative research design. The topics incorporated in this course will be the selection of relevant tools for subject recruitment, design implementation, data collection and analysis, and to report findings. Additionally, this course will cover ethics in research. As a result of taking the course, students should be able to:(a) demonstrate their understanding of the basic principles and procedures of research methodology; (b) critically evaluate quantitative research studies; and, (c) design research based upon the research question and constraints of quantitative research. Prerequisites: CRJS/POLS/SOCI/SOSI/ULSJ 362 Statistics for all Social and Behavioral Sciences majors, except for History majors and selected Social Science majors (whose research is qualitative in nature); CRJS/POLS/SOCI/SOSI/ULSJ 384 Research Methods; Junior-level classification.    Semesters (s) or Alternate: Fall, Spring, Summer

SOSI 451      Special Studies (3)

This course is frequently held in a consortium arrangement with other colleges and designed to provide flexibility of course content utilizing resources and programs not regularly available. Foreign tour programs linked with academic studies and evaluation may be one option. Student's record will indicate exact title describing content. Foreign travel programs must be approved by the division chair and the vice-president for Academic Affairs/Dean of the Faculty. Prerequisite: junior standing.

SOSI 456 Social Science Seminar (1)

This course is designed for social science majors at the junior level or above. A variety of topics, which compliment the social science curriculum, will be discussed. Prerequisites: A major in any social science. Junior status or above.

SOSI 460 Social Science Capstone (3)

This course is designed to provide students a basis for engaging in independent research by surveying literature relevant to the social sciences in general and to the student's major discipline. Students will participate in a multidisciplinary seminar, with writing and technology workshops, and have individual research tutorials with mentors. In addition, students will enhance their present skills in the areas of critical thinking, problem solving, analytical thinking, summarization, communication, value clarification and practical application. This process will result in a major research project, paper, and formal oral presentation. Individual research topics will be determined by mutual agreement of the student, course instructor and faculty mentor. Prerequisites: Completion of all Social Science major required courses.

## **SOCIAL WORK**

### **Faculty**

Michael D. Robinson, Assistant Professor of Social Work and Chair, Division of Social and Behavioral Sciences.. B.S., University of Mississippi; M.S.W., University of Tennessee

### **Degree**

The major in Social Work leads to a Bachelor of Science degree.

### **Requirements for the Social Work major**

The major requires a total of 69 semester hours made up of 41 semester hours of social work foundation courses and 28 hours of cognate courses. Majors must meet their CORE II requirement with NATS 110 and BIOL 101.

Required Social Work foundation courses are:

- SOWK 205 Introduction to Human Service
- SOWK 315 Social Policy
- SOWK 321 Human Behavior in the Social Environment I
- SOWK 322 Human Behavior in the Social Environment II
- SOWK 327\* Gender Issues in the African-American Community
- SOWK 350 Social Work Methods I
- SOWK 351 Social Work Methods II
- SOWK 449 Social Work Field Practicum
- SOWK 450 Social Work Field Practice Seminar
- SOWK 460 Social Work Capstone

Required cognate courses in the Social and Behavioral Sciences:

- PSYC 101 General Psychology
- ECON 201 Economics 201
- POLS 201 American Government
- SOCI 201 Introduction to Sociology
- SOCI 205 Social Problems
- SOCI 310 Social Psychology
- SOCI 312 The Family
- SOCI 362 Social Statistics
- SOCI 384\*\* Methods of Social Investigation

\* (Formerly SOWK 323)

Prerequisites: SOWK 205, SOWK 321 and SOWK 322.

\*\* (Formerly SOCI 304)

Prerequisites : SOCI 201, SOCI 362.

Social Work majors must take NATS 110 and BIOL in meeting the CORE II requirement.

## **SOCIAL WORK COURSES**

### **SOWK 205 Introduction to Human Services (3)**

This course offers a comprehensive introduction to the field of social welfare by providing a historical and conceptual framework and a working knowledge of the social welfare system and contemporary trends. Consideration will be given to the relationship between the profession of social work within the broad field of social welfare with emphasis upon changing needs, expectations, future trends, and developments. It also addresses fundamentals and interrelatedness of social legislation, social programs, social services, and the professional delivery of social welfare services. Core I and II. Fall, Spring and Summer.

### **SOWK 303 Social Services to Children (3)**

This course reviews the various services offered by agencies concerned with the health and welfare of children and their families. It covers the processes of foster care, adoption, and aid to dependent children as well as child caring institutions, day care, and homemaker services. Fall and Summer.

### **SOWK 305 Social Work in Correctional Settings (3)**

This course provides students with an overview of social work practice in correctional settings. It seeks to provide students with an opportunity to evaluate several programs within the area of correction in terms of purpose, limitations, and success versus failure. Fall.

### **SOWK 306 Social Gerontology (3)**

This course will examine the aging process on the individual, the family, and society. Emphasis is placed on the physical, psychological, and sociological aspects of aging. An interdisciplinary approach is used in dealing with these aspects to enhance and enrich students' understanding of the life process. Topics include: African American elderly, nursing homes, and the long-term care industry. Spring and Summer.

### **SOWK 311 Social Work in the African American Community (3)**

This course is a course designed to analyze the role of African-Americans in the development of social welfare in this country and to examine the effects therein. The social problems of African-Americans from an Afrocentric perspective will be identified. The means developed and utilized by African-Americans to adapt and adjust to their community and the larger society are discussed. Similarities and differences of the practical application of social work theories are discussed comparing the African-American community with other ethnic communities. Spring and Summer.

### **SOWK 315 Social Policy (3)**

This course provides general orientation to the field of social policy and illustrates the interrelatedness of practice and analysis. It will provide an operational understanding of social welfare programs, of legislative planning, and of the forces that shape the provision of services. Some attention will be given to the formulation of policy and to the tools used for implementation and evaluation. An analysis of legislative decisions concerning social welfare issues will be examined. Prerequisite: SOWK 205. Fall and Spring.

### **SOWK 321 Human Behavior and the Social Environment I (3)**

This course is designed to identify, discuss and analyze social, cultural, biological, and psychological factors that affect social functioning to develop a broad knowledge base necessary for subsequent skill development. Prerequisite: PSYC 101. Fall and Spring.

SOWK 322 Human Behavior and the Social Environment II (3)

This course is a continuation of Human Behavior and the Social Environment I. This course focuses on two specific areas, selected major problems encountered in adulthood and threats to persons and the environment, i.e., racism, sexism, classism, and ageism. Prerequisite: SOWK 321. Fall and Spring.

SOWK 327 Gender Issues in the Black Community (3)

This course builds on content taught in the previous two courses. It specifically examines informal and formal structures that shape gender-related roles. It prepares the student to analyze the contributions to the gender-related oppression those structures have played. Particular attention is given to gender-related issues in the African-American community. Prerequisites: SOWK 205, SOWK 321 and SOWK 322. Spring. (Formerly SOWK 323)

SOWK 350 Social Work Methods I (4)

This course is designed to provide students with generalist level knowledge, skills and a values framework for providing a wide range of services that link people and agencies with resources, services and opportunities. Students are also exposed to social work practice firsthand through fifty (50) hours of supervised observation at a social services agency. Prerequisites: SOWK 205 and SOWK 321. Fall.

SOWK 351 Social Work Methods II (4)

This course is a continuation of Social Work Methods I. This course promotes the effective utilization of service providing systems through the use of resources, services, and opportunities. It will assist students in understanding the bureaucratic structure in which agencies exist. Emphasis will be on the change process with groups, communities, organizations, and larger collectives. Prerequisite: SOWK 350. Spring.

SOWK 449 Social Work Field Practicum (12)

This course includes the specialized instruction and supervised practice within a social agency that renders service to individuals, groups, and communities which is required of all social work majors. It is offered in both the concurrent and block placement models. In the block placement model the student enrolls in the practicum for one semester, spending at least 32 hours per week for 12 1/2 weeks for a minimum of 400 hours in an agency. The block placement model is recommended for full time students. The concurrent placement model requires enrollment during fall and spring terms. Students must spend at least 16 hours a week for 25 weeks for a minimum of 400 hours in an agency. The concurrent placement model is recommended for part-time students. Prerequisites: All Core I and II requirements, all other SOWK foundation course requirements, and all support course requirements. (Fall and Spring)

SOWK 450 Social Work Field Practicum Seminar (3)

This seminar, taken concurrently with SOWK 449, is designed to give students an opportunity to discuss their social work field practicum activities, exchanging information and experiences. Special attention will be given to professional development, including self-awareness, utilizing knowledge and skills in the performance of services, making use of agency and supervisor to facilitate service to clients, and planning careers in the human services. Prerequisites: All Core I and II requirements, all other SOWK foundation course requirements, and all support course requirements. (Fall and Spring)



SOWK 451 Special Studies in Social Work (1 to 3)

This course is intended to provide flexibility in selection of content utilizing resources and programs not regularly available. Student's record will indicate specific content covered in this course.

Prerequisites: junior standing. As needed.

SOWK 460 Social Work Capstone (3)

This course is designed to provide students a basis for engaging in independent research by surveying literature relevant to the social sciences in general and to the student's major discipline. Students will participate in a multidisciplinary seminar, with writing and technology workshops, and have individual research tutorials with mentors. In addition, students will enhance their present skills in the areas of critical thinking, problem solving, analytical thinking, summarization, communication, value clarification and practical application. This process will result in a major research project, paper, and formal oral presentation. Individual research topics will be determined by mutual agreement of the student, course instructor and faculty mentor. Prerequisites: Completion of all Social Work major required courses. Fall, Spring and Summer.

## **SOCIOLOGY**

### **Faculty**

Femi I. Ajanaku, Bonnie and Chapman Smith Professor in the Social Sciences and Director of the Center for African and African American Studies. B.A., University of Memphis; M.A., Ph.D., Howard University

Margaret James, Distinguished Service Professor of Sociology. B.A., Lane College; M.A., Fisk University; M. Phil., Columbia University; Ph.D., University of Nebraska

### **Degree**

The Sociology major leads to a Bachelor of Arts degree.

### **Admission to the Major**

Students intending to major in sociology must have earned a grade of C or better in COSI 118, HIST 221 and SOSI 111.

### **Requirements for the Major**

The sociology major requires 34 semester hours of sociology courses made up of 19 hours in six specified courses and 18 hours in elective sociology courses. The major also requires 12 hours of cognate courses.

Required sociology courses (19 semester hours)

SOCI 201 Introduction to Sociology  
SOCI 310 Social Psychology  
SOCI 323 History of Social Thought  
SOCI 362 Social Statistics  
SOCI 384\* Methods of Social Investigation  
SOCI 460 Sociology Capstone

\*(Formerly SOCI 304) Prerequisites : SOCI 201, SOCI 362.

An additional 18 semester hours of other 300-400 level sociology courses are required.

Required cognate courses

PHIL 202\* History of Modern and Contemporary Philosophy

or

HIST 312\* Modern Europe 1789-Present

and

FREN 101-102 Elementary French I and II

or

SPAN 101-102 Elementary Spanish I and II

\*Must be taken before SOCI 323

### **Sociology Minor**

A minor in sociology requires SOCI 201, 384, 323, 362, and six hours of sociology electives at the 300-400 level.

## **SOCIOLOGY COURSES**

### **SOCI 201 Introduction to Sociology (3)**

This course is an introduction to the scientific study of society and human social behavior. The theories and methods of sociology are used to understand the social-cultural forces that shape human interaction, which include the family, religion, medicine, education, economics, politics, and other major social institutions. Fall and Summer.

### **SOCI 205 Social Problems (3)**

This course is an analysis of the conditions and consequences of social problems in American society. Various institutional arrangements are evaluated in terms of their historical significance, value-conflicts, and political-economic structures. . As needed.(Formerly SOCI 202)

### **SOCI 302 Intergroup Relations (3)**

This course is a study of minority group relations in America with special emphasis on problems and techniques of solution. Discussion, selected readings, lectures, and special papers constitute the method of instruction. Prerequisite: SOCI 201. Alternate years.

### **SOCI 307 Anthropology (3)**

This course aims to familiarize the student with the general field of anthropology through a study of the evolution of man, the races of man, prehistoric cultures, culture in relation to heredity and environment, anthropological concepts, and the growth of world culture. Alternate semesters.

### **SOCI 310 Social Psychology (3)**

This course is designed to present to the student some of the more significant effects of group membership upon individual behavior. Prerequisite: SOCI 201. Alternate semesters.

### **SOCI 312 The Family (3)**

This course is a study of the development of the American family as a social institution; an analysis of dating, mating, courtship, marriage and divorce; an investigation of multiple roles of family members such as husband, wife, and children, and their relationships. Alternate semesters.

### **SOCI 316 Introduction to Demography (3)**

This course is designed to provide students with an introduction to the principles of studying populations. Basic demographic concepts, measures and data sources will be presented. The course also surveys population dynamics and population policies at the city, national and global levels. Special attention will be given to local level population dynamics and ethnic, class, and gender issues. Alternate semesters.

### **SOCI 317 Criminology (3)**

This course focuses on major theories of criminal behavior: the relationship of crime to societal values and social structure, personality and community factors in criminal behavior, prisons, penal system, probation, theories of treatment, and correctional methods. Prerequisite: SOCI 201. Fall and Spring.

### **SOCI 318 Social Deviancy (3)**

This course examines the major areas of deviant behavior in contemporary society. It gives attention to underlying historical factors that contribute to the labeling of deviance, problems of

definition, and an evaluation of significant theory and research. Prerequisite: SOCI 201. Alternate semesters.

SOCI 319      Victimology (3)

This course is a study of victims and the structural constraints determining differential patterns of victimization. Special emphasis is given to victim-offender relationships, the results of victim surveys, the relationship between characteristics of victims and the administration of criminal justice, and the victimization of women and children. Prerequisite: SOCI 201. Alternate semesters.

SOCI 321      Introduction to Medical Sociology (3)

This course is designed to acquaint the student with the general field of medical sociology and its relationship to medicine and the other social sciences. This course also aims to familiarize the student with different ways in which health and illness may be viewed within a society from a cross cultural perspective. Prerequisite: SOCI 201. Alternate semesters.

SOCI 323      History of Social Thought (3)

This course is an examination of the theories and schools of European and American thinkers starting from early nineteenth century to the first quarter of the twentieth century; social and intellectual context that prompted the development of these theories; and their contribution to the advancement of sociological theories. Prerequisite: SOCI 201. Alternative semesters.

SOCI 327      Gender Issues in the African American Community(3)

This course examines informal and formal structures that shape gender-related roles. It prepares the student to analyze the contributions to gender-related oppression those structures have played. Particular attention is given to gender-related issues in the African-American community.

SOCI 362      Social Statistics (4)

This course is designed to introduce students to fundamental statistical methods. This includes knowledge of various statistical symbols, procedures and data manipulation techniques using computers. The course also introduces basic statistical tests, which are frequently used to test research hypotheses. Prerequisites: MATH 111-112; SOCI 201. Fall and Spring.

SOCI 384      Methods of Social Investigation (3)

This course is designed to give the student an understanding of social science research methods, skills and techniques. Prerequisites: SOCI 201, SOCI 362. Alternate semesters.  
(Formerly SOCI 304)

SOCI 386      Qualitative Research Methods (3)

This course is designed to introduce students to the basic concepts, tools and techniques used in qualitative social and behavior research. Students in this course will be exposed to the various approaches to qualitative research design and their application. The topics to be incorporated in this course will be the formulation of the research question, techniques for data collection, and analysis in qualitative research. Other topics covered will be critiquing and evaluating qualitative research designs and finding data bases, citing sources in the various disciplines. As a result of taking the course, students should be able to:(a) demonstrate their understanding of the basic principles and procedures of research methodology; and (b) critically evaluate qualitative research studies (c) design research based upon the research question and constraints. Prerequisites: Completion of Core requirements and CRJS/SOCI/POLS/ULSJ/SOSI 384 Research Methods (except for history

majors); SOSI 384 Research Methods for Social Science majors; or, permission of Instructor/Division Chair. Semesters (s) or Alternate: Fall, Spring, Summer

**SOCI 390 Quantitative Research Methods (3)**

This course is designed to introduce students to the advanced concepts, tools and techniques used to understand, evaluate, and conduct quantitative social science research. Students in this course will be exposed to various approaches and applications of quantitative research design. The topics incorporated in this course will be the selection of relevant tools for subject recruitment, design implementation, data collection and analysis, and to report findings. Additionally, this course will cover ethics in research. As a result of taking the course, students should be able to: (a) demonstrate their understanding of the basic principles and procedures of research methodology; (b) critically evaluate quantitative research studies; and, (c) design research based upon the research question and constraints of quantitative research. Prerequisites: CRJS/POLS/SOCI/SOSI/ULSJ 362 Statistics for all Social and Behavioral Sciences majors, except for History majors and selected Social Science majors (whose research is qualitative in nature); CRJS/POLS/SOCI/SOSI/ULSJ 384 Research Methods; Junior-level classification. Semesters (s) or Alternate: Fall, Spring, Summer

**SOCI 404 Working with Children, Families and Communities of Diverse Cultures (3)**

This course is designed to develop students' knowledge about building partnerships with parents, based on the recognition that families are increasingly diverse. Examines issues on constructing environments that value and build on diverse cultural values and that avoid a mismatch between home and school expectations. Through the examination of effective models and practices of parent involvement in schools, students will develop knowledge to build skills both in teaching diverse children and in reaching out to families and collaborations with community agencies. (15-hours of field experiences are required).

**SOCI 425 Stratification (3)**

This course is designed to introduce the complexity of stratification in organized society. The relationship of income, prestige and power is examined with emphasis on race/ethnicity, class, and gender distinctions.

**SOCI 451 Special Studies In Sociology (1 to 3)**

This course is intended to supply flexibility in selection of course content utilizing resources and programs not regularly available. Topic offerings may include the following: African and African American women's activism, cross-cultural gender roles, contemporary social theories, and urban community studies. Students' records will show exact title describing content. Prerequisite: SOCI 201. As needed.

**SOCI 455 Internship Sociology (3-12)**

This Internship is in a local, state or national government agency or private, public social service agency, which will provide the students with experiential learning in the area of sociology. The student must have completed 65 semester hours and have a grade point average of at least 2.5. Fall, Spring and Summer.

**SOCI 460 Sociology Capstone (3)**

This course is designed to provide students a basis for engaging in independent research by surveying literature relevant to the social sciences in general and to the student's major discipline. Students will participate in a multidisciplinary seminar, with writing and technology workshops, and

have individual research tutorials with mentors. In addition, students will enhance their present skills in the areas of critical thinking, problem solving, analytical thinking, summarization, communication, value clarification and practical application. This process will result in a major research project, paper, and formal oral presentation. Individual research topics will be determined by mutual agreement of the student, course instructor and faculty mentor. Prerequisites: Completion of all Sociology major required courses.

SOCI 499 Sociology Co-Op Experience (3)

This course provides an opportunity for students to earn academic credit through structured work experiences complemented by an academic exercise, or, through special programs combining on-the-job training with academic projects. Students must receive approval from the advisor, instructor, and division chair for a specific project prior to registration. Prerequisite: sophomore status and consent of instructor. As needed.

## **SPANISH**

### **Faculty**

Telissah Williams, Instructor of Spanish. B.A., University of Memphis; M.Ed., American Intercontinental University; M.S., Nova Southeastern University

### **SPANISH COURSES**

#### **SPAN 101 Elementary Spanish I (3)**

This course is an introduction to the sounds and the basic structures and vocabulary of Spanish and development of the four language skills: listening, reading, writing, and speaking. Extensive use of audio-visual materials. Fall and Spring, Summer.

#### **SPAN 102 Elementary Spanish II (3)**

This course is a continuation of Spanish 101. Prerequisite: SPAN 101 or equivalent. Fall and Spring, Summer.

#### **SPAN 201 Intermediate Spanish I (3)**

This course is a review of grammar and intensive oral-aural practice. Emphasis is on developing the ability to read Spanish. Extensive use of audio-visual materials. Prerequisite: SPAN 102 or equivalent. Fall. As needed.

#### **SPAN 202 Intermediate Spanish II (3)**

This course is a continuation of Spanish 201. Prerequisite: SPAN 201 or equivalent. Spring. As needed.

#### **SPAN 301 Conversation and Composition in Spanish (3)**

This course provides intensive oral-aural and writing practice, vocabulary building. Prerequisite: SPAN 202 or equivalent. As needed.

#### **SPAN 302 Introduction to Spanish Literature (3)**

This course is a study of the historical development of Spanish Literature. Readings from works representative of the several genres and literary movements prior to the 20th century. Prerequisite: SPAN 202 or equivalent. As needed.

#### **SPAN 450 Directed Study and Travel Abroad (3)**

This course is a study of Spanish literature and culture in a native environment. Before traveling abroad, the student will work with the instructor to develop a reading list and a study-travel plan. Upon completion of the program, the student will prepare a paper based on the travel-study experience. Prerequisite: SPAN 202. As needed.

#### **SPAN 451-452 Special Studies in Spanish (3-3)**

These courses deal with subject matter not usually offered and will vary according to the student's needs and availability of faculty. Student's records will indicate exact title describing course content. Can be repeated for credit. Prerequisite: SPAN 301 or 302. As needed.

## **SPEECH AND DRAMA**

### **Faculty**

All Speech and Drama courses are taught by qualified faculty who hold an appointment in the Division of Fine Arts and Humanities

### **SPEECH AND DRAMA COURSES**

#### **SPCH 201     Fundamentals of Speech (3)**

This course focuses on the principles and practices of speech communication with emphasis on speech registers. Focus will include verbal skills (articulation, pronunciation, grammatical, lexical) and nonverbal skills. Class performance is directed toward proficiency in oral communication, including organization of ideas, clarity, fluency, and appropriate register. Prerequisites: ENGL111 and ENGL112. Fall, Spring, and Summer

#### **DRMA 300     Drama Troupe (2)**

This course is open to all students who desire to express themselves in drama and those who have had previous experience in drama groups. The objective is to improve the knowledge and performance of drama troupe members. The chief function of the troupe is to provide dramatic pieces for College, community, and high school services. Course may be repeated for credit (not to improve grades).

#### **DRMA 320     Play Production (3)**

All phases of theatre work, current theories of production, preparation of production book. Students must participate in the major production in some phase. This course is designed to study the entire production of a play. Prerequisite: ENGL 205. Fall and Spring.

#### **DRMA 327     Introduction to the Theatre (3)**

An introductory survey course studying theatre with special references to the origins of drama. Prerequisite: ENGL 205. Fall and Spring.

#### **DRMA 330     Drama Production (1 to 2)**

The Drama Practicum attempts to stimulate the student's interest and participation in play production. Prerequisite: ENGL 205. As needed.

#### **DRMA 451-452     Special Studies in Speech and Drama (1 to 3)**

A course designed to utilize resources and programs not regularly available. Student's records will indicate exact title describing content. Areas include but are not limited to theatre history, directing, design, lighting, acting, play writing, oral interpretation, and public address. Prerequisite: Permission of the Instructor. As needed.



## **URBAN LEADERSHIP and SOCIAL JUSTICE (Interdisciplinary Major)**

### **Faculty**

Femi I. Ajanaku, The Bonnie and Chapman Smith Professor in the Social Sciences, and Director of the Center for African and African American Studies. B.A., University of Memphis; M.A., Ph.D., Howard University.

Damita Dandridge, Assistant Professor of Political Science, Campus/Executive Director of American Humanities and Service Learning Coordinator. B.A., LeMoyne-Owen College, J.D., Thurgood Marshall School of Law, Texas Southern University.

Cheryl Golden, Vice President/Chief Academic Officer, Professor of Psychology. B.A., Rhodes College; M.S., Ph.D. The University of Georgia.

Margaret James, Distinguished Service Professor of Sociology. B.A., Lane College; M.A., Fisk University; M.Phil., Columbia University; Ph.D., University of Nebraska

Calverta McMorris, Associate Professor of Psychology and Assistant Registrar. B.S. Mississippi State University, M.S. EdD., University of Memphis

Michael D. Robinson, Assistant Professor of Social Work and Chair, Division of Social and Behavioral Sciences. B.S., University of Mississippi; M.S.W., University of Tennessee

Eddie Pate, Assistant Professor of History. B.A., Jackson State University; M.A., University of Mississippi

Elton Weaver, Assistant Professor of History. Director of the DuBois Scholars Program. B.A., LeMoyne-Owen College; M.A., Ph.D., University of Memphis

Daphne Williams Whitaker, Instructor of Criminal Justice. B.A., LeMoyne-Owen College, M.S., University of Tennessee at Chattanooga

### **Degree Requirements**

The Interdisciplinary Major in Urban Leadership and Social Justice leads to the Bachelor of Arts degree with a thematic focus regarding Social Justice from a global perspective.

### **Admission to the Major**

The major in Urban Leadership and Social Justice requires students to earn a grade of C or better in COSI 118, HIST 221, and SOSI 111. Majors must complete the required cognate courses listed below with a grade of C or better before enrolling in upper level courses.

* ECON 203 Microeconomic	3 Credit Hours
* ECON 204 Macroeconomics	3 Credit Hours
* _____, foreign language	3 Credit Hours
* _____ foreign language	3 Credit Hours

## Course Description

In this major, the student will explore leadership theory by examining models of leadership through an interdisciplinary approach to learning. The student will assume opportunities for leadership engagement through co-curricular activities. Additionally, the student will also reflect upon civic responsibility and potential leadership roles through Service-Learning opportunities, which addresses social justice issues through community engagement.

The student will earn a B.A. degree in Interdisciplinary studies in Urban Leadership and Social Justice. A total of 38 hours of Interdisciplinary courses in Leadership and Social Justice are required. Eighteen (18) hours of electives will be chosen from two courses within the following areas: Political science, Sociology, Psychology, Criminal Justice, History and Social Work with a thematic focus on, National Security, Terrorism and Politics regarding social justice. The student and faculty member will develop the social justice theme together, from a global perspective.

### Public Health Concentration-

Eighteen (18) hours of required electives will be chosen from Public Health developing a thematic focus in social justice. The student and faculty member will develop the social justice theme together, from a global perspective.

### Twelve additional semester hours chosen from:

Cognate Courses in:

* ECON 203 Microeconomic	3 Credit Hours
* ECON 204 Macroeconomics	3 Credit Hours

Foreign language requirements chose from:

FREN 101-102 Elementary French I and II	6 Credit Hours
or	
SPAN 101-102 Elementary Spanish I and II	6 Credit Hours

See areas for course descriptions.

The students are able to choose 10 hours of electives across the curriculum which enhance their program of study.

### 38 hours- Required Courses in Urban Leadership and Social Justice

The required Urban Leadership and Social Justice courses are:

- ULSJ 201 American Government
- ULSJ 301 Public Administration
- ULSJ 338 Citizenship and Democracy
- ULSJ 362 Social Statistics
- ULSJ 384 Methods of Social Investigation
- ULSJ 431 Introduction to Political Theory

ULSJ 460 Political Science Capstone  
ULSJ 302 Urban Policy  
or  
ULSJ 315 Social Policy  
SVLG300 An Introduction to the Nonprofit Sector/Philanthropy  
SVLG 301 Fundraising Principles and Practices  
SVLG398C Student and Community Leadership Initiative  
SVLG 398L President's Student Leadership Learning Community

### **ULSJ Course Descriptions:**

ULSJ 201 American Government (3) This course presents a short background of the American political system and process. Particular emphasis is placed on the three branches of government: legislative, executive and judiciary. Spring and Summer.

ULSJ 301 Public Administration (3) This course is a study of the organization and operations of the executive branch, personnel management, planning and budgeting, decision-making process, bureaucracy, and the interrelationships between politics and policy-making. Prerequisite: POLS 201. Fall and Spring.

ULSJ 302 Urban Policy (3) This course focuses on the methods and processes of urban policy making, with emphasis on planning, environment, police, welfare and housing. Prerequisite: POLS 201. Fall and Spring.

ULSJ 315 Social Policy (3)  
This course provides general orientation to the field of social policy and illustrates the interrelatedness of practice and analysis. It will provide an operational understanding of social welfare programs, of legislative planning, and of the forces that shape the provision of services. Some attention will be given to the formulation of policy and to the tools used for implementation and evaluation. An analysis of legislative decisions concerning social welfare issues will be examined. Prerequisite: SOWK 205. Fall and Spring.

ULSJ 338 Citizenship and Democracy (3)  
This seminar course is designed to explore current, civic and political issues. The course is designed to allow the student to gain a better understanding of service, leadership development, citizenship, community service, community awareness, global awareness, and ethical and moral considerations involved in volunteerism in community service.

ULSJ 362 Social Statistics (4)  
This course is designed to introduce students to fundamental statistical methods. This includes knowledge of various statistical symbols, procedures and data manipulation techniques using computers. The course also introduces basic statistical tests, which are frequently used to test research hypotheses. Fall and Spring. Prerequisites: MATH 111, MATH 110

ULSJ 384 Methods of Social Investigation (3) This course is designed to give the student an understanding of social research methods, skills and techniques. (Formerly POLS 304). Prerequisites: POLS 201, POLS 362. Fall and Spring.

### ULSJ 386 Qualitative Research Methods (3)

This course is designed to introduce students to the basic concepts, tools and techniques used in qualitative social and behavior research. Students in this course will be exposed to the various approaches to qualitative research design and their application. The topics to be incorporated in this course will be the formulation of the research question, techniques for data collection, and analysis in qualitative research. Other topics covered will be critiquing and evaluating qualitative research designs and finding data bases, citing sources in the various disciplines. As a result of taking the course, students should be able to: (a) demonstrate their understanding of the basic principles and procedures of research methodology; and (b) critically evaluate qualitative research studies (c) design research based upon the research question and constraints. Prerequisites: Completion of Core requirements and CRJS/SOCI/POLS/ULSJ/SOSI 384 Research Methods (except for history majors); SOSI 384 Research Methods for Social Science majors; or, permission of instructor/division chair. Semesters (s) or Alternate: Fall, Spring, Summer

### ULSJ 390 Quantitative Research Methods (3)

This course is designed to introduce students to the advanced concepts, tools and techniques used to understand, evaluate, and conduct quantitative social science research. Students in this course will be exposed to various approaches and applications of quantitative research design. The topics incorporated in this course will be the selection of relevant tools for subject recruitment, design implementation, data collection and analysis, and to report findings. Additionally, this course will cover ethics in research. As a result of taking the course, students should be able to: (a) demonstrate their understanding of the basic principles and procedures of research methodology; (b) critically evaluate quantitative research studies; and, (c) design research based upon the research question and constraints of quantitative research. Prerequisites: CRJS/POLS/SOCI/SOSI/ULSJ 362 Statistics for all Social and Behavioral Sciences majors, except for History majors and selected Social Science majors (whose research is qualitative in nature); CRJS/POLS/SOCI/SOSI/ULSJ 384 Research Methods; Junior-level classification. Semesters (s) or Alternate: Fall, Spring, Summer

### ULSJ 434 Public Affairs Internship (3 to 12)

This internship is in a local agency, state or national government. Prerequisites: permission of the area coordinator and at least three courses in political science. POLS 203 is required for internship.

### ULSJ 460 Urban Leadership and Social Justice Capstone (3)

This course is designed to provide students a basis for engaging in independent research by surveying literature relevant to the social sciences in general and to the student's major discipline. Students will participate in a multidisciplinary seminar, with writing and technology workshops, and have individual research tutorials with mentors. In addition, students will enhance their present skills in the areas of critical thinking, problem solving, analytical thinking, summarization, communication, value clarification and practical application. This process will result in a major research project, paper, and formal oral presentation. Individual research topics will be determined by mutual agreement of the student, course instructor and faculty mentor. Prerequisites: Completion of all Urban Leadership and Social Justice major required courses.

# LeMOYNE-OWEN COLLEGE BOARD OF TRUSTEES

2014 - 2015

## **OFFICERS**

Mr. Robert Lipscomb, Chairman

Mr. Robert Simpson, Second Vice Chairman

Reverend John L. Armstrong, Secretary

## **MEMBERS**

Mr. Otha Brandon

Mr. Carl Q. Carter

Dr. Monet L. Daniels

Reverend Allen M. Fluent

Dr. Thomas Leonard Gibson

Ms. Emily Greer

Mr. Mark D. Hendricks

Mr. Milton J. Little, Jr.

Mr. Mickell Lowery

Reverend Marvin Mercer

Mr. Allen W. Pierce, Sr.

Mrs. Kim F. Prillerman

Reverend Kwame Osei Reed

Dr. Kenneth S. Robinson

Mr. Charlie E. "Chuck" Thomas, III

Mr. Johnnie B. Watson

Ms. Charlotte B. Whitaker

Dr. Beverly Williams-Cleaves

Mr. Luke Yancy III

**EMERITI**

Dr. James J. Bishop

Dr. Thomas E. Dipko

Mr. Jed Dreifus

Mr. Peter R. Formanek

Mr. Herman A. Gilliam

Dr. W. W. Herenton

Mr. Wilton D. Hill

Mrs. Fredericka Allen Hodges

Mr. Robert L. Johnson

Dr. Bennie P. Reams

Mr. Ronald A. Walter

**FACULTY REPRESENTATIVE TO THE BOARD**

Dr. Femi Ajanaku

Mr. Michael Robinson

**STUDENT REPRESENTATIVE TO THE BOARD**

Ms. Jessica Aytchan

## ADMINISTRATION AND PROFESSIONAL STAFF

Johnnie B. Watson, President. B.A., LeMoyne College; M.S., Indiana University  
L.L.D. (Honorary), LeMoyne-Owen College

Cheryl Golden, Vice President/Chief Academic Officer, Professor of Psychology. B.A., Rhodes  
College; M.S., Ph.D. The University of Georgia.

Jim Dugger, Vice President of Finance/Chief Financial Officer. B.S., Alcorn State University;  
M.B.A., Ohio University

Edythe Watson-Cobb, Dean of Students/Student Affairs. B.A., LeMoyne-Owen College; M.Ed.,  
Memphis State University

Jesse Chatman, Director of Administrative Services. B.A., LeMoyne-Owen College.

Shirley Hill, Director of Title III. B.S., Tennessee State University; M.Ed., Trevecca Nazarene  
College

Femi Ajanaku, Director, Center for African and African-American Studies. B.A., University of  
Memphis, M.S., Ph.D., Howard University

William Anderson, Director of Athletics/Head Men's Basketball Coach. B.A., LeMoyne-Owen  
College

Annette Berhe-Hunt, Head Librarian. B.A., Jackson State University; M.L.S., Atlanta University

Ralph Calhoun, Associate Professor of Education and Chair, Division of Education. B.B.A., M.S.E.,  
University of Central Arkansas, Ed.D., University of Memphis

Katherine Williams Causey, Assistant Professor of Business Administration and Chair, Division of  
Business and Economic Development. B.S., Southern University; M.S., Troy University; Ph.D.  
Argosy University

June Chinn-Jointer, Executive Director of Enrollment Management. B.A., LeMoyne-Owen  
College, M. Ed., Trevecca Nazarene University, Ph.D., Jackson State University

Damita Dandridge, Assistant Professor of Political Science, Campus/Executive Director of the  
Nonprofit Leadership Collaborative of the Mid-South and Service Learning Coordinator. B.A.,  
LeMoyne-Owen College; J.D., Thurgood Marshall School of Law, Texas Southern University

Philip Dotson, Professor of Art. Director of Freshmen Seminar. B.A., Jackson State College;  
M.F.A., University of Mississippi

Delphia Harris, Professor of Chemistry. B.S., Lubbock Christian College; M.A., Rice University;  
Ph.D., Texas Tech University

Addie Harvey, Registrar. B.B.A., University of Memphis; M.B.A., Webster University

Denita Hedgeman, Director of Career Services. B.F.A., University of Memphis; M.A., D.Min., Friends International Christian University

Frankie Jeffries, Director of Alumni Relations. B.A., LeMoyne-Owen College; M.Ed., Trevecca Nazarene College

Reoungeneria McFarland, Director of Institutional Research, B.B.A., M.S., M.B.A., University of Memphis

Delores Mosley, Coordinator of Upward Bound Program, B.A., LeMoyne-Owen College; M.Ed., Trevecca Nazarene College

Phyllis Nettles-Torry, Director of Student Financial Services. B.B.A., LeMoyne-Owen College

Jean Saulsberry, Director of Student Development. B.S., Christian Brothers University

Muhammad Iqbal Shafi, Director of Sponsored Programs, Professor of Biology. B.S., M.S., University of Karachi; Ph.D., University of Toronto

Michael Washington, Director of Human Resources. B.B.A., LeMoyne-Owen College

Elton Weaver, Assistant Professor of History. Director of the DuBois Scholars Program. B.A., LeMoyne-Owen College; M.A., Ph.D., University of Memphis

Linda M. White, Executive Director, Engaged Student Learning and Assessment, Director, Quality Enhancement Plan, Associate Professor of English . B.A., M.A., University of Memphis; Ph.D., Howard University



## MEMBERS OF THE FACULTY

Stanley Abell, Associate Professor of Biology. B.S. University of Georgia; M.S. Middle Tennessee State University; Ph.D., University of Tennessee, Knoxville

Femi I. Ajanaku, Bonnie and Chapman Smith Professor in the Social Sciences and Director of the Center for African and African American Studies. B.A., University of Memphis; M.S., Ph.D., Howard University

Jennifer Anderson, Instructor of Music. B.A., Maryville College, M.M., University of Tennessee D.M.A., University of Memphis

Muhammad Anwar, Professor of Business. M.S., New Jersey Institute of Technology; M.S., State University of New York at Buffalo; Ph.D., State University of New York at Buffalo

Clyde Battles, Assistant Professor of Music. B.S., Southern University; M.M., New England Conservatory of Music

Renee Barlow, Assistant Professor of English. B.A. University of Texas, Austin. M.A., Indiana University; Ph.D., Indiana University

Nabil Bayakly, Associate Professor of Biology. B.S., M.S., University of Southwestern Louisiana, Ph.D., University of Memphis

Annette Berhe-Hunt, Head Librarian. B.A., Jackson State University; M.L.S., Atlanta University

Ralph Calhoun, Associate Professor of Education and Chair, Division of Education. B.B.A., M.S.E., University of Central Arkansas, Ed.D., University of Memphis

Katherine Williams Causey, Assistant Professor of Business Administration and Chair, Division of Business and Economic Development. B.S., Southern University; M.S., Troy University; Ph.D. Argosy University

Mary Arlene Chongson, Assistant Professor of Music. B.M., University of the Philippines; M.M., Indiana University; Ph.D., University of Texas

Valerie Chu, Associate Professor of Mathematics and Interim Co-Chair, Division of Natural and Mathematical Sciences. B.S., National Kaohsiung Normal University; M.S., Ph.D., University of Memphis

Damita Dandridge, Assistant Professor of Political Science, Campus/Executive Director of American Humanities and Service Learning Coordinator. B.A., LeMoyne-Owen College; J.D., Thurgood Marshall School of Law, Texas Southern University

Delilah Davis, Assistant Professor of Education. B.S., University of Tennessee at Martin; M.S., University of Memphis; Ed.D., University of Memphis

Philip Dotson, Professor of Art. Director of Freshmen Seminar. B.A., Jackson State College; M.F.A., University of Mississippi

Austin Emeagwai, Assistant Professor of Business Administration. C.P.A.; B.S., Southeastern Oklahoma State University; M.B.A., Southeastern Louisiana University; Ph.D., Jackson State University

Sonya Fleming, Instructor of Education, B.A., LeMoyne-Owen College; M.E., Cambridge College

Denise Ferebee, Assistant Professor of Computer Science and Information Technology, B.S., Mississippi University for Women, M.S., University of Memphis, Ph.D., University of Memphis

Clabourne Foster, Associate Professor of Art and Chair, Division of Fine Arts and Humanities. B.S., M.A., Murray State University, M.F.A., University of Memphis

Margrethe Frankle, Instructor of Education. B.A., Knox College; M.A., University of Memphis

Cheryl Golden, Vice President/Chief Academic Officer, Professor of Psychology. B.A., Rhodes College; M.S., Ph.D. The University of Georgia

Tom Graves, Assistant Professor of English. M.F.A., University of Memphis; B.A., University of Memphis

A. Lenora Green, Artist in Residence. B.M., Shorter University; M.M., University of Michigan

Y.Z. Hamada, Associate Professor of Chemistry. B.S., Alexandria University; M.S., Ph.D., University of Missouri

Delphia Harris, Professor of Chemistry. B.S., Lubbock Christian College; M.A., Rice University; Ph.D., Texas Tech University

John Harris, Professor of Mathematical Science. B.A., LeMoyne-Owen College; M.A., Atlanta University; Ph.D., University of Memphis

Marian Hart, Director of ADCP, Instructor of Business. B.B.A., LeMoyne-Owen College, M.B.A., Bethel University

Taurus Hines, Instructor of Education. B.S., University of Memphis; M.A., Christian Brothers University

Ernestine Hollimon, Instructor of Education. B.A., LeMoyne-Owen College; M.Ed., University of Memphis

Millicent Hoskin, Interim Circulation/Reference Librarian. B.A., LeMoyne College; M.Ed., University of Memphis

Margaret James, Distinguished Service Professor of Sociology. B.A., Lane College; M.A., Fisk University; M. Phil., Columbia University; Ph.D., University of Nebraska

Lydia Lay, Instructor of English and Mass Communication. B.A., Memphis State University; M.Ed., Freed-Hardeman University

Reoungeneria McFarland, Assistant Professor of Business Administration. B.B.A., M.S., M.B.A., University of Memphis

Ruby Hardy-Minter, Instructor of English. B.S., Knoxville College; M.S., University of Tennessee, Knoxville

Moniruzzaman, Syed, Assistant Professor of Physics. B.Sc. Jahangirnagar University; M.Sc. Jahangirnagar University; Ph.D. Kanazawa University

Ali Mostafavi, Assistant Professor of Mathematics. B.A., University of Arkansas; M.S., University of Memphis

Sherry Painter, Associate Professor of Chemistry and Interim Co-Chair, Division of Natural and Mathematical Sciences . B.S., Western Kentucky University, M.S., Ph.D., Vanderbilt University

Eddie Pate, Assistant Professor of History. B.A., Jackson State University; M.A., University of Mississippi

Dorsey Patterson, Instructor of Education, B.S., Rust College; M.S., Arkansas State University

Meenakshi Rajagopalan, Associate Professor of Mathematics. B.S., University of Illinois at Urbana; M.S. (Mathematics), M.S. (Computer Science), Ph.D., University of Memphis

H. B. Rajendra, Associate Professor of Business Administration. B.Comm., University of Mysore; M. Comm., Kamatak University; M.B.A., University of Mississippi

Michael D. Robinson, Assistant Professor of Social Work and Chair, Division of Social and Behavioral Sciences.. B.S., University of Mississippi; M.S.W., University of Tennessee

Vivek Shankar Savur, Associate Professor of Mathematics. B.E., Karnatak University; M.S., Montana State University; M.B.A., University of Memphis; Ph.D., University of Texas, Austin

Muhammad Iqbal Shafi, Director of Sponsored Programs, Professor of Biology. B.S., M.S., University of Karachi; Ph.D., University of Toronto

Kusum Singh, Assistant Professor of Economics. B.A., Randolph-Macon Woman's College; M.S., University of Kentucky; Ph.D., University of Kentucky;

Jamil Talukder, Assistant Professor of Biology. D.V.M., Bangladesh Agricultural University; Ph.D., Yamaguchi University

Jonathan Tutor, Associate Professor of English. B.A., Union University; M.A., University of Memphis; Ph.D., University of Mississippi

Mohammad Rafique Uddin, Professor of Biology. B.S., M.S., Bangladesh Agriculture University; M.S., University of Illinois; Ph.D., University of Wales

Elton Weaver, Assistant Professor of History. Director of the DuBois Scholars Program. B.A., LeMoyne-Owen College; M.A., Ph.D., University of Memphis

Linda M. White, Executive Director, Engaged Student Learning and Assessment, Director, Quality Enhancement Plan, Associate Professor of English . B.A., M.A., University of Memphis; Ph.D., Howard University

E. D. Wilkens, Professor of Health and Fitness/Wellness. B.A., Valparaiso University; M.Ed., University of Memphis; Ph.D., Southern Illinois University

Daphne Williams Whitaker, Instructor of Criminal Justice. B.A., LeMoyne-Owen College, M.S., University of Tennessee at Chattanooga

Telissah Williams, Instructor of Spanish. B.A., University of Memphis; M.Ed., American Intercontinental University; M.S., Nova Southeastern University

Dariush Zarshenas, Assistant Professor of Mathematical Sciences. B. S., M.S., Memphis State University

THE  
LeMoynne-Owen  
COLLEGE

LEADERSHIP. OPPORTUNITY. CHANGE.

Undergraduate Catalog  
2014-2015

