

# HAMPTON UNIVERSITY ACADEMIC CATALOG

2016 - 2018





# Hampton University

Academic Catalog 2016-2018

*Hampton University adheres to the principle of equal education and employment opportunity without regard to race, sex, color, creed, national origin or disability. This policy extends to all programs and activities supported by the University; including the Undergraduate College, University College, College of Virginia Beach, and the Graduate College.*

*Hampton University's Drug-Free Work Place policy concerning the use, distribution, possession, transport or sale of illicit, over-the-counter, and prescription drugs and alcohol, incorporates regulations promulgated by the Federal Drug-Free Work Place Act of 1988, and the Department of Education's Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226. Both laws are inclusive for administrators, faculty, students and all other employees working on Hampton University's properties, on or off campus. This policy has been distributed, posted and is communicated annually through educational reminders.*

*For information regarding admission, please address correspondence to:*

*Director of University Admissions, Dean of the University College, or Dean of the Graduate College (as appropriate)  
Hampton University  
Hampton, VA 23668*

*Entered as Third Class Matter at Hampton, VA and other mailing offices.*

*The information in this catalog is to be regarded as a binding contract between the applicant or the student and Hampton University; however, the University reserves the unilateral right to change the requirements, regulations, rules, and fees set forth herein at any time without prior notice.*

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## Hampton University Code of Conduct

Joining the Hampton Family is an honor and requires each individual to uphold the policies, regulations, and guidelines established for students, faculty, administration, professional and other employees, and the laws of the Commonwealth of Virginia. Each member is required to adhere to and conform to the instructions and guidance of the leadership of his/her respective area. Therefore, the following are expected of each member of the Hampton Family:

1. To respect himself or herself.

Each member of the Hampton Family will exhibit a high degree of maturity and self-respect and foster an appreciation for other cultures, one's own cultural background, as well as the cultural matrix from which Hampton University was born. It is only through these appreciations that the future of our university can be sustained indefinitely.

2. To respect the dignity, feelings, worth, and values of others.

Each member of the Hampton Family will respect one another and visitors as if they were guests in one's home. Therefore, to accost, cajole, or proselytize students, faculty or staff, parents or others, to engage in gender and sexual harassment, use vile, obscene or abusive language or exhibit lewd behavior, to possess weapons such as knives or firearms, or to be involved in the possession, use, distribution of and sale of illegal drugs is strictly prohibited and is in direct violation of the Hampton University Code, on or off campus.

3. To respect the rights and property of others and to discourage vandalism and theft.

Each member of the Hampton Family will refrain from illegal activity, both on and off campus, and will be subject to all applicable provisions listed in the Faculty Handbook, Personnel Policies Manual for Administrative/Professional and Non-exempt Employees, the Official Student Handbook, and the Hampton University Code.

4. To prohibit discrimination, while striving to learn from differences in people, ideas, and opinions.

Each member of the Hampton Family will support equal rights and opportunities for all, regardless of age, sex, race, religion, disability, ethnic heritage, socio-economic status, political, social, or other affiliation or disaffiliation, or sexual preference.

5. To practice personal, professional, and academic integrity, and to discourage all forms of dishonesty, plagiarism, deceit, and disloyalty to the Code of Conduct.

Personal, professional, and academic integrity is paramount to the survival and potential of the Hampton Family. Therefore, individuals found in violation of Hampton University's policies against lying, cheating, plagiarism, or stealing are subject to disciplinary action, which could possibly include dismissal from the University.

6. To foster a personal professional work ethic within the Hampton University Family.

Each employee and student of the Hampton Family must strive for efficiency and job perfection. Each employee must exhibit a commitment to serve and job tasks must be executed in a humane and civil manner.

7. To foster an open, fair, and caring environment.

Each member of the Hampton Family is assured equal and fair treatment on the adjudication of all matters. In addition, it is understood that intellectual stimulation is nurtured through the sharing of ideas. Therefore, the University will maintain an open and caring environment.

8. To be fully responsible for upholding the Hampton University Code.

Each member of the Hampton Family will embrace all tenets of the Code and is encouraged to report all code violators.

# General Information

Founded in 1868, Hampton University's main campus is located on 270 acres of Virginia's Peninsula at the mouth of the Chesapeake Bay and is the oldest private, nonsectarian, co-educational, post-secondary institution in the southeast Commonwealth of Virginia. Hampton University is an historically black, privately endowed, co-educational institution of higher education founded in 1868 for the education of African Americans. In 1916, Hampton achieved status as a four-year secondary school by the Virginia Department of Public Instruction. The first bachelor's degrees were offered in 1922. Courses at the secondary level were dropped gradually, and all resources of the institution were applied to education at the college level. Accreditation as a Class "A" College was achieved during the 1932-33 academic year. In recognition of the growth and evolution of the school, in 1984 the Board of Trustees adopted the name Hampton University, while continuing to use the name Hampton Institute for the undergraduate college. Hampton initiated the following doctoral degree programs: the Doctor of Philosophy in Physics and in Nursing (1992 and 1999, respectively); the Doctor of Pharmacy (1998); and the Doctor of Physical Therapy (1999). Today, there are over 5,000 undergraduate and nearly 1,000 graduate and professional students. Approximately 88% of the students are African American, nearly 9% are Caucasian and the remaining 3% are from other ethnic groups, including Native American, Asian, and Hispanic students. Hampton University ranks high in the South and Southeast due to its selectivity in admission, high standards of teaching, rigorous curricula and the professional activities of the faculty.

## The Mission Statement

Hampton University is a comprehensive institution of higher education, dedicated to the promotion of learning, building of character, and preparation of promising students for positions of leadership and service. Its curricular emphasis is scientific and professional with a strong liberal arts undergirding. In carrying out its mission, the University requires that everything that it does be of the highest quality.

An historically black institution, Hampton University is committed to multiculturalism. The University serves students from diverse national, cultural, and economic backgrounds. From its beginning to the present, the institution has enrolled students from five continents — North America, South America, Africa, Asia and Europe — and many countries including Gabon, Kenya, Ghana, Japan, China, Armenia, Great Britain and Russia, as well as the Hawaiian and Caribbean Islands and numerous American Indian nations. Placing its students at the center of its planning, the University provides a holistic educational environment. Learning is facilitated by a range of educational offerings, a rigorous curriculum, excellent teaching, professional experiences, multiple leadership opportunities, and an emphasis on the development of character which values integrity, respect, decency, dignity, and responsibility.

Research and public service are integral parts of Hampton's mission. In order to enhance scholarship and discovery, faculty are engaged in writing, research and grantsmanship. Faculty, staff and students provide leadership and service to the University as well as the global community.

In achieving its mission, Hampton University offers exemplary programs and opportunities, which enable students, faculty and staff to grow, develop and contribute to society in a productive, useful manner.

## History

When the Hampton Normal and Agricultural Institute opened its doors in April 1868, in the days of Reconstruction, listed as assets were two teachers, fifteen students, little money or equipment, and the faith in its principle of "learning by doing" and "education for life."

The principal was Samuel Chapman Armstrong, a 29-year-old Brigadier General, son of missionary parents. He had been assigned by the Freedmen's Bureau to help solve the problems of the thousands of former slaves who had gathered behind Union lines on the Virginia Peninsula. He founded, with the aid of the American Missionary Association, a school at Hampton to train selected young men and women "who should go out and teach and lead their people, first by example, and in this way to build up an industrial system for the sake not only of self-support and intelligent labor, but also for the sake of character." His goal was to train "the head, the hand, and the heart" of Hampton's students.

Hampton may well be thankful that in the concept of "Education for Life"—including efficiency, character, and usefulness to society—General Armstrong established a standard timeless in its appeal and application. Hampton today finds this concept highly adaptable to the changing conditions of life in this century and the likely challenges of the future. The first conditions for admission were simple: "Sound health, good character, age not less than fourteen years and not more than twenty-five, ability to read and write intelligibly, knowledge of arithmetic through long division, intention to remain throughout the whole course of three years and to become a teacher."

Support in the early days came from philanthropic and religious groups and individuals, from Federal Land Grant Funds (1872-1920), and numerous other sources. With the help of the Freedmen's Bureau and northern philanthropists, the school was able to erect a classroom building—Academic Hall, since rebuilt—in 1869. Residence quarters, however, continued to be a problem, with the men living in army tents for three years and the women living in barracks until the completion of Virginia Hall in 1874. Some of the money for this building was raised by the *Hampton Singers*, who toured northern communities.

In 1878, a group of American Indian men arrived at Hampton, their studies here supported in part by federal funds. These appropriations were continued until 1912. American Indian students continued to attend Hampton in this historic program until 1923.

After his death in 1893, General Armstrong's work was continued and expanded for nearly a quarter-century under the leadership of Reverend Hollis B. Frissell. In 1916, Hampton achieved status as a four-year secondary school by the Virginia Department of Public Instruction. The first bachelor's degrees were offered in 1922. Courses at the secondary level were dropped gradually, and all resources of the institution were applied to education at the college level. In 1930, the school's name was changed to Hampton Institute, and the title of its chief officer from principal to president. Accreditation as a Class "A" College was achieved during the 1932-33 academic year.

In line with its broadening educational program, the college inaugurated graduate courses in 1928. Course work leading to the Master of Arts degree in education was offered during summer school sessions only. Although discontinued in 1949, graduate study was reactivated in 1956, and for the first time was offered during the regular year as well as during summer school. A Division of Graduate Studies was organized in 1956 as the administrative unit to replace the former Division of Summer Extension Study. Then, in October 1967, following a visitation by representatives of the Southern Association of Colleges and Schools, a new all-institution faculty committee, the Graduate Council, was organized. A Master of Arts in Nursing was added in 1976 and Communication Disorders in 1977. The degree of Master of Science in Biology, Communication Disorders and Nursing was approved for the 1978-79 academic year. The Master of Science in Management and the Master of Business Administration were approved for the 1982-83 academic year.

## Location

Hampton University's beautiful campus is located along the banks of the Hampton River on Virginia's Peninsula, where the James and York rivers join. The region is closely associated with early American history. A large Kecoughtan community was once located in the vicinity of the campus and Jamestown, where the first group of captive Africans arrived in the New World, is only a few miles up the James River. The area is presently the hub of Norfolk - Newport News - Portsmouth military defense activity, provided by United States Navy, Air Force, and Army installations. Within a radius of 40 miles from the campus are the historic localities of Jamestown, Yorktown, and Williamsburg. The City of Hampton is America's oldest continuous English-speaking settlement. A center for East Coast conventions, tourism, and the Hampton Jazz Festival, the city supports public beaches, campgrounds, tennis courts, and golf courses in addition to its historic attractions. Hampton Roads, one of the world's largest natural harbors, offers the total spectrum of water sports to area residents, students, and visitors.

## Buildings and Grounds

The Emancipation Oak, more than ninety-eight feet in diameter, is designated as one of the ten great trees in the world by the National Geographic Society. The live oak got its name because the Emancipation Proclamation was read to Hampton area residents there in 1863. Legend has it that the shade of the Oak served as the first classroom for a newly freed people seeking the blessings of education.

Five buildings on campus are registered as National Historic Landmarks. The Mansion House, built in 1828, is the only building on campus that predates the founding of the University. It serves as the official residence for the University president and his family. The Memorial Church, erected in 1886, features a 150-foot tower and an illuminated clock with chimes. Wigwam Building was originally built in 1878 to house American Indian male students, the first of whom were admitted in that same year. Today, the building is used as an educational resource center. Virginia-Cleveland Hall was erected in 1874 and is used as a women's dormitory. The student cafeteria is located on the first floor.

Academic Hall was erected in 1869 and was used for classrooms, the library, museum, and a male dormitory. Destroyed by fire in 1879, Academy Building was rebuilt and dedicated in 1881. Huntington Building (1903) is the home of the University Museum and Archives. Today, outstanding works of art and cultural objects are displayed to students and visitors in well-designed exhibits and other educational programs. Exceptionally strong in the areas of African, American Indian, and African-American art, Hampton's collection is known to be the largest and most important of its kind in the Southeast and one of America's unique and significant museum resources. Containing over 8 million manuscript materials and 50,000 photographs, the Archives is among the nation's most important resources for research on the history of African American and American Indian education.

Long recognized as an important cultural center in Hampton Roads, Ogden Hall (1918) has the reputation for having the best acoustics in the State of Virginia. It is used by the University for ceremonial occasions and cultural performances, as well as by many professional companies.

This picturesque campus, surrounded on three sides by water, comprises some 50 main buildings and 75 auxiliary structures spread out over 270 acres for easy access. The academic buildings contain state-of-the-art equipment accessible to students and faculty. Some of the recent additions to the physical plant include a new Research Center, a Multi-Use Facility, and a new softball field. The Research Center is an 18,000 square foot two-story building dedicated to scientific research. This building will serve as an interdisciplinary facility that will attract scientists from all over the world. The building houses office space for programs in physics, pharmacy, and a robotics laboratory as well as the Skin of Color Research Institute. The Multi-Use Facility, a 35,798 square foot building, houses offices and a women's residence hall. The first floor accommodates the Career Center, University Relations, Alumni Affairs, and the lobby of the women's residence hall. The second and third floors house residence hall spaces that accom-

moderate approximately 75 female students. This is a non-smoking facility with geothermal energy efficient heating, ventilation and air conditioning systems. In keeping with Hampton University's "Going Green" initiative, LEED Strategies were used in the construction of this facility. The new softball field, located on Emancipation Drive, meets all of the National Collegiate Athletic Association (NCAA) guidelines and regulations.

The Hampton University Proton Therapy Institute (HUPTI) located in Hampton, Virginia, and an integral part of Hampton University, is a 98,000 square foot cancer treatment facility specializing in proton therapy treatment delivery. HUPTI is the eighth proton facility in operation in the United States, and the first proton facility owned by an historically Black college or university. The Center has five treatment rooms and the first patient was seen in August 2010. HUPTI will be a catalyst for new scientific discoveries and increasingly accurate, advanced care for cancer patients.

Currently, Hampton University is in the process of building a Multidisciplinary Biomedical Research Center and a new state-of-the-art Dining Facility. The Multidisciplinary Biomedical Research Center will be a two-story 25,000 square foot building dedicated to biomedical research. The University's goal is to create a unique, interdisciplinary scientific environment. The new Dining Facility will service approximately 3,400 on-campus students and will consist of a main kitchen plus out-front cooking stations that will include stir-fry, grilled items, deli and pasta areas along with a central beverage and dessert station.

The Hampton University College of Virginia Beach opened in August, 2003 in Hampton Roads' newest and tallest business and commercial hub, the Town Center building. This modern facility provides its students, faculty and business/government clients with a state-of-the-art educational and instructional environment. By incorporating the latest in learning technologies, the College of Virginia Beach is ideally equipped to advance the academic and economic development of the state's most populous city and the surrounding region.

## University Libraries

The Libraries support the University's mission to promote learning and excellence in teaching by providing access to a wide array of information resources, services and facilities. Hampton University students, faculty, staff, researchers and scholars constitute the primary users of the University Libraries. The resources of the campus libraries are enhanced as a result of membership in several networks and consortia serving academic libraries. The Hampton University Library is a member of the Virginia Tidewater Consortium (VTC), the Virginia Independent College and University Library Association (VICULA), The Virginia Peninsula Literary Consortium (VPLC), the Historically Black Colleges and Universities (HBCU) Library Alliance and the the Virtual Library of Virginia (VIVA). The sharing of resources by the network of academic libraries is accomplished through the use of interlibrary loan, reciprocal borrowing, the shared cataloging of materials, online access to holdings, bibliographic databases and cooperative purchasing. Hampton University's libraries include the William R. and Norma B. Harvey Library (main) and satellite units in the Department of

Architecture, the Department of Music and The Hampton University College of Virginia Beach.

The William R. and Norma B. Harvey Library was dedicated and opened officially on January 26, 1992. This five-story facility houses the main library collection, including over 400,000 volumes; over 62,000 bound periodicals and more than 640,000 microforms. The library regularly receives print periodicals including journals, proceedings, magazines and newspapers.

Two special collections add depth to the general holdings: (1) the selective U. S. Government documents depository, and (2) the George Foster Peabody Collection of more than 33,000 cataloged items by and about African Americans.

Users gain access to the library's holdings through the Hampton University Online Web-based Catalog (HUWebCat). Bibliographic records are available for adaptive cataloging through the Online Computer Library Center (OCLC) subscription service which provides cataloging services and products in support of information management and access. The library management system is the most recent version of the SIRSI SYMPHONY client based system of software and equipment.

Online access to citations, abstracts, full-text articles, electronic journals, e-books, government documents, dissertations, and other reference sources is provided by accessing the library's website. Students and faculty are able to access electronic resources from the website both on and off campus. The library maintains licensed agreements to databases, electronic journals and e-books. Library instruction and web tutorials are provided to help students and faculty use resources effectively.

In addition to the above, open shelves afford users the privilege of direct access to books, bound periodicals and audio-visual materials. The library has individual study areas on each floor and provides areas for group study and collaboration. Additionally, the library provides faculty carrels for university faculty and staff to utilize for research. Other areas of usage in the library include a 24-hour study area, a vending area, a multi-purpose meeting room seating 100, an electronic classroom, and a conference room. Wi-fi is available throughout the Harvey Library building for connectivity of electronic devices.

## Regional Accreditation

Hampton University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the associate, baccalaureate, master's, education specialist and doctorate levels. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Hampton University. The Commission requests that it be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.



## Academic Rating and Membership

From humble origins, Hampton University has evolved into a prestigious, nationally acclaimed university that sets *The Standard of Excellence* in education. The University is a privately endowed, co-educational, nonsectarian institution of higher education with accreditation by the Department of Education of the Commonwealth of Virginia and holds membership in the Council of Graduate Schools, the Council of Independent Colleges in Virginia, and the American Council on Education. Its programs in architecture, business, chemistry, communicative sciences and disorders, computer science, chemical and electrical engineering, journalism, music, nursing, pharmacy, physical therapy and teacher education are accredited by their respective accrediting agencies. The architecture program is accredited by the National Architectural Accrediting Board. The business programs are accredited by the International Assembly for Collegiate Business Education. The chemistry program is approved by the Committee on Professional Training of the American Chemical Society. The program in communicative sciences and disorders is accredited at the graduate level by the American Speech - Language - Hearing Association. The undergraduate computer science program is accredited by the Computing Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 – telephone: (410) 347-7700. The chemical and electrical engineering programs are accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 – telephone: (410) 347-7700. The Scripps Howard School of Journalism and Communications maintains accreditation for the undergraduate programs in Broadcast Journalism, Print Journalism and Public Relations from the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), Stauffer-Flint Hall, 1435 Jayhawk Blvd, Lawrence, KS 66045-7575 – telephone (785) 864-3973. The music programs are accredited by the National Association of Schools of Music. The undergraduate and graduate nursing programs are fully accredited by the National League for Nursing Accrediting Commission, Inc. and by the Commission on Collegiate Nursing Education; the undergraduate program is approved by the Virginia State Board of Nursing. The School of Nursing is also an agency member of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing, the Nursing Council of the Southern Regional Education Board, and the American Association of Colleges of Nursing. The

pharmacy program is accredited by the Accreditation Council for Pharmacy Education. The physical therapy program is accredited by the Commission on Accreditation in Physical Therapy Education. The teacher education programs are accredited by the Council for the Accreditation of Educator Preparation formally known as the National Council for Accreditation of Teacher Preparation.

## Academic Organization

Hampton Institute (The Undergraduate College), the University College (formerly the College of Education and Continuing Studies), the Graduate College, and the College of Virginia Beach are the four colleges that comprise Hampton University. Information and policies that apply to all four colleges are found in the General Information section. Items that apply specifically to undergraduate and professional degree programs are provided in the Undergraduate College section. The Honors College implements honors programs in support of the Undergraduate College. Summer Session implements academic programs for Hampton University during the time period between Commencement and the beginning of the Fall Semester for all academic units, with the exception of the University College. The Undergraduate College is comprised of seven Schools: Business, Liberal Arts and Education, Engineering and Technology, Liberal Arts, Nursing, Pharmacy, and Science, and the Scripps Howard School of Journalism and Communications. Online degree programs are administered through the Hampton University Online virtual campus, which is housed in the University College.

## Degrees and Programs

Hampton University offers major programs of study leading to the Bachelor of Arts (B.A.), and Bachelor of Science (B.S.), Master of Architecture (M.Arch), Master of Arts (M.A.), Master of Business Administration (M.B.A.), Master of Health Administration (M.H.A.) Master of Science (M.S.), Master in Teaching (M.T.), Specialist in Education (Ed.S.), Doctor of Nursing Practice (D.N.P.), Doctor of Pharmacy (Pharm.D.), Doctor of Philosophy (Ph.D.) and Doctor of Physical Therapy (D.P.T.) degrees. A chart of the undergraduate and graduate degree programs by College and School/Academic Unit is printed below. Associates degree programs are available through the University College. Degree program requirements are presented with their respective school, department or program description.

## Hampton Institute — The Undergraduate College

Unit/Program	Degree	Major (Emphasis)
School of Business	Bachelor of Science	Accounting Business Administration (5-Yr MBA) *Economics *Entrepreneurship *Finance Investment Banking Hotel and Resort Management *Management (General Management) *Marketing (Marketing, Professional Tennis Management)

**School of Engineering and Technology**

Master of Architecture

Bachelor of Science

\*Architecture (Adaptation to Sea Level Rise)

\*Aviation (, Aviation Management [Administration, Air Traffic Control] and Flight Education [Military Option])

Chemical Engineering

Computer Engineering

Electrical Engineering

**Scripps Howard School of Journalism and Communications**

Bachelor of Arts

\*Journalism (*formerly Print Journalism and Broadcast Journalism*)\*Strategic Communication (*formerly Public Relations*)**School of Liberal Arts and Education**

Bachelor of Arts

Art (Comprehensive Art, Graphic Design)

\*English &amp; Foreign Languages (English Arts, Creative Writing, Film Studies, English Education 6-12; Spanish)

\*History

Interdisciplinary Studies for Elementary Education [PK-6]

International Studies (International Relations, Latin American and Caribbean Studies)

\*Liberal Studies

\*Music (Music Performance [Instrumental, Organ, Piano, String, Voice, Music Education [PK-12]])

\*Political Science

\*Psychology

\*Sociology (Social Inequality, International Studies, Social Policy)

\*Theatre Arts (Technical Theatre, Theory and Performance)

AROTC

Bachelor of Science

\*Criminal Justice and Criminology

Cyber Security

Health &amp; Physical Education [PK-12]

Kinesiology

Music Recording Technology

Sport Management

\*\* Aquatics

Master of Science

General Psychology (5 Year BA/MS Program)

General Psychology (5 Year BA/MS Program with a Concentration in Marriage and Family Studies)

General Psychology (2 Year Program)

Sports Administration

Master in Teaching

Endorsements in

Biology [6-12]

English [6-12]

Mathematics [6-12]

Music [PK – 12]

**School of Nursing**

Bachelor of Science

Nursing (Traditional Baccalaureate, RN to BS)

**School of Pharmacy**

N/A

Doctor of Pharmacy

Pre-Professional Pharmacy

Professional Pharmacy

## ROTC Programs

N/A	**Naval Military Leadership
Commission - U.S. Army	2nd Lieutenant U.S. Army Reserves
Commission - U.S. Navy	Ensign, U.S. Naval Reserves
Commission - U.S. Navy	Ensign, U.S. Naval Nurse Corps
Commission - U.S. Marine Corps	2nd Lieutenant, U.S. Marine Corps Reserves

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## School of Science

Bachelor of Arts	Communicative Sciences and Disorders
Bachelor of Science	Biochemistry
	*Biology (PreMed, Integrative Biology, Cellular and Molecular Biology, Biology Education [6-12])
	*Chemistry
	*Computer Information Systems
	*Computer Science
	Cyber Security
	*Marine Science
	*Mathematics (Mathematics, Mathematics Education [6-12])
	*Physics
	**Atmospheric and Planetary Sciences

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## Leadership Institute

N/A \*\*Leadership Studies

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## University College

### Continuing Education and Professional Studies

#### Certificate Programs

Entrepreneurship  
Human Resource Management  
Paralegal Studies

#### Degree

Associate of Arts  
Associate of Science  
Bachelor of Arts  
  
Bachelor of Science

#### Major (Emphasis)

General Studies  
Business Management  
General Studies  
Paralegal Studies  
Business Management  
Public Safety Administration (Criminal Justice, Emergency and Disaster Management, Emergency Medical Systems Management, Fire Administration Systems Organization and Management Systems Organization and Management (Human Resource Management)

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## Hampton University Online

#### Certificate Programs

Entrepreneurship  
Human Resource Management  
Paralegal Studies

#### Degree

Associate of Arts

#### Major (Emphasis)

Biblical Studies  
General Studies  
Religious Studies

Associate of Science	Aviation Management (Air Traffic Control) Business Management Flight Education
Bachelor of Arts	General Studies Paralegal Studies Religious Studies
Bachelor of Science	Aviation Management (Airport Administration) Business Management Criminal Justice Systems Organization and Management Systems Organization and Management (Human Resource Management)
Master of Arts	Counseling (General Counseling) Educational Leadership (PK-12, Higher Education)
Master of Science	Information Assurance Program Sport Administration (Business Administration, Intercollegiate Sport, International)
Education Specialist	Counseling
Doctor of Philosophy	Business Administration Counselor Education and Supervision Educational Management (PK-12, Higher Education, STEM, Special Education) Nursing (Family Health, Nurse Educator)

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## College of Virginia Beach

### Degree

Bachelor of Arts  
Bachelor of Science

### Major (Emphasis)

Religious Studies Online  
Criminal Justice  
Hotel and Resort Management  
Nursing (Accelerated BS, LPN to BS, RN to BS)

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## The Graduate College

### Degree

Master of Arts

### Major (Emphasis)

Biology (Biology, Biology/Environmental Science)  
Communicative Sciences and Disorders  
Counseling (College Student Development/Student Affairs, Community Mental Health, Community Mental Health-School, Community Mental Health-Pastoral)  
Educational Leadership1 (PK-12, Higher Education)

Master of Business Administration Business Administration (2yr/5yr)

Master of Health Administration Health Administration [Online]

Master of Science

Applied Mathematics (Statistics & Probability, Computational, Nonlinear Science)  
Atmospheric Science  
Biology (Biology, Biology/Environmental Science)  
Chemistry  
Computer Science  
Information Assurance [online]  
Medical Science  
Nursing (Administration & Education, Family Nurse Practitioner)  
Physics (Medical, Nuclear, and Optical)  
Planetary Science



	Psychology (2yr/5yr) (Marriage and Family Studies-5 yr only) Sport Administration (Business Administration, Intercollegiate Sport, International)
Master in Teaching:	Endorsements in Biology [6-12] English [6-12] Mathematics [6-12] Music [PK-12]
Specialist in Education	Counseling [hybrid online]
Doctor of Nursing Practice	Nursing [online]
Doctor of Philosophy	Atmospheric Science Business Administration [Online] Counselor Education and Supervision [online] Educational Management [Online] Nursing (Family Health, Nurse Educator) [online] Physics (Medical, Nuclear, and Optical) Planetary Science
Doctor of Physical Therapy	Physical Therapy

## Professional Programs

	Degree	Major (Emphasis)
Pharmacy	Doctor of Pharmacy	Pharmacy
Architecture	Master of Architecture	Architecture

\* Students may complete a minor in these areas.

\*\* Students may complete as a minor only, but not as a major.

N/A Degrees cannot be earned in these areas

\*\*\* OFFERED AT THE COLLEGE OF VIRGINIA BEACH THROUGH THE GRADUATE COLLEGE

Online programs are offered through the unit listed above in collaboration with Hampton U Online within University College.

## Summer Session

The Summer Session provides a variety of learning activities for students. The services of the Summer Session are developed and promoted in terms of the needs of the various groups that constitute the Hampton University student body. Therefore, services will vary widely based upon individual and group needs of the following clientele:

- Individuals participating in teacher-in-service activities.
- Individuals studying toward the master's or doctoral degree.
- Individuals participating in special programs, courses and workshops.
- Individuals participating in special music seminars ranging from jazz to church music and from performance to teaching methods.
- Individuals qualifying for elementary and secondary teaching certificates.
- Individuals matriculating for the bachelor's degree and need one or more courses to graduate.
- Regular undergraduate students taking courses to make up deficiencies or accelerate their progress for the bachelor's degree.
- High school graduates wanting to expedite the transition into college or get a head start.
- Individuals studying toward degrees in specialized areas of nursing, communicative sciences and disorders, special education, business, and other disciplines.
- Individuals who are visitors from other colleges and universities.
- Individuals seeking enhancement or academic credit for international experiences.

# Fees and Expenses 2016-2017

In determining the cost of an education at Hampton University, the administration has maintained the large items of expense—tuition, meals, and room—at the lowest possible figures consistent with satisfactory service. In estimating the total cost of a college year at Hampton, the student should not forget to include amounts for books and supplies, personal items, clothing, travel, dental and medical expenses other than clinical and infirmary services provided by the University, and charges for uniforms and equipment, which vary according to curriculum chosen.

The University reserves the right to increase charges for tuition and living expenses if costs of materials and services make it necessary. The statement of expenses varies by campus and/or student level and is provided in the Fees and Expenses section for each College. The tuition rate structure is available at [http://www.hamptonu.edu/administration/businessoffice/tuition\\_fees.htm](http://www.hamptonu.edu/administration/businessoffice/tuition_fees.htm).

## Statement of Expenses for School Year 2016-2017

### Applicable to all Hampton University Undergraduate and Pre-Professional Pharmacy Students (Main Campus Only)

	On-Campus (includes room and meals)	Off-Campus
<b>New Students</b>		
Application Fee (Non-refundable)	\$35.00	\$35.00
Matriculation Fee (Non-refundable)	<u>100.00</u>	<u>100.00</u>
Total for Official Acceptance	<u>\$135.00</u>	<u>\$135.00</u>
<b>All Students</b>		
Tuition (10 to 17 hrs.)	\$21,552.00	\$21,552.00
*Room Charge	5,556.00	-
**Board Charge (Meal Plan-Option 1)	5,128.00	-
Comprehensive Fee	<u>2,440.00</u>	<u>2,440.00</u>
Total Cost for School Year	<u>\$34,676.00</u>	<u>\$23,992.00</u>

\* Additional charge will be made yearly for the following residence halls: DuBois Hall, CEC, Modulares, McGrew Towers, White Hall, Holmes Hall or a single room.

\*\* Cost will vary according to the meal plan chosen.

## Statement of Expenses for School Year 2016-2017

### Applicable to Professional Pharmacy Students

	On-Campus (includes room and meals)	Off-Campus
<b>New Students</b>		
Application Fee (Non-refundable)	\$ 35.00	\$ 35.00
Matriculation Fee (Non-refundable)	<u>100.00</u>	<u>100.00</u>
Total for Official Acceptance	\$ <u>135.00</u>	\$ <u>135.00</u>

### Professional - Lower Level

#### First & Second Professional Year:

Tuition (10-17 hours)	\$27,784.00	\$ 27,784.00
Technology Fee	2,246.00	2,246.00
*Room Charge	5,556.00	-
**Board Charge (Meal Plan-Option 1)	5,128.00	-
Comprehensive Fee	<u>2,440.00</u>	<u>2,440.00</u>
Total Cost for School Year	<u>\$43,154.00</u>	<u>\$32,470.00</u>

### Professional - Upper Level

#### Third & Fourth Professional Year:

Tuition	\$ 30,564.00	\$ 30,564.00
Technology Fee	2,246.00	2,246.00
*Room Charge	5,556.00	-
**Board Charge (Meal Plan-Option 1)	5,128.00	-
Comprehensive Fee	<u>2,440.00</u>	<u>2,440.00</u>
Total Cost for School Year	<u>\$45,934.00</u>	<u>\$35,250.00</u>

\* Additional charge will be made yearly for the following residence halls: DuBois Hall, CEC, Modulares, McGrew Towers, White Hall, Holmes Hall or a single room.

\*\* Cost will vary according to the meal plan chosen.

## Statement of Expenses for School Year 2016-2017 - Hampton University Online

### Undergraduate

Tuition	\$300.00 per semester hour
Technology Fee:	\$50.00 per session
Registration Fee:	\$100.00 per session
Application Fee:	\$50.00
Late Registration Fee:	\$150.00

### Graduate

Tuition	\$695.00 per semester hour
Technology Fee:	\$50.00 per session
Registration Fee:	\$100.00 per session
Application Fee:	\$50.00
Late Registration Fee:	\$150.00

### Other Fees

Transcript Request Fee:	\$10.00
Writing Competency Examination:	\$25.00
Comprehensive Examinations:	\$50.00
Evaluation of Academic Records for	
Transfer Credit Fee:	\$50.00
Credit for Experience Portfolio	
Evaluation Fee:	\$100.00

## Statement of Expenses for School Year 2016-2018 – Graduate College

### New Students

Application Fee (Non-refundable) \$35.00

### Applicable to All Graduate Students – (Main Campus)

Comprehensive Fee: \$25.00  
 Registration Fee: \$10.00  
 Graduate Tuition  
 (Less than 10 Hours)/per hour \$548.00  
 (10 – 17 Hours)/per semester \$10,776.00  
 Graduate Tuition Rate per Hour  
 (In excess of 17 hours) \$360.00  
 Technology Fee \$250.00

### \* Pending Final Approval

## Statement of Expenses for School Year 2016-2018 – College of Virginia Beach

### Applicable to Virginia Beach Campus Students

#### Tuition and Fees (per Semester) In-State Out-of-State Undergraduate

Tuition per credit hour, up to eleven hrs	\$278.00	\$730.00
Tuition (12 to 17 credit hours)	5,826.00	12,688.00
Tuition (Each credit hour above 17)	265.00	593.00
Comprehensive Fee (Undergraduate) per semester hour, up to eleven hours	42.00	42.00
semester (over 11 credit hours)	500.00	500.00
Late Fee	400.00	400.00
Non Pre-Registration Fee	100.00	100.00
Nursing Fee (Per Term)	400.00	400.00

#### Graduate School Year 2015-2016

Tuition per credit hour, up to nine hours	\$400.00	\$921.00
Tuition (12 to 17 credit hours)	7,438.00	15,914.00
Tuition (Each credit hour above 17)	265.00	593.00
Comprehensive Fee (Graduate) per semester hour, up to eleven hours	42.00	42.00
semester (over 11 credit hours)	500.00	500.00
Late Fee	400.00	400.00
Non Pre-Registration Fee	100.00	100.00
Nursing Fee (Per Term)	400.00	400.00

### Payment of Fees:

The total cost for the 2016-2017 school year, and the dates payments are due, are outlined on the website [http://www.hamptonu.edu/administration/businessoffice/tuition\\_fees.htm](http://www.hamptonu.edu/administration/businessoffice/tuition_fees.htm). Students and parents should pay special attention to the description of these items. Please note that the APPLICATION FEE and MATRICULATION FEE are payable only once and are NOT REFUNDABLE. The ADVANCE DEPOSIT is payable annually and is deducted from the total cost for the first semester. In cases where parents, guardians, or students are unable to pay the total amount of fees due at the beginning of each semester, a deferred schedule of payments is available for a nonrefundable application fee of \$50.00 per year. Application for this deferred payment plan must be received by the University on or before July 1, 2016, along with the initial payment. Financial aid cannot be used as the initial payment of the Special Deferred Payment Plan for either semester.

Remittances should be sent by Cashier's Check, Money Order, MasterCard, Visa, Discover or American Express made payable to Hampton University and addressed to the Office of the Treasurer, Hampton University, Hampton, VA 23668. Online Payments may be made by using our website at [www.hamptonu.edu](http://www.hamptonu.edu), click on Current Student and then select Student Account Payment. All payments should be clearly marked as to their purpose and for whose account the money is intended. Money mailed for personal uses, books, supplies, etc. should be made payable to the student and mailed directly to the student. **No personal checks will be accepted.**

Graduate students will pay the following fees: application fee, registration fee and tuition each semester. Graduate students will be required to pay the comprehensive fee and technology fee each semester. The charge for University graduate housing will be payable at the beginning of each month. Resident graduate students may receive their meals in the University cafeteria by purchasing a meal ticket. The University Food Court is open daily, and offers breakfast, lunch and dinner menus.

### Financial Aid:

Students who receive financial aid from the University may deduct one-half of the total aid received from the expenses each semester. All other scholarships, loans and gifts will be applied to the student's account when received by the University.

### Explanation of Fees

#### Application Fee:

The incoming applicant is required to send a \$35.00 **non refundable Application Fee** with his or her application for admission. This fee is a service charge covering clerical and administrative costs of processing the application and is non-refundable. Students who have been previously enrolled are not required to pay this Application Fee. Payment of the Application Fee is not a guarantee of admission.

#### Matriculation Fee:

This \$100.00 non refundable fee is due within 35 days after receipt of *Notice of Admission*. This fee is payable only once by all freshmen, transfer, and any student entering Hampton University for the first time. The Matriculation Fee should be submitted with the payment for the Advance Deposit Fee for New Students.

#### Advance Deposit Fee for New Students:

Prospective students whose applications have been approved will receive a *Notice of Admission*. Within 35 days of receipt of the Notice of Admission, all prospective students must send to the Treasurer's Office a payment of (a) \$425.00 if accepted as an off-campus student or (b) \$500.00 if accepted as an on-campus student. This payment should be submitted together with the \$100 Matriculation Fee. Payment should not be mailed prior to receiving Notice of Admission. Payment of the Advance Deposit does not guarantee the assignment of a room, but it must accompany the application for assignment. Students who change their housing decision from on-campus to off-campus will forfeit \$75.00 of the Advance Deposit.

All continuing students should indicate their intention to live on campus for the next school year by paying the following Advance Deposit Fee: On Campus \$100.00. The Advance Deposit Fee should be sent to the Business Office from February 6 - February 10, 2017. Those students who are chosen in the lottery and who have paid the Advance Deposit Fee of \$100.00 will be assigned a room on a first-come-first-served basis in accordance with the sign-up procedures, as will be published by the Dean of Judicial Affairs and Housing. These students will be required to pay an additional non-refundable fee of \$400.00 by May 31, 2017. The room reservation and assignment will be canceled for those students who do not pay the \$400.00 by May 31, 2017 and the \$100.00 payment will be forfeited. If the fees are paid after June 1, they are refundable only if no room is available.

### **Comprehensive Fee:**

A Comprehensive Fee of \$1,220.00 per semester is required of all regular undergraduate students. This fee supports the Student Center, Health Center, Student Activities, and course laboratories. Please note that this fee does not replace the departmental fee.

### **Technology Fee:**

A Technology Fee of \$125.00 per semester is required for all undergraduate, graduate, Hampton University's University College and Hampton U Online students. This fee supports the wireless internet zones throughout campus.

### **Rooms:**

The cost for on-campus housing for the 2016-2017 school year is \$5,556.00. This charge includes bed linens and blankets. The \$5,556.00 will be billed in two installments of \$2,778.00 each and is due in full prior to the start of the semester. **This fee may vary depending on a student's housing assignment.** The cost for single occupancy will be \$6,556.00 payable in two installments of \$3,278.00 each semester. If a student moves into a room for at least one day during the first month of the semester, the total charge for the room as indicated above must be paid. If a student moves into a room after the first month, the charge for the room will be prorated on a full monthly basis, regardless of the day of occupancy. An additional charge will be made each semester for the following residence halls: **DuBois, \$200.00; Modular Dorms, \$350.00; CEC, \$200.00/\$400.00; McGrew Towers, \$350.00; White, \$350.00; Holmes, \$350.00; Multi- Use Facility, \$450.00; Virginia Cleveland Suite, \$450.00. The charge for a single occupancy room is \$1,000.00.** This charge is not included in the basic tuition fees listed. All on-campus students are required to sign a housing contract with the Dean of Judicial Affairs and Housing.

Residence Halls officially open and close on the dates stated in the University Calendar. Residence fees and meal charges cover only the periods when the residence halls are officially open. Students may not occupy residence halls at times when the halls are closed. During vacation and holiday periods, special housing may be secured by written permission secured in advance from the Dean Judicial Affairs and Housing. Rent will be charged to students for such special housing.

### **Residence Hall Security Deposit:**

At the time of initial enrollment, each student who is assigned a room in a residence hall will be charged a Residence Hall Security Deposit of \$100.00. This fee must be paid by November 1 of each school year. Upon graduation or leaving the college for other reasons, the fee will be returned to the student or applied toward any outstanding balance. During residency the cost of damages will be deducted from the deposit, and the student must pay sufficient amount to bring the deposit up to the level of \$100.

### **Meals:**

Meals will be served cafeteria-style in the University Cafeteria. There are three Meal Options as listed below.

1. The students will be charged \$5,128.00 for 19 meals a weeks. This charge for meals will be billed to each on-campus student on a semester basis of \$2,564.00. With the Option 1 meal plan the student will receive \$150.00 Gourmet Dollars per year; \$75.00 for the Fall 2016 semester, \$75.00 for the Spring 2017 semester.
2. The students will be charged \$5,336.00 for 15 meals a weeks. This charge for meals will be billed to each on-campus student on a semester basis of \$2,668.00. With the Option 2 meal plan the student will receive \$350.00 Gourmet Dollars per year; \$175.00 for the Fall 2016 semester, \$175.00 for the Spring 2017 semester.
3. This plan provides Off-campus students the option of a meal plan. Students will be charged \$2,420.00 for 5 meals a week. This charge for meals will be made on a semester basis of \$1,210.00 for the Fall 2016 semester and \$1,210.00 for Spring 2017. This plan does not come with gourmet dollars.

### **Non-Pre-Registration:**

A \$100.00 Non-Pre-registration Fee will be charged, per semester, to all continuing students who fail to pre-register during the designated dates. Cancellation of schedules is considered as not pre-registering. The Non-Pre-registration Fee must be paid at registration.

### **Late Registration:**

A \$400.00 late registration fee will be charged, per semester, to all students who fail to complete registration on the designated date. The Late Registration Fee must be paid at registration.

### **Tuition:**

Regular undergraduate students taking 10 or more semester hours will be charged the regular tuition fee of \$21,552.00 per year. On a semester basis, \$10,776.00 is due and payable at the beginning of the first semester, and \$10,776.00 is due and payable at the beginning of the second semester. Students entering for the first time in the second semester will pay \$10,776.00 for tuition, which is one-half of the total amount charged for one school year. Students taking courses in excess of 17 semester hours will be charged for the excess hours at the rate of \$360.00 per semester hour. Regular students taking fewer than 10 semester hours will be charged at the rate of \$548.00 per semester hour. The tuition is non-refundable after the deadline set forth in the refund schedule.

**The tuition charge will be based on courses of record for**



**which a student is registered on the last day for adding courses. After this date, there will be no cancellations of tuition charges for students still enrolled.**

### **Grading Administration Fee:**

If the student is not enrolled in a Hampton University course during the current semester, the student must register for the zero credit, one-hour tuition course, CRT 000-01, and pay a fee of \$150.00.

### **Departmental Fee:**

Departmental fees are required in a number of areas, as described in the University Catalog. These fees are payable upon receipt of the bill for such items. Students and parents are advised to read the catalog regarding fees in their specific area.

### **Books and Supplies:**

All students are expected to purchase the textbooks required for the courses in which they are enrolled. Depending upon the courses selected, the expenses for books will vary from \$500.00 to about \$1,000.00 per semester.

### **Uniforms:**

Students enrolled in the Army and Navy ROTC are furnished uniforms on loan by the appropriate military branch. Losses and shortages occurring during the training period will be handled within the guidelines of the appropriate ROTC unit.

Students majoring in physical education and nursing are required to purchase appropriate uniforms. The cost of these uniforms will vary.

### **Special Examination Fee:**

The application fee for the administration of each special examination will be \$10.00. If the examination is taken, an additional fee will be due as follows:

1. If a student is currently enrolled full-time, the total semester hours will be added to the total hours taken during the current semester. Credit hours exceeding 17 will be charged at the rate of \$360.00 per hour.
2. If a student is currently enrolled part-time (taking less than 10 semester hours), the charge will be equal to the number of semester hours of credit times the individual hourly tuition rate.
3. If the student is not currently enrolled, the charge will be a special examination fee of \$548.00 plus the number of semester hours of credit times the individual hourly tuition rate of \$548.00 per hour.

### **Auditor's Fee:**

The privilege of auditing courses will be extended to any student in good standing, with the consent of the Provost and the chairperson of the department concerned. Persons desiring to audit courses are required to register and pay a fee of \$548.00 per course, plus \$10 registration fee.

### **Student Group Insurance:**

All students enrolled in full time course of study leading to a degree are required to provide proof of comparable coverage in order to waive participation in the plan. Students who chose to waive must certify proof of insurance by logging on to: [\[lagherstudent.com/hamptonu\]\(http://lagherstudent.com/hamptonu\) and completing the on line process as instructed no later than September 3, 2016. Students who do not waive electronically by this deadline will be automatically enrolled in, and billed for, the plan. The plan cost is \\$1,048.00 and the charges will be added to their Fall fee account statement. .](http://www.gal-</a></p></div><div data-bbox=)

### **Graduate Group Insurance:**

Graduate students must apply individually for student insurance. Insurance is not automatic, and application does not guarantee approval. Detailed information may be secured by logging on to: [www.gallagherstudent.com/hamptonu](http://www.gallagherstudent.com/hamptonu).

### **Thesis Registration Fee:**

Students who have completed all requirements with the exception of the thesis or thesis-based projects and have previously registered for EDU 681 (Thesis) or a comparable course in the student's major are required to register each semester for EDU 700 (Thesis Continuation) or a comparable course in the student's major until requirements have been completed. The fee is equivalent to one (1) semester hour of tuition.

### **Transcript Fee:**

A charge of \$ 10.00 is applied for each transcript.

### **Graduation Fees:**

The following charges will be made for graduation:

Associate's degree. . . . .	\$50.00
Associate's degree. . . . .	\$50.00
Associate's academic regalia . . . . .	\$53.00
Bachelor's degree . . . . .	\$50.00
Bachelor's academic regalia . . . . .	\$53.00
Master's degree. . . . .	\$50.00
Master's academic regalia . . . . .	\$59.00
Doctoral Degree. . . . .	\$50.00
Doctoral academic regalia. . . . .	\$71.00
Master's Thesis binding. . . . .	\$75.00
Doctoral Dissertation binding . . . . .	\$85.00
Duplicate diploma fee . . . . .	\$75.00

All graduation fees are due one month before the date of graduation.

### **Withdrawals:**

Refund of Tuition, Room and Board Fees: Refund for students withdrawing from the University for any reason will be made in accordance with the scale listed below. The application, matriculation, and the advance deposit fees are *Non-Refundable Fees*.

**NOTE:** The official end of the Add/Drop period is also the last day for any financial adjustments for students not withdrawing from the University. This refund schedule is subject to change due to federal regulations or changes in University policy.

<b>Days</b>	<b>Refund Percentage</b>
1-7 . . . . .	100
8-14 . . . . .	92
15-21 . . . . .	84
22-28 . . . . .	76
29-35 . . . . .	68
36-42 . . . . .	60
43-over . . . . .	0

# Student Financial Aid

The financial aid program at Hampton University is designed to assist students, especially, financially needy and/or academically qualified undergraduate and graduate students in meeting their reasonable educational expenses (tuition and comprehensive fees, room and board, books and supplies, personal expenses and transportation). The Office of Financial Aid and Scholarships makes all possible attempts to assist needy and/or academically qualified students to prepare them to accomplish their educational aspirations and goals. Students and parents (where applicable) are expected to demonstrate, wherever possible, sacrifice of earned resources (i.e., savings from employment) and family contributions for educational development at the University. Eligible students should note that financial aid should be considered as a supplement to the efforts of the family. Visit the website <http://www.hamptonu.edu/student-services/financialaid> for additional, or updated, information.

## Application Process

The Free Application for Federal Student Aid (FAFSA) is the application for financial aid at Hampton University. All students applying for aid must complete the FAFSA and submit it to the Federal Processor. It is recommended that students complete the application online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

## When to Apply

Students should apply after January 1st of each year. Complete and correct applications processed by the federal processor on or before February 15th are given priority consideration. To ensure that you meet the priority filing date, please complete and submit the FAFSA no later than January 31st. To qualify as a priority filer, we must be in receipt of your FAFSA report (via the federal processor), including a valid Expected Family Contribution (EFC), by February 15th. Applications processed after this date will be reviewed and awarded based on the availability of funds. The FAFSA is year specific and most financial aid is awarded for one year at a time. Priority consideration should not be construed as a guarantee of grant-in-aid.

## Eligibility Criteria

The applicant must:

- be a U.S. citizen or eligible non-citizen;
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia or the Republic of Palau);
- be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;
- be enrolled at least half-time to be eligible for Direct Loan fund;
- sign a Statement of Educational Purpose/certification statement on refunds and default.

- be register with Selective Service, if you're a male (you must register between the ages of 18-25);
- maintain satisfactory academic progress;

Signed the certification statement on the Free Application for Federal Student Aid (FAFSA) stating that: you are not in default on a Federal Student Loan and do not owe money on a Federal student grant and you will use the Federal student aid only for educational purposes; and show you're qualified to obtain a college education by having a high school diploma or a recognized equivalent such as a General Educational Development (GED) Certificate; completing a high school education in a homeschool setting approved under state law (or-if state law does not require a homeschooled student to obtain a completion credential-completing a high school education in a homeschooled setting that qualifies as an exemption from compulsory attendance requirements under state law)

- complete and return all requests for verification and/or additional information as requested by the financial aid office.

## Award Process

Each student's file is reviewed and analyzed on an individual basis to determine financial need. Financial need is the difference between the "cost of attending college" and the "expected family contribution (EFC)." Financial aid awards are made on the basis of financial need determined by the Free Application for Federal Student Aid (FAFSA). Undergraduate students who have the greatest demonstrated need, and who meet our priority filing date, are awarded funding from the federal campus-based programs (i.e. SEOG, Perkins and Work-Study) based on availability funds. .

Criteria for awards are established by the federal and state agencies administering the programs. Funds are packaged based on need and the availability of funds as follows: grants first, employment second, and loans third. Students must access their financial awards online.

## Satisfactory Academic Progress Policy

Effective January 1, 1987, federal guidelines for student financial assistance eligibility requires that standards of satisfactory academic progress be equal to or stricter than, the standards required of students who are not receiving financial assistance. Hampton University is required by federal regulations to institute standards of satisfactory academic progress for students receiving Title IV assistance. Hampton University has adopted financial aid standards that differentiate between students receiving assistance and those students not receiving assistance.

## Time Frame

All students receiving Title IV financial assistance are expected to complete their degree-seeking programs within the established time frames listed in the following table.

	Number of Years of Enrollment	Number of Earned Credit Hours Per Semester
<b>Full-Time</b>		
BS, BA degree (4-yr. Program)	5	10
BS, BA degree (5-yr. Program)	6	10
<b>Part-Time</b>		
BS, BA degree (4-yr. Program)	10	5
BS, BA degree (5-yr. Program)	12	5

## Undergraduate Eligibility

A. Requests for financial assistance for the upcoming academic year will be reviewed for satisfactory academic progress at the end of each academic year. Students who attended both semesters of the academic year must meet the following minimum eligibility requirements:

Academic Years Attended	Number of Semesters	Cumulative Grade Point Averages (CGPA)	Minimum Number of Credit Hours
1	2	2.0	20
2	4	2.0	40
3	6	2.0	60
4	8	2.0	80
5	10	2.0	100
6	12	2.0	120

B. Those students who enroll at the mid-point (January) of an academic year or enroll for one semester of a given academic year will be evaluated on the number of semesters enrolled as listed below:

Number of Semesters Completed	Cumulative Grade Point Average	Minimum Number of Credit Hours Earned
1	2.0	10
2	2.0	20
3	2.0	30
4	2.0	40
5	2.0	50
6	2.0	60
7	2.0	70
8	2.0	80
9	2.0	90
10	2.0	100
11	2.0	110
12	2.0	120

**Rationale:** The Hampton University Academic Catalog sets forth degree requirements on a four-year completion basis; approximately 40 percent of students (nationally) require five years for completion. The Office of Student Financial Aid and Scholarships allows six years for completion of a 120 semester hour degree which enables students to take up to 150 hours if carrying a load of 15 hours per semester. Federal guidelines require that a student carry no less than **12 quality credit hours per semester to be considered full-time and that a full-time student must complete 20 credit hours each academic year**; therefore, sat-

isfactory academic progress is based on the assumption that a full-time student must accumulate the minimum of 20 GPA Hours per academic year.

### Note:

- Hours earned by Advanced Placement or CLEP are considered toward meeting the semester hour requirement only for a student's first academic year.
- Full-time (12 hours or more per semester) students will be allowed six academic years in which to complete a degree. Time for less than full-time students will be extended on a pro-rata basis, not to exceed the equivalent of 12 semesters of full-time enrollment.
- Three-quarter time (9 hours per semester) students must earn a minimum of 18 credits to maintain eligibility to receive assistance.
- Half-time (6 hours per semester) students must earn a minimum of 10 credits per academic year to maintain eligibility to receive assistance.

The number of credit hours in which the student is enrolled on the day following the published last day to add/drop a course will be used as the official enrollment status for the purpose of financial assistance awarding; full-time status is 12 or more credit hours. If a student **withdraws** from classes after the date cited above and reduces his or her enrollment below the awarded status (the number of hours recorded as of the add/drop date), the student will not be meeting the minimum number of credit hours to be earned in one academic year. The deficit hours must be made up in the spring, or summer semesters immediately following the deficient term; otherwise, the student may be ineligible for further financial assistance.

**Rationale:** Use of the last day to add/drop as the cut-off date will allow the Office of Financial Aid to standardize the evaluation point in the semester. It will also provide students a definitive answer to the question, "How will my financial aid be affected if I drop a course?" Awards will be adjusted based on the enrollment status at this time.

An **Incomplete (I) grade** indicates that a student has not completed all coursework required for a grade; students are allowed up to one academic year to complete the work. An Incomplete will not count as hours passed until a final grade is determined. Repeat courses will not be counted to determine whether a student has met the satisfactory academic progress requirement for number of semester hours completed. A part-time undergraduate student enrolled in a degree program must maintain the following minimum cumulative grade point average at the END of the cumulative semester hours indicated.

Semester Hours	Grade Point Average
10	2.0
20	2.0
30	2.0
47	2.0
48-up	2.0

A student must achieve a minimum semester grade point average of 2.0 each semester. A student is eligible to continue to work toward an undergraduate four-year degree until he/she has attended twelve (12) semesters as a full-time student (not including summer session) or until he/she has attempted 144 semester hours, whichever comes first. If a student is in a five-year degree program, that student has a maximum of fifteen (15) semesters as a full-time student to complete all degree requirements or may attempt a maximum of 180 semester hours, whichever comes first.

Failure to meet the minimum academic requirements given above makes the student ineligible to receive financial assistance. A student who is suspended for a given semester is not eligible to receive any financial assistance until the student has been reinstated to a satisfactory academic progress level.

**Academically Dismissed Students** who are allowed to return to the University must attend one semester and complete a minimum of 12 credit hours and earn a minimum semester grade point average of 2.0, and must file an appeal for reinstatement to receive federal student aid programs. The financial aid management team will review each appeal and determine eligibility for the terms and conditions for reinstatement.

The student must also complete a minimum of 12 credit hours and earn a minimum cumulative grade point average of 2.0 each semester thereafter, in order to remain eligible for assistance from the federal student aid programs. Students receiving federal student aid cannot exceed six academic years for their undergraduate degree program-irrespective of their start date, to include transfer of credits into the University.

**Note:** Part-time students who have been academically dismissed and are allowed to return to the University, must attend one semester and complete a minimum of six (6) credit hours and earn a minimum semester grade point average of 2.0 before being reinstated to the financial aid programs. The student must also complete all hours attempted and earn a minimum semester grade point average of 2.0 each semester thereafter, in order to remain on the programs.

**Transfer Students** will be evaluated on the enrolled number of semesters, enrollment status and cumulative grade point average while in attendance at Hampton University. The financial aid office will count the total number of transfer credits to be applied toward the student's degree program.

**Returning Students** will be reviewed on previous academic records in order to determine eligibility for federal student assistance.

**Noncredit Remedial Courses** are eligible for Title IV aid, only if the student has been accepted into an eligible program of study. No more than one year's worth of remedial coursework may be counted in determining a student's enrollment status.

## Graduate Eligibility

To be in compliance with the satisfactory academic progress standards, graduate students must meet the following requirements:

- The student must have a cumulative grade point average (GPA) of 3.0 or better.
- The student must complete, with passing grades, at least 80% of the total number of GPA Hours carried for the academic year.
- The student must accumulate the following minimum number of earned hours by the end of the academic year if the student's enrollment status is full-time:

Academic Years Completed	Minimum Number of Graduate Credits Earned
1	18
2	36
3	54

### Note:

- Full-time graduate (9 hours per semester) students will be allowed three (3) academic years to complete a degree.
- Half-time (4 hours per semester) students must earn a minimum of 8 credits per academic year to maintain eligibility to receive assistance. Time for less than full-time graduate students will be extended on a prorata basis not to exceed six (6) semesters of full-time enrollment.
- The number of credit hours in which the student is enrolled on the day following the published last day to add/drop a course will be used as official enrollment for financial assistance purposes; full-time status is nine (9) or more credit hours. If a full-time student withdraws from classes after the date cited above and reduces his/her enrollment below the full-time status, the student will not be meeting the minimum number of credit hours to be earned in one academic year. The deficit hours must be made up in the spring or summer semesters immediately following, or the student will be ineligible for further financial assistance.

An **Incomplete (I) grade** indicates that a student has not completed all coursework required for a grade; students are allowed one academic year to complete the work. Incomplete grades will not count as hours passed until a final grade is determined. Repeat courses will not be counted to determine whether a student has met the satisfactory academic progress requirement for number of semester hours completed.

Graduate assistantships are designed to provide students a modest level of support to assist them with their educational and living expenses while they pursue graduate work. These assistantships at Hampton University are generally reserved for full-time degree seeking students. Under a limited number of circumstances, the Graduate College can approve awards for other categories of graduate students. The Office of Financial Aid is responsible for awarding all types of student financial assistance. The student should contact that office for additional information and eligibility criteria for all financial assistance.



## Assistantships

A limited number of teaching, research, and laboratory or resident hall assistantships as well as fellowships are available to qualified graduate students. Offers of assistantships and fellowships are made contingent upon the applicant's acceptance as a regular graduate student by the Graduate College. All students applying for aid are required to file a Free Application for Federal Student Aid (FAFSA) Application. Awards typically range from \$3,200 to \$15,000 and may include partial or full tuition coverage. Students cannot be obligated for more than 20 hours of work per week (while school is in session) for these assistantships.

The term "Graduate Assistantship" applies to a wide variety of awards that are made to a graduate student in return for the performance of assigned duties and responsibilities. Graduate assistantships may be granted to research assistants, residential assistants, and teaching assistants. This term does not include fellowships or scholarships, that is, those awards that do not require a work-related service on the part of the student. It is important that work responsibilities associated with graduate assistantships do not negatively impact the student's primary responsibilities. These responsibilities should bear a meaningful relationship to the student's course of study.

Some guidelines concerning the awarding of graduate assistantships are presented below:

### Eligibility

Students must complete all Graduate College admission requirements in the time period specified in the current Graduate Catalog or in the acceptance letter. Students must be enrolled in a degree program and in good standing at Hampton University. (3.0 cumulative GPA or higher on 4.0 scale).

In general, students may not hold more than one graduate assistantship at one time. Multiple awards are appropriate if the awards include graduate fellowships that do not require a work obligation on the part of the student. For example, it would be permissible to have one award cover tuition and fees and another provide stipend support.

Graduate students must satisfactorily perform the duties assigned by their supervisors. Students cannot be paid for completing work associated with courses for which they receive academic credit. In cases where they are paid to work on projects related to academic requirements, the work responsibilities must reflect time and effort beyond that required for credit.

### Duties

The graduate assistant will perform (in some cases) research and related duties assigned by his or her supervisor. Graduate assistantships require an average of 20 hours of work per week. Students cannot be paid for more than 20 hours per week.

## Appointment

All awards (if applicable) to graduate students must be approved by the Dean of the School and/or College and the Director of Financial Aid.

Required forms at present include the Student Aid Form (from the Office of Grants Management), and the Employment Eligibility Verification (I-9), a federal form that must be completed annually by the student and can be obtained from the Financial Aid Office, and monthly time sheets (the first one is generated by the Financial Aid Office and subsequent ones by the payroll department). Changes in conditions of employment must be cleared through the Financial Aid Office.

## Reappointment

Reappointment to a graduate assistantship is subject to the availability of funds as well as to the student's acceptable work performance and maintenance of the academic standards of Hampton University. The duration of the assistantship should not exceed the usual length of time needed to complete the degree program.

## Payment

Graduate assistants are paid once each month (generally the 15th of the month following the time period worked) through the payroll department after time-sheets are completed, signed (by both student and supervisor/principal investigator) and submitted in a timely manner. In some cases, graduate assistants may be eligible for remission of tuition (80%) for the first 9 credit hours only.

## Professional Students' Eligibility

To be in compliance with the Satisfactory Academic Progress standards, Professional Students must meet the following requirements:

- A. The student must maintain a cumulative grade point average (GPA) of 2.0 or better throughout the program.
- B. The student should complete no less than twelve (12) quality credit hours per semester and must earn no less than 24 quality credit hours per academic year.

## Time Frame

A professional student will have up to 6 years or 12 semesters to complete the academic requirements.

**Note:** Some students may not be eligible for financial aid due to the maximum aggregate loan limits established by the Federal government, \$138,500 as a graduate or professional student (only \$ 65,500 of this amount may be in subsidized loans). The graduate debt limit includes any Stafford Loans received for undergraduate study.

## Summer School

Satisfactory academic progress for summer school will be based on the number of semesters completed, number of hours completed and the cumulative grade point average on record at the time the student's file is reviewed. To apply for summer financial assistance, a separate financial aid application must be completed in the Financial Aid Office on April 1.

## **Mitigating Circumstances**

Waivers for satisfactory academic progress will be given only to those students who have suffered undue hardships such as death of an immediate family member or illness; poor academic performance, alone, does not necessarily constitute a mitigating circumstance. If the student has undergone undue hardship because of the death of a relative of the student, an injury or illness of the student, or other unusual circumstances as determined by the Financial Aid Administrator, the student is required to provide documentation to support the reason(s) for the waiver request.

## **Appeal Process**

Students may appeal if (1) there is an error in the student's current grades or (2) there is a change in the student's G.P.A. due to enrollment in another period (ex., summer school, first semester).

### **Steps in the Appeal Process:**

1. Students must first request an appeal in writing to the Financial Aid Office.
2. Students must submit all necessary documents (grade change, latest grade report, justification statement) to the Financial Aid Office.
3. The student's request for appeal will be reviewed within two weeks of receiving the request and all necessary documents (appeals will not be reviewed during periods of registration).
4. Students will be notified of the decision regarding reinstatement or continued denial of financial aid, typically, within 10 business days.

5. If the student is determined eligible for reinstatement of financial aid, he/she will be considered for aid available at the time of reinstatement.

6. Academic progress is defined as course work completed during the academic year, i.e., fall/spring only.

## **All Students**

Students should consult his or her Financial Aid Counselor for information about Scholarships and federal and private educational loan programs.

## **Tuition Assistance Grant Program (TAG)**

The State Council of Higher Education administers the Tuition Assistance Grant Program for Virginia. To be eligible for an award under this program, students must be full time and meet Virginia residency requirements. Students who receive TAG awards at other Schools will be factored in his/her remaining eligibility to receive TAG at Hampton University. Other conditions may also apply. For Graduate students, the TAG program is available to select majors only.

## **Other**

Other sources of financial aid support may be available to graduate students through schools or departments in specific disciplines at Hampton University. All students are strongly encouraged to utilize the financial aid resources and scholarship links available on the financial aid office website.

# General Academic Policies and Regulations

The graduation requirements of the University, which must be met for completion of a degree program, are those published in the Academic Catalog in force at the time of the student's admission to the University through one of the Colleges. Information concerning registration, grading, class attendance, grievances, academic probation and dismissal, and other matters of University-wide applicability can be found on the following pages. Program requirements specific to an undergraduate, graduate or professional program of study are provided in that program's description within the applicable school and college.

## Registration for Classes

All students at the University must be properly admitted in order to register for classes. Certain students of the Graduate College and the University College at Hampton University may take courses in the Undergraduate College if special permission is granted and the student pays all applicable tuition and fees. Registration has no official standing until fully validated.

Program planning is the responsibility of the individual student. Each regular degree-seeking student, whether part-time or full-time, has a faculty advisor assigned to assist him or her in planning a program and sequence of courses. This Catalog lists the courses required in each program and shows typical sequences of the courses for meeting the requirements for the various degrees and major programs of study. Each academic department prepares materials to assist students in program planning and keeping requirements of the major field of study up to date and coordinated with current professional certification, licensing, and other requirements. Each student should review his or her own personal plan before each early registration period and be prepared for the preregistration conference with his or her academic advisor.

Early registration is conducted in mid-semester for the following semester. It is to each student's advantage to preregister for classes and make early financial arrangements. The student meets with his or her advisor as scheduled, and completes all preregistration forms for courses in the advisor's office or major department. Billing shortly follows, and all early registration for the next semester can be completed before the end of the current semester. The student who registers early and pays early has priority in most classes, avoids a portion of the registration fee, and can return for the semester with minimal check-in processing.

## Changes in Registration

After an initial registration for a group of courses is fully validated, a student may make adjustments in courses or sections, if approved by the faculty advisor or major department chairperson, using HUNet (online registration.) The change, if allowable, and if done before the published deadline, will be recorded in the student's computer-based record. It is the student's responsibility to correct any "errors"/misinterpretations before leaving HUNet. A course change made personally by the student in this manner,

or through his or her dean's problem terminal, is recorded in the system, and the student should print a copy of his/her schedule as a personal record of transactions completed. The University recognizes that any change made is binding upon the student. Should the student experience problems or need special help, each school has a help area for assistance.

The period in which courses may be added or dropped and grading status changed, ends approximately one week after the start of classes for each semester. The Official Academic Calendar contains the current dates. No schedule changes may be made after this period ends. All approved changes must be entered by the student using HUNet during the Add/Drop period. Any exception to the deadline will require a course request form signed by the advisor, chair, dean and provost and then the completed form is submitted to the Registrar for processing.

The period in which a student may withdraw from a course with a grade of WP (Withdrew Passing) or WF (Withdrew Failing) ends shortly after the mid-semester evaluation period. The Official Academic Calendar contains the current dates. No courses may be withdrawn after this period ends. The vehicle for this application to the Registrar is the completed course withdrawal form.

After the end of the course withdrawal period through the last day of classes (i.e., *before* the final examination period), a student can only withdraw completely from the University (i.e., from all courses). Each course will still receive a grade of WP (Withdrew Passing) or WF (Withdrew Failing). The vehicle for this application to the Registrar is the completed Petition for Separation Form.

Changing grade status (e.g., to and from S/U, Audit, regular grading) requires the student to complete a Course Request Form to eliminate the original registration and to "ADD" the new registration for the course(s). Changing S/U grade status is not permitted after the "ADD" period ends.

Auditing a course must be elected, approved, and fully processed before the end of the Audit period. The auditing student pays one-hour tuition for the course.

A graduating senior who lacks no more than six (6) semester hours of course work to complete the bachelor's degree, may request approval from the Graduate College to register for up to six (6) semester hours graduate credit from the 500 level courses while still enrolled in the Undergraduate College. The courses must not be required courses in the student's undergraduate program. The request must also be approved by the chairperson of the major department, and the Dean of the Graduate College. Grades made in these graduate courses must be "B" or better to be applied to a graduate degree program. Under no circumstances will an undergraduate student be allowed to register for graduate-only (600 and 700) level courses.

## Grades and Grade Reports

A grade report is sent at the end of each semester to each student. Mid-term evaluations are sent to the student at mid-semester. The mid-term evaluations are not recorded on the student's permanent record. The student's local address of record is used for all reporting and other communication during the semester, and the student's permanent address of record is used at semester's end and other times.

### The Grading System Effective Fall 1994

Letter Grade	Numerical Grade	Quality Points
A +	98 - 100	4.1
A	94 - 97	4.0
A-	90 - 93	3.7
B +	88 - 89	3.3
B	84 - 87	3.0
B-	80 - 83	2.7
C +	78 - 79	2.3
C	74 - 77	2.0
C-	70 - 73	1.7
D +	68 - 69	1.3
D	64 - 67	1.0
D-	60 - 63	0.7
F	Below 60	0.0

AU Audited work. Not computed in, and not applicable to, cumulative grade point average (GPA).

I Incomplete work. Not computed in and not applicable to cumulative grade point average (GPA) but converts to "F" if work not completed within a year for undergraduate students and to a "Z" after one semester for graduate students. The student does not need to be enrolled to remove an "I" grade. A grade of "I" indicates that the student has maintained a passing average, but for reasons beyond his or her control, some specific item such as an examination, a report, a notebook, or an experiment has not been completed. The student holding a grade of "I" is responsible for taking the initiative in arranging with the instructor for changing the grade.

IP Students separating from the University because of mobilization in the Armed Forces will receive grades of "IP" ("In Progress") and will have up to three years from the date "IP" grades were issued to remove the "IP" grades. During that three-year period, the students will not be charged tuition for attending courses in which "IP" grades were awarded.

S Satisfactory at the "C" or higher grade for undergraduate courses, or "B" or higher for graduate courses. Not computed in the cumulative GPA, grade point average.

U Unsatisfactory below the "C" level (i.e., C-, D+, D, D-, F) for undergraduate courses or "B" level for graduate courses. Not computed in the cumulative GPA grade point average.

WP Withdrew Passing - Not counted in cumulative average.

WF Withdrew Failing - Not counted in cumulative average.

Z Blank/No grade submitted.

## Grade Appeals

If a student suspects that a final course grade was unfairly or inaccurately awarded, then the grade appeal process must be completed. The student will have 10 days from the first day of classes of the next semester to complete the grade appeal process, beginning with the instructor of the course. If the concern about the grade in question is not resolved with the instructor, the student may file a written appeal with higher levels of authority, i.e., the department chairperson, the school/college dean, and finally, the Office of the Provost.

Grade changes require the use of a grade change form. The instructor must complete the grade change form, obtain all necessary signatures and submit the approved form to the Registrar's Office for processing.

## Repetition of Courses

All courses taken and grades for them will appear on the student's record. A student may not elect the Satisfactory/Unsatisfactory basis for a repeated course. All undergraduate courses that are repeated with earned grades of "C" or higher, will have all of these grades calculated in the cumulative grade point average. However, a course may be counted only once toward the degree, regardless of when it was taken. Effective Fall 2006 and beyond in which a final grade of "C-" through "F" has been earned. All grades remain on the permanent record with an indication that the course has been repeated on both the original and the most recent grade. However, only the most recent grade. However, only the most recent grade will be calculated in the cumulative GPA for those courses that a student repeated due to a previous grade of C- through F. This policy is applicable only to course taken at Hampton University.

Graduate students will have all grades earned calculated in the cumulative grade point average.

For undergraduate students, English 101 and 102, Communication 103, and all required major courses must be passed with a grade of "C" (2.0) or better. A Grade of "C-" or below in these courses will require repeated enrollment until the required minimum grade has been attained for each such course. Each major degree program may impose a minimum grade requirement upon other courses as specified in the program description in this Catalog.

## Auditing a Course

A student may audit a course, with the approval of his or her academic advisor, if class size permits. The auditing fee is the same as the normal registration fee for one credit hour. Auditing students are required to attend class regularly as specified by the instructor, but may not take the examinations. A student may choose to audit a course or change from credit to audit up through 30 days after the first day of classes.



## Satisfactory/Unsatisfactory (S/U) Option

Any course, except those specified by the college or the student's major department, may be taken under the Satisfactory/Unsatisfactory (S/U) grading system. Satisfactory means that the undergraduate student has achieved at the "C" or higher academic level and the graduate student has achieved at the "B" or higher academic level. Unsatisfactory means that the undergraduate student has achieved below the "C" level (i.e., C-, D+, D, D-, F) or below "B" level for a graduate student. A student cannot take more than two courses on the S/U basis per semester and cannot take more than 18 semester hours of S/U credit to be applied to degree requirements. School Deans or departments may set lower limits for their undergraduate students. The master's or doctoral comprehensive course and the dissertation defense course are the only S/U credit courses that count toward degree requirements for graduate students. The credit hours for graduate courses taken on an S/U basis are not counted toward degree requirements. Students should also be aware that most employers and graduate schools do not favorably consider applicants who excessively use the nontraditional grading options. Departments may offer entry level, developmental courses on an S/U basis. The S/U basis may not be used for a repeated course or any lecture course in the major discipline.

## Withdrew Passing/Withdrew Failing (WP/WF)

A student who withdraws from a course after the established deadline for dropping a course and before the deadline to withdraw from a course will receive a Withdrew Passing (WP), or Withdrew Failing (WF), grade that reflects the student's academic performance as of the effective date of withdrawal. Students who officially separate from the University will receive "WP" or "WF" grades for all courses for that semester or term. The WP/WF grades carry no quality points and do not contribute to the student's grade point average.

## Calculation of Grade Point Average

The Grade Point Average (GPA) is computed by dividing the total number of grade points earned (also called quality points, QPTS) by the total number of academic GPA Hours (GPAHRS). All courses recorded on the student's undergraduate transcript with a final grade ranging from "A+" through "F" generate quality points that are included in the total number of quality points. The grade point average for graduate students is determined by grades in graduate courses only. The number of quality points from each course is the product of the credit hours attempted times the quality point value for the grade as listed in the table "The Grading System." The credit hours attempted for these courses are included in the total number of GPA Hours. Courses with no grades (e.g., transfer credit, credit by examination or advanced placement credit) and those with other grades (AU, I, IP, S, U, WF, WP and Z) are excluded from the grade point average. For example, the grades in the table below produce a grade point average of 2.208 obtained from 26.5 Total Quality Points divided by 12.0 Total GPA Hours.

## Sample Grade Point Average Calculation

Course	Credit Hours (CrHr)	Final Letter Grade	Earned Hours (EHrs)	GPA Hours (GPAHrs)	Quality Points (QPts)	Grade Point Average
BIO 101	3.0	F	0.0	3.0	0.0	-
ENG 101	3.0	C+	3.0	3.0	6.9	-
HEA 200	2.0	B+	2.0	2.0	6.6	-
HIS 106	3.0	B	3.0	3.0	9.0	-
MAT 151	4.0	S	4.0	N/A	N/A	-
UNV 101	1.0	A	1.0	1.0	4.0	-
Totals	16.0	-	13.0	12.0	26.5	2.208

## Examinations and Other Graded Work

Each course has periodic examinations and a final examination or evaluation. Final examination times are announced at least two weeks in advance of the first scheduled final examination. Students are required to take all of their final examinations at times scheduled. The University does not authorize re-examination, nor will changes in final examination times be permitted unless the student has an examination conflict or has four or more examinations scheduled in one calendar day.

Absence from examinations should be discussed with the instructor before the examination so that the instructor can determine if there is sufficient reason to excuse the student or re-schedule the examination for the student.

Absence from the final examination or otherwise not completing course assignments within the scheduled time of the course is generally not excusable. Only debilitating illnesses or other emergencies are considered reasonable causes for being excused from final examinations and not completing course assignments as scheduled. If the final examination or other assignments are postponed with the consent of the instructor, an "I" is recorded on the student's record to show the course work is "Incomplete." If the work/examination is not completed within one calendar year, the "I" automatically becomes an "F."

Postponed examination and other assignments: A deferred examination is provided by the instructor for a student who has been excused by the instructor from taking an examination or completing other course work at the scheduled time. The student must arrange with his or her instructor to take the missed examination or complete the missing assignment as soon as possible. Except under very extraordinary conditions, the student is not permitted to postpone the taking of a deferred examination beyond the second occasion provided by the instructor.

## Class Attendance Requirements

Faculty members should establish attendance requirements in each of their courses. Instructors are responsible for clearly informing the students in the course syllabus at the beginning of the semester of the attendance requirements and the consequences of poor attendance.

## Additional Regulations:

1. Absence from class does not relieve any student of the responsibility for completing all class assignments. Instructors are not obligated to provide make-up work for students who have missed classes unless the student is able to render a satisfactory explanation for his or her absence. The student shall be responsible for arranging make-up work with the instructor, who shall be the sole judge of the satisfactory completion of the work.
2. Students may not be allowed to make up or complete work, which is missed as a result of suspension or dismissal from the University. Suspension or dismissal before the end of the semester involves the loss of academic credit for the entire semester.

## Tardiness Policy:

Classes are scheduled to provide students with 10-15 minutes for transition to their next class, depending upon the day of the week. Specifically, classes scheduled for Monday, Wednesday or Friday end 10 minutes before the hours (e.g., 9-10:50), giving students 10 minutes to transition to their next class; classes scheduled for Tuesday or Thursday end 15 minutes after or 15 minutes before the hour (e.g., 9-10:15 or 10:30-11:45), giving student 15 minutes to transition to their next class. Students will be given an additional five minutes to arrive for class without penalty, e.g. 9:05 or 10:35. Students who enter class after the five minute period will be governed by the tardiness policy stated on the course syllabus. Instructors are expected to end their classes promptly at the announced time.

## Class Absences:

1. As a general rule, students will be responsible for resolving class absences directly with the instructor. It will be the instructor's responsibility to excuse or not excuse an absence as he or she so judges in accordance with the explanation rendered by the student.
2. Any student who is ill should notify his or her instructors that he or she will not be attending classes because of illness.
3. It is the responsibility of a student planning a prearranged absence for personal or school purposes to notify his or her instructors at least 24 hours prior to the absence. Absences for school purposes may be verified by the staff or faculty member directly involved with the activity.
4. A student having to be absent because of a death or serious illness or for an extended period of time should inform his or her residence hall director and the appropriate office of either the Dean of Men or Women. The respective Dean's office will, in turn, notify the student's instructors that it received notice of the absence and will issue a verification by letter, e-mail or Verification slip.
5. Instructor absence:
  - a) An instructor who, for any cause, is unable to meet his or her class will make arrangements for a substitute to carry on the work or for the students themselves to carry on the class activities.

- b) If no such arrangements have been made, the students may assume, after the first ten minutes of the class period, that the class will not be held. Supplementary rules on attendance not inconsistent with these general rules may be adopted by the academic departments of the University. The Provost has the authority to dismiss or expel any student who fails to meet scholarship requirements or to abide by academic regulations.

## Grievance Procedure for Hampton University Students

**Step One** START AT THE SOURCE OF THE PROBLEM.

- A) Schedule a conference with the instructor of the course.
- B) Be prepared to discuss issues of concern clearly. Do not speculate.
- C) Proceed to the next level of authority if the problem or concern is not resolved.

**Step Two** SCHEDULE A CONFERENCE WITH ACADEMIC ADVISOR.

Repeat steps B and C as stated in Step One.

**Step Three** SCHEDULE A CONFERENCE WITH THE ADMINISTRATIVE HEAD OF THE DEPARTMENT OR ACADEMIC UNIT.

Repeat steps B and C as stated in Step One.

**Step Four** SCHEDULE A CONFERENCE WITH DEAN OF THE SCHOOL.

Repeat steps B and C as stated in Step One.

**Step Five** SCHEDULE A MEETING WITH GRIEVANCE COUNCIL OF THE SCHOOL.

Repeat steps B and C as stated in Step One.

**Step Six** SCHEDULE A CONFERENCE WITH THE PROVOST OR DESIGNEE.

*NOTE: If steps one through five have been omitted, the Provost will refer the case back to the step that was omitted.*

*Hampton University has policies which have been established to resolve student problems and issues in a fair and impartial manner. Our most important business is to help students learn while maintaining high academic and ethical standards.*

*It is recommended that each learner "follows the counsel of those wise faculty members who have dedicated their lives to meeting the needs of students who are willing to take responsibility for their own education."*

## Separation from the University

Leaving the University for any reason is separation from the University and is categorized as:

### Official Withdrawal

As defined by the University, “withdrawal” means that the student ceases to attend all classes and is no longer considered enrolled in the University. Leave of absence is included within official withdrawal. Official withdrawal follows from the student informing the appropriate Dean of Men/Women of intent to withdraw and completing the University Separation form. A student who withdraws before the end of the course drop period will have his or her entire semester registration record removed from the permanent record. Withdrawing after the end of the drop period – but before 4:00 p.m. on the last day of classes -- causes “WP” or “WF” entries for each course of the student’s current enrollment. Withdrawing after the last day of classes results in grades as earned for the term being recorded in the permanent record.

### Academic Dismissal

Dismissal for Academic Deficiencies results when a student does not meet the minimum academic standard. A minimum cumulative grade point average of 2.000 is the standard for all undergraduate students, but there is a sliding scale standard rising to 2.000 at 63 semester hours attempted. The purpose of the rising sliding scale standard is to allow time for the insufficiently prepared student to make up deficiencies in academic preparation for college work. Students who maintain a cumulative grade point average at or just above 2.000 place themselves in jeopardy of being dismissed without any other warning any time their semester average drops below 2.000. Students cannot take online courses at Hampton University or any other institution.

### Social Dismissal

Dismissal for not meeting generally accepted social standards and levels of decorum may occur at any time a student violates his or her trust in these matters. The University reserves the right to separate any student from the University for nonpayment of accrued charges, for ill health, or for disciplinary reasons.

### Unofficial Withdrawal

Unofficial withdrawal results when a student who is matriculated for a degree and is in good standing does not enroll in a consecutive semester (excludes summer school). If an undergraduate student leaves during a term without notifying the Dean of Men or Dean of Women and does not file a separation form or submit a letter requesting to be withdrawn he or she is considered officially enrolled. A student who withdraws unofficially has not established an official date of separation and consequently cannot be given a pro-rated refund for which he or she otherwise may be eligible. An unofficial withdrawal may also obligate the student to repay loans more quickly or in higher amounts than expected.

Readmission to the Undergraduate College after separation, for whatever reason (including all types outlined above) requires a current formal application for admission to Hampton University. Admission procedures are enumerated in this catalog’s section on admission.

## Taking Courses at Another Institution

Hampton University students may be permitted to earn credit for courses taken at another accredited institution of higher education. Concurrent registration at one of the institutions in the Tidewater Consortium of Higher Education affords the student with academic credit and quality points for courses passed and impacts the student’s grade point average at Hampton University. Approved transfer credit from another accredited institution of higher education affords the student with academic credit only.

### Concurrent Registration

The Tidewater Consortium of Higher Education affords students the opportunity to take enrichment courses, not taught at the home school, at another member institution. Certain restrictions and regulations of the Consortium, the host schools, and Hampton University apply. This opportunity is open to full-time undergraduate students with a cumulative grade point average of 2.000 or better and is designed to make available a wider variety of upper-division, elective courses. Graduate students require a minimum grade point average of 3.000, or better, and special permission from the Dean of the Graduate College.

### Transfer Credit

A student may elect to take a course at any accredited institution of higher education. To protect the student and to ensure that the student is able to have the course and its credit, ***not quality points***, transferred back to his or her program at Hampton University, the student must secure permission from his or her academic advisor, department chairperson, and school dean before the end of the Hampton semester prior to taking the course(s) at the other school. Standard forms and instructions may be obtained in each department. Transfer credit can only be posted to the student’s record if the student is currently registered when the transaction is received in the Registrar’s Office. The student is responsible for having an official transcript mailed to the Registrar’s Office when the work has been completed. Credit hours will be awarded for approved courses carrying a letter grade of “C-”, or better for undergraduate courses and a “B”, or better for graduate courses. No credit will be awarded undergraduate students for courses with grades of less than “C-”. The appropriately approved, posted transaction will appear on the student’s record when the current term is completed. ***No online courses from another institution will be accepted as transfer credit for students matriculating in the Undergraduate College.***

The cumulative grade point average of each student will be calculated on work (courses) taken at Hampton University excluding the transferring of quality points between the College of Virginia Beach, University College, and Hampton. All credits earned at other institutions, including those earned by students seeking re-entry to the University, as well as those with approved permission to take courses at another institution, will be treated/classified as transfer credits. They may be used to reduce the number of hours required for graduation. However, they will not be used in calculating the cumulative grade point average.

## Good Academic Standing

Students whose cumulative averages are equal to or greater than the average for their tenure and who have met their financial obligations, and whose conduct is in keeping with the standards of membership in the university will be considered in good academic standing. Students in good academic standing are entitled to continue registration and class attendance and are eligible to apply for a degree upon completion of the necessary requirements. They are entitled to all the privileges of membership in the university, including residence, class attendance, examinations, participation in student activities (except as set forth below) and use of facilities under the regulations of the university. They are entitled to receive regular reports of their progress, to have transcripts and other official documents issued upon request, and to use the placement and other student services of the university. Any student on academic probation may be retained in accordance with the university's regulations. An undergraduate student placed on probationary status is allowed to retain status as a student with the following provisions:

1. The student may not register for more than thirteen hours per semester. Exceptions to this rule must be approved by the Provost.
2. The student may not participate in extracurricular activities, which are not class-related; and the student may not travel in the name of the university or at university expense. Exceptions to this rule must be approved by the Vice President for Student Affairs or the Provost.

## Satisfactory Progress

Any undergraduate student enrolled as a regular degree student who maintains the cumulative average required by regulations and is enrolled in at least twelve (12) semester hours of course work each semester shall be considered to be maintaining satisfactory progress toward a degree. As an exception, a student's cumulative grade-point average may fall below 2.00, but not less than the minimum set forth below for the number of Grade Point Average hours attempted during which time he or she shall be placed on academic probation. The probationary student is subject to dismissal if the student fails to achieve the required minimum cumulative grade-point average in the following semester. Any graduate student enrolled as a regular degree student who maintains at least a 3.00 cumulative GPA and is enrolled in at least nine (9) semester hours of course work each semester shall be considered to be maintaining satisfactory progress toward a degree.

Any graduate student enrolled as a regular degree student who maintains at least a 3.00 cumulative GPA and is enrolled in at least nine (9) semester hours of course work each semester shall be considered to be maintaining satisfactory progress toward a degree.

## Regulations for Probation and Academic Dismissal of Undergraduate Students

- A student who does not pass any courses at the end of any semester is subject to dismissal from the university.
- A student who has a cumulative grade point average below 1.0 after 9 GPA Hours will be subject to dismissal from the university.
- A student who has a cumulative grade point average below 1.5 after 18 GPA Hours is subject to dismissal from the university.
- A student who has a cumulative grade point average below 1.6 after 27 GPA Hours is subject to dismissal from the university.
- A student who has a cumulative grade point average below 1.7 after 36 GPA Hours is subject to dismissal from the university.
- A student who has a cumulative grade point average of less than 1.8 after 45 or more GPA Hours is subject to dismissal.
- A student who has a cumulative grade point average of less than 1.9 after 54 or more GPA Hours is subject to dismissal.
- A student who has a cumulative grade point average of less than 2.0 after 63 or more GPA Hours is subject to dismissal.
- If the major department chairperson, the school dean of the major area, and the Provost approve, a student with a cumulative grade point average between 1.95 and 1.999 after 63 or more GPA hours may be given special permission to enroll for one additional semester in order to achieve the required 2.0 cumulative grade point average. A student with a GPA between 1.95 and 1.999 who has been dismissed for the second time may be given special permission to enroll during the summer term as a provisional student and must earn a GPA of 3.0 in non-repeat academic courses. Concurrence must be obtained from department chair and school dean.
- Academically deficient students will generally only be dismissed at the end of the spring semester.
- A student with less than a 2.0 cumulative grade point average is placed on academic probation.
- A student on academic probation must take a reduced class load not to exceed 13 semester hours.
- A student who has been dismissed for academic deficiencies may apply for readmission upon obtaining and presenting evidence of increased academic maturity. Academic courses taken at another institution to be presented as evidence of increased academic maturity should not be those previously attempted at Hampton University. Further, these courses should involve the use of computational and verbal skills.
- University regulations governing dismissal and academic probation are summarized in the table below.



## Academic Probation and Dismissal

Level of Enrollment (by credits earned)	Cumulative GPA for Dismissal	Cumulative GPA for Academic Probation for Those Students Not Dismissed
1 Semester	0.000	Below 2.0
9 to 17	Below 1.0	Below 2.0
18 to 26	Below 1.5	Below 2.0
27 to 35	Below 1.6	Below 2.0
36 to 44	Below 1.7	Below 2.0
45 to 53	Below 1.8	Below 2.0
54 to 62	Below 1.9	Below 2.0
63 or more	Below 2.0	Below 2.0

In cases where a student has been dismissed, the student may appeal suspected errors in grade point average computation to the Registrar, and circumstances of illness with a physician's certification to the Provost. A student has 10 days from the date of the letter announcing his or her dismissal to appeal his or her dismissal. A student dismissed for academic reasons will normally not be readmitted within six months of the dismissal nor be readmitted until he or she can demonstrate a high level of academic achievement and maturity.

### Regulations for Probation and Academic Dismissal of Graduate Students

1. The minimum standard for graduate work leading to a master's degree is a 3.0 grade point average.
2. A student whose overall grade point average falls below 3.0 at the end of any term will be placed on academic probation and must raise this average to 3.0 by the time he or she completes nine (9) additional hours. A student who fails to comply with this requirement will be subject to dismissal from the degree program or from the Graduate College by the Graduate Council based on the recommendation of the department chair or the Dean of the Graduate College.
3. Grades below "C" carry no credit. However, such grades will be used in computing the overall grade point average. An earned grade below "C" in any course requires that the course be repeated.
4. An accumulation of no more than eight (8) hours of grades below "B" may be counted toward degree requirements.
5. The University reserves the right to terminate the registration of any student whose record falls below the standard acceptable to Hampton University. The department, with the concurrence of the Graduate Dean, can recommend to the Graduate Council that a student be withdrawn from the degree program for unsatisfactory performance.

### Continuance as an Undergraduate student - Minimum Standards for Continuance

Through an instructional program supplemented by faculty advising and counseling as necessary and as requested by the student, the University gives the student every encouragement to achieve academic excellence. The University expects the undergraduate student to make reasonable academic progress.

The minimum acceptable standard is to achieve and maintain a cumulative grade point average of 2.000 ("C" level) or better across all courses taken for credit. However, to assist students who are insufficiently prepared academically to achieve at the level of 2.000 cumulative grade point average on first entering, the University allows continuance on probation at less than 2.000 cumulative grade point average according to the following scale. A student who does not pass any courses at the end of his or her first semester will normally be dismissed from the University, as will the student who does not meet the level of achievement listed below (and printed in the table above).

Semester Hours Attempted	Cumulative GPA
9 to 17	1.0
18 to 26	1.5
27 to 35	1.6
36 to 44	1.7
45 to 53	1.8
54 to 62	1.9
63 or more	2.0

### Academic Probation

Any undergraduate student who falls below a cumulative grade point average of 2.000 and is not dismissed for academic deficiency is placed on academic probation by the Provost of the University. A student on academic probation is limited to a 13 semester-hour load each semester while on probation and may not participate in extramural activities unless the activity is class related. A student may be dismissed for academic deficiency without ever having been on probation or without any other warning than a cumulative grade point average near or below 2.000.

### Academic Dismissal

A regular student matriculating for a degree is dismissed for academic deficiency, with or without a period of probation or a period of warning, by the University Provost when the student's cumulative grade point average falls below the level required for the number of GPA Hours attempted, as shown above under minimum standards for continuance. Hampton University normally dismisses academically deficient students at the end of the spring semester; however, a student may be dismissed at the end of the previous fall and summer session for poor performance in its major program of study.

### Appealing a Dismissal for Academic Deficiency

There is no appeal of a dismissal for academic deficiency if the student's cumulative grade point average is below the minimum standards for continuance unless the student suspects an error in calculation of his or her grade point average, or the student has had a recent medical or other emergency that has prevented satisfactory completion of a course or courses in the most recent semester of the Undergraduate College. An appeal based upon suspected miscalculation of one's GPA is addressed to the University Registrar.



## Academic Warning

An academic warning notice is sent to an undergraduate student if his or her **semester** grade point average is below 2.000, but his or her cumulative grade point average is 2.000 or higher. **A student may be placed on probation or be dismissed without any other warning than a grade point average near or below 2.000.**

## Credit by Examination

A student may request credit by examination for the purpose of validating knowledge of the material presented in a course. Prior to processing the request, the "Application for Credit by Examination" form must be approved by the chairperson of the student's department, the chairperson of the department offering the examination, and the appropriate deans. Approval by the Provost is required prior to fee payment. A copy of the completed examination must be filed with the appropriate dean. **Credit by examination shall not be attempted for a course previously taken or failed by the student.**

No student will be allowed over two examinations for credit per semester, up to a maximum of 30 credit hours per degree. No freshman student will be allowed to earn credit by examination for 300 or 400 level courses. Only the Provost may make an exception to these rules upon the recommendation of the school dean.

Letter grades **will not** be given for credit by examination. The number of credit hours earned will be indicated on the student's transcript.

## Release of Information from Student Academic Records

1. Reports: The University periodically sends written reports of the student's academic progress to the student.
2. Access to student records is governed by the Federal and State of Virginia Freedom of Information Acts/Policy and the Policy of Hampton University.
3. Access to student records by officers and staff of the University is based on need to know in one's official capacity.
4. Access to his or her own permanent official academic record by the student is achieved by ordering a transcript of courses attempted and grades earned. Access to various temporary and other work files in operating offices in the University is by application to the individual office. All attempts will be made to quickly satisfy legal and reasonable record access requests of the student to his or her own record. However, an appointment up to four weeks from the date of the written request from the student may have to be used during periods of the University closing and unavailability of staff to provide data and to monitor their review.
5. All persons other than staff of the University and the individual student of legal age may access a student's record only with the student's written permission. The original signature of the

student must be on the written request identifying the allowed access given to the University office of record for the student's information. No access is allowed to a student's information on file at the University except for standard directory information and access by those legal entities and agencies as allowed under the Privacy Acts of the Federal Government and the State of Virginia.

6. A student may request transcripts of his or her academic record as necessary. A fee is charged for each transcript.

## Release of Information Policy

This is to inform students that Hampton University intends to comply fully with the Family Educational Rights and Privacy Act of 1974, as amended. This Act was designated to protect the privacy of education records, to establish the rights of students to inspect and review their education records and to provide guidelines for the corrections of inaccurate or misleading information and complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act. Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. The policy can be read in the Office of the University Registrar. This office also maintains a directory of record, which lists all education records maintained on students by this institution.

Hampton University designates the following information as public or directory information. Such information may be disclosed by the institution at its discretion: name, address, telephone number, dates of attendance, previous institution(s) attended, major field of study, awards, honors (including Dean's List), degree(s) conferred (including dates), past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974, as amended. To withhold disclosure, written notification must be received in the Office of the Registrar, First Floor, Whipple Barn no later than 10 days after classes have started. Forms requesting the withholding of "Directory Information" are available in the Registrar's Office.

Hampton University assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval for disclosure.

The student has the right to file a complaint with the U.S. Department of Education concerning alleged failure of the University to comply with requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5901.

# Student Affairs and Services

The Division of Student Affairs is comprised of several departments that promote the intellectual, personal, social, moral, physical, and psychological development of Hampton University students. The division's programs, services, facilities, and activities seek to create a student-centered culture that engenders community, encourages engagement, and develops students to be contributing citizens in a global and diverse society.

The Vice President for Administrative Services serves as the chief student affairs officer and is responsible for providing leadership and facilitating the development of policies, procedures, and programs to fully integrate into the university's mission of maximum student development. The Vice President represents the student affairs area in university-wide councils, serves as a member of the Administrative Council, and works very closely with other administrators, students and staff, in regard to the overall welfare of students

The student services include the Dean of Judicial Affairs and Housing, Dean of Residence Life, Student Health Center, Student Activities and the Student Center, Intramural Sports Program, Career Counseling & Planning Center, Testing Services, Compliance and Disability, Title IX Services, Assessment Center, Freshman Studies, the Pre-College Program, the Student Counseling Center, Student Support Services and Education Talent Search, and the offices of Admission, Financial Aid, and Registrar. There are additional student services, which are administered in other areas of the University. The Student Affairs staff works closely and has a cooperative relationship with Food Services and University Police.

In keeping with Hampton University's positive concern for the whole student, his or her out-of-class activities, and his or her psychosocial development, the following objectives serve as guidelines for Student Affairs.

1. To coordinate the efforts of students and student development services to provide the highest quality of student life possible for all students enrolled in the University.
2. To provide in-service staff development programs as a means of helping the student development staff meet their job challenges in an assertive and productive fashion.
3. To assist the faculty and administrators to understand and work effectively with students.
4. To provide opportunities for students to develop interpersonal relationships.
5. To serve as resource persons in helping students to understand the faculty and the general operation of the University.
6. To assist students and staff to realize the importance of students learning to accept responsibility for their lives and to help them continually strive toward the achievement of self-direction.

Students are responsible to the Vice President for Administrative Services for personal decorum. The Vice President for Administrative Services has the ultimate responsibility for determining the appropriate disciplinary body to hear and act upon cases involving student violation of University policy. See the Official Student Handbook for additional information.

## Dean of Judicial Affairs and Housing

The Dean of Judicial Affairs and Housing is directly responsible for administering the disciplinary program addressing student conduct. The Dean assesses incidents, interviews persons involved and determines what, if any, disciplinary response is needed. The Dean issues disciplinary interventions or recommends appropriate disciplinary action to the Vice President for Administrative Services. The Dean monitors the community service program as a part of behavior modification and insures that students comply with requirements as directed. The Dean serves as a liaison between faculty and staff and students in matters of conduct and will initiate necessary actions to address such matters in accordance with the policies outlined in the Official Student Handbook and the Code of Conduct. The Dean also supervises the on campus housing program for all students, working cooperatively with the Dean of Residence Life and all essential University departments to insure building readiness for the opening of school including the assessment of charges to student accounts. The Housing program includes assessing current needs and projecting future housing trends with evaluations of facilities towards making recommendations for repairs, renovation, and new construction.

The Dean of Judicial Affairs and Housing is charged with the overall responsibility for the University's Program for discipline and monitoring adherence to the Code of Conduct. Working cooperatively with the Dean of Residence Life and selected staff members, the primary focus includes teaching, training, providing guidance and some counseling for all students at the university, with principal attention given to students living on campus. Judicial Affairs also includes the assessment of disciplinary penalties for infractions of policy, behavioral intervention and modification, community service and managing the Administrative Hearing Committee by serving as Chair and through scheduling hearings as necessary.

The Dean manages all aspects of the departmental operational budget in support of the overall student life program. The Dean is required to provide leadership and supervision for office staff, and assists the residential, graduate and student resident assistants and a cadre of volunteers in several capacities that work in Residence Life. The Dean is a member of the Student Development and Administrative Services Leadership Team of student affairs directors, serves on committees, supervises and provides team leadership for special projects and assists with university-wide activities, such as registration, formal academic occasions, conference utilization of residential facilities and other tasks as directed by the President, the Executive Vice President and Provost and the Vice President for Student Administrative Services.

## Residence Halls

Hampton University is primarily a residential university, but the number of resident students is determined by the capacity of the residence halls. Signed housing contracts are required for residence hall living. Residence hall facilities for couples or families are not available.

Residential life for students at Hampton University is considered a vital educational experience in community living, largely centered in and evolving from residence hall programs and management. Concerned administrative staff persons under the supervision of the Dean of Residence Life, work cooperatively with resident assistants in developing well-coordinated, and integrated, residence hall programs. The residence hall staff, along with student groups, also works to coordinate and integrate life in the residence halls as a means of motivating academic achievement and wholesome group living.

### Off Campus Housing

The Off-Campus Housing Office is located in the McGrew Towers Conference Center (ext. 6746). A listing of housing available in the local community is maintained, and the staff assists students who are seeking off-campus housing.

## Dean of Residence Life

The Dean of Residence Life provides visionary leadership that cultivates an educational, student centered living community that attracts and retains students. The Dean of Residence Life oversees all residence life staff and educational programming and coordinates all administrative operations of residence life. The Dean develops and administers policies, procedures, and programs designed to ensure student safety and well-being and enhance student persistence and success. Through the collaboration with multiple departments the Dean, along with the residential team, will provide a supportive and safe living-learning environment within the residence halls by creating and maintaining a positive community that is conducive to student success and supports the mission of the university.

The Dean of Residence Life is charged with working cooperatively with the Dean of Judicial Affairs and Housing and selected staff members, the primary focus includes teaching, training, providing guidance and some counseling for all students at the university, with principal attention given to students living on campus. The Dean serves as a member of the Administrative Hearing Committee.

The Dean manages all aspects of the departmental operational budget in support of the overall student life program. The Dean is required to provide leadership and supervision for office staff, and assists the residential, graduate and student resident assistants and a cadre of volunteers in several capacities that work in Residence Life. The Dean is a member of the Student Development and Administrative Services Leadership Team of student affairs directors, serves on committees, supervises and provides team leadership for special projects and assists with university-wide activities, such as registration, formal academic occasions, conference utilization of residential facilities and other tasks as

directed by the President, the Executive Vice President and Provost and the Vice President for Administrative Services.

## Director of Student Activities and Director of the Student Center

The Office of the Director of Student Activities/Director of the Student Center is located in the Student Center. The Director of Student Activities has the authority and responsibility for coordinating the co-curricular activities of the students, including: (a) providing information for students who are interested in joining campus organizations; (b) assisting all student organizations in planning activities, meetings and projects; (c) planning and developing student leadership workshops; (d) preparing and issuing the Master and Weekly Calendars of Events; and (e) assisting students in scheduling events, securing facilities and in following University procedures for maintaining an effective program of student activities.

The Director is responsible for the overall supervision, operational functions and applications of building policies. The Director serves as advisor to the Student Center Board (SUB) and supervises the entire Center staff in all areas of programming, including film series, art exhibitions, speakers, craft activities, recreation and special out-of-class projects with faculty members and students.

## Title IX Office

Title IX of the Education Amendments of 1972 ("Title IX") protects individuals from discrimination based on sex in educational programs and activities receiving financial assistance from the federal government. Hampton University has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging discrimination and/or harassment in violation of its policy of non-discrimination, adopted in accordance with the various state and federal civil rights acts governing employees and students in education and employment including, Title IX.

The Hampton University Policy on Sexual Discrimination and Misconduct is designed to ensure an environment that is safe and free from sexual discrimination, harassment or misconduct for the members of the Hampton University community.

The Title IX Office at Hampton University and specifically, the Title IX Coordinator, is responsible for:

- Overseeing compliance of Title IX at Hampton University
- Responding and investigating all sexual discrimination, harassment and misconduct complaints, to include analysis of policy, determination of violation, and the filing of detailed reports
- Informing students and employees on the options of filing a formal complaint through the Title IX Office and/or filing of a criminal or civil complaint
- Implementing interim safety measures, which may include, but is not limited to alternative housing arrangements, academic adjustments, no contact orders and referral to campus and local resources

- Meeting with students, faculty and staff to provide training and education on Title IX and the policies, procedures and services at Hampton University
- Evaluating requests for confidentiality
- Working with the appropriate University department, office or division to accommodate persons seeking services and support under Title IX, including counseling and health center services, and campus safety measures with the University Police Department, if necessary,
- Coordinating with local agencies to meet the support needs of persons seeking redress under Title IX, including Transitions Family Violence Services, the Center for Sexual Assault Survivors, appropriate area law enforcement agencies, and area hospitals

The University is committed to fostering a safe environment for victims of sexual discrimination, sexual harassment and sexual violence, and is committed to offering help and support. Victims are encouraged to report incidents of sexual discrimination, harassment or misconduct. To file a complaint of sexual discrimination, harassment and/or misconduct, an individual should contact the Office of the Title IX Coordinator.

The University strictly prohibits retaliation against anyone exercising their rights and privileges under Title IX. More specifically, the University prohibits retaliation against any person who files a complaint of sexual harassment, misconduct, and/or discrimination, participates in an investigation or hearing, or opposes a discriminatory employment or education practice or policy prohibited by this policy, specifically Title IX. The University also prohibits intimidation, threats, coercion or discrimination against individuals who exercise rights and privileges accommodated under Title IX. An individual who believes he or she was subjected to retaliation can file a complaint under these procedures.

Complaints by Students and Employees, including Faculty alleging sex discrimination and/or harassment in violation of Title IX, should be directed to either the Title IX Coordinator or Title IX Specialist, located in 205 Wigwam Building, Hampton University, Hampton

Virginia 23668, (757) 727-5426. For additional information regarding Title IX, refer to the following website: [titleIXoffice@hamptonu.edu](mailto:titleIXoffice@hamptonu.edu).

### **Title IX of the Education Amendments of 1972**

*No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.*

~ 20 U.S. Code § 1681

## **Student Health Center**

The Student Health Center provides outpatient health care for Hampton University students. Health services are provided by a staff consisting of physicians, nurse practitioner, registered nurses, medical laboratory technician and medical office personnel who are committed to maintaining a maximum level of wellness for each member of the University community.

1. A physical examination is required of all admitted students.
  - (a) All students – undergraduate and graduate -- are required to submit a completed medical record form in its entirety plus a record of immunizations upon admission to the University. Any student who has had a break in matriculation of two or more semesters must resubmit the same. All students participating in Hampton University-sponsored special summer programs are required to submit completed medical forms and a record of immunizations to the respective program. This does not apply to regular summer session students.
  - (b) **Tuberculin Screening (PPD):** Students from Central and South America, Asia, Africa, Haiti and the Dominican Republic are required to have an initial Tuberculin Screening (PPD) upon entering Hampton University and an annual PPD if they return to their country of origin for a period greater than two weeks. The PPD must be done at the student's expense. Health profession students, employees (nurses, etc.) and those at high-risk for exposure to tuberculosis (TB) are required to receive an annual PPD to be read in accordance with standards of the Centers for Disease Control (CDC) and the American College Health Association (ACHA).
  - (c) In all warranted cases, as determined by the University, health profession, students will be provided special care and/or monitoring.
  - (d) All student athletes, marching band and nursing students must receive annual physicals and have the results submitted to the Student Health Center prior to enrollment for each academic year.
  - (e) The medical record form is provided by the Student Health Center and is sent to all students applying for admission to the University for the first time. Continuing students may obtain medical record forms from the university website. The medical record forms may be completed by a health-care provider of the student's choice but must be submitted to the University prior to registration. Failure to submit the completed medical form may result in separation (suspension or expulsion) from the University.
  - (f) Students who are not of consenting age and are enrolled in any Hampton University-sponsored, sanctioned or otherwise endorsed program are required to submit an abridged medical record form (demographic data, parental permit, history and physical examination, laboratory findings, measurements and summary) before utilization of the Student Health Center. Failure of submission and ascertaining Hampton University's receipt of same by the parent or legal guardian shall result in the absolvment of Hampton Univer-



sity from any responsibility for treatment. These forms are screened and whenever indicated, students are requested to report to the Student Health Center upon arrival at the University. This procedure has proven most valuable in detecting possible contagious disease and in alerting the Student Health Center to special conditions, which may require later care. In cases where it is deemed necessary to safeguard the health of the University community, further physical examinations may be required by the Student Health Center. However, this rule will not apply to those who voluntarily withdraw from the University.

## 2. Hours of Operation and Procedures

The Student Health Center is open from 8:00 a.m.- 5:00 p.m. during the academic year and summer sessions, Monday through Friday. Acute care services are provided by a physician or nurse practitioner during clinic hours. A current validated student I.D. and the completion of a student information form are required on each visit prior to receiving medical care. An initial health assessment is performed on all patients by a registered nurse. Patient education is provided on such visits relative to self-care of specific conditions and health maintenance and promotion in general.

## 3. Emergencies

In emergency situations when immediate medical care is either needed or is outside of the usual Center hours, the University Police are to be notified through the residence hall director or staff. Non-residential students (commuters) are to contact University police for assistance. A Student Health Center staff member is on call 24 hours per day.

### Services Covered:

Routine medical care  
Follow-up care/referral assistance  
Patient education health/counseling services

### Services Not Covered:

Off-campus referrals/prescriptions  
Physical Examinations  
Transportation  
Immunizations  
Injections  
Laboratory services

Services that are not covered may or may not be paid by student and/or private insurance. Every student is required to maintain health insurance, be familiar with its coverage and/or maintain financial provisions for non-insurance covered illness, accidents or medical expenses.

## Insurance Program

The University offers a low-cost insurance program. All students will be automatically enrolled in the University sponsored Student Health Insurance Plan and the annual premium will be billed to the student account, unless proof of adequate health insurance coverage is submitted. Students who already have health insurance for the entire academic year and meet the above

requirements must submit a waiver by the due date, and the waiver request must be approved to avoid being enrolled in the Student Insurance Plan. It is the responsibility of the student to verify whether or not the charge has been billed to your student account.

## Assessment Center

The Assessment Center provides tools that help students create a healthy, well-rounded experience at Hampton University. The Assessment Center provides support services to all students and programming for transfer students, students on academic probation, undecided/undeclared students with 30+ credit hours, off campus students and non-traditional undergraduate students. In addition to its office in the Armstrong-Slater building, the center uses a mobile unit, called HU Compass that travels to buildings throughout campus educate students and faculty about the services offered to assist with academic success. This component offers better student accessibility and campus visibility. Our goal is to link students to all the University's academic, social and community offerings in the following manner:

- Empowering students to accept responsibility for their education.
- Enhancing students' academic performance through tutoring, counseling and advisement.
- Helping students navigate through new experiences such as registration, final exams and homesickness.
- Familiarizing students with University resources like career services, peer counseling and the student leadership program.
- Fostering continuous student improvement through early intervention and creating easy access to support services for students in academic jeopardy.

Our overall aim is to encourage students to map out their curricular and co-curricular experiences and provide maximum exposure to opportunities. HU offers a myriad of resources to assist students in obtaining success, and the Assessment Center is available to directly connect students to those resources.

### Academic Support Services

Academic support is provided through academic counseling, self management tools, study skills development, and tutorial services (see details below). The Student Empowerment Workshop Series provides student success strategies throughout their educational experience and helps students to establish a foundation to realize future goals. The Academic Alert is a tool that is available on-line for faculty and professional staff to recommend a student for support services. Finally, The Peer Led Team Learning (PLTL) model is a program that is being developed to assist students in improving performance in targeted historically difficult courses. Faculty and peer leaders work together to provide supplemental assistance to students taking historically difficult courses.

#### • Academic Counseling

- Academic Counseling services are available for all students. An individual counselor is assigned to each stu-



dent to provide encouragement and discuss proven strategies and techniques that lead to academic success. Assistance is provided through individual and group counseling, student empowerment workshops, seminars, and class visitations. Some of the topics addressed in these sessions include self-management, time-management, note-taking, study skills improvement, goal-setting, decision-making, learning styles, test-taking, test preparation, test anxiety, computing grade point average and clarifying academic policies. Students' midterm and final grade reports are monitored and the appropriate interventions are initiated for students with midterm deficiencies. The Academic Unit provides close supervision of students on academic probation.

### • Tutorial Services

- The Assessment Center Tutorial Program (ACT Program) provides free tutorial services to students in the Harvey Library (5th Floor) in the Electronic Classroom a. Subjects include:
  - Math
  - English
  - Chemistry
  - Biology
  - History
  - Physics
  - Accounting
  - Economics
  - Foreign Language
  - Computer Science
  - Psychology
  - Journalism and Communication
  - Humanities

Students should come to first floor of the Armstrong-Slater building (Student Counseling Center wing) to complete a Tutor Request Form, or visit the Harvey Library during tutoring hours and speak with a Graduate Tutor Supervisor on duty to request tutorial services. The hours for tutorial services are as follows during the fall and spring semesters:

Monday – Thursday: 6pm – 10 pm

Saturday: 10 am – 2pm

Sunday: 4 – 10 pm

\*Students looking to become a tutor should complete a Tutor Application form. This form is available in the Assessment Center Office (Armstrong-Slater, first floor).\*

## Student Programming

### • Transfer Students

- Transfer students that have earned 30+ credit hours are welcomed to the University by the Assessment Center. Programs are provided to assist students in transitioning into Hampton and learning of and valuing its rich history and traditions. Outings are planned throughout the semester for networking and socializing.

### • Undecided/Undeclared Students (Upper-class students with 30+ credit hours)

- The Director of the Assessment Center serves as the Chairperson for upper-class Undecided majors, including incoming (new) Transfer Students. We provide one-on-one counseling, workshops and programs to assist students in declaring a major. Please note for some majors, students are unable to declare a major without meeting the departmental admission requirements.

### • Off-Campus Students

- While an off-campus student's residence is not located on-campus, the Assessment Center plans outings and activities to ensure that Hampton feels like this student's Home By the Sea. A calendar of events is posted each semester and made available to all students looking for opportunities to network, socialize, or to have a great time.

### • Non-Traditional Students

- Recognizing the importance of this student's decision to return to school after working and/or managing life's responsibilities, the Assessment Center provides tools to assist the student in adjusting to the new demands of academic rigor. We have planned workshops and programming that will focus on balancing competing priorities, adjusting to traditional college life, retooling for academic success.

## Student Feedback

The University thrives on the notion of continuous improvement. We would love to hear from you. Please take a moment to fill out our feedback form on our website to let us know about your experience and how we can serve you better.

We invite you to explore our website at [www.hamptonu.edu/assessment](http://www.hamptonu.edu/assessment) or visit us on the first floor of the Armstrong-Slater Building, Student Counseling Center wing. Using available programming at HU, the Assessment Center will help you move in the right direction.

## Career Counseling and Planning Center

The Career Counseling and Planning Center, located in the Multi-Use Building, provides information and centralized service regarding employment and other opportunities in business, industry, hospitals, public school systems, graduate schools and federal, state and local government. The office schedules numerous employer and graduate school representatives to interview students. The Career Counseling and Planning Center also manages the Employer Relations Office that is responsible for posting job announcements and for assisting students and alumni with their resumes and cover letters.

The e-Recruiting System, Piratelink, is another service offered by the Career Counseling and Planning Center. It allows students to upload their resumes online and the employers use this system to offer jobs or internships and schedule student interviews. Sigi3

is a service that allows students to take an online interest inventory if they are uncertain about their major.

The Career Counseling and Planning Center offers many campus-wide programs such as the Career Fair and Graduate and Professional School Day. The Career Fair is one of the most anticipated annual events at Hampton University. During this event, businesses, government agencies and institutional representatives from all over the country have the opportunity to acquaint students with their organizations while recruiting for potential employees. The Career Fair is held in the fall with a follow-up career fair during the spring.

Graduate and Professional School Day is also an annual event where representatives from graduate and professional schools around the country are invited to attend. Students have the opportunity to gather information on the various offerings of these schools concerning graduate studies, fellowships, special programs and scholarships.

The Career Counseling and Planning Center houses a reference library and a computer laboratory. A variety of career development books, resume and interviewing guides are available. The Career Counseling and Planning Center is committed to assisting students in selecting and identifying a career. All of the Center's resources are utilized to facilitate and enhance the students' professional development. Students are taught the process of transitioning from college to the workplace through a series of scheduled seminars and workshops.

## **The Cooperative Education and Internship Program**

The Career Counseling and Planning Center houses the Cooperative Education and Internship Program, which offers a unique form of education that integrates classroom study with planned supervision and in most instances, paid work experiences in the public/private sector and government agencies. It is designed to successfully bridge the gap between the academic and work environments by blending formal classroom studies with actual on-the-job experiences and observations. These major-based programs allow students to heighten their marketability by acquiring essential practical skills through exposure to the world of work. Students are eligible to work an internship following their freshman year (after accumulating 30 credit hours), after declaring a major, maintaining a 2.5 GPA, are in good financial standing with the University, and have approval from their academic advisor, department chairperson and dean. The Center is committed to the preparation of promising students for positions of leadership and service.

## **Freshman Studies**

Hampton University's Office of Freshman Studies helps ease the transition from high school to college by providing services to first time new students entering college. Our objectives are to provide academic support; career, and social/personal counseling; academic advisement, and assistance with registration. Freshman Studies also focuses on students who are classified in the fol-

lowing areas: academic probation, reduce workload, undecided/undeclared majors; and Hampton academic scholarship recipients. These categories are monitored weekly through individual counseling and bi-weekly seminars.

## **University 101**

Hampton University introduced University 101 (The Individual and Life Program) in 1989. University 101 is a required orientation course designed to improve the quality of experience for beginning freshmen and transfer students with less than 30 credit hours. This course is designed to provide freshmen with a common core of experiences in order to facilitate their transition into the college environment. The course consists of a coordinated series of unit topics whose subject matter and mode of presentation are designed to unite students in such a way that their experiences at Hampton University become meaningful, and fulfilling. The students, mentors/instructors and student assistants meet twice a week. The presenters include administrators, professors, scholars from other student affairs departments or institutions, and prominent individuals with particular expertise in one or more of the course topics.

## **New Student Orientation Week**

Entering freshmen and transfer students are required to participate in our New Student Orientation program one week prior to the beginning of classes. The primary goal of the orientation program is to assist new students in the transition from high school to the University, or from another institution to Hampton University. All incoming freshman are paired with a student mentor who is a member of the Greer Dawson Wilson Student Leadership Program. This begins the transitioning process through structured activities lead by Student Leaders. All Freshman receive a college information packet, are given a campus tour and encouraged to interact with their peers and share experiences. In addition, Student Leaders host several events geared toward student traditions here at Hampton University.

## **Intramural Sports Program**

The Office of Intramural Sports is a department within the Student Affairs Division. The Intramural Sports Program is comprised of three program areas: Intramurals Team Sports, Sports Clubs and Fitness and Wellness. The Office of Intramural Sports provides programs designed to fulfill the fitness and recreational needs of Hampton University's students, faculty and staff. The Intramural Sports Program offers an array of team intramural programs designed to meet the competitive and recreational needs of Hampton University's community. Programs include traditional and non-traditional team sports. Students organize teams and individuals may join through a free-agent program. To be eligible to participate in any intramural program activity, students (undergraduate and graduate) must be currently enrolled at Hampton University.

The Intramural Sports Program offers a wide variety of sports and recreational opportunities that will both support and enrich the campus life environment. Typical intramural sport programs include the following: Women's Lacrosse, Men and Women's Basketball, Bowling, Dodge Ball, Flag Football, Powderpuff

Football, Volleyball, Badminton, Men's Soccer, Futsal (Indoor Soccer), X-Box tournaments, kickball, spade tournaments, billiards, Zumba and MixxedFit. The primary goal of the department is to empower program participants and encourage them to learn and to practice life-long fitness, good nutrition and healthy habits by maintaining a healthy lifestyle.

The Department of Intramural Sports employs students to assist with the operation of the program. Through employment, students receive first hand managerial experience and transferable skills that can be applied to "real world" challenges. Intramural sports employment opportunities are positions of leadership, which enhance the students' social experiences and contribute to the University's reputation as a pioneer in programming for student leadership and development.

## The Student Counseling Center

The Student Counseling Center is staffed by clinical/mental health counselors to provide confidential services to assist students to resolve psychosocial distress and disorder. Center-based individual and group counseling, as well as classroom, campus-wide and residence hall presentations are provided to help students cope with the demands of college. Students receive assistance with such issues as adjustment to college life; home and family difficulties; peer pressure; self-esteem; interpersonal conflicts; anger control/management; crisis intervention; substance use psycho-education and referrals; stress management; sexual abuse/assault, intimate partner violence, and stalking; changing relationships with roommates, friends and partners; homesickness; anxiety; depression; grief and loss; and the development of psychotic processes.

When necessary, students are referred to community mental health providers, including psychiatric hospitals. Student Counseling Center-sponsored student peer educator groups such as the Peer Counselors and Summer Peer Helpers are also available to assist students. Students may schedule appointments by visiting or calling the Center, or they may 'walk in' to receive immediate counseling if a counselor is available. After-hours emergency service is available by contacting the University Police Department. Finally, the Center engages in grantsmanship, and has been awarded Commonwealth and Federal grants and contracts for suicide prevention; pro-social behavior promotion; substance abuse, HIV and hepatitis prevention; alcohol prevention education, and most recently, reducing sexual assault, domestic violence, dating violence and stalking on college campuses

## TRIO Programs

### Student Support Services

Student Support Services is a federal TRIO Program funded through the United States Department of Education to increase the retention rates of eligible students, improve graduation rates among our participants, and to produce alumni equipped to matriculate to graduate school. Students in our program have access to a range of services designed to help them successfully navigate their transition to Hampton University, to include:

- Counseling for academic, career, personal, social, and financial concerns,
- Tutoring to improve students' academic performance in a range of disciplines,
- Academic Enrichment and Peer Mentor Program designed to help students successfully navigate their transition to Hampton University and the larger community,
- Financial Literacy initiatives,
- Limited grant aid for eligible, active participants with demonstrated unmet financial need,
- An annual graduate & professional schools tour, and
- Social excursions designed to broaden the educational and cultural experience of participants.

### Eligibility Requirements

To qualify for participation in the program, an applicant must be a citizen or permanent resident enrolled at Hampton University, and meet one or more of the following requirements established by the United States Department of Education:

- The student's family's TAXABLE income for the preceding year did not exceed 150% of the federal poverty level amount.
- The student is a first-generation college student (neither residential parent nor legal guardian has earned a bachelor's degree).
- The student has a documented physical or learning disability.

### Educational Talent Search

Educational Talent Search (ETS) is a federally-funded program designed to assist participants to complete high school and continue on to postsecondary opportunities. ETS serves 805 clients annually. Two-thirds of all participants must be low-income (as defined by U.S. Department of Education guidelines) and/or potential first generation college graduates (neither parent has a 4 year college degree). Students are recruited from designated middle schools and high schools in the cities of Hampton and Newport News. Services include, but are not limited to, tutoring, SAT prep classes, college and career field trips, SAT and college fee waivers, and assistance with the financial aid process. Middle school students also receive supplemental instruction in math, science and English on select Saturdays during the school year. All services are free of charge. For additional information, please call the ETS office at 757 727-5607 or via email at ets@hamptonu.edu.

## University Testing Services

The Office of Testing Services at Hampton University serves as a regional test center that provides for the testing needs of the University and the Peninsula/Tidewater area. This office administers both local and national tests.

The program includes testing and awarding of credit by examination through the College-Level Examination Program (CLEP). Credit for specific CLEP examinations is accepted by the University and applied to degree requirements. A student who has failed a course in class must receive approval from his/her advisor to take a CLEP examination to earn credits for that specific course.

Advanced Placement Credits (AP) earned at the high school level should be sent directly to the Registrar's Office. The Office of Testing Services is not involved in the placement of these credits on a student's transcript.

International Baccalaureate Credits (IB) earned at the high school level should be sent directly to The Office of Testing Services. The information will be translated into the appropriate number of Hampton University credits.

Entering freshmen may earn advanced course placement in English and mathematics through the University's Testing Program. The Office of Testing Services evaluates each entering freshman high school academic record (course grades, SAT/ACT scores, cumulative grade point average, and honor courses) to identify outstanding performance in English and mathematics courses throughout a student's high school career.

Students identified for Hampton University Advanced Placement in English will register for ENG 102 Honors during the semester they are placed. The freshman MUST complete the course with a grade of "C" or better to be eligible for the Advanced Placement credit of three (3) credit hours for ENG 101. If the freshman does not satisfactorily complete ENG 102 Honors, no credit will be awarded by the Hampton University Testing Program.

Students identified for Hampton University Advanced Placement in mathematics will be placed in the highest level of math indicated by major based on SAT/ACT scores and performance in the required prerequisite high school courses. The freshman MUST complete the course (MAT 117, 118, 130, or 151) during the semester of placement with a grade of "C" or better to be eligible for the advanced placement credit for the preceding or prerequisite math course. If the freshman does not satisfactorily complete the identified advanced math placement course, no credit will be awarded by the Hampton University Testing Program.

Advanced Placement Credits awarded through the University's Testing Program are applied to the student's degree requirements.

### **National Level Testing Programs**

The national level testing program includes administering and providing registration information for examinations such as the Graduate Record Examination (GRE), Law School Admission Test (LSAT), and the National Counselor Exam (NCE). Other national level examinations that are administered include the American College Testing-Assessment (ACT), and the Scholastic Aptitude Test (SAT).

### **Disability Services**

Hampton University is committed to a policy of ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in University programs or activities due to his or her disability. The University is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) and to providing equal educational opportunities to otherwise qualified students and employees with disabilities.

The Director of Compliance and Disability Services provides and coordinates accommodations, support services and auxiliary aids

for qualified students with disabilities and qualified employees with disabilities. Students and employees in need of disability services should contact the Director of Compliance and Disability Services, located in 212 Wigwam Building, Hampton University, Hampton, Virginia 23668, (757) 727-5493. Students should refer to the Official Student Handbook and the University website at [www.hamptonu.edu/compliance](http://www.hamptonu.edu/compliance) for more detailed information regarding disability services and forms used for requesting accommodations. Employees should also refer to the University website.

## **Student Government Association**

The Student Government Association of Hampton University has the purpose of uniting the student body into one smoothly functioning organization. The Student Government Association shall be recognized as the official body representing the students of Hampton University, taking precedence over all other student organizations in matters relating to the general welfare of the student body. As the recognized student governing agency, the Student Government Association shall exercise the right, either upon its own initiative, or upon the initiative of student, faculty or administrative individuals, groups, or organizations, of investigating general problems of student life and activity in the University community, and of making reports and recommendations to officials and official bodies of the University. The Student Government Association membership consists of the Student Legislature, Student Executive and the Student Judiciary. (All persons interested in the Student Government Association should refer to the Student Government Constitution for complete information).

### **The Student Judiciary**

The Student Judiciary is one of the three branches of the Student Government. Its purpose is to act in cooperation with the University Administration, as the judicial organization of the student body at large, and through the discharge of its duties, attempts to increase students' responsibilities for their own lives at Hampton University. The Student Judiciary follows the operational procedures as per the Student Judiciary Referral Form.

- The office of the Dean of Judicial Affairs reviews the referral form and makes a recommendation to the Vice President for Administrative Services within 72 hours. Once it has been determined that the matter may be referred to Student Judiciary Committee, the students may elect to have their issues adjudicated by administrators rather than by their peers.
- The Student Judiciary Committee is empowered to adjudicate delegated issues between students and infractions of University policy. The committee will hear inner-room visitation violations, residence hall noise complaints, community living infractions, roommate issues, dress code violations, organizational conflicts, graffiti, throwing snowballs, eggs, or other objects, gambling, smoking, lewd behavior, disruptive behavior (student to student), obscene language, and demonstrations. Discipline consequences may include community service, letter of warning, learning outcomes projects (classroom presentations and essays.)



- Violations involving drug use, academic standing, criminal offenses, sexual misconduct and assault will not be heard by the student judiciary. Hearings with possible outcomes of expulsion and suspension will not be heard by students.
- Students should refer to the SGA constitution, Article IV-Student Judiciary Committee and the Official Student Handbook for more detailed information regarding policies, procedures and rights.
- In the event that there is a conflict between students regarding which judiciary body to hear the case, the Dean of Judicial Affairs will make the determination.

All students should be familiar with the Student Government Constitution, which describes all aspects of the Student Government.

### **Student Representative to the Board of Trustees**

Any regular student in good standing who is a rising senior, that is, a student who will become a senior in good standing, will be eligible for election for a one-year term, the expectation being that this person will serve throughout his or her senior year. Such persons are to be elected by the student body. The election of the above Student Representatives should be carried out by secret ballot, under the direction of the Student Government Association and the Office of Student Activities. Should a Student Trustee cease to be qualified for the position, the officer will be removed from office and replaced at the discretion of the Director of Student Activities with the approval of the Student Development Leadership Team (SDLT).

### **The Student Center Board**

The Student Union Board (SUB) is composed of student representatives from the residence halls and the commuting student population. The Board's purpose is to plan activities and programs for the University community. This group also assumes responsibilities for assisting with the operational functions of the Student Center in building supervision, application of building policies.

### **The Women's Senate**

All women students are members of the Women's Senate. The Senate's purpose is to create and maintain a sense of unity and fellowship among women students. The officers of the Senate's Cabinet are elected by the entire women's student body, while the other members are chosen from each woman's residence hall and from the off-campus women's council. The professional staff of the Office of Student Activities serves as advisors.

### **The Men's Association**

The Men's Association is an organization that fosters the development of fellowship, cooperation, respect, brotherhood and scholarship among men. The Association, comprised of Resident Assistants, officers and representatives from each male residential facility, serves as a coordinating committee to provide programs and activities on behalf of the membership in the residence halls and throughout the campus. All men of Hampton University are members. Information about participation in the Men's Association is available in the residence halls or the Office of the Dean of Men.

### **International Students Association**

The International Students Association was organized in 1973 to provide a social, intellectual and recreational body for international students attending Hampton University. Citizens of other countries, including the U.S. Virgin Islands, are automatically members unless they decline to participate. Native Americans may participate in this organization as associate members. The Advisor to the International Students Association is designated by the President of Hampton University.

### **Organization of Graduate Students**

The Organization of Graduate Students is the official body representing all graduate students of Hampton University, serving as a liaison between the graduate faculty/staff and graduate students. The organization promotes academic excellence in all areas by expressing concerns relative to the Graduate College and by impressing upon the graduate/undergraduate students and the surrounding community the existence of the Graduate College through recruiting, attending conferences and sponsoring educational events reflecting the constructive concerns of the graduate student body. Membership is open to all registered graduate students in good academic and social standing.

### **Service Learning and Leadership Organizations**

Service learning and leadership organizations play a vital role in the holistic development of Hampton University students by providing community service experiences and interpersonal and leadership skills training opportunities. Service learning and leadership organizations may be associated with departments at the University that provide special services and support to the University and local-area communities. Examples of these organizations (described elsewhere) include the Dr. Greer Dawson Wilson Student Leadership Development Program (Student Activities), the Peer Counselors and Summer Peer Helpers (Counseling Center) and the Resident Assistants Organization (Dean of Men/Dean of Women).

### **Dr. Greer Dawson Wilson Student Leadership Program**

The Dr. Greer Dawson Wilson Student Leadership Program has three main purposes: (1) to orientate freshman students to Hampton University; (2) to offer service to the Hampton University community, whether it is ushering or the presence of Student Leaders at a university event or a service project; and, (3) to provide leadership training to students in the program. The development of student leadership skills encompasses the cultivation of communication, time management, interpersonal skills, in addition to encouraging and providing the opportunity for participants to learn more about themselves. The various services to the University, which afford Student Leaders opportunities to apply that which they have learned in the program, are outlined in the Student Leader Handbook.

**Student Leader Responsibilities:** The position of student leader brings with it numerous responsibilities. Student leaders are involved in every facet of the University program from freshman orientation to senior week festivities.



### **Student Recruitment Team (Admission)**

The purpose of this organization is to coordinate and conduct all campus tours for prospective students and parents, to assist the Office of Admission with campus visitation programs and to encourage members of the student body to visit their high schools and tell of their Hampton University experiences. Membership is open to those students who are interested in student recruitment and who attend the annual training sessions conducted by the Office of Admission.

## **Honors Societies**

### **Accounting Honor Society**

The purpose of this organization is to serve as a goal of achievement for accounting majors, to encourage a high level of achievement and to serve Hampton University colleagues and members of the community. Membership is open to all accounting majors who have completed six credit hours in accounting and who have a 3.000 overall grade point average and a 3.000 in accounting.

### **Chi Eta Phi Sorority, Inc.**

Chi Eta Phi Sorority, Inc., is a national organization of registered and student nurses, founded at Freedman's Hospital in Washington, D.C., in 1932. It now has chapters throughout the United States and in Africa. Tau Beta Chapter was organized at Hampton University on May 1, 1976, with purposes of:

1. upholding the principles of character, education and friendship;
2. encouraging the pursuit of continuing education among members of the nursing and health professions;
3. having continuous recruitment for nursing and health professions;
4. developing working relationships with other professional groups for the improvement and delivery of health care services;
5. identifying a corps of nursing leaders within the membership who function as agents of social change on the national, regional and local levels; and
6. stimulating a close and friendly relationship among the members.

The undergraduate chapter, Tau Beta is composed of nursing students who demonstrate excellence in theoretical knowledge, practical application, leadership and scholarship. Anyone may join who has a 2.50 overall grade point average.

### **National Society of Scabbard and Blade**

The purpose of Scabbard and Blade is to raise the standard of military education in colleges and universities and to encourage the essential qualities of good and efficient officers. Membership is by election only. Active members are chosen from outstanding cadet officers of Military Science (AROTC, NROTC).

### **Psi Chi Honorary Society**

Psi Chi is a national psychology honor society. The purpose of this organization is to advance the science of psychology and to encourage, stimulate and maintain scholarship of the individual members in all fields. Anyone may join who has taken nine credit

hours in psychology and has a 3.000 overall grade point average and a 3.000 average in psychology courses.

### **Kappa Delta Pi Education Honor Society**

Kappa Delta Pi, International Honor Society in Education, founded in 1911, was established to foster excellence in education and promote fellowship among those dedicated to teaching. The founders chose the name from the Greek words to represent knowledge, duty, and power. Today, it comprises 582 chapters and more than 45,000 members. Albert Einstein, George Washington Carver, Eleanor Roosevelt, and Margaret Mead are just a few of the historically known members. Current renowned members include Barbara Morgan, Alfie Kohn, Lisa Delpit, Andy Hargreaves, James Banks, and Howard Gardner. To date, more than 1,200,000 educators worldwide have been inducted into this international honor society.

### **Kappa Tau Alpha Society**

Kappa Tau Alpha Society is a national society honoring scholarship in journalism. The Hampton University Chapter is organized for the recognition and encouragement of scholarship and good character among students enrolled in the School of Journalism and Communications at Hampton University.

### **Sigma Tau Delta International English Society**

The purpose of the society shall be literary, educational and charitable, to promote good fellowship and high standards of academic excellence. Membership is open to all English majors with an overall 3.000 grade point average and who have completed the college courses in English beyond the freshman requirements.

### **Sigma Theta Tau International Nursing Honor Society**

The Hampton University Chapter of Sigma Theta Tau International Nursing Honor Society was chartered Delta Iota Chapter March 27, 1980. The Honor Society was organized to:

1. recognize superior scholastic achievement and leadership qualities,
2. foster high professional standards,
3. encourage creative work, and
4. strengthen commitment to the ideals of the profession of nursing.

Membership consists of undergraduate and graduate students, faculty and community leaders. Membership is based on superior scholastic achievement, evidence of professional potential, marked achievement in the field of nursing, and peer evaluations. Students enrolled in Hampton University's School of Nursing who have completed at least one-half of the required curriculum for the baccalaureate or graduate nursing program may be considered eligible for membership if they have a 3.00 cumulative nursing grade point average. Selected graduate nurses with a baccalaureate or higher degree are also eligible for membership within national guidelines for leadership and creativity.

### **Upsilon Pi Epsilon**

Upsilon Pi Epsilon, the honor society for the computing sciences, was first organized at Texas A&M University, College Station,

Texas, in 1967. The goals of the society include recognition of outstanding talent, promotion of high scholarship, and the encouragement of individual contributions to society through computer science. The Gamma Chapter of Virginia of Upsilon Pi Epsilon was chartered at Hampton University by the national organization in May 1990. Membership is offered to undergraduate Computer Science and Computer Information Systems majors who have completed 64 credits, including 18 credits of computer science core courses with a 3.000 overall grade point average.

### **Who's Who Among Students In American Colleges And Universities**

The students recognized in "Who's Who" each year are nominated from colleges and universities. Their selection is based on the following criteria: the student's scholarship, cooperation and leadership in academic and co-curricular activities, citizenship and service to the school, and promise of future usefulness. Hampton University students are chosen by a student-faculty committee appointed by the President of the Student Government Association and approved by the Vice President of Student Affairs.

## **Campus-Wide Activities**

### **The Calliope Literary Society**

The purpose of this organization is to promote scholarship, the mastery of written expression, academic achievement, fellowship and citizenship among those specializing in English through social and cultural activities. Membership is open to English majors or a student who has taken six or more credit hours of course work above the 101-102 level within the English Department. A member must also have at least a 2.000 cumulative grade point average.

### **The Debate Team**

The Debate Team is a University-sponsored organization that competes on the intercollegiate level within the American Debate Association (ADA). Debate Team members debate "the best solution to a problem, the best representation of value, and the most useful definition of facts." The team travels throughout the school year to participate in tournaments with other college teams.

### **Forensics**

The Forensics Team is a University-sponsored organization that competes on the intercollegiate level within the American Forensics Association (AFA). Forensic team members perform various pieces of poetry and prose, along with dramatic interpretations and public speeches on particular topics. The team travels throughout the school year to participate in tournaments with other college teams.

### **Hampton University Players**

Participation in the Hampton University Players is designed to give students experience in theater management production and organization. Those students with interests and abilities in acting, directing, designing, management and playwriting will find opportunities for expression and growth. Training and experience in this activity provide creative outlets on both professional and non-professional levels.

## **Opera Theater**

Opera Theater provides students with an opportunity to develop their talents in the area of voice and acting through the performance of operatic roles. Workshops enhance students' fundamental knowledge of stage directing, costume design, makeup and set construction. Individual performance assignments enable students to apply all knowledge and skills acquired. In addition, students have the opportunity to perform in at least one major production each year. Students also attend performances of major opera companies to enhance their development and appreciation of the art form. Students who participate in Opera Theater may receive academic credit.

### **Radio Station WHOV-FM**

Hampton's Own Voice, 88.1 FM, is a member of the Intercollegiate Broadcasting System and provides practical experiences in general and technical aspects of broadcasting. WHOV-FM broadcasts seven days a week, including in its programming format news, music, discussions, plays, special events and other programs of interest to the college community and the surrounding communities of Norfolk, Chesapeake, Newport News, and Hampton, Virginia. The Radio Club is a subsidiary affiliate of WHOV-FM and serves as a feeder program for station personnel. Membership in the Radio Club is open to all students.

### **The Terpsichorean Dance Company**

The Terpsichorean Dance Company offers an opportunity for developing skills in techniques of movement and for performing in dance productions. Students audition in the fall and should have a background in modern dance, ballet, jazz, ethnic and tap. The company presents two full concerts on campus each year, tours, conducts master classes, seminars and workshops both locally and on tour, and provides instructors for the University Children's Community Dance Program.

### **University Band**

The band serves as a laboratory for music majors and as a resource for all persons with music abilities in wind or percussion instrument performance. The band performs as a marching and concert organization. Activities include performance at football games, local parades, and concerts on campus and in nearby communities.

The Marching Band, known as "THE FORCE" has come to be recognized as an outstanding dance and performance aggregate. "THE FORCE" has performed during half-time for National Football League teams, like the Washington Redskins and for numerous national, regional and local parades, affairs and programs.

Small Ensembles are open to persons who are either members of the band or who study music privately. Membership is by selection based on musical ability and interest. These organizations present concerts and contribute to the musical support of other organizations and projects.

Drum Major and Majorette: All interested students may try out in the spring of the year.

Ebony Fire Dance Squad: All interested students may try out in the spring of the year.

**The Pep Squad:** The purpose of the Pep Squad is to promote school spirit, render support to the cheerleaders, actively participate in athletic activities through routines, and perform half-time programs during the basketball season. All interested students may try out in the spring and fall of the school year.

### **University Choir**

The University Choir provides music for all major campus events, i.e., Founder's Day, Convocation, Commencement, etc. It also provides music for the University Memorial Chapel service. The University Gospel Choir, His Chosen Sounds, provides an outlet to those students desiring to sing gospel music. His Chosen Sounds presents several major concert series and provides music for chapel services. The University Concert Choir is the primary touring choir for the University. It has toured major performance venues in Chicago, New York, Miami, Atlanta and the Virgin Islands, to name a few. This group tours twice annually and performs throughout the school year on weekends. It supports the larger choirs on major programs and occasionally provides music for chapel services. Other choral groups include the Vocal Jazz Ensemble: "Jazz" and the University Show Chorale. All choral groups are open to the entire campus community through audition.

## **Department-Related Student Organizational Clubs**

### **American Association for Computing Machinery**

The purpose of this organization is to promote an increased knowledge of the science, design, development, construction, language, and application of modern machinery. Membership is open to any student at Hampton University.

### **American Institute of Architecture Students (AIAS)**

This organization, which is open to all students enrolled in the Department of Architecture, seeks to acquaint students with the services, goals and activities of its parent organization, the American Institute of Architects. As a supplement to the department's activities, it broadens the student's understanding of the profession and sponsors special projects for the enlightenment of the student.

### **American Institute of Biological Sciences-Hampton University Student Chapter**

This is a scientific and educational organization for individuals (faculty and students) working in or interested in all disciplines of the life sciences. AIBS works in a mutually beneficial relationship with other national biological societies. The work of AIBS in dealing with the influencing forces on the biological community is only part of its role. Of equal importance is the increasing need for members to become better informed on scientific advances through its publications.

### **American Institute of Chemical Engineers (AIChE)**

The Hampton University chapter provides an opportunity for chemical engineering students to meet with other chemical engineering majors and obtain information about local and national professional developments. It also provides opportunities for students to

attend scientific and technical meetings. The club organizes social and professional activities throughout the academic year. Student membership in AIChE is open to all chemical engineering majors.

### **Art Club**

The Visual Poets' Society works to raise campus awareness of art. Typical activities include exhibitions and sale of student artworks, participation in the Homecoming Parade and Coronation, holiday and end-of-semester parties. The Art Club is open to all interested students.

### **Chemistry Club**

The objectives of the Chemistry Club are to:

1. promote the student's scientific interest in the field of chemistry;
2. promote high standards of professional ethics and practices;
3. provide a structured tutorial program for students;
4. promote the distribution of chemical knowledge; and
5. make members aware of the numerous job opportunities in the field of chemistry.

### **Frederick D. Inge Biology Club**

The Frederick D. Inge Biology Club is open to all biology majors. This organization seeks to:

1. create a sense of unity among students majoring in the biological sciences;
2. stimulate high scholarship;
3. promote the distribution of biological knowledge through seminars, visiting lecturers, and visits to other institutions; and
4. inform students of career options and job opportunities in the field of biology.

### **Health, Physical Education and Recreation Majors Club**

The purpose of this organization is to cultivate and improve the academic standards and stature of all Health, Physical Education and Recreation majors, through self-expression, and leadership, and to provide educational and recreational activities to contribute to the well being of all individuals. Membership is open to all HPER majors.

### **History Club**

The History Club is open to history majors and other students who are interested in deepening their understanding of contemporary society in its historical perspective and in meeting with their fellow students and faculty members in an informal setting. The Club sponsors panel discussions and guest speakers on pertinent topics of mutual interests.

### **Marine and Environmental Science Club**

The purpose of this organization is to provide a greater awareness and understanding of the natural environment, facilitate the science students' choice of curriculum and introduce the students to various disciplines of marine and environmental science. Membership is open to any Hampton University student.

McCullough's Raiders

This unit consists of Army ROTC cadets who are interested in participating in more challenging military training beyond that which is normally a part of the regular Military Science program. The prerequisites for membership are good physical conditioning, mental alertness and a willingness to adhere to exacting procedures, which are necessary to accomplish difficult tasks.

### **Music Educators National Conference Student Chapter**

Membership in the Hampton University chapter of the Music Educators National Conference is open to all students majoring in music education. Its purpose is to afford students an opportunity for professional orientation while still in college; for understanding the significant role of music in life; and for experiencing pre-professional relationships of good quality. This purpose is achieved by means of projects, discussions, programs and other music activities.

### **National Association of Black Journalists (NABJ)**

The purpose of NABJ is to bring about a union of black journalists dedicated to truth and excellence in news; to encourage students to identify careers in journalism and to assist black journalists in upgrading their skills for management positions. The organization is composed of students, journalists, journalism professors, and others interested in careers in journalism.

### **National Society of Black Engineers (NSBE)**

The NSBE Student Branch of Hampton University is dedicated to developing programs that will increase the participation of African-Americans and other ethnic minorities in the field of engineering and engineering technology. It also helps to advance the role of ethnic minority engineers in professional careers in industry. NSBE members try to give back to their community the expertise gained from their technical disciplines. The Hampton University chapter of the NSBE sponsors many programs that reach out to the community and its members. NSBE activities include programs such as the Pre-College Initiative, study sessions, a seminar series with corporate speakers and participation at various conferences. Membership in NSBE is open to all engineering students. Associate membership is also available to science majors.

### **Phi Mu Alpha Sinfonia Fraternity of America**

Phi Mu Alpha Sinfonia Fraternity of America is composed of male student musicians who are leaders in their community and are dedicated to musical growth. They are active members of one or more musical ensembles, display scholarship, and achieve academic excellence. The purpose of this professional music fraternity is to encourage and actively promote the highest standards of creativity, performance, education, and research of music in America.

### **Physics Club**

The purpose of this organization is to supply an environment for undergraduate, graduate and faculty/staff in the Physics Department, to interact with each other and participate in physics-related activities. Membership is open to all undergraduate and graduate students who are interested and willing to participate in all physics related activities.

### **Political Science and Pre-Law Club**

Membership is open to political science majors and non-majors. The club seeks to promote high scholarship and provides information concerning scholarships and fellowships, internships and entry into law school and graduate school. In promoting high scholarship, the club sponsors radio programs, panel discussions and forums on social, economic, and political issues. It invites speakers of varied persuasions to the campus, and it shows slides and films whenever possible. The club also organizes workshops for the LSAT and GRE. Club members are also involved in community service programs. All of these activities are seen by the club as complementary to formal classroom activities.

### **Pre-Medical Club**

The purpose of this organization shall be:

1. to make available the most current information to premedical students concerning careers in medicine, dentistry, osteopathy, pharmacy, veterinary medicine, podiatry, optometry, public health and other health professions;
2. to stimulate an interest in premedical studies by
  - a. holding seminars with other health professionals and medical school representatives for the purpose of discussing career opportunities;
  - b. initiating programs wherein premedical students receive opportunities to work and study in fields corresponding to their majors and intended careers; and
  - c. making the students aware of summer premedical enrichment programs.

Membership in the organization shall be available to any student having an interest in pursuing a career in the post-baccalaureate health professional fields.

### **Psychology Club**

Membership in this organization is available to all psychology majors and any other students who profess an interest in psychology. The Club seeks to promote greater interest in the field of psychology; stimulate higher academic achievement; and create a greater and more personal desire for learning. The club sponsors field trips and other activities during the school year.

### **ROTC Sub-Chapter 33A of Chapter 33A of the Reserve Officers Association of the United States (ROA)**

The purpose of this organization is to keep its members current in the trends, policies and changes affecting the armed forces. It also provides a forum through which officers can provide input to all programs dealing with national defense and the reserve forces. All members of the ROTC attending Hampton University are eligible for membership.

### **Sociology Club**

The Sociology Club seeks to promote scholarship and active participation in the field of Sociology. This process is facilitated through the use of community-related and human service-related projects. Furthermore, the Sociology Club assists its members in selecting career opportunities. The club is open to all majors in



the Department of Sociology, including students concentrating in Criminal Justice and Social Work.

### **Speech Communication Club**

The purposes of the Speech Communication Club are:

1. to encourage professional interest among college students in the study of normal and disordered human communication behavior;
2. to provide continuity to the dissemination of professional information;
3. to provide a vehicle for student representation in matters of professional and departmental concern.

Membership is open to any continuing student with a 2.000 GPA or above.

### **Student National Education Association (SNEA)**

This organization is composed of students in the field of education. Its purpose is to promote higher standards and ideals among the persons who will be the guides of future citizens.

### **Student Nurses Association**

This organization, open to majors in nursing, is known as the Hampton University Student Nurses Association. It seeks to stimulate the realization of the need for educational advancement among nursing students and to inspire student responsibility for self-determination and leadership in social and civic affairs related to health. Members of this organization are also members of the State and National Nurses Association(s).

### **Student Virginia Education Association (SVEA)**

The purpose of the club is to provide students an opportunity to pursue professional growth in teacher education, to develop leadership skills and to assess their interest as professional educators, to provide member awareness of professional issues and concerns and to generate heightened interest in teaching as a career for high school and college students. Membership is open to all Education majors entering their sophomore year.

### **Underwater Explorers Club (KAOS KREW)**

The primary purpose of the Hampton University Underwater Explorers Club is to provide an opportunity for Hampton University divers to continue their education about the underwater environment. Membership is open to experienced divers.

### **Women In Communication, Inc.**

The Women In Communication, Inc., (WICI), is a nonprofit professional organization for student members in journalism and communications. The purposes are:

1. To work for a free and responsible press;
2. To unite women engaged in all fields of communication;
3. To recognize the distinguished achievements of women in these fields;
4. To maintain high standards; and
5. To encourage members to greater individual efforts.

This organization is also open to men who desire to join, or any students enrolled at Hampton University in departments such as Sociology, Psychology, English, Business, or Education who have taken at least six hours of course work in Journalism and Communications, Business Education, or Communication courses as designated acceptable in accordance with the national and local requirements of WICI. Membership is open to freshmen, sophomores, juniors, seniors and graduate students in journalism or communication.

## **Cultural Activities**

The Musical Arts Program is designed to bring to the campus each year great artists in the areas of art, dance, drama, humanities, mass media, and music. In addition to informal recreation programs in the social rooms of the residence halls, there are occasional all-campus dances, movies, open forums, art exhibits, lectures, dramatic presentations, athletic contests, field trips, and hobby groups. All attractions are either free or at reduced cost to students upon presentation of ID Cards and are open to the community at-large for very reasonable admission. Organized class-related clubs and activities play an important part in the growth of the students, affording opportunity for discovery and development of abilities. All students are encouraged to participate in one or more activities of this type. Class-related activities conducted include departmental clubs and

The Terpsichorean Dance Company  
Creative Writers Group  
Debating Society  
Hampton University Band  
Hampton University Players  
Radio Club  
Speech Club  
University Choirs

## **Athletics**

Athletics play an important role in college life at Hampton University. These activities offer every student a chance to take part in a sport of his or her choice. The program of intramural and recreational activities is under the supervision of the Department of Health, Physical Education and Recreation.

The Intercollegiate Athletic Health program is under the administrative supervision of the Director of Athletics. Until 1995, Hampton University, as a founding, charter member of the Central Intercollegiate Athletic Association (CIAA) participated in Division II of the National Collegiate Athletic Association (NCAA). Beginning September 1, 1995, Hampton was reclassified to Division I status in the NCAA and began competing in seven sports for men, nine sports for women, and one coed sport. Women's sports include: Basketball, Cross Country, Softball, Volleyball, Indoor and Outdoor Track, Tennis, Golf and Bowling. Men's sports include: Football, Cross Country, Basketball, Golf, Indoor and Outdoor Track and Tennis. Coed sports: Sailing.



## Student Responsibilities at Hampton University

1. The student is responsible for learning the content of a course of study according to the standards of performance established by the faculty.
2. The student's behavior in the classroom shall be conducive to the learning process for all concerned.
3. The student is responsible to exercise his/her right of free inquiry, expression and advocacy in the classroom in a manner that is relevant to the subject matter of the instructional program and is subject to the right of the instructor to maintain order.
4. The student is responsible for complying with the Code of Conduct, University policies, rules, procedures and regulations applicable to students and student conduct.

## Student Rights at Hampton University

1. The right of every student, upon entering this institution, to a clear and concise statement of his or her rights, obligations, and responsibilities, as well as the rules and regulations of the University, as prescribed in the Official Student Handbook and the Hampton University Code of Conduct.
2. The right of a student, should he/she be charged with a violation of University rules and regulations, to have his/her case heard by the appropriate judiciary body or the Administrative Hearing Committee.
3. The right of every student to be advised in writing of any charges that lead to his/her, suspension, expulsion or other severe disciplinary action.
4. The right of every student to competent instruction, counseling service, and adequate library, laboratory, and service facilities.
5. The right of every student to conduct research freely, and to publish, discuss, and exchange findings and recommendations so long as such research and publication follow acceptable standards of scholarship.
6. The right of every student to establish democratic student government with the authority to administer, legislate and adjudicate in all areas within its constitutional jurisdiction with adequate democratic safeguards against abuse of its power.
7. The right of every student organization to have a faculty advisor. The University reserves the right to approve that advisor and, in some instances, will appoint an advisor to further the educational objective of promoting learning.
8. The right of authorized student organizations and students to use campus facilities, subject to such uniform regulations as are required for use and scheduling meeting times and places, provided the facilities are used for the purpose contracted.
9. The right of authorized student organizations to hear speakers of their choice, subject to clearly stated educational policies of the institution, which have been made known to the students.
10. The right of authorized student organizations to use the name of the institution subject to uniform regulations with respect to off-campus activities.
11. The right of every authorized student organization to establish and issue regular student-directed publications, free of censorship, editorial restrictions or other pressure, as long as appropriate Hampton University rules, procedures and regulations are followed and with each edition approved by the advisor. These publications, just as any other publication at the University, must adhere to the code of common decency and shall not transgress any civil or criminal laws, including libel, copyright, pornography or indecency. If these are not adhered to, the publication will not be allowed to continue.
12. The right of every student to exercise freely his/her full right as a citizen in off-campus activities in connection with local, national, or international organizations for intellectual, religious, social, political, economic, or cultural purposes, and to publish and distribute his/her views without impairing his/her standing in the institution, provided he/she does not claim to represent the institution.

## Commonly Used Terms

### Academic Load

The total semester hours of credit for all courses taken during a specified time—semester, summer term, or other special session.

### Accredited

A term applied to a school or specific program which has been recognized by some national or regional organization as meeting certain academic standards for quality and educational environment.

### Add and Drop Deadlines

The latest date in a semester when a course may be added or dropped from a student's class schedule without approval of someone other than the student and his or her advisor (exception: when the additional hours produce an academic overload).

### Admission

The process of being admitted to H.U. as a university student with the opportunity to take classes.

### Admission File

The set of documents related to a request for admission to one of the colleges at H.U. The set contains the application form, official transcripts of previous work in high school or college, and may contain standardized test scores (SAT or ACT for freshman applicants, GRE or GMAT for graduate applicants), a statement of career objectives, forms for international students, or other information required by the college's admission office or by a particular school.

### Advanced Placement (AP) Examination

The Advanced Placement Examination is available nationally to high school students in selected subject areas from the College Entrance Examination Board (CEEB). Obtain information on taking the examination from a high school guidance counselor.

Information on H.U. course credit for these examinations is available from the Office of Admission.

### **Application Deadline**

The date by which all documents required for the admission file of a prospective student must be received by the appropriate H.U. admission office.

### **Clinical Validation Examination**

The Clinical Validation Examination consists of 300 multiple choice questions and is used to assess the clinical care knowledge in the University College. The fee for the examination is \$100.

### **College-Level Examination Program Test (CLEP)**

Subject area examination administered by the College Entrance Examination Board. For information, contact: The College-Level Examination Program, Box 1821 Princeton, NJ 08540. Information may also be accessed via the Internet at [www.collegeboard.org](http://www.collegeboard.org).

### **Comprehensive Examination**

The Comprehensive Examination will evaluate the student's mastery of key components of his/her academic major.

### **Concentration**

A collection of courses within a major, which focuses on a particular subject area. The term "concentration" describes the nature of the set of courses.

### **Corequisite**

A course to be taken or a requirement to be fulfilled at the same time as a particular course is being taken.

### **Curriculum**

The set of courses offered in a particular degree program. More generally, the courses (in total) offered in a college or university. The plural word is curricula.

### **Curriculum Outline**

The sequence of required courses that lead to the degree specified for that program. Courses that are separated by a dash (-) must be taken in that order in order to meet prerequisites. Courses that are separated by a slash (/) are equivalent requirements and the slash represents a choice between the two courses. A comma (,) between two courses implies the courses may be taken in either order.

### **Distance Education Policy**

Students who reside within a 50 mile radius of Hampton University will only be eligible for classroom courses and programs at the University College.

### **Dual Major**

Two equal educational interests of an undergraduate student. In order to declare a dual major, students must be accepted as a major by each department and complete all course requirements in force at the time of acceptance to each major.

### **English Proficiency Test**

A test taken at H.U. prior to initial registration (but after admission) by undergraduate international students to determine what English course (if any) must be taken at H.U. This local test is in addition to the minimum TOEFL test requirement.

### **Full-time**

One who is registered for 12 hours or more during a semester as an undergraduate student or 9 hours or more during a semester as a graduate student in the Main Campus or College of Virginia Beach programs. The normal course load for a University College student is 6 semester hours within a session for a total of 12 credit hours within one semester.

### **Grade Point Average (GPA)**

An average on the 4.1-point scale determined by dividing the total accumulated quality points by the corresponding total GPA hours. Grade Point Average Hours (GPA Hours)

The total number of credit hours enrolled with letter grades A+ through F. These hours are used to calculate the GPA by dividing the Quality Points by the GPA Hours.

### **Honors Course or Section**

A version of a regular course reserved for undergraduate students with superior preparation for that course. Non-departmental enrichment courses are available (by invitation only) from the H.U. Honors Program.

### **Lower Division**

1. A course normally taken during the freshman and sophomore years. In the H.U. course numbering system, lower division courses carry 100 and 200 numbers. Courses numbered 100 or lower carry no credit toward degree requirements.
2. A term referring to a student's location in the progression of course work leading to an undergraduate degree and implying freshman or sophomore classification.

### **Major**

The principal education interest of a student as represented by one of the curricula offered by the various colleges at H.U. Every student has one major, but may or may not have a concentration within a major or be following an option within a major.

### **Minor**

Students who wish to declare a minor must complete one half (1/2) of the credit hours for the major with a minimum of 18 credit hours. Meeting the requirements for the minor is to be independent of meeting the major requirements for graduation. Courses for the minor may not be taken on an S/U (Satisfactory/Unsatisfactory) basis. Students must earn a passing grade of at least a "C" in courses counted toward the minor. The offering department will determine the course requirements for the minor. To change a minor requires the submission of the Change of Major/Minor Form to the Office of the Registrar no later than the semester prior to graduation.

### **Option**

A concentration of elective courses within a major, which emphasizes one aspect of the major.

### **Orientation**

A meeting (or series of meetings) designed to acquaint new students with the facilities, policies, sources of information and assistance, and academic and social atmosphere of H.U.

**Prerequisite**

A requirement to be completed (or a level of skill or knowledge to be demonstrated) before enrollment in a course, a degree program, or association with a college.

**Proficiency Examination**

A test given to a student admitted to H.U. to evaluate knowledge or skills normally acquired through completion of a particular H.U. course.

**Progression**

An internal evaluation in some colleges or degree programs by which an associated student's academic standing is examined to determine if prior work is complete and if the student should proceed towards completion of the remaining degree requirements. The most common evaluation point is at the end of the sophomore year.

**Quality Points**

H.U. compiles academic performance records through use of a scale assigning 4.1 "Quality Points" per semester hour of credit for an "A+" grade ranging to 0.7 Quality Point per semester hour of credit for a "D-" grade.

**Registration**

The process of officially gaining entrance into one or more courses.

**Semester**

The division of the calendar year used in academic scheduling at H.U. A semester is roughly 4 months or 16 weeks in duration.

**Semester Hour**

The unit of academic credit at H.U.

**Session**

The division of the calendar year used in academic scheduling at H.U. A session is 9 weeks in duration for the University College

**TOEFL Examination**

An internationally administered examination measuring ability to use the English language. Required of any international student applying to H.U. whose native language is not English. For information and to make arrangements to take the examination, contact:

The Test of English as a Foreign Language, Educational Testing Service, Princeton, NJ 18540.

**Upper Division**

1. Courses normally taken during the junior and senior years (300 and 400 numbers at H.U.). A student taking primarily junior and senior courses is said to be an upper division student. Credit for upper division courses may be labeled "UD credit" on a transfer evaluation.
2. The state of being classified as a junior or senior.

# Hampton Institute

## The Undergraduate College

Hampton Institute, the Undergraduate College, is the oldest of the four colleges that comprise Hampton University. Hampton University is the oldest nonsectarian, co-educational, postsecondary institution in the Commonwealth of Virginia. In recognition of the growth and evolution of the school, in 1984 the Board of Trustees adopted the name Hampton University, while continuing to use the name Hampton Institute for the undergraduate college. Primarily, the undergraduate college seeks to enroll promising graduates of outstanding secondary schools. Yet, it also considers students from other academic backgrounds and levels of achievement.

Information and policies that apply to all four colleges are found in the General Information section of this catalog and address the history and mission, academic program offerings, fees and expenses, financial aid and student support services. Additional details about undergraduate and professional academic programs and policies are provided in this Undergraduate College section. The Undergraduate College is comprised of seven Schools: Business, Liberal Arts and Education, Engineering and Technology, Liberal Arts, Nursing, Pharmacy, and Science; and the Scripps Howard School of Journalism and Communications. The programs of study leading to the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Master of Architecture (M.Arch), and the undergraduate/pre-professional portions of the programs leading to the Master of Business Administration (M.B.A.), Master in Teaching (M.T.) and Doctor of Pharmacy (Pharm.D.) degrees are provided through the Undergraduate College. Minor programs of study are outlined in the department descriptions. Undergraduate degree programs in University College and the College of Virginia Beach are presented in their sections of this catalog. Undergraduate degree program requirements are presented under the school and department or program.

## Hampton Institute — The Undergraduate College

School/Unit	Major and/or Minor
<b>Honors College</b>	Honors Program
<b>Leadership Institute</b>	Leadership Studies
<b>School of Business</b>	Accounting Business Administration Economics Entrepreneurship Finance Investment Banking Management Marketing

### School of Engineering and Technology

Architecture  
Aviation  
Chemical Engineering  
Computer Engineering  
Electrical Engineering

### Scripps Howard School of Journalism and Communications

Journalism (*formerly Print Journalism  
and Broadcast Journalism*)  
Strategic Communication  
(*formerly Public Relations*)

### School of Liberal Arts and Education

Art  
Criminal Justice and Criminology  
Cyber Security  
Education  
English and Foreign Languages  
Health and Physical Education (Pk – 12)  
History  
Interdisciplinary Studies (Pk – 6)  
Kinesiology  
Liberal Studies  
Music  
Music Recording Technology  
Political Science  
Psychology  
Sociology  
Sport Management  
Theatre Arts  
Aquatics  
AROTC

### School of Nursing

Nursing

### School of Pharmacy

Pre-Professional Pharmacy and  
Professional Pharmacy

### School of Science

Biochemistry  
Biology  
Chemistry  
Communicative Sciences and Disorders  
Computer Information Systems  
Computer Science  
Cyber Security  
Marine Science, Mathematics  
NROTC  
Physics  
Space, Earth and Atmospheric Sciences

<sup>†</sup> Note that the course requirements for each program of study are listed in the respective Curriculum Outline under the department or program area that offers the program. Courses that are separated by a dash (-) must be taken sequentially as the first course on that line is a prerequisite for the second course on that line. Courses that are separated by a comma (,) may be taken in either order. Courses that are separated by a slash (/) are equivalent and the slash stands for "or."

# Undergraduate Admission

## Basis for Admission – Freshman Class

Admission to the freshman class is limited to recommended graduates of accredited secondary schools, ranking in the upper half of their classes. Each year, candidates are chosen from the list of applicants on the basis of preparation for college and interest in and aptitude for courses offered by Hampton University. The University accepts satisfactory scores on the GED test in those cases where a high school diploma is not presented.

Every candidate for admission must make formal application to the Director of Admission, Hampton University, Hampton, VA 23668. An application for admission, furnished by the Director of Admission upon request, should be filled in completely and sent with the application fee of \$35 (cashier's check or money order made payable to Hampton University). NO PERSONAL CHECKS. This fee is not refundable. Applications for admission for the fall semester must be completed before March 1. Applications for admission for the spring semester must be completed by November 1.

Every candidate must present satisfactory credentials as to ability, character, and health. The decision of admission is based on the following factors:

- a. Secondary school record
- b. Level of performance on the Scholastic Aptitude Test of the College Entrance Examination Board, or the American College Testing Program
- c. Personal qualities, background, and experience
- d. Educational objectives
- e. Institutional needs

Seventeen Carnegie units of academic work are required for consideration as an applicant for admission. The Office of Admission's staff is more interested in the quality of the applicant's academic preparation and his/her general promise as a college student than in the total number of such units offered. The academic units must include four units in English (grammar, composition and literature), three units of mathematics (algebra I, algebra II, and geometry), two units of natural science (biology and chemistry) and two units of social science. The remaining six academic units accepted will be chosen from those required by the secondary school for graduation. The applicant must have earned a grade average of at least "C." However, those applicants planning to major in one of the arts or sciences should include at least two units of a foreign language. The Admission Committee considers the relation between the subjects taken and the curriculum the applicant seeks to follow in college.

Every applicant for admission to Hampton University who has not previously attended college must take the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Testing (ACT) Program and have the scores sent to the University as a part of the application for admission. Those who

wish to take one or more of the Achievement Tests may do so, but these additional tests are not required.

## Health Record

Any student offered entry or re-entry to the University will be denied the privilege of registration until the Student Health Center has been given a copy of an up-to-date physical examination report and a copy of his/her immunization record.

## Freshman Early Admission

In keeping abreast with the trends of higher education, the University is interested in highly motivated, socially mature high school students of at least junior standing with at least an overall average of "B," a minimum combined SAT score of 1,050 and/or a comparable ACT score, and rank at least in the top 25 percent of their class. Those students without a high school diploma must sit for the GED.

## Freshman Concurrent Enrollment

Highly motivated, socially mature high school juniors who meet the requirements for early admission may be interested in the Concurrent Enrollment Program. The only additional requirement is permission of the high school principal. At the end of the first year at Hampton, the student's high school will award the diploma.

## International Students

Students from outside the continental United States are welcome at Hampton University. Interested applicants should communicate with the Director of Admission, who will provide the necessary forms for mailing applications and will make known to them whatever special requirements they must meet. The student must present evidence of having an educational background at least equal to an American secondary school education. In cases where educational records are submitted in a language other than English, an admission decision will be delayed until the record is translated. Each candidate must present satisfactory credentials to be offered admission. The college requires the following:

### 1. High School Completion.

- African Students - General Certificate of Education or the West African School Certificate, Ordinary level, and Division II, with at least 6 passes. (One each in English grammar, mathematics and science).
- Others - Completion of high school equivalency as attested by the American Association of Collegiate Registrar and Admission Offices (AACRAO) National Credentials Evaluation Project.
- Score not less than 950 on SAT or 21 ACT composite, or 550 TOEFL

### 2. Completed Application for Admission.

### 3. Issuance of I-20 Form will not occur until the American sponsor vouches for payment of same, or scholarship/government grant is received.



Upon arrival on campus, all international students are required to contact the International Students Advisor. The International Students Advisor provides general counseling for international students on matters relative to personal adjustment, financial concerns and problems related to academics.

### **Health Record**

Any student offered entry to the University will be denied the privilege of registration until the Student Health Center has been given a copy of an up-to-date physical examination report and a copy of his/her immunization record.

### **Home Instruction/Home Schooling**

Applicants who have completed a program of home instruction or home schooling instead of an accredited secondary school must present the following credentials:

1. Secondary school record, if it exists;
2. GED test scores;
3. Official verification by state or regional public official of completion of approved home instruction/home schooling program;
4. Official results of standardized tests used for evidence of achievement or copy of annual achievement progress reports submitted to official in charge of state or regional home instruction/home schooling supervision; and
5. The results of the Scholastic Aptitude Test of the College Entrance Examination Board or the American College Testing Program.

### **Basis for Admission - Transfer Students**

Students who have satisfactorily completed at least 15 semester hours at an accredited institution may be admitted to regular standing with such advanced standing as their previous records may warrant. Every candidate for admission must make formal application to the Director of Admission, Hampton University, Hampton, VA 23668. An application for admission, furnished online or by the Director of Admission upon request, should be filled in completely and sent with the application fee of \$35.00 (cashier's check or money order made payable to Hampton University). NO PERSONAL CHECKS. This fee is not refundable. Applications for admission for the fall semester must be completed by March 1. Applications for admission for the spring semester must be completed by November 1.

Requirements for advanced standing are as follows.

1. Satisfactory credit from previous college, as shown on official transcripts. If the student has fewer than 30 semester hours credit from the previous college, he or she must submit satisfactory scores on the Scholastic Aptitude Test and his or her high school transcript, as required of entering freshmen.
2. Grade point average of 2.50 or better at previous college.
3. Honorable dismissal from previous college. If a student is suspended from another college, but eligible to return, he or she may be considered for enrollment at Hampton University after the lapse of at least one semester or the term of suspension, whichever is longer. The University reserves the right, based

upon the student's record, to revise the academic classification given such students at entrance.

4. The Department of Architecture may request a portfolio of student work to assist in determining placement in the design studio.
5. The School of Pharmacy requires an interview and Pharmacy College Admission Test (PCAT) scores prior to admission to the first professional year (P1-Level), or higher level. Prospective professional pharmacy students must have a minimum GPA of 2.75 or have completed the pre-professional pharmacy track at Hampton University to be eligible for the admission interview.

### **Health Record**

Any student offered entry to the University will be denied the privilege of registration until the Student Health Center has been given a copy of an up-to-date physical examination report and a copy of his/her immunization record.

### **Re-Entering Student Applicants**

Former students seeking re-entry must file an application with the Director of Admission in the term of planned re-entry and follow the procedures enumerated below. All students applying for re-entry to the University must abide by the following:

1. Submit an application by July 1 for fall semester, December 1 for spring semester.
2. Provide the necessary medical clearances;
3. Provide a copy of the letter of disciplinary dismissal, if applicable;
4. Provide copies of transcripts of academic work at other institutions; and
5. Provide copies of DD Form 214 or 295 if appropriate.
6. Provide a copy of the letter of academic dismissal, if applicable.

Any student with more than three voluntary withdrawals (for reasons other than medical ones) during his or her tenure, or with two academic dismissals is ineligible to apply for re-entry.

### **Acceptance Notice**

If the evidence secured indicates that the applicant appears amply qualified to enter Hampton University, a formal Certificate of Admission will be sent. Only persons who have received their Certificate of Admission will be permitted to take part in the activities of Orientation Week or to register for classes.

### **Arrival on Campus**

#### **Time of Arrival:**

Students should arrive on campus on the day that residence halls are open to them, as stated in the college calendar. STUDENTS WHO ARRIVE PRIOR TO THE TIME RESIDENCE HALLS ARE OPEN MUST MAKE LIVING ARRANGEMENTS IN THE CITY.

#### **How to Reach the Campus:**

Hampton University is located in the City of Hampton, Virginia. Transportation is available as follows:

**By Greyhound Bus:** Tickets should be purchased to Hampton. The Greyhound Station is near the campus in downtown Hampton.

**By Air:** To Norfolk International Airport or Newport News-Williamsburg International Airport. Limousine service to the campus is available.

**By Auto:** In the Hampton area, take Interstate 64 to Exit 267 and follow signs to the University entrance.

**Admission to Residence:** Students will be admitted to residence only if they have paid the advance deposit fee.

### Special/Non-Degree Students

Individuals may enter Hampton University for the purpose of taking certain courses without becoming candidates for an undergraduate or professional degree. These persons will be listed as special students. They may not be subject to the specific requirement for standardized test scores for admission, but they must give evidence of preparation and ability to successfully pursue college level courses. Such students may later become candidates for a degree by meeting all entrance requirements. Special students will not be accorded the privilege of participating in intercollegiate athletics or other student activities. They will be subject to the same rules and regulations governing scholarship, class attendance, conduct, and health as regular students.

### Advanced Standing

Advanced standing can be obtained for entering undergraduate students through transfer of credit earned at previous colleges, Advanced Placement Examinations, advanced placement through the Office of Testing Services, life experiences or military service, as appropriate.

Hampton University participates in the Advanced Placement Program of the College Entrance Examination Board (CEEB) and the International Baccalaureate Program (IBP). This program begins in a high school when college level studies are offered to able, interested students. International Baccalaureate Credits (IB) earned at the high school level should be sent directly to The Office of Testing Services. The information will be translated into the appropriate number of Hampton University credits. Advance Placement Credits (AP) earned at the high school level should be sent directly to the Registrar's Office. The Office of Testing Services is not involved in the placement of these credits on a student's transcript. The college does not limit the number of credits an entering student may have received through these examinations.

### Advanced Placement Examinations

Additionally, Hampton University also participates in the College Level Examination Program (CLEP) of the CEEB and the Defense Activity for Non-Traditional Education Support (DANTES). The broad purpose of this program is to improve access to higher education through a national system of placement and credit by examination. The college accepts for credit both the general examinations and the subject examinations. The subject examinations, however, must be approved by the respective academic department at the University. Awarding of credit for CLEP will be based upon recommendations of CEEB. Credit for DANTES will be based upon the recommendations of the American Council of Education (ACE).

Entering freshmen may earn advanced course placement in English and mathematics through the University's Testing Program. The Office of Testing Services evaluates each entering freshman's high school academic record (course grades, SAT/ACT scores, cumulative grade point average, and honor courses) to identify outstanding performance in English and mathematics courses throughout a student's high school career.

Students identified for Hampton University Advanced Placement in English will register for ENG 102 Honors. The freshman MUST complete that course with a grade of "C" or better to be eligible for the advanced placement credit of three (3) credit hours for ENG 101. If the freshman does not satisfactorily complete ENG 102, no credit will be awarded by the Hampton University Testing Program.

Students identified for Hampton University Advanced Placement in mathematics will be placed in the highest level of math indicated by major based on SAT/ACT scores, and performance in required prerequisite high school courses. The freshman MUST complete the course (MAT 117, 118, 130, or 151) during the semester of placement with a grade of "C" or better to be eligible for the advanced placement credit of three (3) credit hours for the one preceding or prerequisite math course. If the freshman does not satisfactorily complete the identified advanced math placement course, no credit will be awarded by the Hampton University Testing Program.

Advanced Placement Credits awarded through the University's Testing Program are applied to the student's degree requirements.

### National Level Testing Programs

The national level testing program includes administering and providing information for preparation to take national tests, such as Graduate Record Examination (GRE), Law School Admission Test (LSAT), and the National Teacher Examination (Praxis). Other national level examinations that are administered include the American College Testing-Assessment (ACT), American College Testing-Automotive Service Excellence Examination (ASE), and the Scholastic Aptitude Test (SAT).

### Life Experiences

In consultation with and approval of the School or College Dean, a student can substitute life experience for college credit.

### Veterans/Active Duty Military

Active duty military personnel and veterans can receive advanced credit, depending upon rank, length of service, duty specialty, and service schools completed. Veterans and active duty personnel must submit copies of DD Form 214 or DD Form 295. The University grants the following academic credits to veterans of two or more years of honorable service in the United States Armed Forces who are enrolled in regular degree granting programs: A maximum of four semester hours for military service for veterans in pay grades of E8 and above, and six semester hours for pay grades of E7 and below (these credits can be used to meet the social science requirements, except for History 101, 102, 105, 106 or 108). A maximum of three semester hours in oral communication is allowed for veterans in pay grades of E8 and above.

# Academic Policies and Regulations

## General Requirements for Baccalaureate Degrees

The graduation requirements of the University, which must be met for completion of an undergraduate degree program, are those published in the Academic Catalog in force at the time of the student's admission to the University. The departmental chairperson, with the school dean, may request to waive or substitute course work for departmental requirements subject to approval of the Provost. **If the student's course of study is interrupted by failure to enroll for successive terms or because of a change of major, the student must then meet the university, school, and departmental graduation requirements in force at the time he or she re-enrolls and/or enters the new major.** See departmental and school program listings (Curriculum Outlines) in this Catalog for specific major and additional requirements.

### University Baccalaureate Requirements:

1. A minimum of 120 semester hours. Although a student may have waivers for degree requirements, he or she must still meet the minimum of 120 semester hours of credit accepted by the University.
2. An Application for Graduation must be submitted one full year prior to the expected graduation date and include the final combination of majors and minors.
3. A minimum cumulative grade point average (GPA) of 2.000.
4. A grade of at least "C" (2.0) in all courses in the major area of study.
5. Students may not register (without special permission from the chair or dean) for courses for which they have not met the published prerequisites.
6. Courses in the General Education Sequence totaling 44-58 semester hours.
7. Courses in the major field, related subjects, and free electives totaling a minimum of 74 semester hours. The minimum number of credits needed to graduate is 120.
8. A minimum of thirty semester hours of credit earned at Hampton University; the student must be in residence the final 30 semester hours prior to the completion of degree requirements.
9. Passing of English 101-102, Communication 103 and Computer Science 120 with grade of "C" (2.0) or better.
10. Developmental level courses (100 or below) - i.e., reading, mathematics, English 100 - do not count towards graduation.
11. Learning to Learn (EDU 295) does not count towards graduation.
12. All students must demonstrate competence in computer literacy.

Entering students with computer literacy skills will be given the opportunity to "test out" of the course by passing a computer lit-

eracy competency examination. Students without these skills must register for the course, CSC 120. Students may not earn credit for CSC 120 at another university, they must receive credit by either successfully passing the CSC 120 course at Hampton University with a minimum grade of "C", or by successfully testing out. Students can only exercise a one-time "test out" if they have not attempted the CSC 120 course at Hampton University. These students should register for the course section - CSC 120-EK. Students who take the test option will receive credit as Satisfactory/Unsatisfactory. CSC 120-EK students with a minimum score of 74% will receive full course credit and will be charged a fee for three credit hours. CSC120-EK students receiving a failing score, below 74%, will then need to register for the regular course in a subsequent semester. In addition while transfer students may not transfer equivalent Computer Literacy credits to Hampton University, these students have the option of demonstrating their proficiency by taking the CSC 120-EK examination.

University policy allows undergraduate students within six hours from meeting graduation requirements to participate in the en masse Commencement Ceremony. These students are considered as provisional candidates and are not eligible to receive a diploma; therefore they cannot participate in the school ceremony.

## The General Education Program

The general education program is predicated on the belief that a particular body of knowledge and a particular set of competencies exist which are common to liberally educated people and which enable them to function as whole persons in a pluralistic society. In essence, the purpose of the general education program is to prepare all students to function as individual contributors to society, as members of the larger society, and as members of their native social and political environment.

Since the underlying assumption of the general education program is that there exists a common body of knowledge which binds together all human experiences, then all courses and activities which comprise the general education curriculum are designed around a common set of goals: to acquire, organize, evaluate knowledge and communicate knowledge.

As a result of the general education core and the companion discipline requirements, every Hampton University student prior to graduation should attain the following Core Competencies:

1. **Critical Thinking** is the ability to identify how to act after careful evaluation of the evidence and reasoning in a communication.
2. **Ethics** is the ability to identify ethical ideas, issues and apply ethical principles and relating to personal, professional and academic conduct.
3. **International Diversity** is the ability to understand the social customs, traditions, and artifacts of a culture.

4. **Information and Technology Literacy** is the ability to use electronic media to support research activities and the ability to locate, evaluate, and use effectively the needed information and its sources.
5. **Oral Communication** is the ability to deliver a spoken message of depth and complexity in a way that elicits a response from an audience of understanding, appreciation, assent or critical inquiry.
6. **Quantitative Reasoning** is the ability to use numeral, geometric, and measurement data and concepts, mathematical skills and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions in professional, financial, and/or real world situations.
7. **Scientific Reasoning** is the ability to describe, understand, predict, and control natural phenomena by adherence to a self-correcting system of inquiry, the scientific method, and reliance on empirical evidence.
8. **Written Communication** is the ability to develop and express complex ideas clearly, coherently, and logically in a style appropriate for both purpose and audience and demonstrate mastery of accepted standards of written communication.

## Hampton University's General Education Core

### Core Courses

### Credit Hours

**English** ..... 6 hrs.

ENG 101 Written Communication I (Required)  
ENG 102 Written Communication II (Required)

Introductory sequence in composition, contributing to the liberal education of students, regardless of their majors. Approaches writing as a process and provides experience in writing with various aims and rhetorical strategies.

**Oral Communication** ..... 3 hrs.

COM 103 Oral Communication (Required)

A one-semester course in Speech Communication involving a participative learning experience. Emphasis will be placed on intrapersonal, interpersonal and public communication.

**Health and Physical Education** ..... 2 hrs.

HEA 200 or Two (2) Physical Education Activities  
HEA 200 Health Education

Designed to help the student to understand himself/herself as a human organism; to become familiar with various influences that affect health; to coordinate experiences for more effective understanding of healthful living in the world today; and to aid himself/herself in solving personal health problems.

### Physical Education Activities

Two (2) physical education activities selected from Physical Education service courses numbered 104 through 231.

**Freshman Orientation** ..... 1 hr.

UNV 101 The Individual and Life (Required)

A one-semester required orientation course designed to improve the quality of the freshman experience for entering students by helping them understand the purpose and value of higher education at Hampton University, as well as the larger context in which that education takes place and the multicultural nature of the problems and concerns which it addresses; to develop positive attitudes toward the teaching learning process; and to acquire coping skills essential for successful college life.

**Cultures and Civilization** ..... 9 hrs.

Humanities/Fine Arts  
HUM 201 Humanities I (Required)  
History  
HIS 106 World Civilizations II (Required)

Surveys the period from the French Revolution (1789) to the present, years when many aspects of the contemporary world were shaped.

In addition to the two required courses, select one course from the following: HIS 105,107; ART 200, 305, 306, or 407; ENG 24, 215, 323, 328, or 329; Foreign Language (above 202); HUM 202; MUS 200, 201, 202 or 305; Philosophy 203, 20, 210, 301, 304, or 305; THE 120, 205, 206.

**Social and Behavioral Science** ..... 6 hrs.

Options selected from Economics (201, 202), Geography (201, 202), Military Science (MSC 201), Political Science (201, 202, 203, 204, 205, 304, 305, 308, 310, 311, 317, 320, 341, 409, 499), Psychology (203, 205, 300, 301, 302, 304, 305, 306, 308, 311, 312, 402, 404) and Sociology (205, 210, 215, 304, 305, 315, 320, 322, 324, 326, 328, 401, 402, 405, 406, 414, 416, 422, 499).

**Natural Science** ..... 3/4 hrs.

Course selection from the following (with or without a lab): Biology (101, 103, 105, 106), Environmental Science 204, Chemistry (150, 201), Marine and Environmental Science (202, 204), Physics (201, 203), Science (102, 104), APS (101, 105, 106).

**Mathematics** ..... 3 hrs.

Mathematics 110 College Mathematics II (Minimum; or higher, as required by the major).

Mathematics of finance such as interest, installment buying, mortgage. Measurement, geometry and the metric system. Elementary concepts of probability and statistics.

**Total Hours** ..... 33/34 hrs.



## Declaration of Major

The undergraduate student should declare a major program of study not later than the end of his or her freshman year, or the completion of 30 semester hours of credit. A Student's Petition Form for Declaration or Change of Major must be filed with the Office of the Registrar. Each academic department reserves the right to approve the student's application to major in that department.

## Dual Majors

Students who plan to graduate with dual majors must satisfy all requirements in each major, including all related courses, with separate courses. The General Education sequence must be completed once. Students choosing dual major options are required to maintain at least a 2.5 GPA. In order to declare a dual major, students must be accepted as a major by both departments. They must be assigned an academic advisor in each department and complete all requirements in force at the time of acceptance for each major. Students who desire a dual major, must file a dual major form in the Office of the Registrar on or before the end of their sophomore year. Students who satisfy all graduation requirements for the dual major shall receive a single diploma listing both majors. To change from a dual major back to a single major requires the completion of the Change of Major/Minor form not later than the semester prior to graduation.

## Minors

Students who wish to declare a minor must complete one half (1/2) of the credit hours for the major with a minimum of eighteen (18) credit hours. Meeting the requirements for the minor is to be independent of meeting the major requirements for graduation. Courses for the minor may not be taken on an S/U (Satisfactory/Unsatisfactory) basis. Students must earn a passing grade of at least a "C" in courses counted toward the minor. The offering department will determine the course requirements for the minor. To change a minor requires the submission of the Change of Major/Minor Form to the Office of the Registrar no later than the semester prior to graduation.

Course requirements for the minor are specified in the program descriptions for the associated major or interdisciplinary program. Minors in Business Management, Entrepreneurship, Finance and Marketing are described in the School of Business section of this catalog. Minors in Architecture and Aviation are described in the School of Engineering and Technology section. Minors in Journalism and Strategic Communication are described under the School of Journalism and Communications section. Minors in Criminal Justice and Criminology, English, History, Music, Political

Science, Psychology, Sociology, and Theatre are described in the School of Liberal Arts section. Minors in Atmospheric and Planetary Sciences; Biology; Chemistry; Computer Information Systems; Computer Science; Marine Science; Mathematics; Naval Military Leadership, and Physics are described in the School of Science section. The Minor in Leadership Studies is described under the William R. Harvey Leadership Institute. The concentration in Aquatics is described under the Department of Health, Physical Education and Recreation in the School of Education and Human Development.

## Classification of Students

Undergraduate students are classified according to the number of semester hours of credit earned:

Freshman	Less than 30 semester hours
Sophomore	30 to 59 semester hours
Junior	60 to 89 semester hours
Senior	90 or more semester hours

Professional students are classified by their progress or year in the professional pharmacy program as P-1, P-2, P-3 and P-4 or architecture program as AP.

## Honors Designations

Undergraduate students and professional students who have demonstrated high academic achievement are recognized at the end of each semester with the designation of Dean's List. This honor is listed on the final grade report and student transcripts. To be awarded this honor, the student must be enrolled full time and earn a semester grade point average of 3.00 or higher. Undergraduate and professional students are also recognized during Honors Day by having their names listed in the Honors Day Program by category, which is based on the cumulative grade point average. The first Honors List is composed of the names of students who have earned not less than 3.5 times as many quality points as quality hours in a full-credit program (Minimum of 12 semester hours). The second Honors List is composed of the names of students who have earned not less than 3.0 times as many quality points as quality hours in a full-credit program (Minimum of 12 semester hours). High achieving students are also encouraged to join one or more honor societies.

Upon completion of the undergraduate degree program, a student who has demonstrated high academic achievement as measured by his/her cumulative grade point average (GPA) is recognized at Commencement by one of the following designations.

## Graduation Honors

### Valedictorian:

Highest Grade Point Average (GPA) of any graduating senior in the

### Undergraduate College:

A tie Grade Point Average would be resolved by a count of the number of "A+"s. The GPA is calculated for this purpose on all letter grades received from all institutions with a minimum of four (4) full-time semesters (60 semester hours) at Hampton University.

### Salutatorian:

Second Highest Grade Point Average of any graduating senior in the Undergraduate College- calculated as for Valedictorian.

**Summa Cum Laude:** 3.8 GPA and above

**Magna Cum Laude:** 3.6 - 3.799 GPA

**Cum Laude:** 3.4 - 3.599 GPA

**Honors:** 3.0 - 3.399 GPA

**Departmental:** 3.5 and above in major.

Departmental Honors are awarded to graduates with a 3.5 or higher, grade point average in their major.

## Honors College

Recognition is awarded to high achieving students in the Honors College who have completed the Honors College Program as Honors College Graduates.

## Honor Societies

Honor societies at Hampton University include the Accounting Honor Society, Alpha Kappa Delta (Sociology), Alpha Kappa Mu (General), Alpha Mu Gamma (National Foreign Languages), Alpha Phi Sigma (Criminal Justice/Criminology), Alpha Psi Omega (Dramatics), Beta Kappa Chi (Science), Delta Sigma Rho/Tau Kappa Alpha (Debating), Golden Key (General), Kappa Delta Pi (Education), Kappa Tau Alpha (Journalism and Mass Communication), National Society of Scabbard and Blade (AROTC, NROTC), Phi Alpha Delta Law Fraternity (Pre-Law), Phi Alpha Theta (History), Pi Sigma Alpha (Political Science), Psi Chi (Psychology), Sigma Pi Sigma (Physics), Sigma Tau Delta (English), Sigma Theta Tau (Nursing), and Upsilon Pi Epsilon (Computer Science).

# School of Business

The mission of the Hampton University School of Business is to produce professionals, leaders and scholars of strong character for the technology-based global marketplace. Our goal is to deliver relevant business education, practical application experiences and behavioral competencies to achievement-oriented undergraduate and graduate students. Although teaching is our primary emphasis, faculty continuously engage in research and grantsmanship to provide a curriculum appropriate for a successful business career.

The School has as its purpose the promotion of learning, the development of character, the instilling of values (such as respect, integrity, dignity and decency), the creation of knowledge, and service to society. The School endeavors to prepare students for positions of leadership and ownership in a global society marked by change and complexity.

The School of Business is committed to fostering a stimulating intellectual environment in which all students and faculty are challenged and motivated to reach their full potential. We seek to identify high caliber students and provide them with the preparation necessary to succeed. We produce highly educated graduates characterized by competence, a thirst for knowledge, a performance orientation, and social consciousness.

Students may pursue a baccalaureate degree in many areas of business: Accounting, Business Administration, Economics, Entrepreneurship, Finance, Hotel & Resort Management, Investment Banking, Management, or Marketing. These degree programs offer students the opportunity to tailor their course selections to pursue areas of emphasis (e.g., Banking and Management Information Systems).

Course requirements for degrees are listed under the respective department major curriculum-outline headings. Minors are offered in the fields of Entrepreneurship, Finance, Management, and Marketing. The School of Business has two programs leading to the Master of Business Administration degree and one leading to the Doctor of Philosophy in Business Administration.

## Facilities

The School's administrative offices are located in Buckman Hall, which houses four electronic classrooms and two computer labs. The academic departments of Business Administration, Marketing, Economics, Entrepreneurship, and Management are housed in Buckman Hall. The Department of Investment Banking, Accounting and Finance is located in the Science and Technology Building.

## Internship/Cooperative Education

Consistent with the expectations of employers and graduate schools, students are strongly encouraged to complete at least

one significant work assignment during their tenure at Hampton. An internship is typically a paid summer experience of two or three months, whereas, a cooperative education experience typically is for six months. These experiences enrich the student's education by providing relevant perspectives to the theories and techniques covered in the classroom. Students who have internships and/or cooperative education experiences are more attractive to employers. The School of Business works closely with the Career Counseling and Planning Center and our corporate partners to enhance the number and quality of these internship and cooperative experiences.

## Student Organizations

The National Accounting Honor Society, the Pirate Knight Chess Club, the National Association of Black Accountants (NABA), National Black MBA Association (NMBAA), Society for the Advancement of Management (SAM), Sigma Beta Delta National Honors Society, Students In Free Enterprise (SIFE), the Student Financial Management Association, Society for Business Professionals and its affiliates, the American Marketing Association, and Mu Kappa Tau are recognized student organizations and provide opportunities to serve and demonstrate leadership. All students are encouraged to participate.

## Undergraduate Study in Business

### Admission

Majors in the School of Business must adhere to the general academic policies established by the University. Students preparing for careers in business must have completed Mathematics 117 with a "C" or better before attempting accounting or statistics courses. Mathematics placement is based on the student's pre-college academic preparation. Students who need additional preparation in mathematics are encouraged to seek admission for the summer preceding the freshman year.

### Taking Business Courses at Another Institution

Students majoring in Business must successfully complete all major, business related and core requirement courses at Hampton University unless permission is granted by the Dean. Please refer to the Section: Taking Courses at Another Institution for guidelines that apply to non-business courses.

### Residency Requirements

Students should complete their freshman studies, general education requirements and foundation courses in economics, accounting, and statistics before taking any upper division courses. Completion of at least 60 semester hours is required prior to enrollment in 300/400 level business courses. Business School majors are strongly encouraged to maintain a cumulative GPA of at least 2.5.

## Graduation Requirements-Bachelor of Science Programs

All undergraduate business programs require 120 credit hours divided between general education requirements, business core requirements, and program requirements.

The following courses are used by all business majors to satisfy general education requirements: ENG 101-102; COM 103; HIS 106; UNV 101; HUM 201; MAT 117; Humanities Course (3 credit hours); Science Course (3 credit hours); choice of 2 Social Science Courses (6 credit hours) and a choice of 2 Physical Education Courses (1 credit hour each) or 1 Health Education Course (2 credit hours) for a total of 33 semester hours in general education.

The Core Business Requirements are ACC 203, 204; CSC 120; ECO 201-202; MGT 215, 216, 301, 305, 323, 400; FIN 304; MKT 305; and 2 courses in one foreign language (6 credit hours total in the same foreign language) for a total of 45 semester hours. Select programs, namely, Accounting, Business Administration, Economics, Finance, and Investment Banking, require students to take and pass with a grade of C, or better, MAT 130 or higher.

The remaining courses required for graduation are distributed between program required courses, program-related electives, business-related electives, non-business electives, and free electives as indicated on the approved curriculum outlines. School of Business majors are required to earn credit for all graduation requirements, excluding free electives, under the letter grade system. Accordingly, students must not register under the Satisfactory/Unsatisfactory (S/U) grade system for courses used to meet graduation requirements. The grade of "C" or higher is required in ENG 101 and 102, COM 103, MAT 117, MAT 130 (where required), all business core courses, all major courses, all program-related electives, and all business-related electives. The grade of "C" or higher is not required for other courses used to satisfy the other required general education courses or the required non-business related electives, or the required free electives.

## Department of Accounting, Investment Banking and Finance

The mission of the Department of Accounting, Investment Banking and Finance is to prepare students for careers in a global market, and for graduate study. The Department achieves its mission through curricula structured to enable students to comprehend, analyze and critically assess an entity's financial condition and optimize its value. The Department endeavors to instill a commitment to ethical values and social responsibility.

### Major Degree Requirements:

The Department offers programs of study in the three disciplines: Accounting, Investment Banking and Finance that lead to the Bachelor of Science degree. All are designed to provide students with the skills and aptitudes needed to compete successfully in the profession. The curricula are structured to enable students to enter and make significant contributions in corporate, government or research organizations. The Investment Banking Program endows students with the skills needed for managerial positions in commercial banks and other financial institutions. The Finance

Program is designed to prepare students for careers in corporate finance, investment management, public finance, insurance and related areas. Instructional techniques include both theory and practical application.

Consistent with the mission of the University and School of Business, the Department of Accounting, Investment Banking and Finance prepares students for professional careers in a global market, in the areas of public, private, governmental accounting and graduate study. The Department achieves its mission through curricula structured to enable students to comprehend, analyze and critically assess an entity's economic status and provide recommendations and direction, which will optimize its value.

### Program in Accounting

The Accounting Program provides the student with extensive exposure to computer-assisted instruction. The Department endeavors to instill in students a commitment to ethical values and social responsibility. The Accounting Program has a minimum requirement of 120 credit hours. Those students who are from states requiring 150 credit-hours to sit for the CPA Exam, are encouraged to take additional electives to satisfy that requirement or to consider enrolling in the five-year MBA program as a freshman or by pursuing our two-year MBA degree.

### Curriculum Outline – Accounting

Freshman Year	Semester	1st	2nd
English 101-102 .....		3	3
Communication 103 .....		3	-
History 106 .....		3	-
Mathematics 117 or higher .....		3	-
Mathematics 130 or higher .....		-	3
Foreign Language .....		3	3
University 101 .....		1	-
Computer Science 120 .....		-	3
Natural Science Course .....		-	3
Health (1) or Physical Education (2) .....		-	2
	<b>Total</b>	<b>16</b>	<b>17</b>

Sophomore Year	Semester	1st	2nd
Social Science Course .....		3	3
Accounting 203-204 .....		3	3
Economics 201-202 .....		3	3
Management 215-216 .....		3	3
Humanities 201 .....		3	-
Humanities Course .....		-	3
	<b>Total</b>	<b>15</b>	<b>15</b>

Junior Year	Semester	1st	2nd
Accounting 309-310 .....		3	3
Accounting 415 .....		-	3
Accounting 419 .....		-	3
Finance 304 .....		3	-
Management 301 .....		3	
Management 305 .....		-	3
Management 323 .....		3	
Management 340 .....		-	3
Marketing 305 .....		3	-
	<b>Total</b>	<b>15</b>	<b>15</b>



<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Accounting 416 .....		3	-
Accounting 417 .....		3	-
Accounting 426 .....		-	3
Business Related Elective .....		3	6
Non-Business Related Elective .....		3	3
Management 400 .....		3	-
<b>Total</b>		<b>15</b>	<b>12</b>

**TOTAL CREDITS FOR GRADUATION 120**

### Curriculum Outline – Finance

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102 .....		3	3
Communication 103 .....		3	-
History 106 .....		3	-
Mathematics 117 or higher .....		3	-
Mathematics 130 or higher .....		-	3
Foreign Language .....		3	3
University 101 .....		1	-
Computer Science 120 .....		-	3
Natural Science Course .....		-	3
Health (1) or Physical Education (2) .....		-	2
<b>Total</b>		<b>16</b>	<b>17</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Social Science Course .....		3	3
Accounting 203-204 .....		3	3
Economics 201-202 .....		3	3
Management 215-216 .....		3	3
Humanities 201 .....		3	-
Humanities Course .....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Accounting 309 .....		3	-
Economics 302 .....		3	-
Economics 315 .....		-	3
Finance 304 .....		3	-
Finance 309 .....		-	3
Management 301 .....		3	-
Management 305 .....		-	3
Management 340 .....		3	-
Management 323 .....		-	3
Marketing 305 .....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Finance 310 .....		3	-
Finance 422 .....		-	3
Finance Elective .....		3	3
Finance 403 .....		3	-
Management 400 .....		3	-
Business Related Elective .....		3	3
Non Business Elective .....		-	3
<b>Total</b>		<b>15</b>	<b>12</b>

**TOTAL CREDITS FOR GRADUATION 120**

### Curriculum Outline – Investment Banking

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102 .....		3	3
Communication 103 .....		3	-
History 106 .....		3	-
Mathematics 117 or higher .....		3	-
Mathematics 130 or higher .....		-	3
Foreign Language (2 semesters of same language) .....		3	3
University 101 .....		1	-
Computer Science 120 .....		-	3
Natural Science Course .....		-	3
Health (1) or Physical Education (2) .....		-	2
<b>Total</b>		<b>16</b>	<b>17</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Social Science Course .....		3	3
Accounting 203-204 .....		3	3
Economics 201-202 .....		3	3
Management 215-216 .....		3	3
Humanities 201 .....		3	-
Humanities Course .....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Accounting 309 .....		3	-
Computer Science 151-152 .....		3	3
Economics 302 .....		-	3
Economics 315 .....		3	-
Finance 304 .....		3	-
Finance 309 .....		-	3
Management 301 .....		3	-
Management 323 .....		-	3
Management 305 .....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Finance 310 .....		3	-
Finance 409 .....		-	3
Finance 403 .....		3	-
Finance 431 .....		-	3
Finance 499 .....		-	3
Marketing 305 .....		3	-
Management 340 .....		3	-
Management 400 .....		3	-
Free Elective .....		-	3
<b>Total</b>		<b>15</b>	<b>12</b>

**TOTAL CREDITS FOR GRADUATION 120**

### Finance Minor Requirements:

A minor in Finance is offered with the completion of eighteen academic credit hours designated by the department chair to include FIN 304, FIN 309, FIN 403, plus three approved FIN electives.

## Department of Marketing, Economics, and Entrepreneurship

### Economics Program

The Bachelor of Science degree program in Economics provides rigorous training in economic analysis. All students will be exposed to applications of economic techniques used in public sector, private sector and international business environments. Through the study of standard economic models, students learn to identify, explain and describe the major features and functions of an economy. Successfully completing the major will enable students to analyze, synthesize and evaluate economic, social and business issues.

Consistent with the mission of the University, the Economics Program seeks to (1) provide both majors and non-majors high-quality economics courses that will prepare them for admission to graduate programs in Economics and related areas, or entry to professional employment, (2) enhance students' knowledge on the structure and operation of the U.S. market-economy in which they will work, and (3) raise the level of awareness and ability of all students to understand the importance of economic issues, including fiscal and monetary policies.

### Economics Minor Requirements:

The minor in Economics requires eighteen (18) semester hours of courses in the Economics (ECO) Program.

### Curriculum Outline – Economics

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102 .....		3	3
Communication 103 .....		3	-
Computer Science 120 .....		-	3
History 106 .....		3	-
Mathematics 117 or higher .....		3	-
Mathematics 130 or higher .....		-	3
Foreign Language (2 semesters of same language) .....		3	3
Physical Science Course .....		-	3
Physical Education or Health .....		-	2
University 101 .....		1	-
<b>Total</b>		<b>16</b>	<b>17</b>
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Accounting 203-204 .....		3	3
Economics 201-202 .....		3	3
Management 215-216 .....		3	3
Social Science Course .....		3	3
Humanities 201 .....		3	-
Humanities Course .....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Economics 301, 302 .....		3	3
Economics 315, 318 .....		3	3
Management 301, 305 .....		3	3
Marketing 305 .....		3	-
Management 323 .....		-	3
Finance 304 .....		3	-
Non-business-related elective .....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Economics 435, 438 .....		3	3
Management 400 .....		3	-
Economics 440, 404 .....		3	3
Non-business-related elective .....		3	3
Business-related elective .....		3	3
<b>Total</b>		<b>15</b>	<b>12</b>

### TOTAL CREDITS FOR GRADUATION

120

### Entrepreneurship Program

The Entrepreneurship Program prepares students for independent leadership. Individuals seeking to develop entrepreneurial skills should obtain an understanding and appreciation for general business practices and procedures in order to establish an effective knowledge base for:

- (1) Leadership opportunities;
- (2) Business ownership; and
- (3) Employment in high growth industries.

### Entrepreneurship Minor Requirements:

The minor in Entrepreneurship requires eighteen (18) semester hours of courses in the Entrepreneurship (ETR) Program.

### Major Degree Requirements:

The Entrepreneurship Program leads to a Bachelor of Science degree in Entrepreneurship and is designed to produce responsible graduates capable of independent and creative thinking in achieving personal success. Entrepreneurship majors must prepare and present a business plan demonstrating their creative talent, leadership skills, and communication effectiveness.

### Curriculum Outline – Entrepreneurship

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102 .....		3	3
Communication 103 .....		3	-
Computer Science 120 .....		-	3
History 106 .....		3	-
Mathematics 117 or higher .....		3	-
Foreign Language (2 semesters of the same language) .....		3	3
Physical Science Course .....		-	3
Humanities Course .....		-	3
Physical Education or Health .....		-	2
University 101 .....		1	-
<b>Total</b>		<b>16</b>	<b>17</b>
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Accounting 203-204 .....		3	3
Economics 201-202 .....		3	3
Management 215-216 .....		3	3
Social Science Course .....		3	3
Humanities 201 .....		3	-
Entrepreneurship 210 .....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Entrepreneurship 315 .....		3	-
Entrepreneurship 350 .....		3	-
Entrepreneurship 395 .....		3	-
Management 301 .....		-	3
Management 305, 323 .....		3	3

Finance 304 .....	3	-	
Marketing 305.....	-	3	
Economics 318 .....	-	3	
Non-business-related elective .....	-	3	
<b>Total</b>	<b>15</b>	<b>15</b>	
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Entrepreneurship 401, 410 .....	3	3	
Management 400 .....	3	-	
Entrepreneurship 420 .....	-	3	
Non-business-related elective .....	6	3	
Business-related elective .....	3	3	
<b>Total</b>	<b>15</b>	<b>12</b>	
<b>TOTAL CREDITS FOR GRADUATION</b>			<b>120</b>

## Marketing Program

The Marketing program extends the mission of the University and the School of Business through the education of students in the field of marketing with a global orientation. The program goal is to strengthen the student's abilities to communicate effectively, solve problems, make decisions, analyze, and critically assess concepts and issues in marketing. The program strives to provide an environment that continues to develop the intellectual, emotional and professional growth of its students.

### Marketing Minor Requirements:

The minor in Marketing requires eighteen (18) semester hours of courses in the Marketing (MKT) Program.

### Marketing Major Degree Requirements:

The program in Marketing offers two tracks that lead to the Bachelor of Science degree. One program is for students with a specific emphasis in Professional Tennis Management and is described below.

### Curriculum Outline – Marketing

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102 .....	3	3	
Communication 103 .....	3	-	
Computer Science 120 .....	-	3	
History 106 .....	3	-	
Mathematics 117 or higher .....	3	-	
Foreign Language (2 semesters of same language).....	3	3	
Physical Science Course .....	-	3	
Humanities Course .....	-	3	
Physical Education or Health .....	-	2	
University 101 .....	1	-	
<b>Total</b>	<b>16</b>	<b>17</b>	
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Accounting 203-204.....	3	3	
Economics 201-202 .....	3	3	
Management 215-216 .....	3	3	
Social Science Course .....	3	3	
Humanities 201 .....	3	-	
Non-business-related elective .....	-	3	
<b>Total</b>	<b>15</b>	<b>15</b>	
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Marketing 305-307 .....	3	3	
Management 301 .....	3	-	

Finance 304 .....	3	-	
Marketing 311 .....	-	3	
Marketing 328 .....	-	3	
Management 305, 323 .....	3	3	
Non-business-related elective .....	3	3	
<b>Total</b>	<b>15</b>	<b>15</b>	
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Marketing 411, 427 .....	3	3	
Marketing 417, 428 .....	3	3	
Management 400 .....	3	-	
Marketing 444 .....	-	3	
Non-business-related elective .....	3	-	
Business-related elective .....	3	3	
<b>Total</b>	<b>15</b>	<b>12</b>	
<b>TOTAL CREDITS FOR GRADUATION</b>			<b>120</b>

## Professional Tennis Management Emphasis

The School of Business (Marketing Department), in collaboration with the College of Education and Human Development (Department of Health, Physical Education, and Recreation) and certified by the United States Professional Tennis Association (USPTA), offers a Bachelor of Science degree in Marketing with a Professional Tennis Management emphasis. Hampton University is the only HBCU that offers this professional program. Graduation requirements under this program are the same as those listed above for a B.S. degree in Marketing, except that:

1. The minimum total number of semester hours required for graduation is increased to 126.
2. The following Professional Tennis Management courses will be substituted for elective course requirements.

PTM 200 will be used for Physical Science (SCI 102) .

PTM 304 will be used for the two Physical Education electives.

PTM 201, 303, 403, 404, 406 will be used for various related and non-business electives.

### Curriculum Outline - Marketing - Professional Tennis Management Emphasis

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102 .....	3	3	
Communication 103 .....	3	-	
Computer Science 120 .....	-	3	
History 106 .....	3	-	
Mathematics 117 or higher .....	3	-	
Foreign Language (2 semesters of same language).....	3	3	
Natural Science Course .....	-	3	
Physical Education or Health .....	-	2	
University 101 .....	1	-	
<b>Total</b>	<b>16</b>	<b>14</b>	
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Accounting 203-204.....	3	3	
Professional Tennis Mgt 201/ 202 .....	3	3	
Management 215-216 .....	3	3	
Social Science Course .....	3	3	
Humanities 201 .....	3	-	
Humanities Course .....	-	3	
<b>Total</b>	<b>15</b>	<b>15</b>	

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Marketing 305-307 .....		3	3
Management 301 .....		3	-
Finance 304 .....		3	-
Marketing 311 .....		-	3
Marketing 328 .....		-	3
Management 305, 323 .....		3	3
ECO 201/ 202 .....		3	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Marketing 411, 427 .....		3	3
Marketing 417, 428 .....		3	3
Management 400 .....		3	-
Professional Tennis Management 303/304 .....		3	3
Professional Tennis Management 403/404 .....		3	3
Professional Tennis Management 406 .....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

**TOTAL CREDITS FOR GRADUATION** **120**

## Department of Management

The Business Management Department provides studies in broad-based management education, allowing flexibility in varied management level careers sought by private and public employers. The objective is to develop the student's understanding of management as both an art and a science, together with managerial skills essential for positions of leadership and responsibility in today's dynamic environment. The management major promotes a generalist interdisciplinary approach that prepares students to work in any business organization. It also allows students, in collaboration with their academic advisor to personalize their plan of study through specialization in a minor or a variety of business and non-business related electives.

Students may take an emphasis in Human Resources Management. Human Resources Management emphasis strengthens the business management major. Students are prepared in management of employees at all organizational levels. Emphasis is on staffing, training and development, labor relations, compensation and benefits, legal aspects of human resources management and selection and recruitment. This is a highly recruited area for undergraduate students. The faculty advises students on the selection of courses for areas of concentration and monitors their academic progress.

### Management Minor Requirements:

A minor in business management is earned upon the successful completion of 18 hours in the management discipline as follows. Non-business majors may elect to take a minor in business management to include: MGT 301, 400, 402, plus any three courses selected from the following courses: MGT 300, 305, 306, 312, 321, 330; HRM 418, 417. Business majors may not use MGT 301, 400 or 402 as part of the Minor in Management.

### Management Major Requirements:

Business Management majors must take MGT 300, 312, 321, 402, 499 for a total of 15 semester hours beyond the Business Core Requirements as reflected in the Curriculum Outline below.

## Curriculum Outline – Management

The program requires a total of 120 credit hours for the Bachelor of Science degree with specialized courses in Management. Students will be required to take general education courses, and elective courses related to their concentration. The course sequence normally followed is as listed below:

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101 Written Communication .....		3	-
ENG 102 Written Communication .....		-	3
COM 103 Oral Communication .....		3	-
HIS 106 World Civilization .....		3	-
MAT 117 Pre-Calculus or higher .....		3	-
Foreign Language – (2 semesters of same language) .....		3	3
UNV 101 Individual & Life .....		1	-
CSC 120 Computer Introduction .....		-	3
Natural Science Course .....		-	3
Non Business Elective .....		-	3
Health (1) or Physical Education (2) .....		-	2
<b>Total</b>		<b>16</b>	<b>17</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Social Science Course .....		3	3
HUM 201 Humanities I .....		3	-
Humanities Course .....		-	3
ECO 201 Macro Principles .....		3	-
ECO 202 Micro Principles .....		-	3
ACC 203 Accounting Principles I .....		3	-
ACC 204 Accounting Principles II .....		-	3
MGT 215 Principles of Statistics .....		3	-
MGT 216 Quantitative Methods .....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
MKT 305 Principles of Marketing .....		3	-
MGT 301 Business Organization & MGT .....		3	-
MGT 305 Legal Environment of Business .....		3	-
MGT 323 Information/DP Systems .....		3	-
MGT 340 Business Communication .....		3	-
FIN 304 Business Finance .....		-	3
MGT 300 Business Research .....		-	3
MGT 312 Personnel/HR Management .....		-	3
MGT 321 Management of International Business .....		-	3
Non Business Related Elective .....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
MGT 400 Organizational Behavior .....		3	-
MGT 402 Production/Operations MGT .....		3	-
Business Related Elective .....		9	3
MGT 499 Business Policy & Strategy .....		-	3
Non Business Related Elective .....		-	6
<b>Total</b>		<b>15</b>	<b>12</b>

**TOTAL CREDITS FOR GRADUATION** **120**



## Management Major with Management Information Systems (MIS) Emphasis:

Business Management majors with an emphasis in Information Systems must take CSC 200/MIS 209; CSC 316/MIS 302; CSC 323/MIS 401; CSC 325/MIS 403; MIS 309/CIS 320 & MIS 406/CIS 410 for 18 semester hours as reflected in the Curriculum Outline below.

## Curriculum Outline - Business Management (Management Information Systems Emphasis)

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101 Written Communication.....	3	-	-
ENG 102 Written Communication.....	-	3	-
COM 103 Oral Communication.....	3	-	-
HIS 106 World Civilization.....	3	-	-
MAT 117 Pre-Calculus or higher.....	3	-	-
Foreign Language – (2 semesters of same language).....	3	3	-
UNV 101 Individual & Life.....	1	-	-
CSC 120 Computer Introduction.....	-	3	-
Natural Science Course.....	-	3	-
Health (1) or Physical Education (2).....	-	2	-
<b>Total</b>		<b>16</b>	<b>14</b>
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Social Science Course.....	3	3	-
HUM 201 Humanities I.....	3	-	-
Humanities Course.....	-	3	-
ECO 201 Macro Principles.....	3	-	-
ECO 202 Micro Principles.....	-	3	-
ACC 203 Accounting Principles I.....	3	-	-
ACC 204 Accounting Principles II.....	-	3	-
MGT 215 Principles of Statistics.....	3	-	-
MGT 216 Quantitative Methods.....	-	3	-
<b>Total</b>		<b>15</b>	<b>15</b>
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
MKT 305 Principles of Marketing.....	3	-	-
MGT 301 Business Organization & MGT.....	3	-	-
MGT 305 Legal Environment of Business.....	3	-	-
MGT 323 Information/DP Systems.....	3	-	-
MGT 340 Business Communication.....	3	-	-
FIN 304 Business Finance.....	-	3	-
MGT 300 Business Research.....	-	3	-
MGT 312 Personnel/HR Management.....	-	3	-
MGT 321 Management of International Business.....	-	3	-
MIS 302/ CIS 316.....	-	3	-
<b>Total</b>		<b>15</b>	<b>15</b>
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
MGT 400 Organizational Behavior.....	3	-	-
MGT 402 Production/Operations MGT.....	3	-	-
MIS 323/ CIS 310.....	3	-	-
MIS 309/ CIS 320.....	3	-	-
MIS 401/ CIS 323.....	3	-	-
MGT 499 Business Policy & Strategy.....	-	3	-
MIS 403/CIS 325.....	-	3	-
MIS 406/CIS 410.....	-	3	-
Free Elective.....	-	6	-
<b>Total</b>		<b>15</b>	<b>15</b>
<b>TOTAL CREDITS FOR GRADUATION</b>			<b>120</b>

## The Department of Business Administration

The Hampton University School of Business offers a two-year graduate program and a five year undergraduate/graduate program leading to the Master of Business Administration (MBA) degree. A Doctor of Philosophy program in Business Administration is provided through Hampton University Online and the Graduate College.

## Five-Year Undergraduate and Graduate MBA Program

The five-year MBA program includes 163 academic hours of coursework with an imbedded undergraduate degree in Business Administration. Competencies in the five-year MBA are achieved through an interdisciplinary approach provides students with: a liberal education; a broad accounting, technology and engineering-based business background; interpersonal skills; and, structured and varied work experiences; Professional application and refinement activities are required to insure business sophistication and the internalization of professional skills, character and critical thinking skills.

## The Leadership Application Program

The objective of the five-year MBA is to prepare students for professional positions in the management of organizations of varying sizes, technologies and objectives. The Leadership Application Program is designed to assure the development of non-technical behavior-based competencies, which transcend individual disciplines in the dynamic world of business.

## Admission Requirements

The five-year MBA program is a rigorous, time absorbing and demanding academic platform. The curriculum is structured with a built in case and team-based methodology of real world intensity. Only incoming undergraduate students will be admitted to the Program. A minimum of 1050 SAT score or 24 ACT score, impressive high school transcripts and three strong personal references are required for admission.

## Program Flexibility

Although the professional MBA is a broad, general degree, concentrations may be acquired by taking business and free electives in an area of specialty consistent with their professional interests. Students desiring a concentration in accounting leading to eligibility to take the Uniform CPA Examination can do so by selecting accounting courses for their free elective and graduate business electives.

## Internship

Students in the MBA program are required to complete two internships with two companies. Students must complete one compensated internship prior to qualification to enroll in 600 level MBA coursework.

## Retention Requirements

A minimum grade of "B" is expected in all MBA courses taken at Hampton University and an overall grade point average of 3.0 in all courses taken at Hampton University is necessary to graduate. Students receiving two "C" grades in the 4th or 5th year in 500 and 600 designated graduate course work are considered on

probation. Courses for which “C” grades were earned must be retaken. Students with three “C” grades in these years will be suspended for at least one semester if their cumulative grade point average is above 3.0. Students will be dropped from the program if their cumulative grade point average falls below 3.0 and they have three “C” grades in 500 and 600 level courses.

### Continuance in the Program

Development in this demanding and competitive MBA program is both integrative and cumulative. Therefore, students who fail to maintain the required GPA (as shown below) for any semester will be counseled to pursue other majors.

At the end of	Required GPA
2nd year .....	2.75
3rd year .....	3.00
4th year .....	3.00
5th year .....	3.00

### Curriculum Outline- Business Administration/MBA

Freshman Year	Semester	1st	2nd
CSC 120.....		3	-
EGR 101.....		-	2
ENG 101, 102.....		3	3
Free Elective.....		2	-
HIS 106, 107.....		3	3
LAP 101.....		-	1
MAT 117, 130.....		3	3
MBA 201.....		-	3
MBA 300.....		2	-
PED 121.....		-	1
PED 137.....		-	1
UNV 101.....		1	-
<b>TOTAL</b>		<b>17</b>	<b>17</b>

Sophomore Year	Semester	1st	2nd
COM 103 Oral Communication.....		-	3
ECO 201, 202.....		3	3
FIN 290 Personal Finance.....		3	-
HUM 201 Humanities I.....		3	-
Humanities Course .....		-	3
LAP 214, 224.....		2	2
MBA 202, 203.....		3	3
MGT 215.....		3	-
PHY 200.....		-	3
<b>TOTAL</b>		<b>17</b>	<b>17</b>

#### Summer–Rising Junior

MBA 211- (Summer Internship).....	1
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Junior Year	Semester	1st	2nd
ETR 401.....		-	3
FIN 304.....		3	-
Foreign Language .....		3	3
LAP 314, 324.....		2	2
MBA 313, 315.....		3	3
MBA 314, 323.....		3	3
MBA 552/MKT 427.....		3	-
MGT 301.....		-	3
<b>TOTAL</b>		<b>17</b>	<b>17</b>

Fourth Year Semester (Undergraduate)	1st
Business Elective.....	3
LAP 515.....	2
MBA 500.....	3
MBA 502.....	3
MBA 513.....	3
Non Business Related Elective.....	3
<b>TOTAL</b>	<b>17</b>

### UNDERGRADUATE B.S. DEGREE EARNED AT 120 CREDIT HOURS

Fourth Year Second Semester (Graduate)	2nd
LAP 525.....	2
MBA 503.....	3
MBA 681.....	3
MBA Business Elective/Graduate Level .....	3
<b>TOTAL</b>	<b>11</b>

#### Summer Internship

MBA 511.....	1
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Fifth Year First Semester (Graduate)	1st
LAP 615.....	1
MBA 506.....	3
MBA 600.....	3
MBA 610.....	3
MBA 630.....	3
<b>TOTAL</b>	<b>13</b>

Fifth Year Second Semester (Graduate)	2nd
MBA 620 OR 608.....	3
MBA 690.....	3
MBA 601.....	3
MBA Business Elective/Graduate Level .....	3
<b>TOTAL</b>	<b>12</b>

### MBA EARNED WITH 37 CREDIT HOURS

<b>TOTAL CREDITS FOR GRADUATION</b>	<b>157</b>
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*\*It is strongly suggested that students attend Pre-College before beginning the first year of the five-year MBA curriculum.*

*\*\*Completion of undergraduate level coursework and application to the Graduate College are required to proceed to 600 level coursework in this program. Students must have a GPA of 3.25 or greater, must have completed at least one department sanctioned internship and have completed at least 105 academic credit hours to begin fourth and fifth year MBA course work. Applications for the Bachelor of Science degree in Business Administration and admission to the Graduate College must be completed and approved prior to registration for 600-level courses. Applications for the MBA scholarship should be completed at this point, if desired.*

### Program in Hotel & Resort Management

This Program is offered at Hampton University's Virginia Beach Campus. The Hotel and Resort Management Bachelor of Science degree offered by the School of Business is a comprehensive program that includes all aspects of hotel and resort management. This program requires an internship that will ensure students gain life practice in real world experience along with classroom learning.

The Hotel and Resort Management major provides an extensive education into hotel and resort operations along with the theoretical framework of front desk, restaurant, lodging, back office billing and event planning. The curriculum will provide students

with the knowledge necessary to enable them to successfully undertake various roles within the hospitality industry. Students may also select a concentration in the area of Hotel and Resort Management.

### Curriculum Outline – Hotel & Resort Management

The program requires a total of 120 credit hours for the Bachelor of Science degree with specialized courses in Hotel & Resort Management. Students will be required to take general education courses, and elective courses related to their concentration. The course sequence normally followed is as listed below:

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101 Written Communication .....	3	-	
ENG 102 Written Communication .....	-	3	
COM 103 Oral Communication .....	3	-	
HIS 106 World Civilization .....	3	-	
MAT 117 Pre-Calculus or higher .....	3	-	
Foreign Language – 2 semesters of the same language..	3	3	
UNV 101 Individual & Life .....	1	-	
CSC 120 Computer Introduction .....	-	3	
Natural Science Course .....	-	3	
Non Business Elective .....	-	3	
Health (1) or Physical Education (2) .....	-	2	
<b>Total</b>	<b>16</b>	<b>17</b>	
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Social Science Course .....	3	3	
HUM 201 Humanities I .....	3	-	
Humanities Course .....	-	3	
ECO 201 Macro Principles .....	3	-	
ECO 202 Micro Principles .....	-	3	
ACC 203 Accounting Principles I .....	3	-	
ACC 204 Accounting Principles II .....	-	3	
MGT 215 Principles of Statistics .....	3	-	
MGT 216 Quantitative Methods .....	-	3	
<b>Total</b>	<b>15</b>	<b>15</b>	
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
MKT 305 Principles of Marketing .....	3	-	
MGT 301 Business Organization & MGT .....	3	-	
MGT 305 Legal Environment of Business .....	3	-	
MGT 323 Information/DP Systems .....	3	-	
MGT 340 Business Communication .....	3	-	
FIN 304 Business Finance .....	-	3	
HMK 201 Intro to Hotel/Resort Mktg .....	-	3	
HMK 307 Hotel Operations & Sales .....	-	3	
HMK 311 Hotel Mktg & Cust Behavior .....	-	3	
Non Business Related Elective .....	-	3	
<b>Total</b>	<b>15</b>	<b>15</b>	
<b>Summer</b>			
HMK 495 Practical Exp (Req. Internship .....	3		

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
MGT 400 Organizational Behavior .....	3	-	
HMK 430 Food & Beverage Operation .....	3	-	
Business Related Elective .....	3	6	
Non Business Related Elective .....	3	3	
HMK 475 Info Technology for Hotel MGT .....	-	3	
<b>Total</b>	<b>12</b>	<b>12</b>	

### TOTAL CREDITS FOR GRADUATION

**120**

### Two-Year Graduate MBA Program

The Master of Business Administration program is designed to provide individuals with the expertise needed to become effective, professional, senior-level managers. The curriculum provides a general management emphasis, which encompasses both the basic disciplines that underlie management and the operational areas specific to business. The courses provide an understanding of the components of managerial decision making and provide students with a perspective on the role of business as an economic, political, and social institution. The overall goal of the program is to prepare leaders and scholars who will assume pivotal roles in academic and business organizations. Further details are provided in the Graduate College section of this catalog.

### Doctor of Philosophy Degree in Business Administration

This doctoral program in Business Administration is designed to provide individuals who desire an advanced degree in business an opportunity to excel in their careers. The program responds to current MBA or technical graduate students aspiring to become consultants or professors. Admission requires all students to take Graduate Management Admission Test (GMAT) unless it has been taken within the previous five years and a minimum score of 400 was earned. The program appeals to existing professionals at universities who aspire towards advanced degrees to enhance leadership roles in administrative positions. The School of Business offers a hybrid PhD program in Business which includes a summer residency requirement of two summers at four weeks each. On-line courses will be provided during the academic year. Hence, the program is suitable for busy professionals seeking an advanced degree in business to increase their credentials in their current or future industry role and/or for advancement in academia or entrance to academic careers. Further details are provided in the Graduate College section of this catalog.

# School of Engineering and Technology

The School of Engineering and Technology offers programs leading to the Master of Architecture degree in Architecture, and the Bachelor of Science degree in Aviation, Chemical Engineering, Computer Engineering, and Electrical Engineering. These programs are designed to provide students with a professional education sufficient to enter the profession of choice along with a general education background that facilitates awareness of the professional's social responsibilities to the community.

## Facilities

Programs in the School of Engineering and Technology are housed in four buildings: the Science and Technology Building (Aviation), Whipple Barn (Aviation - Air Traffic Control), Bemis Laboratory Building (Architecture), and the Olin Engineering Building (Chemical, Computer and Electrical Engineering).

Active research programs are maintained across the School. Qualified students are encouraged to participate in research and in activities associated with formal partnerships and collaborations that have been established between the School of Engineering and Technology and scientific organizations. Examples of such are: the Thomas Jefferson National Accelerator Facility (Jefferson Lab), National Aeronautics and Space Administration - Langley Research Center (NASA-LaRC), Brookhaven National Laboratory (BNL) and Glenn Research Center (NASA-GRC), Cooperating Hampton Roads Organization for Minorities in Engineering (CHROME), Advancing Minorities' Interest in Engineering (AMIE), and the Southeastern Consortium for Minorities in Engineering (SECME). Many other opportunities for students to participate in scientific research and technical work experience are available through the U.S. Army Corps of Engineers and individual faculty research grants and contracts.

## Admissions Requirements

Prospective majors in the School of Engineering and Technology must adhere to the general admission procedures established by the University. Additional criteria for freshman admission are described in the specific program of study.

## Financial Aid

Students applying for financial aid must adhere to the criteria and procedures described in the section on Student Financial Aid in this Catalog. The School of Engineering and Technology awards special scholarships to deserving students on the basis of criteria formulated for each scholarship.

## General Program Requirements

Course requirements for academic programs within the School of Engineering and Technology can only be modified by special permission. All course adjustments, such as substitution or waiver of major or related area courses, require recommendation

by the chair of the department in which the student is enrolled and the approval of the School Dean. The Provost must approve any adjustments in General Education requirements. The General Education curriculum is applicable to all major disciplines in the School. Any exceptions are noted in the sequences that are listed for a given major.

Architecture, a five-year master's program, requires all of its second-year design studio students to possess a laptop computer for class use. The Aviation Management degree program has concentrations in Aviation, Airport Management and Aviation Air Traffic Control Management.

## Department of Architecture

The Hampton University Department of Architecture is an accredited Architecture Program, geared towards those who desire preparation to engage in a critical practice of architecture. We believe that architectural education offers unique possibilities, which allow our students to face and lead the broad challenges confronting societies, from the level of individuals, to neighborhoods, and to nations. We are dedicated to promoting a global environmental sensitivity, and developing an ability in students to bring about important social and environmental change, especially in transitional urban areas and communities of color. The Department sets the framework for the investigation of architecture as a way of thinking about this world. We strive to provide an integration of:

- individual imagination with communal responsibilities;
- theoretical insights with pragmatic speculations;
- conceptual gestures with tectonic articulation;
- contemporary interpretations with histories of architecture.

## Accreditation and Professional Degree Requirements

### Statement From The National Architectural Accrediting Board (NAAB):

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an 8-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

Hampton University, School of Engineering and Technology, Department of Architecture offers the following NAAB-accredited degree program:

M. Arch. (Single Institution (SI), 168 credits)

Next accreditation visit for the program: 2023

### Admission Requirements

The Department of Architecture adheres to the entry requirements established by the University Office of Admission. However, the department restricts enrollment to students meeting the following criteria: 1) SAT score of 960 or above, and 2) a minimum Math SAT score of 480. Applicants not meeting the above requirements will be refused admission, but may be referred by the Admissions Office to the department for review. Transfer students seeking advanced placement in the design studio must submit a portfolio of work completed at the previous college or university for review. No transfer credit will be given for the fifth-year design studios. Freshman students will be given a mathematics placement test. Students who do not qualify for Mathematics 117 will be placed in a lower level preparatory course. The first year of the five and one-half-year program is considered the foundation/pre-architecture year. Enrollment in the foundation program is open to any student admitted to the University. Progression to the second year requires review and acceptance of a portfolio of the student's Pre-architecture work by the faculty. Because much of the architecture curriculum is sequentially structured, prerequisites must have been completed with acceptable grades before advancing to the next level of courses.

### Prerequisites

All prerequisites for architecture courses must be completed with a grade of "C" or better.

### Progression Through the Curriculum

Architecture students in the first four years of the curriculum are classified as Undergraduate Students (UG). Upon successful completion of the undergraduate curriculum, students progress to the fifth year as Architecture Professional Students (AP).

Architecture students must have completed all 100 and 200 level Architecture courses, as well as MAT 118 and PHY 201, before being admitted to the third-year design studio at Hampton University. Students admitted to the third-year design studio must have earned a 2.3 cumulative GPA in major (ARC) courses. Students must also successfully complete all 300 level Architecture courses before being admitted to the fourth-year design studio.

For admittance to fifth-year design studio and AP status, students must have successfully completed the full undergraduate curriculum (only 500 and 600 level courses remain) with a cumulative GPA of 2.5.

### Advising

The curriculum in architecture is designed to make horizontal and vertical connections as the student proceeds through the program. Students should plan their schedule by consulting with an assigned advisor. The student is responsible for consulting with the assigned advisor and for following the curriculum outline.

### Dismissal

Students are limited to two repeats in a major course (a total of three attempts). Students not earning a passing grade in a major course after the three attempts will be dismissed from the program and not recommended for readmission.

Requirements for Graduation

1. A minimum of 168 credits as listed in the five-year curriculum sequence.
2. A minimum of 30 semester hours of credit earned at Hampton University.
3. A passing grade of "C" or better in all major courses.
4. A passing grade of "C" or better in all related courses (MAT 118, PHY 201 and courses prerequisite to this sequence).
5. A cumulative grade point average of at least 2.0 and a grade point average of 2.0 in major courses.
6. Successful completion of the fifth-year design studio and design thesis.

### Program Fees

Students enrolled in the Master of Architecture degree program will be assessed a \$400.00 travel, technology and materials fee for the semester. The fee will be assessed on a term/semester basis. This fee allows students access to department technology, including printing. It also helps defray the cost of student required international and domestic travel, and assists with freshman materials. Materials do not include textbooks. Requirements for Personal Computer

Students entering the second-year design studio are required to have a laptop computer with appropriate software for class use. Platform specifications and software requirements will be furnished by the department.

### Terminal Design/Thesis

The Design Thesis sequence includes ARC 601 and ARC 602. These two courses must be taken in the Department of Architecture at Hampton University. No transfer credit from other institutions for these courses will be considered. The thesis course instructor and the student's faculty thesis advisor, acting as a committee, are responsible for determining passing or failing of each thesis project. The thesis course instructor/coordinator along with the students are responsible for the approval of the thesis topic, outline and for guiding the student through to the completion of the project. There shall be scheduled, required reviews throughout the semester, with a required final review by the department faculty at the end of the semester. After the final review, the instructor and advisor will determine the pass/fail status of each thesis student. The thesis studio instructor/coordinator will assign the final letter grade based upon the pass/fail determination of the student's committee. The department faculty shall also determine the best thesis. (See the Department Guidelines for Fifth-Year Thesis Projects).



## Summer Semester/Travel Requirement

The Master of Architecture program requires a summer semester after the Junior Year (third-year design studios), consisting of ARC 305 International Travel Studio and ARC 306 International Urban Design Studio. As part of this semester, students are required to take an International Urban Design Study Tour. Duration of travel will vary. The student will bear his or her expenses for such trip.

## Summer Semester/Community Design Internship

Students are required to complete a supervised non-credit internship experience involving environmental design work. The internship shall be a minimum of 120 hours/4 weeks. The internship may be undertaken after successful completion of ARC 304 (third-year design studios). (See the Department Guidelines for Community Design Internships).

## Professional Clubs

Architecture students may join chapters of the American Institute of Architecture Students (AIAS) and the National Organization of Minority Architecture Students (NOMAS).

## Curriculum Outline – Master of Architecture (M.Arch)

First Year	Semester	1st	2nd
Architecture 101-102.....		5	5
Architecture 207-208.....		3	3
Art Elective.....		-	2
English 101-102.....		3	3
Health Education 200 (or 2, 1 credit PED classes).....		2	-
Mathematics 118.....		3	-
University 101.....		1	-
Communication 103.....		-	3
<b>Total</b>		<b>17</b>	<b>16</b>

Second Year	Semester	1st	2nd
Architecture 200.....		-	3
Architecture 201-202.....		5	5
Architecture 203-204.....		3	3
Architecture 213.....		3	-
Architecture 309.....		-	3
Art Elective.....		-	3
Physics 201.....		4	-
Elective.....		3	-
<b>Total</b>		<b>18</b>	<b>17</b>

Third Year	Semester	1st	2nd
Architecture 303-304.....		6	6
Architecture 310.....		3	-
Architecture 314-315.....		3	3
Architecture 317.....		-	3
Architecture 301.....		-	1
Elective.....		3	-
Humanities 201.....		3	-
History 106.....		-	3
<b>Total</b>		<b>18</b>	<b>16</b>

## Summer One

Architecture 305.....	3
Architecture 306.....	3
<b>Total</b>	<b>6</b>

Fourth Year	Semester	1st	2nd
Architecture 405-406.....		6	6
Architecture 411.....		-	3
Architecture 414.....		3	-
Architecture 517-518.....		3	3
Architecture 516.....		3	-
Electives.....		-	3
Social Science Electives.....		3	3
<b>Total</b>		<b>18</b>	<b>18</b>

## Summer Two

Internship..... non-credit

Fifth Year	Semester	1st	2nd
Architecture 601-602.....		6	6
Architecture 617-618.....		3	3
Architecture 530 Electives*.....		3	3
<b>Total</b>		<b>12</b>	<b>12</b>

**TOTAL CREDITS FOR GRADUATION** **168**

\*See advisor for list of approved electives at Architecture Professional level.

## Curriculum Outline – Master of Architecture, Adaptation to Sea Level Rise

First Year	Semester	1st	2nd
Architecture 101-102.....		5	5
Architecture 207-208.....		3	3
Art Elective.....		-	2
English 101-102.....		3	3
Health Education 200 (or 2, 1 credit PED classes).....		2	-
Mathematics 118.....		3	-
University 101.....		1	-
Communication 103.....		-	3
<b>Total</b>		<b>17</b>	<b>16</b>

Second Year	Semester	1st	2nd
Architecture 200.....		-	3
Architecture 201-202.....		5	5
Architecture 203-204.....		3	3
Architecture 213.....		3	-
Architecture 309.....		-	3
Art Elective.....		-	3
Physics 201.....		4	-
Elective.....		3	-
<b>Total</b>		<b>18</b>	<b>17</b>

Third Year	Semester	1st	2nd
Architecture 303-304.....		6	6
Architecture 310.....		3	-
Architecture 314-315.....		3	3
Architecture 317.....		-	3
Architecture 301.....		-	1
Social Science Elective.....		-	3
Humanities 201.....		3	-
History 106.....		-	3
<b>Total</b>		<b>18</b>	<b>16</b>

## Summer One

Architecture 305.....	3
Architecture 306.....	3
<b>Total</b>	<b>6</b>

<b>Fourth Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Architecture 405-406 .....		6	6
Architecture 411 .....		-	3
Architecture 414 .....		3	-
Architecture 517-518 .....		3	3
Architecture 516 .....		3	-
CEE 458 (at ODU) .....		-	3
Marine Science 130 .....		3	-
Social Science Electives .....		-	3
	<b>Total</b>	<b>18</b>	<b>18</b>

#### **Summer Two**

Internship ..... non-credit

<b>Fifth Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Architecture 601-602 .....		6	6
Architecture 617-618 .....		3	3
Architecture 531 .....		3	-
Architecture 532 .....		-	3
	<b>Total</b>	<b>12</b>	<b>12</b>

**TOTAL CREDITS FOR GRADUATION** **168**

*\*See advisor for list of approved electives at Architecture Professional level.*

### **Minor in Architecture**

The following courses are required to complete a minor in Architecture. All courses must be completed with a grade of C or better.

ARC 101	Design Fundamentals I
ARC 102	Design Fundamentals II
ARC 200	Architectural Ecology
ARC 203	Representation I
ARC 207	Architectural History I
ARC 208	Architectural History II
ARC 213	Elements of Building Assembly
ARC 317	Global Theories of Urban Design
ARC 309	Structures I
ARC 314	Building Assemblies
ARC 517	Professional and Community Design Practice I
2 Architectural Electives	

**TOTAL CREDITS IN MINOR** **43**

## **Department of Aviation**

The Department of Aviation offers Associate of Science (A.S.) and Bachelor of Science (B.S.) degree programs in the following areas: Flight and Aviation Management with concentrations in Air Traffic Control and Airport Administration. The objectives of the programs are (1) to prepare students for meaningful aviation careers within the government and aerospace industry, and (2) to enable students to bring to aviation a strong sense of social awareness and responsibility to the public.

### **Accreditation**

All Bachelor of Science Aviation programs are accredited by the Aviation Accreditation Board International.

### **Facilities**

In addition to ample modern classrooms, laboratory facilities include a high fidelity air traffic control radar simulator, a low

fidelity control tower simulator, an airplane simulator, and student computer laboratory. All laboratory facilities are available for student practice, self-study and coursework.

### **Special Programs**

The department continues to seek opportunities for student scholarships, fellowships, internships, and cooperative programs. Counseling services are available to assist students in learning about the numerous career opportunities afforded by each degree concentration.

### **Admissions**

Students concentrating in Flight Education must pass a medical examination administered by a Federal Aviation Administration designated Medical Examiner. Students pursuing Aviation Management, Air Traffic Control degrees are highly encouraged to take an FAA Class 2 physical prior to classes to determine if they meet FAA hiring requirements. Flight Education majors incur additional fees for flight training.

### **Departmental Requirements**

Every Aviation student is expected to take the courses listed in the curriculum outline for the student's concentration but the following course substitutions are allowed:

- Any higher level calculus course will substitute for the pre-calculus or calculus requirement.
- Any of the other approved "Life Science" courses in the General Education Core will substitute for BIO 101.
- Any of the other "Physical Science" courses in the General Education Core will substitute for CHE 150.
- Statistics courses: MAT 205, MAT 305, POL 346 and SOC 346 may substitute for MGT 215 to meet the Aviation requirement for a course in statistics.
- Physical Training in the AROTC and NROTC programs may substitute for physical education requirements.
- AVN 300 Cooperative Work Study, and AVN 400 Cooperative Work Study are interchangeable. Both are in the curriculum to allow students two opportunities to work with industry. Either fills the requirement.

### **Program Requirements**

A minimum grade of "C" is required for degree program courses having the identifiers listed below:

Aviation Management AVN, AVNO, MGT, MGTO  
Flight Education AVN, AVNO

In addition, Air Traffic Control majors registered in the Federal Aviation Administration (FAA) Collegiate Training Initiative program must graduate with at least a 2.5 GPA, pass the Air Traffic Control Exit Exam with a minimum score of 80%, pass the FAA Air Traffic-Skills Aptitude Test with a minimum score of 70%, and have had demonstrated professional conduct throughout the program to be considered for recommendation to the FAA. This applies to both the two-year and four year programs.

## Program Fees

Aviation majors enrolled in the Bachelor of Science Aviation Management and Associate of Science Air Traffic Control degree programs will be assessed a \$250.00 technology and materials fee for the semester. The fee will be assessed on a term/semester basis. This fee allows students access to departmental technology and materials resources for study and practice. Materials DO NOT include textbooks, if required.

Flight Education majors will incur on-going fees for the use of aircraft, fuel, and flight instructors. These fees are assessed and collected by the flight school prior to each flight. Flight fees require additional funds. Students should have access to a car for transportation.

## Minor in Aviation

An Aviation Minor requires eighteen (18) credit hours as listed below. Students who plan to minor in Aviation should discuss class schedules with a faculty advisor in the Aviation Department. Minors must earn a "C" or better in each Aviation course. Upper level Aviation classes may be substituted on a case by case basis with Department Chair approval. The minimum requirements for a minor in Aviation are:

Course	Title	Cr. Hr.
AVN 153	Aviation Theory I	3
AVN 170	ATC Foundations w/lab	3
AVN 181	Introduction to Airport Systems	3
AVN 253	Flight Safety	3
AVN 354	Aviation Legislation	3
AVN 353	Aviation Management	3
<b>Total Hrs</b>		<b>18</b>

## Majors in Aviation

Aviation degree requirements are reflected in the following Curriculum Outlines for the aviation concentrations.

### Curriculum Outline – Associate of Science, Flight Education

Freshman Year	Semester	1st	2nd
Aviation 101, 103 .....	3	3	
Aviation 102 .....	3	-	
Aviation 115, 116 .....	1	1	
Aviation 201, 211 .....	3	3	
Aviation 215 .....	-	1	
Mathematics 109 .....	3	-	
English 101 .....	3	-	
Communication 103 .....	-	3	
Humanities 201 .....	-	3	
<b>Total Hrs</b>	<b>16</b>	<b>14</b>	

Sophomore Year	Semester	1st	2nd
Aviation 210, 204 .....	3	3	
Aviation 125, 202 .....	3	3	
Aviation 212, elective .....	3	3	
Aviation 216, 235 .....	1	1	
Aviation 236 .....	-	1	
History 105 .....	3	-	
Physics 200 .....	3	-	
Psychology 203 .....	-	3	
<b>Total Hrs</b>	<b>16</b>	<b>14</b>	

## TOTAL CREDITS FOR GRADUATION

60

### Curriculum Outline – Bachelor of Science, Aviation Management, Air Traffic Control Concentration

Freshman Year	Semester	1st	2nd
Atmospheric & Planetary Sci. 101 .....	3	-	
Aviation 151, 152 .....	1	1	
Aviation 153, 162 .....	3	3	
Aviation 181, 170 .....	3	3	
English 101, 102 .....	3	3	
Health/Physical education .....	-	2	
History 106 .....	-	3	
University 101 .....	1	-	
<b>Total Hrs</b>	<b>14</b>	<b>15</b>	

Sophomore Year	Semester	1st	2nd
Aviation 251, 252 .....	1	1	
Aviation 253, 254 .....	3	3	
Aviation 271, 272 .....	5	5	
Aviation 290 .....	-	3	
Communication 103 .....	3	-	
Economics 201 .....	3	-	
Social Science elective .....	-	3	
<b>Total Hrs</b>	<b>15</b>	<b>15</b>	

Junior Year	Semester	1st	2nd
Accounting 203 .....	3	-	
Aviation 351, 352 .....	1	1	
Aviation 353, 354 .....	3	3	
Aviation 371, 372 .....	5	3	
Humanities 201 .....	3	-	
Management 215 .....	3	-	
Management 301 .....	-	3	
Mathematics 117 or higher .....	-	3	
<b>Total Hrs</b>	<b>15</b>	<b>16</b>	

Senior Year	Semester	1st	2nd
Aviation 451, 452 .....	3	3	
Aviation 455, 454 .....	3	3	
Aviation 470 .....	3	-	
Aviation 471 .....	3	-	
Humanity/History elective .....	3	-	
Management 370 .....	-	3	
Management 400 .....	-	3	
<b>Total Hrs</b>	<b>15</b>	<b>15</b>	

## TOTAL CREDITS FOR GRADUATION

120

### Curriculum Outline – Bachelor of Science, Aviation Management, Airport Administration Concentration

Freshman Year	Semester	1st	2nd
Atmospheric & Planetary Sci. 101 .....	3	-	
Aviation 151, 152 .....	1	1	
Aviation 153, 162 .....	3	3	
Aviation 181, 170 .....	3	3	
English 101, 102 .....	3	3	
Health/Physical education .....	-	2	
History 106 .....	-	3	
University 101 .....	1	-	
<b>Total Hrs</b>	<b>14</b>	<b>15</b>	

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Accounting 203, 204 .....		3	3
Aviation 251, 252 .....		1	1
Aviation 253, 254 .....		3	3
Aviation 281, 282 .....		3	3
Aviation 290 .....		3	-
Communication 103 .....		3	-
Humanities 201 .....		-	3
Mathematics 117 or higher .....		-	3
<b>Total Hrs</b>		<b>16</b>	<b>16</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Aviation 351, 352 .....		1	1
Aviation 353, 354 .....		3	3
Aviation 382 .....		-	3
Aviation 394 .....		-	3
Economics 201 .....		3	-
Humanities/History elective .....		3	-
Management 215 .....		3	-
Management 301, 370 .....		3	3
Social Science elective .....		-	3
<b>Total Hrs</b>		<b>16</b>	<b>16</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Aviation 451, 452 .....		3	3
Aviation 381, 454 .....		3	3
Aviation 455, 480 .....		6	3
Aviation 481 .....		3	-
Management 400 .....		-	3
<b>Total Hrs</b>		<b>15</b>	<b>12</b>

**TOTAL CREDITS FOR GRADUATION** **120**

### Curriculum Outline – Bachelor of Science, Flight Education

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Atmospheric & Planetary Sci. 101 .....		3	-
Aviation 151, 152 .....		1	1
Aviation 153, 162 .....		3	3
Aviation 163, 164 .....		1	1
Aviation 181, 170 .....		3	3
English 101, 102 .....		3	3
Health/Physical education .....		-	2
History 106 .....		-	3
University 101 .....		1	-
<b>Total Hrs</b>		<b>15</b>	<b>16</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Aviation 251, 252 .....		1	1
Aviation 253, 254 .....		3	3
Aviation 165, 168 .....		3	2
Aviation 167, 290 .....		2	3
Communication 103 .....		3	-
Economics 201 .....		3	-
Mathematics 130 or higher .....		-	3
Social Science elective .....		-	3
<b>Total Hrs</b>		<b>15</b>	<b>15</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Aviation 261 .....		3	-
Aviation 263, 264 .....		2	2
Aviation 351, 352 .....		1	1

Aviation 353, 354 .....	3	3
Aviation 356 .....	-	3
Humanities 201 .....	-	3
Humanity/History elective .....	3	-
Physics 201 .....	3	-
Physics 215 .....	1	-
Management 215 .....	-	3
<b>Total Hrs</b>	<b>16</b>	<b>15</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Aviation 361 .....		3	-
Aviation 363, 364 .....		1	1
Aviation 451, 452 .....		3	3
Aviation 455, 454 .....		3	3
Aviation 463, 464 .....		3	3
Management 301, 370 .....		3	3
Management 400 .....		-	3
<b>Total Hrs</b>	<b>16</b>	<b>16</b>	<b>16</b>

**TOTAL CREDITS FOR GRADUATION** **124**

## Department of Engineering

The Department of Engineering provides three academic programs leading to the Bachelor of Science degree in Chemical Engineering, Computer Engineering and Electrical Engineering. Each program is described below.

All students enrolled in the Department of Engineering should consult with their advisors and become familiar with the Student Advisory Handbook with respect to the requirements of academic performance. In order to ensure that the best possible education is being provided to the students, the School of Engineering and Technology and the Department of Engineering have in place a comprehensive assessment process. Students are required to participate in the application and implementation of the assessment instruments.

The Department offers courses that may be taken as electives by other engineering students, and its faculty members teach courses in the general engineering and chemical engineering areas. The Department's faculty members are active members of the local and national professional societies.

### Accreditation

The Bachelor of Science in Chemical Engineering and in Electrical Engineering curricula are accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 – telephone: (410) 347-7700 and are four-year programs for students with adequate preparation.

### Facilities and Opportunities Available to Students

Desktop computers and a wireless network are available in the Olin Engineering Building. The Engineering network contains MATLAB, POLYMATH, ASPEN Engineering Suite, and other required software. A majority of chemical engineering faculty members work on funded research projects and paid student researcher opportunities are available to selected students. There are a limited number of merit-based scholarships for the chemical engineering students.

## Professional Clubs

Chemical engineering students may join the student chapter of clubs listed below. Electrical Engineering students may join the student chapters of the Institute of Electrical and Electronics Engineers (IEEE) and the National Society of Black Engineers (NSBE) clubs.

### *AIChE Student Club of Hampton University*

The American Institute of Chemical Engineers (AIChE) provides an opportunity for chemical engineering students to meet with other chemical engineering majors and obtain information about local and national professional developments. It also provides opportunities for students to attend scientific and technical meetings. The club organizes social and professional activities throughout the academic year. Student membership in AIChE is open to all chemical engineering majors.

### *IEEE Student Branch of Hampton University*

The Institute of Electrical and Electronics Engineers (IEEE) was founded in 1884 with Alexander Graham Bell and Thomas Edison among its charter members. The IEEE Student Branch at Hampton University offers opportunities for electrical engineering students to familiarize themselves with various aspects of the Electrical Engineering profession. By joining the society, students can subscribe to various technical journals and also keep abreast of engineering advancements and technology. The student branch sponsors and organizes seminars for the electrical engineering students, including field trips. Student members are also eligible to attend monthly meetings of the local Hampton Roads section. This offers students a chance to meet other IEEE members attending local colleges and universities within the region.

### *NSBE Student Branch of Hampton University*

The National Society of Black Engineers (NSBE) is dedicated to developing programs that will increase the participation of African-Americans and other ethnic minorities in the field of engineering and engineering technology. It also helps to advance the role of ethnic minority engineers in professional careers in industry. NSBE members try to give back to their community the expertise gained from their technical disciplines. The Hampton University chapter of the NSBE sponsors many programs that reach out to the community and its members. NSBE activities include programs such as the Pre-College Initiative, study sessions, a seminar series with corporate speakers and participation at various conferences. Membership in NSBE is open to all engineering students. Associate membership is also available to science majors.

## Chemical Engineering Program

Chemical engineering applies chemical and physical processes to convert raw and crude materials to more valuable products and/or useful forms of energy. The role of a chemical engineer is to conceptualize, design, develop, control and optimize those processes so that they are economically and conservationally efficient and ecologically acceptable.

Chemical engineering activities range from research on the development of new products and processes, to designing and operating plants and equipment for the production of these products, to marketing and management. Because of their broad sci-

entific and engineering base, chemical engineers work in very diverse areas such as production of industrial chemicals; production of energy from various fuels; designing of artificial organs; cleaning up of hazardous, toxic, and nuclear wastes; and manufacturing of computer chips, space materials, pharmaceuticals and other high technology specialty materials.

## Mission of the Chemical Engineering Program

The mission of the Chemical Engineering Program is to provide a comprehensive and competitive chemical engineering education following the guidelines provided by the Accreditation Board for Engineering and Technology (ABET). The program is committed to serving as a conduit to a profession that has traditionally not been highly accessible to minorities.

The Chemical Engineering program is formally structured into a four-year curriculum leading to the Bachelor of Science degree. The first year is spent in a common core program required of all engineering majors. The final three years are spent fulfilling chemical engineering accreditation requirements as outlined by the Accreditation Board for Engineering and Technology (ABET). This program serves students interested in developing the technical skill sets needed to conceptualize, design, and operate chemical and biochemical processes and in applying these skills to a broad range of areas, such as the environment, manufacturing, biotechnology, and nanotechnology.

## Program Objectives

The Chemical Engineering program develops graduates who are effective problem solvers and:

- Demonstrate competencies basic to success in graduate study or function as a professional chemical engineer;
- Demonstrate effective teamwork, leadership, and communication skills;
- Demonstrate the ability to maintain professional competency through life-long learning;
- Demonstrate knowledge of basic research methodology; and;
- Develop a responsibility towards his or her community and to demonstrate this responsibility through service to the department, the profession, and the public.

## Program Outcomes

During the course of their time in the Chemical Engineering Program, all students must:

- Demonstrate the skills and knowledge to design, control, and operate basic physical, chemical, and biological processes for the creation of new material wealth or for the solution of problems, in an economical, efficient, safe, and environmentally and socially acceptable manner;
- Analyze the operation of basic physical and chemical processes;
- Solve problems related to the operation of basic chemical and physical processes, including the interpretation of results;
- Use basic concepts related to process control of simple chemical and physical processes in designing and operating them;



- Demonstrate competencies related to the design of simple chemical and biochemical processes, development of process alternatives, and selection of the best alternative which is economical, efficient, and environmentally and socially acceptable;
- Demonstrate comprehension of the importance of professional ethics, social consciousness, environmental preservation, product quality, and safety;
- Demonstrate a level of oral communication skills required for technical presentations;
- Demonstrate a level of written communication skills required in writing technical reports and articles;
- Demonstrate skills in finding appropriate information and data to solve problems;
- Work effectively in groups to accomplish assigned tasks and objectives.

### Chemical Engineering Degree Requirements

A major in chemical engineering consists of 32 credit hours of chemical engineering courses, 12 credit hours of advanced chemistry courses, and 6 credit hours of technical electives. Additional courses in oral communication, humanities, and social sciences, totaling 15 credit hours, are used to satisfy general education requirements. Technical electives may be 500-level chemical engineering courses or 400 (or higher)-level courses in any other sciences, mathematics, or engineering program. In special cases, and as part of a planned effort to form a concentration in a specific area, a 300-level science, mathematics, or engineering course may be accepted as a technical elective upon the recommendation of the student's advisor and the approval of the department chairperson. Students must achieve a minimum grade of "C" in all CME, EGR, ELN, CHE, MAT and PHY courses. Prerequisites and co-requisites for each course are clearly outlined in this catalog. Adherence to these will be strictly enforced by the department chair and the faculty advisors monitoring the registration process.

### Curriculum Outline - Chemical Engineering

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
MAT 151-152 Calculus I-II .....		4	4
CHE 201-202 General Chemistry I-II.....		4	4
PHY 203-204 Introduction to Physics I-II.....		3	3
PHY 215-216 Introduction to Physics Lab I-II.....		1	1
ENG 101-102 Written Communications I-II.....		3	3
EGR 101 Introduction to Engineering .....		2	-
EGR 102 Intro. Structured Programming .....		-	3
UNV 101 Individual & Life .....		1	-
<b>Total</b>		<b>18</b>	<b>18</b>
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
CME 201-202 Chemical Engineering Calc I-II .....		2	3
CHE 301-302 Organic Chemistry I-II.....		4	4
MAT 260 Differential Equations.....		3	-
EGR 219 Engineering Mechanics .....		3	-
COM 103 Oral Communications.....		3	-
HEA 200 Health Education .....		2	-
EGR 208 Engineering Analysis I .....		-	3
CME 303 Transport Phenomena I.....		-	3
BIO 105 Introduction to Biology.....		-	4
<b>Total</b>		<b>17</b>	<b>17</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
HUM 201 Humanities and Arts .....		3	-
EGR 307 Engineering Analysis II .....		3	-
CME 307 Chemical Engineering. Thermodynamics .....		4	-
CME 304 Transport Phenomena II .....		3	-
EGR 226 Basic Electrical Engineering .....		3	-
HUM Elective Humanities Elective .....		-	3
CME 308 Chemical Reaction Engineering.....		-	3
CME 306 Separation Operations.....		-	4
CHE Elective Advanced Chemistry .....		-	4
HIS 106 World Civilization II.....		-	3
<b>Total</b>		<b>16</b>	<b>17</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
CME 407-408 Chemical Process Design I-II .....		3	3
CME 411-412 Chemical Engineering Lab I-II.....		2	2
Elective-Technical Elective .....		3	3
SOC Social Science Elective.....		3	3
CME 405 Process Control .....		3	-
CME 409 Data Analysis & Design Exp.....		1	-
CME 420 Chemical Engineering Seminar .....		-	1
EGR 303 Engineering Materials .....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

### TOTAL CREDITS FOR GRADUATION 133

<sup>†</sup>Selected from the following courses: CHE 402 Physical Chemistry II; CHE 408 Advanced Analytical Chemistry; CHE 419 Advanced Inorganic Chemistry; CHE 501 Biochemistry; CHE 505 Molecular Spectroscopy; CHE 510 Polymer Chemistry; CHE 517 Modern Methods of Chemical Analysis.

## Electrical and Computer Engineering Programs

Students who earn a Bachelor of Science degree in Electrical Engineering or Computer Engineering will be involved in a variety of electrical, electronic and computer problems in the course of their careers. To ensure the necessary breadth of knowledge, the electrical and computer engineering curricula include basic (core) engineering courses and courses in networks and electronic circuits. Additionally, a variety of technical electives are offered to allow students to obtain a broad preparation in other areas such as microprocessors, advanced engineering measurement techniques, digital control systems, manufacturing, computer science, laser systems and antennas/propagation.

The professional activities of electrical and computer engineers directly affect the lives of most of the world's population every day. Electrical engineers are responsible for the design and development of radio and television transmitters and receivers, many of our appliances, telephone networks (wired and wireless), switching systems, and electric power generation and distribution. Computer engineers are responsible for the design and development of much of the computer hardware and software, computer networks, and computer-based systems that we depend on each day. Within the broad scope of these systems, electrical and computer engineers are concerned with a challenging and diverse array of design and development problems.

Electrical and computer engineers design minuscule semiconductor integrated circuits that contain many thousands of elementary devices. They design systems for automatically

controlling mechanical devices and a variety of processes. Also, electrical engineers are responsible for the design of satellite communication links as well as patient monitoring systems for hospitals. The continuing development of the microprocessor has expanded opportunities for electrical and computer engineers by incorporating smart electronics into the design of familiar products such as automobiles; consumer and office products; entertainment systems; and a vast variety of test and measurement instruments and machine tools.

All students enrolled in Electrical Engineering should consult with their advisors and become familiar with the Student Advisory Handbook with respect to the requirements of academic performance. In order to ensure that the best possible education is being provided to the students, the School of Engineering and Technology and the Program in Electrical Engineering have in place a comprehensive assessment process. Students are required to participate in the application and implementation of the assessment instruments.

## Electrical Engineering Program

### Accreditation

The Bachelor of Science in Electrical Engineering curriculum is accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 – telephone: (410) 347-7700 and is a four-year program for students with adequate preparation.

### Mission of the Electrical Engineering Program

The mission of the Electrical Engineering program is to provide a state-of-the-art, academically enriched environment for students such that they will acquire the knowledge necessary for entry-level positions as professional engineers and/or for graduate school. Along with a technical education, our graduates are prepared to cultivate a capacity for creative and dynamic problem solving, and to foster a desire to contribute to the culture and society in which they live. The Electrical Engineering program educates problem solvers with a high level of technological competency and social responsibility. Furthermore, all students will have developed the skills and acquired the basic knowledge necessary to be successful in graduate study or for the entry-level positions as electrical engineers.

### Electrical Engineering Program Objectives

The program develops graduates who are prepared for careers as electrical engineers, where they will:

- Demonstrate the skills and knowledge to design, develop, evaluate, and operate basic electrical systems for the solution of problems in an economical, efficient, safe, and environmentally acceptable manner;
- Demonstrate effective teamwork, leadership, and communication skills;
- Demonstrate a social and environmental awareness and understanding that will enable them to fulfill their responsibilities as productive citizens in the general society abiding by professional ethics.

- Demonstrate preparation for and a commitment to intellectual, creative, and professional growth.

### Electrical Engineering Program Outcomes

At the completion of the Electrical Engineering Program, all students will:

- Demonstrate competencies in the application of the science, mathematics and computational methods basic to success as a professional electrical engineer or as a graduate student.
- Demonstrate the ability to solve open-ended problems related to the operation of basic electrical systems and to interpret the results.
- Demonstrate the capability to design electrical systems optimized by customer, cost, safety, or environmental constraints.
- Demonstrate comprehension of the importance of environmental issues.
- Demonstrate a level of oral communication skills required for presenting written technical reports and articles for review.
- Demonstrate skills in finding appropriate technical information and data to solve electrical engineering problems.
- Work effectively in groups to accomplish assigned tasks and objectives related to electrical engineering.
- Demonstrate the ability to identify and solve societal problems in an effective and professional manner.
- Demonstrate an appreciation for the community effects of engineering decisions.
- Demonstrate awareness of the importance to remain professionally competent through self-study and through the pursuit of advanced graduate-level education.

### Electrical Engineering Program Requirements

The Bachelor of Science in Electrical Engineering curriculum is a four-year program for students with adequate preparation. A major in electrical engineering consists of forty-nine (49) credit hours of required electrical engineering courses. These are: ELN 228, 302, 303, 304, 307, 310, 311, 312, 403, 408, 409, 411, 412, 413, 420, 431, 433, 434 and 436. Students must also take nine (9) credit hours of technical electives, fourteen (14) credit hours in Mathematics, eight (8) credit hours in Physics, eight (8) credit hours of general Chemistry, eighteen (18) credit hours in General Engineering courses (EGR), and twenty-three (23) credit hours in General Education courses for a total of 129 credit hours. Students must achieve a minimum grade of "C" in all ELN, EGR, MAT, PHY, CSC and CHE courses to graduate.

## Curriculum Outline - Electrical Engineering

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Communications I-II.....		3	3
MAT 151-152 Calculus I-II .....		4	4
CHE 201-202 General Chemistry I-II.....		4	4
PHY 203-204 Intro. to Physics I-II.....		3	3
PHY 215-216 Intro. to Physics Lab I-II .....		1	1
EGR 101 Intro. to Engineering .....		2	-
EGR 102 Intro. Structured Programming .....		-	3
UNV 101 Individual and Life .....		1	-
	<b>Total</b>	<b>18</b>	<b>18</b>
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
HUM 201 Humanities I .....		3	-
MAT 260 Diff. Equations .....		3	-
EGR 219 Engineering Mechanics .....		3	-
EGR 213 Digital Electronics.....		3	-
COM 103 Oral Communications .....		3	-
HIS 106 World Civilization.....		-	3
EGR 208 Engineering Analysis .....		-	3
ELN 228 Multivariable Engineering Analysis.....		-	3
EGR 218 Circuit Analysis I .....		-	3
EGR 220 Circuit Analysis Lab I .....		-	1
HUM Humanities/Fine Arts Elective .....		-	3
	<b>Total</b>	<b>15</b>	<b>16</b>
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ELN 303-304 Engineering Electronics I-II.....		3	3
ELN 311-312 Engineering Electronics Lab. I-II .....		1	1
ELN 302 Circuit Analysis II .....		3	-
ELN 310 Circuit Analysis Lab II.....		1	-
ELN Technical Elective .....		3	-
ECO 201/202 Micro/Macro Economics .....		3	-
MAT 305 Probability & Statistics.....		3	-
ELN 403 Dig Electronics Design .....		-	3
ELN 431 Dig. Electronics Design Lab.....		-	1
ELN 307 Signals & Systems .....		-	3
HEA 200 Health Education .....		-	2
ELN 306 Electromagnetic Waves.....		-	3
ELN 313 Electromagnetic Waves Lab .....		-	1
	<b>Total</b>	<b>17</b>	<b>17</b>
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ELN 409-413 Electrical Engineering Design I-II .....		2	2
ELN 434-436 Electrical Engineering Design I-II Lab.....		1	1
ELN Technical Elective .....		3	3
ELN 408 Intro. to Control Systems .....		3	-
ELN 433 Control Systems Lab. ....		1	-
ELN 411 Energy Conversion.....		3	-
ELN 435 Energy Conversion Lab.....		1	-
SOC Social Sciences Elective.....		-	3
ELN 412 Communication Theory .....		-	4
ELN 420 Senior Seminar.....		-	1
	<b>Total</b>	<b>14</b>	<b>14</b>
<b>TOTAL CREDITS FOR GRADUATION</b>			<b>129</b>

<sup>1</sup>Technical electives are selected from 300, or higher, number courses in EGR or ELN with department permission. One course must be selected from EGR 303 or 307, ELN 415 or 417; or mathematics, with at least two courses selected from computer/electrical engineering.

## Computer Engineering Program

### Mission of the Computer Engineering Program

The mission of the Computer Engineering program is to provide a state-of-the-art, academically enriched environment for students such that they will acquire the knowledge necessary for entry-level positions as professional engineers and/or for graduate school. Along with a technical education, our graduates are prepared to cultivate a capacity for creative and dynamic problem solving, and to foster a desire to contribute to the culture and society in which they live. The Computer Engineering program educates problem solvers with a high level of technological competency and social responsibility. Furthermore, all students will have developed the skills and acquired the basic knowledge necessary to be successful in graduate study or for the entry-level positions as computer engineers.

### Computer Engineering Program Objectives

The program develops graduates who are prepared for careers as computer engineers, where they will:

- Demonstrate the skills and knowledge to design, develop, evaluate, and operate basic computer and computer-based systems for the solution of problems in an economical, efficient, safe, and environmentally acceptable manner;
- Demonstrate effective teamwork, leadership, and communication skills;
- Demonstrate a social and environmental awareness and understanding that will enable them to fulfill their responsibilities as productive citizens in the general society abiding by professional ethics.
- Demonstrate preparation for and a commitment to intellectual, creative, and professional growth.

### Computer Engineering Program Outcomes

At the completion of the Computer Engineering Program, all students will:

- Demonstrate competencies in the application of the science, mathematics and computational methods basic to success as a professional computer engineer or as a graduate student.
- Demonstrate the ability to solve open-ended problems related to the operation of basic computer and computer-based systems and to interpret the results.
- Demonstrate the capability to design computer systems and networks optimized by customer, cost, safety, or environmental constraints.
- Demonstrate comprehension of the importance of environmental issues.
- Demonstrate a level of oral communication skills required for presenting written technical reports and articles for review.
- Demonstrate skills in finding appropriate technical information and data to solve computer engineering problems.
- Work effectively in groups to accomplish assigned tasks and objectives related to computer engineering.

- Demonstrate the ability to identify and solve societal problems in an effective and professional manner.
- Demonstrate an appreciation for the community effects of engineering decisions.
- Demonstrate awareness of the importance to remain professionally competent through self-study and through the pursuit of advanced graduate-level education.

### Computer Engineering Program Requirements

The Bachelor of Science in Computer Engineering curriculum is a four-year program for students with adequate preparation. A major in computer engineering consists of thirty-eight (38) credit hours of required electrical engineering courses. These are: ELN 228, 302, 303, 304, 307, 310, 311, 312, 403, 415, 417, 420, 431, 482, 483, 488, 489, and 515. Students must also take ten (10) credit hours of technical electives, fourteen (14) credit hours in Mathematics, ten (10) credit hours in Computer Programming, eight (8) credit hours in Physics, eight (8) credit hours of general Chemistry, eighteen (18) credit hours in General Engineering courses (EGR), and thirty (30) credit hours in General Education courses for a total of 136 credit hours. Students must achieve a minimum grade of "C" in all ELN, EGR, MAT, PHY, CSC and CHE courses to graduate.

### Curriculum Outline – Computer Engineering

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Communications I-II.....		3	3
MAT 151-152 Calculus I-II.....		4	4
CHE 201-202 General Chemistry I-II.....		4	4
PHY 203-204 Intro. To Physics I-II.....		3	3
PHY 215-216 Intro. To Physics Lab I-II.....		1	1
EGR 101 Intro. to Engineering.....		2	-
EGR 102 Intro to Structured Programming.....		-	3
UNV 101 Individual & Life.....		1	-
<b>Total</b>		<b>18</b>	<b>18</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
CSC 151-152 Computer Programming I-II.....		4	3
HUM 201 Humanities I.....		3	-
MAT 260 Differential Equations.....		3	-
EGR 213 Digital Electronics.....		3	-
EGR 219 Engineering Mechanics.....		3	-
HIS 106 World Civilization II.....		-	3
EGR 208 Engineering Analysis.....		-	3
ELN 228 Multivariable Engineering Analysis.....		-	3
EGR 218 Circuit Analysis I.....		-	3
EGR 220 Circuit Analysis Lab I.....		-	1
<b>Total</b>		<b>16</b>	<b>16</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ELN 303-304 Engineering Electronics I-II.....		3	3
ELN 311-312 Engineering Electronics Lab I-II.....		1	1
HUM Humanities Elective.....		3	-
ELN 302 Circuit Analysis II.....		3	-
ELN 310 Circuit Analysis Lab II.....		1	-
MAT 305 Probability & Statistics.....		3	-
COM 103 Oral Communications.....		3	-
HEA 200 Health Education.....		-	2
ELN 403 Dig Electronics Design.....		-	3
ELN 431 Dig. Electronics Design Lab.....		-	1
ELN 307 Signals & Systems.....		-	3
ELN Technical Elective.....		-	4*
<b>Total</b>		<b>17</b>	<b>17</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ELN 482-483 Computer Engineering Design I-II.....		2	2
ELN 488-489 Computer Engineering Design I-II Lab.....		1	1
ELN 415 Computer Architecture.....		3	-
Technical Elective.....		3	-
ELN 417 Computer Networks.....		3	-
Technical Elective.....		3	-
ECO 201/201 Micro/Macro Economics.....		-	3
ELN 515 Microcontrollers & Embedded Sys.....		-	3
SOC Social Sciences Elective.....		-	3
ELN 420 Senior Seminar.....		-	1
<b>Total</b>		<b>15</b>	<b>13</b>

\*May be satisfied by 1 or 2 courses

**TOTAL CREDITS FOR GRADUATION 130**

*\*Technical electives are selected from 300, or higher, number courses in CSC, EGR, ELN or MAT with department permission. One course must be selected from be selected from EGR 303, 307, 391, 491; computer science or mathematics, with at least two courses selected from computer/electrical engineering.*

# Scripps Howard School of Journalism and Communications

The Scripps Howard School of Journalism and Communications at Hampton University (HU) offers a Bachelor of Arts degree program in Journalism and Strategic Communication with a minor or area of emphasis outside the program. Hampton University's Scripps Howard School is one of the nation's finest colleges for training people to communicate and produce news and information across all content platforms - from television, radio and print, to websites, social networks and other digital outlets.

To strengthen and expand the school's sequences, HU President Dr. William R. Harvey designated the former Department of Mass Media Arts in fall 2002 as a "program of distinction." The goal of this designation has become the charge of the Scripps Howard School of Journalism and Communications, to become one of the nation's top journalism and communications programs. To support that goal, the Scripps Howard Foundation has committed \$10 million over 10 years. The grants endow a professorship, bring visiting professionals to campus, fund scholarships and provide state-of-the-art equipment for students' use in course work. The Scripps Howard Foundation also funded the \$5 million building that houses the school.

The school's curriculum has been redesigned, starting with the 2012-2013 academic year, to meet the demands of the rapidly evolving multimedia industry, changing technology, an increasingly diverse society, and Hampton University's mission to educate students to become leaders in their professions. Under the new curriculum emphasizing digital innovation, students are required to complete an 48-credit hour journalism and communications core. This core is designed to assure that students have a strong conceptual foundation.

Students are required to complete a track of courses in one of two majors — journalism or strategic communication — with an additional **39 credit hours** of courses in the general education core, and an additional 18 hours in outside courses. All majors are also required to complete at least **75 credit hours** outside of the school, with at least 65 of those hours in the liberal arts and sciences.

Additionally, all students are required to complete a university-approved minor or an *area of emphasis* outside of the School of Journalism and Communications for no fewer than 18 credit hours to fulfill graduation requirements. The school's faculty believes that journalism and communications students are best served by attaining a complementary area of expertise. For those who wish to pursue an area of expertise not offered as an official minor at the university, they work with an academic advisor in the Scripps Howard School to compile at least 18 credit hours in an area of emphasis.

Throughout the curriculum, students learn to gather information, write, edit, and to use the technology appropriate to their major to create content for multiple platforms for dissemination to various audiences. The curriculum emphasizes strong writing skills, which are a foundation for success in any of the majors.

Many of the school's courses are intensive, hands-on, multimedia laboratory courses in which students practice the skills they will need in their professions. For example, in Strategic Communication courses, students learn to conduct research, prepare informational and advertising collateral, write news releases, serve as spokespersons, and develop strategic public relations and advertising campaigns for actual clients. In the Journalism courses, students learn to capture video and audio, write, and edit in order to report important and relevant stories to assure that many "voices" are heard in the public dialogue. Students are taught to cover news stories accurately, fairly and quickly on urgent deadlines. The aim is to prepare students to compete strongly in the job market and to succeed in their fields.

The school has extensive partnerships with national and local news and communications organizations to give students opportunities for internships and future careers.

Students at the Scripps Howard School are immersed in journalism and communications both in and out of the classroom. To complement their curriculum, students can participate in the following experience-enhancing organizations:

## **WHOV-TV**

a campus television station programmed and operated by students, which features daily newscasts, sports features, and entertainment programs.

## **The Digital Genius Club**

a campus-wide organization for students interested in digital applications, video games, and creating new digital products.

## **The Academy for Writing Excellence**

an organization providing small-group coaching for writers.

## **WHOV Radio Club**

an organization for students interested in programming and broadcasting on one of the region's major FM radio stations, heard globally on iHeartRadio and Sirius satellite radio.

## **Kappa Tau Alpha**

the national honor society for journalism and communications majors in the top ten percent of their class.

## **The National Association of Black Journalists**

an organization of journalists, students and media-related professionals that provides quality programs and services to and advocates on behalf of black journalists worldwide.



## The Public Relations Student Society of America

an organization that seeks to advance the public relations profession by nurturing generations of future professionals.

### NEWS757 and BRAND757

two student organizations, one providing an opportunity for students to run a news operation, and the other one providing an opportunity to run a public relations firm.

The school maintains accreditation from the Southern Association of Colleges and Schools (SACS) and from The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) (Stauffer-Flint Hall, 1435 Jayhawk Blvd, Lawrence, KS 66045-7575 [785.864.3973]).

ACEJMC is a distinguished group of journalism educators and professionals that has developed a list of 12 core values and competencies they believe *students should have instilled by the time they become graduates* from an accredited journalism and communications program. They are listed below:

1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
5. Understand concepts and apply theories in the use and presentation of images and information;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. Think critically, creatively and independently;
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. Apply basic numerical and statistical concepts;
12. Apply tools and technologies appropriate for the communications professions in which they work.

It is through these essential student values and competencies that the school prepares students not only to enter careers in journalism and communications, but also to be able to critique and, eventually, improve the work of media peers and professionals.

## Facilities

Located in the heart of Hampton University's picturesque campus, the 34,000-square-foot, state-of-the-art journalism and communications building houses media labs; seminar rooms; a multi-media lecture hall; a TV studio with digital editing equipment and a "mini" newsroom; and WHOV-FM 88.1, the campus radio station, which gives students opportunities to develop their broadcasting skills. Recent additions include a business and financial journalism newsroom, featuring one of the few Bloomberg terminals found inside one of the nation's journalism schools, and a Center for Innovation in Media, housed inside Scripps Howard and funded by the Knight Foundation.

## Admissions

To enter the Scripps Howard School of Journalism and Communications, majors are required to:

1. Complete 30 credit hours (Sophomore Classification) of academic credit.
2. Have and maintain a grade point average of 2.5, or better.
3. Pass an entrance examination, which will be reflected by a satisfactory grade ("S") for JAC 111 – Entrance Exam.
4. Pass JAC 101 Media in a Multicultural Society and JAC 110 Introduction to Media Writing with a grade of "C" or better.
5. Successfully complete an interview with designated school faculty and/or administrators.

For transfer students, the school will accept no more than six (6) hours credit in the major taken at another university.

## Graduation Requirements

To graduate from the Scripps Howard School of Journalism and Communications, majors must:

1. Have a 2.5 grade point average in journalism and communications courses.
2. Complete **123/124** credit hours, of which **75 are outside** of the school, 65 are in the liberal arts and sciences and no more than 48 are in journalism and communications; additionally, majors cannot complete more than six total credit hours in JAC 465 (Internship) and JAC 467 (Practicum).
3. Complete a university-approved minor or an 18-credit hour area of emphasis outside of the School of Journalism and Communications.
4. Complete a school-approved internship at a media/communication organization appropriate to the student's major.

5. Complete a portfolio that demonstrates that 1) the student has mastered the competencies of his or her major and 2) that the student's work reflects a critical and ethical understanding of the profession.

## Course Work

All majors are required to complete the following 21-credit hour *journalism and communications* core:

JAC 101: Media in a Multicultural Society  
JAC 110: Introduction to Media Writing  
JAC 111: Journalism and Communications Entrance Exam  
JAC 200: Introduction to Visual Media \  
JAC 210: Reporting and News Writing Across Platforms \  
JAC 404: Ethics in Journalism and Communications \  
JAC 405: Media Law  
JAC 495: Senior Capstone

One of these 400-level courses: JAC 403 Media Entrepreneurship or JAC 406 Media Management or JAC 407 Media Criticism or JAC 408 American Media History or JAC 425 Crisis Communication or JAC 450 Special Topics or JAC 452 Int'l Journalism & Communications **or** JAC 453 Ethnic and Alternative Media or JAC 454 Civil Rights Era and the Media.

Students finish the curriculum by completing coursework in one of the following two majors:

### Journalism – 24 hours

JAC 265: Introduction to Radio/TV Production  
JAC 310: Advanced Reporting and News Writing  
Across Platforms  
JAC 340: Broadcast News Writing  
JAC 410: News Editing  
JAC 440: News Production

Plus: 6 hours of electives in journalism and communications

### Strategic Communication – 24 hours

JAC 220: Principles of Public Relations  
JAC 230: Principles of Advertising  
JAC 265: Introduction to Radio/TV Production  
JAC 320: Public Relations Writing and Production  
JAC 420: Media Research

Plus: 7 hours of electives in journalism and communications

### General Education Core

Students in the School of Journalism and Communications are required to take no less than **75** of their **123/124** credit hours outside of the school, including 65 credit hours in the liberal arts and sciences. That includes the university's requirement to complete a **39**-credit hour general education core. To satisfy that core, all of the students in the school must complete the following:

Natural Science with an optional 1- credit lab course  
COM 103 (with a grade of C or better)  
CSC elective (with a grade of C or better)  
ENG 101 (with a grade of C or better)  
ENG 102 (with a grade of C or better)

HEA 200 or two 1-credit PED activity courses  
HIS 106  
HUM 201  
MAT 110 (or a higher level math course)  
PSY 203  
SCI 102 or MES 130  
SOC 205  
UNV 101

### Plus one of the following:

HUM 202  
ART (200, 305, 306 or 407)  
ENG (214, 215, 323, 328, or 329)  
FOREIGN LANGUAGE – any course ABOVE the 200 level  
MUSIC (200, 201, 202, 205 AND 305)  
PHILOSOPHY (203, 204, 210, 301, 304 OR 305)  
THEATRE (120, 205, or 206)

### Additional Requirements

Additionally, students in the School of Journalism and Communications are required to complete the following:

An additional 3-credit hour English elective  
PHI 210 or approved substitution  
POL 201  
ENT 210

An additional 6 credit hours of electives: These courses should be selected carefully with the help of an academic advisor to assure that the student completes at least **75** credit hours outside of the school, 65 in the liberal arts and sciences and no more than 48 in the School of Journalism and Communications. JAC 465 (Internship) and JAC 467 (Practicum) can be used to fulfill up to six of these elective hours.

## Minor or Area of Emphasis

The Scripps Howard School's faculty believe that all of its students will benefit by pursuing additional expertise in one area of study; therefore, all students in the school are required to complete *outside of the school* either 1) an official minor as outlined by the university or 2) an 18-hour *area of emphasis* that is designed in consultation with an academic advisor in the School of Journalism and Communications. Students must earn at least a grade of "C" in each course for the minor or area of emphasis.

### Minors in the Scripps Howard School of Journalism and Communications

Minors in the Scripps Howard School are exclusively for students who are not pursuing majors in the school.

- All minors are 19 credit hours.
- Students must satisfy the school's required entrance exam.
- Students must maintain at least a "C" average (2.0 overall GPA) to remain in the school for the minor.
- Students must earn at least a "C" in all school courses.

## Journalism

JAC 101: Media in a Multicultural Society  
 JAC 110: Introduction to Media Writing  
 JAC 111: Journalism and Communications Entrance Exam  
 JAC 200: Introduction to Visual Media  
 JAC 210: Reporting and News Writing  
 JAC 265: Intro to Radio/TV Production  
 JAC 340: Broadcast News Writing  
 Plus one JAC 3-credit elective

## Strategic Communication

JAC 101: Media in a Multicultural Society  
 JAC 110: Introduction to Media Writing  
 JAC 111: Journalism and Communications Entrance Exam  
 JAC 200: Introduction to Visual Media  
 JAC 210: Reporting and News Writing  
 JAC 220: Principles of Public Relations  
 JAC 320: Public Relations Writing and Production  
 Plus one JAC 3 credit hour elective

## Journalism

We prepare our journalism students to be the next generation of reporters, producers, photojournalists, and editors. They learn the professional skills and concepts needed to pursue careers across multimedia technologies. Receiving a solid grounding in reporting, editing, ethics, news judgment, layout and design, students also become skilled in digital editing of video and audio while becoming solid journalists.

## Curriculum Outline - Journalism

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Com I-II.....		3	3
MAT 110 College Math II or higher.....		3	-
UNV 101 .....		1	-
Natural Science* .....		3/4	-
JAC 101 Media/Multi Society.....		3	-
JAC 105 Grammar & AP Style.....		3	-
COM 103 Oral Com .....		-	3
HLTH or PED .....		-	2
SOC 205 .....		-	3
PSY 203 .....		-	3
JAC 110 Intro to Media Writing.....		-	3
<b>TOTAL</b>		<b>16/17</b>	<b>17</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
JAC 200 Visual Media .....		3	-
HIS 106.....		3	-
HUM 201 Humanities I .....		3	-
SCI 102 Intro to Phy Sci or MES 130 Intro to Env Sci .....		3	-
CSC Elective.....		3	-
JAC 210 Reporting & News Writing.....		-	3
Liberal Arts/Science Elective .....		-	3
HUM 202 or Elective.....		-	3
Minor/AOE Course.....		-	3
JAC 265 Intro to Radio/TV Prod .....		-	4
<b>TOTAL</b>		<b>15</b>	<b>16</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
JAC 340 Broadcast News Writing .....		4	-
JAC 310 Advanced News Writing .....		3	-
POL 201 Intro to Political Science .....		3	-
JAC 440 News Production.....		4	-
Minor/AOE Course.....		3	-
PHI 210 Logic/Sci Method or sub.....		-	3
ENT 210.....		-	3
JAC 404 Media Ethics .....		-	3
JAC 410 News Editing.....		-	3
Minor/AOE Course.....		-	3
<b>TOTAL</b>		<b>17</b>	<b>15</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
**JAC .....		3	-
JAC 495 Senior Capstone.....		3	-
Minor/AOE Course.....		3	-
Minor/AOE Course.....		3	-
JAC 405 Media Law .....		3	-
JAC Elective.....		-	3
JAC Elective.....		-	3
Minor/AOE Course.....		-	3
Liberal Arts/Science Elective .....		-	3
<b>TOTAL</b>		<b>15</b>	<b>12</b>

## TOTAL CREDITS FOR GRADUATION 123/124

\*Choose ONE of the following: APS 101 Weather and Climate, APS 102 Natural Disasters, APS 105 Elements of Astronomy, APS 106 Astronomy of Stars and Galaxies, BIO 101 Nature of Life, BIO 103 General Biology, CHE 101 General Chemistry, SCI 102 Introduction to Physical Science, SCI 104 Introduction to Physical Science (Lab attached), SCI 203 Introduction to Nanoscience, MES 110 Earth & Ocean Systems, MES 130 Introduction to Environmental Science.

\*\* Choose ONE of the following: JAC 403 Media Entrepreneurship, JAC 406 Media Management, JAC 407 Media Criticism, JAC 408 American Media History, JAC 425 Crisis Communication, JAC 450 Special Topics, JAC 452 Int'l Journalism & Communications, JAC 453 Ethnic and Alternative Media, JAC 454 Civil Rights Era and the Media.

## Strategic Communications

We prepare our Strategic Communication students for multifaceted careers in public relations, corporate communications and strategic messaging. They are required to develop solid journalistic skills, including reporting, writing and news judgment. They learn to conduct reliable research, to function as professional spokespeople, to develop public relations campaigns, and to build strong corporate and community relationships.

### Curriculum Outline - Strategic Communications

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Communication I-II .....	3	3	
MAT 110 College Math II or higher .....	3	-	
UNV 101 .....	1	-	
Natural Science* .....	3/4	-	
JAC 101 Media/Multi Society .....	3	-	
JAC 105 Grammar & AP Style .....	3	-	
COM 103 Oral Com .....	-	3	
HLTH or PED .....	-	2	
SOC 205 .....	-	3	
PSY 203 .....	-	3	
JAC 110 Intro to Media Writing .....	-	3	
<b>TOTAL</b>		<b>16/17</b>	<b>17</b>
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
JAC 200 Visual Media .....	3	-	
JAC 210 Reporting & News Writing .....	3	-	
HUM 201 Humanities I .....	3	-	
SCI 102 Intro to Phy Sci or MES 130 Intro to Env Sci .....	3	-	
CSC Elective .....	3	-	
HIS 106 .....	-	3	
Minor/AOE Course .....	-	3	
HUM 202 or Elective .....	-	3	
Liberal Arts/Science Elective .....	-	3	
JAC 220 Principles of Public Relations .....	-	3	
<b>TOTAL</b>		<b>15</b>	<b>15</b>
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
JAC 320 PR Writing/Production .....	4	-	
JAC 265 Intro Radio/TV Production .....	4	-	
POL 201 Intro to Political Science .....	3	-	
Minor/AOE Course .....	3	-	
JAC 404 Media Ethics .....	3	-	
JAC 405 Media Law .....	-	3	
JAC 420 Media Research .....	-	3	
JAC Elective .....	-	4	
Minor/AOE Course .....	-	3	
JAC 230 Principles of Advertising .....	-	3	
<b>TOTAL</b>		<b>17</b>	<b>16</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Minor/AOE Course .....	3	-	
Minor/AOE Course .....	3	-	
PHI 210 Logic/Sci Method or sub .....	3	-	
ENT 210 .....	3	-	
Liberal Arts/Science Elective .....	3	-	
**JAC .....	-	3	
JAC Elective .....	-	3	
Minor/AOE Course .....	-	3	
JAC 495 Senior Capstone .....	-	3	
<b>TOTAL</b>		<b>15</b>	<b>12</b>
<b>TOTAL CREDITS FOR GRADUATION</b>			<b>123/124</b>

\*Choose ONE of the following: APS 101 Weather and Climate, APS 102 Natural Disasters, APS 105 Elements of Astronomy, APS 106 Astronomy of Stars and Galaxies, BIO 101 Nature of Life, BIO 103 General Biology, CHE 101 General Chemistry, SCI 102 Introduction to Physical Science, SCI 104 Introduction to Physical Science (Lab attached), SCI 203 Introduction to Nanoscience, MES 110 Earth & Ocean Systems, MES 130 Introduction to Environmental Science.

\*\* Choose ONE of the following: JAC 403 Media Entrepreneurship, JAC 406 Media Management, JAC 407 Media Criticism, JAC 408 American Media History, JAC 425 Crisis Communication, JAC 450 Special Topics, JAC 452 Int'l Journalism & Communications, JAC 453 Ethnic and Alternative Media, JAC 454 Civil Rights Era and the Media.

# School of Liberal Arts and Education

The mission of the School of Liberal Arts and Education is to provide students with the critical knowledge, skills and qualities that will facilitate the development of scholars and “good citizens” who are knowledge producers, innovators and creators of solutions to some of the most pressing societal and global issues. Consistent with the Hampton model - “Education for Life”- our aim is to ensure that our students are not just prepared for the 21st century, but are the preparers of the 21st century and are the architects of what society and the global community at their best can become.

We will accomplish our mission by equipping students with essential interdisciplinary skills in the Liberal Arts and Education including the ability to:

1. Think critically, creatively and independently and problem solve;
2. Write, speak and listen effectively;
3. Be cognizant of and sensitive to diversity and understand how cultural, ethnic and political backgrounds shape perspectives and agendas;
4. Exercise independent judgment and ethical decision-making;
5. Understand relationships among different disciplines, ideas or historical trends;
6. Comprehend and engage in research and interpret findings;
7. Pose meaningful questions that advance understanding and knowledge;
8. Cooperate and collaborate with others and work in teams and
9. Prepare professional and effective educators and practitioners.

We also inspire in students qualities emphasized in the humanities and social sciences such as 1) information literacy; 2) flexibility and adaptability; 3) self-confidence, self-understanding and human agency; 4) a hunger and enthusiasm for learning; and 5) a passion to serve and improve the human life condition.

## School Facilities

The School of Liberal Arts and Education is housed in several buildings on Hampton University campus. The School's administrative offices are located in Armstrong Hall, which also houses the Division of Arts and Humanities including the departments of English and Foreign Languages, Fine and Performing Arts, and Music, the Liberal Studies Program and the Humanities Program. The Little Theater, Dett Auditorium, and the Writing Technology Laboratory are also located in Armstrong Hall. Armstrong-Slater Hall houses the Art Program and its studios, and the Army ROTC Program. Martin Luther King Hall houses the Division of Behavioral and Social Sciences, including the departments of Political Science and History, Sociology, and Psychology. The Department of Counseling is housed in Phenix Hall. Phenix Hall also houses

the Department of Education, in the division of Education and the Behavioral Research Center. The Department of Health, and Physical Education, also in the Division of Education, is housed in Holland Hall. Clark Hall's Wainwright Auditorium and the second floor of the Convocation Center are rehearsal venues for the University Choirs and the University Bands, respectively.

## Division of Arts and Humanities

The Division of Arts and Humanities includes the departments of English and Foreign Languages, Fine and Performing Arts; Music, and the Liberal Studies and Humanities Program. The comprehensive curriculum of this division is designed to achieve the following major objectives:

1. To develop communication skills enabling each student to read, write, speak, and listen effectively.
2. To develop in all students an understanding of the culture of which they are a part and its relationship to the aspirations and development of man on the world scene.
3. To assist all students in understanding and appreciating various art forms within the context of their own literary, artistic (music and fine arts), historical, and philosophical heritage.
4. To prepare students for competent performance in teaching and related professions, in graduate and professional study, and in other pursuits leading toward meaningful creative careers in the various areas taught in the division.

## Department of English and Foreign Language

The Department of English and Foreign Language is charged to develop the ability of entering students to write well in order to pursue whatever course of study they elect and to provide or enhance the acquisition of the second language skills of speaking, listening, reading and writing for students who chose to take a foreign language or for those with majors that require it. Beyond that, the department offers a wide range of courses for majors and advanced students in literature, composition, creative writing, linguistics and cultural studies in English as well as language, literature, and cultures in Spanish.

English 101-102, the written communication component of the Hampton University general education program, emphasizes various types of experiences intended to enhance individual development in the undergraduate years and beyond. Built into those introductory courses, for instance, are projects that require students to develop library research skills, to broaden their horizons by attending special lectures and programs, and to develop their ability to think analytically and critically.

In the foreign languages, the department offers beginning and intermediate courses in Arabic, Chinese, French, German and



Spanish as well as upper division language and literature courses in Spanish and French. The department also has a program in English as a second language for foreign language speakers.

Students have the opportunity to major or minor in English and Spanish. English majors may choose between four concentrations: Arts, Creative Writing, Film Studies, and Secondary Education—each lending itself to a number of career options. The Arts concentration is for those who wish to pursue graduate or professional study in the varying fields of English, Law, and Medicine, or for those whose career aspirations are in professional writing (such as Technical Writing), business, library science, theology, government or non-profit organizations. The Creative Writing concentration is for those interested in writing poetry, fiction, creative nonfiction and/or magazine writing; Film Studies is for those interested in writing for film, television, or other media and for students interested in film criticism or filmmaking; and Secondary Education is for those who aspire to be middle school or high school English teachers. The secondary education major also has an advisor in the Department of Education and is able to participate in a joint BA/MT (Masters of Teaching) program where the fifth year is completed in the College of Education and Human Development. Students may also pursue a minor in English or Cinema Studies.

Spanish majors may also choose between four concentrations: Culture, Language, Literature, and Professional Purposes (medical or business), options that allow students to pursue their personal interests and prepare for endless career possibilities. In addition to an 18-hour core, a Senior Capstone (or Case Studies) Course, and a nine-hour concentration option, the curriculum includes credits earned through experiential learning in a Spanish-language context. To fulfill this requirement, majors must participate in a pre-approved study abroad, service learning or internship in Spanish. This requirement can be waived by the chairperson based upon previous experience, as in the case of heritage speakers. Students may also pursue Spanish as a minor. Both the major and minor are designed to prepare students to compete in the global job market by enabling them to function professionally in the language field.

As part of its commitment to improving writing across the curriculum, the department maintains a writing center that offers tutoring for a full range of writing skills. The center is directed by a member of the English faculty and staffed by trained student tutors. In addition to one-on-one assistance, it also sponsors special workshops related to particular needs, interests and concerns.

## Special Activities

In addition to the academic pursuits, the department offers opportunities for students to participate in extracurricular organizations and activities. Students with a 3.2 GPA or higher in English and a 3.0 overall GPA may become members of the Sigma Tau Delta International Honor Society. Alpha Mu Gamma, the National Collegiate Foreign Language Honor Society, is open to students studying any foreign language who have a GPA of least 3.0 and who have demonstrated excellence in foreign languages courses. International students who speak languages other than English may also become members with a 3.0 GPA in their college courses.

The department provides opportunities for all interested students to become involved in the creative process of writing, sharing, and evaluating imaginative literature. Through the Calliope Literary Society, *Saracen* (the Hampton University literary journal), and Creative Writing Workshops, students have the opportunity to publish their poems, short stories, plays, and essays, and to organize and participate in public readings and performances both on campus and throughout the surrounding community. For students interested in literary study abroad, the department is affiliated with the Advanced Studies in England Program (ASE), located in Bath, England and associated with Oxford University. ASE offers semester and summer programs featuring a variety of courses in British literature, culture, and society, credits for which transfer back to Hampton University. Also available are internships as well as employment in the Writing Center.

## Admission/Retention Policy

### The English Major

English majors must earn a cumulative GPA of at least 2.0 at the end of each academic year and a grade of “C” or better in English 101-102 and all subsequent major courses. Transfer students must have a cumulative GPA of at least 2.0 and at least a grade of “C” in English 101-102 (or its equivalent) to be admitted into the Department.

Writing Research Papers (English 220) serves as the baseline course for assessment in the Department and must be taken the first semester of the junior year. The 400-level capstone course is the primary means of exit assessment, and the culminating project varies based upon the distinct curricula. The project must be defended successfully before a faculty committee as a requirement for graduation. Failure to meet these requirements results in probationary status or dismissal. Students may apply or petition for re-entry to the chairperson.

### The English Minor

Students may opt to take a minor in English by completing twenty-one (21) credit hours. Courses that are applied to the minor include two core courses, one course in language/writing, one course in American literatures, one course in English or World literatures, and two English electives. Students must earn a grade of “C” or better in English 101-102 and in all minor requirement courses. Meeting the requirements for the minor should be independent of meeting the major requirements for graduation.

### The Cinema Studies Minor

The Cinema Studies minor is designed primarily for students majoring in any discipline who wish to have a working academic acquaintance with the basics of motion pictures in a digital society, while at the same time being free to assemble a particular experience and training in a specialized area most relevant to the student's interests and professional needs. The aim is to allow students to appreciate and understand the cinematic media and their impact as cultural and artistic forces. This minor is also designed to provide essential preparation for students wishing to pursue graduate studies in film at an institution providing a comprehensive degree program.

The minor is comprised of eighteen (18) credit hours. There are two core courses to provide the student with the universal foundation of cinema history, cinema processes and cinema terminology. The student then completes a minimum of six semester hours in courses related to the theory and technology of film as well as six hours related to actual cinema production in a substantive way. Students must earn a grade of "C" or better in English 101-102 and all minor requirement courses. Meeting the requirements for the minor should be independent of meeting the major requirements for graduation.

### The Spanish Major

A student may declare a Spanish major upon admission to the University. First-year students should have completed SPA 101-102, Elementary Spanish, or have equivalent proficiency. Students with four years of high school Spanish may enroll beyond the required entry course of SPA 201 based upon the placement exam through permission by the chair. Students must earn a cumulative GPA of at least 2.0 at the end of each academic year and a grade of "C" or better in all major requirements.

Upon completion of Spanish 405, Advanced Proficiency Practice for Majors, students are expected to demonstrate a minimum proficiency of Intermediate-Mid on the ACTFL proficiency scale. With approval, students may take the Proficiency Exam earlier. Majors must complete: one of the concentration options, the experiential learning, the Senior Capstone Seminar/Case Studies Course and defend their paper before the Spanish faculty. Study Abroad is required; however, the chair can be petitioned for permission to substitute study abroad under special circumstances. Finally, a second foreign language through the Intermediate level is strongly recommended. Failure to meet these requirements will result in probationary status or dismissal. Students may apply or petition for re-entry to the chairperson.

### The Spanish Minor

Students may opt to take a minor in Spanish by completing eighteen (18) credits. Courses that may be applied to the minor include any two courses at the 200 level and at least nine hours at the 300 level or higher. Study abroad or experiential learning in the target language is highly recommended. Students must earn a grade of "C" or better in all minor requirement courses. Meeting the requirements for the minor should be independent of meeting the major requirements for graduation.

### Curriculum Outline - English Arts\*

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Communication I-II .....	3	-	
HIS 106 World Civilizations II .....	3	-	
HUM 201 Humanities I .....	3	-	
SOC SCI Social Science Elective .....	3	3	
MAT 110 College Math II (or higher).....	3	-	
UNV 101 Freshman Orientation .....	1	-	
PED Physical Education .....	1	1	
COM 103 Oral Communication.....	-	3	
HUM Humanities Elective .....	-	3	
BIO 101 Nature of Life .....	-	3	
<b>Total</b>		<b>17</b>	<b>16</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 208 Intro to Literary Studies .....	3	-	
ENG Required ENG Elective-Language and Writing .....	3	-	
ENG Required ENG Elective-Literature of the World.....	3	3	
Free Elective.....	3	3	
<sup>1</sup> Foreign Language-Intermediate .....	3	-	
ENG 220 Writing Research Papers .....	-	3	
ENG Free ENG Elective.....	-	3	
Free Elective.....	-	3	
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 300 Literary Criticism and Theory .....	3	-	
ENG 313/314 African American Literature.....	3	-	
ENG Required ENG Elective-Literature of the Americas ..	3	3	
Free Elective.....	3	3	
Free Elective.....	3	-	
ENG 325 Great Masters .....	-	3	
ENG Free ENG elective.....	-	3	
ENG Free ENG elective .....	-	3	
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 322 Shakespeare.....	3	-	
<sup>2</sup> ENG 430 Senior Capstone2.....	3	-	
ENG Free ENG Elective.....	3	3	
Free Elective.....	3	3	
ENG 409/410 The Novel.....	-	3	
ENG Required ENG elective- Language and Writing.....	-	3	
ENG Free ENG elective.....	-	3	
<b>Total</b>		<b>12</b>	<b>15</b>

### TOTAL CREDITS FOR GRADUATION 120

*\*This four year schedule represents a suggested sequence. Courses may be taken at any time students can schedule them keeping in mind prerequisite requirements.*

*<sup>1</sup>The major requires through the Intermediate Level. If the requirement has been met, students should take other courses in its stead. If the student has less than two years of high school foreign language, s/he must enroll in Foreign Language 101 and complete the two-year sequence.*

*<sup>2</sup>The prerequisites must be met before one can enroll in this course.*

### Curriculum Outline – Creative Writing\*

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Communication I & II.....	3	3	
HIS 106 World Civilizations II.....	3	-	
HUM 201 Humanities I .....	3	-	
MAT 110 College Math II (or higher).....	3	-	
UNV 101 Freshman Orientation .....	1	-	
COM 103 Oral Communication.....	-	3	
HUM Humanities elective .....	-	3	
BIO 101 Nature of Life .....	-	3	
SOC SCI Social Science Elective .....	3	3	
PED Physical Education .....	1	1	
<b>Total</b>		<b>17</b>	<b>16</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 208 Introduction to Literary Studies .....	3	-	
ENG 206 Introduction to Poetry.....	3	-	
ENG Required ENG Elective-Literature of the World.....	3	3	
ENG Required ENG Elective-Language and Writing.....	3	-	

Free Elective.....	3	3
ENG 207 Introduction to Fiction .....	-	3
ENG 220 Writing Research Papers .....	-	3
<sup>1</sup> Foreign Language-Intermediate .....	-	3
<b>Total</b>	<b>15</b>	<b>15</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 300 Literary Criticism and Theory .....	3	-	-
ENG 313/314 African American Literature .....	3	-	-
ENG Required ENG elective-Literature of the Americas ..	3	3	-
ENG 325 The Great Masters .....	-	3	-
ENG Free ENG elective .....	-	3	-
Free Elective.....	3	3	-
Free Elective.....	3	3	-
<b>Total</b>	<b>15</b>	<b>15</b>	

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 401-402 Creative Writer's Workshop I & II .....	3	3	-
<sup>2</sup> ENG 430 Senior Capstone .....	3	-	-
ENG 322 Shakespeare .....	3	-	-
Free Elective.....	3	3	-
ENG 409/410 The Novel .....	-	3	-
ENG Required ENG elective-Language and Writing .....	-	3	-
ENG Free ENG Elective .....	-	3	-
<b>Total</b>	<b>12</b>	<b>15</b>	

#### **TOTAL CREDITS FOR GRADUATION 120**

*\*This four year schedule represents a suggested sequence. Courses may be taken at any time students can schedule them keeping in mind prerequisite requirements.*

*<sup>1</sup>The major requires through the Intermediate Level. If the requirement has been met, students should take other courses in its stead. If the student has less than two years of high school foreign language, he must enroll in Foreign Language 101 and complete the two-year sequence.*

*<sup>2</sup>The prerequisites must be met before one can enroll in this course.*

#### **Curriculum Outline – Film Studies\***

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Communication I.....	3	3	-
HIS 106 World Civilizations II .....	3	-	-
HUM 201 Humanities I .....	3	-	-
SOC SCI Social Science Elective .....	3	3	-
MAT 110 College Math II (or higher).....	3	-	-
UNV 101 Freshman Orientation .....	1	-	-
COM 103 Oral Communication.....	-	3	-
HUM Humanities Elective .....	-	3	-
BIO 101 Nature of Life .....	-	3	-
PED Physical Education .....	1	1	-
<b>Total</b>	<b>17</b>	<b>16</b>	

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 208 Introduction to Literary Studies .....	3	-	-
ENG 414 Introduction to Motion Pictures .....	3	-	-
ENG Required ENG Elective-Literature of the World.....	3	3	-
ENG Required ENG Elective-Language and Writing .....	3	-	-
ENG Free Elective .....	3	3	-
ENG 220 Writing Research Papers .....	-	3	-
ENG 341 Scriptwriting for Cinema .....	-	3	-
<sup>1</sup> Foreign Language-Intermediate .....	-	3	-
<b>Total</b>	<b>15</b>	<b>15</b>	

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 300 Literary Criticism and Theory .....	3	-	-
ENG 313/314 African American Literature .....	3	-	-
ENG Required ENG elective-Literature of the Americas ..	3	3	-
ENG 425 Introduction to Digital Cinematography.....	3	-	-
Free Elective.....	3	3	-
ENG 325 The Great Masters .....	-	3	-
ENG 423 Film Direction and Editing .....	-	3	-
Free Elective.....	-	3	-
<b>Total</b>	<b>15</b>	<b>15</b>	

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
<sup>2</sup> ENG 430 Senior Capstone .....	3	-	-
ENG 421 Introduction to Filmmaking .....	3	-	-
ENG 322 Shakespeare .....	3	-	-
Free Elective.....	3	3	-
ENG 409/410 The Novel .....	-	3	-
ENG Required ENG Elective-Language and Writing .....	-	3	-
ENG 330 Writing/Producing New Media.....	-	3	-
ENG Free ENG Elective .....	-	3	-
<b>Total</b>	<b>15</b>	<b>15</b>	

#### **TOTAL CREDITS FOR GRADUATION 120**

*\*This four year schedule represents a suggested sequence. Courses may be taken at any time students can schedule them keeping in mind prerequisite requirements.*

*<sup>1</sup>The major requires through the Intermediate Level. If the requirement has been met, students should take other courses in its stead. If the student has less than two years of high school foreign language, he must enroll in Foreign Language 101 and complete the two-year sequence.*

*<sup>2</sup>The prerequisites must be met before one can enroll in this course.*

#### **Curriculum Outline – English Secondary Education\***

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Communication I & II.....	3	3	-
HIS 106 World Civilizations II .....	3	-	-
HUM 201 Humanities I .....	3	-	-
SOC SCI Social Science Elective .....	3	3	-
MAT 110 College Math II (or higher).....	3	-	-
UNV 101 Freshman Orientation .....	1	-	-
PED Physical Education .....	1	1	-
COM 103 Oral Communication.....	-	3	-
HUM Humanities Elective .....	-	3	-
BIO 101 Nature of Life .....	-	3	-
<b>Total</b>	<b>17</b>	<b>16</b>	

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 208 Intro to Literary Studies .....	3	-	-
ENG 201 Traditional English Grammar.....	3	-	-
ENG 203 Survey of English Literature I (World)I.....	3	-	-
EDU 200 Foundations of Education .....	3	-	-
EDU 302 Human Growth and Development .....	3	-	-
ENG 220 Writing Research Papers .....	-	3	-
ENG 218 Technical Communication .....	-	3	-
ENG 204 English Literature II .....	-	3	-
<sup>1</sup> Foreign Language-Intermediate .....	-	3	-
EDU 300 Curriculum in the Secondary School .....	-	3	-
<b>Total</b>	<b>15</b>	<b>15</b>	

Junior Year	Semester	1st	2nd
ENG 215/216 World Literature.....		3	-
ENG 313/314 African American Literature .....		3	-
ENG 300 Literary Criticism and Theory .....		3	-
ENG 311-312 American Literature I & II .....		3	3
ENG Free ENG Elective.....		3	3
ENG 325 The Great Masters .....		-	3
ENG 320 Advanced Writing Theory/Practices .....		-	3
ENG Required ENG Educ Elective .....		-	3

**Total 15 15**

Senior Year	Semester	1st	2nd
<sup>3</sup> ENG 430 Senior Capstone.....		3	-
ENG 322 Shakespeare.....		3	-
ENG Free ENG Elective.....		3	-
<sup>2</sup> EDUC 517 Classroom & Behavior Management .....		3	-
<sup>2</sup> EDUC 556 Teaching English in Secondary Schools .....		3	-
ENG 409/410 The Novel.....		-	3
<sup>4</sup> ENG Required ENG Educ Elective .....		-	3
<sup>2</sup> EDUC 506 Diversity in Education .....		-	3
<sup>2</sup> EDUC 550 Teaching & Learning w/Technology .....		-	3

**Total 15 12**

**TOTAL CREDITS FOR GRADUATION 120**

*\*This four year schedule represents a suggested sequence. Courses may be taken at any time students can schedule them keeping in mind prerequisite requirements.*

<sup>1</sup>The major requires through the Intermediate Level. If it is met, students should take other courses in its stead. If the student has less than two years of high school Foreign Language, he must enroll in Foreign Language 101 and complete the two- year sequence.

<sup>2</sup> Note that EDU 506, 517, 550, 556 are counted toward graduate degree requirements and are not part of the 120 credit hours that count toward the Bachelor of Arts degree in English Arts.

<sup>3</sup>The prerequisites must be met before one can enroll in this course.

<sup>4</sup>The prerequisites must be met before one can enroll in this course. This requirement can only be fulfilled by one of the following courses: ENG 202, ENG 209, ENG 213, ENG 303/304.

## Minor in English Arts

Course	Credit
ENG 208 Introduction to Literary Studies .....	3
ENG 220 Writing Research Papers .....	3

**Choose One Course from the following: .....3**

ENG 201 Grammar  
ENG 202 Introduction to Linguistics  
ENG 218 Applied Communication  
ENG 320 Advanced Writing  
ENG 302 African American English

**Choose One Course from the following: .....3**

ENG 303 Ethnic Literature I  
ENG 304 Ethnic Literature II  
ENG 311 American Literature I  
ENG 312 American Literature II  
ENG 313 African-American Literature I  
ENG 314 African-American Literature II

**Choose One Course from the following: .....3**

ENG 203 English Literature I  
ENG 204 English Literature II  
ENG 215 World Literature I  
ENG 216 World Literature II  
ENG 322 Shakespeare

**Two English Electives\* .....6**

**Total.....21**

*\*English electives may be taken from among any courses in the department at or above the 200 level for which the student has the appropriate prerequisites. All departmental prerequisite requirements still apply, except by permission of the chair. See course listings in the current catalog for prerequisites*

## Minor in Cinema Studies

Course	Credit
ENG 414 Introduction to Motion Pictures .....	3
ENG 341 Script Writing for Cinema .....	3

**Choose Two Courses from the following\* .....6**

ART 200 Understanding the Arts  
ENG 300 Literary Criticism  
ENG 313 African-American Literature I  
ENG 314 African American Literature II  
ENG 399 Topics in Literature  
ENG 422 Film Criticism  
MUS 201 Music of African-Americans  
MUS 204 Survey of Music History and Literature  
SOC 410 African American Popular Culture  
SPA 305 Hispanic Literature in English Translation  
THE 301 Costuming and Make-up  
THE 403 Scene Design  
THE 404 Costume Design for Theatre and Dance

**Choose Two Courses from the following .....6**

ART 315 Introductory Painting  
ART 330 Graphic Design I  
ART 350 Photography I  
ART 351 Photography II  
ART 501 Special Project in Art  
ART 502 Special Project in Art  
ENG 400 Independent Study  
ENG 401 Creative Writer's Workshop I  
ENG 402 Creative Writer's Workshop II  
ENT 210 Introduction to Entrepreneurship  
ENT 410 Legal Issues for Entrepreneurs  
MRT/MET 225 Introduction to Audio Recording  
THE 201 Stagecraft I  
THE 233 Acting I  
THE 252 Playwriting I  
THE 305 Directing I  
THE 319 Improvisational Workshop  
THE 355 Technical Theatre Workshop I  
THE 356 Technical Theatre Workshop II

**Total ..... 18**

*\*These two courses should be logically connected given the student's aims. All departmental pre-requisite requirements still apply, except by permission of the instructor.*

## Curriculum Outline – Spanish (Culture)\*

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Communication I & II.....	3	3	3
HIS 106 World Civilizations II.....	3	-	-
HUM 201 Humanities I.....	3	-	-
SPA 201-202 Intermediate Spanish I & II.....	3	3	3
MAT 110 College Math II (or higher).....	3	-	-
UNV 101 Freshman Orientation.....	1	-	-
COM 103 Oral Communication.....	-	3	3
HUM Humanities Elective.....	-	3	3
BIO 101 Nature of Life.....	-	3	3
PED Physical Education.....	1	1	1
<b>Total</b>	<b>17</b>	<b>16</b>	<b>16</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
SPA 301-302 Adv. Oral and Written Expression I & II.....	3	3	3
SPA SPA Elective.....	3	3	3
SOC SCI Social Science Elective.....	3	3	3
Second Foreign Language.....	3	3	3
Free Elective.....	3	3	3
<b>Total</b>	<b>15</b>	<b>15</b>	<b>15</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
SPA 310 Survey of Hispanic Literature.....	3	-	-
SPA 405 Advanced Proficiency Practice.....	3	-	-
SPA 317 Culture & Business in Span Spkg World.....	3	-	-
Second Foreign Language.....	3	3	3
Free Elective.....	3	3	3
SPA 440 Experiential Learning.....	-	3	3
SPA 412 Modern Latin American Literature.....	-	3	3
SPA 320 Survey of Span Speaking World.....	-	3	3
<b>Total</b>	<b>15</b>	<b>15</b>	<b>15</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
SPA 400 Topics in Literature.....	3	3	3
SPA 406 Afro-Hispanic Literature.....	3	-	-
SPA 420 Hispanic Culture to 1600.....	3	-	-
SPA SPA Elective.....	3	3	3
Free Elective.....	3	3	3
SPA 419 Senior Capstone.....	-	3	3
SPA 421 Hispanic Culture 1600 to present.....	-	3	3
<b>Total</b>	<b>15</b>	<b>15</b>	<b>15</b>

**TOTAL CREDITS FOR GRADUATION 123**

## Curriculum Outline – Spanish (Language)\*

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Communication I&II.....	3	3	3
HIS 106 World Civilizations II.....	3	-	-
HUM 201 Humanities I.....	3	-	-
SPA 201-202 Intermediate Spanish I & II.....	3	3	3
MAT 110 College Math II (or higher).....	3	-	-
UNV 101 Freshman Orientation.....	1	-	-
COM 103 Oral Communication.....	-	3	3
HUM Humanities elective.....	-	3	3
BIO 101 Nature of Life.....	-	3	3
PED Physical Education.....	1	1	1
<b>Total</b>	<b>17</b>	<b>16</b>	<b>16</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
SPA 301-302 Adv. Oral and Written Expression I & II.....	3	3	3
SPA Elective.....	3	3	3
SOC SCI Social Science Elective.....	3	3	3
Second Foreign Language.....	3	3	3
Free Elective.....	3	3	3

**Total 15 15**

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
SPA 310 Survey of Hispanic Literature.....	3	-	-
SPA 405 Advanced Proficiency Practice.....	3	-	-
SPA 317 Culture & Business in Span Spkg World.....	3	-	-
Second Foreign Language.....	3	3	3
Free Elective.....	3	3	3
SPA 440 Experiential Learning.....	-	3	3
SPA 412 Modern Latin American Literature.....	-	3	3
SPA 320 Survey of Span Speaking World.....	-	3	3

**Total 15 15**

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
SPA 400 Topics in Literature.....	3	3	3
SPA 406 Afro-Hispanic Literature.....	3	-	-
SPA 420 Hispanic Culture to 1600.....	3	-	-
SPA 414 Structure of Spanish.....	3	-	-
Free Elective.....	3	3	3
SPA 419 Senior Capstone.....	-	3	3
SPA 421 Hispanic Culture 1600 to present.....	-	3	3
SPA 430 Adv. Translation Technologies.....	-	3	3

**Total 15 15**

**TOTAL CREDITS FOR GRADUATION 123**

## Curriculum Outline – Spanish (Literature)\*

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Communication I & II.....	3	3	3
HIS 106 World Civilizations II.....	3	-	-
HUM 201 Humanities I.....	3	-	-
SPA 201-202 Intermediate Spanish I & II.....	3	3	3
MAT 110 College Math II (or higher).....	3	-	-
UNV 101 Freshman Orientation.....	1	-	-
PED Physical Education.....	1	1	1
COM 103 Oral Communication.....	-	3	3
HUM Humanities Elective.....	-	3	3
BIO 101 Nature of Life.....	-	3	3
<b>Total</b>	<b>17</b>	<b>16</b>	<b>16</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
SPA 301-302 Adv. Oral and Written Expression I & II.....	3	3	3
SPA Elective.....	3	3	3
SOC SCI Social Science Elective.....	3	3	3
Second Foreign Language.....	3	3	3
Free Elective.....	3	3	3

**Total 15 15**

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
SPA 310 Survey of Hispanic Literature.....	3	-	-
SPA 405 Advanced Proficiency Practice.....	3	-	-
SPA 317 Culture & Business in Span Spkg World.....	3	-	-
Second Foreign Language.....	3	3	3
Free Elective.....	3	3	3
SPA 440 Experiential Learning.....	-	3	3
SPA 412 Modern Latin American Literature.....	-	3	3
SPA 320 Survey of Span Speaking World.....	-	3	3

**Total 15 15**



<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
SPA 400 Topics in Literature.....		3	3
SPA 406 Afro-Hispanic Literature .....		3	-
SPA 420 Hispanic Culture to 1600 .....		3	-
SPA Elective .....		3	3
Free Elective.....		3	3
SPA 419 Senior Capstone.....		-	3
SPA 421 Hispanic Culture 1600 to Present.....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

**TOTAL CREDITS FOR GRADUATION 123**

### Curriculum Outline – Spanish (Professional-Business)\*

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Communication I & II.....		3	3
HIS 106 World Civilizations II .....		3	-
HUM 201 Humanities I .....		3	-
SPA 201-202 Intermediate Spanish I & II.....		3	-
MAT 110 College Math II (or higher).....		3	-
UNV 101 Freshman Orientation .....		1	-
PED Physical Education .....		1	1
COM 103 Oral Communication.....		-	3
HUM Humanities Elective .....		-	3
BIO 101 Nature of Life .....		-	3
<b>Total</b>		<b>17</b>	<b>16</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
SPA 301-302 Adv. Oral and Written Expression I & II .....		3	3
SPA Elective .....		3	3
SOC SCI Social Science Elective .....		3	3
Second Foreign Language .....		3	3
Free Elective.....		3	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
SPA 310 Survey of Hispanic Literature .....		3	-
SPA 405 Advanced Proficiency Practice .....		3	-
SPA 317 Culture & Business in Span Spkg World .....		3	-
Second Foreign Language .....		3	3
Free Elective.....		3	3
SPA 440 Experiential Learning .....		-	3
SPA 412 Modern Latin American Literature .....		-	3
SPA 320 Survey of Span Speaking World .....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
SPA 400 Topics in Literature.....		3	3
SPA 406 Afro-Hispanic Literature .....		3	-
SPA 420 Hispanic Culture to 1600 .....		3	-
SPA 417-423 Adv. Bus Oral Communication I & II .....		3	-
Free Elective.....		3	3
SPA 419 Senior Capstone/Case Studies Sem .....		-	3
SPA 421 Hispanic Culture 1600 to Present.....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

**TOTAL CREDITS FOR GRADUATION 123**

### Curriculum Outline – Spanish (Professional-Medical)\*

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Communication I & II.....		3	3
HIS 106 World Civilizations II .....		3	-
HUM 201 Humanities I .....		3	-
SPA 201-202 Intermediate Spanish I & II.....		3	3
MAT 110 College Math II (or higher).....		3	-
UNV 101 Freshman Orientation .....		1	-
PED Physical Education .....		1	1
COM 103 Oral Communication.....		-	3
HUM Humanities Elective .....		-	3
BIO 101 Nature of Life .....		-	3
<b>Total</b>		<b>17</b>	<b>16</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
SPA 301-302 Adv. Oral and Written Expression I & II .....		3	3
SPA Elective .....		3	3
SOC SCI Social Science Elective .....		3	3
Second Foreign Language .....		3	3
Free Elective.....		3	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
SPA 310 Survey of Hispanic Literature .....		3	-
SPA 405 Advanced Proficiency Practice .....		3	-
SPA 318 Culture & Medicine in Span Spkg World .....		3	-
Second Foreign Language .....		3	3
Free Elective.....		3	3
SPA 440 Experiential Learning .....		-	3
SPA 412 Modern Latin American Literature .....		-	3
SPA 320 Survey of Span Speaking World .....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
SPA 400 Topics in Literature.....		3	3
SPA 406 Afro-Hispanic Literature .....		3	-
SPA 420 Hispanic Culture to 1600 .....		3	-
SPA 418-422 Adv. Medical Terminology I & II .....		3	3
Free Elective.....		3	3
SPA 419 Senior Capstone/Case Studies Sem .....		-	3
SPA 421 Hispanic Culture 1600 to Present.....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

**TOTAL CREDITS FOR GRADUATION 123**

*\*This four year schedule represents a suggested sequence. Courses may be taken at any time students can schedule them keeping in mind prerequisite requirements.*

## Department of Fine and Performing Arts

The Department of Fine and Performing Arts, which also houses the Humanities Program, is a viable, innovative, and multifaceted program predicated on the fact that in order to function competitively in today's job market or in graduate studies, the student in the arts must develop performance skills with a theoretical foundation coupled with a keen understanding of business. Therefore, the areas within the Department of Fine and Performing Arts maintain a high academic standard while promoting an environment which stimulates creative excellence and a nurturing climate.

Our faculty comes from diverse backgrounds with an array of experience in the arts, both as practicing artists and in instruction. This means they bring to students the challenges of conventional practices as well as the exploration of new paths, procedures, and approaches.

The Department of Fine and Performing Arts consists of the following areas of concentration: Art (Comprehensive Art and Graphic Design) and Theatre (Performance and Technical Theatre).

### Departmental Organizations

#### *Hampton Players and Company*

The Hampton Players and Company is a student organization dedicated to serving as a production arm of the main stage season of the Theatre area. In addition, it is dedicated to cultivating the theatre arts talents of its individual members. It not only seeks to serve theatre arts majors, but is committed to the University population and the Hampton community.

#### *Art Club*

The Visual Poet's Society Art Club works to raise campus awareness of art. Typical activities include exhibitions and sale of student artworks, participation in homecoming parade and coronation, holiday and end-of-semester parties. The Art Club is open to all interested students.

#### *Debate Team*

The Debate Team is a University-sponsored organization which competes on the intercollegiate level within the American Debate Association (ADA). Debate team members debate "the best solution to a problem, the best representation of value, and the most useful definition of facts." The team travels throughout the school year to participate in tournaments with other college teams.

#### *Forensics*

The Forensics Team is a University-sponsored organization which competes on the intercollegiate level within the American Forensic Association (AFA). Forensic team members perform various pieces of poetry and prose, along with dramatic interpretations and public speeches on particular topics. The team travels throughout the school year to participate in tournaments with other college teams.

### Area of Art

The Bachelor of Arts degree offered in the area of Art provides an excellent opportunity for students seeking to develop their potential as visual artists while experiencing the environment of an His-

torically Black University. Course work leading to the Bachelor of Arts degree in Art with an emphasis in the fields of either comprehensive art or graphic design is offered in the context of a liberal arts education. Through this curriculum students are challenged to examine their role as artists in light of relevant social, ethical, philosophical, and political issues. Course work in the area of art prepares students for careers as practicing fine artists, for graduate study, or for entry level positions in applied arts fields, such as museums, art centers, design firms, or arts agencies.

#### *Portfolio Review*

All freshman applicants will present ten (10) examples of any kind of two-dimensional or three-dimensional artworks from high school, which indicate the applicant's creative abilities and artistic skills. Portfolios can be submitted in the form of original works or 35 mm color slides in plastic mounts.

#### *Drawing Samples*

All freshman applicants will present five (5) drawings executed on 11" x 14" size white drawing paper with soft to medium graphite pencils or charcoal or conte crayon. The drawings should include the following subject matters: landscape, portrait, still life, interior (room) study and a subject of your own choice. The drawings should be made from observation and not copied from photographs.

A review of work considered for Senior Exhibition takes place during the spring semester for candidates considered for graduation (senior art majors enrolled in ART 500). This review is conducted by the art faculty and each candidate.

Participation in the Senior Portfolio Review requires prior successful participation in Sophomore and Junior Portfolio Reviews or approval of the departmental Chair.

### Area of Theatre

The area of Theatre Arts exists to provide the best available preparation for those students who wish to pursue the craft of theatre. The eight-semester (4 years) curriculum of the area of Theatre Arts leads to the Bachelor of Arts degree in either Performance or Technical Theatre. Enrollment in the Theatre Arts area is designed to give students experience and training in theatre management, production, and organization. Those students with interests and abilities in acting, directing, designing, construction, management, and playwriting will find opportunities for expression and growth.

The Theatre program offers students an opportunity for extensive and individualized instruction. Students obtain personalized instruction on state-of-the-art equipment. In the department's production organization, the Hampton Players and Company, students gain experience in every aspect of theatre, from box office operations to set construction. The faculty and students in the theatre program hold memberships in and attend meetings at the Southeastern Theatre Conference, the National Association for Dramatics and Speech Arts, the Virginia Theatre Association, the American Theatre in Higher Education, and the United States Institute for Technical Theatre.

### Entrance into Theatre Arts

While the Department of Fine and Performing Arts does not require a qualifying entrance exam, students' aptitude toward the practice of theatre is measured by their desire to learn and previous experience in the areas of performance and technical theatre.

### Exit Requirements

Senior Theatre Arts majors must complete a senior thesis as part of their exit assessment. A senior thesis is defined as a major project in theatre Arts and is undertaken in the course THE 422 Senior Project. The thesis is designed to demonstrate the student's ability to synthesize and apply the knowledge gained during the student's study within the Department. Prerequisites for THE 422 include both participation in a minimum of three Departmental productions, in either a technical or performance capacity, and successfully completing COM 350. The student must complete the senior thesis with a minimum grade of "C" as a qualification toward graduation.

### Theatre Minor Requirements:

<b>Freshmen Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
THE 201 Stagecraft.....		3	-
THE 205 Theatre History.....		3	-
THE 233 Acting I.....		3	-
THE 305 Directing I.....		3	-
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
THE 364 Modern Drama.....		-	3
Electives (Selected from the Theatre Offerings:.....		3	-
Acting II, Directing II, Black American Theatre, Costume Design, Practicum, etc.)			
<b>Total</b>			<b>18</b>

## Department of Fine and Performing Arts

### Curriculum Outline – Graphic Design Emphasis

<b>Freshmen Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Communication I & II.....		3	3
MAT 110 College Mathematics I.....		3	-
UNV 101 The Individual and Life.....		1	-
BIO 101 Nature of Life.....		3	-
HIS 106 World Civilization II.....		3	-
SOC 205 Intro to Sociology.....		3	-
PED Physical Education.....		1	1
COM 103 Oral Communication.....		-	3
HUM 201 Humanities I.....		-	3
PSY 203 Intro to Psychology.....		-	3
ELE Humanities Elective.....		-	3
<b>Total</b>		<b>17</b>	<b>16</b>
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ART 330-331 Graphic Design I & II.....		3	3
ART 215 Introductory Drawing.....		2	-
ART 200 Understanding the Arts.....		3	-
ART Elective.....		7	7
ART 216 Intermediate Drawing.....		-	2
ART 224 Concepts of Color.....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Free Elective.....		3	3
ART 305-306 Art History Survey I & II.....		3	3
ART 325-326 Printmaking I & II.....		3	3
ART 317 Advanced Drawing.....		3	-
ART 430 Graphic Design III.....		3	-
Free Elective.....		-	3
ART 402 Illustration & Rendering.....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Free Elective.....		9	9
Elective (ART 350 Photography I Recommended).....		6	-
ART 500 Senior Art Seminar.....		-	3
Elective (ART 350 Photography I Recommended).....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

**TOTAL CREDITS FOR GRADUATION** **123**

### Curriculum Outline – Comprehensive Art Emphasis

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Communication I & II.....		3	3
MAT 110 College Mathematics I.....		3	-
UNV 101 The Individual and Life.....		1	-
BIO 101 Nature of Life.....		3	-
HIS 106 World Civilization II.....		3	-
SOC 205 Intro to Sociology.....		3	-
PED Physical Education.....		1	1
COM 103 Oral Communication.....		-	3
HUM 201 Humanities I.....		-	3
PSY 203 Intro to Psychology.....		-	3
Humanities Elective.....		-	3
<b>Total</b>		<b>17</b>	<b>16</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ART 215 Introductory Drawing.....		2	-
ART 315 Introductory Painting.....		3	-
ART 200 Understanding the Arts.....		3	-
ART Elective.....		7	7
ART 216 Intermediate Drawing.....		-	2
ART 224 Concepts of Color.....		-	3
ART 316 Intermediate Painting.....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Free Elective.....		3	3
ART 305-306 Art History Survey I & II.....		3	3
ART 335-336 Ceramics I & II.....		3	3
ART 317 Advanced Drawing.....		3	-
Art Elective.....		3	-
Free Elective.....		-	3
ART 327 Sculpture I.....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Free Elective.....		9	9
ART Elective.....		6	-
ART 500 Senior Art Seminar.....		-	3
Art Elective.....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

**TOTAL CREDITS FOR GRADUATION** **123**

## Curriculum Outline – Theatre Performance Emphasis

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Communication I & II.....	3	3	
MAT 110 College Mathematics I.....	3	-	
UNV 101 The Individual and Life.....	1	-	
BIO 101 Nature of Life.....	3	-	
HIS 106 World Civilization II.....	3	-	
SOC 205 Intro to Sociology.....	3	-	
PED Physical Education.....	1	1	
COM 103 Oral Communication.....	-	3	
HUM 201 Humanities I.....	-	3	
PSY 203 Intro to Psychology.....	-	3	
Humanities Elective.....	-	3	
<b>Total</b>	<b>17</b>	<b>16</b>	

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
THE 119 Performance Workshop.....	3	-	
THE 116-416 Practicum.....	1	-	
COM 121 Voice and Diction.....	3	-	
THE 120 Introduction to Theatre.....	3	-	
THE 201 Stagecraft.....	3	-	
THE 205 Theatre History.....	3	-	
Free Electives.....	-	6	
THE 125 Oral Interpretation.....	-	3	
MUS 200 Intro to Music.....	-	3	
THE 319 Improvisational Workshop.....	-	3	
<b>Total</b>	<b>16</b>	<b>15</b>	

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
THE/COM Elective.....	9	3	
THE 305-306 Directing I & II.....	3	3	
COM 350 Res. Meth. in Theatre Arts.....	-	3	
THE 233-333 Acting I & II.....	3	3	
THE 116-416 Practicum.....	1	-	
Free Elective.....	-	3	
<b>Total</b>	<b>16</b>	<b>15</b>	

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
THE 252-352 Playwriting I & II.....	3	3	
THE 364 Modern Drama.....	3	-	
THE 422 Senior Project.....	3	-	
THE/COM Elective.....	3	3	
Free Elective.....	3	3	
THE 345 Black American Theatre.....	-	3	
THE 419 Dramatic Theory & Crit.....	-	3	
<b>Total</b>	<b>15</b>	<b>15</b>	

**TOTAL CREDITS FOR GRADUATION 125**

## Curriculum Outline – Theatre Technical Emphasis

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
ENG 101-102 Written Communication I & II.....	3	3	
MAT 110 College Mathematics I.....	3	-	
UNV 101 The Individual and Life.....	1	-	
BIO 101 Nature of Life.....	3	-	
HIS 106 World Civilization II.....	3	-	
SOC 205 Intro to Sociology.....	3	-	
PED Physical Education.....	1	1	
COM 103 Oral Communication.....	-	3	

Humanities Elective.....	-	3	
HUM 201 Humanities I.....	-	3	
PSY 203 Intro to Psychology.....	-	3	
<b>Total</b>	<b>17</b>	<b>16</b>	

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
THE 119 Performance Workshop.....	3	-	
THE 116-416 Practicum.....	1	-	
THE 201 Stagecraft.....	3	-	
Free Elective.....	9	9	
THE 120 Introduction To Theatre.....	-	3	
THE 117-417 Practicum.....	-	1	
THE 125 Oral Interpretation.....	-	3	
<b>Total</b>	<b>16</b>	<b>16</b>	

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
THE 252 Playwriting I.....	3	-	
THE 205 Theatre History.....	3	-	
THE 233 Acting I.....	3	-	
THE 305 Directing I.....	3	-	
THE 355-356 Tech. Theatre Workshop I & II.....	3	3	
THE 345 Black American Theatre.....	-	3	
COM 350 Res. Meth. In Theatre Arts.....	-	3	
COM 121 Voice And Diction.....	-	3	
THE/COM Elective.....	-	3	
<b>Total</b>	<b>15</b>	<b>15</b>	

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
THE 364 Modern Drama.....	3	-	
THE 402 Scene Design.....	3	-	
THE 422 Senior Project.....	3	-	
THE/COM Elective.....	6	3	
THE 404 Costume Design for Theatre & Dance.....	-	3	
THE 419 Dramatic Theory & Crit.....	-	3	
Free Elective.....	-	6	
<b>Total</b>	<b>15</b>	<b>15</b>	

**TOTAL CREDITS FOR GRADUATION 125**

## Liberal Studies Major

The major in Liberal Studies allows students the opportunity to customize curriculum based upon individual academic interests. The major comprises common core requirements, liberal arts electives, and additional electives for a total of 120 credit hours.

### Curriculum Outline – Liberal Studies Major

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102.....	3	3	
History 106.....	3	-	
Humanities 201.....	-	3	
Humanities Elective.....	-	3	
Mathematics 110 or higher.....	3	-	
Physical Education Activity.....	1	1	
Oral Communication 103.....	-	3	
University 101.....	1	-	
Social Science Elective.....	3	3	
Natural Science.....	3	-	
<b>Total</b>	<b>17</b>	<b>16</b>	

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
LST 200 Survey of Liberal Studies.....	3	-	
Liberal Arts Elective.....	3	3	
Liberal Arts Elective.....	3	3	
Liberal Arts Elective.....	3	3	
Liberal Arts Elective.....	3	3	
Liberal Arts Elective.....	-	3	
<b>Total</b>	<b>15</b>	<b>15</b>	
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Liberal Arts Elective.....	3	3	
Liberal Arts Elective.....	3	3	
Liberal Arts Elective.....	3	-	
Additional Elective.....	3	3	
Additional Elective.....	3	3	
Additional Elective.....	-	3	
<b>Total</b>	<b>15</b>	<b>15</b>	
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Additional Elective.....	3	3	
Additional Elective.....	3	3	
Additional Elective.....	3	3	
Additional Elective.....	3	3	
Additional Electives.....	3	-	
<b>Total</b>	<b>15</b>	<b>12</b>	
<b>TOTAL CREDITS FOR GRADUATION</b>			<b>120</b>

## Department of Music

The Department of Music is a fully accredited member of the National Association of Schools of Music. Four programs are offered: a Bachelor of Arts in Music (Performance), a Bachelor of Science in Music (Music Recording Technology), a Bachelor of Science in Music (Audio Production), and a Bachelor of Arts in Music (Pre-Certification). Note that this program leads to the Master in Teaching degree program. The music programs are designed to equip students with general education, professional education, special education, technical skills, and performance skills necessary for graduate study in music, teaching K-12, and the professional music field.

### Admissions

The student who wishes to major in music is required to take a diagnostic music theory examination. An audition is required for all emphases except Audio Production. It is designed to show the performance ability of the prospective student on his or her chosen major performance instrument including the voice.

All students are encouraged to seek an early audition prior to enrollment, particularly those living in close radius of the campus. For students located at greater distances, an audition CD/DVD should be sent to the Department of Music. Transfer students are required to take an examination for placement in music theory and in major or minor performance.

### General Requirements for Music Majors

1. Performance: Music majors are required to enroll in a music performance class and a major ensemble each semester until their performance requirements are met. In addition, students are required to perform in a minimum of one general recital each semester and pass a jury examination before the faculty at the

end of each semester.

Each music major is required to take a comprehensive examination (concurrent with the Major Performance 307 course). This examination will determine the type of exit project required for graduation: a basic recital, honors recital, artist recital, audio production project or senior thesis. Those who do not successfully complete this exam must repeat Major Performance 307.

2. Required Attendance: Music majors are required to attend workshops, seminars, and recitals. For RCT 101 Recital Attendance credit, students are required to attend a minimum of twelve (12) on campus musical events per semester for a total of six (6) semesters. (Off-Campus events for credit must be approved prior to attendance).
3. Grade Point Average (GPA): Music Education majors are required to achieve a 2.5 GPA by the junior year in order to continue in the Bachelor of Arts-Master in Teaching program. All music majors are required to pass major courses with a "C" or better grade.
4. Music majors and non-majors who take private lessons will be assessed \$35.00 per one hour applied lesson and \$17.50 per half-hour lesson each week for the semester. The fee will be assessed on a semester basis. Student use of piano/organ practice facilities is assessed \$50.00 per semester.

### Class-Related Activities in Music

Students at Hampton University may enroll in Major Ensembles (University Orchestra, Jazz Band, Marching Band, Symphonic Winds, Concert Band, University Choir, and Concert Choir) or other ensembles including Gospel Choir, Vocal Jazz and Madrigals. The music major must limit herself or himself to three ensembles per semester (credit or noncredit).

- **The Marching Band (THE FORCE)**, offered during the Fall semester, is a required Major Ensemble for Instrumental majors. It is open, however, to all students. Positions in the band, in addition to the standard marching band instrumentation, include a flag corps, a dance team, drum majors, and managers. This band is seen on television, at football games, and in parades by millions of spectators. (2) The Symphonic Winds, offered during the Spring semester, performs the standard wind band literature. Instrumental majors are assigned to this Major Ensemble based on the successful completion of an in-person audition, and membership is limited to 45 students. The ensemble performs at national conventions, on spring tours, and at campus programs and concerts. (3) The Concert Band, offered during the Spring semester, is a required Major Ensemble for Instrumental majors. It is open, however, to all students. This band provides Marching Band members the opportunity for continued development on their instrument during the Spring semester. The ensemble performs at annual concerts on campus each year. (4) The Jazz Ensemble, offered during the Fall and Spring semesters, is designed to provide students with experience in performing music in the popular, jazz, and rock idioms. There are opportunities for solo performance, improvisation, performance of student and faculty arrangements and compositions, and selective small ensemble and combo playing. Public concerts are held throughout the academic year. (5) The Basketball Band, offered during



the Fall and Spring semesters, is designed to support both men's and women's basketball teams. It performs during basketball games, conference tournaments, and campus pep rallies. In all instrumental ensembles, every participant, whether enrolled for credit or not, is required to be present at all rehearsals and public appearances. One semester hour of credit each semester per ensemble may be obtained for participation.

- **The University Choir** is a required Major Ensemble for Voice, Piano, and Organ majors. It is the major choral unit for the University. The University Choir provides service to the campus community by providing music for events such as Convocation, Founder's Day, and Commencement. (2) The Concert Choir is a required Major Ensemble for Voice, Piano, and Organ majors. This group is the premiere touring choir for the University. Comprised of no more than 35 singers, the group makes two tours annually. (3) The Gospel Choir is open to all students as are all choral ensembles upon auditions. Membership is limited. The University Choirs provide music for the Sunday worship services at the University Chapel. Membership in all choirs is by audition. One hour of credit may be obtained for participation in any choir.

- **The Hampton University Orchestra**, offered during the Fall and Spring semesters, is the Major Ensemble for String majors, and other instrument majors upon approval of the Department Chair. It is open, however, to all students. Students in the University Orchestra receive experience performing a wide range of music. Literature is selected from the Renaissance through contemporary eras. Soloists from within and outside the orchestra personnel perform occasionally with the orchestra. Individual attention and technical development are promoted in this organization. One hour of credit may be obtained for participation in the University Orchestra.

- **The Hampton University Opera Workshop** is geared to rehearsal and performance of operatic repertoire. Special emphasis is placed on the essential components of movement, diction, artistic interpretation, and production. Two hours of credit may be obtained for participation in the Opera Theater. (Instructor permission is required for enrollment.)

## Student Organizations

- *Phi Mu Alpha Sinfonia* is a national social fraternity with strong emphasis of service through music and the promotion of the musical arts.
- *Sigma Alpha Iota International Music Fraternity* encourages the nurture and support the Art of Music. Sisters of SAI promote high musical scholarship and character building.
- *Tau Beta Sigma National Honorary Band Sorority* is dedicated to serving college and university bands

## The Bachelor of Arts in Music Program (Performance Emphasis)

The Bachelor of Arts in Music program is designed for students who seek to develop outstanding performance skill and musicianship within a liberal arts concentration. Music performance lessons with a professor/professional on the primary instrument are

offered, and a variety of complementary activities in music theory, music history, jazz improvisation, and performance ensembles are provided. Students complete this four-year program in preparation for professional music opportunities as well as for future graduate study.

## Course Requirements

**Required in Major Area (Bachelor of Arts in Music) 56 hrs.**  
 Music 119-120, 121-122, 204, 211-212 w/lab, 305-306, 309-310, 311, 401, 24 credit hours of Major Performance (107-408), 4 credit hours of Minor Performance (PIA or VOI\* 203/205, 204/206), 4 credit hours of Major Ensemble (Band/Choir/Orchestra for two years), 2 credit hours of Small Ensemble (ORC 205, one year in a related ensemble), MUE 302, Junior Comprehensive, Piano Proficiency Examination, Junior Recital, Senior Recital (exit requirement). All required major courses are to be taken at Hampton University and passed with a grade of "C" or better. \*Voice is required for students with a Piano or Organ emphasis and Piano for all others.

**\*Electives..... 33 hrs.**

**Required in General Education ..... 38 hrs.**

Natural Science .....	3 hrs.
Communication 103 .....	3 hrs.
English 101-102 .....	6 hrs.
History 106 .....	3 hrs.
Humanities 201 .....	3 hrs.
Humanities Elective .....	3 hrs.
Mathematics 110 .....	3 hrs.
Physical Education .....	2 hrs.
Social Sciences (selected from SOC 205, PSY 203, POL 201) .....	6 hrs.
University 101 .....	1 hr.

**Total Credits ..... 120 hrs.**

## Major Performance

The Major Performance areas to be studied are categorized as Instrumental, Organ, Piano, Voice, and String. The Major Performance instruments are bassoon, clarinet, euphonium, flute, guitar, horn, oboe, percussion, piano, organ, saxophone, string bass, trombone, trumpet, tuba, viola, violoncello, and voice. All music majors are required to enroll in a music performance class each semester until their performance requirements are met. Instrumental majors (Wind and Percussion) will pursue INT 107-408 (previously ORC 107-408). Organ majors will pursue ORG 107-408. Piano majors will pursue PIA 107-408. Voice majors will pursue VOI 107-408. String majors will pursue STR 107-408. A Junior Recital is required during major performance 308 and a Senior Recital is required during major performance 408.

## Minor Performance

The Minor Performance areas are Piano and Voice. Voice is the required Minor Performance area for students with a Piano or Organ emphasis and Piano is the required area for all others. An individualized instruction course PIA (or VOI) 103, 104, 203, 204 can be used to replace the class instruction PIA (or VOI) 105, 106, 205, 206 course, respectively, when available. Students unable to play the piano at the 200 skill level are advised to take PIA 103/104.

## Major and Small Ensembles

Ensembles are grouped into Major and Small categories. The Marching Band, Symphonic Winds, Concert Band, University Choir, Concert Choir, and University Orchestra are considered Major Ensembles and have unique course designations. Small Ensembles are grouped under the Orchestra 205 (ORC 205) course designation. Jazz Ensemble 101 and Opera Workshop (OPE 119-120) are categorized as small ensembles. All music majors are required to enroll in an ensemble each semester until the Major and/or Small Ensemble requirements are met.

### Performance and Ensemble Summary

Major Instrument or Area

Major Performance Sequence

<sup>†</sup> Minor Performance Sequence

### Major and Minor Performance Sequences w/ Major Ensembles

*Instrumental (Wind and Percussion):*

INT 107-108, 207-208, 307-308, 407-408

PIA 103 or 105, 104 or 106, 203 or 205, 204 or 206

Fall: BAN 101 or ORC 101

Spring: BAN 111 or 112 or ORC 101

*Organ:*

ORG 107-108, 207-208, 307-308, 407-408

PIA 103 or 105, 104 or 106, 203 or 205, 204 or 206

Fall: CHO 101 or 102

Spring: CHO 101 or 102

*Piano:*

PIA 107-108, 207-208, 307-308, 407-408

VOI 103 or 105, 104 or 106, 203 or 205, 204 or 206

Fall: CHO 101 or 102

Spring: CHO 101 or 102

*String:*

STR 107-108, 207-208, 307-308, 407-408

PIA 103 or 105, 104 or 106, 203 or 205, 204 or 206

Fall: ORC 101

Spring: ORC 101

*Voice:*

VOI 107-108, 207-208, 307-308, 407-408

PIA 103 or 105, 104 or 106, 203 or 205, 204 or 206

Fall: CHO 101 or 102

Spring: CHO 101 or 102

<sup>†</sup> \* Consult your academic advisor for selection of Major Ensemble.

## Curriculum Outline – Bachelor of Arts in Music (Performance Emphasis)

Freshman Year	Semester	1st	2nd
English 101-102 .....	3	3	
<sup>1</sup> Major Performance 107-108 (PIA/VOI/ORC) .....	2	2	
History 106 .....	3	-	
Communication 103 .....	-	3	
Natural Science .....	-	3	
Major Ensemble (BAN/CHO/ORC) .....	1	1	
Mathematics 110 .....	3	-	
Recital Attendance 101, 101 .....	0	0	
University 101 .....	1	-	
<sup>2</sup> Music 119-120 .....	1	1	
<sup>3</sup> Music 121-122 .....	2	2	
Physical Education .....	1	1	

	Total	17	16
Sophomore Year	Semester	1st	2nd
Humanities 201 .....	3	-	
Major Ensemble (BAN/CHO/ORC) .....	1	1	
Major Performance 207-208 (PIA/VOI/ORC) .....	2	2	
Music 211-212 .....	2	2	
Music 222-233 .....	1	1	
Minor Performance PIA/VOI 203/204, 205/206 .....	1	1	
Recital Attendance 101, 101 .....	0	0	
Music 204 .....	-	2	
Social Science .....	3	3	
Elective .....	1	2	
	Total	16	15
Junior Year	Semester	1st	2nd
Elective .....	3	-	
Elective .....	3	3	
Humanities Elective .....	-	3	
Major Performance 307-308 (PIA/VOI/ORC) .....	2	2	
Music 305-306 Music History .....	3	3	
Music 309-310 Jazz Improvisation .....	2	2	
Orchestra 205 (Small Ensemble) .....	1	1	
Recital Attendance 101, 101 .....	0	0	
	Total	14	14
Senior Year	Semester	1st	2nd
Elective .....	3	3	
Major Performance 407-408 (PIA/VOI/ORC) .....	2	2	
Music 311 .....	2	-	
Music 401 .....	-	2	
Music Education 302 .....	2	-	
Recital Attendance 101, 101 .....	0	0	
Elective .....	3	3	
Elective .....	3	3	
	Total	15	13

**TOTAL CREDIT FOR GRADUATION** **120**

<sup>1</sup>Audition required.

<sup>2</sup>Diagnostic music theory test required.

## The Bachelor of Arts in Music (Pre-Certification)

The Bachelor of Arts in Music (Pre-Certification) degree is designed for students who desire a career in K-12 Music Education. This program, offered in collaboration between the Department of Music and the Department of Education, leads to the Master in Teaching Degree, a fifth-year program in Education. The University conforms to the accreditation standards of the National Association of Schools of Music, the Division of Teacher Education in the Virginia State Department of Education, and the National Council for Accreditation of Teacher Education. Students who complete this program and the Master in Teaching program position themselves to meet the standards for licensure.

## Course Requirements

### Required in Major Area (The Bachelor of Arts in Music (Pre-Certification))

**72 hrs.**

Music 119-120, 121-122, 222-233, 211-212, 204, 305-306, 311, 401, 16 credit hours of Major Performance (107-408), 4 credit hours of Minor Performance (PIA or VOI\* 103/105,104/106, 203/205, 204/206), 8 credit hours of Major Ensemble (Band/Choir/

Orchestra) for four years in related ensemble, MUE 201, 202, 203, 204, 205/206, 207, 302, 303/304, 318, 416/417/418, 530, 535, Junior Recital, Junior Comprehensive, Piano Proficiency Examination, Senior Recital (exit requirement). All required major courses are to be taken at Hampton University and passed with a grade of "C" or better. \*Voice is required for students with a Piano or Organ emphasis and Piano for all others..

**Required in Related Areas ..... 30 hrs.**

Education 200, 300, 302, 506, 517, 550, 608, 610, 623, 648

**Required in General Education ..... 33 hrs.**

Natural Science .....	3 hrs.
Communication 103.....	3 hrs.
English 101-102 .....	6 hrs.
History 106.....	3 hrs.
Humanities 201.....	3 hrs.
Humanities Elective.....	3 hrs.
Mathematics 110.....	3 hrs.
Physical Education .....	2 hrs.
Social Sciences.....	6 hrs.
University 101 .....	1 hr.

**Total Credits ..... 141 hrs.**

**Curriculum Outline –The Bachelor of Arts in Music (Pre-Certification)**

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102 .....		3	3
History 106.....		-	3
Major Ensemble (BAN/CHO/ORC).....		1	1
<sup>1</sup> Major Performance 107-108 .....		2	2
Minor Performance PIA/VOI 103/105, 104/106.....		1	1
Mathematics 110.....		3	-
Music 121-122 .....		2	2
Music 119-120 .....		1	1
Natural Science .....		-	3
Communication 103.....		3	-
Physical Education Elective .....		-	1
Recital Attendance 101, 101 .....		0	0
University 101 .....		1	-
<b>Total</b>		<b>17</b>	<b>17</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Music 204 .....		2	-
Music Education 203 .....		-	1
Education 200 .....		-	3
Major Ensemble (BAN/CHO/ORC).....		1	1
Major Performance 207-208.....		2	2
Minor Performance PIA/VOI 103/105, 104/106.....		1	1
Humanities 201.....		3	-
Humanities Elective.....		-	3
Music Education 201 .....		-	1
Music Education 207 .....		3	-
Recital Attendance 101, 101 .....		0	0
Social Science.....		3	3
Free Elective.....		3	3
<b>Total</b>		<b>18</b>	<b>18</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Education 302, 300 .....		3	3
<sup>5</sup> Education 506 .....		-	3

Major Ensemble (BAN/CHO/ORC).....	1	1
Major Performance 307-308.....	2	2
Music 305-306 .....	3	3
Music 211-212 .....	2	2
Music 222-233 .....	1	1
Minor Performance 203/205, 204/206.....	1	1
Music Education 302 .....	2	-
Recital Attendance 101, 101 .....	0	0
Physical Education Elective .....	1	-
<b>Total</b>	<b>16</b>	<b>16</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
<sup>5</sup> Education 517, 550 .....	3	3	
Major Ensemble (BAN/CHO/ORC).....	1	1	
Major Performance 407-408.....	2	2	
Music 311 .....	2	-	
Music 401 .....	-	2	
<sup>4</sup> Music Education 205/206 .....	-	1	
<sup>3</sup> Music Education 318, 416/417/418.....	2	2	
<sup>5</sup> Music Education 530, 535.....	3	3	
Recital Attendance 101, 101 .....	0	0	
Music Education 202 .....	1	-	
Music Education 303/304.....	-	2	
Music Education 204 .....	1	-	
<b>Total</b>	<b>15</b>	<b>16</b>	

<b>Total</b>	<b>120 Undergraduate/12 Graduate Credits</b>		
<b>Fifth Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Education 608 .....	3	-	
Education 610 .....	3	-	
Education 623, 648 .....	3	9	
<b>Total</b>	<b>9</b>	<b>9</b>	

**Total 18 Graduate Credits**

**Total Undergraduate Credits: 120**

**Total Graduate Credits: 30**

**Total Credits – 5-yr Program: 150**

<sup>1</sup>Audition required.

<sup>2</sup>Diagnostic music theory test required.

<sup>3</sup>Instrumental majors will take MUE 417; String Majors will take MUE 418; Piano, Organ, and Voice majors will take MUE 416.

<sup>4</sup>Instrumental, String, and Voice majors will take MUE 205; Organ and Piano majors will take MUE 206.

<sup>5</sup>Note that EDU 506, 517, 550; MUE 535 are counted toward graduate degree requirements and are not part of the 120 credit hours that count toward the Bachelor of Arts degree in Music.

**The Bachelor of Science in Music Program (Music Recording Technology)**

The Music Recording Technology program is designed for students who desire a career in audio engineering, music recording, audio equipment design, sound reinforcement, broadcasting, audio sales, or studio maintenance. Students completing the four year degree program including one summer earn a Bachelor of Science degree in Music which emphasizes audio recording. The combining of audio recording with music ensures that graduates are well prepared for successful employment in the music and entertainment industries.

## Course Requirements

### Required in Major Area (Bachelor of Science in Music) 52 hrs.

Music 119-120, 121-122, 204, 211-212, 222, 233, 305-306, 311, 401, 14 credit hours of Major Performance (107-407), 2 credit hours of Minor Performance (PIA or VOI\* 103/105 and PIA or VOI 104/106), 8 credit hours of Major Ensemble, Band/Choir/Orchestra, (4 years, first two consecutive years must be in related ensembles), Junior Comprehensive, Senior Recital or project (exit requirement). All required major courses are to be taken at Hampton University and passed with a grade of "C" or better. \*Voice is required for students with a Piano or Organ emphasis and Piano for all others.

### Required in Related Areas ..... 27 hrs.

Music Recording Technology 225-226, 325-326, 327, 425-426, 427, 429

### Required in General Education ..... 33 hrs.

Communication 103..... 3 hrs.  
English 101-102 ..... 6 hrs.  
History 106..... 3 hrs.  
Humanities 201 ..... 3 hrs.  
Humanities Elective..... 3 hrs.  
Mathematics 110..... 3 hrs.  
Physical Education ..... 2 hrs.  
Natural Science ..... 3 hrs.  
Behavioral Science ..... 3 hrs.  
Social Science (Sociology 205, plus elective) ..... 3 hrs.  
University 101 ..... 1 hr.  
Electives..... 15 hrs.

### Total Credits ..... 125 hrs.

## Curriculum Outline – Bachelor of Science in Music (Music Recording Technology Emphasis)

Freshman Year	Semester	1st	2nd
English 101.....		3	-
English 102.....		-	3
<sup>2</sup> Music 119-120 .....		1	1
<sup>2</sup> Music 121-122 .....		2	2
HIS 106.....		3	-
Communication 103.....		-	3
Natural Science.....		-	3
1Major Performance 107-108 (PIA/VOI/ORC).....		2	2
Major Ensemble (BAN/CHO/ORC) .....		1	1
Mathematics 110.....		3	-
Recital Attendance 101, 101 .....		0	0
University 101 .....		1	-
Physical Education .....		1	1
<b>Total</b>		<b>17</b>	<b>16</b>

Sophomore Year	Semester	1st	2nd
Social Science.....		-	3
Major Performance 207-208(PIA/VOI/ORC).....		2	2
Electives.....		-	3
Major Ensemble (BAN/CHO/ORC) .....		1	1
Music Recording Tech. 225-226 .....		3	2
Music 211-212 .....		2	2
Music 222-233 .....		1	1
Behavioral Science .....		3	-

Recital Attendance 101, 101 .....	0	0
Minor Performance PIA/VOI 103/105, 104/106.....	1	1
Music 204 .....	2	-
<b>Total</b>	<b>15</b>	<b>15</b>

Junior Year	Semester	1st	2nd
Major Performance 307-308 (PIA/VOI/ORC).....		2	2
Elective.....		3	-
Major Ensemble (BAN/CHO/ORC) .....		1	1
Music 305-306 .....		3	3
Music Recording Tech. 325- 326 .....		2	2
Music Recording Tech. 327 .....		2	-
Recital Attendance 101, 101 .....		0	0
Humanities Elective.....		-	3
Humanities 201.....		3	-
Elective.....		-	3
Elective.....		-	1
<b>Total</b>		<b>16</b>	<b>15</b>

Senior Year	Semester	1st	2nd
Music 311 .....		2	-
Major Performance 407 (PIA/VOI/ORC) .....		2	-
Major Ensemble (BAN/CHO/ORC) .....		1	1
Music 401 .....		-	2
Music 407-408 .....		3	3
Music Recording Tech. 425- 426 .....		2	2
Music Recording Tech. 427 .....		-	2
Elective.....		3	-
Recital Attendance 101, 101 .....		0	0
Music Recording Tech. 429 .....		-	4
Elective .....		2	-
<b>Total</b>		<b>15</b>	<b>14</b>

### TOTAL CREDITS FOR GRADUATION

123

<sup>1</sup>Audition required.

<sup>2</sup>Diagnostic music theory test required.

## Music Minor Requirements:

Music minors must audition by solo performance on keyboard, voice, strings, or other instruments, and take a diagnostic music theory examination.

Required Curriculum Courses	Credits
MUS 119-120 Aural Theory and Keyboard .....	2 hrs.
MUS 121-122 Written Theory .....	4 hrs.
MUS 204 Survey of Music History and Literature .....	2 hrs.
MUE 207 Computer Literacy for Musicians .....	3 hrs.
1Minor Performance 103, 104, 203, 204 (1 hr. ea.).....	4 hrs.
2PIA 103, 104, 203, 204 (1 hr. ea.).....	4 hrs.
Ensemble (Choir/Band/Orchestra) (4 sem.,1 hr. ea.).....	4 hrs.
RCT Recital Attendance (4 sem.).....	0 hrs.
Electives .....	11 hrs.
<b>Total.....</b>	<b>34 hrs.</b>

Electives	Credits
MRT/MET 225 Intro. to Audio Engineering.....	3 hrs.
MRT/MET 226 Audio Recording II .....	2 hrs.
MUE 201 Percussion Methods .....	1 hrs.
MUE 202 String Methods.....	1 hrs.
MUE 203 Brass .....	1 hrs.
MUE 204 Woodwinds.....	1 hrs.

MUE 205 Vocal Methods.....	1 hrs.
MUE 206 Piano Methods.....	1 hrs.
*MUE 302 Basic Conducting.....	2 hrs.
MUE 211 With Lab MUS 222.....	3 hrs.
MUE 212 With Lab MUS 233.....	3 hrs.
ORC 205 Small Ensemble.....	1 hrs.
Applied Music Minor Performance.....	4 hrs.
*PIA 303, 304, 403, 404	
*STR 303, 304, 403, 404	
*INT 303, 304, 403, 404	
*VOI 303, 304, 403, 404	
*ORG 303, 304, 403, 404	

*\*Prerequisites are required*

<sup>1</sup>Minors whose minor performance instrument is voice must take 4 semesters of minor piano.

<sup>2</sup>Minors whose minor performance instrument is piano must take 4 semesters

## The Bachelor of Science in Music Program (Audio Production)

The Bachelor of Science in Music degree (Audio Production emphasis) is designed for students who wish to participate in audio production and related sound capture experiences (live recording, studio recording, digital and analog recording, etc.) This music based program does not require students to study a major instrument, however, the program will enhance the proficiency of its major by exposing them to essential music courses as well as courses in recording technology. In addition, students are required to have at least one internship experience.

### Required in Related Courses Areas

Music 119-120, 121-122, 204, 211-212, 222, 233, 305-306, 311, 401, 14 credit hours of Major Performance (107-407), 2 credit hours of Minor Performance (PIA or VOI\* 103/105 and PIA or VOI 104/106), 8 credit hours of Major Ensemble, Band/Choir/Orchestra, (4 years, first two consecutive years must be in related ensembles), Junior Comprehensive, Senior Recital or project (exit requirement). All required major courses are to be taken at Hampton University and passed with a grade of "C" or better. \*Voice is required for students with a Piano or Organ emphasis and Piano for all others.

### Required in Related Areas ..... 24 hrs.

Music 119-120.....	2 hrs
Music 121-122.....	4 hrs
Music 211-212.....	4 hrs
Music 222-233.....	2 hrs
Music 305-306.....	6 hrs
Music 201.....	3 hrs
Music 202.....	3 hrs
RCT 101.....	0 hrs

### Musical Performance..... 12 hrs.

Minor Performance 103,104, 203, 204, 303, 304 (Piano ..	6 hrs
Major Ensemble (BAN/CHO/ORC).....	6 hrs

### Required in General Education ..... 33 hrs.

English 101-102.....	6 hrs
History 106.....	3 hrs
Mathematics 110.....	3 hrs

Physical Education xxx/xxx.....	2 hrs
University 101.....	1 hr
Humanities 201/Humanities Elective.....	6 hrs
Communication 103.....	3 hrs
Social Science.....	3 hrs
Natural Science.....	3 hrs
Behavioral Science.....	3 hrs

### Required in Related Areas ..... 46 hrs.

Music Recording Technology 225.....	3 hrs
Music Recording Technology 226.....	2 hrs
Music Recording Technology 325.....	2 hrs
Music Recording Technology 326.....	2 hrs
Music Recording Technology 327.....	2 hrs
Music Recording Technology 425.....	2 hrs
Music Recording Technology 426.....	2 hrs
Music Recording Technology 427.....	2 hrs
Music Recording Technology 429.....	4 hrs
Music 407-408.....	6 hrs
Journalism and Communication 101.....	3 hrs
Journalism and Communication 110.....	3 hrs
Journalism and Communication 200.....	3 hrs
Journalism and Communication 265.....	4 hrs
Theater 201.....	3 hrs
English 421.....	3 hrs
Free Electives.....	9 hrs

### Total Credits ..... 124 hrs.

## Curriculum Outline – Bachelor of Science in Music (Audio Production Emphasis)

Freshman Year	Semester	1st	2nd
<sup>2</sup> Music 119-120.....		1	1
<sup>2</sup> Music 121-122.....		2	2
Minor Performance 103-104 (Piano.....		1	1
English 101.....		3	-
Communication 103.....		-	3
University 101.....		1	-
English 102.....		-	3
History 106.....		3	-
Physical Education.....		1	1
Natural Science.....		-	3
Mathematics 110.....		3	-
Social Science.....		-	3
Recital Attendance 101, 101.....		0	0
Major Ensemble (BAN/CHO/ORC).....		1	1
	<b>Total</b>	<b>16</b>	<b>18</b>
Sophomore Year	Semester	1st	2nd
Music 211-212.....		2	2
Music 222-233.....		1	1
Minor Performance 203-204 (Piano.....		1	1
Music Recording Tech. 225-226.....		3	2
Humanities 201.....		3	-
Humanities Elective.....		-	3
Theater 201.....		3	-
Behavioral Science.....		-	3
Journalism and Communication 101-110.....		3	3
Recital Attendance 101, 101.....		0	0
Major Ensemble (BAN/CHO/ORC).....		1	1
	<b>Total</b>	<b>17</b>	<b>16</b>



<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Music Recording Tech. 325- 326 .....		2	2
Journalism and Communication 200-265 .....		3	4
Elective.....		3	3
Music 305-306 .....		3	3
Recital Attendance 101, 101 .....		0	0
Minor Performance 303-304 (Piano .....		1	1
Major Ensemble (BAN/CHO/ORC) .....		1	1
<b>Total</b>		<b>13</b>	<b>14</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Music 407-408 .....		3	3
Music Recording Tech. 425- 426 .....		2	2
Music 201-202 .....		3	3
Elective.....		3	-
English 421.....		-	3
Recital Attendance 101, 101 .....		0	0
Music Recording Tech. 327 .....		2	-
Music Recording Tech. 427 .....		-	2
Music Recording Tech. 429 .....		-	4
<b>Total</b>		<b>13</b>	<b>17</b>

**TOTAL CREDIT FOR GRADUATION** **124**

<sup>2</sup>*Diagnostic music theory test required.*

## Division of Social and Behavioral Sciences

The Department of Counseling has a strong focus on experiential learning while providing students with an environment to grow and learn. As the Department has grown, the Department includes a variety of programs that are online and face-to-face. The Department offers a Master of Arts in General Counseling degree consisting of 31 semester hours in both online and face-to-face modalities for individuals who want a general overview of the Counseling profession and to seek positions in Student Affairs or as a Qualified Mental Health Provider in Virginia. These two programs do not lead to a license as a professional counselor. The centerpiece of the Department is the Master of Arts in Counseling degree which has five concentrations, Community Mental Health Counseling, Community Mental Health Counseling with a Pastoral Counseling emphasis, Addictions Counseling, Student Affairs Administration and School Counseling. Of these programs, Community Mental Health, Student Affairs and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and all programs lead to a license as a professional counselor. These programs are conducted face-to-face. The Department offers an Educational Specialist degree in both modalities of online and face-to-face and is developed for the practitioner in the field. Finally, the Department offers a Doctor of Philosophy in Counselor Education and Supervision in an online modality for those who seek to supervise agencies or become a Counselor Educator at the university/college level. Further detail on this program is provided in the Graduate College section of this catalog.

The comprehensive curriculum of this division is designed to address the following objectives.

1. To provide students with a well-rounded exposure to the study

of society, social and political institutions, and interactive behaviors among diverse racial, ethnic, and gender groups.

2. To equip students with a theoretical praxis designed to enhance leadership skills and facilitate meaningful community, state and national service.
3. To prepare students with the knowledge and skills necessary to contribute to a diverse and interdependent world.
4. To develop in students an intensive educational foundation that prepares them for entrance into graduate and professional schools.
5. To provide broad, and fundamental training to students in the science of psychology so that they are prepared for competitive graduate and professional schools and training in the workforce.
6. To provide sound training in the psychological science for all students at the university in order to enhance their liberal arts education as undergraduate scholars.
7. To develop, disseminate, and apply new knowledge in the psychological sciences.
8. To support and encourage faculty development and excellence in teaching, research/scholarship, practice and community service.

## Department of Political Science and History

The Department of Political Science and History offers students the opportunity to study politics and history at the local, national, and international levels. The Department offers a program of study for the Bachelor of Arts degree in Political Science and in History, and collaborates with the Department of English and Foreign Languages to provide a program of study leading to the Bachelor of Arts in International Studies, as described below.

Political Science is the study of politics: government, law, political behavior, public policy and political philosophy. The Department of Political Science and History has a curriculum that is designed primarily to afford broad modern training in the study of political institutions and political behavior for students in the liberal arts and majors planning graduate work. It also affords pre-professional training for law, business, public relations or work in the mass media, domestic and foreign governmental service, teaching, the military, and a variety of active roles in politics.

History serves the University community by providing general education and core curriculum courses in history, geography, philosophy, and religion. The aim of the Department is to give students an understanding and appreciation of the evolution and characteristics of world civilizations, cultures and philosophies.

### Pre-Law Advisement

The Department provides advisement and assistance to students seeking careers in law, including information on the Law School Admissions Test (LSAT). Hampton graduates have gained admission to many of the top law schools in the nation.

### Pre-Law Program

The Political Science Department provides pre-law advisement

and assistance to students seeking careers in law, including information about the Law School Admissions Test (LSAT). Hampton graduates have gained admission to many of the top law schools in the nation and have been prominently represented in the legal profession working in the corporate and public sectors. A large number of activities have been designed to inform and encourage entry to law school. These activities include enrolling in classes taught by local practicing attorneys; advising by the Pre-Law advisor on financial aid, the selection of courses and of law schools, and letters of reference; participating in seminars on the preparation of personal statements and law school applications; visiting local law schools; utilizing computer software designed to enhance student performance on the Law School Admissions Test (LSAT); enrolling in law-related internships with legal organizations and government agencies; and meeting with law school admissions officers and recruiters. Hampton University is among the top feeders of African American applicants to law schools approved by the American Bar Association. Students can major in any discipline, but must complete course work in literature, political science, laboratory-based science, mathematics and statistics to meet admission requirements for most law schools.

### Pre-Law Track

In order to better prepare Hampton University students for success in the increasingly-competitive law school application process, a Pre-Law Track is now available through the Department of Political Science and History. This Track is open to all Hampton University students regardless of their majors and consists of 18 credit hours chosen from the following categories:

#### Required Courses

POL 318	Legal Theory
POL 319	Legal Research
POL 425	Legal Writing
PHI 210	Introduction to Logic and Scientific Method

#### Recommended Electives

PHI 304	Ethics
POL 302	Constitutional Law and Civil Rights
POL 309	Law and the Judicial Process

#### Free Electives

ECO 201	Principles of Economics (Macroeconomics)
ECO 202	Principles of Economics (Microeconomics)
*ECO 319	Industrial Organization
*MGT 305	Legal Environment of Business I
*MGT 306	Legal Environment of Business II
JAC 405	Media Law
ENG 399	Law and Literature
ENT 410	Legal Issues for Entrepreneurs
SOC 305	The Criminal Justice System
SOC 401	Sociology of Law

*\* Prerequisites Required*

Students who pursue the Track will be expected to work closely with his or her academic advisor and the Pre-Law advisor to ensure that all major and Pre-Law Track requirements are met. Once the student has satisfied the track requirements, the Pre-Law advisor will provide the student with written certification of that fact.

### Phi Alpha Delta Law Fraternity (P.A.D.)

Phi Alpha Delta is the Pre-Law Honor Society. To become a member, a student must attend a school where a chapter is located or being chartered; be considered a student in good standing as defined by their school's standards. The fundamental objective of P.A.D.'s pre-law program is to assist undergraduates to make an 'informed choice' in selecting law as a career, deciding which law school to attend, and in preparing for the rigors of law school.

## Political Science Program

The Political Science curriculum is designed primarily to afford broad modern training in the study of political institutions and political behavior for students in the liberal arts and majors planning graduate work. It also affords pre-professional training for law, business, public relations or work in the mass media, domestic and foreign governmental service, teaching, the military, and a variety of active roles in politics.

### Student Organizations

Political Science/Pre-Law Club  
Pi Sigma Alpha (Political Science Honor Society)  
Phi Alpha Delta (Pre-Law Honor Society)

### The Political Science Minor requires 18 credit hours as follows.

POL 201	Introduction to Political Science
POL 202	Introduction to Political Theory
POL 203	American National Politics
POL 204	State and Local Politics
POL 210	Scope and Methods of Political Science
POL 304	International Politics

See the Department Chair if you have any questions regarding  
See the Department Chair if you have any questions regarding the minor in Political Science.

Students pursuing the degree in Political Science are required to take thirty-six (36) credit hours of core Political Science courses (201, 202, 203, 204, 205, 210, 304, 309, 310, 403, 404, and 408). The student must also complete at least one course in each of five areas for fifteen (15) credit hours selected from the following areas: Political Theory (311, 314, 317), Law and Judicial Studies (302, 318, 319, 425), International Studies (307, 405, 406), American Government (303, 308, 341, 430), Comparative Politics (305, 320, 330, 350), Political Behavior (206, 306, 316), Public Administration (402, 407, 409, 410, 412), and General Courses (399, 400, 401, 499). Internships are arranged so students may experience political activity. Requirements for graduation include the successful completion of POL 403-404 (Senior Seminar) which involves the submission of a major research thesis. A "C" is the minimum passing grade for all required Political Science courses, as well as ENG 101, ENG 102, and COM 103.

### Summary of Course Requirements – Political Science

Required in General Education.....	33 hrs.
Required in Major Department/Program .....	72 hrs.
Free Electives.....	18 hrs.
<b>Total.....</b>	<b>123 hrs.</b>

## Curriculum Outline – Political Science

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102 .....		3	3
Mathematics 110 (or higher) .....		3	-
University 101 .....		1	-
Biology 101 .....		3	-
History 106, Social Science Elective .....		3	3
Communications 103 .....		-	3
Health 200 .....		-	2
Psychology 203 .....		-	3
History 107, Humanities 201 .....		3	3
<b>Total</b>		<b>16</b>	<b>17</b>
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Foreign Language (101, 102) .....		3	3
Political Science 201, 202 .....		3	3
Political Science 203, 204 .....		3	3
Political Science 205, 210 .....		3	3
Economics 201, 202 .....		3	3
<b>Total</b>		<b>15</b>	<b>15</b>
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Foreign Language (201, 202) .....		3	3
Political Science 304, 309 .....		3	3
Political Science 310 .....		3	-
Sociology/Psychology 346 .....		-	3
Political Science Electives .....		6	6
<b>Total</b>		<b>15</b>	<b>15</b>
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Political Science 408 .....		3	-
Political Science 403, 404 .....		3	3
Political Science Elective .....		3	-
Free electives .....		6	12
<b>Total</b>		<b>15</b>	<b>15</b>
<b>TOTAL CREDITS FOR GRADUATION</b>			<b>123</b>

## History Program

The Department of Political Science and History prepares history majors for graduate work and for professional study, including law school, as well as for employment in both the private and public sectors. In addition to its major in history, the Department offers, in tandem with Hampton University's Department of Education, a program for those students who want to teach history at the secondary school level. The major follows the prescribed program for certification by the state of Virginia. The departmental curriculum introduces students to historical methods and gives them an opportunity to conduct primary research. Courses emphasize not only mastery of specific subjects, but also historiography and historical research. Student organizations include: History Club, The Griot Society and Phi Alpha Theta (History Honor Society). A "C" is the minimum passing grade for all required History courses, as well as for ENG 101, ENG 102, and COM 103.

### History Minor Requirements:

The History Minor requires 21 credit hours as follows.

HIS 201/202:	History of the United States I and II
HIS 218:	Cultural and Political History of Africa
HIS 305 or 306:	History of East Asia before 1850 or History of East Asia after 1850

HIS 308:	Historiography of the African Diaspora
HIS 330:	Nineteenth-Century Europe
HIS 499:	Special Topics

## Summary of Course Requirements – History

Required in General Education .....	33 hrs.
Required in Major Department/Program .....	75 hrs.
Free Electives .....	15 hrs.
<b>Total .....</b>	<b>123 hrs.</b>

## Curriculum Outline – History

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102 .....		3	3
Mathematics 110 (or higher) .....		3	-
University 101 .....		1	-
Biology 101 .....		3	-
History 106, Social Science Elective .....		3	3
Communications 103 .....		-	3
Health 200 .....		-	2
Psychology 203 .....		-	3
Humanities 201, Humanities elective (not HIS 107 .....		3	3
<b>Total</b>		<b>16</b>	<b>17</b>
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
History 201, 202 .....		3	3
Foreign Language (101, 102 or higher) .....		3	3
Geography 201 .....		3	-
Economics 201 .....		-	3
History 105, 107 .....		3	3
History 218, 203 .....		3	3
<b>Total</b>		<b>15</b>	<b>15</b>
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
History 332, 333 .....		3	3
History 319/320/330 .....		3	-
History 306, 361 .....		3	3
History 314, 390 .....		3	3
History 303, 220 .....		3	3
History 331 .....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
History 425 .....		3	-
History 399, 499 .....		3	3
American History Elective .....		3	-
European History Elective .....		-	3
Free electives .....		6	9
<b>Total</b>		<b>15</b>	<b>15</b>
<b>TOTAL CREDITS FOR GRADUATION</b>			<b>123</b>

## Program in International Studies

The Department of Political Science and History, in collaboration with the Department of English and Modern Languages, offer a Bachelor of Arts degree program in International Studies. International Studies majors, through coursework, national and international internships, language studies and study abroad, will be prepared to enter careers in international relations, foreign service, government resources, national and international organizations. They also are strong candidates for graduate study in international law, foreign relations, and diplomacy. This interdisci-

plinary program focuses on mastering subject areas that connect the global community: history, geography, politics, socio-cultural, economy, culture and languages. There are two concentrations: 1) International Relations, and 2) Latin American and Caribbean Studies.

The Bachelor of Arts degree program in International Studies is part of Hampton University's continuing efforts to prepare its students with knowledge and skills necessary for participating creatively in the international arena as concerned global citizens, effective interlocutors and informed policy makers. This program will also be offered online. The programs include training in foreign languages as well as interdisciplinary courses in international studies incorporating political science, history, sociology and economics. To satisfy the degree requirements, students declaring International Studies as a major must have at least a 2.0 cumulative grade point average at Hampton University. A "C" is the minimum passing grade for all courses in the required major core, concentration, foreign language concentration, ENG 101, ENG 102, and COM 103.

### Summary of Course Requirements – International Studies (International Relations Concentration)

Required in General Education.....	33 hrs.
Required in Major Department/Program .....	72 hrs.
Free Electives.....	18 hrs.
<b>Total.....</b>	<b>123 hrs.</b>

### Curriculum Outline – International Studies (International Relations Concentration)

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102 .....	3	3	
Mathematics 110 (or higher) .....	3	-	
University 101 .....	1	-	
Biology 101 .....	3	-	
History 106, Social Science Elective .....	3	3	
Communications 103 .....	-	3	
Health 200 .....	-	2	
Psychology 203 .....	-	3	
History 107, Humanities 201 .....	3	3	
<b>Total</b>	<b>16</b>	<b>17</b>	
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Foreign Language* (101, 102) .....	3	3	
International Studies 220 .....	3	-	
Geography 201 .....	-	3	
Political Science 205 .....	3	-	
Economics 201 .....	3	-	
English 215.....	-	3	
Philosophy 304.....	-	3	
History 331, 306.....	3	3	
<b>Total</b>	<b>15</b>	<b>15</b>	
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Foreign Language* (201, 202) .....	3	3	
Political Science 304, 307 .....	3	3	
Sociology 324.....	3	-	
International Studies 305.....	-	3	
International Studies Elective .....	-	3	

History 310, 410.....	3	3	
Free elective.....	3	-	
<b>Total</b>	<b>15</b>	<b>15</b>	
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Foreign Language* (301, 302 .....	3	3	
Political Science 405 .....	3	-	
Political Science 406 .....	3	-	
International Studies 435.....	-	3	
Free Electives.....	6	9	
<b>Total</b>	<b>15</b>	<b>15</b>	

### TOTAL CREDITS FOR GRADUATION 123

\*Selection of Foreign Language must be made in consultation with academic advisor; course numbers vary with foreign language.

\*\*Students are encouraged to consider taking some free electives from the following:

POL 305- Introduction to Political Economy, HIS 400-Topics in History, POL 499-Topics in Political Science.

### Summary of Course Requirements – International Studies (Latin American and Caribbean Studies Concentration)

Required in General Education.....	33 hrs.
Required in Major Department/Program .....	72 hrs.
Free Electives.....	18 hrs.
<b>Total.....</b>	<b>123 hrs.</b>

### Curriculum Outline – International Studies (Latin American and Caribbean Concentration)

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102 .....	3	3	
Mathematics 110 (or higher) .....	3	-	
University 101 .....	1	-	
Biology 101 .....	3	-	
History 106, Social Science Elective .....	3	3	
Communications 103 .....	-	3	
Health 200 .....	-	2	
Psychology 203 .....	-	3	v
History 107, Humanities 201 .....	3	3	
<b>Total</b>	<b>16</b>	<b>17</b>	
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Foreign Language* (101, 102) .....	3	3	
International Studies 220 .....	3	-	
Geography 201 .....	-	3	
International Studies 302 .....	3	-	
Economics 201 .....	3	-	
English 307.....	-	3	
Philosophy 304.....	-	3	
History 360, 361.....	3	3	
<b>Total</b>	<b>15</b>	<b>15</b>	
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Foreign Language (201, 202) .....	3	3	
Political Science 304, 305 .....	3	3	
Sociology 324.....	3	-	
Political Science 310 .....	-	3	
International Studies 310, 321 .....	3	3	
History 410, Political Science 406.....	3	3	
<b>Total</b>	<b>15</b>	<b>15</b>	



Senior Year	Semester	1st	2nd
Foreign Language (301, 302 .....		3	3
International Studies 402 .....		3	-
International Studies 435 .....		-	3
Free Electives** .....		9	9
	<b>Total</b>	<b>15</b>	<b>15</b>

#### TOTAL CREDITS FOR GRADUATION

123

\* Selection of Foreign Language must be made in consultation with academic advisor; course numbers vary with foreign language.

\*\*Students are encouraged to use at least some of their electives to take courses with an international perspective or an independent study in order to tailor the courses to their needs.

## Department of Psychology

### Bachelors Program in Psychology

The Department of Psychology offers a sequence of study which leads to the Bachelor of Arts degree in Psychology. The Department seeks to achieve three major objectives. First and foremost, it strives to offer broad, fundamental training in the science of psychology to its majors. A wide array of courses are offered which demonstrate the challenging complexities of psychology, ranging from philosophical/deductive inquiries and laboratory/empirical investigations to field/clinical applications. The second major objective the Department seeks to achieve is to provide the necessary background and experience for successful entry into, and completion of graduation education. Given that the doctoral degree is considered to be the entry level degree for the profession and selection for these programs is highly competitive, it is important that majors receive a strong foundation in the methods and content of the field. The third major objective is to service the schools and divisions of the University, providing a sound behavioral science orientation for all students in order to enhance their liberal arts education as undergraduate scholars and an opportunity to fulfill specific vocational or professional accreditation/certification requirements for courses in psychology.

The laboratories and classrooms for the Department of Psychology are housed in the Martin Luther King Building. It has physical facilities which permit teaching, demonstration, and research in the numerous facets of psychological phenomena.

### Marriage and Family

The Department of Psychology offers a track in Marriage and Family Studies to provide students the opportunity: 1) for learning about marriage and family theory, research, and practice; 2) analyzing the current state of marriages and families (with a special focus on African American marriages and families), their causes and consequences; 3) exploring approaches to prevention and intervention that promote healthy marriage, parent-child and other family relationships and quality family living across generations; and 4) developing the attitudes, knowledge and skills that will prepare them for more satisfying and lasting intimate relationships particularly marriage and family relationships.

### Pre-Med Track

The Department of Psychology also offers a Pre-Medical track. Students interested in a career in medicine or psychiatry can take

advantage of the Pre-medical Concentration. This concentration combines the psychology curriculum with the natural science curriculum, giving Hampton University psychology majors a unique advantage in their medical school career.

The department's mission is to provide broad, fundamental training in the science of psychology while preparing students with the necessary background and research experience for successful entry into graduate education.

### Masters Program in Psychology

To further fulfill this mission, the Department of Psychology offers a Master of Science (MS) degree program in General Psychology with three sequences: 1) an accelerated 5-Year Master of Science in General Psychology; 2) an accelerated 5-Year Master of Science Program in General Psychology with a Concentration in Marriage and Family Studies and 3) a 2-Year Master of Science Program in General Psychology. This program provides students with additional career options often unavailable to Bachelors level psychology graduates. Masters' students will have the opportunity to conduct basic and applied research in fulfillment of the requirements for the Master's Thesis. Further opportunities for research have been established in research areas such as men's health, violence prevention, and marriage and family studies which may be pursued during students' course of study. The Master of Science degree program in Psychology prepares students for admission to Ph.D. or Psy.D. programs in all areas of psychology. It also prepares students for careers in research, teaching, and practice. Further details are provided in the Graduate College Section of this catalog.

## Departmental Requirements

The Psychology major consists of 33 credit hours in the discipline with 9 hours of related requirements. All students wishing to major in psychology must enroll in the special sections of the Introductory Psychology course (PSY 203) reserved for them. The other core curriculum courses include Social Psychology (PSY 205), Methods of Psychology (PSY 208), Introduction of Statistical Methods and Advanced Statistical Methods (PSY 346 and 347), Physiological Psychology (PSY 308), Abnormal Psychology (PSY 300), Theories of Personality (PSY 302), Developmental Psychology (PSY 311), Junior Seminar (PSY 348), and Senior Seminar (PSY 408). At least 15 hours of Psychology Electives are required. In addition to the required courses, psychology majors are encouraged to enroll in additional classes that strengthen their writing and analytical skills and mathematical background, or to use their electives to take additional courses in psychology or courses in departments that complement psychology.

For those students who wish to extend or apply the principles and techniques of psychology learned in the classroom, placement in field study or internship locations are available. However, only nine (9) credits from such courses as, Psychology 409 (Independent Study), Psychology 410 (Field Placement), Psychology 412 (Internship) or other courses identified as applied courses, can be counted as psychology elective credit. Students interested in graduate education in psychology are encouraged to become involved in research and to conduct a research project of their own in their senior year.



Students seeking to declare psychology as their major must achieve the departmentally established GPA (grade point average) of 2.5. A GPA of 2.0 must be maintained in order to remain a psychology major. Only psychology majors who have completed at least eight courses in psychology, including Junior Seminar with a grade of "C" or better will be allowed to enroll in Senior Seminar (PSY 408).

## Curriculum Outline – Psychology

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102 Written Communication .....		3	3
Mathematics 110 College Mathematics II or higher* .....		3	-
Oral Communication 103 .....		-	3
University 101 Individual and Life .....		1	-
Biology 103 (w/lab) General Biology .....		4	-
Humanities 201 .....		3	-
Humanities Elective .....		-	3
History 106 (World Civil II) .....		-	3
Mathematics 105 or Free Elective .....		-	3
Free Elective .....		1	-
<b>Total</b>		<b>15</b>	<b>15</b>
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Psychology 203 Intro to Psy (For Majors) .....		-	3
Physical Science (w/lab)** .....		-	4
Foreign Language 101/102 or higher .....		3	3
Psychology 208 Methods of Psy .....		3	-
Psychology 346/347 Stats I/Stats II .....		3	3
Mathematics 117 Precalculus I or higher* .....		3	-
Free Elective .....		3	-
Health Education 200 .....		-	2
<b>Total</b>		<b>15</b>	<b>15</b>
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Psychology 205 Social Psy .....		-	3
Psychology 308 Physiological Psy .....		3	-
Psychology 300 Abnormal Psy .....		3	-
Psychology 302 Theories of Personality .....		-	3
Psychology 309 Junior Seminar .....		-	3
Psychology 311 Developmental Psychology .....		3	-
Social Science Elective .....		-	3
Sociology 205 Intro to Soc .....		-	3
Psychology Elective .....		6	-
<b>Total</b>		<b>15</b>	<b>15</b>
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Psychology Electives .....		6	3
Free Electives .....		6	11
Psychology 408 Senior Seminar .....		3	-
Physical Education .....		-	1
<b>Total</b>		<b>15</b>	<b>15</b>

**TOTAL CREDITS FOR GRADUATION 120**

\*Two semesters of mathematics (6 hours) are required of all Psychology Majors, including MAT 110 or higher and MAT 117 or higher. However, students who do not meet the University Mathematics criteria for exemption for MAT 105 will be required to take MAT 105 prior to enrollment in MAT 117. (Note MAT 105 will count as a free elective.) \*\*Any one of the following will satisfy the Physical Science requirements: Science 104; Intro to Physical Science w/lab, Chemistry 101 or 201 and Environmental Science (ESC 203), Physics 201 plus 215. A "C" is the minimum passing grade for all Psychology courses, English 101 and 102, and Speech 103.

## Psychology Minor Requirements

The psychology minor requires 21 credit hours, to include: Introduction to Psychology (PSY 203), Methods of Psychology (PSY 208), Statistics I - Introduction to Statistical Methods (PSY 346), and Theories of Personality (PSY 302). The remaining nine credits may be chosen from other selected psychology courses; however, only three of these remaining credits may come from any applied courses. The course sequence is as follows:

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
PSY 203 .....		-	3
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
PSY 208, 346 .....		3	3
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
PSY Elective .....		3	3
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
PSY Elective .....		3	-
PSY 302 .....		-	3

## Psychology Department Undergraduate Marriage and Family Track Concentration

### The Marriage and Family Track Studies Track Courses:

Four courses (12) credit hours will be required in addition to the core courses required by all psychology majors. The courses can be taken in lieu of psychology and free electives.

- Black Child Development (3)
- Psychology of Marriage and Family Systems (3)
- Black Marital Relationships (3)
- Intimate Relationships (3)

## Psychology Department Undergraduate Pre-Medical Track Concentration

### Curriculum Outline – Pre-Medical Track

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102 Written Communication .....		3	3
Chemistry 201 (With Lab)/202 (With Lab) .....		4	4
Oral Communication 103 .....		-	3
University 101 Individual and Life .....		1	-
Biology 105 (w/lab)/106 (w/Lab) .....		4	4
Psychology 203 .....		-	3
Mathematics 117 .....		3	-
Health 200 .....		2	-
<b>Total</b>		<b>17</b>	<b>17</b>
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Physics 201/Physics 202 .....		4	4
Chemistry 301/302 .....		4	4
Psychology 346/347 Stats I/Stats II .....		3	3
Physics Lab 1/II .....		1	1
Research Methods in Psychology .....		3	-
Mathematics 130 .....		-	3
Physical Education .....		-	1
<b>Total</b>		<b>15</b>	<b>16</b>
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Psychology 205 Social Psy .....		-	3
Psychology 308 Physiological Psy .....		-	3
Psychology 300 Abnormal Psy .....		3	-
Biology 224/225 .....		4	4

Chemistry 303/304 .....	4	4
Psychology 309 Junior Seminar .....	3	-
<b>Total</b>	<b>14</b>	<b>14</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
History 106 .....	3	-	-
PSY 311 Developmental Psychology .....	-	3	3
Foreign Language 101/102 .....	3	3	3
Humanities 201/Humanities Elective .....	3	3	3
PSY 302 Theories of Personality .....	3	-	-
PSY 205 Social Psychology .....	-	3	3
Psychology 408 Senior Seminar .....	3	-	-
<b>Total</b>	<b>15</b>	<b>15</b>	<b>15</b>

**TOTAL CREDITS FOR GRADUATION** **120**

**MATHEMATICS REQUIREMENTS:** (2) semesters of mathematics (6 hours) are required, i.e., Math 117 and MAT 130. Students must take or test out of Math 105 and 110 if they do not meet the university mathematics department criteria for exception for Math 105 and Math 110.

**PASSING GRADES:** A "C" is the minimum passing grade for all required biology, chemistry, and psychology courses, English 101, 102, and Oral Communication 103.

**SEMESTER CREDIT HOURS:** Students who drop a course during the semesters that are 12 or 14 hours are in jeopardy of losing scholarship support or other financial aid.

## Department of Psychology Student Organizations

### Psychology Club

The Psychology Club, the official campus organization for any student interested in Psychology, provides many opportunities for its members through social interaction, community service, and members learn about psychology through panel discussions and guest speakers. The Psychology Club sponsors a variety of activities throughout the school year, including volunteering at local shelters and nursing homes, fundraising for charities, campus speakers, and fun movie nights. Under the supervision of a Faculty Advisor, Psychology Club functions through the leadership of several student officer positions: President, Vice-President, Treasurer, Secretary, Mr. Psychology Club, and Miss Psychology Club. Officers must have completed at least one class in psychology.

### Psi Chi Honor Society

Psi Chi is the International Honor Society in Psychology. Psi Chi's mission is to encourage, stimulate, and maintain excellence in scholarship, and advancing the science of psychology. Membership is open to graduate and undergraduate men and women who are making the study of psychology one of their major interests, and who meet the minimum qualifications. As an international organization, Psi Chi contains over 500,000 members and membership is lifetime. Each year, Psi Chi engages in a number of activities such as community service projects, host seminars, and other undertakings aimed at advancing the organization's mission. The officer positions within Psi Chi at Hampton University are the President, Vice President, Secretary, Treasurer, Historian and Mr. and Miss. Psi Chi.

The eligibility requirements for membership are:

- Completion of 3 semesters of college courses

- Completion of 9 semester hours of psychology courses
- Students must have an overall cumulative GPA that ranks them in the upper 35 percent of their class
- Psychology GPA of 3.5 or higher

## Graduate College Section – Masters' Programs in Psychology

Three Programs that lead to the Master of Science Degree in General Psychology are offered through the Department of Psychology in the School of Liberal Arts. The first sequence is an innovative five-year Master's program which includes an embedded undergraduate degree in Psychology which is awarded after the first 120 credit hours and culminates with the MS degree after satisfactory completion of the remaining 39 hours of required and elective graduate courses in psychology. The second sequence is an innovative five-year Master's program with a concentration in Marriage and Family Studies which includes an embedded undergraduate degree in Psychology which is awarded after the first 120 credit hours and culminates with the MS degree after satisfactory completion of the remaining 39 hours of required and elective graduate courses in psychology. The third sequence is a traditional, two year, graduate program composed of 39 hours of required and elective courses in graduate level graduate courses.

### The Five-Year BA /MS Sequence

The objective of the Five-Year MS sequence is to prepare students for admission to Ph.D. or Psy.D. programs in all areas of psychology. It also prepares students for careers in research, teaching, and practice. The program offers a rigorous series of required courses for students completing the Master of Science degree in a five-year accelerated sequence.

Students will gain comprehensive advanced knowledge in core psychology subject areas as well as advanced training in research methods and statistics. More specifically, the program provides students with an understanding of the scientific foundations of psychology (social, developmental, personality and physiological) as well as direct research experience. This includes research experience in: a) conducting research reviews; b) research design; c) data collection and analysis, and d) writing research reports. In addition, several seminar courses (Seminar in Personality Theories, Seminar in Learning and Cognition and Current Issues and Methods in Marriage and Family Research) provide an extensive focus on research methodology and findings in these areas. Students will also complete an Integrative Master's Project or a Master's thesis during their last year in the program.

Students who have completed the undergraduate requirements of this program with an overall 2.5 GPA, or higher, are eligible for admission to the graduate portion of this program. Students will apply for admission to the Graduate Program by the November 1st deadline for admission to the program for the following Spring Semester, April 15th deadline for admission to the program for the following Summer Session and the June 1st deadline for admission to the program for the following Fall Semester. Students will submit all applicant materials to the Graduate College by the aforementioned deadlines. Students are required to submit the following Graduate College application materials: 1) their official

transcripts; 2) two letters of recommendation; 3) a personal statement; 4) the application fee; and 5) their Graduate Record Examination (GRE) scores. Students who score below a 150 verbal or 4.0 analytical writing on the GRE will be required to complete English 503 within the first year. Students can be admitted provisionally pending completion of all graduate school requirements. (Also see Basis for Admission – Graduate College).

Students must maintain a minimum grade point average of 3.0. An earned grade of “B” is considered passing in all required graduate level Psychology courses. Students earning less than a “B” grade in a required course must retake that course. Students with an overall GPA below 3.0 at the end of any term or students receiving two “C” grades in graduate level courses will be placed on probation. Courses for which “C” grades were earned may be retaken. Students who fail to meet the above requirements will be subject to dismissal as specified by the Graduate College guidelines.

### Master of Science - Five-Year BA/MS Sequence

Senior Spring Semester/Graduate Program First Semester		
Requirement	Description	Credit Hours
PSY 510	Seminar in Personality Theories .....	3
PSY 520	Theories in Marriage and Family w/Emphasis on Minority Populations .....	3
PSY Elective	Psychology Elective .....	3
PSY 530	Professional Ethics, Law and Psychology .....	3
<b>TOTAL CREDIT HOURS</b>		<b>12</b>

Fifth Year/First Semester Graduate Program/Fall		
Requirement	Description	Credit Hours
PSY 601	Advanced Social Psychology .....	3
COU 604	Life Span Development .....	3
PSY 608	Advanced Research Methods .....	3
PSY 602	Advanced Physiological Psychology.....	3
PSY 672 or PSY 685	Integrative Project or Master's Thesis I .....	3
<b>TOTAL CREDIT HOURS</b>		<b>15</b>

Fifth Year/Second Semester Graduate Program/Spring		
STA 600	Statistics .....	3
PSY Elective	Psychology Electives.....	6
PSY 674 or 686	Integrative Project or Master's Thesis II .....	3
<b>TOTAL CREDIT HOURS</b>		<b>12</b>

**TOTAL** **39**

### Master of Science – Five-Year BA/MS Sequence with a Concentration in Marriage and Family Studies

The Five-Year BA/MS sequence with a concentration in Marriage and Family Studies will provide students with the knowledge needed for professional advancement and community service in a specialized area of psychology (i.e., Marriage and Family Studies) where there is great demand, particularly in African American and other underserved communities. These students will be better prepared to conduct research in this area and to pursue licensure as a Marriage and Family Therapist.

Students will gain comprehensive advanced knowledge in core psychology subject areas as well as advanced training in research methods and statistics. More specifically, the program provides

students with an understanding of the scientific foundations of psychology (social, developmental, personality and physiological) as well as direct research experience. This includes research experience in: a) conducting research reviews; b) research design; c) data collection and analysis, and d) writing research reports. In addition, several seminar courses (Seminar in Personality Theories, Seminar in Learning and Cognition and Current Issues and Methods in Marriage and Family Research) provide an extensive focus on research methodology and findings in these areas. Students will also complete an Integrative Master's Project or a Master's thesis during their last year in the program.

Students who have completed the undergraduate requirements of this program with an overall 2.5 GPA, or higher, are eligible for admission to the graduate portion of this program. Students will apply for admission to the Graduate Program by the November 1st deadline for admission to the program for the following Spring Semester, April 15th deadline for admission to the program for the following Summer Session and the June 1st deadline for admission to the program for the following Fall Semester. Students will submit all applicant materials to the Graduate College by the aforementioned deadlines. Students are required to submit the following Graduate College application materials: 1) their official transcripts; 2) two letters of recommendation; 3) a personal statement; 4) the application fee; and 5) their Graduate Record Examination (GRE) scores. Students who score below a 150 verbal or 4.0 analytical writing on the GRE will be required to complete English 503 within the first year. Students can be admitted provisionally pending completion of all graduate school requirements. (Also see Basis for Admission – Graduate College).

Students must maintain a minimum grade point average of 3.0. An earned grade of “B” is considered passing in all required graduate level Psychology courses. Students earning less than a “B” grade in a required course must retake that course. Students with an overall GPA below 3.0 at the end of any term or students receiving two “C” grades in graduate level courses will be placed on probation. Courses for which “C” grades were earned may be retaken. Students who fail to meet the above requirements will be subject to dismissal as specified by the Graduate College guidelines.

### Master of Science – Five-Year BA/MS Sequence with a Concentration in Marriage and Family Studies

Requirement	Description	Credit Hours
Senior Spring Semester/Graduate Program First Semester		
PSY 510	Seminar in Personality Theories .....	3
PSY 520	Theories in Marriage and Family w/Emphasis on Minority Populations .....	3
PSY 509	Psychology of Marriage and Family Systems	3
PSY 530	Professional Ethics, Law and Psychology .....	3
<b>Total Credit Hours</b>		<b>12</b>

Fifth Year/First Semester Graduate Program/Fall		
PSY 601	Advanced Social Psychology .....	3
COU 604	Life Span Development .....	3
PSY 608	Advanced Research Methods .....	3
PSY 602	Advanced Physiological Psychology.....	3
PSY 672 or		

PSY 685	Integrative Project or Master's Thesis I .....	3
<b>Total Credit Hours</b>		<b>15</b>
<b>Fifth Year/Second Semester Graduate Program/Spring</b>		
STA 600	Statistics .....	3
PSY 610	Psychosexual Development.....	3
PSY Electives	Psychology Electives.....	6
PSY 674 or 686	Integrative Project or Master's Thesis II .....	3
<b>Total Credit Hours</b>		<b>12</b>
<b>TOTAL</b>		<b>39</b>

## Master of Science – Two Year MS Sequence in General Psychology

The Two-Year Master of Science sequence will provide students with additional career options that they might not have had with only an undergraduate degree in psychology. For example, students with master's degrees in Psychology will have acquired skills and knowledge to: 1) teach and perform other alternative careers, such as academic advising in higher education settings, 2) perform research and provide other psychological services in various government offices, 3) assume entry-level positions in the mental health field, and 4) work in sales and/or marketing.

The Two-Year Master of Science sequence is a 39 credit hour program for well-prepared students. In all cases, a minimum of 39 credit hours of graduate course work is required. Students will apply for admission to the Graduate Program by the November 1st deadline for admission to the program for the following Spring Semester, April 15th deadline for admission to the program for the following Summer Session and the June 1st deadline for admission to the program for the following Fall Semester.

Students will submit all applicant materials to the Graduate College by the aforementioned deadlines. Students are required to submit the following Graduate College application materials: 1) their official transcripts; 2) two letters of recommendation; 3) a personal statement; 4) the application fee; and 5) their Graduate Record Examination (GRE) scores. Students who score below a 150 verbal or 4.0 analytical writing on the GRE will be required to complete English 503 within the first year. Students can be admitted provisionally pending completion of all graduate school requirements. (Also see Basis for Admission – Graduate College).

Students must maintain a minimum grade point average of 3.0. An earned grade of "B" is considered passing in all required graduate level Psychology courses. Students earning less than a "B" grade in a required course must retake that course. Students with an overall GPA below 3.0 at the end of any term or students receiving two "C" grades in graduate level courses will be placed on probation. Courses for which "C" grades were earned may be retaken. Students who fail to meet the above requirements will be subject to dismissal as specified by the Graduate College guidelines.

## Master of Science – Two Year MS Sequence Program in General Psychology

<b>First Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
PSY 510 Seminar in Personality Theories .....		3	-
COU 604 Life Span Development.....		3	-
PSY 608 Advanced Research Methods.....		3	-

STA 600 Statistics .....	-	3
PSY 520 Theories in Marriage and Family w/Emphasis on Minority Populations .....	-	3
PSY Psychology Elective .....	-	3
<b>Total</b>	<b>9</b>	<b>9</b>

Second Year	Semester	1st	2nd
PSY 602 Advanced Physiological Psychology .....	3	-	
PSY 601 Advanced Social Psychology .....	3	-	
PSY 530 Professional Ethics, Law and Psychology .....	-		3
PSY Psychology Electives .....	-		6
PSY 672 and PSY 674 Integrative Project or Master's Thesis I and II (PSY 685 and 686).....	3		3
<b>Total</b>	<b>9</b>	<b>12</b>	

**TOTAL CREDITS FOR GRADUATION** **39**

### ELECTIVE COURSES (3 credit hours each):

- PSY 518 Seminar in Learning and Cognition
- PSY 617 Current Issues and Methods in Marriage and Family Research
- PSY 515 Advanced Psychological Testing and Assessment
- COU 602 Abnormal Behavior and Psychopathology
- PSY 528 Multicultural Issues in Psychology
- PSY 535 Industrial/Organizational Psychology

(Note: Other elective courses may be added.)

## Department of Sociology

The Department of Sociology offers a program of study leading to the Bachelor of Arts degree in Sociology, a program of study leading to the Bachelor of Science in Criminal Justice, and a Bachelor of Science in Cyber Security.

### Mission Statement

In keeping with the University's mission, the Department of Sociology's curriculum is organized around university core and discipline specific competencies including critical thinking, ethics, international diversity, information and technology literacy, oral communication, quantitative reasoning, scientific reasoning, and written communication.

The Department of Sociology articulates the intellectual imperatives of the discipline through faculty teaching, scholarship, and service to the university and local, state, and national communities. Three primary initiatives clarify the Department's commitment to achieve the interrelated visions of Hampton University and the School of Liberal Arts:

1. First, the teaching initiative requires the development of and/or enhancement of student's specific competencies. Specifically, the teaching initiative seeks to develop and/or to enhance critical thinking skills, analytical skills, written communication skills, oral communication skills, quantitative reasoning, scientific reasoning, information literacy, and technological literacy.
2. Second, the teaching initiative requires the development of a curriculum that consistently translates faculty research and professional activities into existing, new, and innovative courses. Specifically, the teaching initiative requires that faculty members' scholarship and service guide the learning experience and structure opportunities integrated learning opportunities for students.



3. Third, the teaching initiative requires that students develop a global perspective. Specifically, the teaching initiative requires a curriculum whose teachings encompass issues relevant to diversity, multiculturalism, and globalization.

The focus on interrelated missions –University, School, and Departmental- ensures an educational trajectory that provides students with tacit knowledge and competencies. In this regard, Hampton University undergraduate students receive a practical education that embodies the tacit knowledge and competencies that provide a foundation for engaging academic, professional, and civic challenges.

### Bachelor of Arts in Sociology

The Department of Sociology offers the Bachelor of Arts (B.A.) degree with an emphasis in Social Inequality and Social Policy. The concentration in Social Inequality focuses on race, class, and gender inequalities and on the processes through which such inequalities become embedded in societies' social structures. Courses (including Race and Ethnic Relations, Sociology of Race and Racism, Sociology of Sex and Gender, and Sociology of Black Women) examine the consequences of economic, political and social stratification. The concentration in social policy focuses on critical analyses of social policy, addressing issues included racial bias, institutionalized discrimination, poverty, crime and community health and aging. Courses (including Sociology of Law, Contemporary Issues in Social Policy, Sociology of Education, Urban Problems in Sociological Perspective, Medical Sociology, and Sociology of Mental Health) examine the role of social policy in dismantling institutional bases of inequality. The Department of Sociology is committed to creating a classroom structure that is conducive to learning, where students can develop their sociological perspective and analytical skills. Achieving this depends on offering high quality and innovative learning opportunities in our courses.

### Sociology Major Requirements:

To satisfy the B.A. requirements, students declaring Sociology as a major must have at least a 2.0 cumulative grade point average at Hampton University, and must earn a "C" or above in all courses in the major (required or elective) while matriculating at this university. To receive the Bachelor of Arts degree in Sociology from Hampton University, majors must complete a total of 123 credit hours. In doing so, students must fulfill the University's core requirements, including the School of Liberal Arts and the departmental requirements. Of these hours, 16 courses (48 credit hours) must be taken in sociology course work. Sociology majors must complete 12 courses (33 credit hours) of general education courses. Sociology majors must complete 24 courses (72 credit hours) of core criminal justice course work. Students are also required to complete 18 hours of elective courses.

Students must complete all core sociology requirements, including Senior Thesis, and Senior Seminar, the capstone course, in residence at Hampton University. Core course requirements must be taken according to sequence. For example, Introduction to Social Research must be completed before taking Statistics and Advanced Research Methods, and all junior level core courses (including History of Sociological Theory, Contemporary Sociologi-

cal Theory, Statistics and Advanced Research Methods) must be completed before taking Senior Thesis and Senior Seminar. Transferred credit counted toward the major in sociology must have a grade of "C" or higher.

### Curriculum Outline – Sociology

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Biology 101 .....	3	-	-
Communication 103 .....	-	3	3
English 101-102 .....	3	3	3
Health Education 200 .....	-	2	2
History 106 .....	-	3	3
Humanities Electives .....	-	6	6
Mathematics 110 or higher .....	3	-	-
Psychology 203 .....	-	3	3
Sociology 205 .....	-	3	3
University 101 .....	1	1	1
<b>Total</b>	<b>16</b>	<b>17</b>	<b>17</b>
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Foreign Language .....	3	3	3
Sociology 310 (Sociology of the Family) .....	-	3	3
Sociology 210 (Social Problems) .....	3	-	-
Sociology 250 (Intro to Social Research) .....	3	-	-
Sociology 304 (Race and Ethnic Relations) .....	3	-	-
Sociology 309 (Qualitative Research Methods) .....	-	3	3
Sociology 302 (Social Inequality) .....	-	3	3
Sociology 314 (Urban Problems in Soc Pers) .....	3	-	-
Sociology 315 (Sociology of Deviance) .....	-	3	3
<b>Total</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Liberal Studies Service Learning 300 .....	-	3	3
Social Science Elective .....	-	3	3
Sociology 346 (Statistics) .....	3	-	-
Sociology 351/352 .....	3	3	3
Sociology 412 (Curr Issues in Global Inequalities) .....	3	-	-
Sociology 330 (Sociology of Education) .....	3	-	-
Sociology 400 (Internship) .....	3	-	-
Sociology 403 (Victimology) .....	-	3	3
Sociology 350 (Advanced Research Methods) .....	-	3	3
<b>Total</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Free Electives .....	3	6	6
Sociology Electives .....	3	3	3
Sociology 453 (Senior Thesis) .....	-	3	3
Sociology 311 (Critical Race Theory) .....	3	-	-
Sociology 404 (Social Movements) .....	3	-	-
Sociology 454 (Senior Seminar) .....	-	3	3
Sociology 414 (Cont Issues in Social Policy) .....	3	-	-
<b>Total</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>TOTAL CREDITS FOR GRADUATION</b>			<b>123</b>



## Criminal Justice

The Bachelor of Science degree in Criminal Justice within the Department of Sociology is designed to provide local, state, national and international leadership on core issues related to crime and its control. The interdisciplinary focus on crime and on examining the social, cultural, political, and economic forces that relate to criminal behavior requires students to become acquainted with the behaviors society decides to control and/or to regulate, the instruments and institutions used to achieve control and/or regulation, and the methods used to altering behavior. Criminal justice courses provide overviews of the legal system and places particular emphasis on types of criminal behavior, the role of sociological theory in examining crime. Criminology courses provide more extensive examinations of the causes and consequences of crime and criminal justice policies including the critical analyses of the concept "society" as the "cause" of crime and the analysis of how institutions respond to criminal behavior and crime.

### Criminal Justice Major Requirements:

To satisfy the B.S. requirements, students declaring Criminal Justice and Criminology as a major must have at least a 2.0 cumulative grade point average at Hampton University, and must earn a "C" or above in all courses in the major (required or elective) while matriculating at this university. To receive the Bachelor of Science degree in Criminal Justice and Criminology from Hampton University, majors must complete a total of 123 credit hours. In doing so, students must fulfill the University's core requirements, including the School of Liberal Arts and the departmental requirements. Of these hours, 24 courses (72 credit hours) must be taken in criminal justice course work. Criminal Justice majors must complete 12 courses (33 credit hours) of general education courses. Students are also required to complete 6 courses (18 credit hours) of elective courses. All criminal justice courses count as social science electives.

Students must complete all core criminal justice requirements, including the internship and the capstone course, in residence at Hampton University. Core course requirements must be taken according to sequence. For example, Statistics must be completed before taking Research Methods and Capstone. Transferred credit counted toward the major in criminal justice and criminology must have a grade of "C" or higher.

### Curriculum Outline – Criminal Justice and Criminology

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101/102 (Written Communication I & II).....	3	3	
Health 200.....	-	2	
History 106.....	3	-	
Humanities 201.....	-	3	
Humanities Electives.....	-	3	
Mathematics 110 or higher.....	3	-	
Natural Science.....	3	-	
Oral Communication 103.....	-	3	
Psychology 203 (Introduction to Psychology).....	-	3	
Sociology 205 (Introduction to Sociology).....	3	-	
University 101.....	1	-	

<b>Total</b>	<b>16</b>	<b>17</b>
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b> <b>2nd</b>
Criminal Justice 332 (Corrections) .....	3	-
Criminal Justice 305 (Criminal Justice System) .....	-	3
Criminal Justice 340 (Juvenile Justice) .....	-	3
Criminal Justice 306 (Fund of Crim Law and Proc) .....	-	3
Foreign Language 101-102 .....	3	3
Sociology 210 (Social Problems) .....	3	-
Sociology 250 (Intro to Social Research) .....	3	-
Sociology 215 (Introduction to Criminology) .....	3	-
Sociology 315 (Sociology of Deviance) .....	-	3
<b>Total</b>	<b>15</b>	<b>15</b>
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b> <b>2nd</b>
Criminal Justice 409 (Criminalistics Cybercrime) .....	3	-
Criminal Justice 407 (Crime Scene Investigation) .....	-	3
Foreign Language 201/202 .....	3	3
Free Elective.....	-	3
Social Science Elective .....	3	-
Sociology 346 (Statistics) .....	3	-
Sociology 351 (History of Sociological Theory).....	3	-
Sociology 415 (Advanced Criminology) .....	-	3
Sociology Elective.....	-	3
<b>Total</b>	<b>15</b>	<b>15</b>
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b> <b>2nd</b>
Criminal Justice 410 (Issues in Law Enforcement).....	3	-
Criminal Justice 416 or 418.....	-	3
Criminal Justice 499 (Senior Practicum) .....	-	3
Criminal Justice 417 (Law Enforcement in Security).....	-	3
Free Elective.....	3	3
Sociology 405 (Violence Against Women) .....	3	-
Social Science Elective.....	3	-
Sociology 400 (Internship) .....	3	-
Sociology 403 (Victimology) .....	-	3
<b>Total</b>	<b>15</b>	<b>15</b>

### TOTAL CREDITS FOR GRADUATION

**123**

### Bachelor of Science (B.S.) in Cyber Security

The Department of Sociology and Criminal Justice, in collaboration with the Department of Computer Science at Hampton University is proposing for the establishment of a Bachelor of Science (B.S.) degree at Hampton University from the Fall of 2016. The criminal justice part of the program will be housed within the Department of Sociology and Criminal Justice in the MLK Building.

The mission of this program is to educate a new cadre of students who will not only be the technical elite in the field of cyber security but also leaders in the cyber security profession in the 21st century. The major goals of the program are: GOAL -1: contribute in the creation of a new workforce on cyber security; GOAL-2: recruit and graduate a new cadre of talented students who will be highly competitive to enter into the emerging market and leadership in cyber workforce, particularly in the public sector; GOAL-3: mobilize within the university a critical mass of expertise and an infrastructure to conduct highly quality research and training in cyber security; and GOAL-4: develop and expand innovative outreach programs on cyber security education and training on by mobilizing talents and resources both locally and nationally.

The students graduating from the proposed program: 1) will acquire knowledge about cyber security concepts, theories, and strategies relevant to real world case studies; 2) will learn the basics of computer forensics; 3) will have adequate knowledge of internet security; 4) will be competent to detect, assess, and analyze cyber threats and cyber vulnerabilities; 5) will be knowledgeable about issues related to cyber defense, national security and intelligence, cyber intelligence, and the protection of critical infrastructures; 6) will understand the nature and the profile of the cyber criminals and cyber gangs; 7) will comprehend the global reach and expansion of the virtual world and the contemporary politics of the cyber war; and 8) will have understanding of the national and global network of cyber security law and organizations and related issues of ethics and privacy.

In addition to the University's General Education and Foreign Language Requirements, students seeking B.S. in cyber security must meet the curriculum requirements listed below.

### Cyber Security Minor Requirements:

A Minor in Cyber Security can be earned upon the successful completion of 24 hours from criminal justice and cyber security courses. The Minor in Cyber Security Program is open to students from all fields of study. It will be an important area to minor for students particularly from Accounting, Business, Management, Economics, Computer Science, Journalism and Communications, Political Science, History, International Studies, and Psychology. The required courses to minor in cyber security include: CRJ 215 Introduction to Criminology; CRJ 305 Criminal Justice System; CRJ 408 Criminalistics of Cyber Crime; CRJ 301 US Cyber Security Law and Policy Seminar; CRJ 302 Global Cyber Security Law and Policy Seminar; CRJ 406 Cyber Intelligence and National Security; CRJ 408 Cyber Crime and Homeland Security; and CRJ 419 Cyber Security in Public Organization.

### Required Courses

#### Core Courses: 30 Credit Hours from Computer Science and Criminal Justice -Required)

##### Criminal Justice Core Courses (15 Credits-Required))

SOC 215 Introduction to Criminology  
CRJ 305 Criminal Justice System  
CRJ 407 Forensics and Crime Scene Investigation  
CRJ 408 Criminalistics of Cyber Crime  
CRJ 411 Homeland Security

##### Computer Science Core Courses (15 Credits- Required)

CYS 323 Ethics, Law, and Policy Seminar  
CYS 382 Introduction to Cyber Security  
CYS 470 Computer Forensics and Incidence Handling  
CYS 475 Computer Viruses and Malicious Software  
CYS 485 Risk management

##### Criminal Justice Track (Cyber Security, Homeland, And National Security) (30 Credit Hours Required)

SOC 346 Statistics  
CRJ 301 US Cyber Security Law and Policy Seminar  
CRJ 302 Global Cyber Security Law and Policy Seminar  
CRJ 303 Cyber Security and Ethics Seminar  
CRJ 304 Terrorism and National Security\*

CRJ 406 Cyber Intelligence and National Security  
CRJ 307 Cyber Espionage, Cyber Terrorism and Hacktivism  
CRJ 408 Cyber Crime and Homeland Security  
CRJ 414 Cyber Security and Global Cyber War  
CRJ 419 Cyber Security in Public Organizations

### Curriculum Outline – Cyber Security

Freshman Year	Semester	1st	2nd
ENG 101-102 Written Communication I & II.....	3	3	
UNIV 101 The Individual and Life.....	1	-	
COM 103 Oral Communication.....	3	-	
HUM 201 Humanities 1 .....	3	-	
SOC 205 Introduction to Sociology.....	3	-	
BIO 101 General Biology.....	3	-	
MAT 110 College Math II .....	-	3	
HEA 200 Health Education (or 2PE).....	-	2	
PSY 203 Introduction to Psychology.....	-	3	
HUM Elective .....	-	3	
HIST 106 World Civilization II.....	-	3	
<b>Total</b>	<b>16</b>	<b>17</b>	

Sophomore Year	Semester	1st	2nd
Foreign Language 101 or higher.....	3	-	
SOC 215 Introduction to Criminology.....	3	-	
CSC 100 Computer Science.....	3	-	
MATH 117 Pre-Calculus.....	3	-	
POL 304 International Politics .....	3	-	
Foreign Language 102 or higher.....	-	3	
POL 302 Constitutional Law/ and Civil Rights .....	-	3	
CRJ 305 Criminal Justice System .....	-	3	
CSC 120 Introduction to Computers.....	-	3	
Criminal Justice Elective .....	-	3	
<b>Total</b>	<b>15</b>	<b>15</b>	

Junior Year	Semester	1st	2nd
SOC 346 Statistics.....	3	-	
Criminal Justice Elective .....	3	-	
CYS 382 Intro Cyber Security .....	3	-	
CRJ 3XX (301) US Cyber Security Law and Policy .....	3	-	
CRJ 3XX (302) Global Cyber Security Law and Policy .....	3	-	
CRJ 3XX (307) Cyber Espionage, Cyber Terrorism and Hacktivism .....	-	3	
CRJ 416 Terrorism and National Security.....	-	3	
CRJ 3XX (304) Cyber Security in Public Organizations .....	-	3	
CYS 323 Ethics, Law and Policy Seminar.....	-	3	
CRJ 3XX (303) Cyber Security and Ethics Seminar.....	-	3	
<b>Total</b>	<b>15</b>	<b>15</b>	

Senior Year	Semester	1st	2nd
CRJ 4XX (414) Cyber Security and Global Cyber War.....	3	-	
CRJ 409 Criminalistics of Cyber Crime .....	3	-	
CRJ 411 Homeland Security.....	3	-	
CYS 470 Computer Forensics and Incidence Handling.....	3	-	
CRJ 4XX (419) Cyber Security in Private Organizations.....	3	-	
CRJ 4XX (406) Cyber Intelligence and National Security ..	-	3	
CYS 485 Risk Management.....	-	3	
CYS 475 Computer Viruses and Malicious Software .....	-	3	
CRJ 4XX (408) Cyber Crime and Homeland Security .....	-	3	
<b>Total</b>	<b>15</b>	<b>12</b>	

**TOTAL CREDITS FOR GRADUATION 120**

## Department of Military Science (AROTC)

The Military Science Army Reserve Officer Training Corps provides professional and leadership instruction to students who desire to serve as a commissioned officer in the United States Army. The mission of the program is to develop students morally, mentally, academically, and physically and to imbue them with the highest ideals of duty, honor, and loyalty, in order to commission them upon graduation as officers who possess professional background, and motivated toward a career in the army. And have a potential for future development in mind and character as to assume the highest responsibilities of command, citizenship and government.

Participation in the program is voluntary, and any student who meets the qualifications is eligible to participate. The Military Science curriculum is a 21 credit hour program. The Army ROTC curriculum has two parts. The first part, or basic course, consists of the freshmen and sophomore year classes and field training. The second part, or advanced course, consists of the junior year classes and training leadership at Ft Knox, KY. Senior year classes and field training feature a transition to officership. Throughout the program all contracted students receive compensation during additional schools and training events.

Students may enter the ROTC program during any year in college. Basic course classes require no service obligation, but they must be completed prior to progressing to the advanced course.

Enrollment in the advance course is dependent upon:

1. Satisfactory completion of the basic course, or Cadet Initial Entry Training at FT Knox, KY designed to qualify the student for placement in the advanced course.
2. Successful completion of an Army Physical Fitness test.
3. Execution of appropriate loyalty statements and contractual agreements.
4. Selection by the Professor of Military Science (PMS).

Students who have had prior military service, or have received credit for junior ROTC participation, or have participated in the Reserve components with at least completion of Basic Training may be granted placement credit subject to the PMS approval.

## Army ROTC Scholarships

AROTC scholarships are available on a competitive basis to qualified students and cadets who are strongly motivated toward a commission in the United States Army. Four year scholarships are awarded each year to high school seniors on the basis of nationwide competition. Also available 2, 3, and 4 year campus based and Guaranteed Reserves Forces Duty (GRFD) scholarships are available. Scholarships pay for tuition, comprehensive fees and books. In addition, each semester some outstanding Army ROTC cadets are awarded room scholarship based on performance and academic standing.

## Army Military Leadership Minor Requirements

The Army Military Leadership minor requires students to complete a minimum of 21 credit hours while achieving a minimum cumulative GPA of 3.0 in all courses taken for the minor. To earn a minor in Army Military Leadership students must complete the

following courses: Military Science 101/102, 201/202, 301/302, 401/402 and HIST 222.

## Cadet Professional Development Training

Additionally, a variety of professional development opportunities are available for cadets desiring an extra challenge. These courses include: Cadet Troop Leader Training (CTLT), Nurse Summer Training Program (NSTP), Cultural Understanding and Language Proficiency (CULP), JFK Special Warfare Internship Program, Basic Airborne Course, Air Assault School, Mountain Warfare School and Northern Warfare Course.

CTLT provides select Cadets the opportunity to increase their leadership experience through internships with operational Army units. This on-the-job experience is the most rewarding and relevant leadership training available to cadets in their preparation for commissioning. Cadets are assigned to Second Lieutenant positions in the Active Army, usually to platoon leader's positions and are expected to lead Soldiers in the accomplishment of unit missions. They interact with unit commanders, junior officers, noncommissioned officers and soldiers in the "real life" environment of the unit. The objective is to perform the leadership and management tasks necessary to train the platoon's soldier, and maintain equipment. CTLT is conducted at Army units around the world.

NSTP is available to the nurse cadets. It provides opportunities to develop and practice a clinical phase of instruction at Army Medical Command Treatment facilities worldwide.

The cadets get the opportunity to participate in the Cultural Understanding and Language Proficiency (CULP) whose aim is to build a solid foundation of culture and language learning opportunities to move the cadet toward culture and language competence. The program consists of the internships, language proficiency and opportunities to study and work abroad.

Likewise, Cadets get a chance to participate in rigorous training, courses and school such as Airborne, Air Assault, Mountain Warfare, Northern Warfare and John F. Kennedy Special Warfare Internship Program (JFKSWIP).

Physical Education: Two years (4 semesters) of Army ROTC Military Science classes satisfies the Hampton University Physical Education requirement.

## Curriculum Outline – AROTC

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Military Science 101		1	-
Military Science 101		-	1
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Military Science 201		2	-
Military Science 202		-	2
HIS 222		-	3
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Military Science 301		3	-
Military Science 302		-	3
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Military Science 401		3	-
Military Science 402		-	3

## Division of Education

The Division of Education is an innovative learning community of diverse faculty and staff working collaboratively to prepare professional educators and practitioners. This learning community works to generate and disseminate knowledge that improves and enriches the lives of individuals, families, and communities in a global society. In providing graduate and undergraduate education, the school strives to provide a student-centered, intellectually challenging learning environment. The community of scholars engages in meaningful research, service learning activities, and enlightened leadership across professional fields.

The School supports and furthers the mission and vision of Hampton University by providing exemplary programs and opportunities that inspire “the promotion of learning, building of character, and preparation of promising students for positions of leadership and service.”

The Division of Education consists of two academic departments and one unit that support the entire University (the Child Development Center). The academic departments are described below.

The Division of Education offers an experiential focused curriculum leading to teacher or leader licensure and the following degrees: Interdisciplinary Studies for Elementary Education (B.A.), Health and Physical Education (B.S.), Secondary Education in Biology, English, Mathematics, or Music (M.T.), Educational Leadership (M.A), and Educational Management (Ph.D.). The Master of Arts in Educational Leadership contains PK-12 and higher education concentrations, and the Ph.D. in Educational Management concentrations in PK-12 education, higher education, STEM leadership, and special education administration. All licensure programs meet Virginia State Certification requirements and are state-approved programs. The Division is accredited by the National Council on the Accreditation of Teacher Education (NCATE) and has received its highest commendations. The undergraduate program information is provided in the Department of Education section of this Catalog. The Division of Education collaborates with the College of Virginia Beach and the Graduate College to offer a Master of Arts degree program in Educational Leadership. The Division of Education collaborates with the Graduate College and Hampton U Online to offer a Doctor of Philosophy degree program in Educational Management. The graduate programs are described in the Graduate College, College of Virginia Beach, and/or Hampton U Online sections of this Catalog.

The Department of Health, Physical Education, & Recreation offers nationally recognized professional preparation programs for majors and a physical activity program for non-majors to fulfill the general education requirement for physical education. The Department offers undergraduate degree programs leading to the Bachelor of Science (B.S.) degree in Physical Education with teacher endorsement in Health and Physical Education at the PreK-12 levels, in Recreation and Tourism Management, in Sport Management, and in Kinesiology. The Department also offers the Master of Science in Sport Administration.

## Division of Education

The goal of the Division of Education is to equip students with the knowledge, skills, and dispositions that will prepare them to become effective educators. Our future educators are reflective, collaborative teachers and leaders who are dedicated to impacting PK-12 education in an increasingly diverse, technological, and global society and who promote a lifelong commitment to learning. The Department accomplishes this goal by offering high-quality programs that provide experiences designed to respect the diversity of children, their families, and communities.

The Division offers an array of teacher education programs, including an undergraduate Bachelor of Arts (B.A.) degree in Interdisciplinary Studies for Elementary Education with teacher endorsement at the PreK-6 level and Master in Teaching (M.T.) degrees with Secondary Education endorsements at the 6-12 level in the areas of Biology, English, Mathematics and PK-12 endorsement in the area of Music. The Department of Education works closely with the Departments of Biological Sciences, English, Mathematics, and Music in the preparation of school teachers.

All students interested in teacher education programs are encouraged to begin preparation for the Praxis I test upon entry to the university. The Educational Assessment and Advisement Center serves as a great resource to assist students in preparing for the test, which is required for program entry.

Students in the Division of Education must meet all entry, continuation and exit requirements, as specified in this document and in departmental and program handbooks. Students should seek advisors in both the Division of Education and the major area to obtain materials outlining requirements.

The Division has been highly successful in placing students in various areas of education. Students who graduate from the Division with teaching degrees are approved for licensure in Virginia and may qualify for licensure in 45 other states through reciprocity. Approximately 95% of the students majoring in education receive jobs within their field. The other 5% of the students continue on to graduate schools.

The Division of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Its programs are approved by the Department of Education of the Commonwealth of Virginia.

## Teacher Education Programs

### B. A. in Interdisciplinary Studies for Elementary Education Program

Interdisciplinary Studies for Elementary Education majors will complete a professional education program that prepares candidates for successful teaching in PK-6 classroom settings. The program emphasizes candidate knowledge in the core content areas of mathematics, natural science, English, history and social sciences to prepare candidates to deliver instruction in all of these areas. A total of 120 credit hours is required to complete the program. These hours include general education requirements, interdisciplinary major requirements, and professional education requirements that include field experiences and student teaching.



## Entry, Continuation and Completion

Entry to the Interdisciplinary Studies for Elementary Education Program is a process that begins with the declaration of this projected major upon admission to the University. The Office of Freshman Studies will utilize the approved course/program sequence to advise the student on initial courses appropriate to the program through the freshman year. Freshman students will meet with Department of Education faculty and staff during the first semester for a complete description of the Interdisciplinary Studies for Elementary Education program, program requirements, procedures, and expectations.

Students will make application for admission into the Teacher Education Program during the spring semester of the sophomore year. Students must be admitted to be eligible to take 400- and 500- level EDU courses.

### Entry:

In the spring semester of the sophomore year, candidates apply for admission into Hampton University's state-approved teacher preparation program. Applicants are to meet the following criteria in order to be officially accepted into the Department of Education's teacher preparation programs.

1. The student must successfully complete 45 hours of coursework.
2. The student must possess an overall GPA of at least 2.5 in all courses.
3. The student must earn a grade of C or better in the following courses:
  - ENG 101 and ENG 102
  - COM 103
  - MAT 110 or higher
4. The student must achieve passing scores on the Praxis Core (math, reading, and writing) or have a comparable ACT/SAT score
5. The student must submit the "Why I Want to Teach" statement.
6. The student must complete the "Dispositions Survey."
7. The student must submit a current unofficial copy of his/her transcript.
8. The student must submit two sealed reference forms.

Each semester the Teacher Education Admissions Committee will evaluate the applications, and the candidates will be notified in writing whether they have been accepted or denied admission into the teacher preparation program. If students are not admitted into the program, they will need to complete any unmet requirements before reapplying to the program.

### Continuation:

Continuation in the Interdisciplinary Studies for Elementary Education program requires successful completion of major coursework with a grade of C or better, the maintenance of at least a 2.5 cumulative grade point average, and passing the Praxis II: Specialty Examination, the Virginia Communication and Literacy Assessment (VCLA), the Reading for Virginia Educators (RVE), and Child Abuse Certification. Failure to accomplish these requirements will result in probationary status. The conditions of

probationary status and time lines for full reinstatement will be determined by the department chair. No student will be allowed more than two semesters in probationary status without dismissal from the Interdisciplinary Studies for Elementary Education program. Students may apply or petition for re-entry upon meeting the requirements for continuation.

Upon completion of the continuation requirements, candidates will enter clinical practice and complete the student teaching experience. Candidates will be assessed throughout the student teaching experience. At the end of the student teaching experience, candidates meeting all requirements will exit from clinical practice.

Candidates who do not achieve passing scores on state required assessments will not be allowed to student teach.

### Completion:

Exit requirements for the Interdisciplinary Studies for Elementary Education program are:

1. Maintenance of a 2.5 cumulative grade point average
2. Successful completion of all state and program required examinations
3. Successful completion of the Student Teaching Experience
4. Successful completion of the ePortfolio

## Course Requirements-Interdisciplinary Studies for Elementary Education

### Professional Education Requirements ..... 38 hrs.

Education 200, 301, 302, 315, 438, 441, 502, 506, 517, 550

### Interdisciplinary Major Requirements ..... 49 hrs.

Economics 200 .....	3
English 209, 303, 320 .....	9
Marine and Environmental Science 203 .....	4
History 314, 315 .....	6
Beginning Foreign Language .....	3
Mathematics 120, 520, 521, 522 .....	12
Political Science 316 .....	3
Science 102, 306 .....	6
Sociology 310 .....	3

### General Education Requirements..... 33 hrs.

Biology 101 .....	3
Communication 103 .....	3
English 101-102 .....	6
Geography 201 .....	3
Health 200 .....	2
History 106 .....	3
Humanities 201-Elective .....	6
Mathematics 110 .....	3
Political Science 203 .....	3
University 101 .....	1

**TOTAL CREDITS FOR GRADUATION ..... 120**



## Curriculum Outline – Interdisciplinary Studies for Elementary Education – B.A.

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Biology 101 .....		3	-
Communications 103 .....		-	3
English 101-102 .....		3	3
Geography 201 .....		3	-
Health Education 200 .....		2	-
History 106 .....		-	3
Humanities 201- Elective .....		3	3
Mathematics 110 .....		3	-
Political Science 203 .....		-	3
University 101 .....		1	-
	<b>Total</b>	<b>16</b>	<b>17</b>
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Economics 200 .....		-	3
Education 200 .....		-	3
English 209, 303 .....		3	3
Beginning Foreign Language .....		3	-
Marine and Environmental Science 203 .....		-	4
Math 120 .....		3	-
History 314 .....		3	-
Science 102, 306 .....		3	3
	<b>Total</b>	<b>15</b>	<b>16</b>
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Education 301*, 315 .....		3	3
Education 302, 550 .....		3	3
English 320 .....		3	-
History 315 .....		-	3
Math 520, 521 .....		3	3
Political Science 316 .....		-	3
Sociology 310 .....		3	-
	<b>Total</b>	<b>15</b>	<b>15</b>
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Education 438 .....		2	-
Education 502*, 441** .....		3	12
Education 517 .....		3	-
Education 506 .....		3	-
Mathematics 522 .....		3	-
	<b>Total</b>	<b>14</b>	<b>12</b>
<b>TOTAL CREDITS FOR GRADUATION</b>			<b>120</b>

\*Denotes that a Key Assessment is administered in this course.

\*\*Denotes that more than one Key Assessment will be administered in this course.

### Master in Teaching (M.T.) Five-Year Program

The Master in Teaching program is an integrated degree program that prepares candidates for successful teaching in 6-12 classroom settings in the content areas of biology, English, mathematics and PK-12 classroom settings in the content area of music.

Candidates in the program complete a B.A. or B.S. in biology, English, mathematics or music. While completing the undergraduate degree, Hampton University students enroll in 3 introductory education courses. After completion of these courses and the Praxis I exam, students may apply for admission into the Master in Teaching program. Upon acceptance into the program,

candidates are provided an opportunity to begin graduate level coursework. Candidates must apply and be accepted into the Graduate College before their admittance to candidacy for the Master in Teaching degree.

### Entry, Continuation, and Completion

#### Entry:

Applicants are to meet the following criteria in order to be officially accepted into the Master in Teaching program. These admission criteria are required in order for a student to continue taking required Education courses beyond EDU 200, EDU 300, and EDU 302. Without meeting these criteria, students will not be permitted to take required 500-level Education courses and above.

1. The student must successfully complete 45 hours of coursework.
2. The student must possess an overall GPA of at least 2.5 in all courses.
3. The student must earn a grade of C or better in the following courses:  
ENG 101 and ENG 102  
COM 103  
MAT 110 or higher
4. The student must achieve a passing score on the Praxis Core (math, reading, and writing).
5. The student must submit the "Why I Want to Teach" statement.
6. The student must complete the "Dispositions Survey."
7. The student must submit a current unofficial copy of his/her transcript.
8. The student must submit two sealed reference forms.

Each semester the Professional Education Admissions Committee will evaluate the applications, and the candidates will be notified in writing whether they have been accepted or denied admission into the teacher preparation program. If students are not admitted into the Program, they will need to complete any unmet requirements before reapplying to the program.

#### Continuation:

Continuation in the M.T. Program requires successful completion of professional education coursework, the maintenance of at least a 2.5 cumulative grade point average, and passing the Praxis II: Specialty Examination, the Virginia Communication and Literacy Assessment (VCLA), and Child Abuse Certification. Failure to accomplish these requirements will result in probationary status. The conditions of probationary status and timelines for full reinstatement will be determined by the department chair. No student will be allowed more than two semesters in probationary status without dismissal from the Master in Teaching program. Students may apply or petition for re-entry upon meeting the requirements for continuation.

Students admitted to M.T. program are granted an opportunity to complete graduate level course work during their undergraduate studies. These students will be permitted to take graduate 500-level professional education coursework while completing their

content area major. These courses will be counted toward the completion of the M.T. degree.

During the senior year, students are required to apply for admission to the Graduate College for the graduate level portion of the Master's in Teaching Program. Admission requires:

1. 2.5 cumulative grade point average and 2.5 in the major program and in teacher education.
2. Successful completion of the Graduate Record Examination.
3. Successful completion of all state licensure requirements.
3. Recommendation the chair of the Department of Education.
4. Achievement of the Bachelor's Degree.
5. Two letters of professional recommendation.
6. Personal Statement

Continuation in the program requires acceptance into the Graduate College, maintenance a 3.0 grade point average in graduate courses, and completion of all other Graduate College requirements.

Candidates who do not achieve passing scores on state required assessments will not be allowed to enter student teaching.

### Completion:

Exit requirements from the M.T. program are:

1. Maintenance of a 3.0 cumulative grade point average
2. Successful completion of all state and program testing requirements
3. Successful completion of the Student Teaching Experience
4. Successful completion of the ePortfolio

### Curriculum Outline - Biology - B.S./M.T. (Secondary Biology)

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Biology 105, 106 (either order) .....		4	4
Biology 110.....		1	-
English 101-102 .....		3	3
Chemistry 201-202.....		4	4
Mathematics 117, 1301.....		3	3
Health 200 or Physical Education Activity .....		-	2
University 101 .....		1	-
	<b>Total</b>	<b>16</b>	<b>16</b>
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Biology 304, 305 .....		4	3
Chemistry 301-302.....		4	4
Communication 103.....		3	-
Social Science Electives .....		3	3
Humanities 201 & approved Humanities elective2 .....		3	3
History 106.....		-	3
Biology 203.....		-	1
	<b>Total</b>	<b>17</b>	<b>17</b>
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Biology 210, 220 .....		4	4
Biology 211.....		-	3
Biology 425.....		-	1

Education 200 .....	3	-
Education 302-300 .....	3	3
Mathematics 205 or 305 or MES 210 or SOC 346.....	3	-
Physics 201, 202 .....	4	4
Physics 215, 216 .....	1	1
<b>Total</b>	<b>18</b>	<b>*16</b>

Senior Year	Semester	1st	2nd
<sup>4,5</sup> Biology 408, 505 .....		3	3
Biology 413.....		1	-
<sup>4</sup> Biology Elective .....		3	3
<sup>4</sup> Biology Elective .....		-	3
Marine & Environment Sciences 430.....		4	-
<sup>6</sup> Education 552, 506 .....		4	3
<sup>6</sup> Education 517, 550 .....		3	3
	<b>Total</b>	<b>18</b>	<b>*15</b>

**Total Credits** **120 Undergraduate/ 13 Graduate Credits**

<b>Fifth Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Education 608 .....		3	-
Education 610 .....		3	-
Education 623 .....		3	-
Education 647 .....		-	9
	<b>Total</b>	<b>9</b>	<b>9</b>

**Total** **18 Graduate Credits**

**Total Undergraduate Credits:** **120**

**Total Graduate Credits:** **31**

**Total Credits – 5-yr Program** **151**

<sup>1</sup>Students may elect to take Calculus I & II (MAT 151-152) instead of Precalculus Mathematics I (MAT 117). Note that Precalculus Mathematics II (MAT 118), not Precalculus Mathematics I (MAT 117) is the prerequisite to Calculus I (MAT 151).

<sup>2</sup>Students may elect to take any of the Humanities courses from the list of approved Humanities electives.

<sup>3</sup>Students in this curriculum must select at least three (3) biology electives from the Integrative Biology list. The remaining two Biology electives may come from any group of Biology electives.

<sup>4</sup>Students are urged to complete at least one, preferably two, research internships during any summer. Students who have successfully completed a summer research internship and presented their findings may earn Research Problems (BIO 408) credit. A second external summer research internship may count as Research Problems (BIO 505).

<sup>5</sup>Students may not enroll in Special Projects (407), Research Problems (408) or Research Problems (505) more than once.

<sup>6</sup> EDU 508, 517, 550, 552 are counted toward graduate degree requirements and are not part of the 120 credit hours that count toward the Bachelor of Science degree in Biology.

\*Note: Students who withdraw from a course during the semesters that have 12-14 credit hours are in jeopardy of losing financial aid/and or scholarship support.

Integrative Biology Electives (Select at least three): BIO 420, 504, 507, 509, 514, 515, 516, 517, 518, 519, 524, 525, 526, 538, 540, 541, 542, 543, 544; CHE 509; MES 130, 450, 452, 510.

Anatomy, Physiology & Development Electives: BIO 224, 225, 301, 302, 308, 336, 402, 409, 411, 503, 506, 510, 513, 521, 546.

Genetics/Molecular & Cellular Biology Electives: BIO 309, 311, 312, 404, 405, 406, 410, 423, 424, 430, 502, 512; CHE 303-304.

Biological History & Method Electives: BIO 391, 407, 422 A&B, 501, 508, 520, 523; NUR 221.

## Curriculum Outline - English - B.A./M.T. (Secondary English)

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102 .....		3	3
Biology 101 .....		-	3
Communication 103 .....		-	3
History 106 .....		3	-
Humanities 201 .....		3	-
Humanities elective .....		-	3
Social Science .....		3	3
Mathematics 110 or higher .....		3	-
Physical Education Activity .....		1	1
University 101 .....		1	-
<b>Total</b>		<b>17</b>	<b>16</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 208 .....		3	-
English 201-202 .....		3	3
English 203-204 .....		3	3
English 216 .....		-	3
Foreign Language .....		3	-
Education 200 .....		3	-
Education 300 .....		-	3
Education 302 .....		3	-
Free Elective .....		-	6
<b>Total</b>		<b>18</b>	<b>18</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 220, 300 .....		3	3
English 313, 312 .....		3	3
English 311, 320 .....		3	3
English Electives** .....		3	3
Free Elective .....		3	3
Free Elective .....		-	3
<b>Total</b>		<b>15</b>	<b>18</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 409 .....		3	-
English 430 .....		3	-
English Elective .....		3	3
English Elective .....		-	3
Free Elective .....		-	3
Education 1517, 1506 .....		3	3
Education 1556, 1550 .....		4	3
<b>Total</b>		<b>16</b>	<b>15</b>

**Total** 120 Undergraduate/  
13 Graduate Credits

<b>Fifth Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Education 608 .....		3	-
Education 610 .....		3	-
Education 623 .....		3	-
Education 647 .....		-	9
<b>Total</b>		<b>9</b>	<b>9</b>

**Total** 18 Graduate Credits

**Total Undergraduate Credits:** 120

**Total Graduate Credits:** 31

**Total Credits- 5-yr program: 151**

<sup>1</sup>Note that EDU 506, 517, 550, 556 are counted toward graduate degree requirements and are not part of the 120 credit hours that count toward the Bachelor of Arts degree in English Arts.

## Curriculum Outline - Mathematics - B.S./M.T. (Secondary Level, 6-12)

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Communication 103 .....		-	3
English 101-102 .....		3	3
History 106 .....		3	-
Humanities 201 .....		-	3
Mathematics 151-152 .....		4	4
Sociology 205 .....		3	-
Psychology 203 .....		-	3
University 101 .....		1	-
<b>Total</b>		<b>17</b>	<b>16</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Computer Science 151 or above .....		4	3
Political Science 201 .....		-	3
Education 200-300 .....		3	3
Health .....		-	2
Mathematics 206-208 .....		3	3
Mathematics 251-260 .....		4	3
Mathematics 224 .....		2	-
<b>Total</b>		<b>16</b>	<b>17</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Education 302 .....		3	-
Mathematics 324, 312 .....		2	3
Mathematics 310-320 .....		3	3
Mathematics 311, 340 .....		3	3
Mathematics 315 .....		3	-
Physics 203-204 .....		3	3
Physics 215-216 .....		1	1
Free Elective .....		-	3
<b>Total</b>		<b>18</b>	<b>16</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Mathematics 416, 417 .....		3	3
Mathematics 425, 426 .....		1	1
Mathematics 427, 428 .....		2	2
Mathematics 504, 431 .....		3	3
Free Elective .....		-	3
Education 1508, 1506 .....		4	3
Education 1517, 1550 .....		3	3
<b>Total</b>		<b>16</b>	<b>18</b>

**Total** 121 Undergraduate/  
13 Graduate Credits

<b>Fifth Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Education 608 .....		3	-
Education 610 .....		3	-
Education 623 .....		3	-
Education 647 .....		-	9
<b>Total</b>		<b>9</b>	<b>9</b>

**Total** 18 Graduate Credits

**Total Undergraduate Credits:** 121

**Total Graduate Credits:** 31

## Total Credits – 5-yr Program 152

<sup>1</sup>Note that EDU 506, 508, 517, 550 are counted toward graduate degree requirements and are not part of the 121 credit hours that count toward the Bachelor of Science degree in Mathematics.

## Curriculum Outline –Music - B.A./M.T. (Pre K-12)

Freshman Year	Semester	1st	2nd
English 101-102 .....		3	3
History 106 .....		-	3
Major Ensemble (BAN/CHO/ORC) .....		1	1
1Major Performance 107-108 .....		2	2
Minor Performance PIA/VOI 103/105, 104/106 .....		1	1
Mathematics 110 .....		3	-
Humanities 201 .....		3	-
Humanities Elective .....		-	3
Natural Science .....		-	3
Communication 103 .....		3	-
Physical Education Elective .....		-	1
Recital Attendance 101, 101 .....		0	0
University 101 .....		1	-
<b>Total</b>		<b>17</b>	<b>17</b>

Sophomore Year	Semester	1st	2nd
Music 204 .....		2	-
Music Education 203 .....		-	1
Education 200 .....		-	3
Major Ensemble (BAN/CHO/ORC) .....		1	1
Major Performance 207-208 .....		2	2
Minor Performance PIA/VOI 103/105, 104/106 .....		1	1
Music 121-122 .....		2	2
Music 119-120 .....		1	1
Music Education 201 .....		-	1
Music Education 207 .....		3	-
Recital Attendance 101, 101 .....		0	0
Social Science .....		3	3
Free Elective .....		3	3
<b>Total</b>		<b>18</b>	<b>18</b>

Junior Year	Semester	1st	2nd
Education 302, 300 .....		3	3
<sup>4</sup> Education 506 .....		-	3
Major Ensemble (BAN/CHO/ORC) .....		1	1
Major Performance 307-308 .....		2	2
Music 305-306 .....		3	3
Music 211-212 .....		2	2
Music 222-233 .....		1	1
Minor Performance 203/205, 204/206 .....		1	1
Music Education 302 .....		2	-
Recital Attendance 101, 101 .....		0	0
<b>Total</b>		<b>15</b>	<b>16</b>

Senior Year	Semester	1st	2nd
<sup>4</sup> Education 517, 550 .....		3	3
Major Ensemble (BAN/CHO/ORC) .....		1	1
Major Performance 407-408 .....		2	2
Music 311 .....		2	-
Music 401 .....		-	2
<sup>3</sup> Music Education 205/206 .....		-	1
<sup>2</sup> Music Education 318, 416/417/418 .....		2	2
<sup>4</sup> Music Education 530, 535 .....		3	3

Recital Attendance 101, 101 .....	0	0
Music Education 202 .....	1	-
Music Education 303/304 .....	-	2
Music Education 204 .....	1	-
<b>Total</b>	<b>15</b>	<b>16</b>

**Total:** 120 Undergraduate/  
12 Graduate Credits

Fifth Year	Semester	1st	2nd
Education 608 .....		3	-
Education 610 .....		3	-
Education 623, 648 .....		3	9
<b>Total</b>		<b>9</b>	<b>9</b>

**Total:** 18 Graduate Credits

**Total Undergraduate Credits:** 120

**Total Graduate Credits:** 30

**Total Credits – 5-yr Program** 150

<sup>1</sup>Audition required.

<sup>2</sup>Instrumental majors will take MUE 417; String Majors will take MUE 418; Piano, Organ, and Voice majors will take MUE 416.

<sup>3</sup>Instrumental, String, and Voice majors will take MUE 205; Organ and Piano majors will take MUE 206.

<sup>4</sup>Note that EDU 506, 517, 550; MUE 535 are counted toward graduate degree requirements and are not part of the 120 credit hours that count toward the Bachelor of Arts degree in Music.

## Graduate Programs in Education

The Department of Education offers several graduate degree programs leading to teacher licensure (Master in Teaching traditional graduate program), licensure as a school-based leader or higher education administrator (Master of Arts in Educational Leadership), and preparation for executive leadership of a school district, college or university, or educational researcher (Doctor of Philosophy degree in Educational Management). Further detail on these programs is provided in the *Graduate College* section of this catalog.

## Department of Health, Physical Education, and Recreation

The mission of the Department of Health, Physical Education and Recreation is to be a nationally recognized leader in the professional preparation of promising young men and women for positions of leadership and service in Health and Physical Education, Recreation and Tourism Management, Sport Management, and Aquatics at the community, national, and international levels; and a model for universities nationwide of innovative programs and services designed to improve professional development and quality of life throughout the campus and surrounding community.

The Department of Health, Physical Education, and Recreation offers professional preparation programs for majors and a health and physical activity program for non-majors to fulfill the general education requirement. The Department offers four undergraduate degree programs leading to the Bachelor of Science degree, including: Health and Physical Education with teacher

endorsement at the PreK-12 levels; Kinesiology; Recreation and Tourism Management; and Sport Management. The department also offers a concentration in Aquatics. Physical activity service courses for the general education requirement include a wide variety of individual and team lifetime sports activities.

## Health and Physical Education Program

Health and Physical Education majors will receive a Bachelor of Science degree and will meet Virginia teacher licensure requirements for Health and Physical Education PreK-12 licensure. The Health and Physical Education program is accredited by the Virginia Department of Education and the National Council for Accreditation of Teacher Education (NCATE).

The major offers coursework and field experiences, including student teaching. Participation in student organizations, professional associations, and other experiences related to the major, such as the Department-sponsored *Majors' Club*, *Healthy Hamptonians*, or *American Red Cross Club*, is strongly encouraged.

### Entry, Continuation and Completion

Entry to the Health and Physical Education Program is a process that begins with the declaration of this projected major upon admission to the University. The Office of Freshman Studies will utilize the approved course/program sequence to advise the student on initial courses appropriate to the program through the freshman year. Freshman students will meet with Department of Education faculty and staff during the first semester for a complete description of the Health and Physical Education program, program requirements, procedures, and expectations.

Students will make application for admission to the Teacher Education Program during the spring of their sophomore year.

#### Entry:

In the spring of the sophomore year, candidates apply for admission into the Teacher Education Program. Applicants are to meet the following criteria in order to be officially accepted into teacher preparation programs.

1. The student must successfully complete 45 hours of coursework.
2. The student must possess an overall GPA of at least 2.5 in all courses.
3. The student must earn a grade of C or better in the following courses:
  - ENG 101 and ENG 102
  - COM 103
  - MAT 110 or higher
4. The student must achieve a passing score on the Praxis I.
5. The student must submit the "Why I Want to Teach" statement.
6. The student must complete the "Dispositions Survey."
7. The student must submit a current unofficial copy of his/her transcript.
8. The student must submit two sealed reference forms.

Each semester the Professional Education Admissions Committee will evaluate the applications, and the candidates will be notified in writing whether they have been accepted or denied admission into the teacher preparation program. If students are not admitted into the Program, they will need to complete any unmet requirements before reapplying to the program.

#### Continuation:

Continuation in the Health and Physical Education Program requires successful completion of major coursework, the maintenance of at least a 2.5 cumulative grade point average, and passing the Praxis II: Specialty Examination, the Virginia Communication and Literacy Assessment (VCLA), the Virginia Reading Assessment (VRA), and Child Abuse Certification. Failure to accomplish these requirements will result in probationary status. The conditions of probationary status and timelines for full reinstatement will be determined by the department chair. No student will be allowed more than two semesters in probationary status without dismissal from the Health and Physical Education Program. Students may apply or petition for re-entry upon meeting the requirements for continuation.

Upon completion of the continuation requirements, candidates will enter clinical practice and complete the student teaching experience. Candidates will be assessed throughout the student teaching experience. At the end of the student teaching experience, candidates meeting all requirements will exit from clinical practice.

Candidates who do not achieve passing scores on state required assessments will not be allowed to student teach.

#### Completion:

Exit requirements for the Health and Physical Education program are:

1. Maintenance of a 2.5 cumulative grade point average
2. Successful completion of all state and program required examinations
3. Successful completion of the Student Teaching Experience
4. Successful completion of the ePortfolio

### Career Opportunities

Career opportunities for health and physical education majors include positions in public and private schools as physical education teachers, interscholastic coaches, or directors of intramural activities; in businesses or corporations as fitness directors; in health or recreation centers as program directors, trainers, or instructors; in government agencies as education specialists; and in other settings related to health, physical fitness and exercise science. Graduates may also pursue graduate study in a variety of fields, such as exercise science, physical therapy, physical education, health education, public health or educational administration. The Department has an impressive track record of students finding employment and entering prestigious graduate schools.



## Course Requirements-Health and Physical Education

### Required in Major ..... 86 hrs.

Biology 336 .....	3 hrs.
Education 200, 302, 314, 324, 371, 438, 440, 441 517, 550.....	34 hrs.
Health Education 204, 211, 323, 550 .....	12 hrs.
Health/Physical Education Electives .....	9 hrs.
Physical Education 202, 203, 214, 221, 230, 301, 306, 365, 407, 427 .....	25 hrs.
Physical Education Activities (2 swimming required).....	3 hrs.

### General Education Requirements..... 34 hrs.

Biology 103 .....	4 hrs.
Communication 103.....	3 hrs.
English 101-102 .....	6 hrs.
Health Education 200 .....	2 hrs.
History 106.....	3 hrs.
Humanities 201-Electives.....	6 hrs.
Mathematics 110.....	3 hrs.
Psychology 203 .....	3 hrs.
Sociology 205.....	3 hrs.
University 101 .....	1 hr.

### Total Credits ..... 120 hrs.

## Curriculum Outline – Health and Physical Education, PreK – 12

Freshman Year	Semester	1st	2nd
Biology 103 .....	-	-	4
Communication 103.....	3	-	-
English 101-102 .....	3	3	-
Health Education 200 .....	2	-	-
History 106.....	-	3	-
Humanities 201, Elective.....	3	3	-
Mathematics 110 (or higher).....	3	-	-
Sociology 205.....	-	3	-
University 101 .....	1	-	-
<b>Total</b>	<b>15</b>	<b>15</b>	<b>16</b>

Sophomore Year	Semester	1st	2nd
Biology 336 .....	-	-	3
Education 200 .....	-	-	3
Health Education 204 .....	-	-	3
Health Education 211 .....	-	-	3
Health/Physical Education Elective†.....	-	-	3
Physical Education 202.....	2	-	-
Physical Education 203.....	2	-	-
Physical Education 214.....	2	-	-
Physical Education 221.....	2	-	-
Physical Education 230.....	3	-	-
Physical Education 134 (Swimming) .....	1	1	-
Psychology 203 .....	3	-	-
<b>Total</b>	<b>16</b>	<b>16</b>	<b>17</b>

Junior Year	Semester	1st	2nd
Education 302 .....	-	3	-
Education 314 .....	-	3	-
Education 371 .....	-	3	-
Education 324 .....	-	-	2
Education 550 .....	-	-	3
Health Education 323 .....	-	-	3
Health/Physical Education Elective†.....	-	-	3
Physical Activity.....	-	-	1
Physical Education 301.....	3	-	-
Physical Education 306.....	3	-	-
Physical Education 365.....	-	-	3
<b>Total</b>	<b>15</b>	<b>15</b>	<b>15</b>

Senior Year	Semester	1st	2nd
Education 517, 440 .....	3	6	-
Education 438, 441 .....	2	6	-
Health Education 550 .....	3	-	-
Health/Physical Education Elective†.....	3	-	-
Physical Education 427.....	3	-	-
Physical Education 407.....	2	-	-
<b>Total</b>	<b>16</b>	<b>16</b>	<b>12</b>

### TOTAL CREDITS FOR GRADUATION ..... 120

<sup>†</sup>Health and Physical Education electives may be selected from any HEA or PED course of interest (e.g., HEA 203 – Advanced Concepts of Health, HEA 305 – Fitness & Weight Control, HEA 309 – Prevention & Care of Athletic Injuries, HEA 218 – Current Issues in Health & Safety Education, PED 360 – Psychosocial Aspects of Sport, PED 405 – Theory & Techniques of Coaching, etc.) or from those listed for a concentration or minor (e.g., Aquatics, Dance, etc.).

## Kinesiology Degree Program

The Bachelor of Science degree in Kinesiology-Pre-P.T. is designed to prepare students to meet the entry requirements for most graduate programs in Physical Therapy including the Hampton University Physical Therapy (D.P.T.) graduate program. Additionally this curriculum provides a solid foundation for graduate study in Athletic Training and other areas in the exercise sciences.

### Career Opportunities

Career opportunities for Kinesiology majors include positions in public and private schools as physical education teachers, interscholastic coaches, or directors of intramural activities; in businesses or corporations as fitness directors; in health or recreation centers as program directors, trainers, or instructors; in government agencies as education specialists; and in other settings related to health, physical fitness and exercise science. Graduates may also pursue graduate study in a variety of fields, such as exercise science, physical therapy, athletic training, physical education, health education or public health. The Department has an impressive track record of students finding employment and entering prestigious graduate schools.

## Course Requirements-Kinesiology

### Required in Major ..... 46 hrs.

Education 302 .....	3 hrs.
Health Education 203, 211, 309, 441, .....	12 hrs.
Mathematics 205.....	3 hrs.
Physical Education 208, 230, 301, 306, 362 402, 427, 480, 481.....	27 hrs.
Physical Education Activities (135 required).....	1 hrs.

### Related Requirements..... 40 hrs

Physics 201, 202, 215-216.....	10 hrs.
Chemistry 101-102.....	8 hrs.
Biology 302, 336 .....	7 hrs.
Free Electives.....	15 hrs.

### General Education Requirements..... 34 hrs.

Biology 103 .....	4 hrs.
Communication 103.....	3 hrs.
English 101-102 .....	6 hrs.
Health Education 200 .....	2 hrs.
History 106.....	3 hrs.
Humanities 201-Electives.....	6 hrs.
Mathematics 117.....	3 hrs.
Psychology 203 .....	3 hrs.
Sociology 205.....	3 hrs.
University 101 .....	1 hr.

### Total Credits ..... 120 hrs.

## Curriculum Outline – Kinesiology

Freshman Year	Semester	1st	2nd
Biology 103 .....	-	-	4
Communication 103.....	3	-	-
English 101-102 .....	3	3	-
Health Education 200 .....	2	-	-
History 106.....	-	3	-
Humanities 201- Elective.....	3	3	-
Mathematics 117, 205 .....	3	3	-
University 101 .....	1	-	-
<b>Total</b>	<b>15</b>	<b>16</b>	

Sophomore Year	Semester	1st	2nd
Biology 302 .....	-	-	4
Education 302 .....	3	-	-
Free Elective.....	3	3	-
Physical Education 208.....	3	-	-
Health Education 203 .....	-	3	-
Psychology 203 .....	3	-	-
Sociology 205.....	-	3	-
Chemistry 101, 102.....	4	4	-
<b>Total</b>	<b>16</b>	<b>17</b>	

Junior Year	Semester	1st	2nd
Biology 336 .....	3	-	-
Free Elective.....	-	3	-
Health Education 309 .....	-	3	-
Physical Education 301 .....	3	-	-
Physical Education 135.....	1	-	-
Physical Education 306.....	3	-	-
Physical Education 427 .....	-	3	-

Physics 201-202 .....	4	4
Physics 215-216 .....	1	1
<b>Total</b>	<b>15</b>	<b>14</b>

Senior Year	Semester	1st	2nd
Free Elective.....	3	3	-
Health Education 211, 441 .....	3	3	-
Physical Education 362.....	3	-	-
Physical Education 230.....	3	-	-
Physical Education 402.....	-	3	-
Physical Education 480, 481 .....	3	3	-
<b>Total</b>	<b>15</b>	<b>12</b>	

### TOTAL CREDITS FOR GRADUATION ..... 120

## Recreation and Tourism Management Degree Program

Recreation and Tourism Management majors will receive a Bachelor of Science degree in recreation and tourism management. The program will prepare students for positions of leadership and service in which they can define and fully participate in best practices, and growth trends in recreation and tourism at the community, national, and international levels. The program aims to prepare students who are dedicated to enhancing quality of life for individuals across the lifespan and in special populations by promoting creative and active lifestyles through recreation and fitness experiences, with focuses on tourism management and community-based programs. The curriculum includes major coursework, electives, and a culminating internship experience. Requirements for the internship and graduation include a grade of "C" or higher in all Departmental courses (prefixes of HEA, PED, and REC); an overall Grade Point Average of 2.0 or higher; and other Department, Division, School, and University requirements.

### Career Opportunities

Recreation and tourism, combined, is the second-largest industry in the United States. The industry is estimated at \$574 billion annually by the Statistical Abstract of the United States. According to the US Department of Labor, employment in the recreation industry is expected to increase much faster than the average for all occupations through 2014. Employment for recreation professionals working with youth, older adults, and other special populations has grown significantly. Strong citizen and government emphasis has recently been placed on how to best use natural resources and how to best plan, design, operate, and maintain these resources. Career opportunities are expanding in areas such as resorts, outdoor recreation programs, fitness facilities, private membership clubs, military recreation, specialty camps, and commercial recreation businesses. Federal, state, and local recreation agencies are contracting for many recreation services to handle increased demands they cannot presently meet. Career opportunities for minority students are excellent, as there is significant under-representation of minorities in the recreation and tourism industry. Annual earnings range from \$51,030 (upper end of middle range) to more than \$71,260 (upper range) according to the US Department of Labor. Additionally, tourism managers may earn significant bonuses and attractive benefit packages.

## Course Requirements-Recreation and Tourism

### Required in Major ..... 81 hrs.

Health Education: 211 .....	3 hrs.
Physical Education: 203, 230, 365, 405 .....	11 hrs.
Physical Education: Electives .....	9 hrs.
Physical Education Activity: two Team Sports, two Individual/dual Sports, one Swimming, one elective .....	9 hrs.
Recreation: 203, 204, 310, 312, 313, 314, 390, 400, 401, 402, 403, 404, 405, 419 .....	49 hrs.

### Required in Related Areas ..... 6 hrs.

English 218.....	3 hrs.
Physical Science .....	3 hrs.

### General Education Requirements..... 33 hrs.

Biology 101 .....	3 hrs.
Communication 103.....	3 hrs.
English 101-102 .....	6 hrs.
Health Education 200 .....	2 hrs.
History 106.....	3 hrs.
Humanities 201-Electives.....	6 hrs.
Mathematics 110.....	3 hrs.
Psychology 203 .....	3 hrs.
Sociology 205.....	3 hrs.
University 101 .....	1 hr.

### Total Credits ..... 120 hrs.

## Curriculum Outline - Recreation and Tourism Management

Freshman Year	Semester	1st	2nd
Biology 101 .....		3	-
Communication 103.....		-	3
English 101-102 .....		3	3
Health Education 200 .....		2	-
History 106.....		-	3
Humanities 201-Elective.....		3	3
Mathematics 110 (or higher).....		3	-
<sup>2</sup> Physical Education Elect (Team Sport).....		-	1
<sup>3</sup> Physical Science Elective .....		-	3
University 101 .....		1	-
<b>Total</b>		<b>15</b>	<b>16</b>

Sophomore Year	Semester	1st	2nd
English 218.....		-	3
Free Elective.....		3	-
<sup>1</sup> Physical Education Elect.....		-	3
Physical Activity (Indiv./Dual Sport) .....		1	-
Physical Activity (Swimming) .....		1	-
Physical Activity.....		1	-
Physical Education 113, 104 (Fitness).....		1	1
Physical Education 203.....		2	-
Psychology 203 .....		-	3
Recreation 203, 204.....		3	3
Recreation 314.....		-	3
Sociology 205.....		3	-
<b>Total</b>		<b>15</b>	<b>16</b>

Junior Year	Semester	1st	2nd
PED Elective .....		-	3
Physical Education 230, 365.....		3	3
Physical Education 405.....		3	-
Recreation 310, 312.....		3	3
Recreation 313, 390.....		3	3
Recreation 403, 419.....		3	3
<b>Total</b>		<b>15</b>	<b>15</b>

Senior Year	Semester	1st	2nd
Health Education 211 .....		3	-
Physical Education Elective .....		3	-
Recreation 401, 400.....		3	12
Recreation 402.....		3	-
Recreation 404.....		3	-
Recreation 405.....		1	-
<b>Total</b>		<b>16</b>	<b>12</b>

### TOTAL CREDITS FOR GRADUATION ..... 120

<sup>1</sup> Individual/Dual Sport: PED 101, 111, 112, 117, 118, 121, 137, 138, 140, 147, 149, or other individual/dual sport.

<sup>2</sup> Team Sport: PED 109, 129, 131, 143, 152, or other team sport.

<sup>3</sup> Physical Science Elective: CHE 150, CHE 201, ESC 202, ESC 204, PHY 201, PHY 203, SCI 102, SCI 104, APS101, APS 105, APS 106.

<sup>4</sup> Swimming course: PED 108, 133, 134, 135, 226, 227, 228.

## Sport Management Degree Program

Sport Management majors will receive a Bachelor of Science degree in sport management. The Sport Management major prepares individuals for entry level positions of management and service in a variety of sports organizations in the public and private sectors. The curriculum includes major and related coursework in sport management and business, electives, and a culminating internship experience. Requirements for the internship and graduation include a grade of "C" or higher in all Departmental courses (prefixes of HEA, PED, and REC); an overall Grade Point Average of 2.0 or higher; and other Department, Division, School, and University requirements.

### Career Opportunities

Career opportunities for sport management majors include; front office personnel for professional teams, coaches, ticket managers, marketing managers, convention managers, sports writers, broadcasters, and sports information directors. Graduates also may choose to pursue graduate study in sport management, business administration, law, or other related fields of study, leading to positions in which they can develop, interact, and transform the sport industry in positive ways. The major offers course work and a culminating internship experience. The Department has an impressive track record of students finding employment and entering graduate school.

## Course Requirements - Sport Management Program

### Required in Major ..... 44 hrs.

Physical Education 224, 240, 340, 341, 345, 360, 491, 492, 494 plus two Sport Management elective courses from PED 342, 362, 364, 367, 395, 405. ....	42 hrs.
Physical Activity.....	2 hrs.

### Required in Related Areas ..... 42 hrs.

Accounting 203 .....	3 hrs.
Computer Science/Management 323 .....	3 hrs.
Economics 200/201 .....	3 hrs.
English 218 or Management 340 .....	3 hrs.
Finance 304.....	3 hrs.
Free Electives.....	6 hrs.
Management 301, 305, 312 .....	9 hrs.
Marketing 305, 414 .....	6 hrs.
Physical Science Elective .....	3 hrs.
Psychology 346 .....	3 hrs.

### General Education Requirements..... 34 hrs.

Biology 103 .....	4 hrs.
Communication 103.....	3 hrs.
English 101-102 .....	6 hrs.
Health Education 200 .....	2 hrs.
History 106.....	3 hrs.
Humanities 201-Electives.....	6 hrs.
Mathematics 110.....	3 hrs.
Psychology 203 .....	3 hrs.
Sociology 205.....	3 hrs.
University 101 .....	1 hr.

### Total Credits ..... 120 hrs.

## Curriculum Outline - Sport Management

Freshman Year	Semester	1st	2nd
Biology 103 .....		4	-
Communication 103.....		-	3
English 101-102 .....		3	3
History 106.....		-	3
Humanities 201-Elective.....		3	3
Mathematics 110.....		3	-
Physical Education Activity.....		1	1
Psychology 203 .....		-	3
University 101 .....		1	-
<b>Total</b>		<b>15</b>	<b>16</b>

Sophomore Year	Semester	1st	2nd
Accounting 203 .....		-	3
Economics 200/201 .....		3	-
Elective.....		3	-
Health Education 200 .....		2	-
Management 301 .....		3	-
Physical Education 225, 360.....		3	3
Physical Education 240 .....		-	3
<sup>1</sup> Physical Science .....		3	-
Psychology 346 .....		-	3
Sociology 205.....		-	3
<b>Total</b>		<b>17</b>	<b>15</b>

Junior Year	Semester	1st	2nd
Computer Science/Management 323 .....		-	3
English 218 or Management 340 .....		3	-
Finance 304.....		-	3
Management 414, 312 .....		3	3
Management 305, 312 .....		3	-
Marketing 305.....		3	-
Physical Education 340 .....		-	3
Physical Education 345.....		-	3
<sup>2</sup> Physical Education Elective (Sport Mgt) .....		3	-
<b>Total</b>		<b>15</b>	<b>15</b>

Senior Year	Semester	1st	2nd
Elective.....		3	-
Physical Education 341 .....		3	-
Physical Education 491 .....		3	-
Physical Education 492 .....		3	-
Physical Education 494.....		-	12
<sup>2</sup> Physical Education Elective (Sport Mgt) .....		3	-
<b>Total</b>		<b>15</b>	<b>12</b>

### TOTAL CREDITS FOR GRADUATION ..... 120

<sup>1</sup> Physical Science Elective: CHE 150, CHE 201, ESC 202, ESC 204, PHY 201, PHY 203, SCI 102, SCI 104, APS 101, APS 105, APS 106.

<sup>2</sup>Physical Education – Sport Management Elective: PED 342, 362, 364, 367, 395, 405..

## The Aquatics Concentration

The Aquatics concentration is open to students in any major field of study. The program aims to prepare students for career and employment opportunities while they are working toward their degree or for a professional career path in aquatics. The Aquatics concentration provides basic preparation in aquatics and includes 17 hours of course work in the following areas: swimming skills, aquatic instructor, aquatic electives, first aid skills and techniques, and aquatic management. Requirements for the practicum and completion of the concentration include a grade of "C" or higher in all courses in the concentration.

### Career Opportunities

Career opportunities in aquatics include positions as aquatic directors or managers, pool managers, head lifeguards, swimming instructors, aquatic exercise instructors, adapted aquatic instructors, aquatic physical therapists, water safety specialists, or swim coaches in city park and recreation departments, colleges and universities, youth agencies, resorts and water parks, beaches, swim clubs, fitness centers and natatoriums, rehabilitation or therapeutic facilities, and entrepreneurial ventures in aquatics. Positions may be full-time or part-time, seasonal or year-round, indoor or outdoor. Individuals with an aquatics concentration also may pursue advanced certification in many aquatics specialties or graduate study in a variety of fields such as recreation management, public administration, physical education, and kinesiology, among others. The Department has an impressive track record of students finding employment and entering graduate school.

## Course Requirements – Aquatics Concentration/ Minor

Swimming Skills .....	2 hrs.
Choose two courses from Physical Education 134, 135, 226	
Aquatics Instructor.....	4 hrs.
Choose two courses from Physical Education 227, 373 and Recreation 206, 311	
Aquatics Electives .....	3 hrs.
Choose two courses from Physical Education 133, 160, 228, other approved courses	
First Aid Skills & Techniques .....	3 hrs.
Health Education 312	
Aquatics Management .....	6 hrs.
Recreation 350, 420	

**Total Credits .....** 18 hrs.

## Graduate Program in Sports Administration

The graduate program in Sport Administration is comprised of three concentrations: intercollegiate sports, sport business leadership, and international sports. The program combines both online and on campus instructional delivery, and students have the opportunity to do internships, volunteer work, and specified course assignments with the Hampton University Athletic Department, as well as seek study abroad opportunities through the university's International Office. Further detail on this program is provided in the Graduate College section of this catalog.



# School of Nursing

The School of Nursing is an integral unit of the University and shares its goals and ideals of excellence in the teaching-learning process. The undergraduate education program at Hampton University is designed to include general education content, professional content, and clinical experiences. The baccalaureate program in nursing leads to a Bachelor of Science degree and offers a foundation in the liberal arts, humanities, and natural and behavioral sciences. This foundation allows students to bring theoretical and conceptual knowledge derived from these courses and life experiences to the major concentration in nursing.

## National Accreditation

The undergraduate and graduate nursing programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE); the undergraduate program is approved by the Virginia Board of Nursing. The School of Nursing is also an agency member of the National League for Nursing, the Nursing Council of the Southern Regional Education Board (SREB), and the American Association of Colleges of Nursing (AACN).

## National Licensure Eligibility

All graduates of the baccalaureate nursing program are eligible for application for licensure to take the National Council Licensure Examination (NCLEX-RN® exam) to practice professional nursing. This examination is administered by the National Council of State Boards of Nursing. Graduates registered in the Commonwealth of Virginia may apply to any state for licensure by endorsement, or as certified advanced practice nurse.

## Clinical Clearance Requirements

An initial health evaluation, clinical clearance and current CPR certification (American Heart Association "Healthcare Provider" Level) is required prior to the start of the first clinical course. Annual health evaluation updates are also required. Students must remain eligible for clinical agency experiences by meeting the clinical clearance requirements, which include (1) an annual criminal background check (to include drug screening); (2) an annual physical examination; (3) current immunizations to include tetanus and diphtheria (Td) (within the past 10 years); pertussis (once since obtaining age 19) or Tdap within the past 10 years; hepatitis B (series of 3); varicella (series of 2); measles, mumps, rubella (MMR) series of 2; an annual tuberculosis screening; seasonal flu vaccine is required annually (which includes H1N1); (4) liability insurance (please check required coverage amount with the School of Nursing); and (5) cardiopulmonary resuscitation (CPR) certification from American Heart Association (BLS for Healthcare Providers). The School of Nursing uses an outside vendor to facilitate the completion of required health evaluations, clearance information and other documents. All students must create an account with the vendor when prompted to do so. The costs associated with these clinical requirements are the responsibility of the student. Required documentation must be uploaded into the secure platform by May 1st (main campus) and July 1st

(College of Virginia Beach). All clinical clearance requirements must remain current from May to May (Main campus) and July to July (College of Virginia Beach) to ensure eligibility for clinical nursing courses. Online CPR training and certification will not be accepted. Students who do not meet clinical clearance requirements will not be allowed to participate in clinical experiences necessary to meet requirements of the course. Please note that some clinical sites may require a drug screening within 30 days of your first clinical. Therefore, you may need multiple drug screens throughout the year. Your clinical instructor will notify you of this extra requirement and it must be completed in order to achieve clinical clearance.

## Student Health Status: Physical Examinations and Immunizations

All nursing and health sciences students enrolled in courses with a clinical component must submit satisfactory credentials regarding his or her health status. Medical records and health certifications will be submitted, annually, by way of digital upload to the vendor's website. The student's health status is reviewed annually. A current health record from a health care provider or family physician including evidence of an annual physical examination and immunizations will be maintained by the vendor. Records from the previous year will not be accepted. Students will not be permitted to attend a clinical course if their health records are not current. Failure to complete the requirements by the established due dates will require that the student withdraw from any scheduled clinical courses and may result in a delay in completing the program of study or dismissal from the program. Students who fail to comply will be subject to administrative withdrawal.

## Liability Insurance

All students are required to obtain and provide PROOF of liability insurance to cover the periods of enrollment in practicum courses. Proof of liability coverage will be uploaded to the vendor's website. Students are requested to verify the amount of coverage that is required with the Office of Student Academic Support Services, faculty advisors, and/or clinical instructors prior to purchasing a liability insurance policy. Policy must show evidence of professional liability coverage (for student Registered Nurse), list the start and end dates of coverage, and the amount of coverage (example: \$1,000,000 each claim to \$6,000,000 aggregate). Students are encouraged to purchase liability insurance with any company of their choice.

## Cardiopulmonary Resuscitation

Current certification in cardiopulmonary resuscitation is required to enroll and remain enrolled in nursing clinical practicum courses. Students must complete and maintain certification from the American Heart Association (BLS for Healthcare Providers) prior to beginning any clinical course. Online CPR training and certification will not be accepted.

## Criminal Background Checks

A criminal background check (to include drug screening) must be completed annually via the designated vendor. The package code for Hampton University School of Nursing (Please note that there is a different code for each campus) is provided in the Student Instruction Form located on the School of Nursing website.

## Dress Code and Nursing Uniform

All students while on Hampton University School of Nursing premises (classroom and lab settings), are required to wear scrubs and appropriate identification starting with the first nursing course. On days that students are required to wear professional dress, students must adhere to the University's dress code for professional dress. In addition, each student is expected to purchase the quota of nurse's uniforms and equipment required by the School of Nursing (see School of Nursing Handbook). The nurse's uniform is appropriate only in the clinical setting; therefore, it is considered inappropriate to wear the uniform as street apparel.

## Department of Undergraduate Nursing Education

The undergraduate program in nursing is designed to meet the needs of students who plan to enter professional nursing practice or continue their studies and pursue graduate education. High school graduates and transfer students, such as registered nurses (RNs), licensed practical nurses (LPNs), military personnel, and those seeking a change in career, may seek counseling from the Office of Student Academic Support Services, (located in the School of Nursing), for assistance in meeting individual goals for completion of the Bachelor of Science in nursing degree requirements.

### Undergraduate Admission Requirements

All students must meet the general admission requirements of Hampton University and the specific admission requirements of the School of Nursing. Admission to the Department of Undergraduate Nursing Education program is a two-tier process: students must be admitted to the Pre-Professional Nursing program and to the Professional Nursing program. High school applicants must have a cumulative GPA of 3.0 or higher (on a 4.0 scale), a grade of B or higher in high school math and science courses (i.e. Algebra, Biology and Chemistry), and strong standardized test scores (SAT or ACT) with a particular emphasis on quantitative. The acceptance letter of enrollment into Hampton University satisfies admission to the Pre-Professional Nursing program, but does not automatically guarantee acceptance into the Professional Nursing program.

### Requirements for Pre-Professional Nursing Program Admission

Students are admitted to the Pre-Professional program once they meet Hampton University admission requirements and declare Pre-Professional nursing as their major.

## Transfer Students

- All transfer students seeking admission to the Pre-Professional Nursing Program are subject to the same admission policies governing non-transfer undergraduate students.
- Any student who has completed courses at an accredited college or university may request transfer credit for general education courses only. Students must provide official transcripts listing the courses and a catalog course description from the college or university where the courses were taken. Only grades of "C" or higher are acceptable for transfer credit.
- General education course work must be no older than ten (10) years; math and science coursework must be no older than five (5) years. Students who have been enrolled in another nursing program must have left that prior program in good academic standing.. Unlicensed applicants who have failed two nursing courses in another registered nursing program will not be considered for admission into Hampton University School of Nursing
- A student who has been previously enrolled in the undergraduate nursing education program at Hampton University and has left the department, for any reason, has to reapply for admission to the Pre-Professional Nursing Program.

## Professional Nursing Program

The School of Nursing utilizes a competitive ranking scale for the admissions process. Emphasis is placed on overall GPA, science and math GPA, and scores on a designated entrance examination. Meeting the minimum requirements for the university does not guarantee admission to the Professional Nursing program. A student must complete a separate application for admission to the Professional Nursing Program in the School of Nursing.

Applications to the Professional Program must be submitted to the School of Nursing, Office of Student Academic Support Services, Hampton University, Hampton, Virginia 23668. All -related documents must be received by the deadline of March 15th (main campus) and May 15 (College of Virginia Beach). Application packets may also be obtained from the Office of Student Academic Support Services or the School of Nursing website. Applicants not admitted to the Professional Nursing Program may reapply the subsequent admission cycle. Successful completion of the Pre-Professional Nursing program does not guarantee admission to the Professional Nursing program. Admission is provisional pending verification of grades for of final term in the Pre-professional program. Admissions may be rescinded if your GPA, test scores or course grades are lower than what was reported/expected on the application.

### Requirements for Admission to the Professional Program

1. Successful completion of all Pre-Professional courses.
2. An earned cumulative grade point average of 3.0 or higher.
3. Not more than one repeat in required math or science courses to achieve a passing grade of "C" or higher.

4. Not more than one repeat of required nursing courses to achieve a passing grade of "C+" or higher.
5. Not more than one course withdrawal in math, science or nursing courses. Extenuating circumstances may be considered for exception to this requirement.
6. A cumulative grade point average of 3.0 or higher in all required mathematics and science courses
7. Acceptable scores on the Health Education Systems, Inc. A2 (HESI A2®) admissions assessment.
8. RN students who have completed nursing courses at an accredited college or university may be admitted to the Professional Nursing program with such advanced credits as the records warrant. Registered Nurse (RN) and Licensed Practical Nurse (LPN) students must provide evidence of an unencumbered valid state license to practice professional nursing.

### **Requirements for Professional Program Readmission**

1. Reapply to the Office of Admissions if you withdraw from a course or separated from the University.
2. Submit an application for readmission one semester prior to the planned date of reentry.
3. Meet all requirements for admission to the Professional Program.
4. Upon readmission, students will be required to complete the program requirements of the current curriculum.
5. Students must accept all stipulations of readmission and submit a letter of intent.
6. Students with two or more failures in nursing will not be eligible for readmission.
7. Students who are dismissed for disciplinary policy violations are not eligible for readmission.

### **Advanced Standing**

The University grants credits for acceptable performance on the Advanced Placement Examination administered by the College Board. A minimum score of three (3) is required in all subject areas. Credit for CLEP and other examinations may be accepted by the University and applied to degree requirements with the approval of the Office of Testing Services, the major department, and the department of the discipline in which the subject is taught. Students may also request permission to complete a credit by examination in those non-nursing courses in which they are proficient. There are specific procedures for the credit by examination process, and the detailed procedures are available upon request. NOTE: There is an additional fee for each credit by examination as well as a fee to have course credits applied to the transcript.

### **Registered Nurses (RNs)**

Registered nurses (RNs) with an unencumbered license are admitted with advanced standing. Registered nurse students are required to provide evidence of an unencumbered valid state

license to practice professional nursing. The same admission policies governing undergraduate students seeking admission to Hampton University apply to registered nurse students. RN students are not required to complete the HESI A2® admissions assessment. The evaluation of an official transcript of previous coursework at a school of nursing, college, or university is required before advanced credit is awarded. Advanced nursing credits will be posted after 18 nursing credits have been earned at Hampton University.

### **Licensed Practical Nurses (LPNs)**

Licensed practical nurses (LPNs) with an unencumbered license are admitted with advanced standing. Licensed practical nurse students are required to provide evidence of an unencumbered valid state license. The same admission policies governing undergraduate students seeking admission to Hampton University apply to licensed practical nurse students. A transcript must be provided from a practical nursing school, as well as all colleges and universities attended. Advance nursing credits will be posted after seven (18) nursing credits have been earned at Hampton University.

### **Veterans/Active Duty Military**

The School of Nursing abides by the University policies for awarding advanced credit for active duty military and veterans. Veterans/active duty military are considered for admission to the baccalaureate nursing program and are subject to the same admission policies governing undergraduate students. Veterans and active duty personnel must submit copies of DD Form 214 or DD Form 295.

### **Academic Retention and Progression Professional Program Progression**

1. Complete all courses in the sequence outlined in the published curriculum. Theory nursing courses with related practicum courses must be taken concurrently.
2. Maintain a C+ (78%) average or higher in all nursing courses.
3. Pass a timed dosage calculations examination at the beginning of each clinical nursing course. Passage at the 90% level is a requirement for each course. Students will be allowed three (3) attempts to achieve the required score. If the desired score is not achieved by the third attempt (last day of add/drop) the student will be administratively withdrawn from the practicum and corresponding theory course.
4. Remain eligible to meet the clinical clearance requirements, which include (a) a criminal background check, (b) annual physical examination with health history, (c) current immunizations, (d) liability insurance, (f) drug screen, and (g) cardiopulmonary resuscitation (CPR) certification from the American Heart Association (BLS for Healthcare Providers). No online training or certification courses will be accepted. All clinical clearance requirements must remain current from May 1st (main campus) and August 1st (College of Virginia Beach) of each academic year to ensure eligibility for clinical nursing courses. Students who do not meet all clinical clearance requirements will be withdrawn from the theory and clinical practicum by the School of Nursing Adminis-

tration and must reapply for admission to the Professional Nursing program.

5. Participate in scheduled and random drug screening as required.
6. Submit a criminal background check every year. This is necessary because students who have a criminal record may not be eligible to sit for the NCLEX-RN® examination or receive licensure by state boards of nursing. The School of Nursing cannot guarantee that a student with a criminal record will be allowed to sit for licensure or go to a clinical agency for practicum experience. Continuance in the program of a student with a criminal history will not set precedence for the continuance of another.
7. Students who earn a grade of C or lower, or withdrew from the following required non-clinical (practicum) courses: NUR(V) 105, 202, 217, 218, 221, 230, 307, 330, and 418 will be unable to progress to the next numerical sequence of nursing courses until they have successfully completed the aforementioned courses.
8. An incomplete (I) grade indicates that a student has not completed all coursework required for a grade; students are allowed up to one academic year to complete the work. The incomplete grade converts to an "F" if the coursework is not completed within a year. Students may not progress to the next sequence of nursing course if they have an "I" in a required nursing course. A grade of "I" indicates the student has maintained a passing average, but for reasons beyond his or her control, some specific item such as an examination, a report, a notebook, or an experiment has not been completed. The student holding a grade of "I" is responsible for taking the initiative in arranging with the instructor for changing the grade.
9. Students may not withdraw from a nursing course more than once.
10. Students who fail two nursing courses will be dismissed from the program.

## Retention

- A grade of "C" (less than 78%) or lower in any nursing course is considered failing in the School of Nursing. Students who earn a grade of "C" or lower in either a theoretical nursing course or the corresponding clinical course will be required to enroll and successfully complete the designated section of the remediation course the following semester. Upon completion of the remediation course, the student is then eligible to repeat the previously failed nursing course. Failure to meet the course objectives of the remediation course is grounds for dismissal from the Professional Nursing program.
- Students who fail the dosage calculation examination may retake the examination. Failure to pass the dosage calculation examination prohibits attendance in any clinical class. After three (3) unsuccessful attempts at the examination (by the end of add/drop) the student will be administratively dropped from the class.
- Students with a positive drug screen not attributed to prescription medications will be dismissed from the nursing program and referred to the office of the Vice President of Student Affairs

(refer to Hampton University's policy on drugs and narcotics use).

- Student must remain eligible for clinical agency experience by meeting the clinical clearance requirements (See clinical clearance requirements).
- Students who fail two nursing courses will be dismissed from the program.
- Exceptions to retention and dismissal policies may be made by the administration due to exceptional circumstances. All cases will be reviewed by the administration on a case by case basis. Decisions made by the administration about one student will not establish a precedent for others.

## Dismissal

1. A student who receives a grade of C or lower in two required nursing courses, whether the same course or two different courses, will be dismissed from the School of Nursing.
2. A student whose behavior violates the University Code of Conduct, the Code of Ethics for Nurses, or the Virginia Nurse Practice act will be dismissed from the School of Nursing.

## Graduation

1. A minimum of 30 semester hours of credit earned at Hampton University; the student must be in residence the final 30 semester hours prior to the completion of degree requirements.
2. The minimum number of credit hours specified by the applicable curriculum outline:
  - a. A minimum of 123 credit hours of coursework as specified in the 4-year curriculum outline for beginning nursing students.
  - b. A minimum of 123 credit hours of coursework as specified in the 3-year curriculum outline for accelerated nursing students.
  - c. A minimum of 123 semester credit hours as listed in the curriculum outline for licensed practical nurse students.
  - d. A minimum of 123 semester credit hours as listed in the curriculum outline for registered nurse students.

## Special Expenses

A special fee for each student enrolled in nursing will be assessed per semester. Nursing uniforms, assessment equipment, laboratory fees, and achievement examinations will require additional funds. *Transportation* to and from the *clinical sites* as well as the cost of the *transportation* is the responsibility of the *student*.

There are additional costs for the School of Nursing pin and a white uniform for the Pinning Ceremony. Candidates for graduation are advised to plan ahead to insure financial resources are available to cover the cost of the passport photos, testing and application fees for the national licensure examination (NCLEX-RN®).

## Clinical Experience

Students receive clinical practicum experiences in a variety of cooperating agencies. State law requires that all persons having contact with or caring for minors must have criminal history record, sex offender, and crimes against minors' registry checks. Experiences are evaluated by the faculty who teach the practicum

courses. One semester-hour credit is given for three (3) laboratory hours of practicum experience.

## Four-Year Curriculum Outline for Beginning Nursing Students

### Pre-Professional Nursing Program

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 101 .....	4	-	-
Biology 224 .....	-	4	-
Communication 103 .....	3	3	-
History 106 .....	3	-	-
Mathematics 110 .....	3	-	-
Physical Education Activity .....	-	1	-
Psychology 203 .....	-	3	-
Sociology 205 .....	3	-	-
University 101 .....	1	-	-
Humanities 201 .....	-	3	-
<b>Total</b>	<b>17</b>	<b>17</b>	

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Biology 225 .....	4	-	-
Biology 304 .....	-	4	-
Humanities Elective .....	3	-	-
Psychology 346 or Mathematics 205 .....	3	-	-
Physical Education Activity .....	1	-	-
Nursing 105 .....	2	-	-
Nursing 202 .....	-	2	-
Nursing 217 .....	-	2	-
Nursing 218 .....	-	1	-
Nursing 221 .....	3	-	-
Nursing 230 .....	-	1	-
Psychology 311 .....	-	3	-
<b>Total</b>	<b>16</b>	<b>13</b>	

<b>Professional Nursing Program</b>	<b>Summer</b>
Nursing 215 .....	4
Nursing 216 .....	4
<b>Total</b>	<b>8</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Nursing 307 .....	3	-	-
Nursing 330 .....	3	-	-
Nursing 345, 355 .....	4	4	-
Nursing 346, 356 .....	4	4	-
Nursing 418 .....	-	2	-
General Elective .....	-	3	-
<b>Total</b>	<b>14</b>	<b>13</b>	

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Nursing 403, 404 .....	2	2	-
Nursing 445, 455 .....	4	4	-
Nursing 446, 456 .....	4	4	-
Nursing Elective, Nursing 419 .....	3	2	-
<b>Total</b>	<b>13</b>	<b>12</b>	

**TOTAL CREDITS FOR GRADUATION 123**

## Accelerated Nursing Program-Bachelor of Science

### Three-Year Curriculum Outline for Beginning Students

#### Pre-Professional Nursing Program

<b>First Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 101, Biology 304 .....	4	4	-
English 101, 102 .....	3	3	-
Mathematics 110 .....	3	-	-
Communication 103 .....	-	3	-
History 106 .....	3	-	-
Sociology 205 .....	3	-	-
Psychology 203 .....	-	3	-
Humanities 201 .....	-	3	-
University 101 .....	1	-	-
Physical Education Activity .....	-	1	-
<b>Total</b>	<b>17</b>	<b>17</b>	

<b>Summer I</b>	<b>4 Week Term</b>	<b>1st</b>	<b>2nd</b>
Biology 224, 225 .....	4	4	-
Humanities Elective .....	3	-	-
Psychology 311 .....	3	-	-
Psychology 346 or Mathematics 205 .....	-	3	-
<b>Total</b>	<b>10</b>	<b>7</b>	

#### Professional Nursing Program

<b>Second Year</b>			
<b>First Semester</b>	<b>8 Week Term</b>	<b>1st</b>	<b>2nd</b>
Nursing 105, 215 .....	2	4	-
Nursing 202, 216 .....	2	4	-
Nursing 217 .....	2	-	-
Nursing 218 .....	1	-	-
Nursing 230 .....	1	-	-
Physical Education Activity .....	-	1	-
<b>Total</b>	<b>8</b>	<b>9</b>	

<b>Second Semester</b>	<b>8 Week Term</b>	<b>1st</b>	<b>2nd</b>
Nursing 307, 345 .....	3	4	-
Nursing 330, 346 .....	3	4	-
Nursing 221 .....	3	-	-
<b>Total</b>	<b>9</b>	<b>8</b>	

<b>Summer II</b>			
Nursing Elective .....	3	-	-
Nursing 418 .....	2	-	-
General Elective .....	3	-	-
<b>Total</b>	<b>8</b>		

<b>Third Year</b>			
<b>First Semester</b>	<b>8 Week Term</b>	<b>1st</b>	<b>2nd</b>
Nursing 355, 445 .....	4	4	-
Nursing 356, 446 .....	4	4	-
<b>Total</b>	<b>8</b>	<b>8</b>	

<b>Second Semester</b>	<b>8 Week Term</b>	<b>1st</b>	<b>2nd</b>
Nursing 455, 403 .....	4	2	-
Nursing 456, 404 .....	4	2	-
Nursing 419 .....	-	2	-
<b>Total</b>	<b>8</b>	<b>6</b>	

**TOTAL CREDITS FOR GRADUATION 123**



## Three-Year Curriculum Outline for Licensed Practical Nursing Students

### Pre-Professional Nursing Program

First Year	Semester	1st	2nd
Chemistry 101, Biology 304.....		4	4
English 101, 102.....		3	3
Mathematics 110.....		3	-
Communication 103.....		-	3
History 106.....		3	-
Sociology 205.....		-	3
Humanities 201.....		-	3
University 101.....		1	-
Physical Education Activity.....		-	1
<b>Total</b>		<b>17</b>	<b>17</b>

Summer I	4 Week Term	1st	2nd
Biology 224, 225.....		4	4
Humanities Elective.....		3	-
Psychology 311.....		3	-
Psychology 346 or Mathematics 205.....		-	3
<b>Total</b>		<b>10</b>	<b>7</b>

### Professional Nursing Program

#### Second Year

First Semester	8 Week Term	1st	2nd
Nursing 221, 233.....		3	4
Nursing 217, 234.....		2	4
Nursing 218.....		1	-
Nursing 230.....		1	-
Physical Education Activity.....		-	1
<b>Total</b>		<b>7</b>	<b>9</b>

Second Semester	8 Week Term	1st	2nd
Nursing 307, 345.....		3	4
Nursing 330, 346.....		3	4
<b>Total</b>		<b>6</b>	<b>8</b>

#### Summer II

Nursing Elective.....	3	
Nursing 418.....	2	
General Elective.....	3	
<b>Total</b>	<b>8</b>	

#### Third Year

First Semester	8 Week Term	1st	2nd
Nursing 355, 445.....		4	4
Nursing 356, 446.....		4	4
<b>Total</b>		<b>8</b>	<b>8</b>

Second Semester	8 Week Term	1st	2nd
Nursing 455, 403.....		4	2
Nursing 456, 404.....		4	2
Nursing 419.....		-	2
<b>Total</b>		<b>8</b>	<b>6</b>

**TOTAL CREDITS FOR GRADUATION** **123**  
**LPN Advanced Placement Up to 7 Credits**

## Bachelor of Science Nursing Curriculum (RN to BS Online)

The following courses or course equivalents must be completed prior to entering the Professional Nursing RN to BS program.

### Required Prerequisites for Admission to the Accelerated RN to BS Nursing Program

	Semester	1st	2nd
ENG 101-102 – Written communication I & II.....		3	3
MAT 110 – College Mathematics I.....		3	-
BIO 224-225 – Anatomy & Physiology I & II.....		4	4
BIO 304 – Microbiology.....		4	-
SOC 205 – Intro to Sociology.....		3	-
PSY 311 – Developmental Psychology.....		3	-
HUM 201 – Humanities I.....		3	-
HIS 106 – History of World Civ II.....		3	-
Physical Education (2 activity courses or HEA 200 Health Education.....)		2	-
MAT 205/PSY 346 - Statistics.....		-	3
CHE 101 – General Chemistry.....		-	4
PSY 203 – Intro to Psychology.....		-	4
COM 103 – Oral Communications.....		-	3
HUM 202 – Humanities II or Fine Arts.....		-	3
General Elective.....		-	4
Waiver for UNV 101 with transfer of 30 or more credit			
<b>Total Number of Prerequisites Credits</b>			<b>55</b>

### One-Year (Full-time) Curriculum Outline for Registered Nurse (RN) Students

Summer Session	4 Week Term	1st	2nd
Nursing 308.....		2	-

	6 Week Term	1st	2nd
Nursing 315.....		-	2
Nursing 316.....		-	2
<b>Total</b>		<b>2</b>	<b>4</b>

First Semester	8 Week Term	1st	2nd
Nursing 307.....		3	-
Nursing 312.....		3	-
Nursing 328.....		-	2
Nursing 415.....		-	4
Nursing 417.....		-	4
<b>Total</b>		<b>6</b>	<b>10</b>

Second Semester	8 Week Term	1st	2nd
Nursing 418.....		2	-
Nursing 423.....		-	4
Nursing 424.....		-	4
Nursing 400 or 428.....		3	-
<b>Total</b>		<b>5</b>	<b>8</b>

**Total Credits** **33**

**Total Credits Required for Graduation** **123**  
**RN Advanced Placement up to 35 Credits**

## Two-Year (Part-time) Curriculum Outline for Registered Nurse (RN) Students

<b>Summer I</b>		<b>4 Week Term</b>	<b>1st</b>	<b>2nd</b>
Nursing 308.....			2	-
		<b>Total</b>	<b>2</b>	
<b>First Year</b>				
<b>First Semester</b>		<b>8 Week Term</b>	<b>1st</b>	<b>2nd</b>
Nursing 307.....			3	-
Nursing 312.....			-	3
		<b>Total</b>	<b>3</b>	<b>3</b>
<b>Second Semester</b>		<b>8 Week Term</b>	<b>1st</b>	<b>2nd</b>
Nursing 328.....			2	-
Nursing 415.....			-	4
Nursing 417.....			-	4
		<b>Total</b>	<b>2</b>	<b>8</b>
<b>Summer II</b>		<b>8 Week Term</b>		
Nursing 315.....			2	
Nursing 316.....			2	
		<b>Total</b>	<b>4</b>	
<b>Second Year</b>				
<b>First Semester</b>		<b>8 Week Term</b>	<b>1st</b>	<b>2nd</b>
Nursing 418.....			2	-
Nursing 400 or 428.....			-	3
		<b>Total</b>	<b>2</b>	<b>3</b>
<b>Second Semester</b>		<b>8 Week Term</b>	<b>1st</b>	<b>2nd</b>
Nursing 423.....			4	-
Nursing 424.....			-	4
		<b>Total</b>	<b>4</b>	<b>4</b>
		<b>Total Credits</b>	<b>33</b>	
<b>TOTAL CREDITS FOR GRADUATION</b>			<b>123</b>	
<b>RN Advanced Placement Up to 35 Credits</b>				

## Health Sciences

The Health Sciences program under the auspices of the School of Nursing will train students from diverse backgrounds in two concentrations of Health Promotion and Policy and Administration. Students will gain educational experiences which develop their understanding of their discipline, emphasize interdisciplinary healthcare practice and live up to Hampton University's motto of "life-long learning."

The health sciences curriculum will prepare students for success in their field of study and the workplace. The proposed programs will foster an exploration of diverse cultures, a variety of human experiences; and prepare students to engage in respectful discourse about global issues amongst divergent viewpoints. Health Science majors will be poised and prepared to step into the emerging healthcare roles of the 21st century.

The first concentration, Health Promotion, emphasizes the sciences, and students will also complete courses in: Statistics, Health Education, Sociology, and Business Organization & Management. The second concentration, Policy and Administration, also emphasizes the sciences, and students will also complete courses in: Statistics, Health Education, Sociology, and Business

Organization & Management, Finance, Leadership & Business. The Policy and Administration concentration is designed to assist students in obtaining policy/administration/leadership positions within health care organizations. Policy and Administration graduates will be transformational leaders who manage their employees with professional integrity, while maintaining high service fidelity.

## B.S. in Health Sciences—Community Health Promotion (Concentration)

<b>Freshman Year</b>		<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102.....			3	3
Math 110 or HIGHER.....			3	-
General Chemistry 101 or HIGHER.....			3	-
History 106.....			3	-
University 101.....			1	-
Sociology 205.....			3	-
Communication 103.....			-	3
General Biology 105 or HIGHER.....			-	4
Psychology 203.....			-	3
PED (any).....			-	1
Humanities 201.....			-	3
		<b>Total</b>	<b>17</b>	<b>17</b>
<b>Sophomore Year</b>		<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Natural Science 200 level or HIGHER.....			4	4
Math 205 or Psychology 346.....			3	-
Nursing 105 or Health Education 200.....			2	-
Nursing 202.....			2	-
Nursing 221.....			2	-
Computer Science 120.....			3	-
Math 117 or Recommended Elective-3.....			-	3
Nursing 217.....			-	3
Nursing 218.....			-	2
Humanities 202.....			-	3
		<b>Total</b>	<b>16</b>	<b>15</b>
<b>Junior Year</b>		<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Recommended Elective-3.....			3	-
Sociology 250.....			3	-
Leadership 302.....			2	-
Health Education 203 or Free Elective-3.....			3	-
Sociology 314.....			3	-
Management 301.....			-	3
Health Science 308.....			-	4
Sociology 350.....			-	3
Nursing 318.....			-	2
Marketing 305.....			-	3
		<b>Total</b>	<b>14</b>	<b>15</b>
<b>Senior Year</b>		<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Sociology 414.....			3	-
Sociology 412.....			3	-
Management 323.....			3	-
Health Science 411.....			3	-
Political Science 408.....			-	3
Health Education 441.....			-	3
Elective: SOC 414; SOC 456 or SOC 457.....			-	3
Health Science 412.....			-	2
Pharmacy 587.....			-	2
		<b>Total</b>		<b>12/13</b>
<b>TOTAL CREDITS FOR GRADUATION</b>				<b>120-122</b>

## Health Sciences: B.S. in Health Sciences – Policy & Administration (Concentration)

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102 .....		3	3
Math 110 or HIGHER .....		3	-
General Chemistry 101 or 201 .....		4	-
History 106 .....		3	-
University 101 .....		1	-
Sociology 205 .....		3	-
Communication 103 .....		-	3
General Biology 105 or HIGHER .....		-	4
Psychology 203 .....		-	3
PED (any) .....		-	1
Humanities 201 .....		-	3
<b>Total</b>		<b>17</b>	<b>17</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Natural Science 200 level or HIGHER .....		4	4
Math 205 or Psychology 346 .....		3	-
Nursing 105 or Health Education 200 .....		2	-
Nursing 202 .....		2	-
Nursing 221 .....		2	-
Computer Science 120 .....		3	-
Math 117 or Recommended Elective-3 .....		-	3
Nursing 217 .....		-	3
Nursing 218 .....		-	1
Psychology 311 .....		-	3
Humanities 202 .....		-	3
<b>Total</b>		<b>16</b>	<b>17</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Recommended Elective-3 .....		3	-
Sociology 250 .....		3	-
Sociology 314 .....		3	-
Management 301 .....		3	-
Health Science 308 .....		3	-
Business Administration 201 or Accounting 203 .....		-	3
Political Science 201 .....		-	3
Health Science 313 .....		-	3
Health Education 203 or Free Elective-3 .....		-	3
<b>Total</b>		<b>15</b>	<b>12</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Management 323 .....		3	-
Business Administration 300 .....		2	-
Leadership 400 .....		2	-
Political Science 407 .....		3	-
Health Science 411 .....		3	-
Recommended Elective: MBA 301; MGT 413; .....		-	3
MGT 414; POL 408 .....		-	2
Management 400 .....		-	3
Health Education (any 400 level) .....		-	3
Health Science 412 .....		-	2
<b>Total</b>		<b>13</b>	<b>13</b>

**TOTAL CREDITS FOR GRADUATION 120-122**

# School of Pharmacy

The School of Pharmacy offers an innovative entry-level professional program leading to the Doctor of Pharmacy (Pharm.D.) degree based on the premise that the ultimate goal of pharmacy is to render pharmaceutical care. Pharmaceutical care encompasses the full range of skills, knowledge, abilities, and empathy, integrated to provide appropriate medication services to patients. The principal goal of pharmaceutical care is to achieve definitive outcomes from medication use that improve patients' quality of life. These outcomes may include: (1) cure of a disease; (2) elimination or reduction of symptoms; (3) arresting or slowing a disease process; (4) prevention of disease; (5) diagnosis of disease; and (6) desired alterations in physiological processes, all with minimum risk to patients. The curriculum in pharmacy equips the student to understand many aspects of medicine. The curriculum emphasizes knowledge and practice in the areas of preventive medicine, primary care for the pediatric and adult populations, and geriatrics. The curriculum also provides for growing sectors of medicine such as long-term care, home health care, and hospice care. Clinical training sites are established in both traditional and non-traditional sites, including medically underserved communities. Coupled with the diversity of the basic educational requirements, the curriculum satisfies the goal of producing a graduate whose personal ethics and professional skills allow for full participation and prosperity in the medical community.

The entry-level Doctor of Pharmacy Program requires six calendar years for completion. The first two years of the program consist of pre-professional pharmacy education followed by four years of professional pharmacy education. The pre-professional curriculum encompasses general education requirements, including math and science courses, totaling 65 semester hours. Students are allowed to transfer the required pre-professional pharmacy courses from an accredited college or university. The content and comprehensiveness of the course should match with the comparable course offered at Hampton University. Final analysis of the transferability of a course rests with Hampton University.

## Accreditation

The School of Pharmacy is fully accredited by the Accreditation Council for Pharmacy Education (ACPE), the body that accredits schools and colleges of pharmacy in the United States.

## Freshman (Pre-Professional) Admission

Students may apply for admission into the pre-pharmacy program directly from high school and must complete two years of prerequisite coursework. Applicants who meet the requirements for admission to the University are eligible to be considered for the School of Pharmacy's pre-professional program. Courses in the pre-pharmacy curriculum include the following: general and organic chemistry, biology, physics, calculus, english, speech, sociology, psychology, history, health and humanities. Pre-phar-

macy majors are assigned to an advisor within the School of Pharmacy who assists them to prepare for entrance into the professional program. The Pharmacy College Admissions Test (PCAT) and a GPA of 2.75 are required to be considered for an interview to progress from the pre-pharmacy program into the professional level.

## Professional Admission

Students may complete the prerequisite courses at another institution, transfer into the professional program and complete four years of study leading to the Doctor of Pharmacy degree. In addition to the basic University requirements, students admitted to the professional education program are expected to meet the following admissions criteria:

1. Minimum overall GPA of 2.75 (inclusive of all colleges and/or universities attended)
2. Complete all pre-requisite courses or equivalency (appropriately approved) with a grade of "C" (2.00) or better in each course.
3. Submit the following: a University application with the required fee, School of Pharmacy application supplement, two letters of recommendation, official transcripts from all institutions of higher education previously attended, and a written statement of professional goals.
4. Submit the PCAT score by Jan 15 of the anticipated year of admission. Applicants must take the PCAT by November of the previous year to meet the Jan 15 deadline.
5. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) if they have less than 30 transferable college credits.

The most competitive applicants will be invited for an interview. Completion of an application and meeting requirements does NOT guarantee an interview or admission.

## Scholarships/Financial Assistance

Scholarships are awarded for qualifying students through the University Scholarship Program. These include Presidential Scholars, Academic Achievers, and various departmental scholarships as obtained through grants, projects, cooperative education (internships), Army and Navy ROTC, government, industry and organizations. Other financial assistance information is available through the University Financial Aid Office (Pell Grant, work-study, Federal Direct Loan Programs, etc.).

Application forms and information regarding admissions to the Pre-Professional Pharmacy Program may be obtained by writing to the Office of Admissions, Hampton University, Hampton, VA 23668 or calling (757) 727-5328. Information regarding the professional program, can be obtained by accessing the School of Pharmacy

website at <http://pharm.hamptonu.edu/page/Professional-Program-Overview>. Non-Hampton University pre-pharmacy students must download applications and forms, and mail them to the following address:

Hampton University  
School of Pharmacy  
Office of Student Affairs/Admissions  
Hampton, VA 23668

## Curriculum Outline - Doctor of Pharmacy - Pre-Professional\*

Freshman Year	Semester	1st	2nd
Biology 105-106.....		4	4
Chemistry 201-202.....		4	4
Communication 103.....		-	3
English 101-102.....		3	3
Mathematics 117.....		3	-
History 106.....		-	3
University 101.....		1	-
Health 200.....		2	-
<b>Total</b>		<b>17</b>	<b>17</b>

Sophomore Year	Semester	1st	2nd
Chemistry 301-302.....		4	4
Humanities 201.....		3	-
Sociology 205.....		3	-
Physics 201.....		4	-
Physics 215 (Physics Lab I).....		1	-
Mathematics 130.....		-	3
Humanities Elective**.....		-	3
Psychology 203.....		-	3
Elective.....		-	3
<b>Total</b>		<b>15</b>	<b>16</b>

\*Pre-professional courses may be taken at Hampton University or any other accredited college or university. Hampton University will determine appropriate course content and comprehensiveness.

\*\*For Hampton University Pre-Professional students, Humanities Elective can be fulfilled with other courses from the liberal arts to include: Art (200, 305, 306, and 407), English (214, 215, 323, 328, and 329), Foreign Languages (above 202), Music (200, 201, 202, 205, and 305), Philosophy (203, 204, 210, 301, 304, and 305), or Theatre (120, 205, and 206).

## Curriculum Outline - Doctor of Pharmacy - Professional Program

First Professional Year	Semester	1st	2nd
Pharmacy 301-302 Pharmaceutical Care I-II.....		3	3
Pharmacy 311 Physiological Chemistry.....		3	-
Pharmacy 314 Medicinal Chemistry I.....		-	4
Pharmacy 320 Pharmaceutical Calculations I.....		2	-
Pharmacy 321 Anatomy/Physiology.....		4	-
Pharmacy 321 Anatomy/Physiology Lab.....		1	-
Pharmacy 330 Introduction to Pharmacy Practice.....		-	2
Pharmacy 332 Biostatistics & Epidemiology.....		-	3
Pharmacy 361-362 Pharmaceutics/Biopharm I-II.....		4	4
Pharmacy 361-362 Pharmaceutics Lab I-II.....		1	1
<b>Total</b>		<b>18</b>	<b>17</b>

### Summer Session

Pharmacy 370 Community IPPE..... 1  
(Introductory Pharmacy Practice Experience)

Second Professional Year	Semester	1st	2nd
Pharmacy 401-402 Pharmaceutical Care III-IV.....		3	3
Pharmacy 413 Medicinal Chemistry II.....		4	-
Pharmacy 423 Microbiology/Immunology.....		4	-
Pharmacy 431-432 Healthcare Admin/Mgt I-II.....		2	3
Pharmacy 463 Pharmacokinetics.....		5	-
Pharmacy 480 Drug and Disease Mgt I.....		-	3
Pharmacy 482 Drug and Disease Mgt II.....		-	3
Pharmacy 484 Drug and Disease Mgt III.....		-	4
Pharmacy 490 Intro to Clerkship*.....		-	2
(Applies to graduating Class of 2019; Course to be replaced by PHA 330 beginning with graduating Class of 2020)			
<b>Total</b>		<b>18</b>	<b>18*</b>

(\*16 beginning Spring 2017)

### Summer Session

Pharmacy 470 Institutional IPPE..... 1

Third Professional Year	Semester	1st	2nd
Pharmacy 501 Pharmaceutical Care V.....		3	-
Pharmacy 531 Research Methods I.....		1	-
Pharmacy 532 Pharmacy Law & Ethics.....		-	2
Pharmacy 573 Patient Assessment.....		1	-
Pharmacy 573 Patient Assessment Lab.....		1	-
Pharmacy 574 Pharmacy Practice Lab.....		-	4
Pharmacy 581 Drug & Disease Mgt IV.....		3	-
Pharmacy 583 Drug & Disease Mgt V.....		3	-
Pharmacy 585 Drug & Disease Mgt VI.....		4	-
Pharmacy 586 Drug & Disease Mgt VII.....		-	4
Pharmacy 588 Drug & Disease Mgt VIII.....		-	4
Professional Elective.....		2	-
Professional Elective.....		-	2
Professional Elective.....		-	2
<b>Total</b>		<b>18</b>	<b>18</b>

### Summer Session

Pharmacy 570 Elective IPPE..... 1

### Fourth Professional Year Credits

(Over a three semester period: Summer, Fall, Spring)

Pharmacy 650 Seminar I..... 1  
Pharmacy 651 Seminar II..... 1  
Pharmacy 652 Seminar III..... 1  
Advanced Pharmacy Practice Experiences (APPEs)..... 32

Course Number	Title	Credit Hours
<sup>2</sup> Pharmacy 670	Community Pharmacy Externship	4
<sup>2</sup> Pharmacy 671	Institutional Pharmacy Externship	4
<sup>2</sup> Pharmacy 672	Community/Institutional Pharmacy Externship II	4
<sup>3</sup> Pharmacy 683	Geriatrics	4
<sup>3</sup> Pharmacy 685	Administration/Management	4
<sup>1</sup> Pharmacy 690	Internal Medicine I	4
<sup>1</sup> Pharmacy 691	Ambulatory Care I	4
<sup>1</sup> Pharmacy 692	Ambulatory Care II	4
<sup>3</sup> Pharmacy 693	Pediatrics	4
<sup>3</sup> Pharmacy 694	Psychiatry	4
<sup>3</sup> Pharmacy 695	Drug Information	4
<sup>1</sup> Pharmacy 696	Elective	4
<sup>1</sup> Pharmacy 699	Internal Medicine II	4

<sup>1</sup> Required

<sup>2</sup>Select two APPE courses from PHA 670, 671, 672.

<sup>3</sup>Select one APPE from PHA 683, 685, 693, 694, 695.



# School of Science

The School of Science is comprised of the Division of Biological, Chemical and Environmental Sciences, the Division of Health Sciences and the Division of Mathematical and Physical Sciences. Bachelor's degree programs are offered in Biochemistry, Biology, Chemistry, Communicative Sciences and Disorders, Computer Science, Computer Information Systems, Marine and Environmental Science, Mathematics and Physics. Master's degree programs are offered in Applied Mathematics, Atmospheric Science, Biology, Chemistry, Communicative Sciences and Disorders, Computer Science, Information Assurance, Medical Science, Physics and Planetary Science. An Environmental Science concentration is provided through the biology and chemistry graduate programs. Five-year Master's in Teaching programs are offered in collaboration with the Department of Education and are presented in the section under the College of Education and Human Development in this Catalog. The Doctor of Philosophy (Ph. D.) degree in Atmospheric Science, Physics, and Planetary Science; and the Doctor of Physical Therapy (D.P.T.) degree programs are available to highly qualified students.

The School of Science is committed to achieving excellence in its educational programs. The programs offered:

1. provide formalized instructional programs for science majors;
2. offer broad scientific research experiences to complement the instructional program;
3. provide education in the basic sciences and mathematics for all University students;
4. provide technical training to prospective commissioned officers in the United States Navy, Marine Corps or Navy Nurse Corps;
5. offer didactic and clinical experiences for professional programs in Communicative Disorders and Physical Therapy; and
6. offer outreach experiences and consumer services to the nearby community.

## Accreditation

The programs in Communicative Sciences and Disorders, Computer Science, Naval Science and Physical Therapy have professional accreditation as stated in the program description. The five-year Master in Teaching programs are approved by the Department of Education of the Commonwealth of Virginia accredited by the National Council for the Accreditation of Teacher Education (NCATE). The American Chemical Society approves the Chemistry program.

## Admissions

Prospective majors in the School of Science must adhere to the general procedures and criteria for admission established by the University for graduate or undergraduate students. Additional criteria for admission are described in the specific programs of

study. Undergraduate students preparing for careers in computer science, mathematics and physics should have completed all pre-calculus courses prior to admission to their respective departments. Mathematics placement is based on the student's pre-college academic preparation. Students who do not begin at the appropriate level of mathematics will require additional time to complete their chosen program of study.

## Financial Aid

Students applying for financial aid must adhere to the criteria and procedures described in the section on STUDENT FINANCIAL AID in this Catalog. The School of Science awards special scholarships through the Office of Financial Aid to deserving students on the basis of criteria formulated for each undergraduate scholarship or for graduate fellowships and research assistantships. Scholarships are also available to qualifying students through the University Scholarship Program. These include Presidential Scholars, Academic Achievers and various departmental scholarships as obtained through grants, projects, cooperative education (internships), Army and Navy ROTC, government, industry and organizations.

## General Program Requirements

Course requirements for academic programs within the School of Science can be modified only by special permission. All course adjustments, such as substitution or waiver of major or related area courses, require recommendation by the department chairperson and approval by the School Dean. Adjustments in General Education require additional approval at the level of the Provost. The General Education curriculum is applicable to all undergraduate major disciplines in the School of Science.

## Minimum Grade Requirements

In addition to the minimum grade requirements established by Hampton University, all majors and minors within the School of Science must pass all required courses offered within the School of Science with a grade of "C" or better in order to satisfy degree requirements. Minimum grade requirements for graduate students are addressed earlier in this Catalog.

## Special Programs

Academic clubs are described in the section for each departmental program. The Beta Kappa Chi National Scientific Honor Society is open to all science majors who meet the requisite grade point average and number of credit hours in one of the sciences. Eligible students can also join the national honor societies for computer science majors (Upsilon Pi Upsilon) and physics majors (Sigma Pi Sigma). The Prehealth Program, which is open to all Hampton University students contemplating medical or other health professions is housed within the School of Science.

Special opportunities that are available for students within the School of Science include research participation, graduate and professional school preparation and other enrichment and training opportunities. Formal partnerships and collaborations have been formed with many scientific organizations and facilities, such as the Science Museum of Virginia, the Thomas Jefferson National Accelerator Facility, the National Aeronautics and Space Administration – Langley Research Center (NASA-LaRC), and with research universities and professional schools in health-related areas. Many of these special programs actively engage undergraduate and graduate students in scientific research. These opportunities are made available through individual faculty research grants and contracts, and through several research centers. The research centers include the Advanced Center for Laser Science and Spectroscopy (ACLASS), Center for Advanced Medical Imaging (CAMI), the Center for Atmospheric Science (CAS), the Center for Fusion Research and Training (CFRT), the Center for Particle Physics (CPP), and the Information Assurance and Cyber Security Center (IAC).

## Prehealth Program

The Prehealth Program Coordinator is responsible for oversight of the prehealth program. The Prehealth Program at Hampton University is designed to prepare students for admission to post-baccalaureate degree programs in such health fields as Medicine (including Osteopathic medicine), Dentistry, Pharmacy (pharmacy doctorates), Podiatry, Optometry and Physical Therapy. Hampton University has enjoyed a long history in the preparation of undergraduates for entry into the fields indicated above. Many Hampton University graduates have completed post-baccalaureate degrees in health professional fields and are now active practitioners throughout the country. Hampton students who enter post-baccalaureate health degree programs (excluding Nursing and Psychiatry) major in biology (80%), chemistry (19%), and one percent in other disciplines. The curriculum for prehealth education at Hampton University follows the recommendations of health professional schools that are members of the Association of American Medical Colleges (AAMC) and listed in the book, *Medical School Admission Requirements*. Thus, students who are interested in preparing for health professional schools should pursue a curriculum in a major that would offer the basic science courses in biology, chemistry, mathematics, physics, sociology and psychology. Acceptance to health professional schools is highly competitive and the student should be prepared to take the appropriate admissions test no later than the second semester of the junior year. The student should complete the basic requirements in biology, chemistry, mathematics, physics, sociology and psychology before attempting the examination. The typical tests include the Medical College Admission Test (MCAT), Dental Aptitude Test (DAT), and the Graduate Record Examination (GRE). Students who participate fully in structured prehealth activities are informed of target dates and other information relevant to applications and schedules of national tests and examinations.

Hampton University faculty are members of the National Association of Advisors for the Health Professions, Inc. (NAAHP), the Southeastern Region Association of Advisors for the Health

Professions (SAAHP), the National Association of Minority Medical Educators (NAMME), and the 16-Institution Health Sciences Consortium of North Carolina and Virginia. The School of Science has Memoranda of Understanding for summer enhancement and/or academic year activities with many universities. The School of Science offers special seminars by professional health educators and practitioners, and visitation to selected medical colleges and institutions. Prehealth students are expected to take advantage of special summer enhancement activities that are scheduled away from the campus. Students are invited to apply for these opportunities at numerous locations throughout the country.

The School of Science implemented a graduate program leading to the Master of Science degree in Medical Science in Fall 2000. The primary purpose of this program is to significantly increase the number of Hampton University graduates and others who matriculate in professional health career programs leading to the MD or DDS degree. This program prepares the graduate student for the arduous task of gaining admittance to professional schools by focusing upon the standardized examinations in the biomedical sciences and upon the courses offered in the first year of a doctoral medical program. The School of Science is dedicated to making Hampton University number one in the placement of our graduates in professional medical and allied health programs and to their success in those professional programs. The master's program has been modeled after highly successful post-baccalaureate programs and with input or commitments from medical schools. Further detail about this program is provided in the Graduate College section of this catalog.

## Facilities

Programs in the School of Science are housed in eleven buildings: Academy Building, Armstrong-Slater Hall, Dupont Hall, Marine Science Building, Olin Engineering Building, Phenix Hall, Science and Technology Building, Turner Hall and four research buildings.

*The Department of Computer Science* maintains its own Computer Center. The Center consists of five major laboratories and a well-equipped server center. The laboratories include a Robotics Lab, Information Security Lab, Upper Classmen Lab, Freshmen Lab and a Computer Literacy Lab. The Freshmen and Upper Classmen Laboratories are available to students from 6:00 a.m. to 12:00 midnight daily including weekends.

*The Integrated Learning Environment* incorporates three computer labs, housed in the departments of mathematics, biology, and chemistry. Each lab has between 15 and 20 PCs equipped with the standard MS windows operating system, as well as some software to support courses. The Hampton University First in the World Partnership (HUFITWP) Project, funded through the U.S. Department of Education for \$3.5 million over 4 years, has established several computer labs and electronic classrooms on campus. On the second floor of the William & Norma Harvey Library is the Mathematics Emporium which contains 45 state-of-the-art desktops. The emporium also includes a room for tutoring as well as a conference room.

Each of the departments participating in the HUFITWP project houses its own satellite computer lab for students; Mathematics has 20 desktops and Computer Science has 8 desktops in Science and Technology Building, Biology has 10 laptops located in DuPont Hall, Chemistry has 15 desktops in Turner Hall, Marine and Environmental Science has 6 laptops in its building. Finally, Engineering has 10 desktops located in Olin Building and Physics has 5 desktops in the Biomedical Research Building. Additionally, funded through this grant there are three electronic classrooms, all located in Science and Technology. In one classroom there are 26 desktops; 36 in a second and 30 in a third.

*The Speech, Language and Hearing Clinic* provides complete and thorough diagnostic and therapeutic services for speech, language and hearing problems. The clinic is equipped with six therapy rooms for speech and language therapy with facilities for observation, and two IAC hearing test suites with facilities for complete audiological testing.

*The Department of Physical Therapy* has well equipped laboratories for faculty research and the professional training of students. Memoranda of Understanding with over one hundred off-campus sites provide practical training in the clinical environment.

Active research programs are offered in the departments of Atmospheric and Planetary Sciences, Biological Sciences, Chemistry, Computer Science, Marine and Environmental Science, Mathematics, Physical Therapy and Physics. Students are encouraged to participate in research in the various laboratories and research centers.

*The Department of Chemistry* is housed in Turner Hall. It has eight research and instrumentation laboratories. The laboratories house instrumentation such as a mass spectrometer, atomic absorption spectrometer, Fourier Transform Infrared Nuclear magnetic resonance, a crystal X-ray crystallographic system and other equipment to support undergraduate as well as graduate student research.

*The Department of Marine and Environmental Sciences* housed in the Marine Science Building has two large laboratories, one microbiology preparation room, and a diagnostic/culture laboratory. Adjacent to the building is a docking facility for boats and the research vessel used for fieldwork.

*The Department of Biological Sciences*, housed in Dupont Hall, has eight teaching laboratories and several research labs, which house a fluorescence microscope, LKB UV/Visible Spectrophotometer, centrifuges, freeze dryer, gel documentation system, carbon dioxide incubator, DNA sequencing apparatus, DNA hybridization chamber, and other research equipment.

*The Department of Physics* houses laboratories in the Olin building, Turner Hall, the Graduate Physics Research Center, Armstrong Slater hall, and two buildings on Tyler Street. The research laboratories of the optical spectroscopy and laser development group include the Bridgman crystal growth laboratory, a spectroscopy lab, and a laser development lab. The Center for Atmospheric Sciences supports the SAGE, LITE, and SABER satellite programs. It also has a lab in Turner Hall which houses a telescope and

LIDAR equipment and in Phenix Hall. The Department of Physics has labs for the assembly and testing of the Barrel Transition Radiation Tracker construction for ATLAS, as well as labs for advanced detector and software research and development. The experimental nuclear physics group has a computer lab for faculty, undergraduate and graduate students. The Department of Physics has two teaching laboratories, as well as a small computer lab for its undergraduate students.

## Interdisciplinary Science Center

The Interdisciplinary Science Center offers physical science courses for non-science majors. Each semester three hour courses and four hour courses with a lab are offered. The focus of these courses is to develop scientifically literate citizens who become stewards of their environment. In addition to providing courses for Hampton University undergraduates, the ISC also offers graduate science courses for educators through grant funded initiatives.

Courses offered by the ISC:

- SCI 104 Physical Science and Lab 4 credits in total. Offering 3 sections each semester.
- SCI 102 Intro to Physical Science 3 credits in total. Offering 2 sections each

## Nanoscience Program

The School of Science offers an interdisciplinary minor in nanoscience. Anyone enrolled in an undergraduate degree program at Hampton University will be able to pursue said minor. The program is particularly targeted to majors in the School of Science and School of Engineering. As such, Biology, Chemistry, Engineering, Mathematics and Physics majors are strongly encouraged to earn baccalaureate degrees with a minor in nanoscience. The significant overlap of these disciplines on the nanoscale makes it important for students studying this topic to understand nanoscience from an interdisciplinary perspective, which may be used to complement their knowledge in their major field of study and research. The rapidly growing field of nanotechnology serves as an intellectual nexus between core sciences, technology, engineering and math; therefore, students can excel when they develop an interdisciplinary perspective by studying nanoscience as the integration of STEM disciplines. The program encourages students to learn about nanoscience from the perspective of their major and a discipline outside of their major, leading to a curriculum that is truly interdisciplinary in nature. This minor will prepare graduates with sufficient scientific content and experience in nanoscience to pursue interdisciplinary related programs in graduate school or employment.

The minor requires a minimum of twenty (20) credit hours in science and technology courses which have significant nanoscience discussion of application. Students will engage in interdisciplinary foundational courses, with nanoscience modules built into the curriculum of the courses. Students are required to take two foundational courses outside of their major to gain the adequate background necessary for subsequent nanoscience coursework. Students will go on to take two upper level nanoscience-related

courses, with at least one course being from outside of their own major department. Students minoring in nanoscience will be required to enroll in a research course for a minimum of two semesters, totaling a minimum of four credit hours. Said research course must be at least 300-level (junior level). The students will be required to either participate in individual, independent research projects, or make major contributions to a nanoscience-related research projects with designated research mentors. The students will be expected to submit a comprehensive research report, based on their findings.

The introductory interdisciplinary survey course, serves as a gateway course to spark interests in nanoscience and to build enthusiasm for the NanoHU program. This course provides a fundamental foundation for the minor, while informing the general student population of this interdisciplinary subject matter that has dominated global interest in STEM and non-STEM sectors. Students may use this course to decide if they want to pursue an interdisciplinary minor in nanoscience. The introductory course is open to all students, and satisfies the general education requirement for physical science.

A series of seminars is offered where discussions of nanoscience topics are carried out by students, faculty and invited speakers. Emphasis is placed on the interdisciplinary nature of nanoscience. Students can explore current findings in nanoscience, and project future work from research initiatives. The student pursuing said minor is required to attend five nanoscience-related seminars/presentations/talks per semester and submit a 1-page report on each.

### **The minor in Nanoscience requires 20 credit hours from the following list of courses: \***

- 3 credit hours - SCI 203
- 7-8 credit hours selected in courses outside of student's own major from: PHY 202, CHE 201, BIO 105, MES 130
- 6-8 credit hours with at least 3 credit hours outside of student's own major, selected from: PHY 211, PHY 212, PHY 526, CHE 401, CHE 402, CHE 408, CHE 421, CHE 505, CHE 510, BIO 224, BIO 412, BIO 502, BIO 503, MAT 512, EGR 406
- 4 credit hours minimum of research related to nanoscience, divided between two semesters, selected from: PHY491, CHE 314-315, BIO 408, BIO 505, MAT 424, EGR 391, EGR 491. The student is required to submit a comprehensive project report based on nanoscience-related research.

\*Note: The Office of the Dean in the School of Science will appoint a faculty mentor who will serve as the advisor for the minor.

## **Division of Biological, Chemical and Environmental Sciences**

This Division includes the departments of Biological Sciences, Chemistry, and Marine and Environmental Science. The programs in chemistry are approved by the Committee on Professional Training of the American Chemical Society. Master's degree programs are offered in Biology and Chemistry and an Environmental Science concentration is provided through each of these graduate programs.

## **Division of Health Sciences**

The Division of Health Sciences encompasses the Department of Communicative Sciences and Disorders, which has a Bachelor of Arts and a Master of Arts program; the Prehealth Program, which offers a Master of Science in Medical Science degree program; and the Department of Physical Therapy, which provides a Doctor of Physical Therapy (D.P.T.) degree program. The Department of Chemistry offers the Bachelor of Science degree in Biochemistry and in Chemistry and the Master of Science degree in Chemistry. An option in Environmental Chemistry is offered through the undergraduate program in Chemistry.

## **Division of Mathematical and Physical Sciences**

This Division includes the departments of Atmospheric and Planetary Sciences, Computer Science, Mathematics, Naval Science, and Physics. Master's degree programs are offered in Applied Mathematics, Atmospheric Science, Computer Science, Information Assurance, Physics and Planetary Science. The Doctor of Philosophy (Ph.D.) degree is offered in Atmospheric Science, Physics and Planetary Science.

## **Atmospheric and Planetary Sciences**

The Department of Atmospheric and Planetary Sciences (APS) provides a program in graduate education leading to the M.S. and Ph.D. degrees with concentration either in Atmospheric Science, or in Planetary Science and provides an undergraduate minor in Atmospheric and Planetary Sciences (APS). Students from a variety of academic disciplines are welcome, and the curriculum maintains flexibility to match the interests of individual students. Academics, research, and service to the scientific community, the university, and the public are integral elements of the mission of the department. A high ratio of faculty to students ensures that students at all levels receive mentoring, training, and guidance. See the Graduate College section for more detail on the graduate programs.

The principal objective of the graduate program is to prepare students for successful careers and leadership roles in private and government research laboratories, and in academia. Essential support is provided by the department's research center, the Center for Atmospheric Sciences (CAS). Intellectual vitality fostered by active research is integral to Hampton University's institutional vision, and CAS is a key resource for students and faculty. The center hosts research faculty, support personnel, and infrastructure required to maintain vigorous programs of sponsored research. Center personnel are principal investigators for scientific instrumentation on current and past space missions to study the atmosphere and the space environment of Earth. Current spacecraft missions include CALIPSO, Geotail, TIMED, and the AIM mission (Aeronomy of Ice in the Mesosphere), which is managed by Hampton University and CAS for NASA. The center also maintains a LIDAR observatory on campus to provide ground-based observations of the atmosphere in support of space missions and for basic research.



Research and education partners include NASA, NOAA, the NSF, the EPA, and the DOD, and approximately 20 research universities, laboratories, and other scientific organizations in the U.S. and abroad. Hampton University is a member university of the National Institute of Aerospace; a consortium of universities offering graduate education in aerospace-related sciences and engineering. The NIA is headquartered in Hampton, and students can receive credit for graduate-level courses offered by the partner schools on-site at the NIA, or remotely via teleconferencing. Proximity to NASA's Langley Research Center also provides for convenient access to the many research opportunities offered there.

### Minor in Atmospheric and Planetary Science

The Department of Atmospheric and Planetary Sciences (APS) provides an undergraduate minor in Atmospheric and Planetary Science, which was formerly named a minor in Space, Earth, and Atmospheric Sciences (SEAS) and is truly interdisciplinary in nature. The minor in Atmospheric and Planetary Sciences (APS) requires 18 credit hours from the following list of courses:

9-12 hours selected from: SCI 102; ESC 202; APS 101, 102, 105, 106, 303 (or PHY 303), 304, 333, 345, 399.

3-6 hours selected from: CHE 509; APS/PHY 307; 351, 411.

3-6 hours selected from: APS 401, 410.

## Department of Biological Sciences

The Department of Biological Sciences offers both the baccalaureate and master's degrees in biology. The principal objective of the program is to incorporate the instructional and research expertise of the faculty to provide a scholarly atmosphere in which students are exposed to a variety of skills to define, analyze, question and solve scientific research problems. The curriculum provides fundamental and advanced interdisciplinary academic and professional enrichment for students who aspire to pursue graduate studies and careers in molecular, genetic, microbial, botanical, ecological and organismal fields, as well as those with an interest in secondary and post-secondary teaching, or in medical and other health-related professions.

Curricula leading to the Bachelor of Science degree in Biology are Cellular and Molecular, Integrative and Pre-Med Biology. The department also offers a Master's degree program in Biology, Biology Education, and Medical Science. The student should consult his or her departmental advisor to determine the plan that best meets the student's career goals. A student who plans to major in biology should begin his or her program in the first semester of the freshman year. By the end of the freshman year, all undergraduate Biological Science majors select a concentration in either **Cellular and Molecular Biology, Integrative Biology or Pre-Med Biology**. Courses and course content of these curricula are continually updated to ensure inclusion of current concepts in the biological sciences. All Biological Science majors must earn a minimum grade of "C" in all School of Science courses (as well as ENG 101, ENG 102, and COM 103).

## Facilities

### *HHMI-Student Molecular Biology Research Laboratory*

Equipped with leading-edge research tools and technologies, this Howard Hughes Medical Institute (HHMI) lab empowers students to become research scientists in the emerging areas of biology. For example, the capability in this laboratory allows students and faculty to observe and dissect genome and gene expression under various conditions and to study the genomes of soil bacteria that cannot be cultured in the lab. Emerging areas include micro-RNA biology, genomics, metagenomics, proteomics, bioinformatics, synthetic biology, epigenetics and molecular evolution. Students engage in faculty-mentored research projects that give them a sense of ownership and independence. Upon completion of these projects, students will experience the thrill of discovery while they use the process of scientific discovery. The goal of this lab is to prepare Twenty-First century leaders in scientific research and medicine with the idea of enabling them to make significant contributions to society. This lab is equipped for videoconferencing through Skype and other technologies.

### *Keck-HU Bioinformatics Laboratory*

A center for in silico research and computational biology modeling, the Keck-HU Bioinformatics Lab is equipped with computers to accommodate 24 students during research or training sessions. In this Lab, students learn to navigate the National Center for Biotechnology Information (NCBI) website. They also learn to design student-centric in silico research and computational modeling projects and present their finding to the class or members of the department. As in the case of all research projects in biology, the scientific method guides the process of discovery. This lab is equipped for videoconferencing through Skype and other technologies.

### *Keck-HU Genomics Laboratory*

The focus of this lab is on the genome of yeast, the fruit fly, plant model systems. DNA Microarray technology is the major approach currently in use. Next-Generation DNA sequencing technology is being established in the lab. It takes advantage of the advances in desktop sequencing that is available on a USB-flash drive. This laboratory is also the site for our new Synthetic Biology Project that seeks 1) to design and construct new biological parts, devices, and systems, and 2) to re-design existing natural biological systems for useful purposes. This lab is equipped for videoconferencing through Skype and other technologies.

### *NIH/NCI-Cancer Biology Laboratory*

This laboratory funded by a P20 MICCP grant from the National Cancer Institute, is equipped with cell and molecular biology research and training equipment. The cell culture facility in the lab includes a six-foot biosafety cabinet, CO2 incubator and refrigerated centrifuges. Other equipment include cytopsin, thermocyclers, ELISA reader, spectrophotometers, microcentrifuges, speed-vac, imaging system, electrophoresis equipment and computers.



## Biology Minor Requirements:

The biology minor requires 23 credit hours, to include Introduction to Biology I and II (BIO 105,106), General Botany (BIO 210), General Zoology (BIO 220), General Microbiology (BIO 304) and Principles of Heredity (BIO 305). BIO 105 and BIO 106 are prerequisites to the other courses. All courses in the School of Science must be passed with a "C" or better by students who wish to earn a minor in Biology.

## Biology – (Pre-Med) Entering Class of 2014 and Beyond

Freshman Year	Semester	1st	2nd
Biology 105, 106 (either order) .....		4	4
Biology 110 .....		1	-
English 101-102 .....		3	3
Chemistry 201-202 .....		4	4
<sup>1</sup> Mathematics 117, 130 .....		3	3
Health 200 or Physical Education Activity .....		-	2
University 101 .....		1	-
<b>Total</b>		<b>16</b>	<b>16</b>

Sophomore Year	Semester	1st	2nd
Biology 304, 305 .....		4	3
Chemistry 301-302 .....		4	4
Communication 103 .....		3	-
Sociology 205, Psychology 203 (either order) .....		3	3
<sup>2</sup> Humanities 201 & approved Humanities Elective .....		3	3
History 106 .....		-	3
Biology 203 .....		-	1
<b>Total</b>		<b>17</b>	<b>17</b>

Junior Year	Semester	1st	2nd
Biology 336, 415 .....		3	3
Biology 311 .....		-	3
Biology 425 .....		-	1
<sup>3</sup> Chemistry 303 .....		4	-
Mathematics 205 or 305 or MES 210 or SOC 346 .....		3	-
Physics 201, 202 .....		4	4
Physics 215, 216 .....		1	1
<b>Total</b>		<b>15</b>	<b>*12</b>

Senior Year	Semester	1st	2nd
Biology 513, 510 .....		3	4
Biology 413 .....		1	-
<sup>4</sup> Biology Elective4 .....		3	3
<sup>4</sup> Biology Elective .....		3	-
<sup>4</sup> Biology Elective .....		-	3
<sup>5,6</sup> Biology 407 .....		2	-
<sup>5,6</sup> Biology 408 .....		-	3
Free Elective .....		-	3
<b>Total</b>		<b>*12</b>	<b>16</b>

**TOTAL CREDITS FOR GRADUATION 121**

<sup>1</sup> Students may elect to take Calculus I & II (MAT 151-152) instead of Pre-calculus Mathematics I (MAT 117) and MAT 130. Note that Precalculus Mathematics II (MAT 118), not Precalculus Mathematics I (MAT 117) is the prerequisite to Calculus I (MAT 151).

<sup>2</sup> Students may elect to take any of the Humanities courses from the list of approved Humanities electives.

<sup>3</sup> Students may elect to continue the sequence and complete CHE 304. CHE 304 will count as a Genetics/Cellular & Molecular Biology Elective.

<sup>4</sup> Students in this curriculum must select two (2) biology electives from the Anatomy, Physiology and Development elective list and two (2) courses from the Genetics/Cellular & Molecular Biology elective list.

<sup>5</sup> Students are urged to complete at least one, preferably two, research internships during the summer. Students who have successfully completed a summer research internship and presented their findings may earn Research Problems (BIO 408) credit. A second external summer research internship may count as Research Problems (BIO 505).

<sup>6</sup> Students may not enroll in Special Projects (407), Research Problems (408) or Research Problems (505) more than once. \*Note: Students who withdraw from a course during the semesters that have 12-14 credit hours are in jeopardy of losing scholarship support or other financial aid.

\*Note: Students who withdraw from a course during the semesters that have 12-14 credit hours are in jeopardy of losing scholarship support or other financial aid.

**Biology Pre-Med Electives (Select two courses from Anatomy, Physiology & Development (AP&D) electives and two courses from Genetics/Cellular & Molecular (G/CM) Biology electives. Students may opt to select a course from the other electives list or another course from either AP&D or G/CM categories below.**

**Anatomy, Physiology & Development Electives:** BIO 224, 225, 301, 302, 308, 336, 409, 411, 503, 506, 510, 513, 546.

**Genetics/Cellular & Molecular Biology Electives:** BIO 309, 311, 312, 404, 405, 406, 410, 423, 424, 430, 502, 512; CHE 303-304.

**Other Electives:** BIO 211, 391, 407, 422 A&B, 508, 514, 515, 524, 541, 542, 543, 501, 520, 523; MES 510, NUR 221.

## Curriculum Outline - B.S. Biology – (Cellular & Molecular) Entering Class of 2014 and Beyond

Freshman Year	Semester	1st	2nd
Biology 105, 106 (either order) .....		4	4
Biology 110 .....		1	-
English 101-102 .....		3	3
Chemistry 201-202 .....		4	4
<sup>1</sup> Mathematics 117, 130 .....		3	3
Health 200 or Physical Education Activity .....		-	2
University 101 .....		1	-
<b>Total</b>		<b>16</b>	<b>16</b>

Sophomore Year	Semester	1st	2nd
Biology 305, 312 .....		3	3
Chemistry 301-302 .....		4	4
Communication 103 .....		3	-
<sup>3</sup> Social Science Electives .....		3	3
<sup>2</sup> Humanities 201 & approved Humanities Elective .....		3	3
History 106 .....		-	3
Biology 203 .....		-	1
<b>Total</b>		<b>16</b>	<b>17</b>

Junior Year	Semester	1st	2nd
Biology 304, 311 .....		4	3
Biology Elective .....		-	3
Biology 415 .....		3	-
Biology 425 .....		-	1
Chemistry 303-304 .....		4	4
Physics 201, 202 .....		4	4
Physics 215, 216 .....		1	1
<b>Total</b>		<b>16</b>	<b>16</b>

Senior Year	Semester	1st	2nd
<sup>5,6</sup> Biology 408 .....	3	-	-
Biology 413 .....	1	-	-
<sup>5,6</sup> Biology 505 .....	-	3	3
<sup>7</sup> Biology Elective .....	3	3	3
<sup>8</sup> Science Elective & Biology Elective .....	3	3	3
MAT 205 or 305 or MES 2104 .....	3	3	3
<b>Total</b>	<b>*13</b>	<b>*12</b>	

#### TOTAL CREDITS FOR GRADUATION 122

<sup>1</sup> Students may elect to take Calculus I & II (MAT 151-152) instead of Pre-calculus Mathematics I (MAT 117) and MAT 130. Note that Precalculus Mathematics II (MAT 118), not Precalculus Mathematics I (MAT 117) is the prerequisite to Calculus I (MAT 151).

<sup>2</sup> Students may elect to take any of the Humanities courses from the list of approved Humanities electives.

<sup>3</sup> It is recommended that students', who are planning on taking the MCAT exam, enroll in Intro to Sociology (SOC 205) and Intro to Psychology (PSY 203) as their Social Science electives and BIO 336 (Human Physiology) as their first Biology elective.

<sup>4</sup> Students may choose MAT 205 (Statistics), MAT 305 (Probability and Statistics), or MES 210 (Biometry).

<sup>5</sup> Students are urged to complete at least one, preferably two, research internships during the summer. Students who have successfully completed a summer research internship and presented their findings may earn Research Problems (BIO 408) credit. A second external summer research internship may count as Research Problems (BIO 505).

<sup>6</sup> Students may not enroll in either Research Problems (BIO 408) or (BIO 505) more than once.

<sup>7</sup> Students in this curriculum must select at least three (3) biology electives from the Molecular and Cellular elective list.

<sup>8</sup> Students may elect to take any School of Science course (including Biology) above the 200 level that is not required for this curriculum.

\*Note: Students who withdraw from a course during the semesters that have 12-14 credit hours are in jeopardy of losing scholarship support or other financial aid.

**Cellular and Molecular Electives (Select at least three (3) courses from the Cellular and Molecular electives, one course from the other elective list and one course from two Science electives course list.**

**Cellular and Molecular Electives (Select at least three):** BIO 402, 404, 405, 406, 409, 410, 423, 424, 430, 505, 544.

**Other Electives:** BIO 210, 211, 220, 291, 301, 302, 306, 309, 336, 400, 407, 420, 422A/B, 501, 503, 504, 506, 508, 509, 510, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 538, 541, 542, 543, 546; CHE 313; MES 430, 450, 510; NUR 221.

**Science Electives:** Any School of Science, including biology courses above the 200 level can count as science electives.

#### Curriculum Outline - B.S. Biology – (Integrative Biology) Entering Class of 2014 and Beyond

Freshman Year	Semester	1st	2nd
Biology 105, 106 (either order) .....	4	4	
Biology 110 .....	1	-	
English 101-102 .....	3	3	
Chemistry 201-202 .....	4	4	
<sup>1</sup> Mathematics 117, 130 .....	3	3	

Health 200 or Physical Education Activity .....	-	2	
University 101 .....	1	-	
<b>Total</b>	<b>16</b>	<b>16</b>	

Sophomore Year	Semester	1st	2nd
Biology 304, 305 .....	4	3	
Chemistry 301-302 .....	4	4	
Communication 103 .....	3	-	
Social Science Electives .....	3	3	
<sup>2</sup> Humanities 201 & approved Humanities Elective .....	3	3	
History 106 .....	-	3	
Biology 203 .....	-	1	
<b>Total</b>	<b>17</b>	<b>17</b>	

Junior Year	Semester	1st	2nd
Biology 210, 220 (either order) .....	4	4	
Biology 211 .....	-	3	
Biology 425 .....	-	1	
<sup>3</sup> Biology Elective .....	3	-	
Mathematics 205 or 305 or MES 210 or SOC 346 .....	3	-	
Physics 201, 202 .....	4	4	
Physics 215, 216 .....	1	1	
<b>Total</b>	<b>15</b>	<b>*13</b>	

Senior Year	Semester	1st	2nd
<sup>4,5</sup> Biology 408, 505 .....	3	3	
Biology 413 .....	1	-	
<sup>5</sup> Biology Elective .....	3	3	
<sup>5</sup> Biology Elective .....	3	3	
Free Elective .....	-	3	
Marine & Environment Science 430 .....	4	-	
<b>Total</b>	<b>*14</b>	<b>*12</b>	

#### TOTAL CREDITS FOR GRADUATION 120

<sup>1</sup> Students may elect to take Calculus I & II (MAT 151-152) instead of Pre-calculus Mathematics I (MAT 117) and MAT 130. Note that Precalculus Mathematics II (MAT 118), not Precalculus Mathematics I (MAT 117) is the prerequisite to Calculus I (MAT 151).

<sup>2</sup> Students may elect to take any of the Humanities courses from the list of approved Humanities electives.

<sup>3</sup> Students in this curriculum must select at least three (3) biology electives from the Integrative Biology list. The remaining two Biology electives may come from any group of Biology electives.

<sup>4</sup> Students are urged to complete at least one, preferably two, research internships during the summer. Students who have successfully completed a summer research internship and presented their findings may earn Research Problems (BIO 408) credit. A second external summer research internship may count as Research Problems (BIO 505).

<sup>5</sup> Students may not enroll in Special Projects (407), Research Problems (408) or Research Problems (505) more than once.

\*Note: Students who withdraw from a course during the semesters that have 12-14 credit hours are in jeopardy of losing scholarship support or other financial aid.

**Integrative Biology Electives (Select at least three):** BIO 420, 504, 507, 509, 514, 515, 516, 516, 517, 518, 519, 524, 525, 526, 538, 540, 541, 542, 543, 544; CHE 509; MES 130, 450, 452, 510.

**Anatomy, Physiology & Development Electives:** BIO 224, 225, 301, 302, 308, 336, 402, 409, 411, 503, 506, 510, 513, 521, 546.

**Genetics/Molecular & Cellular Biology Electives:** BIO 309, 311, 312, 404, 405, 406, 410, 423, 424, 430, 502, 512; CHE 303-304.

**Biological History & Methods Electives:** BIO 391, 407, 422 A&B, 501, 508, 520, 523; NUR 221.

## The Bachelor of Science in Biology – Master in Teaching Program (Secondary Biology Education Emphasis)

The Bachelor of Science in Biology - Master in Teaching (BA-MT) degree is designed for students who desire a career in teaching grades 6-12. This five-year program, offered in collaboration between the Department of Biological Sciences and the Division of Professional Education in the College of Education and Human Development, conforms to the accreditation standards of the Division of Teacher Education in the Virginia State Department of Education, and the National Council for Accreditation of Teacher Education.

### Curriculum Outline - B.S. Biology – (Integrative Biology) Entering Class of 2014 and Beyond

Freshman Year	Semester	1st	2nd
Biology 105, 106 (either order) .....		4	4
Biology 110 .....		1	-
English 101-102 .....		3	3
Chemistry 201-202 .....		4	4
<sup>1</sup> Mathematics 117, 130 .....		3	3
Health 200 or Physical Education Activity .....		-	2
University 101 .....		1	-
<b>Total</b>		<b>16</b>	<b>16</b>

Sophomore Year	Semester	1st	2nd
Biology 304, 305 .....		4	3
Chemistry 301-302 .....		4	4
Communication 103 .....		3	-
Social Science Electives .....		3	3
<sup>2</sup> Humanities 201 & approved Humanities Elective .....		3	3
History 106 .....		-	3
Biology 203 .....		-	1
<b>Total</b>		<b>17</b>	<b>17</b>

Junior Year	Semester	1st	2nd
Biology 210, 220 (either order) .....		4	4
Biology 211 .....		-	3
Biology 425 .....		-	1
Education 200 .....		3	-
Education 300, 302 .....		3	3
Mathematics 205 or 305 or MES 210 or SOC 346 .....		3	-
Physics 201, 202 .....		4	4
Physics 215, 216 .....		1	1
<b>Total</b>		<b>18</b>	<b>16</b>

Senior Year	Semester	1st	2nd
<sup>3,4</sup> Biology 505, 336 .....		2	3
Biology 413, 414 .....		1	1
<sup>5</sup> Biology Electives .....		3	3
Biology 501 .....		-	3
Marine & Environment Sciences 430 .....		4	-
<sup>6</sup> Education 552, 506 .....		4	3
<sup>6</sup> Education 517, 550 .....		3	3
<b>Total</b>		<b>17</b>	<b>16</b>

### Total Credits 120 Undergraduate/13 Graduate Credits

Fifth Year	Semester	1st	2nd
Education 608 .....		3	-
Education 610 .....		3	-
Education 623 .....		3	-
Education 647 .....		-	9
<b>Total</b>		<b>9</b>	<b>9</b>

### Total 18 Graduate Credits

**Total Undergraduate Credits: 120**

**Total Graduate Credits: 31**

**Total Credits – 5-yr Program 151**

<sup>1</sup> Students may elect to take Calculus I & II (MAT 151-152) instead of Precalculus Mathematics I (MAT 117) and MAT 130. Note that Precalculus Mathematics II (MAT 118), not Precalculus Mathematics I (MAT 117) is the prerequisite to Calculus I (MAT 151).

<sup>2</sup> Students may elect to take any of the Humanities courses from the list of approved Humanities electives.

<sup>3</sup> Students are urged to complete at least one, preferably two, research internships during the summer. Students who have successfully completed a summer research internship and presented their findings may earn Research Problems (BIO 505) credit.

<sup>4</sup> Students may not enroll in Special Projects (407), Research Problems (408) or Research Problems (505) more than once.

<sup>5</sup> Students may elect to complete two (2), three-credit hour Biology electives from the lists below. At least one course must be from the Genetics/Cellular & Molecular Biology elective list.

<sup>6</sup> EDU 508, 517, 550, 552 are counted toward graduate degree requirements and are not part of the 120 credit hours that count toward the Bachelor of Science degree in Biology.

**Anatomy, Physiology & Development Electives:** BIO 224, 225, 301, 302, 308, 336, 402, 409, 411, 503, 506, 510, 513, 521, 546.

**Genetics/Cellular & Molecular Biology Electives:** BIO 309, 311, 312, 404, 405, 406, 410, 423, 424, 430, 502, 512; CHE 303-304.

### Graduate Programs in Biological Sciences

The graduate program in Biological Sciences offers the Master of Science (M.S.) degree in biology with or without an environmental science concentration. The major objective of these programs is to offer a sequence of technical courses in the Biological Sciences for students who plan to become professional biologists, teachers, or environmental scientists. These programs provide a broad preparation in modern biological specialty areas and an introduction to biological research. Course work and research opportunities utilize the Chesapeake Bay and the surrounding area as a model ecosystem in which to study basic principles of ecology and environmental science. Further detail is provided in the *Graduate College* section of this catalog.

## Department of Chemistry

The Department of Chemistry offers an undergraduate program leading to the degree of Bachelor of Science and a graduate program leading to the degree of Master of Science in Chemistry. The undergraduate program offers three baccalaureate degrees: a traditional B.S. degree in Chemistry, a B.S. in Chemistry with concentration in Forensic Chemistry, and a B.S. degree in Biochemistry. The American Chemical Society certifies all three degrees. The curricula are designed to meet accreditation requirements and to allow students to develop a strong background in science. The Department's objective is to prepare students for advanced degrees in chemistry. The Department has incorporated into the curriculum an undergraduate research component, starting as early as the freshman year. Students are strongly encouraged to enroll in undergraduate research courses, even though these courses are not required for graduation. Those students who receive financial support through some of the special programs available in the Department and the University are required to enroll in undergraduate research courses.

### Facilities

The Department of Chemistry is housed in Turner Hall, allowing eight research laboratories and eight teaching laboratories. Major instrumentation and equipment include NMR and IR Spectrometers, UV-VIS Spectrophotometers, AAS and AES spectrometers, LC-MS, Capillary Electrophoresis, CE-MS, X-ray Separation systems, including HPLC and GC, and Computer facilities. The Chemical Instrumentation Laboratory Facility (CILF) provides faculty and students measurement services at a centralized location, and houses a superconducting NMR, FTIR, AAS, UV-VIS Spectrophotometer and a bench-top Ion Trap Mass Spectrometer-Liquid chromatography system. A Water Quality Measurement Laboratory, provides drinking water quality measurement services and an opportunity for students to learn about water quality and other environmental measurement operations. These sophisticated instruments are available for use by students and faculty from various disciplines in science and engineering with the guidance of a full-time technician.

### Computing Facilities

The Integrated Student Learning Center (ISLC) consists of a number of PCs networked to support general computational operations, chemistry tutorials, Internet access, instrument simulations, molecular modeling, and research. Students can surf the Web for textbook publisher and faculty web pages to enhance learning and prepare for examinations and quizzes. Students can also go to the Harvey Library to use computer facilities located in the Academic Technology Mall. Internet access is available in all classrooms and laboratories in Turner Hall. A Local Area Network (LAN) is used for printing and resource sharing.

### Financial Aid and Scholarships

From time to time, a limited number of scholarships become available in the Department of Chemistry and all chemistry. Other possible sources of financial support include University-wide scholarship programs, funded faculty research programs, and special training programs. Students who receive financial support through any of these programs are required to enroll in undergraduate or graduate research courses.

## Programs of Study

### The B.S. Degree Program in Traditional Chemistry

In order to successfully complete the program, the student must complete 47 credit hours in chemistry, with all courses passed with a grade of "C" or better; 43 credit hours of courses in related areas (mathematics, biology, physics, and computer science) all of which must also be passed with at least a "C"; and additional General Education requirements as designated by the University. To receive American Chemical Society Certification, the student must complete all core chemistry courses as required; mathematics, up to differential equations; computer science; and one advanced level chemistry elective. All chemistry majors are strongly encouraged to take the Graduate Record Examination (GRE) (including the chemistry part) before graduation. The Hampton University Chemistry Department should be designated as one of the recipients of the GRE scores.

### The B.S. Degree Program in Chemistry with Forensic Chemistry Concentration

As a concentration within the Chemistry program, the Forensic Chemistry Option expands the field of career options for chemistry and other science students. Forensic Science is an applied science, the practice of which requires the integration of scientific knowledge and skills in the examination, analysis, interpretation, reporting, and testimonial support of physical evidence. Forensic Science plays a crucial role in the criminal justice system. Most practicing Forensic Scientists are employed in crime laboratories associated with law enforcement and criminal investigations, or government agencies. Private laboratories also employ a few. While there are agencies that accredit forensic laboratories and certify Forensic Science degrees, neither accreditation nor certification is a necessary requirement for employment as a forensic scientist.

Forensic Science requires a strong foundation in the natural sciences with extensive laboratory experience and the ability to apply these sciences to practical problems. The chemistry curriculum provides essential knowledge, skills, and abilities that are a foundation for a career in Forensic Science. The curricula for the Traditional Chemistry degree program and the Forensic Chemistry option are presented below. Both programs lead to an ACS certified Bachelor of Science degree. Intent to pursue the Forensic Chemistry option must be declared during the fall semester of the sophomore year. Consultation with the Department Chairman and completion of an intent form are required.

### The B. S. Degree Program in Biochemistry

Biochemistry is the study of the chemical processes in living organisms. It deals with the structure and functions of cellular components, such as proteins, carbohydrates, lipids, nucleic acids, and other biomolecules. Biochemistry combines biology with organic chemistry, inorganic chemistry, and physical chemistry to elucidate the mechanisms by which living things obtain energy from food; the chemical basis of heredity; and biological changes related to disease. Biochemistry integrates the sciences of molecular biology; immunochemistry; neurochemistry; bioinorganic, bioorganic, and biophysical chemistry. It is applicable in



pharmacology, toxicology, physiology, microbiology, and clinical chemistry.

This is a carefully designed program that combines key topics in biological, chemical, and other sciences to provide the student an educational experience leading to an undergraduate degree in Biochemistry. This degree program places Hampton University in a rather unique position in two respects: (1) we are among very few institutions that offer an undergraduate degree in Biochemistry; only two other HBCUs offer this degree; and (2) the program provides a suitable medical/biomedical career path alternative for the large number of students who matriculate at HU with medical careers in mind. The curriculum is certified by the American Chemical Society.

### Curriculum Outline – B.S. Chemistry (American Chemical Society Certification – Traditional Program)

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 201-202 (General Chemistry).....	4	4	
English 101-102 .....	3	3	
History 106.....	3	-	
COM 103 (Oral Communication).....	-	3	
Mathematics 151-152 (Calculus I&II).....	4	4	
Health Education.....	2	-	
SOC 205 (Introduction to Sociology).....	-	3	
Freshman Orientation .....	1	-	
<b>Total</b>	<b>17</b>	<b>17</b>	

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 301-302 (Organic Chemistry).....	4	4	
Humanities.....	3	3	
Mathematics 251, 260.....	4	3	
Physics 203-204.....	3	3	
Physics 215-216.....	1	1	
PSY 203 (Introduction to Psychology).....	-	3	
<b>Total</b>	<b>15</b>	<b>17</b>	

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 313,408 (Analytical Chemistry I&II) .....	4	4	
Biology 105-106 .....	4	4	
Chemistry 401-402 (Physical Chemistry I&II).....	4	4	
Chemistry 303-304 (Biochemistry I&II).....	4	4	
<b>Total</b>	<b>16</b>	<b>16</b>	

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 405-406 (Chemistry Seminar I&II).....	1	1	
Chemistry 407 (Interm Org Chem), *Chem Elect.....	3	3	
Foreign Language (Intermediate Level).....	-	3	
Chemistry 419 (Adv Inorganic Chemistry I).....	4	-	
*Chem Elect, Chem 509 (Environmental Chem).....	3	3	
*Chemistry Elective .....	3	3	
<b>Total</b>	<b>14</b>	<b>13</b>	

#### TOTAL CREDITS FOR GRADUATION 125

\*Chemistry Elective must be chosen from advanced chemistry courses: CHE 421, 415, 501-502, 508, 512.

MAT 118 is not required for chemistry and biochemistry majors. However, if a student has a perceived deficiency in mathematics, he/she may elect to take MAT 118 during the summer or during the first semester of the freshman year.

### Curriculum Outline – B.S. Chemistry (American Chemical Society Certification- Forensic Chemistry Concentration)

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 201-202 (General Chemistry).....	4	4	
English 101-102 (English Composition).....	3	3	
History 106 (World Civilization).....	3	-	
COM 103 (Oral Communication).....	-	3	
SOC 205 (Introduction to Sociology).....	-	3	
Mathematics 151 -152 (Calculus I&II).....	4	4	
Health Education.....	2	-	
Freshman Orientation .....	1	-	
<b>Total</b>	<b>17</b>	<b>17</b>	

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 301-302 (Organic Chemistry I&II).....	4	4	
Humanities.....	3	3	
Mathematics 251 (Calculus III).....	4	-	
Physics 203-204 (Physics I&II).....	3	3	
Physics 215-216 (Physics Labs).....	1	1	
Social Science (Psychology 203).....	-	3	
Mathematics 205 (Statistics).....	-	3	
<b>Total</b>	<b>15</b>	<b>17</b>	

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 303-304 (Biochemistry I&II).....	4	4	
Chemistry 401-402 (Physical Chemistry I&II).....	4	4	
Chemistry 313,408 (Analytical Chemistry I&II) .....	4	4	
Biology 105-105.....	4	4	
<b>Total</b>	<b>16</b>	<b>16</b>	

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 405-406 (Chemistry Seminar I&II).....	1	1	
Foreign Language (Intermediate Level).....	-	3	
Chemistry 420 (Forensic Chemistry).....	3	-	
Chemistry 421 (Phys Methods in Forensic Chem).....	-	4	
Chemistry 419 (Inorganic Chemistry).....	4	-	
Sociology 215, 305 (Criminology, Criminal Justice) .....	3	3	
*Chemistry Elective .....	3	3	
<b>Total</b>	<b>14</b>	<b>14</b>	

#### TOTAL CREDITS FOR GRADUATION 126

\*Chemistry Elective must be chosen from advanced chemistry courses: CHE 415, CHE 407, CHE 501-502.

MAT 118 is not required for chemistry and biochemistry majors. However, if a student has a perceived deficiency in mathematics, he/she may elect to take MAT 118 during the summer or during the first semester of the freshman year.

### Curriculum Outline – B.S. Biochemistry (American Chemical Society Certification)

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 201-202 (General Chemistry).....	4	4	
English 101-102 (English Composition).....	3	3	
History 106 (World Civilization).....	3	-	
COM 103 (Oral Communication).....	-	3	
SOC 205 (Introduction to Sociology).....	-	3	
Mathematics 151 -152 (Calculus I&II).....	4	4	
Health Education.....	2	-	
Freshman Orientation .....	1	-	
<b>Total</b>	<b>17</b>	<b>17</b>	



<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 301-302 (Organic Chemistry I&II).....		4	4
Humanities 201 (Humanities I).....		3	3
Mathematics 251,260 (Calculus III, Diff. Eqns).....		4	3
Physics 203-204 (Physics I&II).....		3	3
Physics 215-216 (Physics I&II Labs).....		1	1
PSY 203 (Introduction to Psychology).....		-	3
<b>Total</b>		<b>15</b>	<b>17</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Biochemistry 303-304 (Intro to Biochemistry I&II).....		4	4
Biology 105-106 (Introduction to Biology).....		4	4
Chemistry 313 (Quantitative Analysis).....		4	-
Chemistry 408 (Adv Analytical Chemistry).....		-	4
Chemistry 401 (Physical Chemistry I).....		4	-
Mathematics 305 (Probability & Statistics).....		-	3
<b>Total</b>		<b>16</b>	<b>15</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 405-406 (Chemistry Seminar).....		1	1
Chemistry 501-502 (Biochemistry II).....		4	4
Chemistry 407 (Intermediate Organic Chemistry).....		3	-
Biology 305 (Principles of Heredity).....		3	-
Biology 430 (Bioinformatics & Genomics).....		-	3
CHE 506 (Physical Biochemistry).....		3	-
Chemistry 509 (Environmental Biochemistry).....		-	3
*Chemistry Elective.....		-	3
<b>Total</b>		<b>14</b>	<b>14</b>

#### **TOTAL CREDITS FOR GRADUATION 125**

*Electives for Biochemistry majors can be selected from: CHE 415, CHE 419, CHE 508, CHE 512, BIO 424, and BIO 512.*

*MAT 118 is not required for Chemistry and Biochemistry majors. However, if a student has a perceived deficiency in Mathematics, he/she may elect to take MAT 118 during the summer or during the first semester of the freshman year.*

### **Minor in Chemistry**

The Chemistry Minor requires 24 credit hours in chemistry, mathematics up to MAT 152 (calculus II), and a chemistry elective. The required chemistry courses include: General Chemistry (CHE 201-202), Organic Chemistry (CHE 301-302), Quantitative Analysis (CHE 313), Physical Chemistry I (CHE 401), and the elective can be selected from Instrumental Analysis (CHE 408), Chemistry Elective, Biochemistry (CHE 501), or Environmental Chemistry (CHE 509). The recommended sequence is as follows:

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 201-202.....		4	4
Mathematics 118.....		3	-

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 301-302.....		4	4
Mathematics 151-152.....		4	4

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 313.....		4	-

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 401.....		4	-
Chemistry Elective.....		3	-

*Foreign Language, Computer Science, and General Education requirements are as specified for chemistry majors. The student should refer to that section.*

### **The Graduate Program**

The graduate program in chemistry is a thesis-based study leading to the degree of Master of Science. Further detail is provided in the *Graduate College* section of this catalog.

## **Department of Communicative Sciences and Disorders**

The mission of the Department of Communicative Sciences and Disorders is to prepare undergraduate and graduate students to meet the needs of children and adults with communication impairments in a changing multicultural society. In so doing, the academic programs are designed to disseminate existing knowledge of speech, language, hearing, and swallowing disorders, and to provide clinical experiences in the recognition, assessment, diagnosis and treatment of speech, language, hearing and swallowing disorders. The undergraduate program prepares students for graduate study in the fields of speech-language pathology and audiology. The major objectives of the undergraduate curriculum are

1. to disseminate existing knowledge of speech, language, hearing and swallowing disorders using multi-disciplinary approaches;
2. to provide clinical experiences using the appropriate procedures for the recognition, assessment, diagnosis, and treatment of speech, language and hearing disorders;
3. to prepare students for successful study at the graduate level in speech-language pathology or audiology; and
4. to prepare students to meet the minimum requirements for subsequent professional certification by the American Speech-Language-Hearing Association.

### **Facilities**

The clinical training facilities that serve the programs in Communicative Sciences and Disorders are located in the department's own Speech, Language and Hearing Clinic, as well as in numerous external practica sites (i.e., rehabilitative facilities, hospitals, schools, etc.). The Speech, Language and Hearing Clinic provides diagnostic and therapeutic services for speech, language and hearing problems. The clinic consists of six (6) therapy rooms with closed circuit cameras for remote observation and recording and two (2) IAC hearing test suites with facilities for complete audiological testing. The department maintains a speech science laboratory and a learning resource center.

### **Special Programs**

#### *Directed Observation*

In this program, third-year undergraduate students are given the opportunity to develop competent clinical observation skills and opportunity to acquire observation hours by studying a variety of cases and clinical procedures.

#### *Therapy Apprenticeship Program*

In this program, third-year undergraduate students are assigned to work as therapy assistants to senior undergraduate and graduate student clinicians.

### Clinical Practicum

In this program, senior undergraduate students are provided clinical experiences in The Speech, Language, Hearing Clinic and in external facilities. Prior to enrollment in clinical practicum, undergraduate students must have completed the following academic requirements:

1. Obtained a "C" or above in the following major courses: CDS 201, 224, 227, 228, 300, 301, 310, 311, 315, 316, 331, and 332.
2. Passed the Junior Comprehensive Examination. As a prerequisite for the examination, students must complete and pass with a "C" or above, the following major courses: CDS 201, 224, 227, 228, 300, 301, 315, and 331. The examination is given twice yearly, at the end of the spring semester of the junior year and at the beginning of the following academic year.
3. Students failing the examination will be allowed to enroll in CDS 425; however, they must attend a special laboratory section and pass the course with a "C" or above in order to satisfy requirements for graduation. Satisfactory completion of the laboratory section requires passing the Junior Comprehensive Examination. In addition, the number of practicum hours these students are able to obtain is restricted. If any practicum course is failed, none of the practicum hours accrued shall be counted.

### Curriculum Outline - B. A. Communicative Sciences and Disorders

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Biology 103 .....		4	-
Communication Disorders 201 .....		-	3
Oral Comm 103 .....		-	3
English 101-102 .....		3	3
History 106 .....		3	-
Mathematics 110 .....		3	-
Physical Education Activities .....		1	1
Freshman Orientation .....		1	-
Humanities 201 .....		-	3
Psychology 203 .....		-	3
<b>Total</b>		<b>15</b>	<b>16</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Foreign Language .....		3	3
SOC 205 .....		3	-
Communication Disorders 224 .....		3	-
Communication Disorders 227, 228 .....		3	3
Communication Disorders 300 .....		-	3
Humanities .....		3	-
Physical Science Elective .....		-	3
Psychology 311 .....		-	3
<b>Total</b>		<b>15</b>	<b>15</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Communication Disorders 301 .....		3	-
Communication Disorders 310, 311 .....		1	1
Communication Disorders 315-316 .....		3	3
Communication Disorders 331-332 .....		3	3
Communication Disorders Elective* .....		-	3
Psychology 346 .....		-	3
Free Elective .....		3	-
Social Science Elective .....		3	-
Special Education 307 .....		-	3
<b>Total</b>		<b>16</b>	<b>16</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Communication Disorders 425-426*** .....		4	4
Communication Disorders 429 .....		-	3
Communication Disorders 431 .....		3	-
Communication Disorders 432 .....		3	-
Communication Disorders 436 .....		3	-
Communication Disorders 438 .....		-	3
Free Electives .....		3	3
<b>Total</b>		<b>16</b>	<b>13</b>

**TOTAL CREDITS FOR GRADUATION** **122**

\*Undergraduate course electives include CDS 305 and CDS 499

\*\*Students are to take 6 credits of a foreign language beginning at the level.

\*\*\* Fifty (50) clock hours of supervised clinical practicum are required for the completion of the course.

### Graduate Program in Communicative Sciences and Disorders

The Department of Communicative Sciences and Disorders offers graduate training in the specialization of speech-language pathology. The graduate program is fully accredited by the Council on Academic Accreditation of the American Speech-Language Hearing Association. The graduate program in the Department of Communicative Sciences and Disorders offers the Master of Arts (M.A.) degree and provides students with the academic and clinical experiences that will enable them to earn the Certificate of Clinical Competence (CCC) awarded by the American Speech-Language-Hearing Association (ASHA). Further detail is provided in the *Graduate College* section of this catalog.

## Department of Computer Science

The Department of Computer Science offers coursework leading to the Bachelor of Science degree in Computer Science and in Computer Information Systems. These two programs are designed for students who plan to pursue in-depth training in one or more software application areas for entering the workforce. In addition, the Department prepares students for further graduate education in computer and information sciences. Course work leading to the Master of Science degrees in Computer Science and in Information Assurance is provided. The Department is located in the Science and Technology Building and has state-of-the-art computer resources, and an enviable record of placing its students in positions of employment or in graduate school.

The Department of Computer Science houses the Information Assurance and Cyber Security Center at Hampton University (IAC@HU), which is a multidisciplinary center devoted to Education, Research, and Training in information assurance and cyber security. The IAC@HU is designated as a Center of Academic Excellence in Information Assurance Education (CAE/IAE) by the Department of Homeland Security (DHS) and National Security Agency (NSA). The center provides program and curriculum development, workshops, multidisciplinary research opportunities, outreach to other HBCU/MI's and Community Colleges, and access to IA research resources. As part of the Center, the Information Assurance lab, located in the Computer Science Department, provides an isolated networked computer environment suitable for information assurance and computer security education, research, and training.

### The Computing Facilities

The Department of Computer Science maintains its own Computer Center. The Center consists of five major laboratories and a well-equipped server center. The laboratories include a Robotics Lab, Information Security Lab, Upperclassmen Lab, Freshmen Lab and a Computer Literacy Lab. The Freshmen and Upperclassmen Laboratories are available to students from 6:00 a.m. to 12:00 midnight daily including weekends.

### Research Activity

Research in computer science is focused in the areas of Artificial Intelligence, Software Design, and Parallel Processing. Supporters of these interests include the National Science Foundation, NASA-Langley Research Center, the Office of Naval Research, the Department of Defense, the National Security Agency, and the Department of Homeland Security.

### Affiliations

The Department sponsors a certified student chapter of the Association for Computing Machinery (ACM). Membership (local and national) is open to all full-time Computer Science or Computer Information Systems majors. The Department also sponsors Upsilon Pi Epsilon (Computer Science honor society) for all Computer Science or Computer Information Systems majors with a GPA of 3.0 or above. Any student having completed 64 semester hours of coursework (18 credit hours of core Computer Science courses) is eligible for induction into the society.

## Scholarships/Financial Assistance

University scholarship/financial aid programs are provided for all qualified students who matriculate at Hampton. In addition, the Department of Computer Science offers:

1. Competitive partial scholarships under the National Science Foundation's S-STEM Program;
2. Student Laboratory Monitors/Tutors;
3. Research positions with Computer Science faculty;
4. Government/corporate scholarships, when available.

## The Computer Science Major

The computer science major is software-oriented and prepares the student for tasks involving the design, development, and maintenance of software in industry. It also provides the necessary quantitative background for graduate studies and/or employment in research-oriented institutions. The core courses involve close study of computer architecture, organization, and assembly languages, along with algorithm design, problem solving techniques, software design and development and structured programming concepts. After completing the core, students choose advanced courses of interest such as Artificial Intelligence, Object Oriented Programming, Automata, and Data Communications to round out their computer science curriculum. The undergraduate computer science program is accredited by the Computing Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 – telephone: (410) 347-7700. *Social and ethical implications of computing are integrated into courses at all levels in the curriculum. Instructors are required to present topics applicable to the respective courses and to evaluate students on these issues.*

## Curriculum Outline - B. S. Computer Science

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Mathematics* 117-118 .....	3	3	
Computer Science 151-152 .....	4	3	
English 101-102 .....	3	3	
History 106 .....	3	-	
Health Education 200 (or 2 PE) .....	2	-	
University 101 .....	1	-	
Computer Science 120 .....	-	3	
Biology 103 .....	-	4	
<b>Total</b>	<b>16</b>	<b>16</b>	
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Mathematics 151-152 .....	4	4	
Computer Science 204-205 .....	3	3	
Computer Science 215 .....	3	-	
Computer Science 251-252 .....	3	3	
Humanities 201, HUM Elective .....	3	3	
Social Science 205 .....	-	3	
<b>Total</b>	<b>16</b>	<b>16</b>	
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Communication 103 .....	3	-	
Computer Science 301, 308 .....	3	3	
Computer Science 570 .....	-	3	
Technical Electives .....	-	3	
Psychology 203 .....	3	-	

Mathematics 305, 208.....	3	3
Physics 203, 204 .....	3	3
Physics 215, 216 .....	1	1
<b>Total</b>	<b>16</b>	<b>16</b>
<b>Senior Year</b>	<b>Semester</b>	<b>1st 2nd</b>
Computer Science 404-405 .....	3	3
Computer Science 425.....	2	-
Computer Science 382.....	3	-
Computer Science 510.....	3	-
Computer Science Electives .....	-	6
Computer Science Advanced Electives**.....	-	6
English 218.....	3	-
<b>Total</b>	<b>14</b>	<b>15</b>

**TOTAL CREDITS FOR GRADUATION 125**

\*Any student not qualifying for MAT 117 (Precalculus I) must start at the appropriate level of mathematics. Majors must earn a grade of "C" or better in each computer science, biology, mathematics and physics course.

\*\*Advanced Computer Science Electives include three (3) approved courses from the 300-500 Computer Science sequence. Excluded are CSC 300, 323, 325, 391, 410, 411, 421, 425, 491, and any advanced programming language course.

\*\*\*Technical electives must be approved by the advisor and/or chair.

### Computer Science Minor Requirements:

The Computer Science minor requires 19 credit hours as listed below. The remaining three credits may be chosen from other selected 300 level or above (see catalog for approved courses). The recommended sequence is as follows:

<b>Freshman Year</b>	<b>Semester</b>	<b>1st 2nd</b>
Computer Science 151-152 .....	4	3
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st 2nd</b>
Computer Science 251 .....	3	-
<b>Junior Year</b>	<b>Semester</b>	<b>1st 2nd</b>
Computer Science 204.....	3	-
<b>Senior Year</b>	<b>Semester</b>	<b>1st 2nd</b>
Computer Science 215.....	3	-
Computer Science elective (300 level or higher) .....	-	3

### The Computer Information Systems Major

This computer information system major is systems-oriented and prepares the student for tasks involving all aspects of business information systems. Students are prepared to provide the link between users in everyday business situations and the technical world of computers. These students take the same core courses as Computer Science majors. In addition, they take Data Communications, Database Management, and additional programming language (e.g., COBOL, C++). Advanced requirements are courses related to the definition, design, construction, and management of information systems. Requirements in related areas focus on commercial topics and include courses in mathematics, economics, management, accounting, finance, and marketing.

### Curriculum Outline - B. S. in Computer Information Systems

<b>Freshman Year</b>	<b>Semester</b>	<b>1st 2nd</b>
Mathematics 117*, 130.....	3	3
Computer Science 151-152 .....	4	3
English 101-102 .....	3	3
History 106 .....	3	-
Health Education 200 (or 2 PE) .....	2	-
University 101 .....	1	-
Computer Science 120.....	-	3
Biology 103 .....	-	4
<b>Total</b>	<b>16</b>	<b>16</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st 2nd</b>
Computer Science 204-205 .....	3	3
Computer Science 215.....	3	-
Computer Science 251-252 .....	3	3
Communication 103 .....	3	-
Psychology 203 .....	-	3
Humanities 201- HUM Elective .....	3	3
Science 104.....	-	4
<b>Total</b>	<b>15</b>	<b>16</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st 2nd</b>
Computer Science 301, 308.....	3	3
Computer Info. Systems 310, 320 .....	3	3
Computer Science 2XX (Programming Elective).....	-	3
Economics 201-202.....	3	3
Mathematics 205.....	3	-
Accounting 203 .....	3	-
Computer Science 570.....	-	3
<b>Total</b>	<b>15</b>	<b>15</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st 2nd</b>
Computer Science 404-405 .....	3	3
Computer Science 425.....	2	-
Computer Science 571.....	3	-
Computer Info. Systems 410 .....	3	-
Computer Science 382.....	3	-
Computer Science Adv Elective** .....	-	3
English 218.....	3	-
Finance 304.....	-	3
Management 305 .....	-	3
Marketing 305.....	-	3
<b>Total</b>	<b>17</b>	<b>15</b>

**TOTAL CREDITS FOR GRADUATION 125**

\*Any student not qualifying for MAT 117 (Precalculus I) must start at the appropriate level of mathematics. Majors must earn a grade of "C" or better in each computer science, biology, mathematics and physics course.

\*\*Advanced Computer Science Elective includes any approved courses from the 300-500 Computer Science sequence. Excluded are CSC 300, 323, 325, 391, 410, 411, 421, 425, 491, and any advanced programming language course.

### Minor in Computer Information Systems

The Computer Information Systems minor requires 19 credit hours as listed below. The recommended sequence is as follows:

<b>Freshman Year</b>	<b>Semester</b>	<b>1st 2nd</b>
Computer Science 151-152 .....	4	3



<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Computer Science 251.....		3	-
Computer Science 570.....		-	3
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Computer Information Science 310.....		3	-
Computer Science 571.....		3	-

### Information Assurance and Cyber Security Program

The Information Assurance and Cyber Security topics are integrated into the undergraduate curriculums offered within the Department of Computer Science: Computer Science and Computer Information Systems. These curriculums reflect existing advanced technology and provide Hampton University students with knowledge of state-of-the-art computer security and information assurance technology. Information Assurance and Cyber Security is one of the most important areas in Information Technology, computing and general high technology areas. Both Computer Science and Computer Information Systems curricular meet the Center of Academic Excellence in Cyber Defense Education (CAE-CDE) Program, jointly sponsored by the National Security Agency (NSA) and the Department of Homeland Security (DHS).

A student must complete the following courses in order to receive a certification of completion for the CAE-CDE program: CSC 120, CSC 151, CSC 152, CSC 251, CSC 252, CSC 301, CSC 308, CSC 382, CSC404, CSC 405, CSC 570, CSC 571, and statistics course (either MAT 205 or MAT 305), which is inclusive to their selected curricular.

### Master of Science in Computer Science

The Master of Science in Computer Science program is an advanced degree designed to provide students with the knowledge and skills necessary to hold professional positions oriented toward software design. Graduates of the M.S. degree program in Computer Science have the requisite expertise to: (1) Function in the world-at-large as productive and ethical professionals and as responsible citizens. (2) Understand and employ current trends and adapt to advances in current fields of technology. (3) Develop and implement software strategies and methodologies. (4) Work in teams, to apply theoretical and analytical methods and principles for software tools and development. (5) Apply techniques, methodologies, tools and skills to build high-quality systems that function effectively and reliably in the emerging information infrastructure. (6) Communicate effectively, both orally and in writing, through research engagement with other computing professionals and organizations. Further detail is provided in the Graduate College section of this catalog.

### Master of Science in Information Assurance

The Master of Science in Information Assurance focuses on providing a broad interdisciplinary information assurance education that prepares graduates to successfully defend, protect, design, implement and maintain secure information and information systems. Graduates of the M.S. degree program in Information Assurance have the requisite expertise to: (1) Function in the world-at-large as productive and ethical professionals and as responsible citizens. (2) Understand and employ current trends and adapt to advances in the technology of the Information Assurance Profession. (3) Develop and implement security strategies to improve

the security posture of organizations. (4) Work in teams, to apply theoretical and analytical methods and principles of software development to address security issues in software development. (5) Apply techniques, methodologies, tools and skills to build high-quality security systems that function effectively and reliably in the emerging information infrastructure. (6) Communicate effectively, both orally and in writing, with other security and computing professionals. Further detail is provided in the *Graduate College* section of this catalog.

## Department of Marine and Environmental Science

An interdisciplinary major in Marine and Environmental Science (MES) is offered through the Hampton University Center for Marine and Coastal Environmental Studies, with the conferral of the Bachelor of Science in Marine and Environmental Science. The major program is drawn from the disciplines of marine and environmental sciences, biology, chemistry, geology, physics and mathematics. Students may transfer into the program at any time during the first two years of undergraduate training in another science major.

The Center is housed within a waterfront building with five faculty research laboratories: marine biotechnology, ecology/plankton, microscopy, fisheries and geology teaching laboratory, a student research laboratory, an electronic SMART classroom, electronic conference room and faculty offices. There are three research vessels that support academic and research activities. The *R/V Pirates Cove*, a 33-foot dead rise boat; the *RVAquaria*, a 37-foot research vessel designed for trawling and handling of heavy sampling devices, and the *Privateer*, a 20-foot outboard vessel. A variety of smaller powerboats, canoes and kayaks are available to explore the small inlets and creeks in the area.

There is a core of required MES courses, and two basic areas of concentration in the degree program: marine science and the environmental science. The principal difference between the two areas of concentration is the selection of science-area electives during the junior and senior years. Marine and Environmental science courses are both offered through the Center, and the minor in Marine and Environmental Science combines both areas of concentration.

The principal objectives of the curricula are to (1) provide students with a variety of marine and environmental science courses and science electives (2) prepare students for research via the senior thesis courses and summer internships, and (3) prepare undergraduate students for graduate or professional schools

The courses in Marine and Environmental Science include laboratory and field components to provide hands-on experiential learning. One of the unique opportunities of the program is the multiple internship and research experiences that prepare students for a career in Marine and Environmental Science. Students have opportunities for international research through the UCLA/Mo'orea Diversity Program, and research abroad programs in Puerto Rico. Students can intern at Oregon State University, University of Maryland-Eastern Shore and Center for Environmental Sciences, Savannah State, Institute of Marine and Environmental Technology,



NOAA Science Centers, Scripps Institute of Oceanography, Woods Hole Oceanographic Institute, Virginia Institute of Marine Science, Virginia Tech's Seafood Agricultural Research and Extension Center, and many other partner institutions. Our students receive financial support to conduct research throughout the academic year and summers as scholars in our NOAA-Living Marine Resources Cooperative Science Center. Students who conduct research can also receive financial support to attend the Association for the Sciences of Limnology and Oceanography (ASLO) national and international conferences each year, through our ASLO-Multicultural Program..

## Graduation Requirements

All biology, chemistry, computer science, marine and environmental science, mathematics and physics courses listed in the Curriculum outline below must be completed with a grade of "C" or better. The following courses are considered as the major area of study and are counted for departmental honors: MES 102, 130, 131, 201, 210, 304, 311, 351, 404, 405, 408, 452, and 510

## Curriculum Outline - B. S. Marine and Environmental Science

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Marine & Environmental Science 130 .....	3	-	
Marine & Environmental Science 131 .....	1	-	
Marine & Environmental Science 102 .....	-	4	
Biology 105 -106 .....	4	4	
English 101-102 .....	3	3	
History 106/Oral Communication 103 .....	3	3	
Social Science Elective .....	-	3	
Physical Education Activity .....	1	-	
University 101 .....	1	-	
<b>Total</b>	<b>16</b>	<b>17</b>	

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Marine & Environmental Science 201 .....	4	-	
Marine & Environmental Science 210 .....	3	-	
Chemistry 201-202 .....	4	4	
Mathematics 151-152 .....	4	4	
Humanities Elective I-II .....	3	3	
Social Science Elective .....	-	3	
Physical Education Activity .....	1	-	
<b>Total</b>	<b>16</b>	<b>17</b>	

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Marine & Environmental Science 452 .....	4	-	
Marine & Environmental Science 408 .....	-	3	
MES/SCI/MAT Elective .....	3	3	
Marine & Environmental Science 304 .....	1	-	
Chemistry 301-302 .....	4	4	
Physics 203-204 .....	3	3	
Physics 215-216 .....	1	1	
<b>Total</b>	<b>15</b>	<b>15</b>	

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Marine & Environmental Science 404/405 .....	3	3	
Marine & Environmental Science 510 .....	3	-	
Marine & Environmental Science 351 .....	3	-	
Marine & Environmental Science 311 .....	3	-	
MES/SCI/MAT Elective .....	4	4	
MES/SCI/MAT Elective .....	-	3	
<b>Total</b>	<b>13</b>	<b>13</b>	

## TOTAL CREDITS FOR GRADUATION

122

MES/SCI/MAT Electives must be 200-level or higher, or an advisor approved 100-level course. These electives can be taken through our Consortium with Old Dominion University, William & Mary, and Christopher Newport University.

## Minor in Marine and Environmental Science

The Marine and Environmental Science minor requires 18 credit hours. Eight of these hours are fulfilled with the required courses: :

- MES 102 Introduction to Earth and Ocean Systems
- MES 130 Introduction to Environmental Science
- MES 131 Laboratory Techniques in Environmental Science

The remaining ten hours result from the selection of the following courses:

- MES 201 Biodiversity
- MES 210 Biometry
- MES 310 Biological Oceanography
- MES 311 Green Technology
- MES 351 Chemical and Physical Oceanography
- MES 408 Resource Management
- MES 452 Marine Ecology
- MES 510 Environmental Toxicology
- MES 518 Ichthyology

Or selection from suggested electives (see list in MES department)

This minor will prepare graduates with sufficient scientific content and experience in the areas of marine and environmental science to pursue related disciplines in graduate school or employment areas. The recommended sequence is as follows:

## Minor Sequence: Marine and Environmental Science (18 hours)

<b>Freshman Year (Required)</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
MES 130 .....	3	-	
MES 131 .....	1	-	
MES 102 .....	-	4	

<b>Sophomore Year (Select)</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
MES 201 .....	4	-	
MES 210 .....	-	3	

<b>Junior Year (Select)</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
MES 452 .....	4	-	
MES 408 .....	-	3	
Electives .....	3	3	

<b>Senior Year (Select)</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
MES 311 .....	3	-	
MES 510 .....	3	-	
MES 351 .....	-	3	
Electives .....	3	3	

**TOTAL CREDITS FOR GRADUATION** **18**

## Department of Mathematics

The Department of Mathematics offers programs leading to the Bachelor of Science degree in Mathematics and the Master of Science degree in Applied Mathematics. The major objective of the Department is to offer courses and programs which:

1. enable students to develop a mastery of reasoning and analytic processes;
2. enable students to develop appreciation for, understanding of, and skill in, practical applications of mathematics;
3. assist students in developing a broad, thorough and comprehensive mathematical base for a career in the mathematical sciences;
4. prepare students to pursue successful graduate study; and
5. prepare students in the Master's in Teaching in Mathematics sequence to become excellent teachers of mathematics.

The Department adheres to the admissions requirements established by the University Admissions Office. Entering freshmen will be placed into an appropriate mathematics course. Courses below MAT 151 cannot be used towards the mathematics major requirements. Students who major in mathematics should plan their schedule in consultation with a faculty advisor.

The requirements for a mathematics major include the following mathematics courses: MAT 151, 152, 206, 208, 224, 251, 260, 310, 311, 312, 320, 324, 330, 340, 416, 417, 425, 426, 427, 428, 431, plus two mathematics electives (Mathematics courses level 300 or above *except* MAT 300, 305, 323, 360, 423, 424, 520, 521, 522) and two technical electives (approved by the department). Also required are six (6) credit hours in computer science at the level of CSC 151 and above, and eight (8) credit hours in physics (PHY 203, 204, 215, and 216). Majors must earn a grade of "C" or better in each required mathematics, science or technical elective course.

### Mathematics Minor Requirements

To earn a minor in mathematics students must earn 24 credit hours in mathematics. The course requirements for a mathematics minor include the following courses: MAT 151, 152, 251, plus four more mathematics courses chosen from 206, 208, 260, 305, 310, 315, 320, 330, 403, 411, 416, 417, 430, 431, 445 and 450.

Students who plan to minor in mathematics should plan their schedule in consultation with a faculty advisor from Mathematics Department. Minors must earn a grade of "C" or better in each math course. At least 12 credit hours of the minor courses must be taken at Hampton University.

### Curriculum Outline - B.S. Mathematics

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Communication 103.....	-	3	
English 101-102.....	3	3	
History 106.....	3	-	
Humanities 201.....	-	3	
Mathematics 151*-152.....	4	4	
Natural Science** .....	3	-	

Psychology 203 .....	-	3	
Sociology 205 .....	3	-	
University 101.....	1	-	
<b>Total</b>	<b>17</b>	<b>16</b>	

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Computer Science 151 or above.....	4	3	
Free Elective .....	-	3	
Health 200 or 2 Physical Education .....	-	2	
Humanities Elective.....	3	-	
Mathematics 206-208 .....	3	3	
Mathematics 224 .....	2	-	
Mathematics 251-260 .....	4	3	
Technical Elective*** .....	-	3	
<b>Total</b>	<b>16</b>	<b>17</b>	

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Mathematics 310, 320.....	3	3	
Mathematics 311-312 .....	3	3	
Mathematics 324 .....	2	-	
Mathematics 330-340 .....	3	3	
Mathematics Elective**** .....	-	3	
Physics 203-204 .....	3	3	
Physics 215-216.....	1	1	
<b>Total</b>	<b>15</b>	<b>16</b>	

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Free Elective.....	-	3	
Mathematics 416-417 .....	3	3	
Mathematics 425-426 .....	1	1	
Mathematics 427-428 .....	2	2	
Mathematics 431.....	-	3	
Mathematics Elective**** .....	3	-	
Technical Electives*** .....	3	-	
<b>Total</b>	<b>12</b>	<b>12</b>	

### TOTAL CREDITS FOR GRADUATION 121

\*Mathematics placement is dependent upon the student's preparation.

\*\*Natural Science course to be chosen from APS 101/102/105/106, BIO 101/103, CHE 101, MES 110/130, SCI 102/104/203.

\*\*\* Technical Electives: Following or higher courses in their sequence BIO 210, CHE 201, CSC 152, EGR 208, FIN 413, MAS 310, MAT 315 (excluding MAT 520, 521, 522 or a research course), MKT 305, NAV 201, PHY 205, or courses approved by student's advisor and department chairperson.

\*\*\*\*Mathematics Electives must be chosen from 300, 400 and 500 level mathematics courses, excluding MAT 300, 305, 323, 360, 423, 424, 520, 521, 522, and the required courses listed above.

### Graduate Program in Applied Mathematics

The Mathematics Department offers graduate courses leading to the Master of Science degree in Applied Mathematics. The graduate program in Applied Mathematics prepares the successful candidate to pursue a Ph.D. program or assume immediate employment in business, industry or government. To meet these goals, the program is designed to provide opportunities for advanced study and research in the application of mathematical methods to real world problems. The primary research interests of the graduate faculty include stochastic processes, time series, applied statistics, computational fluid dynamics, discrete mathematics, numerical analysis, operator theory, scientific computing, functional analysis, and controlled thermonuclear fusion. The

major course offerings consist of topics such as numerical analysis, differential equations, stochastic processes, nonlinear dynamics, nuclear fusion, and statistics. The prospective student should bear in mind that the utility of a mathematician in the job markets lies in his/her ability to view problems from a novel vantage point and to distill those few fundamental mathematical aspects of the problem which ultimately hold the key to its solution. Further detail is provided in the *Graduate College* Section of this catalog.

## Department of Naval Science (NROTC)

The Naval Reserve Officers Training Corps Unit, Hampton Roads, provides professional and leadership instruction to students who desire to serve as commissioned officers in the United States Navy, United States Marine Corps, or the United States Navy Nurse Corps. The mission of the Hampton University NROTC program is to develop students—morally, mentally, academically, and physically—and to imbue them with the highest ideals of duty, honor, and loyalty, in order to commission them upon graduation as officers who possess a basic professional background, are motivated toward careers in the naval service, and have a potential for future development in mind and character so as to assume the highest responsibilities of command, citizenship, and government.

Participation in the program is voluntary, and any student who meets the qualifications is eligible to apply. Naval Science courses may be substituted for courses in the General Education Sequence as designated by the School Dean. Textbooks, uniforms, and equipment for Naval Science classes are furnished without expense to the student and are on loan from the United States Government. The Naval Science Institute (NSI), located at the Naval Education and Training Center in Newport, Rhode Island, offers an intensive six-week program in the summer for rising juniors who are unable to attend the first two years of Naval Science courses on campus. Successful attendance at NSI enables a student to be eligible for NROTC programs.

Naval Science courses have been approved for academic credit for the General Education Sequence as follows:

### History:

- Naval Science 102 / History 205 (NAV 102 / HIS 205) to be used as an alternative to HIS 105 or HIS 107.

### Health and Physical Education:

- Naval Science Laboratories (NAV 111, 112, 211, 212, 311, 312, 411 and 412) are to be used as an alternative to physical education activities.
- Junior year Naval Science Laboratories (NAV 311 and 312) are to be used as an alternative to Health Education (HEA 200).

The course substitutions listed above may not be granted for students who leave the program prior to completion of their junior year.

## Naval ROTC Scholarships

NROTC scholarships are available to outstanding midshipmen who are highly motivated for careers in either, the United States Navy, United States Marine Corps, or United States Navy

Nurse Corps. Four-year scholarships are awarded each year to high school seniors on the basis of nationwide competition. In addition, each year some outstanding students at Hampton are awarded scholarships for the remainder of their normal academic program. These scholarships may be awarded at the completion of the freshman or sophomore years. Each scholarship pays for the student's tuition, academic-related fees, a textbook stipend, and a \$250-\$400 per month subsistence allowance. The Naval ROTC also sponsors the College Program for non-scholarship students. This program offers a \$300 per month stipend beginning in the junior year.

## Naval Military Leadership Minor Requirements:

The Naval Military Leadership minor requires students to complete a minimum of 18 credit hours from the list above while achieving a minimum cumulative GPA of 3.0 in all courses taken for the minor. To earn a minor in Naval Military Leadership students must complete the following courses:

Naval Science† 101; 102(or History 205); 301/310, 302/410; 401, NAV 402 or LEA 301; and one of the following: History 222, 410, POL 304, 307, 430.

<sup>†</sup>The Naval Science Institute can substitute for NAV courses. Students who are entering an officer commissioning program at Hampton University and have prior Navy enlisted service are required to attend the Naval Science Institute in Newport, RI before starting college. While at the Naval Science Institute students are required to take NAV 101, 102, 201, 202, 301, and 302. Due to this fact, students will receive Hampton University school credit for these courses so that they may count towards the minor in Naval Military Leadership. Students must provide an official transcript from the Naval Science Institute and a letter from the Hampton University Naval ROTC Officer-in-Charge stating what the purpose of the official transcript is and complete the Hampton University form for receiving school credit for courses taken at another educational institution.

## Curriculum Outline - NROTC (Navy Option)

Freshman Year	Semester	1st	2nd
Naval Science 101 .....		2	-
Naval Science 102/History 205.....		-	3
Naval Science 111-112.....		1	1
Mathematics 151-152* .....		4	4
	<b>Total</b>	<b>7</b>	<b>8</b>

Sophomore Year	Semester	1st	2nd
Computer Science.....		-	3
English 102.....		3	-
Naval Science 201, 202 .....		3	3
Naval Science 211-212.....		1	1
	<b>Total</b>	<b>7</b>	<b>7</b>

Junior Year	Semester	1st	2nd
Naval Science 301-302.....		3	3
Naval Science 311-312.....		1	1
Physics 203-204** .....		3	3
Physics 215-216** .....		1	1
	<b>Total</b>	<b>8</b>	<b>8</b>

Senior Year	Semester	1st	2nd
American Military History*** .....		3	-
American Military History*** .....		3	-
Naval Science 401, 402 .....		2	2
Naval Science 411-412.....		1	1
	<b>Total</b>	<b>6</b>	<b>3</b>

**TOTAL CREDITS FOR GRADUATION****54**

*Note: Naval ROTC students may choose any major course of study. Technical majors are preferred. Naval ROTC students also complete swim training, sail training and summer cruise training prior to graduation.*

*\*\*Scholarship students must complete Calculus II by the end of their first year in the program. College Program students must complete six hours of MAT 109 and higher by the end of the junior year.*

*\*\*Scholarship students must complete Calculus based Physics I and II by the end of the junior year. College Program students must complete six (6) hours of any physical science courses by the end of the senior year.*

*\*\*\*Authorized courses are HIS 222 or 410, or POL 304, 307, or 350, or as authorized per current NROTC program curriculum.*

**Curriculum Outline - NROTC (Nurse Option)**

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Naval Science 101 .....	2	-	
Naval Science 102/History 205.....	-	3	
Naval Science 111-112.....	1	1	
<b>Total</b>	<b>3</b>	<b>4</b>	
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Naval Science 211-212.....	1	1	
Naval Science 401* .....	2	-	
<b>Total</b>	<b>3</b>	<b>1</b>	
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Naval Science 311-312.....	1	1	
<b>Total</b>	<b>1</b>	<b>1</b>	
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Naval Science 402 .....	-	2	
Naval Science 411-412.....	1	1	
<b>Total</b>	<b>1</b>	<b>3</b>	

**TOTAL CREDITS FOR GRADUATION****17**

*Note: Clinical courses often present scheduling problems, but the student must still sign up for drill. Nursing students also complete swim training, sail training, and summer cruise training prior to graduation*

*\*NUR 419 may be used in place of 401.*

**Curriculum Outline - NROTC (Marine Option)**

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Naval Science 101 .....	2	-	
Naval Science 102/History 205.....	-	3	
Naval Science 111-112.....	1	1	
<b>Total</b>	<b>3</b>	<b>4</b>	
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Naval Science 211-212.....	1	1	
Naval Science 310 .....	-	3	
Naval Science 401 .....	2	-	
<b>Total</b>	<b>3</b>	<b>4</b>	
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Naval Science 311-312.....	1	1	
Naval Science 410 .....	3	-	
<b>Total</b>	<b>4</b>	<b>1</b>	
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
American Military History* .....	3	3	
Naval Science 402 .....	-	2	
Naval Science 411-412.....	1	1	
<b>Total</b>	<b>4</b>	<b>6</b>	

**TOTAL CREDITS FOR GRADUATION****29**

*\*Authorized courses are HIS 222 or 410, or POL 304, 307, or 350, or as authorized per current NROTC program curriculum.*

## Department of Physical Therapy

The Department of Physical Therapy offers an entry-level Doctor of Physical Therapy degree program (DPT). The Physical Therapy Program is designed to prepare physical therapists at an entry-level that exhibits the diagnostic and evaluative skills necessary for autonomy and competence in therapeutic interventions. In addition, the curriculum goals also emphasize the acquisition in skills related to critical inquiry, communication, and sensitivity to diversity, planning for self-growth and understanding, management in the health care environment, and application of ethical principles and values. Further detail on this program is provided in the *Graduate College* section of this catalog.

## Department of Physics

The Department of Physics offers course work leading to the degrees of Bachelor of Science, Master of Science and Doctor of Philosophy in Physics. Details about the graduate programs are provided in the *Graduate College* section of this catalog. The Bachelor of Science degree program is designed to prepare students for graduate studies in physics and the workforce. Entering students who are not placed in the calculus sequence will follow a modified sequence and may require additional time to complete the selected program of study. The Department is located in the Olin Building for the academic programs and has well-equipped laboratories and computer rooms for the undergraduate and graduate programs at several locations on campus. Physics faculty, staff, and students conduct research on-campus in the newly renovated Graduate Physics Research Facility and in the Olin Building, and off-campus at the Thomas Jefferson National Accelerator Facility and other international research institutions. Undergraduate physics majors are encouraged to participate in funded research programs, conduct research and publish findings.

Courses listed below that are offered through the School of Science must be passed with at least a "C" grade, specifically, biology, chemistry, computer science, mathematics, physics, and the technical electives.

### Physics Minor Requirements:

The physics minor requires at least 21 credit hours. Students must complete the following courses: Physics 203, 215/230, 204, 216/231, 211, 330.

In addition, the student must choose at least three elective courses from the following list of courses: Physics 212 and 331, 205 (or APS 205), 301, 312, 501, 505. Other suitable courses may be substituted for elective courses with approval of the chair.

## Curriculum Outline - Physics

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
English 101-102 .....		3	3
Mathematics* 151-152 .....		4	4
University 101 .....		1	-
HIS 106, HUM 201 .....		3	3
Physics 110 .....		1	-
Physics 203 (H)-204 (H) .....		3	3
Physics 230-231 .....		1	1
HEA 200 or 2 P.E. ....		-	2
<b>Total</b>		<b>16</b>	<b>16</b>

<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 201 .....		4	-
Communication 103 .....		-	3
Mathematics 251, 260 .....		4	3
Physics 220, 221 .....		2	2
Physics 210-217 .....		1	1
Physics 211, 212 .....		3	3
Physics 330-331 .....		1	1
Psychology 203 .....		-	3
<b>Total</b>		<b>15</b>	<b>16</b>

<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Free Electives .....		3	3
Sociology 205, elective .....		3	3
Physics 301-302 .....		3	3
Physics 310-317 .....		1	1
Physics 312 .....		-	3
Technical Elective*** .....		3	3
<b>Total</b>		<b>13</b>	<b>16</b>

<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Physics 410, Free Elective .....		1	3
Physics 501-502 .....		3	3
Physics 505-506 .....		3	3
Technical Electives** .....		6	6
<b>Total</b>		<b>13</b>	<b>15</b>

**TOTAL CREDITS FOR GRADUATION 120**

\*Mathematics placement is based upon the student's academic preparation.

\*\*See the section on General Education for alternatives to HUM 202.

\*\*\*Technical Electives include any elective course above the required entry level in atmospheric and planetary science, aviation, biology, chemistry, computer science, education, engineering, marine science, mathematics, naval science, and physics.

(H) The Honors section of PHY 203-204 is required, if available during the first year of study.



# Williams R. Harvey Leadership Institute

The William R. Harvey Leadership Institute offers the undergraduate student a curricular option that enhances the University experience. It is an intensive, interactive program designed to develop entry-level leaders with the character and integrity to ethically lead and serve. The program focus is the pragmatic and ethical application of knowledge and skills required to effectively follow and lead. A pivotal component of the program is 400 hours of applied experience in a public service organization. The Program focus includes:

- Critical thinking
- Problem-solving
- Ethical decision-making
- Effective communication
- Team-building
- Conflict resolution
- Policy development
- Service learning

Students selected for the program are designated Leadership Fellows and are eligible for a grant from the University. A minor in Leadership Studies is earned upon successful completion of the eighteen credit hour curriculum.

## Selection Requirements

Selection is through a competitive process and is based on demonstrated leadership and community service. Candidates may apply upon notification of acceptance to the University.

## Additional Requirements

- Participate in Institute workshops
- Participate in campus organizations
- Seek leadership roles in campus and community organizations
- Assist in planning and coordinating Institute activities

## Leadership Studies Minor Requirements:

The Leadership Studies Minor requires 18 credit hours as follows.

<b>Freshman Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Leadership 201, 202 .....		2	2
<b>Total</b>		<b>2</b>	<b>2</b>
<b>Sophomore Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Leadership 302, 304 .....		2	2
Leadership 305 (or 303 Junior Year).....		-	1
<b>Total</b>		<b>2</b>	<b>3</b>
<b>Junior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Leadership 301.....		3	-
Leadership 305 (or 303) .....		2	(3)
<b>Total</b>		<b>5</b>	<b>(3)</b>
<b>Senior Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Leadership 400, 401 .....		2	2
<b>TOTAL</b>		<b>2</b>	<b>2</b>
<b>TOTAL CREDITS FOR GRADUATION</b>			<b>18</b>

# Freddie T. Davy Honors College

Honors at Hampton University is a program that is designed to augment, enhance, and extend the undergraduate academic experience through community, exposure and expectations. There are two distinct categories of honors programs. The first category is for students who take the initiative to apply. The Honors College is the primary component of this category. The second category, the Honors Program, is for students who are offered scholarships and/or awards from the Office of Admissions based upon prior achievement.

As the primary component of Hampton University's Honors Program, the Freddie T. Davy Honors College offers a curricula option that enhances the regular university experience. Its focus is the development of intellectual, ethical leadership skills while fostering excellence in education, commitment to the learning process, experimentation, and a sense of a learning community. It includes 1) innovative curriculum; 2) individualized advising and support service; 3) special options, opportunities and financial incentives; and 4) extracurricular activities..

## **Freddie T. Davy Honors College Option Requirements**

### **Admission Requirements**

Students who have earned a grade point average (GPA) of 3.2 or higher at Hampton University are eligible to apply to Freddie T. Davy Honors College (FTDHC).

### **Scholastic Performance**

A student in FTDHC is required to maintain a minimum GPA of 3.2.

### **The Curriculum**

A student, in the course of completing the requirements for the major, will complete the following:

- 12 hrs. honors credit in General Education Courses
- 12 hrs. honors credit in major courses
- Ethics (Philosophy 304)
- Argumentation and Debate or Logic (Speech Communication 323 or Philosophy 210)
- A minimum of five (5) University Honors seminars.

### **Other Program Requirements**

In addition to the course requirements, a student in Honors College is expected to:

- Perform at least 150 hours of community service.
- Serve on an HC committee for at least one semester.
- Participate in an honors conference experience.
- Take the appropriate exam for graduate study.

Honors College students are encouraged to pursue an off-campus experience, i.e. study abroad, university exchange, internship/co-op opportunities.

### **Honors Program Option**

Academic Scholarship Awards are made annually. Each is renewed for six additional semesters of study based on the student maintaining a 3.3 cumulative grade point average. Students are selected for exceptional performance as measured by SAT or ACT scores, high school academics and demonstrated involvement in school leadership activities.

### **Scholastic Performance**

A student in the Academic Scholars Option is required to maintain a minimum GPA of 3.3.

### **The Curriculum**

A student in the course of fulfilling the requirements for the major, will also complete:

- 10 hours honors credit in General Education courses
- Participate in at least one designated honors "activity" each semester

### **Other Program Requirements**

In addition to the course requirements, a student in the Academic Scholars Option is expected to:

- Perform at least 200 hours of community service
- Take the appropriate exam for graduate study
- Pursue an off-campus experience, i.e. study abroad, university exchange, internship/co-op opportunities

# University College

Hampton University University College (HUUC) is comprised of the Accelerated Evening Programs and Hampton U Online units. HUUC serves working adults, aged 21 and over, and offers doctoral, master's, bachelor's, and associate degrees, along with certificate programs at an affordable price. University College offers academic credit and non-credit programs, both online and in the traditional classroom. HUUC has broadened the scope of its services to support our diverse student population wherever, whenever, and however they choose. Continuing education is a lifelong learning process, which builds upon the knowledge, skills, and attitudes of individuals, who have the ultimate responsibility for their own learning. University College understands community needs and has a well-defined strategy for strengthening the job skills of individuals by (1) operating independently, (2) identifying the needs of the local labor market, and (3) responding to those needs. HUUC has carved out a niche for its programs that is unrivaled in the Hampton Roads area.

Since its inception in 1984, first as the College of Continuing Education, then the College of Education and Continuing Studies, University College's primary goals are to provide students with the opportunity to strengthen job skills, change career fields, gain self enrichment and obtain a degree. In maintaining alignment with the University's mission to provide "exemplary programs and opportunities which enable students to grow, develop and contribute to our society in a productive, useful manner," HUUC embraces economic development for the 21st century by making it an integral part of the College's mission and purpose.

## Facilities

The main campus of University College is housed in the W.O. Lawton Building and is located in Suite 1006-H at the Hampton Harbor Complex on Settlers Landing Road. A satellite location is located at Langley Air Force Base, Hampton Virginia. The Division also has representatives at the College of Virginia Beach.

## Contact Information:

### Main Campus:

Hampton University University College  
P. O. Box 6162  
Hampton, VA 23668  
(757) 727-5773  
(757) 727-5949 (fax)  
universitycollege@hamptonu.edu

### Hampton University Center for Hispanic Achievement and Training (HUCHAT)

11817 Canon Boulevard  
Suite 408  
Newport News, VA 23606  
(757) 240-5091

### College of Virginia Beach:

253 Town Center Drive  
Virginia Beach, VA 23462  
10th Floor North Elevator  
(757) 637-2200

## Continuing Education and Professional Studies (CEPS)

### Academic Calendar

University College operates in a variety of sessions during the Academic Year. The predominant schedule operates as five nine-week sessions during a calendar year starting in August; however, other terms are available for selected programs. Consult University College website for more information about course scheduling and availability.

### Admissions

All applicants desiring admission to University College must have obtained a high school diploma or GED equivalent and be at least 21 years of age, or otherwise emancipated. Every candidate for admission must submit the following documents:

1. Application to University College and a \$35.00 (nonrefundable) fee—no personal checks are accepted;
2. Official transcripts from all former colleges/universities (grade point average of 2.0 or better at previous colleges);
3. Official high school transcript or GED certificate;
4. Medical Record Form;
5. A 250-300 word Personal Statement that gives the evaluators a sense of who the applicant is, identifies the applicant's involvements and his/her reason to pursue a degree. The Personal Statement is used to assess the applicant's writing skills.
6. Applicants requesting institutional academic credit for applicable life experiences must also submit a Life Experience Credits Assessment Form. Forms may be obtained from University College.

Active duty or retired military applicants must also submit one of the documents listed below:

- CCAF transcript for USAF
- AARTS for U.S. Army transcript
- SMART transcript for US NAVY/MARINES
- DD 214 for retired military
- DD 295 for all other services

Once a complete application is received and an admissions decision is made, the applicant will be notified in writing. The acceptance package will contain information about advisement and registration along with other necessary information to get started.

## Medical Requirements Policy for Students\*

Upon admission to University College, each student must submit a complete Medical Record Form and a record of required immunizations to the Health Center. See the requirements in the General Information section of the Catalog or visit the website: [http://www.hamptonu.edu/student-services/health/shs-medical\\_form.cfm](http://www.hamptonu.edu/student-services/health/shs-medical_form.cfm) for more information and the appropriate forms.

*\*Note: Active Duty Military, Firemen, Emergency Medical Technicians and students enrolled in online programs are exempt from the University medical form requirement.*

## Special Students

Special students may be undergraduate or graduate students who apply for admission for specific undergraduate or graduate courses but are not enrolled in a certificate or degree program. Special students must present acceptable evidence of their ability to engage in academic work at the appropriate level of the course in which they will enroll. Admission into courses as a Special Student does not imply admission into a University College degree or certificate program. When a Special Student desires admission to a degree program, the student must meet the admissions requirements in effect at the time of application. Students must declare a major once 30 credit hours have been earned through University College.

All students who apply for the summer session must apply as a special student and submit a summer application. Students who plan to continue in the fall term must submit a regular admissions application.

## Transfer Students

Students who have satisfactorily completed courses at an accredited institution may be admitted to regular standing with such advanced standing as their previous records may warrant.

Requirements for advanced standing are:

1. Satisfactory credit from previous colleges as shown on official transcripts.
2. Grade point average of "C-" or better at previous college(s).
3. Honorable dismissal from previous college(s). If students are suspended from any previous college, but eligible to return, they may be considered for enrollment at University College after the lapse of six months.

No more than six (6) credit hours are transferable between University College and current students in the Undergraduate College (Hampton University). In unusual circumstances, students may, with the signed approval of their Dean, the Provost, and the President, be granted an exception to this policy. . \*Active Duty Military students enrolled in University College are allowed to transfer up to 60 credit hours to the Undergraduate College (Hampton University). Students who have been separated from the Undergraduate College for more than six years may transfer up to 60 credit hours to University College.

## Student Referrals from within Hampton University

It is not the purpose of University College to serve as a substitute for students who would normally be in full-time day programs at Hampton University. University College assumes that referrals from other University departments are for the following purposes:

1. To pursue their course of studies during the evening hours.
2. In response to a departmental request because:
  - a) The student is a senior and cannot take the course on campus.
  - b) The student could not complete the course on campus due to illness or other extreme emergency.

All referrals to University College from the Undergraduate College must have written approval of the Department Chair, the Dean, and the Provost.

## Declaration of Major

Undergraduate students should declare a major program of study no later than the end of their freshman year or the completion of 30 semester hours of credit. A "Student's Petition Form for Declaration or Change of Major" must be filed in the Office of the Registrar for University College. Non-majors are ineligible for financial aid.

### Dual Majors

Students who plan to graduate with dual majors must satisfy all requirements in each major, including all related courses with separate courses. The General Education sequence must be completed once. Students choosing dual major options are required to maintain at least a 2.5 GPA. In order to declare a dual major, students must be accepted as a major by both programs. They must complete all requirements in effect at the time of acceptance. Students who desire a dual major must file a dual major form with the Registrar for University College on or before the end of their sophomore year. Students who satisfy all graduation requirements for the dual major shall receive a single diploma listing both majors. To change from a dual major back to a single major requires the completion of a Change of Major/Minor form not later than the semester prior to graduation.

## Minors

Students who wish to declare a minor must complete one-half (1/2) of the credit hours for the major with a minimum of 18 credit hours. Meeting requirements for the minor should be independent of meeting the major requirements for graduation. Courses for the minor may not be taken on an S/U (Satisfactory/Unsatisfactory) basis. Students must earn a passing grade of at least a "C" in courses counted toward the minor. The offering department will determine the course requirements for the minor. Students who desire a minor must file a minor form in the Office of the Registrar for University College before the session of the anticipated graduation date.

## Second Baccalaureate Degree

Hampton University will permit a student to acquire a second baccalaureate degree, provided that he or she: (1) pursues an unrelated course of study; (2) meets all university, college, school, and

departmental requirements (credits earned for the first degree may be applied, if suitable, toward the second degree); and (3), completes a minimum of 30 semester hours in residence at University College that are beyond the requirements for the first degree. Prior to undertaking the second degree, the student must have his or her accumulated credits evaluated and the second-degree program approved in writing by the appropriate chair and dean.

*\*\*The student is responsible for initiating and coordinating any action relating to the programs, whether pursuing the two degrees concurrently or successively. Hampton University, as a rule, will not permit a student to pursue more than two baccalaureate degrees.*

### Advanced Placement

Recognizing the value of certain types of life experiences, Hampton University offers students an opportunity to receive academic credit for (1) skills validated by external examinations, (2) professional experience, and (3) military training.

Credit-By-Examination by the University College

A student may request credit by examination for the purpose of validating knowledge of the material presented in a course. Only under compelling circumstances may a student, with the approval of his/her advisor and Dean, be granted permission to obtain credit by examination. Prior to processing the request, the "Application for Credit by Examination" form must be approved by the advisor. A copy of the completed examination must be filed with the appropriate dean. Credit by examination shall not be attempted for a course previously taken or failed by the student.

No student will be allowed over two examinations for credit per semester, up to a maximum of 30 credit hours per degree. No freshman student will be allowed to earn credit by examination for 300 or 400 level courses. Letter grades will not be given for credit by examination. The number of credit hours earned will be indicated on the student's transcript.

### Credit Awarded through Non-Departmental Examinations

The University grants credits for acceptable performance on the College Board administered Advanced Placement Examination. A minimum score of 3 is required in all subject areas. Credit for CLEP and other examinations may be accepted by the University and applied to degree requirements with the approval of the major department and the department of the discipline in which the subject falls.

### External Examinations

Hampton University also participates in the College Level Examination Program (CLEP) of the College Entrance Examination Board (CEEB) and the Defense Activity for Non-Traditional Education Support (DANTES). The University accepts for credit both the general examinations and the subject examinations. The subject examinations, however, must be approved by the respective academic department of the university. Awarding of credit for CLEP will be based on recommendations of CEEB. Credit for DANTES will be based on recommendations of the American Council of Education (ACE). A maximum of thirty credits will be accepted. Scores received from CLEP may not satisfy requirements for English 101 and English 102..

## Credit for Life or Work Experience

Students should recognize that while many prior learning experiences are meaningful they are often not equal to the quality of knowledge learned in the college classroom. Therefore, students who seek academic credit for life or work experience must be able to clearly demonstrate and document that their experiences are equal in quality to the knowledge they would gain in the classroom. Credit for prior learning experience is awarded only for comparable courses required of the student's academic major.

### The Application Process

1. Students who feel that their life or work experience should earn them academic credit are required to apply for consideration at entry into University College. An application form must be completed and submitted to the student's academic advisor. A non-refundable \$100.00 fee per course must be paid in advance.
2. Upon completion and approval of the application, students must obtain the *Prior Learning Portfolio Student Information Guide*. This publication is available from academic advisors and provides detailed information regarding the preparation and submission of the portfolio.
3. Students who successfully earn portfolio credit for life or work experience will receive a Pass designation and not a letter grade. A Pass designation does not contribute to the student's cumulative grade point average. If a portfolio has failed to earn passing credit it may not be resubmitted.

Students who are interested in additional information about life or work experience may refer to the *Prior Learning Portfolio Student Information Guide*.

### Military Training

Veterans and active duty military personnel who have at least two years of honorable service are eligible for academic credit as a result of their military training and experience upon filing one, or more, of the following documents with the VA Certifying Official in University College:

1. Community College of the Air Force transcript for the U. S. Air Force
2. AARTS transcript for U. S. Army
3. Navy transcript for U. S. Navy or Marines
4. DD Form 214, Certificate of Release or Discharge from Active Duty
5. DD Form 295, Application for the Evaluation of Learning Experiences During Military Service

In recognition of the contributions made by persons serving in the military, and also the extensive training in which they have engaged, University College grants the following academic exemptions to veterans:

1. A maximum of 2-semester hours credit in health education is awarded to all veterans and active duty military personnel.
2. A maximum of an additional 6-semester hours credit in social science is awarded to enlisted persons in grades E-1 through



E-6. This credit may be used to fulfill the social science requirements, except for HIST 106 and 202.

3. Commissioned and Warrant Officers and Noncommissioned Officers in grades E-7 through E-9 are awarded an additional 3 semester hours credit in social sciences plus 3 semester hours in oral communications. Total credits may be increased upon additional evaluation of military training in accordance with the recommendations in the *Guide to Evaluation of Educational Experience in the Armed Services* (American Council on Education), commonly called the ACE guide.

### Service Members Opportunity Colleges (SOC)

Hampton University University College participates in the Service-members Opportunity Colleges (SOC) Program. The Dean of University College is the SOC representative for the University. The program allows a degree-seeking student to complete the majority of the academic requirements at accredited institution around the world for transfer to the University. The student will receive a degree from Hampton University. Additionally, the Dean coordinates Hampton University undergraduate/graduate programs with the various academic departments. Students must complete thirty credit hours in University College in order to qualify for the SOC agreement.

## Academic Policies and Regulations

University College enforces the academic policies and regulations of Hampton University. These include the Release of Information Policy, the Academic Probation and Academic Dismissal policies, Learning Disabilities Documentation, and the Student Grievance Procedure, as printed in the *General Information* section of the Catalog. Specific policies and regulations that apply to University College students are provided below for added emphasis.

### The Grading System

The letter grading system ("A+" through "F") in the General Information section of the Catalog applies uniformly to all colleges and schools at Hampton University. University College also utilizes the following grades:

- I Incomplete Work - Not applicable to cumulative grade point average (GPA). Student does not need to be enrolled to remove an "I" grade. The student will have a year to complete the "I" grade or the "I" will become an "F."
- S Satisfactory at the "C" or higher grade (2.00) - Not computed in the cumulative GPA grade point average.
- U Unsatisfactory - Not computed in the cumulative GPA grade point average.
- WP Withdrew Passing - Not counted in cumulative average.
- WF Withdrew Failing - Not counted in cumulative average.
- Z Blank/No grade submitted.

### Calculation of Grade Point Average

The Grade Point Average (GPA) is computed by dividing the total number of grade points earned (also called quality points) by the total number of academic quality hours (QHRS) as presented in the *General Information* section.

## Registration

Students must meet with their academic advisors to obtain their Personal Pin Number (PIN) and a Registration Advisement number in order to access the HUNET online registration system. Students must complete both the **online** and the **paper** registration process in order to be officially enrolled in a course. This includes course schedule changes (adding or dropping a course or changing a course section number, etc.).

**Add/Drop Policy:** The official period in which courses may be added and/or dropped begins the first day of the session and ends on the fifth day of the session.

**Dropping a Class:** A student must complete and sign a University College "Add/Drop" Form. This form must be approved by the student's academic advisor. Student must also drop the class online to finalize the drop process. The student is entitled to a full refund of tuition when a class is dropped in accordance with the instructions above.

**Adding a Class:** A student must complete and sign a University College "Add/Drop" Form. This form must be approved by the student's academic advisor. Student must also add the class online to complete the add process. The student will receive a statement of additional tuition due when a class is added except in a case where the student drops and adds classes of equal credit value.

**Changing Grade Status:** A student must also process a Add/Drop Form when changing grade status, (e.g., audit, regular grading,) and must process an Add/Drop Form to receive the new choice of grading. All changes in grading status must be processed within the period designated for Add/Drop.

## Withdrawal

Once registered and once the Add/Drop date has passed, students may withdraw from a course or courses up until the last day of classes prior to final examination week. No student may withdraw from a course during final examination week. Students who want to withdraw from a course or courses must obtain a withdrawal form from University College, and must ensure that all required signatures appear on the form. Completed withdrawal forms must be submitted to the University College registrar's office before the end of the academic session. Students will receive either a "WP" or a "WF".

### Withdrawal Policy

The withdrawal period begins at the close of the Add/Drop period and ends at the end of the 8th week of classes. Withdrawal means that the student will cease to attend class(es) and is no longer considered enrolled in that class or in those classes. A student must complete a Withdrawal Form and obtain the following approvals:

1. Instructor
2. Department Chairperson/Program Coordinator, or Advisor

The student's records will reflect a **"WP"** Withdrew Passing or **"WF"** Withdrew Failing entry for each course from which the student withdraws. Students cannot withdraw during final exam

week. **A student who withdraws from a class is not entitled to a refund.**

### Virginia Tidewater Consortium

The Virginia Tidewater Consortium affords students the opportunity to take enrichment courses, not taught at the home school, at another member institution. Certain restrictions and regulations of the Consortium, the host schools, and Hampton University apply. This opportunity is only open to full-time students with a cumulative grade point average of 2.000 or better and is designed to make available a wider variety of upper-division, elective courses.

### Taking Courses at Another Institution

A student may elect to take a course at any accredited institution of higher education. To protect the student and to ensure that the student is able to have the course and its credit-not quality points transferred back to his or her program at Hampton University, the student must secure permission from his or her academic advisor, department chairperson, and school dean before the end of the session prior to taking the course(s) at the other school. Standard forms and instructions may be obtained in each department.

### Transfer Credits

Transfer credit can only be posted to the student's record if the student is currently registered when the transaction is received in University College. The student is responsible for having an official transcript mailed to his or her academic advisor when the work has been completed. Credit hours will be awarded for approved courses carrying a letter grade of "C-" or better. The appropriately approved, posted transaction will appear on the student's record when the current term is completed and the grades are processed.

The cumulative grade point average of each student will be calculated on courses taken at Hampton University. All credits earned at other institutions, including those earned by students seeking re-entry to the University, as well as those with approved permission to take courses at another institution, will be treated/classified as transfer credits. They may be used to reduce the number of hours required for graduation. However, they will not be used in calculating the cumulative grade point average.

### Good Academic Standing

Students whose cumulative averages are equal to or greater than the average for their tenure and who have met their financial obligations, and whose conduct is in keeping with the standards of membership in the university will be considered in good academic standing. Students in good academic standing are entitled to continue registration and class attendance and are eligible to apply for a degree upon completion of the necessary requirements. Continued enrollment in University College is a privilege, which will be granted as long as the student meets the following criteria:

1. The student has maintained a cumulative average of 2.00 or better.
2. The student is not in violation of the Academic Honesty Code.
3. The student has fulfilled the attendance requirements for each course.

4. The student has demonstrated significant personal growth in each course attempted.
5. The student is not in violation of the University Code of Conduct.

### Student Identification Cards

University College students are required to have a student identification card (ID card). Students who do not have ID cards will not be able to enter the campus through the security gates to attend classes in campus buildings. Student ID cards may be obtained from the Campus Police Office located at Whipple Barn (Administrative Services) building on the corner of Tyler and E. Queen streets on the Hampton University campus. Students must present a copy of their current class schedule prior to requesting a student ID card. Copies of schedules may be **obtained from the main office of University College.**

### Parking Decals and Temporary Parking Passes

Students must have a University parking decal to bring a car onto the campus to attend classes or to conduct business on campus. A temporary parking pass must be obtained from University College Receptionist when a student is conducting business at the W. O. Lawton Building between the hours of 8:00 a.m. and 5:00 p.m. Temporary parking passes are not required to attend evening classes at the W. O. Lawton Building.

### Satisfactory Progress

Any student enrolled in at least twelve (12) semester hours of course work each semester as a regular degree student and who sustains the cumulative average required by regulations shall be considered to be maintaining satisfactory progress toward a degree. As an exception, a student's cumulative grade-point average may fall below 2.0, but not less than the minimum set forth below for the number of quality hours attempted during which time he or she shall be placed on academic probation. Failure to achieve the required minimum cumulative grade-point average in the following semester, the probationary student is subject to dismissal.

### Academic Honesty Code

All students are expected to maintain their personal conduct in a manner above reproach. Therefore, a student is in jeopardy of severe disciplinary action for committing one of the following violations:

### Cheating

A student is considered to be cheating if, in the opinion of the person administering the examination/test (written or oral), the student gives, seeks or receives aid during the process of the examination/test; buys, sells, steals, or otherwise possesses or transmits an examination/test without authorization; substitutes for another or permits substitution for himself during an examination/test; or allows others to conduct research or to prepare any work without advance authorization from the instructor. The prohibition includes (but is not limited to) commercial term paper companies and files of past papers.

## **Fabrication**

A student must not intentionally falsify or invent any information or citation in an academic exercise.

## **Plagiarism**

Plagiarism is defined as “taking and using as one’s own, the written ideas of another.” A student must not intentionally adopt or reproduce ideas, words, or statements of another person without acknowledgement. Students must give due credit to the originality of others and honestly pay their literary debts and acknowledge indebtedness:

- A. Whenever quoting another person’s actual words.
- B. Whenever using another person’s ideas, opinion, or theory.
- C. Whenever borrowing facts, statistics, or other illustrative material - unless the information is common knowledge.

## **Interference**

A student must not steal, change, destroy, or impede another student’s work. Impeding another student’s work includes (but is not limited to) the theft, defacement, or mutilation of common resources to deprive others of the information they contain.

(Portions of this policy are taken from the *Policy on Academic Dishonesty Bloomington Campus of Indiana University*, Circular B43-84, p. 31.)

## **Examinations and Other Graded Work**

Each course has periodic examinations and a final examination or evaluation. Final examination times are announced at least two weeks in advance of the first scheduled final examination. Students are required to take all of their final examinations at the times scheduled. Mid-term examinations are conducted during the fifth week of classes. Mid-term grades can be accessed through HU-NET during week six.

Absence from examinations should be discussed with the instructor before the examination so that the instructor can determine if there is sufficient reason to excuse the student or reschedule the examination for the student.

Absence from the final examination or otherwise not completing course assignments within the scheduled time of the course is generally not excusable. Only debilitating illnesses or other emergencies are considered reasonable causes for being excused from final examinations and not completing course assignments as scheduled. If the final examination or other assignments are postponed with the consent of the instructor, an “I” is recorded on the student’s record to show that the course work is incomplete. If the work/examination is not completed by the end of one year, the “I” automatically becomes an “F”.

A deferred examination is provided by the instructor for a student who has been excused by the instructor from taking an examination or completing other course work at the scheduled time. The student must arrange with the instructor to take the missed examination or complete the missing assignment as soon as possible. Except under very extraordinary conditions, the student is not permitted to postpone the taking of a deferred examination

beyond the first occasion provided by the instructor. In no case will permission be given to make up missing examinations or other work beyond the end of one year.

## **Rules Governing Examinations**

Books, papers, etc., belonging to students, must be left in a place designated by the instructor before the students take their seat, except in such cases where books or worksheets are permitted.

Students should be seated at least every other seat apart, or its equivalent, i.e., about three feet. Where this is not possible, the instructor will arrange for additional monitors to be present to protect the integrity of the examination.

1. If mathematical tables are required in an examination, they shall be furnished by the instructor. If textbooks are used, this rule does not apply.
2. Proctors must exercise all diligence to prevent dishonesty and to enforce proper examination decorum, including abstention from smoking.
3. No student who leaves an examination room will be permitted to return, except in unusual circumstances, in which case permission to do so must be granted by the proctor prior to the student’s abstention.
4. All conversation will cease prior to the passing out of examination papers, and silence will be maintained in the room during the entire examination period.
5. Examination papers will be placed face down on the writing desk until the proctor officially begins the examination.
6. Examination papers will be kept flat on the writing desk at all times.

All instructors will make these rules clear to the students in their classes by reading them to the class or by including them in the handout covering course requirements at the beginning of each term. Strict enforcement is understood.

## **Disciplinary Actions**

Whenever a faculty member finds a student to be guilty of any academic dishonesty, the student will be dismissed from the class, examination or test immediately. The student will receive an “F” in the course. The facts will be presented to the Dean of University College, who will recommend to the Provost that the student be suspended for two terms. A second offense will result in dismissal from the University.

## **Class Attendance Requirements**

Faculty members have the right to establish attendance requirements in each of their courses. Instructors are responsible for informing students about their attendance requirements and the consequences for lack of attendance. Attendance information should be clearly stated in the course syllabus.

1. Absence from class does not relieve any student of the responsibility for completing all class assignments. Instructors are not obligated to provide make-up work for students who have missed classes unless the student is able to render a satisfactory

explanation for his/her absence. The student shall be responsible for arranging make-up work with the instructor, who shall be the sole judge of the satisfactory completion of the course.

2. Students may not be allowed to make up or complete work, which is missed because of suspension or dismissal from the University. Suspension or dismissal before the end of the semester involves the loss of academic credit for the entire semester.

### Student Course Load

The normal course load for a continuing studies student is 6 semester hours within a session (12 credit hours within semester). Only under compelling circumstances may a student, with the approval of his or her advisor and Dean, be granted an exception to this policy; however, such student must have at least a 3.5 GPA, or be a candidate for graduation. Exceptions will be on a case-by-case basis and advisors must show cause for this exception.

### Academic Warning

An academic warning notice is sent to the student if his or her semester grade point average is below 2.000, but his or her cumulative grade point average is 2.000 or higher. **A student may be placed on probation or be dismissed without any other warning than a grade point average near or below 2.000.**

### Academic Dismissal

Dismissal for academic deficiencies results when a student does not meet the minimum academic standard. A minimum cumulative grade point average of 2.000 is the standard, but there is a sliding scale standard rising to 2.000 at 63 semester hours attempted. The purpose of the rising sliding scale standard is to allow time for the insufficiently prepared student to make up deficiencies in academic preparation for college work. Students who maintain a cumulative grade point average at or just above 2.000 place themselves in jeopardy of being dismissed without any other warning any time their semester average drops below 2.000.

Students who have been dismissed for academic deficiencies may not apply for admission to University College until they have obtained and presented evidence of increased academic maturity. Academic courses taken at another institution to be presented as evidence of increased academic maturity should not be those previously attempted.

### Appeal of Academic Dismissal

There is no appeal of a dismissal for academic deficiency if the student's cumulative grade point average is below the minimum standards for continuance unless the student suspects an error in calculation of his or her grade point average, or the student has had a recent medical or other emergency that has prevented satisfactory completion of a course or courses. An appeal based upon suspected miscalculation of one's grade point average is addressed to the Registrar, University College.

### Academic Support Services

University College provides academic and personal support to promote the personal and professional growth of the students. In order to fulfill our stated mission to foster and encourage the personal growth of each student, HUUC will:

1. Provide an on-site Student Support Success Center for Adults that will offer comprehensive support services to both campus and distance students. The Center is responsible for coordinating services such as placement testing, testing services, career counseling, tutoring services and an array of other services designed to support the adult learner. Additionally, the Center works closely with campus departments in making appropriate referrals as well as external partners to provide students with a number of services designed to support the student's academic success.
2. Coordinate with the William R. and Norma B. Library to establish a reserve section of materials specific to our baccalaureate programs.
3. Evaluate the writing ability of each student by administering a writing competency examination after the completion of thirty (30) credit hours. This essay examination will be assessed holistically in terms of content, style, grammar and spelling. The writing competency examination is a diagnostic tool, which focuses upon the student's strengths and weaknesses in writing at college level. Students receiving an unsatisfactory score will enroll in an intensive writing course.

### Counseling and Career Services

In order to enable students to achieve their educational goals, University College and Hampton University provide:

1. Academic advising by Academic Coordinators who guide students through the course, certificate or degree program selection and maintenance process.
2. Personal counseling by professional individuals trained to assist students with problems. This confidential resource is available through the University's AcademicSupportCenter (757-727-5617).
3. Developmental Skills Courses that provide students with assistance in strengthening writing and mathematics deficiencies.
4. Career Counseling and PlanningCenter services to assist in securing permanent employment upon graduation as described in the *General Information* section. This office also assists in securing part-time or temporary employment, such as summer work experience and also manages the Cooperative Education and Internship Program. For more information, call (757) 727-5831.

### University Libraries

The Libraries support the University's mission to promote learning and excellence in teaching by providing access to a wide array of information resources, services and facilities. Hampton University students, faculty, researchers and scholars constitute the primary users of the University Libraries. The resources of the campus libraries are enhanced as a result of membership in several networks and consortia, serving academic libraries. The Hampton University Library is a member of the Virginia Tidewater Consortium (VTC), the Virginia Independent College and University Library Association (VICULA) and the Virtual Library of Virginia (VIVA). The sharing of resources by the network of academic libraries is accomplished through the use of interlibrary loan, recipro-



cal borrowing, the shared cataloging of materials, online access to holdings, bibliographic databases and cooperative purchasing. Hampton University's libraries include the William R. and Norma B. Harvey Library (main) and satellite units in , the Department of Architecture and the Department of Music. There is also a library at the Virginia Beach campus of Hampton University

The William R. and Norma B. Harvey Library was dedicated and opened officially on January 26, 1992. This five-story facility houses the main library collection, including over 400,000 volumes; 62,538 bound periodicals; more than 640,000 microforms; and over 95,000 electronic books. Two special collections add depth to the general holdings: (1) the selective U. S. Government documents depository, and (2) the George Foster Peabody Collection of more than 33,000 cataloged items by and about African Americans.

Users gain access to the library's holdings through the Hampton University Online Web-based Catalog (HUWebCat). New bibliographic records are added through the library's membership in LYRASIS which provides online cataloging, information products and services in support of cooperative activities. The library management system is the most recent version of the SIRSI UNICORN client based system of software and equipment.

The Internet and access to a growing number of subscription services using the World Wide Web (www) are available from the University Library homepage via the campus Intranet. Online access to citations, abstracts, full-text articles, electronic journals, eBooks, government documents, dissertations, and other reference sources is provided. Students and faculty are able to access electronic resources from the web site while on campus and off campus. The library maintains licensed agreements to several aggregated databases, specialized databases, electronic journals and electronic books. Library instruction and web tutorials are provided to help students and faculty use resources effectively.

In addition to the above, open shelves afford users the privilege of direct access to most bound periodicals and books. Over 350 individual study carrels, 13 group study rooms, 18 faculty carrels, a 24-hour study room, a vending area, a multi-purpose meeting room seating 100, an electronic classroom, a conference room and Internet connectivity for laptop users are all available within the Harvey Library building.

### **Military and Government Libraries**

Use restricted. Please call for information.

1. Armed Forces Staff College Library: 7800 Hampton Blvd., Naval Base, Norfolk, 444-5155.
2. Fort Eustis Post Library: The Groninger Library, Building 1313, Fort Eustis, 878-5017.
3. Joint Base Langley - Eustis (TRADOC) Bateman Library, 42 Ash Ave, Langley Air Force Base, 764-2906.
4. NASA Technical Library: Langley Research Center, Building 1194, Langley Air Force Base, 865-2000.
7. Naval Weapons Station Technical Library, Building 705, Naval Weapons Station, Lee Hall, 887-4726.

### **Public Libraries**

1. Hampton Public Library: The Charles H. Taylor Memorial Library, 4207 Victoria Blvd., Hampton, 727-1154.
2. Newport News Public Libraries: Four branches. Two of the branches contain information of particular interest to the college student.
  - (a) Main Street Library, 110 Main Street, Newport News, 591-7426.
  - (b) The Grissom Library, 366 DeShazor Drive, Newport News, 886-2744.
3. Norfolk Public Library: Kim Memorial Library, 301 East City Hall Avenue, Norfolk, (across the street from MacArthur Memorial), 441-2173.
4. Virginia Beach Public Libraries: Central Library, 4100 Virginia Beach Blvd., Virginia Beach, 431-3000.

### **Virginia Tidewater Consortium Libraries**

Hampton University students with proper identification are eligible to utilize library facilities from the following: colleges and universities:

1. Regent University: Indian River Road and Centerville Turnpike, Virginia Beach, 424 -7000, Ext. 4150.
2. Christopher Newport University: Capt. John Smith Library, Shoe Lane, Newport News, 599-7133.
3. College of William and Mary: The Earl Gregg Swem Library, Williamsburg, 253-4406.
4. Norfolk State University: The Lyman Beecher Brooks Library, Norfolk, 623-8220.
5. Old Dominion University: Hampton Blvd., Norfolk, 440-4154, Reference 440-4178.
6. Thomas Nelson Community College: 99 Thomas Nelson Drive, Hampton, 825-2876.
7. Tidewater Community College: (Virginia Beach Campus), 1700 College Crescent, Virginia Beach, 427-7150.
8. Virginia Wesleyan College: The Hofheimer Library, Wesleyan Drive, Norfolk, 461-3232, Ext. 224.

### **General Requirements for Graduation**

The graduation requirements of University College are those published in the University College section of the Hampton University Academic Catalog in force at the time of the student's initial enrollment. If the student's course of study is interrupted by failure to enroll for at least one year or because of a change of major, the degree plan graduation requirements which must be met are those in force at the time that they re-enroll and enter the new major.



## University Requirements (Baccalaureate Degree) are as follows:

1. A minimum of 122 semester hours. Although students may have waivers for degree requirements, they must still meet the minimum of 122 semester hours of credit required by the University.
2. A cumulative Grade Point Average (GPA) of 2.000 or higher.
3. A grade of at least "C" in all courses in the major area of study.
4. A minimum of thirty semester hours of credit earned at Hampton University University College .
5. The student must be in residence the final two sessions prior to the completion of degree requirements or pay the records maintenance fee.
6. Passing of English 101-102, Communication 103 and Introduction to Computers (CSOS 201) with grade of "C" or better.
7. All students who are enrolled in degree programs with University College will be given a Writing Competency Examination when they have completed total of 30 credit hours (inclusive of transfer credit hours).
8. All students seeking a baccalaureate degree must pass a Comprehensive Examination at the completion of 112 hours.

## University Requirements (Associate's Degree) are as follows:

1. A minimum of 60 semester hours. Although students may have waivers for degree requirements, they must still meet the minimum of 60 semester hours of credit required by the University.
2. A cumulative Grade Point Average (GPA) of 2.000 or higher in the major field.
3. A grade of at least "C" in all courses in the major area of study.
4. A minimum of fifteen semester hours of credit earned at University College.
5. The student must be in residence the final two sessions prior to the completion of degree requirements or pay the records maintenance fee.
6. Passing of English 101-102 and Speech 103 with grade of "C" or better.

## Application for Graduation

Seniors are required to submit an Application for Graduation to University College one year prior to the anticipated date of graduation, or upon the completion of ninety (90) semester hours of credit. Individuals failing to meet the deadline are not likely to be processed in time to participate in commencement ceremonies. Applications for Graduation can be found through HUNet, under Student Records.

## Graduation Honors

### Honors Designations

Summa Cum Laude	3.8 and above
Magna Cum Laude	3.6 - 3.799
Cum Laude	3.4 - 3.599
Honors	3.0 - 3.399

## Fees and Expenses 2016-2018

### Tuition and Fees Policy

Tuition, application, and registration fees are due at the time of registration in the Division of Continuing Studies. All outstanding balances must be paid before a student will be allowed to register. A deferred schedule of payments is available as follows:

- Pay one-half (1/2) of the tuition, plus the application and registration fees on or before the first day of the session.
- The balance of the tuition will be due in full on or before the close of the session.

### Undergraduate Course Credit

\$290.00 per credit hour
\$10.00 Registration Fee (per semester)
\$35.00 Application Fee
\$25.00 Late Registration
\$125.00 Technology Fee (per semester Fall & Spring)

### Graduate Course Credit

\$352.00 per credit hour
\$10.00 Registration Fee (per semester)
\$35.00 Application Fee
\$125.00 Technology Fee (per semester Fall & Spring)

### Graduation Fees

The following charges will be made for graduation:

\$50.00 Bachelor's degree and Associate's degree
\$40.00 Associate's cap and gown
\$40.00 Bachelor's cap and gown
\$75.00 Duplicate diploma fee

*All graduation fees are due one month before the date of graduation.*

*(Above fees are subject to change.)*

### Other Fees

\$ 10.00 Transcript Request Fee
\$25.00 Writing Competency Examination
\$50.00 Comprehensive Examination
\$100.00 Clinical Validation Examination
\$100.00 Portfolio Evaluation
\$25.00 Late Registration Fee (per session)

### Continuing Education Unit (CEU)

Courses offered by University College may be used to fulfill the continuing education requirements of employers. Individuals enrolling in CEU programs may be awarded non-academic credit provided sufficient course work is completed, appropriate fees are paid and the individual is academically eligible to receive credit. CEU's cannot be substituted for academic credit. One Continuing Education Unit CEU is ten (10) contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.

### Non-Credit Courses

Non-credit courses may include seminars, workshops, and conferences. This fee will be based upon the following:

- a) Number of contact hours;

- b) Minimum number of students enrolled;
- c) Instructional cost (supplies, equipment, personnel and administrative cost);
- d) Organizations desiring Continuing Education Units (CEU's) only will be charged a registration fee of \$25.00 per student.

### Evaluation of Records

Academic records are evaluated at a charge of \$50.00.

### Records Maintenance Fee

All degree-seeking students who do not register for one semester (or two consecutive University College sessions) must pay the equivalent of a one-credit course to maintain their files in an active status. This also applies to graduating seniors who are not enrolled in the term in which they have applied for graduation. If they do not, their file will be closed and they will have to re-apply when they register in the future. All Servicemembers Opportunity Colleges (SOC) students who have completed a SOC agreement form that has been properly processed are exempted.

Students who must re-apply will be subject to the degree requirements in effect at that time.

### Transcripts

An official transcript is the official record of a student's academic achievement. The official transcript bears the University Seal and signature of the University College registrar. A student may order transcripts by written request to University College for a charge of \$ 10.00 per transcript\*. An unofficial transcript may be issued directly to the student.

Students requesting transcripts can submit their request(s) using the following methods:

- In-person
- Mail to University College PO Box 6162, Hampton, VA 23668
- Email\*\* [universitycollege@hamptonu.edu](mailto:universitycollege@hamptonu.edu) or
- Fax\*\* 757-727-5949

\* NO PERSONAL CHECKS ACCEPTED.

\*\*With these types of requests, a credit card number, expiration date, and V-code (3 numbers on back of card) must be submitted for the transcript fee.

Any requests sent to the Office of the Registrar - Main Campus **will not** be honored.

### Financial Assistance

Eligible students enrolled in University College may be awarded Federal, State and University aid. All awards are to be processed by the Financial Aid Office of the University in accordance with rules and regulations established by the University and other agencies granting Financial Assistance. For more information, students should contact the University Financial Aid Office at 727-5332.

### Veterans' Affairs

University College provides assistance to veterans and active duty service personnel who will utilize Veterans Administration educational benefits. Such persons should contact the University

College Veterans Administration Certifying Official to discuss the procedures for applying for their VA benefits.

Under the VA policy, all schools are required to evaluate a student's prior training, education and experience; grant appropriate credit where due; and reduce the length of the program proportionately. Therefore, all VA students must furnish official documentation (including DD Form 214 or 295) reflecting prior education and training for evaluation by University College within two terms of their enrollment. A veteran's failure to do so may delay the processing of the required documents and payments. (See related section on credit for Military Training.) Veterans who are matriculating at another institution must present a letter of permission from the home institution to take University College courses.

### Veterans' Benefits

The VA does not pay the University directly for veteran's tuition and fees. Therefore, veterans are responsible for timely payments of tuition and related expenses. Any changes in enrollment (add, drop, withdrawal, course cancellation) must be promptly reported, or the VA may assess the student with an overpayment of benefits.

### Tuition Assistance

Tuition-assisted service members must submit an authorized Tuition Assistance Form at the time of registration. Procedures vary among the different branches; therefore, the service member is responsible for immediately reporting any enrollment changes (add, drop, withdrawal, or course cancellation) to the Education Services Office at the appropriate military location. All Army students must process TAs through the GOArmyEd portal.

## The General Education Program

The general education program is predicated on the belief that a particular body of knowledge and a particular set of competencies exist which are common to liberally educated people and which enable them to function as whole persons in a pluralistic society. In essence, the purpose of the general education program is to prepare all students to function as individual contributors to society, as members of the larger society, and as members of their native social and political environment.

Since the underlying assumption of the general education program is that there exists a common body of knowledge which binds together all human experiences, then all courses and activities which comprise the general education curriculum are designed around a common set of goals: to acquire, organize, evaluate knowledge and communicate knowledge.

As a result of the general education core and the companion discipline requirements, every Hampton University student prior to graduation should attain the following Core Competencies:

1. **Critical Thinking** is the ability to identify how to act after careful evaluation of the evidence and reasoning in a communication.
2. **Ethics** is the ability to identify ethical ideas, issues and apply ethical principles and relating to personal, professional and academic conduct.

3. **International Diversity** is the ability to understand the social customs, traditions, and artifacts of a culture.
4. **Information and Technology Literacy** is the ability to use electronic media to support research activities and the ability to locate, evaluate, and use effectively the needed information and its sources.
5. **Oral Communication** is the ability to deliver a spoken message of depth and complexity in a way that elicits a response from an audience of understanding, appreciation, assent or critical inquiry.
6. **Quantitative Reasoning** is the ability to use numeral, geometric, and measurement data and concepts, mathematical skills and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions in professional, financial, and/or real world situations.
7. **Scientific Reasoning** is the ability to describe, understand, predict, and control natural phenomena by adherence to a self-correcting system of inquiry, the scientific method, and reliance on empirical evidence.
8. **Written Communication** is the ability to develop and express complex ideas clearly, coherently, and logically in a style appropriate for both purpose and audience and demonstrate mastery of accepted standards of written communication.

## Hampton University's General Education Core

### Core Courses Credit Hours

#### English..... 6 hrs.

ENG 101 Written Communication I (Required)

ENG 102 Written Communication II (Required)

Introductory sequence in composition, contributing to the liberal education of students, regardless of their majors. Approaches writing as a process and provides experience in writing with various aims and rhetorical strategies.

#### Oral Communication..... 3 hrs.

COM 103 Oral Communication (Required)

A one-semester course in Speech Communication involving a participative learning experience. Emphasis will be placed on intrapersonal, interpersonal and public communication.

#### Health and Physical Education ..... 2 hrs.

HEA 200 or Two (2) Physical Education Activities

HEA 200 Health Education

Designed to help the student to understand himself/herself as a human organism; to become familiar with various influences that affect health; to coordinate experiences for more effective understanding of healthful living in the world today; and to aid himself/herself in solving personal health problems.

#### Physical Education Activities

Two (2) physical education activities selected from Physical Education service courses numbered 104 through 231.

#### Freshman Orientation..... 1 hr.

UNV 101 The Individual and Life (Required)

A one-semester required orientation course designed to improve the quality of the freshman experience for entering students by helping them understand the purpose and value of higher education at Hampton

University, as well as the larger context in which that education takes place and the multicultural nature of the problems and concerns which it addresses; to develop positive attitudes toward the teaching learning process; and to acquire coping skills essential for successful college life.

### Cultures and Civilization..... 9 hrs.

#### Humanities/Fine Arts

HUM 201 Humanities I (Required)

#### History

HIS 106 World Civilizations II (Required)

Surveys the period from the French Revolution (1789) to the present, years when many aspects of the contemporary world were shaped.

In addition to the two required courses, select one course from the following: HIS 105, 107; ART 200, 305, 306, or 407; ENG 24, 215, 323, 328, or 329; Foreign Language (above 202); HUM 202; MUS 200, 201, 202 or 305; Philosophy 203, 20, 210, 301, 304, or 305; THE 120, 205, 206.

### Social and Behavioral Science ..... 6 hrs.

Options selected from Economics (201, 202), Geography (201, 202), Military Science (MSC 201), Political Science (201, 202, 203, 204, 205, 304, 305, 308, 310, 311, 317, 320, 341, 409, 499), Psychology (203, 205, 300, 301, 302, 304, 305, 306, 308, 311, 312, 402, 404) and Sociology (205, 210, 215, 304, 305, 315, 320, 322, 324, 326, 328, 401, 402, 405, 406, 414, 416, 422, 499).

### Natural Science ..... 3/4 hrs.

Course selection from the following (with or without a lab): Biology (101, 103, 105, 106), Environmental Science 204, Chemistry (150, 201), Marine and Environmental Science (202, 204), Physics (201, 203), Science (102, 104), APS (101, 105, 106).

### Mathematics ..... 3 hrs.

Mathematics 110 College Mathematics II (Minimum; or higher, as required by the major).

Mathematics of finance such as interest, installment buying, mortgage. Measurement, geometry and the metric system. Elementary concepts of probability and statistics.

### Total Hours..... 33/34 hrs.

**Courses taken to meet General Education Requirements cannot also be used to satisfy major requirements.**

*\*Note on MATH 109: Student must either successfully pass a math placement examination or enroll in Math 100 Elementary Algebra*

### Sequence for Students Requiring Additional Preparation (A.A, B.A.):

MATH 100 Elementary Algebra ..... 3 hrs.

MATH 109 College Mathematics I ..... 3 hrs.

MATH 110 College Mathematics II ..... 3 hrs.

### Mathematics Sequence for Management Curriculum

The Management curriculum includes the following degree programs and their concentrations: Business Management and Systems Organization and Management.

#### Required Courses in Management Curricula:

Mathematics 117 Precalculus I\*\* ..... 3 hrs.

Mathematics 130 Calculus ..... 3 hrs.

#### \*\*Prerequisite Course Options for MATH 130 Calculus:

To enroll in MATH 130 Calculus, complete one of the following: MATH 117 Precalculus Mathematics I or receive satisfactory scores on the Placement Test.

## Sequence for Students Requiring Additional Preparation (A.S., B.S.):

MATH 105 Intermediate Algebra (elective) .....	3 hrs.
MATH 117 Precalculus Mathematics I .....	3 hrs.
MATH 130 Calculus .....	3 hrs.

*Note: Math 117-130 will substitute for MATH 109-110.*

*Note on Math 117: Student must either successfully pass a math placement examination or enroll in Math 105 Intermediate Algebra*

### Prerequisite Requirement:

#### Math 109-110 College Mathematics and Math 117 – 130 Pre-Calculus/Calculus

The prerequisite for MATH 109 College Mathematics I and MATH 110 College Mathematics II requires that students either successfully pass a math placement examination or enroll in Math 100 Elementary Algebra. MATH 100 Elementary Algebra will not be counted towards completion of graduation requirements.

The prerequisite for MATH 117 Pre-Calculus and MATH 130 Calculus requires that students either successfully pass a math placement examination or enroll in Math 105 Intermediate Algebra. The purpose of the math placement examinations is to evaluate the student's level of general mathematical ability before enrolling in a higher level mathematics class. The passing score for the math placement examination is 70%.

## Academic Curriculum

University College offers academic and noncredit programs both online and in the classroom. The programs offered include:

- **Bachelor Degree Programs:** Business Management, Public Safety Administration (Criminal Justice, Emergency and Disaster Management, Emergency Medical Management, Fire Administration), General Studies (Early Primary Education), Paralegal Studies, Systems Organization and Management; Systems Organization and Management (Human Resource Management Concentration).
- **Associate Degree Programs:** General Studies and Business Management.
- **Certificate Programs (Academic):** Human Resource Management and Paralegal Studies.
- **Certificate Programs (Non-Credit):** Entrepreneurship.

## Certificate Programs

### Certificate Program in Human Resource Management Suggested Sequence

Session I	Credits
MGMT 312 Personnel/Human Resources Management .	3
MGMT 340 Business Communication.....	3
<b>Session II</b>	
MGMT 400 Organizational Behavior.....	3
MGMT 412 Labor Management Relations .....	3
<b>Session III</b>	
HMRT 315 Training and Development in Organizations...	3
HMRT 316 Compensation and Benefits Administration...	3

### Session IV

CSOS 340 Employment Law for Business	
or HMRT 417 Legal Aspects of HMRT .....	3
HMRT 499 Human Resource Management Seminar.....	3

**TOTAL CREDIT** **24 hrs.**

*\*Note: For a complete listing of certification requirements, visit the Society for Human Resources Management (SHRM) website at [www.shrm.org](http://www.shrm.org) or write Society for Human Resources Management, 1800 Duke Street, Alexandria, VA 22314-3499 or call 1-800-283-7476.*

### Certificate in Paralegal Studies Course Requirements

The Certificate Program in Paralegal Studies is designed to prepare individuals in the legal profession to perform as paralegals under the supervision of an attorney either in public or private practice, corporate or governmental law and other judicial agencies. Completion of the Certificate Program qualifies an individual for immediate employment. Academic credits successfully earned (grade of "C" or better) may be transferred to the Bachelor of Arts Degree program in Paralegal Studies.

Students who enroll in two courses each nine-week session may complete the certificate requirements in one academic year.

**Prerequisites:** PLS 125 Law in Society, PLS 126 Legal Research, and PLS 127 Legal Writing should be taken and passed with a grade of "C" or better before any other paralegal courses are taken. PLS 320 Litigation & Trial Practice and PLS 350 Business Organization should be taken before PLS 401 Internship.

A minimum grade of "C" is required in all major courses.

### Certificate Program in Paralegal Studies Suggested Sequence

Session I	Credits
PLSD 125 Law in Society .....	3
PLSD 126 Legal Research.....	3
<b>Session II</b>	
PLSD 127 Legal Writing.....	3
PLSD 150 Torts & Personal Injury.....	3
<b>Session III</b>	
PLSD 360 Criminal Law .....	3
PLSD 350 Business Organization.....	3
<b>Session IV</b>	
PLSD 320 Litigation and Trial Practice .....	3
PLSD 310 Real Estate .....	3
<b>Session V</b>	
PLSD 370 Domestic Relations .....	3
PLSD 401 Internship .....	3

*NOTE: Internship is designed to provide students with hands-on participation with paralegal activity.*

**TOTAL CREDITS** **30**



## Associate of Science Degree in Business Management

The Associate of Science degree in Business Management is a 60-credit hour program designed primarily to prepare adult learners for future managerial positions and to provide continuing education experiences for current managers. Students develop a sound philosophy, a strong sense of ethics, and effective problem-solving and decision-making skills.

<b>Freshman Year</b>		<b>Credit</b>
BIOL 101	Nature of Life	3
CSOS 126	Understanding HU Culture	3
ENGL 101	Written Communication I	3
ENGL 102	Written Communication II	3
HIST 106	World Civilizations II	3
COMM 103	Oral Communications	3
MATH 117	Pre-calculus	3
MGMO 200	Introduction to Business	3
MGMO 201	Introduction to Management Strategy	3
HUMN 201	Seminar in Humanities I	3
<b>TOTAL</b>		<b>30</b>
<b>Sophomore Year</b>		<b>Credit</b>
ACCT 203	Accounting Principles I	3
ACCT 204	Accounting Principles II	3
CSOS 240	Introduction to Human Resource Mgt.	3
FINC 290	Personal Finance	3
ECON 201	Principles of Economics (Macro)	3
ECON 202	Principles of Economics (Micro)	3
MGMT 205	Computer Concepts in Business	3
MGMT 215	Principles of Statistical Analysis	3
ENTR210	Introduction to Entrepreneurship	3
ENGL 218	Applied Communications	3
<b>TOTAL</b>		<b>30</b>
<b>TOTAL CREDITS</b>		<b>60</b>

## Bachelor's Degree Programs

Programs are provided through University College that lead to the Bachelor of Science degree in Business Management, Public Safety Administration (specialization in Emergency and Disaster Management, Emergency Medical Systems Management, and Fire Administration), Systems Organization and Management (specialization in Human Resources Management). The Bachelor of Arts can be earned in General Studies (specialization in Early/Primary Education), Paralegal Studies, and Religious Studies..

### Bachelor of Science Degree in Business Management

The Bachelor of Science Degree in Business Management is designed to prepare adult learners for future managerial positions and to provide continuing education experiences for current managers. Students develop the knowledge and skills to prepare them for critical thinking and effective decision-making; problem solving using analytical skills; and management principles required to promote their role as a leader

The curriculum effectively balances management and administration courses with general education requirements thus affording students the opportunity to compete successfully in the global employment market for careers in business, government, and education and to fulfill the requirements for admission to graduate study. Students in the Business Management program are required to maintain a cumulative Grade Point Average of 2.000 or more in the major field and a minimum grade of "C" in all related courses as well as in English 101-102, Communication 103 and Continuing Studies 201 or 213.

Since the better academically prepared graduates are more successful in the job market, business management majors are strongly encouraged to maintain a cumulative Grade Point Average of at least 2.500. Students must not register under the Satisfactory/Unsatisfactory (S/U) grade option for graduation requirement courses. Completion of at least 58 semester hours is required prior to enrollment in 300/400 level business courses.

### Bachelor of Science Degree in Business Management Suggested Sequence

<b>Freshman Year</b>		<b>Credit</b>
BIOO 101	Nature of Life	3
COMM 103	Oral Communication	3
ENGL 101	Written Communication I	3
ENGL 102	Written Communication II	3
CSOS 126	Understanding HU Culture	3
HIST 106	World Civilizations II	3
MATH 117	Pre-calculus I	3
PSYC 203	Introduction to Psychology	3
HEAL 20	Health Education	2
HUMN 201	Seminar in Humanities I	3
SOCI 205	Introduction to Sociology	3
<b>TOTAL</b>		<b>32</b>
<b>Sophomore Year</b>		<b>Credit</b>
ACCT 203	Accounting Principles I	3
ACCT 204	Accounting Principles II	3
ECON 201	Principles of Economics (Macro)	3
ECON 202	Principles of Economics (Micro)	3



MATH 130	Calculus	3
ELECTIVE	Free	3
Science & Technology	Computer Science Elective	3
Cultures & Civilizations	CSOS 170; ENGL 215; MUSC 205; HIST 308; POLS 307, 405, 406, 409 or SOCI 305	
Science & Technology	SCIN 102; CHEM 201; PHYS 200	3
Art & Humanities	HUMN 202; ARTC 200, 305, 306, ENGL 214, Foreign Lang.	3
MUSIC 200, 201, 202, 205, PHIL 203, 204, 210, 301, 304, HIST 107, 202		
ELECTIVE	Free Elective	3
<b>TOTAL</b>		<b>33</b>
<b>Junior Year</b>		<b>Credit</b>
ELECTIVE	Related Elective	3
FINC 209	Personal Finance	3
FINC 304	Business Finance	3
MGMT 215	Principles of Statistical Analysis	3
MGMT 216	Quantitative Methods	3
MKTG 305	Principles of Marketing	3
MGMT 301	Business Organization and Management	3
MGMT 305	Business Law	3
MGMT 312	Personnel/Human Resources Management	3
MGMT 323	Information/DP Systems Management	3
<b>TOTAL</b>		<b>30</b>
<b>Senior Year</b>		<b>Credit</b>
ELECTIVE	Non-Business Elective	3
ELECTIVE	Related	3
PHIL 305	Ethics and Leadership	3
MGMT 321	Management of International Business	3
MGMT 340	Business Communication	3
MGMT 400	Organizational Behavior	3
MGMT 402	Production/Operations Management	3
MGMT 412	Labor-Management Relations	3
MGMT 499	Business Policy and Strategy (Capstone Course)	3
<b>TOTAL</b>		<b>27</b>
<b>TOTAL CREDITS</b>		<b>122</b>

**Courses taken to meet General Education Requirements cannot also be used to satisfy major requirements.**

### Bachelor of Science Degree in Systems Organization and Management

The Systems Organization and Management degree program offers students an introduction to the theory, principles and foundations underlying management of large organizations. This is accomplished by providing students the tools necessary to make choices based upon the recognition of relationships between human resources, organizational behavior and organizational design. Students will also understand how to establish priorities within a technological dependent environment. Students are challenged to utilize a comprehensive compendium of courses in management, economics, finance, marketing and the liberal arts to solve complex organizational management problems. In addition, a generous number of electives afford students an opportunity to explore new or related areas of interest to complement required courses. Students completing the degree program are equipped for entry and mid-level management positions in both the public and private sector.

### Bachelor of Science Degree in Systems Organization and Management - Suggested Sequence

<b>Freshman Year</b>		<b>Credit</b>
BIOL 101	Nature of Life	3
COMM 103	Oral Communication	3
ENGL 101	Written Communication I	3
ENGL 102	Written Communication II	3
CSOS 126	Understanding HU Culture	3
HIST 106	World Civilizations II	3
MATH 117	Pre-calculus I	3
PSYC 203	Introduction to Psychology	3
HEAL 200	Health Education	3
HUMN 201	Seminar in Humanities I	3
SOCI 205	Introduction to Sociology	3
<b>TOTAL</b>		<b>32</b>
<b>Sophomore Year</b>		<b>Credit</b>
ACCT 203	Accounting Principles I	3
ACCT 204	Accounting Principles II	3
ECON 202	Principles of Economics (Micro)	3
ELECTIVE	Free	3
MATH 130	Calculus	3
Cultures & Civilizations	HIST 202, 105, or 107	3
Science & Technology	Computer Science Elective	3
ELECTIVE	Free	3
Cultures & Civilizations	CSOS 170; ENGL 215; MUSC 205; HIST 308; POLS 307, 405, 406, 409 or SOCI 305	3
Science & Technology	SCIN 102; CHEM 201; PHYS 200	3
Art & Humanities	HUMN 202; ARTC 200, 305, 306, ENGL 214, Foreign Lang.	3
MUSIC 200, 201, 202, 205, PHIL 203, 204, 210, 301		
<b>TOTAL</b>		<b>33</b>
<b>Junior Year</b>		<b>Credit</b>
ELECTIVE	Free Elective	3
ELECTIVE	FreeElective	3
FINC 304	Business Finance	3
MGMT 200	Introduction to Business	3
MGMT 301	Business Organization and Management	3
MGMT 305	Business Law	3
MGMT 312	Personnel/Human Resources Management	3
MGMT 321	Management of International Business	3
MGMT 400	Organizational Behavior	3
MKTG 305	Principles of Marketing	3
PSYC 205	Social Psychology	3
<b>TOTAL</b>		<b>33</b>
<b>Senior Year</b>		<b>Credit</b>
ELECTIVE	Related Elective	3
ELECTIVE	Related Elective	3
ELECTIVE	Related Elective	3
MGMT 215	Principles of Statistical Analysis	3
MGMT 412	Labor Management Relations	3
MGMT 499	Business Policy and Strategy	3
PHIL 304	Contemporary Ethical Problems	3
PHIL 305	Ethics and Leadership	3
<b>TOTAL</b>		<b>24</b>
<b>TOTAL CREDITS</b>		<b>122</b>

*\*Proficiency at the Intermediate Level is required. Credit may be earned by Advanced Placement or by examination.*

*\*\*The minimum number of credits required for the Bachelor of Science Degree is 122 hours; the number of free electives a student may take will depend upon the level at which he/she begins mathematics. Mathematics 117 and 130 are required. Students must have proficiency at the MATH 105 level as evidenced by scores on the mathematics placement examination or passing grade in MATH 105 prior to enrolling in MATH 117.*

*Minimum grade of "C" is required in all Major and all Related courses (including ECON 201-202) and in ENGL 101-102 and COMM 103. A minimum grade of "C-" is required in all transfer courses.*

## **Bachelor of Science Degree in Systems Organization and Management - Human Resources Management Concentration**

The Systems Organization and Management degree program offers students an introduction to the theory, principles and foundations underlying management of large organizations. This is accomplished by providing students the tools necessary to make choices based upon the recognition of relationships between human resources, organizational behavior and organizational design. Students are challenged to utilize a comprehensive compendium of courses in management, economics, finance, marketing and the liberal arts to solve complex organizational management problems. The Human Resources Management concentration further allows students to develop specific leadership skills necessary to become successful human resource management professionals. The program is geared towards preparing students to meet the initial requirements towards human resources management certification.\* Students completing the degree program are equipped for entry and mid-level management positions in both the public and private sectors.

## **Bachelor of Science Degree in Systems Organization and Management- Human Resource Management Concentration - Suggested Sequence**

<b>Freshman Year</b>		<b>Credit</b>
BIOL 101	Nature of Life	3
COMM 103	Oral Communication	3
ENGL 101	Written Communication I	3
ENGL 102	Written Communication II	3
CSOS 126	Understanding HU Culture	3
HIST 106	World Civilizations II	3
MATH 117	Precalculus I	3
SOCI 205	Introduction to Sociology	3
HEAL 200	Health Education	2
HUMN 201	Seminar in Humanities I	3
PSYC 203	Psychology	3
<b>TOTAL</b>		<b>32</b>
<b>Sophomore Year</b>		<b>Credit</b>
ACCT 203	Accounting Principles I	3
ACCT 204	Accounting Principles II	3
ECON 201	Principles of Economics (Macro)	3
ECON 202	Principles of Economics (Micro)	3
ELECTIVE	Free Elective	3
MATH 130	Calculus	3
Cultures & Civilizations HIST 202, 105, or 107		3
Science & Technology CSOS 201 or CSOS 213		3
Cultures & Civilizations CSOS 170; ENGL 215; MUSC 205; HIST 308;		3

POLS 307, 405, 406, 409 or SOCI 305	
Science & Technology SCIN 102; CHEM 201; PHYS 200	3
Art & Humanities HUMN 202; ARTC 200, 305, 306,	
ENGL 214, Foreign Lang.	3
MUSC 200, 201, 202, 205, PHIL 203, 204, 210, 301, 304, 305	
<b>TOTAL</b>	<b>33</b>

<b>Junior Year</b>		<b>Credit</b>
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
FINC 304	Business Finance	3
MGMT 200	Introduction to Business	3
MGMT 215	Principles of Statistical Analysis	3
MGMT 301	Business Organization and Management	3
MGMT 305	Business Law	3
MGMT 312	Personnel/Human Resources Management	3
MGMT 321	Management of International Business	3
MGMT 340	Business Communication	3
MKTG 305	Principles of Marketing	3
<b>TOTAL</b>		<b>33</b>

<b>Senior Year</b>		<b>Credit</b>
ELECTIVE	Free Elective	3
HRMT 315	Training and Development in Organizations	3
HRMT 316	Compensation and Benefits Administration	3
HRMT 417 or CSO 340	Legal Aspects of Human Resource Management or Employment Law	3
HRMT 499	Human Resource Management Seminars (Capstone Course)	3
MGMT 400	Organizational Behavior	3
MGMT 412	Labor Management Relations	3
MGMT 414	Business Ethics	3
<b>TOTAL</b>		<b>24</b>
<b>TOTAL CREDITS</b>		<b>122</b>

*\*Proficiency at the Intermediate Level is required. Credit may be earned by Advanced Placement or by examination.*

*Minimum grade of "C" is required in all Major and all Related courses (including ECON 201-202) and in ENGL 101-102 and COMM 103. A minimum grade of "C-" is required in all transfer courses.*

*The minimum number of credits required for the Bachelor of Science Degree is 122 hours; the number of free electives a student may take will depend upon the level at which he begins mathematics. Mathematics 117 and 130 are required. Students must have proficiency at the MATH 105 level as evidenced by scores on the mathematics placement examination or passing grade in MATH 105 prior to enrolling in MATH 117.*

## **Bachelor of Arts Degree in General Studies**

The Bachelor of Arts Degree Program in General Studies provides students with strong preparation for employment and graduate study. The curriculum offers a general education foundation with emphasis in the areas of the Humanities, Social Sciences and Natural Sciences. In addition, students are provided with ample exposure to business concepts through course work in Economics, Business Organization and Management. The Bachelor of Arts Degree Program in General Studies accommodates students interested in a flexible academic curriculum which introduces them to a variety of subjects. Students who complete the degree program in General Studies will find their written, verbal, analytical and research skills greatly enhanced.

The Bachelor of Arts Degree Program in General Studies is an excellent academic option for military and civilian students who have attended other colleges and universities, and who have accumulated a number of credit hours in a non-specific major. Such students may benefit by transferring these hours into the General Studies program.

## Bachelor of Arts Degree in General Studies - Suggested Sequence

Freshman Year		Credit
BIOL 101	Nature of Life	3
COMM 103	Oral Communication	3
ENGL 101	Written Communication I	3
ENGL 102	Written Communication II	3
CSOS 126	Understanding HU Culture	3
HIST 106	World Civilizations II	3
MATH 110	College Mathematics II	3
PSYC 203	Introduction to Psychology	3
HEAL 200	Health Education	3
HUMN 201	Seminar in Humanities I	3
SOCI 205	Introduction to Sociology	3
<b>TOTAL</b>		<b>32</b>

Sophomore Year		Credit
COMM 250	Interpersonal Communication	3
ECON 200	Introduction of Economics	3
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
Cultures & Civilizations HIST 202, 105, or 107		3
MUSC 200	Introduction to Music	3
POLI 201	Introduction to Political Science	3
Cultures & Civilizations CSOS 170; ENGL 215; MUSC 205; HIST 308; MGMT 321; POLI 307, 405, 406, 409 or SOCI 305		3
MGMT 200	Intro to Business	3
Art & Humanities HUMN 202; ARTC 200, 305, 306, Foreign Lang.		3
MUSIC 201, 202, 205, PHIL 210, 301, 305		3
<b>TOTAL</b>		<b>30</b>

Junior Year		Credit
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
Science & Technology Computer Science Elective		3
MGMT 301	Business Organization and Management	3
MGMT 312	Personnel/Human Resources Management	3
PHIL 203	History of Western Philosophy I	3
PHIL 204	History of Western Philosophy II	3
ENGL 214	Selection in Literature	3
<b>TOTAL</b>		<b>30</b>

Senior Year		Credit
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
PSYC 205	Social Psychology	3
PSYC 401	Industrial Psychology	3
RELG 307	World Religions	3
RELG 310	Basic Insights of the Judeo Christian Tradition	3

CSOS 499	General Studies Capstone	3
PHIL 304	Ethics	3
<b>TOTAL</b>		<b>30</b>
<b>TOTAL CREDITS</b>		<b>122</b>

*\*Students must have proficiency at the MATH 100 level as evidenced by scores on the mathematics placement examination or passing satisfactory MATH 100 prior to enrolling in MATH 109.*

*Courses taken to meet General Education Requirements cannot also be used to satisfy major requirements.*

## Bachelor of Science Degree in Public Safety Administration

The Bachelor of Science Degree in Public Safety Administration is designed to meet the professional development needs of in-service and entry-level personnel in public safety organizations.

Historically, education for public safety professionals has centered on the more technical aspects of the positions. Clearly, technical training is vital to preparedness and success in the public safety field. But, in today's world, successful public safety professionals must possess a much broader knowledge of the managerial and organizational components of public service. They must have a deeper understanding of how domestic and worldwide issues, such as terrorism, impact their organizations both internally and from the public's perspective. The Public Safety Administration program was created to address this need. The goal of this program is to provide public safety professionals the education they need to be more effective as leaders in their organizations and advance in their careers. This degree prepares students for careers in departments including, Fire and EMS, Criminal Justice, and Emergency and Disaster Management. In addition, this degree is available to help students secure jobs at the local, state and federal levels.

Employment trends in this career field indicate that there is an increased need in providing students with a new and innovative curriculum that would provide the necessary knowledge and facilitate the development of skills needed to assume administrative and leadership roles in public safety organizations. Growth in this industry is related to changes in the global climate and societal concerns. Cities, counties and the states are major employers of public safety employees and need employees who can respond to natural and other disasters.

The degree program in Public Safety Administration allows three concentrations: Criminal Justice, Emergency and Disaster Management, Emergency Medical Systems, and Fire Administration with twenty-one (21) credit hours of concentration courses as listed below.

## Bachelor of Science Degree in Public Safety Administration Suggested Sequence

Freshman Year		Credit
BIOL 101	Nature of Life	3
ENGL 101	Written Communication I	3
ENGL 102	Written Communication II	3
HIST 106	World Civilizations II	3
HEAL 200	Health Education	3
COMM 103	Oral Communication	3

CSOS 126	Understanding HU Culture	3
SOCI 205	Introduction to Sociology	3
PSYC 203	Introduction to Psychology	3
HUMN 201	Seminar in Humanities I	3
MATH 110	College Mathematics II	3
<b>TOTAL</b>		<b>32</b>

<b>Sophomore Year</b>	<b>Credit</b>
Cultures & Civilizations HIST 105, 107	3
Arts & Humanities ARTC 200, 305 or 306, ENGL 214; Foreign Language,	3
HUMN 202, MUSC 200, 201, 202 or 205; PHIL 203, 204 210, 301, 304 or 305	
ELECTIVE Free Elective	3
JACC 220 Principles of Public Relations	3
MATH 205 Introduction to Statistics	3
PDMN 211 Public Administration	3
Cultures & Civilizations CSOS 170, ENGL 214; MUSC 205, HIST 308,	3
MGMT 321, POLS 307, 405, 406, or 409 or SOCI 305	
ELECTIVE Free Elective	3
ELECTIVE Free Elective	3
ELECTIVE Free Elective	3
<b>TOTAL</b>	<b>30</b>

<b>Junior Year</b>	<b>Credit</b>
EDMT 305 Emergency and Disaster Incident Command	3
EMSM 205 Foundation of EMS Systems	3
EMSM 305 Fund of Emerg Svc Org Management	3
FADM 300 Fire Administration	3
MGMT 312 Personnel / Human Resources Management	3
MGMT 340 Business Communications	3
PHIL 305 Ethics and Leadership	3
ELECTIVE Free Elective	3
PSAD 300 Information Technology for Fire & Emergency Service	3
PSAD 302 Project Management	3
<b>TOTAL</b>	<b>30</b>

<b>Senior Year</b>	<b>Credit</b>
CJMT 400 Police Systems and Practices	3
EMSM 403 Strategic Planning	3
EMSM 408 EMS Finance	3
ELECTIVE Elective	3
ELECTIVE Elective	3
ELECTIVE Elective	3
MGMT 400 Organizational Behavior	3
MGMT 412 Labor Management Relations	3
POLS 409 Race and Public Policy	3
PSAD 401 Public Safety Capstone	3
<b>TOTAL</b>	<b>30</b>

**TOTAL CREDITS 122**

### B. S. in Public Safety Administration (Criminal Justice Concentration) - Suggested Sequence

<b>Freshman Year</b>	<b>Credit</b>
BIOL 101 Nature of Life	3
ENGL 101 Written Communication I	3
ENGL 102 Written Communication II	3
HIST 106 World Civilizations II	3
HEAL 200 Health Education	3
COMM 103 Oral Communication	3

CSOS 126	Understanding HU Culture	3
SOCI 205	Introduction to Sociology	3
PSYC 203	Introduction to Psychology	3
HUMN 201	Seminar in Humanities I	3
MATH 110	College Mathematics II	3
<b>TOTAL</b>		<b>32</b>

<b>Sophomore Year</b>	<b>Credit</b>
Cultures & Civilizations HIST 105, 107 or 202	3
CJMT 205 Intro to Criminal Justice System	3
Arts & Humanities ARTC 200, 305 or 306, ENGL 214; Foreign Language	3
HUMN 202, MUSC 201, 202 or 205; PHIL 203, 204 210, 301, 304 or 305	
MUSC 200 Introduction to Music	3
JACC 220 Principles of Public Relations	3
MATH 205 Introduction to Statistics	3
PDMN 211 Public Administration	3
Cultures & Civilizations CSOS 170, ENGO 215; MUSC 205, HIST 308	
ELECTIVE Free Elective	3
ELECTIVE Free Elective	3
<b>TOTAL</b>	<b>30</b>

<b>Junior Year</b>	<b>Credit</b>
CJMT 300 Juvenile Delinquency	3
CJMT 305 Fundamentals of Criminal Law	3
EMSM 305 Fund of Emerg Svc Org Management	3
FADM 300 Survey of Legal, Social and Political Issues	3
MGMT 312 Personnel / Human Resources Management	3
MGMT 340 Business Communications	3
PHIL 305 Ethics and Leadership	3
ELECTIVE Free Elective	3
PSAD 300 Information Technology for Fire & Emergency Service	3
PSAD 302 Project Management	3
<b>TOTAL</b>	<b>30</b>

<b>Senior Year</b>	<b>Credit</b>
CJMT 400 Police Systems and Practices	3
CJMT 401 Ethics in Criminal Justice	3
CJMT 402 Community Resources in Corrections	3
CJMT 403 Criminal Investigations	3
EMSM 403 Strategic Planning	3
MGMT 400 Organizational Behavior	3
EMSM 408 EMS Finance	3
MGMT 412 Labor Management Relations	3
POLS 409 Race and Public Policy	3
PSAD 401 Public Safety Capstone	3
<b>TOTAL</b>	<b>30</b>

**TOTAL CREDITS 122**

### B. S. in Public Safety Administration (Emergency and Disaster Management Concentration) - Suggested Sequence

<b>Freshman Year</b>	<b>Credit</b>
BIOL 101 Nature of Life	3
ENGL 101 Written Communication I	3
ENGL 102 Written Communication II	3
HIST 106 World Civilizations II	3
HEAL 200 Health Education	3
COMM 103 Oral Communication	3

CSOS 126	Understanding HU Culture	3
SOCI 205	Introduction to Sociology	3
PSYC 203	Introduction to Psychology	3
HUMN 201	Seminar in Humanities I	3
MATH 110	College Mathematics II	3
<b>TOTAL</b>		<b>32</b>
<b>Sophomore Year</b>		<b>Credit</b>
Cultures & Civilizations HIST 105, 107, or 202		3
Arts & Humanities ARTC 200, 305 or 306, ENGL 214;		
Foreign Language		3
HUMN 202, MUSC 200, 201, 202 or 205; PHIL 203, 204		
ECON 200	Introduction to Economics	3
ELECTIVE	Computer Science Elective	3
MATH 205	Introduction to Statistics	3
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
PDMN 211	Public Administration	3
ELECTIVE	Free Elective	3
JACC 220	Principles of Public Relations	3
<b>TOTAL</b>		<b>30</b>
<b>Junior Year</b>		<b>Credit</b>
FADM 300	Survey of Legal, Social and Political Issues	3
EDMT 300	Homeland Security Organization	3
EDMT 301	Emergency Planning	3
EDMT 305	Emergency & Disaster Incident Command	3
EMSM 305	Fund of Emerg Svc Org Management	3
PHIL 305	Ethics and Leadership	3
PSAD 300	Information Technology for Fire & Emergency Service	3
PSAD 302	Project Management	3
MGMT 312	Personnel/Human Resources Management	3
MGMT 340	Business Communications	3
<b>TOTAL</b>		<b>30</b>
<b>Senior Year</b>		<b>Credit</b>
MGMT 400	Organizational Behavior	3
MGMT 412	Labor Management Relations	3
EMSM 403	Strategic Planning	3
POLS 409	Race and Public Policy	3
PSAD 401	Public Safety Capstone	3
EDMT 400	Border and Coastal Security	3
EDMT 402	Port Security	3
EDMT 405	Special Operations in Emergency Services	3
EDMT 406	National Disaster Management	3
EMSM 408	EMS Finance	3
<b>TOTAL</b>		<b>30</b>
<b>TOTAL CREDITS</b>		<b>122.</b>

## B. S. in Public Safety Administration (Emergency Medical Systems Concentration) - Suggested Sequence

<b>Freshman Year</b>		<b>Credit</b>
BIOL 101	Nature of Life	3
ENGL 101	Written Communication I	3
ENGL 102	Written Communication II	3
HIST 106	World Civilizations II	3
HEAL 200	Health Education	3
COMM 103	Oral Communication	3
CSOS 126	Understanding HU Culture	3
SOCI 205	Introduction to Sociology	3
PSYC 203	Introduction to Psychology	3
HUMN 201	Seminar in Humanities I	3
MATH 110	College Mathematics II	3
<b>TOTAL</b>		<b>32</b>
<b>Sophomore Year</b>		<b>Credit</b>
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
Cultures & Civilizations HIST 105, 107 or 202		3
ELECTIVE	Free Elective	3
EMSM 301	Emergency and Disaster Management	3
MATH 205	Introduction to Statistics	3
PDMN 211	Public Administration	3
Cultures & Civilizations CSOS 170, ENGL 215, MUSC 205,		
HIST 308		3
JACC 220	Principles of Public Relations	3
PHIL 305	Ethics and Leadership	3
<b>TOTAL</b>		<b>30</b>
<b>Junior Year</b>		<b>Credit</b>
EMSM 305	Fundamentals of Emerg Serv Org Management	3
EMSM 307	Safety and Risk Management	3
EMSM 310	Ethics Healthcare and the Law	3
FADM 300	Survey of Legal Social and Political Issues	3
ELECTIVE	Free Elective	3
MGMT 312	Personal / Human Resources	3
MGMT 340	Business Communications	3
ELECTIVE	Free Elective	3
PSAD 300	Info Tech for Fire & Emergency Service	3
PSAD 302	Project Management	3
<b>TOTAL</b>		<b>30</b>
<b>Senior Year</b>		<b>Credit</b>
EMSM 403	Strategic Planning	3
EMSM 404	Case Studies in EMS Management Practice	3
EMSM 406	Injury and Illness Prevention in the Community	3
EMS 407	EMS Quality Improvement and Performance Management	3
EMSM 408	EMS Finance	3
MGMT 400	Organizational Behavior	3
MGMT 412	Labor Management Relations	3
POLS 409	Race and Public Policy	3
PSAD 401	Public Safety Capstone	3
ELECTIVE	Free Elective	3
<b>TOTAL</b>		<b>30</b>
<b>TOTAL CREDITS</b>		<b>122</b>



## Bachelor of Science Degree Public Safety Administration (Fire Administration Concentration)

The concentration in Fire Administration is designed for individuals seeking a role in the changing realm of today's fire service. The program focuses on the professional, administrative and management areas essential to fire service leadership on the local, state and national level.

### B.S. in Public Safety Administration (Fire Administration Concentration) - Suggested Sequence

Freshman Year		Credit
BIOL 101	Nature of Life	3
ENGL 101	Written Communication I	3
ENGL 102	Written Communication II	3
HIST 106	World Civilizations II	3
HEAL 200	Health Education	3
COMM 103	Oral Communication	3
CSOS 126	Understanding HU Culture	3
SOCI 205	Introduction to Sociology	3
PSYC 203	Introduction to Psychology	3
HUMN 201	Seminar in Humanities I	3
MATH 110	College Mathematics II	3
<b>TOTAL</b>		<b>32</b>
Sophomore Year		Credit
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
Cultures & Civilizations HIST 105, 107 or 202		3
ELECTIVE	Free Elective	3
FADM 101	Fire Administration	3
MATH 205	Introduction to Statistics	3
PDMN 211	Public Administration	3
Arts & Humanities ARTC 200, 305 or 306, ENGL 214; Foreign Language, HUMN 202, MUSC 200, 201, 202 or 205; PHIL 203, 204, 210, 301		3
JACC 220	Principles of Public Relations	3
EDMT 305	Emergency & Disaster Incident Command	3
<b>TOTAL</b>		<b>27</b>

Junior Year		Credit
EMSM 305	Fundamentals of Emergency Service Organization Management	3
FADM 300	Survey of Legal, Social and Political Issues	3
FADM 305	Community Risk Management for Fire & Emergency Svc	3
FADM 306	Fire and Emergency Service Administration	3
MGMT 312	Personnel / Human Resources Management	3
MGMT 340	Business Communications	3
PHIL 305	Ethics and Leadership	3
PSAD 300	Information Technology for Fire & Emergency Service	3
PSAD 302	Project Management	3
EMSM 403	Strategic Planning	3
<b>TOTAL</b>		<b>30</b>
Senior Year		Credit
FADM 401	Fire Investigation and Legal Problems	3
FADM 403	Fire Investigation and Analysis	3
FADM 405	Disaster Planning and Control	3
FADM 406	Regulatory Issues in Fire Emergency Services	3
FADM 407	Public Policy: Development and Administration	3
MGMT 400	Organizational Behavior	3
MGMT 412	Labor Management Relations	3
POLS 409	Race and Public Policy	3
EMSM 408	EMS Finance	3
PSAD 401	Public Safety Capstone	3
<b>TOTAL</b>		<b>30</b>
<b>TOTAL CREDITS</b>		<b>122</b>

# Hampton University Online

Online education is a basic component of lifelong personal and intellectual development for many individuals. University College administers all online degree programs at Hampton University through **Hampton University Online**. Because, Hampton University Online is the newest educational unit at Hampton University the material in this catalog may not be complete. The reader is directed to seek updated information from the website (<http://huonline.hamptonu.edu/>). Lifelong educational opportunities are provided in support of Hampton University's mission to serve students with diverse national, cultural and economic backgrounds. Online undergraduate degree programs are coordinated with University College or with the Undergraduate College for selected programs. Graduate degree programs are coordinated with the Graduate College and provide educational opportunities to all students, those with outstanding undergraduate education, as well as those with other levels of academic preparation. A supportive and stimulating environment is maintained in which programs are designed to:

1. provide for the development of professional skills both at the entry level and at the advanced level of personal and professional development;
2. provide continuing and professional education to various segments, including undergraduates seeking immediate entry to graduate school, members of the community in professional, technical, managerial and other occupations; and,
3. provide direction and assistance to all areas in the university for the development of research and operation of graduate courses and programs.

## Degrees and Programs

Hampton University Online offers programs leading to professional certificates, as well as Associate of Arts, Bachelor of Arts, Bachelor of Science, Master of Science, and the Doctor of Philosophy degrees in a Business Administration, Education and Nursing. A sampling of the degree offerings coordinated through Hampton University Online is listed below.

### The Hampton University Online Programs

Degree	Major (Emphasis)
Certificate Programs	Human Resource Management Paralegal Studies Entrepreneurship
Associates of Science	Business Management
Associates of Arts	General Studies
Bachelor of Arts	General Studies Paralegal Studies Religious Studies

Bachelor of Science	Business Management Criminal Justice Nursing Systems Organization and Management
Master of Arts	Educational Leadership (PK-12, Higher Education)
Master of Science	Nursing (Administration, Education, Practitioner)
Specialist in Education	Counseling (hybrid online)
Doctor of Philosophy	Business Administration Counseling Education and Supervision (hybrid online)
Educational Management	(PK-12, Higher Education, STEM, and Special Education) Nursing (Family Health, Nurse Educator)

## Undergraduate Program Admission Requirements

Prospective students must:

- Apply online. Applications submitted with incomplete information may delay or impede the admission process. Applicants may apply as either regular (undeclared or undecided) or special (undergraduate non-degree) and may enroll as either full-time or part-time. Students interested in the B.A. in Religious Studies should refer to the specific requirements for those programs.
- Submit a non-refundable application fee of \$50.00. This payment can only be made electronically at <http://secure.hamptonu.edu/huonline/fee> payable by major credit card; this fee does not apply toward tuition. The application for admission will not be processed without the required fee.
- Write an essay on "What goal is most important for you to achieve in the next ten years? Describe how education can help you achieve this goal in 250-300 words."
- Submit a short writing sample. Be prepared to attach your writing sample to your electronic application for admission. Students who have previous college credit in a written communication course are exempt from the writing essay component of the application. Students must submit an unofficial copy of their college transcript with their application for verification of this course.
- Provide an official high school transcript verifying graduation with date graduated or proof of completion of GED and date completed.
- Submit official Transcripts from all former colleges/universities/military. Transcripts must reflect all undergraduate courses completed as of date of application. All official college transcripts

submitted by mail must arrive in a sealed envelope. Active duty and retired military personnel must present all appropriate military transcripts.

- Provide evidence of a grade point average of 2.0 or better at previous institutions attended (for transfer students).

## Certificate in Human Resources Management

The Human Resource Management Certificate is designed to attract the newly promoted professional, the individual seeking preparation for career advancement, and the student seeking to enter the job market. Students may elect to take individual courses or earn the certificate by completing all eight courses. If the student later decides to pursue a baccalaureate degree program, credits earned as a certificate student will apply to most degree programs. The certificate program is designed to provide a comprehensive, competency-based, educational experience that will equip students with the skills necessary to become successful human resource management professionals.

Course Requirements	Credit Hours
CSOO 340 Employment Law for Business or HMRO 417 Legal Aspects of HR Mgmt	3
HMRO 315 Training and Development in Organizations	3
HMRO 316 Compensation and Benefits Administration	3
HMRO 499 Human Resource Management Seminar	3
MGMO 312 Personnel/Human Resources Management	3
MGMO 340 Business Communication	3
MGMO 400 Organizational Behavior	3
MGMO 412 Labor Management Relations	3
<b>TOTAL CREDIT HOURS</b>	<b>24</b>

## Certificate in Paralegal Studies

The Certificate Program in Paralegal Studies is designed to prepare individuals in the legal profession to perform as paralegals under the supervision of an attorney either in public or private practice, corporate or governmental law and other judicial agencies. Completion of the Certificate Program qualifies an individual for immediate employment. Academic credits successfully earned (grade of "C" or better) may be transferred to the Bachelor of Arts Degree program in Paralegal Studies.

Course	Requirements	Credit Hours
PLSO 125 Law in Society		3
PLSO 126 Legal Research		3
PLSO 127 Legal Writing		3
PLSO 150 Torts and Personal Injury		3
PLSO 310 Real Estate		3
PLSO 320 Litigation and Trial Practice		3
PLSO 350 Business Organizations		3
PLSO 360 Criminal Law		3
PLSO 370 Domestic Relations		3
PLSO 401 Internship		3
<b>TOTAL CREDIT HOURS</b>		<b>30</b>

**Prerequisites:** PLSO 125 Law in Society, PLSO 126 Legal Research, and PLSO 127 Legal Writing should be taken and passed with a grade of "C" or better before any other paralegal courses are taken. PLSO 320 Litigation & Trial Practice and PLSO 350 Business Organization should be taken before PLSO 401 Internship.

A minimum grade of "C" is required in all major courses.

## Associate of Science in Business Management

The Associate degree in Business Management is a 60-credit hour online program designed primarily to prepare adult learners for future managerial positions and to provide continuing education experiences for current managers. Students are encouraged to develop a sound philosophy, a strong sense of ethics, and effective problem-solving and decision-making skills. In addition, the associate's degree is designed to allow the student to continue on to pursue the Bachelor of Science degree in Business Management at the university.

### Associate of Science Degree in Business Management - Suggested Sequence

Freshman Year		Credit
BIOO 101	Nature of Life	3
CSOO 126	Understanding HU Culture	3
ENGO 101	Written Communication I	3
ENGO 102	Written Communication II	3
HISO 106	World Civilizations II	3
COMO 103	Oral Communications	3
MATO 117	Pre-calculus	3
MGMO 200	Introduction to Business	3
MGMO 201	Intro to Management Strategy	3
HUMO 201	Seminar in Humanities I	3
<b>TOTAL</b>		<b>30</b>
Sophomore Year		Credit
ACCO 203	Accounting Principles I	3
ACCO 204	Accounting Principles II	3
CSOO 240	Intro to Human Resource Management	3
FINO 290	Personal Finance	3
ECOO 201	Principles of Economics (Macro)	3
ECOO 202	Principles of Economics (Micro)	3
MGMO 205	Computer Concepts in Business	3
MGMO 215	Principles of Statistical Analysis	3
ENTO 210	Introduction to Entrepreneurship	3
ENGO 218	Applied Communications	3
<b>TOTAL</b>		<b>30</b>
<b>TOTAL CREDIT HOURS</b>		<b>60</b>

## Associate of Arts in General Studies

The Associate of Arts in General Studies provides students with preparation for a professional career and/or for further baccalaureate study. The curriculum offers a liberal arts foundation with an emphasis on the humanities, English, history, and psychology. Emphasis is placed upon the use of critical thinking and reading skills. Course work satisfactorily completed through the Associate of Arts in General Studies can be transferred to the four year baccalaureate degree in General Studies offered through HU Online. Additional credits may be utilized to satisfy elective course requirements.

### Associate of Arts Degree in General Studies - Suggested Sequence

Freshman Year		Credit
BIOO 101	Nature of Life	3
CSOO 126	Understanding HU Culture	3
ENGO 101	Written Communication I	3
ENGO 102	Written Communication II	3

HISO 106	World Civilizations II	3
COMO 103	Oral Communications	3
MATO 110	College Mathematics II	3
PSYO 203	Introduction to Psychology	3
SOCO 205	Introduction to Sociology	3
ELECTIVE	Free Elective	3
<b>TOTAL</b>		<b>30</b>

<b>Sophomore Year</b>		<b>Credit</b>
CSOO	ELECTIVE Computer Elective	3
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
Cultures & Civilizations CSOS 170; ENGL 215; MUSC 205; HIST 308;		3
MGMT 321; POLI 307, 405, 406, 409 or SOCI 305		3
HUMO 201	Seminar in Humanities I	3
Art & Humanities HUMN 202; ARTC 200, 305, 306, Foreign Lang.		3
MUSIC 201, 202, 205, PHIL 210, 301, 305		3
PHIO 203	History of Western Philosophy I	3
PHIO 204	History of Western Philosophy II	3
POLO 201	Introduction to Political Science	3
PSYO 205	Social Psychology	3
<b>TOTAL</b>		<b>30</b>

**TOTAL CREDITS 60**

### Bachelor of Science Degree in Business Management

The Bachelor of Science Degree in Business Management is designed to prepare adult learners for future managerial positions and to provide continuing education experiences for current managers. Students are encouraged to develop a sound philosophy, a strong sense of ethics, and effective problem-solving and decision-making skills.

The curriculum effectively balances management and administration courses with general education requirements thus affording students the opportunity to compete successfully in the global employment market for careers in business, government, and education and to fulfill the requirements for admission to graduate study. Students in the Business Management program are required to maintain a cumulative Grade Point Average of 2.000 or more in the major field and a minimum grade of "C" in all related courses as well as in English 101-102 and Communication 103.

Since the better academically prepared graduates are more successful in the job market, business management majors are strongly encouraged to maintain a cumulative Grade Point Average of at least 2.500. Students must not register under the Satisfactory/Unsatisfactory (S/U) grade option for graduation requirement courses. Completion of at least 58 semester hours is required prior to enrollment in 300/400 level business courses.

### Bachelor of Science Degree in Business Management Suggested Sequence

<b>Freshman Year</b>		<b>Credit</b>
BIOO 101	Nature of Life	3
COMO 103	Oral Communication	3
ENGO 101	Written Communication I	3
ENGO 102	Written Communication II	3

CSOO 126	Understanding HU Culture	3
HISO 106	World Civilizations II	3
MATO 117	Pre-calculus I	3
PSYO 203	Introduction to Psychology	3
HEAO 200	Health Education	3
HUMO 201	Seminar in Humanities I	3
SOCO 205	Introduction to Sociology	3
<b>TOTAL</b>		<b>32</b>

<b>Sophomore Year</b>		<b>Credit</b>
ACCO 203	Accounting Principles I	3
ACCO 204	Accounting Principles II	3
ECOO 201	Principles of Economics (Macro)	3
ECOO 202	Principles of Economics (Micro)	3
MATO 130	Calculus	3
ELECTIVE	Free Elective	3
Science & Technology Computer Science Elective		3
Cultures & Civilizations CSOO 170; ENGO 215; MUSO 205; HISO 308; 3		3
POLO 307, 405, 406, 409 or SOCO 305		3
Science & Technology SCIO 102; CHEO 201; PHYO 200		3
Art & Humanities HUMO 202; ARTO 200, 305, 306, ENGO 214, Foreign Lang.		3
MUSIO 200, 201, 202, 205, PHIO 203, 204, 210, 301, 304, HISO 107, 202		3
ELECTIVE	Free Elective	3
<b>TOTAL</b>		<b>33</b>

<b>Junior Year</b>		<b>Credit</b>
ELECTIVE	Related Elective	3
FINO 209	Personal Finance	3
FINO 304	Business Finance	3
MGMO 215	Principles of Statistical Analysis	3
MGMO 216	Quantitative Methods	3
MKTO 305	Principles of Marketing	3
MGMO 301	Business Organization and Management	3
MGMO 305	Business Law	3
MGMO 312	Personnel/Human Resources Management	3
MGMO 323	Information/DP Systems Management	3
<b>TOTAL</b>		<b>30</b>

<b>Senior Year</b>		<b>Credit</b>
ELECTIVE	Non-Business Elective	3
ELECTIVE	Related Elective	3
PHIO 305	Ethics and Leadership	3
MGMO 321	Management of International Business	3
MGMO 340	Business Communication	3
MGMO 400	Organizational Behavior	3
MGMO 402	Production/Operations Management	3
MGMO 412	Labor-Management Relations	3
MGMO 499	Business Policy and Strategy (Capstone Course)	3
<b>TOTAL</b>		<b>27</b>
<b>TOTAL CREDITS</b>		<b>122</b>

*Minimum grade of "C" is required in all Major and all related courses (including ECOO 201-202) and in ENGO 101-102, COMO 103 and CSOO 201. A minimum grade of "C" is required in all transfer courses.*

## Bachelor of Science in Criminal Justice

The Criminal Justice Degree Program is designed to prepare students to actively participate in the development of knowledge in the field of criminal justice, particularly in the areas of corrections and law enforcement practices/administration. The program is especially beneficial for students with an interest in a criminal justice occupation, allowing them to enhance their professional knowledge and skills. The program is based on a multi-disciplinary study of the behavioral sciences as they apply to specialized areas.

## Bachelor of Science in Criminal Justice Curriculum

Freshman Year		Credit
BIOO 101	Nature of Life	3
ENGO 101	Written Communication I	3
ENGO 102	Written Communication II	3
HISO 106	World Civilizations II	3
HEAO 200	Health Education	3
COMO 103	Oral Communication	3
CSOO 126	Understanding HU Culture	3
SOCO 205	Introduction to Sociology	3
PSYO 203	Introduction to Psychology	3
HUMO 201	Seminar in Humanities I	3
MATO 117	Pre-calculus I	3
<b>TOTAL</b>		<b>32</b>
Sophomore Year		Credit
SOCO 215	Introduction to Criminology	3
CRJO 332	Corrections	3
CHEO 201	General Chemistry	4
PSYO 205	Social Psychology	3
CRJO ELE	Elective	3
SOCO 250	Introduction to Social Research	3
SOCO 303	Juvenile Delinquency	3
SOCO 346	Statistics	3
Cultures & Civilizations CSOO 170, ENGO 215, MUSO 205, HISO 308, MGMO 321, POLO 307, 405, 406, or 409 or SOCO 305		3
<b>TOTAL</b>		<b>28</b>
Junior Year		Credit
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
SOCO 305	The Criminal Justice System	3
SOCO 400	Internship	3
SOCO 403	Victimology	3
SOCO 304	Race and Ethnic Relations	3
PLSO 360	Criminal Law	3
CRJO 407	Forensics Crime Scene Investigation	3
ELECTIVE	Free Elective	3
<b>TOTAL</b>		<b>27</b>
Senior Year		Credit
CRJO 409	Criminalistics of Cybercrime	3
CRJO 410	Issues in Law Enforcement	3
CRJO 411	Homeland Security	3
CRJO 416	Terrorism & National Security	3
CRJO 417	Enforcement and Security	3
CRJO 418	Emergency Preparedness	3
CRJO 499	Senior Practicum	3

CRJO ELE	Elective	3
CRJO ELE	Elective	3
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
<b>TOTAL</b>		<b>33</b>

**TOTAL CREDITS 120**

*Students must obtain a grade of C or better in these courses. Math and sciences courses and CRJO Elective courses will also require a passing grade of "C" or better. A C- is not acceptable.*

## Bachelor of Arts Degree in General Studies

The Bachelor of Arts Degree Program in General Studies provides students with strong preparation for employment and graduate study. The curriculum offers a general education foundation with emphasis in the areas of the Humanities, Social Sciences and Natural Sciences. In addition, students are provided with ample exposure to business concepts through course work in Economics, Business Organization and Management. The Bachelor of Arts Degree Program in General Studies accommodates students interested in a flexible academic curriculum which will introduce them to a variety of subjects. Students who complete the degree program in General Studies will find their written, verbal, analytical and research skills greatly enhanced.

Students planning for academic work beyond the baccalaureate level will find that the Bachelor of Arts Degree Program in General Studies provides them with strong preparation for graduate study. The Bachelor of Arts Degree Program in General Studies is an excellent academic option for military and civilian students who have attended other colleges and universities, and who have accumulated a number of credit hours in a non-specific major. Such students may benefit by transferring these hours into the General Studies program.

## Bachelor of Arts Degree in General Studies - Suggested Sequence

Freshman Year		Credit
BIOO 101	Nature of Life	3
COMO 103	Oral Communication	3
ENGO 101	Written Communication I	3
ENGO 102	Written Communication II	3
CSOO 126	Understanding HU Culture	3
HISO 106	World Civilizations II	3
MATO 110	College Mathematics II	3
PSYO 203	Introduction to Psychology	3
HEAO 200	Health Education	3
HUMO 201	Seminar in Humanities I	3
SOCO 205	Introduction to Sociology	3
<b>TOTAL</b>		<b>32</b>
Sophomore Year		Credit
COMO 250	Interpersonal Communication	3
ECOO 200	Introduction of Economics	3
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
Cultures & Civilizations HISO 202, 105, or 107		3
MUSO 200	Introduction to Music	3
POLO 201	Introduction to Political Science	3
Cultures & Civilizations CSOO 170; ENGO 215; MUSO 205; HISO 308;		3



MGMO 321; POLO 307, 405, 406, 409 or SOCO 305	
MGMO 200 Intro to Business	3
Art & Humanities HUMO 202; ARTO 200, 305, 306, Foreign Lang.	3
MUSIC 201, 202, 205, PHIO 210, 301, 305	

**TOTAL 30**

Junior Year		Credit
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
ELECTIVE	F Free Elective	3
Science & Technology	Computer Science Elective	3
MGMO 301	Business Organization and Management	3
MGMO 312	Personnel/Human Resources Management	3
PHIO 203	History of Western Philosophy I	3
PHIO 204	History of Western Philosophy II	3
ENGO 214	Selection in Literature	3

**TOTAL 30**

Senior Year		Credit
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
PSYO 205	Social Psychology	3
PSYO 401	Industrial Psychology	3
RELO 307	World Religions	3
RELO 310	Basic Insights of the Judeo Christian Tradition	3
CSOO 499	General Studies Capstone	3
PHIO 304	Ethics	3

**TOTAL 30**

**TOTAL CREDITS 122**

*\*Students must have proficiency at the MATH 100 level as evidenced by scores on the mathematics placement examination or passing satisfactory MATH 100 prior to enrolling in MATH 109.*

*Additional Requirements: Writing Competency Examination (after 30 credit hours) and Comprehensive Examination (after 112 hours).*

## Bachelor of Science Nursing Curriculum (RN to BS Online)

The following courses or course equivalents must be completed prior to entering the Professional Nursing RN to BS program.

### Required Prerequisites for Admission to the Accelerated RN to BS Nursing Program

	Semester	1st	2nd
ENG 101-102 – Written communication I & II	3	3	
MAT 110 – College Mathematics I	3	-	
BIO 224-225 – Anatomy & Physiology I & II	4	4	
BIO 304 – Microbiology	4	-	
SOC 205 – Intro to Sociology	3	-	
PSY 311 – Developmental Psychology	3	-	
HUM 201 – Humanities I	3	-	
HIS 106 – History of World Civ II	3	-	
Physical Education (2 activity courses or HEA 200 Health Education)	2	-	
MAT 205/PSY 346 - Statistics	-	3	
CHE 101 – General Chemistry	-	4	
PSY 203 – Intro to Psychology	-	4	

COM 103 – Oral Communications	-	3
HUM 202 – Humanities II or Fine Arts	-	3
General Elective	-	4
Waiver for UNV 101 with transfer of 30 or more credit		
<b>Total Number of Prerequisites Credits</b>		<b>55</b>

## One-Year (Full-time) Curriculum Outline for Registered Nurse (RN) Students

Summer Session	4 Week Term	1st	2nd
Nursing 308		2	-
Nursing 315		-	2
Nursing 316		-	2

**Total 2 4**

First Semester	8 Week Term	1st	2nd
Nursing 307		3	-
Nursing 312		3	-
Nursing 328		-	2
Nursing 415		-	4
Nursing 417		-	4

**Total 6 10**

Second Semester	8 Week Term	1st	2nd
Nursing 418		2	-
Nursing 423		-	4
Nursing 424		-	4
Nursing 400 or 428		3	-

**Total 5 8**

**Total Credits 33**

**Total Credits Required for Graduation 123**

**RN Advanced Placement up to 35 Credits**

## Two-Year (Part-time) Curriculum Outline for Registered Nurse (RN) Students

Summer I	4 Week Term	1st	2nd
Nursing 308		2	-
<b>Total</b>		<b>2</b>	

### First Year

First Semester	8 Week Term	1st	2nd
Nursing 307		3	-
Nursing 312		-	3
<b>Total</b>		<b>3</b>	<b>3</b>

Second Semester	8 Week Term	1st	2nd
Nursing 328		2	-
Nursing 415		-	4
Nursing 417		-	4

**Total 2 8**

Summer II	8 Week Term		
Nursing 315		2	
Nursing 316		2	
<b>Total</b>		<b>4</b>	

### Second Year

First Semester	8 Week Term	1st	2nd
Nursing 418		2	-
Nursing 400 or 428		-	3
<b>Total</b>		<b>2</b>	<b>3</b>

Second Semester	8 Week Term	1st	2nd	Junior Year	Credit
Nursing 423.....		4	-	ELECTIVE Free Elective	3
Nursing 424.....		-	4	ELECTIVE Free Elective	3
	<b>Total</b>	<b>4</b>	<b>4</b>	MGMO 340 Business Communication	3
	<b>Total Credits</b>		<b>33</b>	MATO 205/ MGMO 215 Intro to Statistics or Principles of Statistical Analysis	3

### TOTAL CREDITS FOR GRADUATION

123

### RN Advanced Placement Up to 35 Credits

## Bachelor of Arts in Paralegal Studies

The Bachelor of Arts in Paralegal Studies is designed both to prepare new entrants into the paralegal field and to provide opportunities for practicing paralegal professionals to enhance their career credentials. Students who specialize in paralegal studies will be prepared to participate as efficient and effective members of legal teams. Career opportunities include positions in law firms, government agencies, legal services offices, corporations, professional and trade associations, banks, real estate organizations, and other public- and private-sector businesses.

The purpose of the paralegal studies program is to combine specialized legal training courses with a strong liberal arts foundation. The curriculum is a well integrated program which effectively prepares paralegal and prospective law school students for the roles they will play in the legal field by reinforcing the basic principles of verbal and written communication, the techniques of scholarly research, and teaching a system of critical and analytical thinking. Such skills in accurate expression and clear, logical thinking are crucial to the successful interaction and professional service to future legal clients.

## Bachelor of Arts Degree in Paralegal Studies Suggested Sequence

Freshman Year	Credit
BIOO 101 Nature of Life	3
ENGO 101 Written Communication I	3
ENGO 102 Written Communication II	3
HISO 106 World Civilizations II	3
HEAO 200 Health Education	2
COMO 103 Oral Communication	3
CSOO 126 Understanding HU Culture	3
SOCO 205 Introduction to Sociology	3
PSYO 203 Introduction to Psychology	3
HUMO 201 Seminar in Humanities I	3
MATO 110 College Mathematics II	3
<b>TOTAL</b>	<b>32</b>

Sophomore Year	Credit
Arts & Humanities ARTO 200, 305 or 306, ENGO 214; Foreign Language, HUMO 202, MUSO 200, 201, 202 or 205; PHIO 203, 204, 210, 301, 304 or 305	3
ECOO 200 Introduction to Economics	3
MGMO 200 Introduction to Business	3
PLSO 125 Law in Society	3
PLSO 126 Legal Research	3
PLSO 127 Legal Writing	3
PLSO 150 Torts and Personal Injury	3
ELECTIVE Free Elective	3
Cultures & Civilizations HISO 105, 107 or 202	3
Cultures & Civilizations CSOO 170, ENGO 215, MUSO 205, HISO 308, MGMOs, 321, POLO 307, 405, 406, or 409 or SOCO 305	3
<b>TOTAL</b>	<b>30</b>

Senior Year	Credit
ELECTIVE Social Science Elective	3
ELECTIVE Management Elective	3
ELECTIVE Free Elective	3
ELECTIVE Free Elective	3
PLSO 370 Domestic Relations	3
PLSO 401 Paralegal Internship	3
PLSO 410 Constitutional Law	3
PLSO 412 Introduction to Administrative Law	3
PLSO 413 Debtor / Credit Relations	3
PLSO 414 Bankruptcy	3
<b>TOTAL</b>	<b>30</b>

### TOTAL CREDITS

122

## Bachelor of Arts in Religious Studies Program

The Religious Studies Program provides an opportunity for those who are seeking a solid foundation in the study of religion an opportunity to obtain an accredited Bachelor of Arts degree in Religious Studies through distance learning. The program curriculum provides a strong core of biblical, theological, and pastoral courses reinforced by a strong liberal arts foundation. The program is designed to sharpen the skills of students already in ministry, to prepare students for advanced studies, especially in religious education and theology, and to broaden their options in the careers that put a premium on an informed religious consciousness.

## Bachelor of Arts Degree in Religious Studies Suggested Sequence

Freshman Year	Credit
RELO 111 Old Testament I	3
RELO 112 Old Testament II	3
RELO 101 Orientation to Online	3
ENGO 101 Written Communication I	3
ENGO 102 Written Communication II	3
HEAO 200 Health Education	3
HISO 106 World Civilization II	3
RELO 211 New Testament I...	3
RELO 212 New Testament II	3
COMO 103 Oral Comm	3
MATO 110 Math II	3
CSOO 126 Understanding HU Culture	3
<b>TOTAL</b>	<b>33</b>

<b>Sophomore Year</b>		<b>Credit</b>
RELO 200	Intro to Religious Studies	3
RELO 201	Prophetic Books	3
RELO 202	Life / Teaching of Jesus	3
PHIO 210	Logic	3
BIOO 101	Intro to Biology	3
SOCO 205	Introduction to Sociology	3
PSYO 203	Introduction to Psychology	3
RELO 104	Fund Public Speaking	3
HUMO 201	Humanities I	3
HEAO 411	Health & Aging	3
<b>TOTAL</b>		<b>30</b>

<b>Junior Year</b>		<b>Credit</b>
RELO 305	Biblical Exegesis	3
RELO 307	World Religions	3
RELO 450	Pastoral Care	3
PHIO 301	Cont Moral Prob	3
PHIO 394	Ethics	3
RELO 203	Islam	3
RELO 204	Pentecostal	3
RELO 205	Other Religious Traditions	3
RELO 310	Basic Insights	3
HISO 107	Survey African Amer. History	3
<b>TOTAL</b>		<b>30</b>

<b>Senior Year</b>		<b>Credit</b>
RELO 401	Free Elective	3
Foreign Language FREO 101-102, SPAO 101-102, HEBO 101-102, GREO 101-102		3
		6
RELO 321	Free Elective	3
RELO 451	Free Elective	3
RELO 309	Social Psychology	3
PHIO 204	Industrial Psychology	3
PHIO 305	World Religions	3
RELO 499	Basic Insights of the Judeo Christian Tradition	3
<b>TOTAL</b>		<b>27</b>

**TOTAL CREDITS 120**

*Additional Requirements: Writing Competency Examination (after 30 credit hours) and Comprehensive Examination (after 112 hours).*

## Bachelor of Science Degree in Systems Organization and Management

The Systems Organization and Management degree program offers students an introduction to the theory, principles and foundations underlying management of large organizations. This is accomplished by providing students the tools necessary to make choices based upon the recognition of relationships between human resources, organizational behavior and organizational design. Students will also understand how to establish priorities within a technological dependent environment. Students are challenged to utilize a comprehensive compendium of courses in management, economics, finance, marketing and the liberal arts to solve complex organizational management problems. In addition, a generous number of electives afford students an opportunity to explore new or related areas of interest to complement required courses. Students completing the degree program are equipped for entry and mid-level management positions in both the public and private sector.

## Bachelor of Science Degree in Systems Organization and Management - Suggested Sequence

<b>Freshman Year</b>		<b>Credit</b>
BIOO 101	Nature of Life	3
COMO 103	Oral Communication	3
ENGO 101	Written Communication I	3
ENGO 102	Written Communication II	3
CSOO 126	Understanding HU Culture	3
HISO 106	World Civilizations II	3
MATO 117	Pre-calculus I	3
PSYO203	Introduction to Psychology	3
HEAO 200	Health Education	3
HUMO 201	Seminar in Humanities I	3
SOCO 205	Introduction to Sociology	3
<b>TOTAL</b>		<b>32</b>

<b>Sophomore Year</b>		<b>Credit</b>
ACCO 203	Accounting Principles I	3
ACCO 204	Accounting Principles II	3
ECOO 202	Principles of Economics (Micro)	3
ELECTIVE	Free Elective	3
MATO 130	Calculus	3
Cultures & Civilizations HISO 202, 105, or 107		3
Science & Technology Computer Science Elective		3
ELECTIVE	Free Elective	3
Cultures & Civilizations CSOO 170; ENGO 215; MUSO 205; HISO 308, POLO 307, 405, 406, 409 or SOCO 305		3
Science & Technology SCIO 102; CHEO 201; PHYO 200		3
Art & Humanities HUMO 202; ARTO 200, 305, 306, ENGO 214, Foreign Lang.		3
MUSIC 200, 201, 202, 205, PHIO 203, 204, 210, 301		3
<b>TOTAL</b>		<b>33</b>

<b>Junior Year</b>		<b>Credit</b>
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
FINO 304	Business Finance	3
MGMO 200	Introduction to Business	3
MGMO 301	Business Organization and Management	3
MGMO 305	Business Law	3
MGMO 312	Personnel/Human Resources Management	3
MGMO 321	Management of International Business	3
MGMO 400	Organizational Behavior	3
MKTO 305	Principles of Marketing	3
PSYO 205	Social Psychology	3
<b>TOTAL</b>		<b>33</b>

<b>Senior Year</b>		<b>Credit</b>
ELECTIVE	Related Elective	3
ELECTIVE	Related Elective	3
ELECTIVE	Related Elective	3
MGMO 215	Principles of Statistical Analysis	3
MGMO 412	Labor Management Relations	3
MGMO 499	Business Policy and Strategy	3
PHIO 304	Contemporary Ethical Problems	3
PHIO 305	Ethics and Leadership	3
<b>TOTAL</b>		<b>24</b>

**TOTAL CREDITS 122**

*Minimum grade of "C" is required in all Major and all Related courses (including ECOO 201-202) and in ENGO 101-102, COMO 103 and CSOO 201. A minimum grade of "C" is required in all transfer courses.*

## Bachelor of Science in Systems Organization and Management Human Resources Management Concentration

The Systems Organization and Management program offers students an introduction to the theory, principles, and foundations underlying the management of large organizations. This is accomplished by providing students the tools necessary to make choices based upon the recognition of relationships among human resources, organizational behavior, and organizational design. Students are challenged to utilize a comprehensive compendium of courses in management, economics, finance, marketing, and the liberal arts to solve complex organizational management problems. The Human Resources Management concentration further allows students to develop specific leadership skills necessary to become successful human resource management professionals. The program is geared towards preparing students to meet the initial requirements towards human resources management certification.\* Students completing the degree program are equipped for entry and mid-level management positions in both the public and private sectors.

## Bachelor of Science Degree in Systems Organization and Management- Human Resource Management Concentration - Suggested Sequence

Freshman Year		Credit
BIOL 101	Nature of Life	3
COMO 103	Oral Communication	3
ENG0101	Written Communication I	3
ENG0 102	Written Communication II	3
CSOO 126	Understanding HU Culture	3
HISO 106	World Civilizations II	3
MATO 117	Precalculus I	3
SOCO 205	Introduction to Sociology	3
HEAO 200	Health Education	3
HUMO 201	Seminar in Humanities I	3
PSYO 203	Psychology	3
<b>TOTAL</b>		<b>32</b>
Sophomore Year		Credit
ACCO 203	Accounting Principles I	3
ACCO 204	Accounting Principles II	3
ECOO 201	Principles of Economics (Macro)	3
ECOO 202	Principles of Economics (Micro)	3
ELECTIVE	Free Elective	3
MATO 130	Calculus	3
Cultures & Civilizations HISO 202, 105, or 107		3
Science & Technology CSOO 201 or CSOO 213		3
Cultures & Civilizations CSOO 170; ENGO 215; MUSO 205; HISO 308; POLO 307, 405, 406, 409 or SOCO 305		3
Science & Technology SCIO 102; CHEO 201; PHYO 200		3
Art & Humanities HUMO 202; ARTO 200, 305, 306, ENGO 214, Foreign Lang., MUSO 200, 201, 202, 205, PHIO 203, 204, 210, 301, 304, 305		3
<b>TOTAL</b>		<b>33</b>
Junior Year		Credit
ELECTIVE	Free Elective	3
ELECTIVE	Free Elective	3
FINO 304	Business Finance	3
MGMO 200	Introduction to Business	3

MGMO 215	Principles of Statistical Analysis	3
MGMO 301	Business Organization and Management	3
MGMO 305	Business Law	3
MGMO 312	Personnel/Human Resources Management	3
MGMO 321	Management of International Business	3
MGMO 340	Business Communication	3
MKTO 305	Principles of Marketing	3
<b>TOTAL</b>		<b>33</b>

Senior Year		Credit
ELECTIVE	Free Elective	3
HRMO 315	Training and Development in Organizations	3
HRMO 316	Compensation and Benefits Administration	3
HRMO 417	Legal Aspects of Human Resource	3
or CSOO 340	Management or Employment Law	3
HRMO 499	Human Resource Management Seminars (Capstone Course)	3
MGMO 400	Organizational Behavior	3
MGMO 412	Labor Management Relations	3
MGMO 414	Business Ethics	3
<b>TOTAL</b>		<b>24</b>

**TOTAL CREDITS 122**

Minimum grade of "C" is required in all Major and all related courses (including ECOO 201-202) and in ENGO 101-102 COMO 103 and CSOO 201. A minimum grade of "C" is required in all transfer courses.

## Hampton University Online Graduate Program Admission Requirements

The first step to becoming a Hampton University Online student is to submit a completed application for admission. Applicants must submit all admission documents, and pay the application fee before final action is taken on the application for admission. Hampton University Online enrolls outstanding graduates of accredited institutions of higher education and prepares these students for exciting careers. The requirements for admission to the doctoral degree programs are more stringent than the requirements for admission to the master's degree programs, which are more stringent than admission to bachelor's degree programs.

The admission requirements for the graduate programs have some variation per program. To find out more about the admission requirements, please select the program of interest to find out more.

### Transfer Credits

Per the Graduate College policy of Hampton University, students may be able to transfer in up to 9 credit hours.

### Residency Requirement

All doctoral programs have a residency requirement that must be completed. Please click on each program link to find out more about the admissions specifics.

## Doctor of Philosophy in Business Administration

The School of Business, Graduate College and Hampton University Online collaborate to offer a hybrid online doctoral program in business which includes a summer residency requirement of two summers at four weeks each. The Hampton University

doctoral program in business includes 81 credit hours with a concentration in Business Administration and is offered online. The program culminates with a dissertation facilitated in an online format. The target market for this program is professionals located nationwide who desire an advanced degree in business to excel in their careers. In addition, the program responds to current MBA or technical graduate students aspiring to become consultants or professors and those who aspire to advanced degrees to enhance leadership roles in administrative positions. Online courses will be provided during the academic year. Hence the program is suitable for busy professionals seeking an advanced degree in business to increase their credentials in their current or future industrial role and/or for advancement in academia.

Students enrolled in the doctoral program may select six graduate level courses that will result in at least 18 credit hours of subject matter in a discipline at the graduate level. Dissertation work will commence after successful completion of all coursework with a minimum grade of B, a Comprehensive Examination, and Dissertation Proposal Presentation. Final defense of the dissertation is required. Semester sessions are sixteen weeks in duration with the exception of summer sessions, which are four week terms. All coursework with the exception of summer residency will be facilitated online.

### Admission Requirements

Admission to the doctoral program in Business Administration is open to all students seeking an advanced degree. Preferred students would possess a master's degree in an approved program. Otherwise, nine credits of master's degree level business courses will be required in Economics, Accounting and Quantitative Business Analysis. Students lacking graduate degrees in business must take the GMAT and score at least 400, submit three letters of recommendation, have three years of relevant work experience, and a prepared Statement of Career/Professional Plans. Up to six credits of minor coursework will be accepted for professional relevant life experience.

### Doctor of Philosophy in Business Administration Admission Requirements

Requirement	Description	Credit Hours
<b>First Summer Residency</b>		
Business Administration 701	Organizational Behavior	3
Business Administration 702	Organization Theory & Practice	3
Business Administration 703	Advanced Computer Applications	3
Business Administration 704	Advanced Topics in Research	3
<b>SUBTOTAL 1ST SUMMER RESIDENCY:</b>		<b>12</b>
Requirement	Description	Credit Hours
<b>First Fall Semester</b>		
Business Administration 705	Strategy and Policy Leadership	3
Business Administration 706	Teaching Methodology	1
Elective*	Major Coursework	3
Elective*	Major Coursework	3
Elective*	Major Coursework	3
<b>SUBTOTAL 1ST FALL SEMESTER:</b>		<b>13</b>

Requirement	Description	Credit Hours
<b>First Spring Semester</b>		
Elective	Minor Coursework	3
Elective*	Major Coursework	3
Elective*	Major Coursework	3
Elective*	Major Coursework	3
<b>SUBTOTAL 1ST SPRING SEMESTER:</b>		<b>12</b>

Requirement	Description	Credit Hours
<b>Second Summer Residency</b>		
Business Administration 715	Advanced Leadership Concepts	3
Business Administration 760	Behavioral Research Methods	3
Business Administration 761	Empirical Research Methods	3
Business Administration 762	Pre-proposal Presentation	3
<b>SUBTOTAL 2ND SUMMER RESIDENCY:</b>		<b>12</b>

Requirement	Description	Credit Hours
<b>Second Fall Semester</b>		
Business Administration 800	Dissertation I	8
<b>SUBTOTAL 2ND FALL SEMESTER:</b>		<b>8</b>

Requirement	Description	Credit Hours
<b>Second Spring Semester</b>		
Business Administration 810**	Dissertation II	4*
<b>SUBTOTAL 2ND SPRING SEMESTER:</b>		<b>4</b>
<b>TOTAL:</b>		<b>61-81</b>

\*Major Coursework Elective chosen from MBA 707-714, 716 for the Leadership Track; or 720-735 for the Accounting & Finance Track; or MBA 740-755 for the Management & Marketing Track.

\*\*A maximum of 24 credit hours can be earned in this course by taking it for six semesters.

## Counseling

### Master of Arts Counseling: General Counseling Concentration

This course of study provides a general overview of the counseling profession and does not meet the Virginia requirements for licensing as a professional counselor but does meet the requirements for positions in Student Affairs and Virginia certification requirements for a Qualified Mental Health Provider.

First Year	Semester	1	2	3
COUO 622	Assessment and Appraisal in Counseling	3	-	-
COUO 604	Life Span Development	3	-	-
COUO 616	Theory and Practice of Counseling and Psychotherapy	3	-	-
COUO 619	Group Process in Counseling	-	3	-
COUO 612	Career Development	-	3	-
COUO 606	Treating the Substance Abuser	-	3	-
COUO 610	Identity, Ethics and Legal Aspects of Counseling	-	-	3
COUO 614	Community Mental Health and Welfare Services	-	-	3
<b>Total</b>		<b>9</b>	<b>9</b>	<b>6</b>
Second Year	Semester	1		
COUO 671	Introduction to Research and Program Evaluation	3		
COUO 603	Counseling with Diverse Populations	3		
COUO 702	Comprehensive Examination	1		
<b>Total</b>		<b>7</b>		

Note: Semester 3 is the Summer Session.

**Total Hours 31**



## Education Specialist Degree in Counseling

This course of study is designed to further develop professional skills and broaden knowledge of counseling. Entry into the program will be limited to candidates who have successfully completed a Master of Arts Degree in Counseling. This program will consist of a minimum of 30 credit hours beyond the Masters of Arts program of graduate study, providing that prerequisites have been met. Some identified courses or similar courses may have been completed while pursuing the Masters of Arts Degree. If this situation exists, the advisor and the student will determine substitute courses to meet the 30 credit hour requirement. This degree is considered a terminal degree for the practitioner.

After successfully completing 9 credits, students will be evaluated for a change of status from provisional to regular and entry into candidacy. This change of status evaluation will be conducted using the students' academic progress and the personal and professional counselor competencies for the Department of Counseling. Following admission to regular status, students will develop a course of study with their academic advisor focusing on a specific concentration. Students who are not admitted to regular status will be aided in transitioning to another program. A committee of at least two faculty members will determine admission to regular status and this committee will consider:

- Input from regular, adjunct, and affiliate program faculty;
- Each applicant's potential success in forming effective interpersonal relationships in individual and small group contexts;
- Each applicant's aptitude for graduate level study, including technological competence and computer literacy;
- Each applicant's career goals and objectives and their relevance to the program; and,
- Each applicant's openness to self-examination and personal and professional self-development.

## Personal Counseling Services

All students are encouraged to use personal counseling services to optimize their openness to self-examination and personal and professional development. The Hampton University Student Counseling Center is available for this function; however, the student is not limited to these counseling services.

## Ed. S. in Counseling

In order to attain licensure in the Commonwealth of Virginia, the candidate must complete 60 hours of graduate study including the following courses beyond the Master's program. The student and advisor will develop a program to meet the Virginia licensure requirements for the student's specific area of study ensuring that only new or advanced courses are selected. For more information on pastoral counseling licensure and certification, see [www.aapc.org](http://www.aapc.org). For more information on marriage and family therapy, see [www.iamfc.org](http://www.iamfc.org).

First Year	Semester	1	2	3
COUO 602	Abnormal Behavior and Psychopathology	3	-	-
COUO 621	Advanced Group and Family Counseling	-	3	-
COUO 816	Qualitative Methods of Research	3	-	-
COUO 805	Human Sexuality	-	3	-
COUO 630	Analysis of Behavioral Data	3	-	-

COUO 824	Theories and Practice of Counseling Supervision	-	3	-
COUO 801	Counseling Leadership and Advocacy	-	-	3
COUO 710	Ethics and Legal Aspects of Counseling	-	-	3
<b>Total</b>		<b>9</b>	<b>9</b>	<b>6</b>

<b>Second Year</b>	<b>Semester</b>	<b>1</b>		
COUO 826	Research and Program Evaluation	3		
COUO 725	Grant Writing	3		
<b>Total</b>		<b>6</b>		
	<b>Total Hours</b>			<b>30</b>

*Note: Semester 3 is the Summer Session.*

*\* denotes courses recommended to replace.*

## Doctor of Philosophy in Counseling Education and Supervision

The program provides candidates with an opportunity to develop the critical leadership skills and knowledge that are required in today's increasingly complex, diverse, and information-driven social and educational organizations. This program in Counselor Education and Supervision was developed to provide an attractive and viable alternative to "traditional" doctoral programs in counseling. This is a hybrid online doctoral program which includes a minimum of two campus residency seminars during matriculation. Completion of the program will result in the awarding of a Ph.D. degree requiring approximately 64 credits beyond the master's, including a significant focus on research. Many courses are currently being taught within the Specialist in Education Counseling program. All research and statistics courses will be taught in conjunction with the School of Nursing PhD program. Most coursework is offered in thematic seminars in which emphasis is placed on identifying and developing solutions to real-life problems.

After successfully completing the Doctoral Candidate Qualifying Examination, students will be evaluated for a change of status from provisional to regular and entry into candidacy. This change of status evaluation will be conducted using the students' academic progress and the personal and professional counselor competencies for the Department of Counseling. Students who are not admitted to candidacy will be aided in transitioning to another program. A committee of at least two faculty members will determine admission to candidacy and this committee will consider:

- Input from regular, adjunct, and affiliate program faculty;
- Each applicant's potential success in forming effective interpersonal relationships in individual and small group contexts;
- Each applicant's aptitude for graduate level study, including technological competence and computer literacy;
- Each applicant's career goals and objectives and their relevance to the program; and,
- Each applicant's openness to self-examination and personal and professional self-development.

## Personal Counseling Services

All students are encouraged to use personal counseling services to optimize their openness to self-examination and personal and professional development. The Hampton University Student Coun-

selling Center is available for this function; however, the student is not limited to these counseling services.

### Liability Insurance:

All students are required to obtain and show proof of liability insurance to cover the periods enrolled in practicum and internship courses. The American Counseling Association provides online applications. However, students are encouraged to purchase liability insurance with any company of their choice.

## Admission to the PhD in Counseling Education and Supervision

Admission to the program will require the ideal applicant to have a minimum of 300 combined score on the Verbal and Quantitative portions of the GRE within the last five years. A writing sample is required along with the required personal statement. The writing sample includes a published refereed journal article or a paper written during the applicant's M.A. program. Additionally, the ideal applicant must have completed a Master of Arts in Counseling degree from a CACREP accredited program or a similar course of study to include a graduate level course in abnormal psychology and ethics. Previous graduates of the Hampton University Education Specialist (EdS) Counseling program will be considered for admission to the program with current GRE scores and consideration of accepting all courses taken for application to this degree program with the minimum of at least an additional 27 semester hours for the award of the PhD. Successful candidates will possess licensure and credentials within the Counseling career field. Applications must be received by January 15 each year for a Fall admission. The dissertation courses (COUOs 832, 833, 834, and 835) can be taken in separate semesters; however, the student must complete 12 semester hours in dissertation.

First Year		Semester	1	2	3
COUO 826	Research and Program Evaluation		3	-	-
COUO 828	Counseling Practicum		-	3	-
COUO 816	Qualitative Methods of Research		3	-	-
COUO 630	Analysis of Behavioral Data		3	-	-
COUO 823	Theory and Practice of Counseling Education		-	-	3
COUO 805	Human Sexuality		-	3	-
COUO 801	Counseling Leadership and Advocacy		-	-	3
COUO 814	Quantitative Methods I		-	3	-
<b>Total</b>			<b>9</b>	<b>9</b>	<b>6</b>
Second Year		Semester	1		
COUO 815	Quantitative Methods II		3	-	
COUO 825	Grant Writing		3	-	
COUO 831	Dissertation Seminar			3	
COUO 829	Counselor Education and Supervision Internship I		3	-	
COUO 824	Theories and Practice of Counseling Supervision		-	3	
COUO 721	Advanced Group and Systems Theory		-	-	
COUO 802	Comprehensive Examination		-	1	
COUO 710	Ethics and Legal Aspects of Counseling				
<b>Total</b>			<b>9</b>	<b>7</b>	
<b>Total Hours</b>					<b>64</b>

Third Year		Semester	1	2	3
COUO 830	Counselor Education and Supervision Internship II		3	-	-
COUO 832	Dissertation I		3	-	-
COUO 833	Dissertation II		-	3	-
COUO 834	Dissertation III		-	3	-
COUO 835	Dissertation IV		-	-	3
COUO 836	Dissertation Defense		-	-	1
<b>Total</b>			<b>6</b>	<b>6</b>	<b>4</b>
<b>Total Hours</b>					<b>65</b>

Note: Semester 3 is the Summer Session.

\*denotes course recommended for inclusion

## Graduate Nursing Education

The Doctor of Philosophy (Ph.D.) degree program in Nursing has a focus on families and family-related research and a focus in higher education. Individuals who have earned a master's degree in Nursing are eligible to apply to the Doctor of Philosophy degree program. Specific admission requirements and other information are printed in the Graduate College section of this catalog.

### Doctor of Philosophy Degree in Nursing

The Ph.D. in Nursing program at Hampton University requires a minimum of 48 hours of coursework and the completion of an original research project resulting in the dissertation. Students must complete all requirements for the Ph.D. within seven (7) years after successfully passing the doctoral qualifying examination.

Family and family-related research and higher education in nursing are the two areas of emphasis for the degree. Core requirements are the same for all students regardless of their research interests. Students are able to pursue their individual interests by taking elective and cognate courses. The program is designed to be flexible enough to be adjusted to the appropriate needs of the students.

To complete the program, students are required to satisfactorily complete core courses, an approved area of related study, and demonstrate research competence through the completion of the dissertation. The student's competence and scientific knowledge are tested through three doctoral examinations: a qualifying examination, a comprehensive examination, and an oral defense of the dissertation.

The Qualifying Examination is taken after the successful completion of 18 semester hours of doctoral level coursework. The student must be enrolled in Nursing 703 to register to take the Qualifying Examination. A Qualifying Examination Committee, selected from the graduate Nursing faculty, is charged with monitoring the construction, implementation and grading of the examination. The Qualifying Examination is administered twice per year. Grading will be conducted by members of the Qualifying Examination Committee and other graduate Nursing faculty. Students who fail to achieve the desired level on parts of the examination may retake those parts at the next administration of the test. The student will be permitted to take the examination only twice. Students who do not successfully pass the doctoral qualifying examination will not remain in the program.

The Dissertation Committee (appointed by the Dean of the Graduate College upon recommendation by the department) consists of a minimum of three (3) members, only one of whom may be outside of the department or the University. The dissertation committee administers the Comprehensive Examination and the oral defense of the dissertation. The Comprehensive Examination tests the student's knowledge in the general area of study and the student's understanding of relevant fields of study which are supportive of the student's dissertation research. The Comprehensive Examination is taken at the end of the student's coursework, prior to beginning the dissertation research. Students must enroll in Nursing 802 to register to take the Comprehensive Examination. If the student fails to satisfactorily complete this examination, it may be retaken once at the discretion of the Dissertation Committee. Students are required to orally defend the dissertation before their Committee and at least two other faculty members who have expertise in the research area selected by the student.

### Regular Admission

Students seeking admission to the Doctor of Philosophy program are subject to the rules and regulations of the Graduate College. Admission to the doctoral program is open to all qualified applicants who meet the requirements as stated in the Graduate Catalog. Potential students are encouraged to consult the Graduate Catalog prior to applying for admission.

In addition, admission to the doctoral program requires the following:

1. A Master of Science degree in Nursing from an accredited program.
2. A graduate record grade point average (GPA) of at least 3.5 on a 4.0 scale.
3. A completed application submitted to the Graduate College.
4. A personal statement that delineates the applicant's (1) rationale for selecting Hampton University's doctoral program, (2) description of goals and aspirations, (3) expectations of doctoral study, (4) previous research and scholarship, and (5) current research interest that could lead to the development of a dissertation. The statement should be between 3 and 5 typed pages, double spaced, and in a 12-point Times New Roman or Arial font.
5. A current curriculum vita that includes sections on education, research and scholarly activity, and service.
6. A current valid license to practice professional Nursing in any state at the time of admission.
7. A personal interview (at the student's expense) with a faculty member who teaches in the doctoral program.
8. Three (3) letters of recommendation from persons familiar with the applicant's employment and academic qualifications are required. Letters should be on professional letterhead and address the applicant's qualifications. Recommendations must come from professionals, such as the applicant's most recent employer, a previous nursing professor, supervisors, and/or nurse managers. The professional providing the reference must also complete Part II and Part III of the Recommendation Form.

9. Approval of the Graduate Admissions, Scholarship and Standards Committee of the School of Nursing.

10. Complete applications for admission must be received by the deadline of January 15th for fall admission.

11. Please note that the entire application package, including the application form, transcripts, and letters of recommendation, must be sent to the Graduate College, Hampton University, Hampton, Virginia 23668.

### Doctor of Philosophy Degree in Nursing

The courses listed in the sequence below, plus 12 hours of cognates from the lists below are required to obtain a Doctor of Philosophy Degree in Nursing at Hampton University in the Family Nursing or Nurse Educator tracks. Nursing Cognate courses address the specific substantive and methodological focus of the dissertation research.

#### Family Nursing Cognate Courses

Course	Title	Credits
Nursing 720	Dissemination and Utilization of Family Nursing Research: Theoretical and Practical Perspectives	3
Nursing 721	Vulnerable Populations: A Family Perspective	3
Nursing 722	Special Topics in Family Nursing	3
Nursing 723	Family Research	3
Nursing 724	Special Topics in Family Research and Family Development Theory	3
Nursing 799	Independent Study in Nursing	1-6

#### Nurse Educator Cognate Courses

Course	Title	Credits
Nursing 730	Organization and Governance in Higher Education	3
Nursing 731	Curriculum Development in Nursing Education	3
Nursing 732	Seminar in Higher Education Policy, Planning, and Leadership	3
Nursing 733	Advanced Internship in Nursing Education (Ed Track)	3

### Doctor of Philosophy –Family Nursing and Nurse Educator Course Sequences

Requirement		Credit Hours	
First Year	Semester	I	II
Nursing 670	Statistics for Health Professionals	3	-
Nursing 703	Qualifying Examination	-	0
Nursing 710	Family Nursing: Historical and Cultural Perspectives	3	-
Nursing 711	Family Nursing: Philosophical, Conceptual and Theoretical Perspectives	3	-
Nursing 712	Family Nursing: Theory and Concept Analysis	-	3
Nursing 713	Family Nursing Issues: Planning and Policy Leadership	-	3
Nursing 714	Quantitative Methods I	-	3
<b>Subtotals:</b>		<b>9</b>	<b>9</b>

Requirement		Credit Hours	
Second Year	Semester	I	II
Nursing 715	Quantitative Methods II	3	-
Nursing 716	Nursing Research: Interpretative Methods	3	-
Nursing 717	Nursing Research: Instrument Development	3	-
Nursing 718	Analysis and Evaluation of Theory Generating and Theory Testing Research	-	3

Cognate	See List	-	3
Cognate	See List	-	3
<b>Subtotals:</b>		<b>9</b>	<b>9</b>

<b>Requirement</b>		<b>Credit Hours</b>	
<b>Third Year</b>		<b>I</b>	<b>II</b>
Nursing 800	Dissertation Seminar I	3	-
Nursing 801	Dissertation Seminar II	-	3
Nursing 802	Ph.D. Comprehensive Examination	-	0
Cognate	See List	3	3
<b>Subtotals:</b>		<b>6</b>	<b>6</b>

<b>Requirement</b>		<b>Credit Hours</b>	
<b>Fourth Year</b>		<b>I</b>	<b>II</b>
*Nursing 803	Dissertation Seminar Research	*6	
<b>Total Credits:</b>		<b>54-60</b>	

*\*Must be repeated until dissertation research is completed.*

*With completion of dissertation, credits could range from 54-60 credit hours.*

### Tuition and Fees Policy

Tuition, application, and registration fees are due at the time of registration in the Division of Continuing Studies. All outstanding balances must be paid before a student will be allowed to register. A deferred schedule of payments is available as follows: Pay one-half (1/2) of the tuition, plus the application and registration fees on or before the first day of the session.

The balance of the tuition will be due in full on or before the close of the session.

### Undergraduate Course Credit

\$496.00 per credit hour  
 \$100.00 Registration Fee  
 \$50.00 Application Fee  
 \$25.00 Late Registration  
 \$125.00 Technology Fee per semester (Fall and Spring only)

### Graduate Course Credit

\$695.00 per credit hour  
 \$100.00 Registration Fee  
 \$50.00 Application Fee

### Graduation Fees

The following charges will be made for graduation:

\$50.00 Bachelor's degree and Associate's degree  
 \$40.00 Associate's cap and gown  
 \$40.00 Bachelor's cap and gown  
 \$75.00 Duplicate diploma fee

*All graduation fees are due one month before the date of graduation.*

*(Above fees are subject to change.)*

### Other Fees

\$10.00 Transcript Request Fee  
 \$25.00 Writing Competency Examination  
 \$50.00 Comprehensive Examination  
 \$100.00 Clinical Validation Examination  
 \$200.00 Portfolio Evaluation  
 \$25.00 Late Registration Fee (per session)

## Graduate Programs in Education

The School of Education and Human Development collaborates with Hampton University Online to offer online degree programs leading to the Master of Arts in Educational Leadership and to the Doctor of Philosophy in Educational Management. More detailed information about the online degree programs are provided in the Hampton University Online section of this Catalog.

### Master of Arts in Educational Leadership (Traditional and Online)

The Educational Leadership program is targeted to meet the needs of individuals attempting to obtain leadership training at the PK-12 or Higher Education levels. The PK-12 program leads to PreK-12 Administration and Supervision endorsement in Virginia. It is an advanced program for individuals who already possess initial teacher licensure. The Higher Education program is geared toward leadership in postsecondary contexts. Licensure is not required for admission to this program. This program is available at the College of Virginia Beach and online through Hampton U Online.

#### Admissions requirements include the following:

Application for Admission to the Graduate College -  
 College of Virginia Beach Graduate Education Programs  
 Payment of Application Fee (currently \$35.00)  
 Two letters of recommendation  
 Official GRE Scores  
 Copy of teaching license  
 Letter from a supervisor/personnel officer that attests to completion of three years of full-time teaching

### Master of Arts in Educational Leadership (PreK-12 Administration and Supervision Endorsement)

<b>Courses</b>	<b>Title</b>	<b>Semester Hours</b>
EDUO 680	Survey of Computers and Data Analyses	3
EDUO 681	PK – 12 School Finance	3
EDUO 682	Educational Program Evaluation and Planning	3
EDUO 683	School Organizational Systems and Theory	3
EDUO 684	Secondary School Leadership (Grades 7-12)	3
EDUO 685	Legal Aspects of School Administration	3
EDUO 686	Elementary School Leadership (Grades PK-6)	3
EDUO 687	Human Resource Leadership in Schools and Districts	3
EDUO 688	Curriculum Planning and Design	3
EDUO 689	School and Community Relations and Diversity	3
EDUO 690	Supervision of Instruction	3
EDUO 691	Internship in Administration	3
EDUO 702	Master's Comprehensive Examination	3
<b>TOTAL CREDITS</b>		<b>42</b>

### Master of Arts in Educational Leadership (Higher Education)

<b>Courses</b>	<b>Title</b>	<b>Semester Hours</b>
EDUO 611	Techniques and Problems in Educational Research	3
EDUO 639	College Student Development, Ethics, and Techniques	3
EDUO 644	Student Affairs Program	3



EDUO 712	Higher Education Finance	3
EDUO 723	The Law of Higher Education	3
EDUO 716	The History of Higher Education	3
EDUO 704	Organization and Administration of Higher Education	3
EDUO 705	Current Issues in Higher Education	3
EDUO 706	Assessment of Higher Education Outcomes	3
EDUO 707	Diverse Populations in Higher Education	3
EDUO 708	Higher Education Internship I	3
EDUO 709	Higher Education Internship II	3
EDUO 725	Higher Education Leadership and Fund Raising	3
EDUO 710	Higher Education Comprehensive Examination	3
<b>TOTAL CREDITS FOR SPECIALIZATION</b>		<b>42</b>

## Doctor of Philosophy in Educational Management (Online)

The Doctor of Philosophy degree in Educational Management program is offered online through the Graduate College and Hampton University Online. The program provides candidates with an opportunity to develop the critical leadership skills and knowledge that are required in today's increasingly complex, diverse, and information-driven educational organizations. The program is designed to serve the advanced educational needs of top educational leaders by providing an executive hybrid program that allows individuals to pursue their degree without career interruption. The accelerated degree program is cohort based, with 15-20 students making up each cohort. The cohort model provides that students will matriculate together as they complete coursework and results in a deeper student support network. Internships are geared toward implementing action research dissertations addressing current issues and challenges in the education concentration areas.

### Admission Requirements

Admission into the Doctor of Philosophy in Educational Management program is selective. Preferred prospective students have five or more years of professional experience working within an educational institution, with evidence of leadership roles garnering the highest rating. In reference to the concentration areas, preferred prospective students will hold teacher or administrator licensure or other educational certification (the PK-12 concentration), leadership experience in a higher education institution (the higher education concentration); a degree in a STEM field (the STEM concentration), or licensure in special education (the special education concentration). Students must have earned a master's degree and must submit two letters of recommendation and a prepared Statement of Career/Professional plans along with the application for admission. Students lacking a master's degree in Education must also take the GRE and earn a score of 150 or higher or the MAT with a minimum score for 42.

### On-campus Residency

Candidates are required to attend two two-week long Summer Residency experiences as a component of their summer coursework. The Summer Residency provides face to face course content, mentoring, dissertation supervision and networking. Dissertation defenses must take place on campus as well.

## Curriculum

All doctoral students in education take the core curriculum and the research core. The core curriculum is structured around two broadly defined themes: Leadership and Management; and Socio-political and Cultural Contexts of Education. The research and practice core consists of courses in research methods, an internship, and dissertation research courses. Internships are geared toward implementing action research to address current issues and challenges in educational settings that are reflective of the students' concentration areas. Students are required to take and pass a comprehensive exam prior to entering the dissertation phase of the program. Students work with a primary advisor and a dissertation advisory committee to formulate and conduct a culminating research project and to write the dissertation.

In addition to completion of common core courses, doctoral students must select one of four education concentration areas. The concentration areas are described below.

### Higher Education

This concentration is focused on the challenges and means for addressing the rapidly evolving postsecondary environment including - finances, technology, access, sustainability, quality and outcomes. It is geared toward practitioners seeking upper level positions in higher education and opportunities in academia. Concentration courses include:

### PK-12 Administration (District-level leadership and beyond)

This concentration is focused on the challenges and means for addressing the major issues facing K-12 leaders, such as outcomes assessment, teacher quality, access, finances, technology, school choice, charter movement. It is geared toward education administrators focused on obtaining leadership and practical research skills necessary to effectively lead at the highest organizational levels in K-12. Concentration courses include:

### STEM Leadership

This interdisciplinary program will prepare future college faculty whose research focuses on teaching and learning at the collegiate level and who can successfully teach at the undergraduate and graduate level in their selected STEM discipline. Candidates accepted into this concentration must hold a degree in a stem area.

### Special Education Leadership

This concentration will provide career development for special education teachers for leadership positions in special education research (emphasis on data interpretation, conclusions and ramifications), practice (emphasis on empirically, research-based interventions) and policy (emphasis on codifying research and practice for effective implementation) to best serve children, youth and adults with high-incidence disabilities.



The curricula for the program and each of the four concentration areas are outlined below.

### Doctor of Philosophy in Educational Management – Higher Education Concentration (Online Program)

Courses	Title	Semester Hours
EDUO 610	Current Issues in Education	3
EDUO 611	Techniques and Problems in Educational Research	3
EDUO 710	Leadership Theory & Practice in Educational Organizations	3
EDUO 711	Dynamics of Managing Organizational Performance	3
EDUO 712	Higher Education Finance	3
EDUO 714	Strategy and Strategic Planning	3
EDUO 715	Dynamics of Innovation and Change in Educational Systems	3
EDUO 716	History of Higher Education	3
EDUO 718	Policy, Ethics, and Politics in Education	3
EDUO 719	Diversity and Equality in Education	3
EDUO 720	Assessment, Evaluation and Accountability	3
EDUO 721	Collaboration and Constituencies	3
EDUO 722	College Student Development	3
EDUO 723	Legal Issues in Higher Education	3
EDUO 724	Organization and Governance	3
EDUO 731	Qualitative Research Methods	3
EDUO 732	Quantitative Research Methods	3
EDUO 737	Ph.D. Comprehensive Exam	0
EDUO 738	Internship (I)	3
EDUO 738	Internship (II)	3
EDUO 739	Dissertation Research Seminar	3
EDUO 740	Dissertation Research	6
<b>TOTAL CREDITS</b>		<b>66</b>

### Doctor of Philosophy in Educational Management – PK-12 Administration Concentration (Online Program)

Courses	Title	Semester Hours
EDUO 610	Current Issues in Education	3
EDUO 611	Techniques and Problems in Educational Research	3
EDUO 710	Leadership Theory and Practice in Educational Organizations	3
EDUO 711	Dynamics of Managing Organizational Performance	3
EDUO 713	School District Finance & Budgeting	3
EDUO 714	Strategy and Strategic Planning	3
EDUO 715	Dynamics of Innovation and Change in Educational Systems	3
EDUO 717	History of PK-12 Educational Reform	3
EDUO 718	Policy, Ethics, and Politics in Education	3
EDUO 719	Diversity and Equality in Education	3
EDUO 720	Assessment, Evaluation and Accountability	3
EDUO 721	Collaboration and Constituencies	3
EDUO 725	Supervision and Professional Development	3
EDUO 726	Legal Issues in PK-12 Education	3
EDUO 727	Instructional Improvement	3
EDUO 731	Qualitative Research Methods	3
EDUO 732	Quantitative Research Methods	3
EDUO 737	Ph.D. Comprehensive Exam	0
EDUO 738	Internship (I)	3
EDUO 738	Internship (II)	3
EDUO 739	Dissertation Research Seminar	3
EDUO 740	Dissertation Research	6
<b>TOTAL CREDITS</b>		<b>66</b>

### Doctor of Philosophy in Educational Management – STEM Leadership Concentration (Online Program)

Courses	Title	Semester Hours
EDUO 610	Current Issues in Education	3
EDUO 611	Techniques and Problems in Educational Research	3
EDUO 710	Leadership Theory and Practice in Educational Organizations	3
EDUO 711	Dynamics of Managing Organizational Performance	3
EDUO 742	STEM Curriculum and Instruction	3
EDUO 714	Strategy and Strategic Planning	3
EDUO 715	Dynamics of Innovation and Change in Educational Systems	3
EDUO 728	History of STEM Education	3
EDUO 718	Policy, Ethics, and Politics in Education	3
EDUO 719	Diversity and Equality in Education	3
EDUO 720	Assessment, Evaluation and Accountability	3
EDUO 721	Collaboration and Constituencies	3
EDUO 743	Learning Sciences and Technology	3
Elect 7xx	STEM Content Course	3
Elect 7xx	STEM Content Course	3
EDUO 731	Qualitative Research Methods	3
EDUO 732	Quantitative Research Methods	3
EDUO 737	Ph.D. Comprehensive Exam	0
EDUO 738	Internship (I)	3
EDUO 738	Internship (II)	3
EDUO 739	Dissertation Research Seminar	3
EDUO 740	Dissertation Research	6
<b>TOTAL CREDITS</b>		<b>66</b>

### Doctor of Philosophy in Educational Management – Special Education Leadership Concentration (Online Program)

Courses	Title	Semester Hours
EDUO 610	Current Issues in Education	3
EDUO 611	Techniques and Problems in Educational Research	3
EDUO 710	Leadership Theory and Practice in Educational Organizations	3
EDUO 711	Dynamics of Managing Organizational Performance	3
EDUO 744	Special Ed. Admin. Teacher Supervision, and Evaluation	3
EDUO 714	Strategy and Strategic Planning	3
EDUO 715	Dynamics of Innovation and Change in Educational Systems	3
EDUO 729	History of Special Education	3
EDUO 718	Policy, Ethics, and Politics in Education	3
EDUO 719	Diversity and Equality in Education	3
EDUO 720	Assessment, Evaluation and Accountability	3
EDUO 721	Collaboration and Constituencies	3
EDUO 747	Current Issues in Special Education	3
EDUO 745	Special Education Law and Finance	3
EDUO 746	Special Education Curriculum and Instructional Strategies	3
EDUO 731	Qualitative Research Methods	3
EDUO 732	Quantitative Research Methods	3
EDUO 737	Ph.D. Comprehensive Exam	0
EDUO 738	Internship (I)	3
EDUO 738	Internship (II)	3
EDUO 739	Dissertation Research Seminar	3
EDUO 740	Dissertation Research	6
<b>TOTAL CREDITS</b>		<b>66</b>

# College of Virginia Beach

The Hampton University College of Virginia Beach opened in August, 2003 in Hampton Roads' newest and tallest business and commercial hub, the Town Center. This modern facility provides its students, faculty, business/government clients with a state-of-the-art educational and instructional environment. By incorporating the latest in learning technologies, the College of Virginia Beach is ideally equipped to advance the academic and economic development of the state's most populous city and the surrounding region.

Students and clients of the College of Virginia Beach enjoy many amenities such as:

- Fully mediated classrooms and labs
- Real-time video and audio connectivity to the main campus
- Mediated conference and seminar rooms
- A 100 seat mediated lecture hall
- Two instructional computer classrooms
- Large open computer lab
- Full campus library connectivity
- Meeting and training facilities for business, government, and community organizations
- Faculty and advisor offices with on-line connectivity to all university systems and a
- Student and visitor lounge

## Location and Contact Information

The Hampton University College of Virginia Beach is centrally located in the Commonwealth's largest city. With easy, direct access to I-264, the College of Virginia Beach is ideally situated to serve all residents of South Hampton Roads.

Hampton University  
College of Virginia Beach  
253 Town Center Drive, Suite 1035  
Virginia Beach, Virginia 23462  
(757) 637-2200 office  
(757) 227-5979 fax  
cofvb.hamptonu.edu

## Admissions Criteria

The Hampton University College of Virginia Beach operates under the same admissions and continuance standards as does the main campus in Hampton. See the *Admissions* section of the *Undergraduate College* section for nursing or business programs and the *Graduate College* section for graduate education admissions. Additional admission requirements are listed in the Educational Administration and Supervision program description.

## Tuition and Fees

As an off-campus facility serving the educational needs of a local commuter student population, the Hampton University College of Virginia Beach offers a reduced tuition and fee structure than does the main campus. However, students are subject to the same payment regulations that apply to the main campus in Hampton. Deferred payment plans are available for undergraduate students. The current tuition and fee schedule is listed in the *General Information* section under *Fees and Expenses* 2014-2016..

## Academic Policies and Regulations

The College of Virginia Beach enforces the academic policies and regulations of Hampton University. College of Virginia Beach students have the same rights and responsibilities as do students on the main campus as listed in the general information section to include eligibility for financial aid, access to academic records or support services, use of the libraries, and adherence to the honor and dress codes. The Release of Information Policy and policies on Advanced Placement, Learning Disabilities Documentation, Academic Probation and Academic Dismissal also apply. Specific policies and regulations that apply to College of Virginia Beach students are provided below for added emphasis.

Academic Credits are non-transferable between the College of Virginia Beach, the Division of Continuing Studies and the Undergraduate College (Hampton Institute).

## The Grading System

The letter grading system ("A+" through "F") in the General Information section of the Catalog applies uniformly to all colleges and schools at Hampton University. The College of Virginia Beach also utilizes the following grades:

- I Incomplete Work - Not applicable to cumulative grade point average (GPA). A student does not need to be enrolled to remove an "I" grade. The student will have a year to complete the "I" grade or the "I" will become an "F."
- S Satisfactory at the "C" or higher grade (2.00) for undergraduate students and at the "B" or higher grade (3.00) for graduate students - Not computed in the cumulative GPA grade point average.
- U Unsatisfactory - Not computed in the cumulative GPA grade point average.
- WP Withdrew Passing - Not counted in cumulative average.
- WF Withdrew Failing - Not counted in cumulative average.
- Z Blank/No grade submitted.

## Calculation of Grade Point Average

The Grade Point Average (GPA) is computed by dividing the total number of grade points earned (also called quality points) at the

College of Virginia Beach by the total number of academic quality hours (QHRS) as presented in the General Information section.

## Registration

Students must meet with their academic advisors to obtain their Personal Pin Number (PIN) and a Registration Advisement number in order to access the HUNET online registration system. Adjustments (Add/Drop/Withdrawal/Change of Grade Status to "Pass"/"Fail") to a student's registration at the College of Virginia Beach must adhere to the same policies and procedures as those on the main campus.

## Undergraduate Academic Programs

The Hampton University College of Virginia Beach is initially offering undergraduate baccalaureate degree programs in Nursing, Criminal Justice and in General Studies. The Nursing program is uniquely designed as an accelerated three year course of study. An RN to BS program is also offered. Additional programs are expected to be added in the future. Admissions to any program requires application to the College of Virginia Beach (online option is available) and the meeting of all requirements as stated in the *Admission* subsection in the *Undergraduate College* section of the catalog.

### Bachelor of Arts - Accelerated Criminal Justice Curriculum

First Year	Semester	1st	2nd
Chemistry 101-102.....		4	4
Computer Science 120.....		-	3
English 101-102.....		3	3
History 106, 105/107.....		3	3
Mathematics 105, 109.....		3	3
Sociology 205.....		3	-
University 101.....		1	-
<b>Total</b>		<b>17</b>	<b>16</b>

#### Summer Terms I-II

Health Education 200.....	2	-	
Humanities 201, 202.....	3	3	
General Elective.....	3	-	
Mathematics 117.....	3	-	
Physical Education.....	1	1	
Sociology 215, 305.....	3	3	
Sociology 400.....	-	3	
<b>Total</b>	<b>15</b>	<b>10</b>	

#### Second Year

Semester	1st	2nd
Communication 103.....	3	-
Communication 103.....	3	-
Criminal Justice 332, 407.....	3	3
Criminal Justice Elective.....	-	3
Foreign Language 101-102.....	3	3
Psychology 203.....	-	3
Sociology 250.....	3	-
Sociology 303, 346.....	3	3
<b>Total</b>	<b>15</b>	<b>15</b>

Third Year	Semester	1st	2nd
Criminal Justice 409, 416.....		3	3
Criminal Justice 410, 417.....		3	3
Criminal Justice 411, 419.....		3	3
Criminal Justice Electives.....		3	3
Criminal Justice 499.....		3	3
General Elective.....		-	3
<b>Total</b>		<b>15</b>	<b>18</b>

### TOTAL CREDITS FOR GRADUATION

121

### Accelerated Nursing Program - Bachelor of Science

The Accelerated Nursing Program is designed to meet the needs of students who plan to enter professional nursing practice in general areas after three years of intensive study and practice. Transfer students, registered nurses (RNs), licensed practical nurses (LPNs), military personnel, and career changers are counseled to assist them in meeting their individual needs as they pursue completion of degree requirements for the Bachelor of Science degree in nursing. RNs and LPNs must provide evidence of an unencumbered valid state license to practice professional nursing in any state. Admissions, progression, retention, dismissal, and graduation policies are identical to those printed in the *School of Nursing* section of the *Undergraduate and Professional Programs* for the Hampton Institute (main campus) nursing program. The Accelerated Curriculum mirrors the Four-Year Curriculum and the LPN Curriculum mirrors the Four-Year curriculum with slight variations. The Bachelor of Science degree program for registered nurses is housed at the College of Virginia Beach, and is offered through University College online, as a full-time or part-time program.

### Three-Year Curriculum Outline for Beginning Nursing Students

#### Pre-Professional Program

First Year	Semester	1st	2nd
Chemistry 101, Biology 304.....		4	4
Communication 103.....		-	3
English 101-102.....		3	3
History 106.....		3	-
Mathematics 110.....		3	-
Sociology 205.....		3	-
Psychology 203.....		-	3
Humanities 201.....		-	3
University 101.....		1	-
Physical Education Activities.....		-	1
<b>Total</b>		<b>17</b>	<b>17</b>

#### Summer I

4 week term	1st	2nd
Biology 224-225.....	4	4
Humanities Elective.....	3	-
Psychology 311.....	3	-
Psychology 346 or Mathematics 205.....	-	3
Physical Education Activities.....	1	-
<b>Total</b>	<b>11</b>	<b>7</b>

**Professional Nursing Program****Second Year**

<b>Fall Semester</b>	<b>8 week term</b>	<b>1st</b>	<b>2nd</b>
Nursing 105, 202.....	2	2	
Nursing 217, 215.....	3	4	
Nursing 218, 216.....	1	4	
Nursing 230.....	1	-	

**Total 7 10**

<b>Spring Semester</b>	<b>8 week term</b>	<b>1st</b>	<b>2nd</b>
Nursing 307, 345.....	3	4	
Nursing 330, 346.....	3	4	
Nursing 221.....	3	-	

**Total 9 8**

<b>Summer II</b>	<b>8 week term</b>		
Nursing Elective.....	3		
Nursing 418.....	2		
General Elective.....	3		

**Total 8**

**Third Year**

<b>Fall Semester</b>	<b>8 week term</b>	<b>1st</b>	<b>2nd</b>
Nursing 355, 445.....	4	4	
Nursing 356, 446.....	4	4	

**Total 8 8**

<b>Spring Semester</b>	<b>8 week term</b>	<b>1st</b>	<b>2nd</b>
Nursing 455, 403.....	4	2	
Nursing 456, 404.....	4	2	
Nursing 419.....	-	2	

**Total 8 6**

**\*TOTAL CREDITS FOR GRADUATION 123**

**Three-Year Curriculum Outline for Licensed Practical Nurse (LPN) Students****Pre-Professional Nursing Program**

<b>First Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
Chemistry 101, Biology 304.....	4	4	
Communication 103.....	-	3	
English 101-102.....	3	3	
History 106.....	3	-	
Mathematics 110.....	3	-	
Sociology 205.....	3	-	
Psychology 203.....	-	3	
Humanities 201.....	-	3	
University 101.....	1	-	
Physical Education Activities.....	-	1	

**Total 17 17**

<b>Summer I</b>	<b>4 week term</b>	<b>1st</b>	<b>2nd</b>
Biology 224-225.....	4	4	
Humanities Elective.....	3	-	
Psychology 311.....	3	-	
Psychology 346 or Mathematics 205.....	-	3	
Physical Education Activities.....	1	-	

**Total 11 7**

**Professional Nursing Program****Second Year**

<b>Fall Semester</b>	<b>8 week term</b>	<b>1st</b>	<b>2nd</b>
Nursing 221.....	2	-	
Nursing 217, 233.....	3	4	
Nursing 218, 234.....	1	4	
Nursing 230.....	1	-	

**Total 7 8**

<b>Spring Semester</b>	<b>8 week term</b>	<b>1st</b>	<b>2nd</b>
Nursing 307, 345.....	3	4	
Nursing 330, 346.....	3	4	

**Total 6 8**

<b>Summer II</b>	<b>8 week term</b>		
Nursing Elective.....	3		
Nursing 418.....	2		
General Elective.....	3		

**Total 8**

**Third Year**

<b>Fall Semester</b>	<b>8 week term</b>	<b>1st</b>	<b>2nd</b>
Nursing 355, 445.....	4	4	
Nursing 356, 446.....	4	4	

**Total 8 8**

<b>Spring Semester</b>	<b>8 week term</b>	<b>1st</b>	<b>2nd</b>
Nursing 455, 403.....	4	2	
Nursing 456, 404.....	4	2	
Nursing 419.....	-	2	

**Total 8 6**

**\*TOTAL CREDITS FOR GRADUATION 123**

**LPN Advanced Placement up to 7 Credits**

## Graduate Programs

Through the Department of Education (College of Education and Continuing Studies) and the Graduate College, the Hampton University College of Virginia Beach campus extends its reaches to encompass those individuals who have been unable to benefit from standard university offerings due to schedule inflexibility and location constraints. The Hampton University College of Virginia Beach provides a venue for individuals who are employed but seek to improve their skills and knowledge in the area of Educational Leadership.

### Educational Leadership

The Educational Leadership program is targeted to meet the needs of individuals attempting to obtain the in PreK-12 Administration and Supervision endorsement in Virginia. The Master of Arts in Educational Leadership is an advanced program for individuals who already possess initial teacher licensure.

Admissions requirements include the following:

- Application for Admission to the Graduate College - College of Virginia Beach Graduate Education Programs
- Payment of Application Fee (currently \$35.00)
- Two letters of recommendation
- Official GRE Scores
- Copy of teaching license and
- A letter from a supervisor/personnel officer that attests to completion of three years of full-time teaching

## Master of Arts in Educational Leadership (PreK-12 Administration and Supervision Endorsement)

Core Courses		Semester Hours
EDUV 680	Survey of Computers and Data Analyses	3
EDUV 681	PK – 12 School Finance	3
EDUV 682	Educational Program Evaluation and Planning	3
EDUV 683	School Organizational Systems and Theory	3
EDUV 684	Secondary School Leadership (Grades 7-12)	3
EDUV 685	Legal Aspects of School Administration	3
EDUV 686	Elementary School Leadership (Grades PK-6)	3
EDUV 687	Human Resource Leadership in Schools and Districts	3
EDUV 688	Curriculum Planning and Design	3
EDUV 689	School and Community Relations and Diversity	3
EDUV 690	Supervision of Instruction	3
EDUV 691	Internship in Administration	9
EDUV 702	Master's Comprehensive Examination	1
<b>TOTAL CREDITS</b>		<b>43</b>



# The Graduate College

Graduate education is a basic component of lifelong personal and intellectual development, and is often a prerequisite for professional and community leadership. The Graduate College administers all post-baccalaureate degree programs at Hampton University. The curricular emphasis is scientific and professional in order to meet specific needs of the university, its schools and departments, students, and the community. Lifelong educational opportunities are provided in support of Hampton University's mission to serve students with diverse national, cultural and economic backgrounds. The Graduate College recognizes the traditional commitment of Hampton University to provide educational opportunities to all students, those with outstanding undergraduate education, as well as those with other levels of academic preparation. A supportive and stimulating environment is maintained in which programs are designed to:

1. provide for the development of professional skills both at the entry level and at the advanced level of personal and professional development;
2. provide continuing and professional education to various segments, including graduates seeking immediate entry to graduate school, members of the community in professional, technical, managerial and other occupations; and,
3. provide direction and assistance to all areas in the university for the development of research and operation of graduate courses and programs.

The Graduate College stresses research and teaching and is dedicated to student development emphasizing analytical and critical thinking, independent and original research, and effective communication. The Graduate College coordinates and administers the graduate work provided by all academic areas of the university; and ensures that appropriate areas of graduate study are available in the fields of education, human services, the health professions, the sciences, business and other areas. Special opportunities that are available for students include research participation, graduate and professional school preparation and other enrichment and training opportunities. Formal partnerships and collaborations have been formed with many organizations and facilities, such as the Virginia Living Museum, the Science Museum of Virginia, the Thomas Jefferson National Accelerator Facility, and with research universities and professional schools in health-related areas. These opportunities are made available through individual faculty research grants and contracts, and through research centers. The research centers include the Center for Advanced Medical Imaging (CAMI), the Center for Atmospheric Science (CAS), and the Center for Fusion Research and Training (CFRT), the Center for the study of the Origin, Structure of Matter (COSM), the Hampton University Proton Therapy Institute (HUPTI), the Hampton University Cancer Research Center (HUCRC), the Hampton University Skin of Color Research Institute (HUSCRI), the Center of Academic Excellence in Information Assurance Education and Zebrafish Facility.

## The Graduate Council

The Graduate Council shall formulate standards and regulations affecting all graduate curricula and work leading to a graduate degree and institute said standards and regulations as delegated by the graduate faculty. The Council is composed of the Executive Vice President and Provost or designee, academic deans, directors, the Graduate College counselor, one graduate student, plus one faculty representative from each graduate and professional program area. The Graduate Council shall serve and act on behalf of the faculty and students in the Graduate College and shall make recommendations to the Office of the Provost for appropriate action.

## Degrees and Programs

Hampton University's Graduate College offers programs leading to the Master of Arts, Master of Business Administration, Master of Health Administration, Master of Science, Master in Teaching, Specialist in Education, Doctor of Nursing Practice, Doctor of Physical Therapy and the Doctor of Philosophy degrees in a comfortable environment with a concerned, productive faculty.

## The Graduate Programs

Degree	Major (Emphasis)
Master of Arts	Biology (Biology, Biology/Environmental Science) Communicative Sciences and Disorders Counseling ( General Counseling (online and face-to-face)College Student Development/ Student Affairs, Community Mental Health/ School, Community Mental Health/Pastoral, Addiction Counseling Education (Elementary Education,) Educational Leadership <sup>1</sup>
Master of Business Administration	Business Administration (2yr/5yr)
Master of Health Administration	Health Administration [Online]
Master of Science	Applied Mathematics (Statistics & Probability, Computational, Nonlinear Science) Atmospheric Science Biology (Biology, Biology/Environmental Science) Chemistry Computer Science Information Assurance [online] Medical Science Nursing (Administration & Education, Family Nurse Practitioner) Physics (Medical, Nuclear, and Optical) Planetary Science Psychology (2yr/5yr) (Marriage and Family Studies-5 yr only) Sport Administration (face-to-face and online) (Business Administration, InterCollegiate Sport, International)

Master in Teaching:	Endorsements in Biology [6-12] English [6-12] Mathematics [6-12] Music [PK-12]
Education Specialist	Counseling [online and face-to-face]
Doctor of Nursing Practice	Nursing [online]
Doctor of Philosophy	Atmospheric Science Business Administration [Online] Counselor Education and Supervision [Online] Educational Management (Online) Educational Management (STEM Leadership) [Online] Special Education Leadership (Online) Nursing (Family Health, Nurse Educator) [Online] Physics (Medical, Nuclear, and Optical) Planetary Science
Doctor of Physical Therapy	Physical Therapy

<sup>1</sup> Available at the Virginia Beach Campus-Only

## Organization of Graduate Students

This organization represents all graduate students of Hampton University in the capacity of acting as a liaison between the graduate faculty/staff and graduate students; of promoting academic excellence in all areas by expressing concerns relative to the graduate program; and of impressing upon the graduate/undergraduate students and the surrounding community the existence of the graduate program through recruiting, attending conferences and sponsoring educational events reflecting the constructive concerns of the graduate student body. Membership is open to all graduate students at Hampton University.

## Graduate Admissions

The Graduate College enrolls outstanding graduates of accredited institutions of higher education and prepares these students for exciting careers. The requirements for admission to the doctoral degree programs are more stringent than the requirements for admission to the master's degree programs.

## Basis for Admission

All applicants for graduate study must

- Hold a bachelor's degree from a regionally accredited or internationally renowned college or university;
- Have an undergraduate major or sufficient undergraduate preparation in the field in which they plan to do graduate study, or in a closely related field;
- Have an undergraduate record of above average scholarship (2.5 or higher on 4.1 scale for master's programs and 3.0 or higher for doctoral programs);
- Submit a completed application and the following credentials to the Graduate College:

- Official transcripts of all undergraduate and graduate work indicating degrees earned;
- Official scores of the Graduate Record Examination (General Test), the Graduate Management Admission Test (MBA applicants), the Medical College Aptitude Test or Dental Aptitude Test (Medical science applicants);
- Two recent letters of recommendation from individuals familiar with the professional and personal qualifications of the applicant;
- Personal Statement;
- Application Fee;
- Be recommended for admission by the school/department to which he or she applies;
- Meet required health standards and requirements of Hampton University.

Additional requirements or an approved exception may exist for specific programs and doctoral programs of study and are listed with the description of the program.

Compliance with the regulations for submitting the required credentials for admission is mandatory. International applicants must submit official records of all higher educational training, including certificates of degrees and the dates the degrees were conferred. International applicants must also submit evidence of financial support as a condition for the issuance of the I-20. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), which is administered several times a year throughout the world. The Graduate College requires a score of at least 71 on the TOEFL-iBT examination or 197 on the TOEFL-CBT examination. In lieu of the TOEFL, applicants may submit an International English Language Testing System (IELTS) score. This score must be at least a 6.5.

### Regular Admission:

Applicants who satisfy all admission requirements of the Graduate College and of the school or department to which they have applied will be granted regular admission.

### Provisional Admission:

This status is a temporary classification that applies to students who have been reviewed by the admitting department and additional requirements have been imposed to determine the student's academic ability and/or to have academic deficiencies addressed. Students must submit all required documents, including official transcripts, test scores, and letters of recommendation, as part of the admission packet. Applicants must fulfill requirements identified by the admitting department in the time (up to a maximum of one year) and manner specified in the written notification of provisional admission. Extension to time beyond one year requires an approved petition. The petition must be approved by the Academic Dean, Department Chairperson, Graduate Program Coordinator, and the Graduate College Dean.

### Probationary Admission:

Applicants who have less than a 2.5 cumulative grade point average from an accredited institution may be admitted in a probationary status. They must show strong evidence of capability in their field and have adequate writing and computational skills. The applicants must submit a completed application with all supporting credentials to the department for review. The department may recommend the applicant for probationary admission; however, the decision to admit under this special condition will be made by the Dean of the Graduate College. Probationary students must attain a grade point average of no less than a "B" (3.0) by the end of one semester of full-time study or after the first nine (9) credit hours of part-time study. Continuation in the graduate program will be permitted on favorable appraisal of the student's performance. The student will be offered regular admission upon successful completion of probationary prerequisites. The probationary admission status of a graduate student who does not demonstrate evidence of capability will be withdrawn from the University. This constitutes dismissal of the student.

### Re-Entering Student Applicants

Students enrolled in the Graduate College are generally required to maintain their official enrollment status with the University until their degree requirements are fulfilled. Failure to enroll for any semester after the initial enrollment term constitutes a withdrawal from the program and necessitates application for readmission to the Graduate College. Former graduate students seeking re-entry must file an application with the Dean of the Graduate College prior to the term of planned re-entry and follow the procedures enumerated below. Upon re-entry the student will follow the catalog requirements in place at the time of re-entry. Courses completed prior to reentry may be accepted toward degree requirements upon the recommendation of the Academic Dean, Department Chair, the Graduate Program Coordinator and Dean of the Graduate College. All students applying for reentry to the Graduate College must abide by the following:

1. Submit an application for readmission;
2. Provide copies of transcripts of all academic work at other institutions completed during the leave of absence;
3. Submit a new personal statement and letters of recommendation *if the leave of absence is one academic year, or greater*;
4. Submit an appeal of any academic or disciplinary dismissal or suspension, *if applicable*, to the Graduate Council by submitting such in writing through the Academic Dean, Department Chair, Graduate Program Coordinator, and the Graduate College Dean.

### Special (Non-Degree) Student

An applicant who plans to take courses for personal enrichment, professional development, or certification will be classified as a special student if admission is granted. The special student must hold a bachelor's degree with no less than a 2.5 cumulative grade point average from an accredited institution. Applicants for special or non-degree status are required to provide the Graduate College with an official baccalaureate transcript from an accredited institution and obtain the approval of the department, and/or the Graduate College to enroll in University courses as a special student.

Additional rules governing the admission of special students include the following:

1. Students seeking a change of status from special to a degree program must submit a new completed application packet for admission to the desired degree program through the Graduate College. This should be done before the completion of nine (9) hours of coursework at Hampton University.
2. A maximum of nine (9) semester hours of credit with a grade average of "B" or better, earned while a special student, may be applied toward fulfillment of the requirements for a regular degree program.

### Health Requirements

The University requires every graduate student to file a complete physical examination form and a copy of his/her immunization record with the Health Center. Specific requirements are listed in the Student Health Center section of this catalog and on that unit's website: [http://www.hamptonu.edu/student-services/health/health\\_svcreq.cfm](http://www.hamptonu.edu/student-services/health/health_svcreq.cfm). A student who fails to comply with these stipulations will be prohibited from registering for or attending classes.

### English Proficiency

Demonstration of English proficiency is required of each degree-seeking graduate student. In order to be exempt from English 503 a student must earn 150 on the verbal portion of the General Test or 4.0 on the Analytical Writing Assessment of the GRE, or earn a 525 on the TOEFL. Applicants submitting an IELTS score must have earned at least a 6.5. Graduate students admitted to the Medical Science program may demonstrate English proficiency on the Pre-2015 MCAT (minimum of 6 on Verbal Reasoning and N on essay) or Post-2015 MCAT (minimum score of a 124 on the Critical Analysis and Reasoning Skills section) or the DAT (minimum total score of 13 on Reading Comprehension). Students whose scores fall below the minimum for the respective examination are required to enroll in English 503 during the first term (semester or summer). This course carries three (3) semester hours credit, requires a minimum passing grade of "B", and is included in all GPA calculations, but will not count towards any degree course requirements.

### Change of Major Program

Students wishing to change to a graduate program outside their present general area must submit an application to the new program along with all of the credentials required of new applicants. A student must submit to the Graduate College a "Petition for Change of Major Form" to change major and/or concentration within the same general field. Whenever a program change is effected, the cumulative graduate grade-point average remains intact.

## Policies Governing a Second Master's Degree

A student may not earn more than one master's degree within the same general field from Hampton University and two master's degree programs may not be pursued simultaneously. The following restrictions apply to the second master's degree:

1. A maximum of nine (9) semester hours can be applied from the first master's degree earned at Hampton University to a second master's degree program. Extension of time beyond the seven-year limit must have the approval of the department and the Graduate Council.
2. Courses of a new degree sequence undertaken before requirements for the first-degree program are completed may not be applied to the second-degree program except as indicated in the paragraph above.

The general fields currently identified in the program are:

Applied Mathematics	Master in teaching
Atmospheric Science	Medical Science
Biology	Nursing
Business	Physics
Chemistry	Physical Therapy
Communicative Sciences & Disorders	Planetary Science
Computer Science	Psychology
Counseling	Sport Administration
Education	

## Fees and Expenses

See the subsection *Fees and Expenses* in the *General Information* section. In determining the cost of education at Hampton University, the administration has maintained the large items of expense—tuition, meals, and room—at the lowest possible figures consistent with satisfactory service. In estimating the total cost of a college year at Hampton, the student should not forget to include amounts for books and supplies, personal items, clothing, travel, dental and medical expenses other than clinical and infirmary services provided by the University, and charges for uniforms and equipment, which vary according to curriculum chosen. The cost of education depends upon the college and/or campus.

The University reserves the right to increase charges for tuition and living expenses if costs of materials and services make it necessary.

### Course Load Limits

Students enrolled in nine (9) or more credit hours of graduate level courses during the fall and spring semesters are considered to be enrolled as full-time students. In the summer, students enrolled in six (6) hours are considered full-time students.

### Payment of Fees

The cost of registration for the 2016-2017 school year is outlined in the *General Information* section. Additional fees may apply as explained below. Students should pay special attention to the description of these items. Please note that the Application Fee is payable only once and is not refundable. Payments should be sent by Cashier's Check, Money Order, MasterCard, Visa, Dis-

cover or American Express made payable to Hampton University and addressed to the Office of the Treasurer, Hampton University, Hampton, VA 23668. Online Payments may be made by using our website at [www.hamptonu.edu](http://www.hamptonu.edu), click on Online Resources and then click on Online Payment-Student. All payments should be clearly marked as to their purpose and for whose account the money is intended. Funds mailed for personal uses, books, supplies, etc. should be made payable to the student and mailed directly to the student. **No personal checks will be accepted.**

Students who receive financial aid from the University may deduct one-half of the total aid received from the expenses each semester. All other scholarships, loans and gifts will be applied to the student's account when received by the University.

### Explanation of Fees

Graduate students will pay the following fees: Application Fee prior to admission; the Comprehensive Fee, Registration Fee and Tuition each semester; and other fees, as applicable. These fees are listed in the Fees and Expenses subsection of the General Information section. The Refund Policy is also presented in a subsection.

## Student Financial Aid

The Office of Financial Aid is responsible for awarding all types of student financial assistance. All students applying for aid are required to file a Free Application for Federal Student Aid (FAFSA) application. The financial aid program at Hampton University is designed to assist needy and/or academically qualified undergraduate and graduate students in meeting their reasonable educational expenses (tuition and comprehensive fees, room and board, books and supplies, personal expenses and transportation). The University makes all possible attempts to assist needy and/or academically qualified students to prepare them to accomplish their educational aspirations and goals. Students are expected to demonstrate, wherever possible, sacrifice of earned resources (i.e., savings from employment) and family contributions for educational development at the University. Eligible students should note that financial aid should be considered as a supplement to the funds provided by the family.

A limited number of teaching, research, and laboratory or resident hall assistantships as well as fellowships are available to qualified graduate students. Graduate assistantships are designed to provide students a modest level of support to assist them with their educational and living expenses while they pursue graduate work. These assistantships are generally reserved for full-time degree seeking students. Under a limited number of circumstances, the Graduate College can approve awards for other categories of graduate students. Offers of assistantships and fellowships are made contingent upon the applicant's acceptance as a regular graduate student by the Graduate College. Students cannot be obligated for more than 20 hours of work per week for these assistantships.

Additional details are provided in the *Financial Aid* portion of the *General Information* section of this Academic Catalog to address the application process and eligibility criteria.



## Academic Policies and Regulations for Graduate Students

Academic policies and regulations that are specific to the Graduate College are provided below. The Graduate College adheres to the general Hampton University policies and regulations printed in this Academic Catalog in the areas of registration, grading, class attendance and student grievance. The minimum standard for graduate work leading to a master's or doctoral degree is a 3.0 grade point average. As a result, the requirements for obtaining "I" and "WP" grades and for maintaining Good Academic Standing are one letter grade higher than the requirements for undergraduate students. In addition, the time period for removing an "I" grade is reduced to one semester for graduate students. Grades below "C" carry no credit. However, such grades will be used in computing the overall grade point average. An earned grade below "C" in any required course requires that the course be repeated. An accumulation of no more than eight (8) hours of grades below "B" may be counted toward degree requirements.

### Minimum Residence for Master's Degree

At least 24 semester hours must be completed in residence for face-to-face students, which may include a maximum of eight (8) hours earned by special examination, for a master's degree. Online master's degree students must complete at least 24 semester hours of coursework at Hampton University, which may include a maximum of eight (8) hours earned by special examination, for a master's degree.

### Time Limits

1. All work accepted at the time the student is admitted to candidacy must have been earned within a five-year period prior to admission to candidacy. This applies to credit earned at Hampton University as well as to transfer credit. Courses more than five (5) years old must be validated by written examination or by repeating the course(s).
2. All work for the master's degree must be completed within a period of four (4) years after initial enrollment in the Graduate College.
3. All requirements for the Ph.D. must be completed within seven (7) years after initial enrollment in the Graduate College.

### Transfer Credit

A student entering a program may transfer up to nine (9) semester hours of graduate coursework towards a master's or doctoral degree. Transfer credit that is officially accepted should be entered on the student's official transcript at the University no later than the end of the first year of enrollment as a regular degree-seeking student. Coursework successfully completed in an accredited graduate school may be transferred to Hampton University toward the fulfillment of course requirements if the following conditions are met:

- Credit has been earned within five (5) years of the time the student is admitted.
- A grade of "B" or better has been earned in courses for which transfer of credit is being sought.

- Credit to be transferred are approved by the Graduate College.

Students planning to take a course outside the Graduate College should consult their advisors and file with the Graduate Office an Evaluation of Transfer Credit Form. No Continuing Education Units (CEUs) or comprehensive exams from other institutions are transferable. Transfer credit is officially accepted and entered on the record at the time the student is admitted. Credit earned as part of a baccalaureate degree program upon which a student is admitted to the Graduate College will not be accepted as transfer credit for the graduate degree unless specifically noted in the student's approved degree program.

### Credit by Examination

A maximum of eight (8) hours may be counted toward degree requirements. Courses previously taken within the time limits given above may not be repeated by Credit by Examination. The granting of credit by examination must be approved on an individual basis by the Graduate Council and the Dean of the Graduate College. Credit is awarded after the examination has been passed and the appropriate fees paid.

### Regulations for Probation and Academic Dismissal of Graduate Students

1. A student whose overall grade point average falls below 3.0 at the end of any term will be placed on academic probation and must raise this average to 3.0 by the time he or she completes nine (9) additional hours. A student who fails to comply with this requirement will be subject to dismissal from the degree program or from the Graduate College by the Graduate Council based on the recommendation of the Department Chair, Graduate Program Coordinator or the Dean of the Graduate College.
2. The University reserves the right to terminate the registration of any student whose record falls below the standard acceptable to Hampton University. The department, with the concurrence of the Graduate Dean, can recommend to the Graduate Council that a student be withdrawn from the degree program for unsatisfactory performance.

### General Requirements for Post-Baccalaureate Degrees

The graduation requirements of the University, which must be met for completion of a graduate degree program, are those published in the Academic Catalog in force at the time of the student's admission to the Graduate College. The program coordinator with the approval of the Academic Dean, Department Chair and the Dean of the Graduate College, may request to waive or substitute course work for departmental requirements with approval of the Executive Vice President and Provost. If the student's course of study is interrupted by failure to enroll for successive terms or because of a change of major, the graduation requirements, which must be met, are those in force at the time that he or she re-enrolls. See program listings in this Catalog for specific major and additional requirements.



## The Master's Degree

Each student is responsible for knowledge of, and compliance with, the general regulations of the Graduate College and Hampton University.

To be eligible for a master's degree, a student must:

- fulfill all of the course requirements of an approved plan of study with at least a "C" grade, or higher as specified by the approved degree plan;
- have earned no more than eight (8) credit hours below a "B" grade;
- completion of ENG 503 with an earned grade of "B" or higher (for those students required to enroll in the course)
- be admitted to candidacy for the master's degree;
- have a minimum of one-half the required coursework that is open only to graduate students (600, 700 and 800 levels);
- be enrolled during the final term of graduation;
- remove all incomplete grades from the academic record; and,
- have an overall cumulative grade point average of at least 3.0.

At the time of applying for candidacy in a major where there is a plan option, the student should indicate the intent to follow Thesis Plan or the Comprehensive Examination Plan. The decision should be made through consultation with the student's advisor.

### Thesis Plan

This master's degree plan requires the completion of a MINIMUM of 30 hours of coursework, including a thesis which yields three (3) to four (4) semester hours of credit and the passing of an oral examination. There should be a MINIMUM of 18 semester hours of coursework in the major field. The remaining hours will be in courses as required and electives as advised.

The student should plan the proposed thesis in the research course required for the course sequence. The department chairperson must officially approve the chairperson or advisor recommended for the thesis committee as well as the other members of the committee. The committee selection process includes consultation between the student and the appropriate faculty members, including the designated academic advisor. The thesis committee will be responsible for recommending to the Graduate College the approval of the thesis outline and guiding the thesis research to its completion.

The candidate must write a thesis based on the scholarly investigation of a problem involving the use of research instruments and techniques; it must be written in acceptable English. Copy-righting is optional for the thesis, but is available. If this option is chosen, a copyright page should be placed in the manuscript following the title page. Guidelines for thesis preparation are shown in the Graduate College Thesis and Dissertation Manual.

Students who have completed all requirements with the exception of the thesis or thesis-based projects and have previously registered for the thesis class or a comparable course in the student's major are required to register each semester for thesis

continuation or a comparable course in the student's major until requirements are completed.

### Comprehensive Examination Plan

This master's degree plan requires the completion of a MINIMUM of 32 hours of coursework and the passing of a final Master's Comprehensive Examination. The purpose of this examination is to determine the degree to which the candidate is able to demonstrate scholarship in a field and the ability to integrate the subject matter by making logical applications in specific situations. The student must submit a completed Comprehensive Examination Application to the Graduate College (one semester prior to the planned examination date) after the following requirements have been met:

1. The Application for Admission to Candidacy for Degree Completion has been approved.
2. All incomplete coursework (other than approved exceptions such as ongoing research projects) has been removed.
3. The student must be enrolled in the Comprehensive Examination course (702, or 802 for the doctoral examination) in the student's major to take this examination.
4. The cumulative grade point average is 3.0 or better.

The student is expected to take this examination for the first time during the semester or term in which he or she expects to complete all requirements for graduation. If a student fails the Comprehensive Examination, he or she must take the examination again during a subsequent semester or summer. A student who fails the examination a second time must obtain approval from the Graduate Council to take the examination a third time. No students will be permitted to take the examination more than three times.

### Oral Defense

The master's degree plan with a thesis track requires the successful completion of an oral defense. The student is expected to take this examination for the first time during the semester or term in which he or she expects to complete all requirements for graduation.

### Other Master's Degree Plans

There are two master's degree-programs that allow degree completion without a thesis or comprehensive examination. The Master of Business Administration requires a MINIMUM of 36 hours of coursework as specified in this catalog. The Master in Teaching programs require a MINIMUM of 31 to 33 hours of coursework earned at the graduate level as specified in the sequences printed in this catalog.

### Procedures for Application for Admission to Candidacy for Degree Completion

Admission to a Master's degree program does not carry with it an inherent admission to degree candidacy. An application for admission to candidacy for the specific degree must be completed and submitted for approval to the Graduate College. The approved Application for Admission to Candidacy for Degree Completion serves as a formal Degree Plan of Study to fulfill the degree requirements. This Plan must be approved by the coordina-

tor of the student's graduate degree area and by the Dean of the Graduate College. The student may not deviate from the approved Degree Plan of Study without permission from the Dean of the Graduate College. Courses taken prior to the filing of an approved Degree Plan of Study will not be counted toward degree requirements unless they are approved as a part of the Plan.

Candidacy status will be awarded after the student has:

1. attained Regular Admission Status;
2. earned at least nine (9) semester hours of graduate courses in the candidate's major field (excluding prerequisite courses) with at least an overall grade point average of "B" (3.0);
3. no "Incomplete" coursework (excluding research and thesis);
4. demonstrated English proficiency by official admissions test score (GRE, MCAT, DAT, TOEFL) or successful completion of ENG 503;
5. demonstrated sufficient promise to be permitted to proceed towards the degree in terms of personal and professional qualifications;
6. formed a thesis or dissertation committee, if following the Thesis Plan; and,
7. satisfied the teaching assistant requirement, if a physics students.

### **Graduation Applications**

An approved Application for Admission to Candidacy for Degree Completion serves as the student's initial application for graduation. If the student fails to complete all requirements for the projected term on that application, a Graduation Update application must be submitted to the Graduate College for approval. Candidates for graduation must meet the following requirements:

- a. be admitted to candidacy prior to the semester or summer session during which the degree is to be awarded
- b. have an approved application, or update application, for graduation
- c. have earned no more than eight (8) credit hours below a "B" grade;
- d. have an approved advisory committee from on file in the Graduate College, if pursuing the thesis track
- e. Have an earned grade point average of at least 3.0

### **The Doctoral Degree**

The following requirements/regulations apply to the Doctor of Nursing Practice, Doctor of Physical Therapy and Doctor of Philosophy degrees. See the School of Pharmacy section of this Catalog for details about the Doctor of Pharmacy degree.

To be eligible for a doctoral degree, a student must:

- earn a minimum number of credit hours beyond the baccalaureate level as specified for that graduate program;
- fulfill all of the course requirements of an approved plan of study;

- be admitted to candidacy for the doctoral degree;
- remove all incomplete grades from the academic record;
- be enrolled during the final term of graduation;
- have earned no more than eight (8) credit hours below a "B" grade;
- have an approved advisory committee form on file in the Graduate College;
- have an overall cumulative grade point average of at least 3.0; and,
- Doctor of Philosophy degree candidates must also conduct original research, write and successfully defend a doctoral dissertation.

### **The Doctor of Nursing Practice Degree**

The Doctor of Nursing Practice (D.N.P.) degree is awarded to those students who have met all requirements of the Graduate College and the Department of Graduate Nursing. The applicable Graduate College requirements include:

1. Admission to Candidacy for the D.N.P. degree prior to the semester or summer session during which the degree is to be awarded.
2. No "Incomplete" course work.
3. No more than eight (8) credit hours below a "B" grade earned.
4. An earned grade point average of at least 3.0
5. Completion of the approved program of study presented under the heading Department of Graduate Nursing Education in this Catalog.

### **The Doctor of Physical Therapy Degree**

1. The Doctor of Physical Therapy (D.P.T.) degree is awarded to those students who have met all requirements of the Graduate College and the Department of Physical Therapy. The applicable Graduate College requirements include: Admission to Candidacy for the D.P.T. degree prior to the semester or summer session during which the degree is to be awarded.
2. No "Incomplete" course work.
3. No more than eight (8) credit hours below a "B" grade earned
4. An earned grade point average of at least 3.0
5. Completion of the approved program of study presented under the heading Department of Physical Therapy in this Catalog.

### **The Doctor of Philosophy Degree**

The Doctor of Philosophy (Ph.D.) degree is awarded to those students who have met all requirements of the Graduate College and the specific programs. The Ph.D. degree is awarded to those demonstrating outstanding achievement in a specialized field of scholarship and ability for independent research. The applicable Graduate College requirements include:

1. Admission to Candidacy for the Ph.D. degree.
2. No "Incomplete" course work.

3. No more than eight (8) credit hours below a "B" grade earned.
4. An approved advisory committee form on file in the Graduate College
5. An earned grade point average of at least 3.0
6. Completion of the approved program of study presented in this Catalog.

### **Procedures for Application for Admission to Candidacy for Degree Completion**

Admission to a doctoral program does not carry with it an inherent admission to degree candidacy. An application for admission to candidacy for the specific doctoral degree must be completed and submitted for approval to the Graduate College. The approved Application for Admission to Candidacy for Degree Completion serves as a formal Degree Plan of Study to fulfill the degree requirements. This Plan must be approved by the coordinator of the student's graduate degree area and by the Dean of the Graduate College. The student may not deviate from the approved Degree Plan of Study without permission from the Dean of the Graduate College. Courses taken prior to the filing of an approved Degree Plan of Study will not be counted toward degree requirements unless they are approved as a part of the Plan.

Candidacy status will be awarded after the student has:

1. satisfied all admissions requirements, including the English proficiency requirement,
2. completed all core courses,
3. maintained a cumulative GPA of at least 3.00.
4. passed the Doctoral Qualifying Examination and assembled an approved dissertation research committee in the case of the Ph.D. degree,
5. satisfied the teaching assistant requirement in the case of the Physics Program.

### **Graduation Applications**

An approved Application for Admission to Candidacy for Degree Completion serves as the student's initial application for graduation. If the student fails to complete all requirements for the projected term on that application, a Graduation Update application must be submitted to the Graduate College for approval. Candidates for graduation must meet the following requirements:

1. Admission to candidacy prior to the semester or summer session during which the degree is to be awarded
2. An approved application, or update application, for graduation
3. No "Incomplete" course work (approved dissertation or ongoing research project excluded)
4. No more than eight (8) credit hours below a "B" grade earned
5. Completion of ENG 503 with an earned grade of "B" or higher, if required to enroll in the course.
6. An approved dissertation committee and research topic
7. An earned grade point average of at least 3.0.

### **Oral Defense**

The doctoral degree plan requires the completion of an oral defense. The student will conduct the oral defense in the same term of their final semester.

### **The Doctoral Qualifying Examination**

The Doctoral Qualifying and/or Comprehensive Examination is designed to determine the ability of a student to pursue independent study in the discipline at the level required for earning the doctoral degree. Details about content tested, depth of knowledge expected, and frequency of offering can be found in the specific program description in this Catalog. Students will be permitted to sit twice for the examination.

### **Dissertation Regulations**

Hampton University requires a dissertation from all candidates for the Doctor of Philosophy degree. The dissertation must be presented in a scholarly, well-integrated, properly documented manner, reporting the original work done by the student under the supervision of the advisory committee. This research is monitored by a dissertation committee appointed by the Dean of the Graduate College (upon departmental recommendation). The student must successfully complete the oral dissertation defense administered by the dissertation committee. The dissertation defense date must be approved by the Graduate College and announced to the university community.

Upon completion all dissertations will be made publicly available through the Hampton University library to further the university's mission of research and scholarship. Copyrighting is optional for the thesis, but is available. If this option is chosen, a copyright page should be placed in the manuscript following the title page. Students may obtain guidelines concerning the preparation of the dissertation and the acceptable forms for submission of dissertations from the Graduate College.

### **Applied Mathematics**

The Mathematics Department offers graduate courses leading to the Master of Science degree in Applied Mathematics. The graduate program in Applied Mathematics prepares the successful candidate to pursue a Ph.D. program or assume immediate employment in business, industry or government. To meet these goals, the program is designed to provide opportunities for advanced study and research in the application of mathematical methods to real world problems. The primary research interests of the graduate faculty include stochastic processes, time series, applied statistics, computational fluid dynamics, discrete mathematics, numerical analysis, operator theory, scientific computing, functional analysis, and controlled thermonuclear fusion. The major course offerings consist of topics such as numerical analysis, differential equations, stochastic processes, nonlinear dynamics, nuclear fusion, and statistics. The prospective student should bear in mind that the utility of a mathematician in the job markets lies in his/her ability to view problems from a novel vantage point and to distill those few fundamental mathematical aspects of the problem which ultimately hold the key to its solution.

## Master of Science - Applied Mathematics

Requirement	Description	Credit Hours
Mathematics 504	Advanced Linear Algebra	3
Mathematics 511	Advanced Ordinary Differential Equations	3
Mathematics 513	Elements of Real Analysis	3
Mathematics 515	Functions of a Complex Variable	3
Mathematics 681	Thesis	4
Mathematics 702	Master's Comprehensive Examination	-
600-Level Electives	As approved by the Department	15
Electives	As approved by the Department	3
<b>TOTAL CREDITS:</b>		<b>34</b>

Upon completion of the four core courses, the student and his/her advisor may tailor the remaining courses so that the student may generally specialize in one of the three tracks. After completing the requirements, the student can receive a Master of Science (M.S.) Degree in Applied Mathematics with a concentration in Statistics and Probability, Computational Mathematics or Nonlinear Science.

### Statistics and Probability Track

(MAT 509 Introduction to Probability, MAT 606 Probability Theory, MAT 607 Mathematical Statistics, MAT 624 Applied Time Series Analysis)

### Computational Mathematics Track

(MAT 506 Numerical Analysis I, MAT 608 Partial Differential Equations I, MAT 614 Methods of Applied Mathematics I, MAT 616 Advanced Numerical Analysis)

### Nonlinear Science Track

(MAT 512 Elements of Mathematical Modeling, MAT 602 Vector Analysis, MAT 608 Partial Differential Equations I, MAT 639 Nonlinear Dynamics I)

If a student is pursuing Plan A (Thesis Option) he/she must take MAT 681 (Thesis with 4.0 credits) and 18 credits from graduate mathematics courses as approved by the department with at least five courses at the 600 level. If the student is pursuing Plan B (Comprehensive Exam Option) he/she must take an additional 24 graduate credits as approved by the department with at least six courses at 600 level.

## Atmospheric and Planetary Sciences

The Department of Atmospheric and Planetary Sciences (APS) provides a program in graduate education leading to the M.S. and Ph.D. degrees with concentration either in Atmospheric Science, or in Planetary Science. Students from a variety of academic disciplines are welcome, and the curriculum maintains flexibility to match the interests of individual students. Academics, research, and service to the scientific community, the university, and the public are integral elements of the mission of the department. A high ratio of faculty to students ensures that students at all levels receive mentoring, training, and guidance.

The principal objective of the graduate program is to prepare students for successful careers and leadership roles in private and government research laboratories, and in academia. Essential support is provided by the department's research center,

the Center for Atmospheric Science (CAS). Intellectual vitality fostered by active research is integral to Hampton University's institutional vision, and CAS is a key resource for students and faculty. The center hosts research faculty, support personnel, and infrastructure required to maintain vigorous programs of sponsored research. Center personnel are principal investigators for scientific instrumentation on current and past space missions to study the atmosphere and the space environment of Earth. Current spacecraft missions include CALIPSO, Geotail, TIMED, and the AIM mission (Aeronomy of Ice in the Mesosphere), which is managed by Hampton University and CAS for the National Aeronautics and Space Administration (NASA). The center also maintains a LIDAR observatory on campus to provide ground-based observations of the atmosphere in support of space missions and for basic research.

Research and education partners include the National Aeronautics and Space Administration (NASA), the the National Oceanic and Atmospheric Administration (NOAA), National Science Foundation (NSF), the U.S. Environmental Protection Agency (EPA), and the U.S. Department of Defense (DOD), and approximately 20 research universities, laboratories, and other scientific organizations in the U.S. and abroad. Hampton University is a member university of the National Institute of Aerospace (NIA); a consortium of universities offering graduate education in aerospace-related sciences and engineering. The NIA is headquartered in Hampton, and students can receive credit for graduate-level courses offered by the partner schools on-site at the NIA, or remotely via teleconferencing. Proximity to NASA's Langley Research Center also provides for convenient access to the many research opportunities offered there.

### Admission

The program welcomes students from atmospheric science, planetary science, astronomy, chemistry, computer science, engineering, environmental sciences, mathematics, physics, and other areas. Requirements of incoming students include a 3.0 GPA, or higher, as an undergraduate, and successful completion of 2-3 semesters of calculus and 2 semesters of calculus-based physics. Completion of additional coursework in differential equations, linear algebra, and a computer programming language is highly desirable. Applicants must submit GRE scores, 3 letters of recommendation, and a personal statement relating to their interest in the program. International students must submit scores from the TOEFL examination.

### Master of Science Degree Programs in Atmospheric Science and Planetary Science

The thesis-based Master of Science (M.S.) degree program provides a graduate-level curriculum for students seeking the M.S. degree as a terminal degree, or as an intermediate step in pursuit of the Ph.D. Required coursework includes a minimum of 30 total credit hours; to include 18 hours of required atmospheric science or planetary science courses, 9 hours of approved electives, and 3 hours of thesis research. The overall grade point in this coursework must be 3.0, or higher. For completion of the degree, students are required to complete a research project and effectively communicate the results in a written thesis, to be defended before a



committee of at least three members approved by the department chairperson. Additionally, students must meet all admission and completion requirements of the Graduate College, and complete a minimum of one semester as a supervised teaching assistant.

### Master of Science – Atmospheric Science

Requirement	Description	Credit Hours
APS 645	Atmospheric Physics	3
APS 649	Atmospheric Radiative Transfer	3
APS 660	Introduction to Atmospheric Structure and Dynamics	3
APS 662	Geophysical Fluid Dynamics	3
APS 697	Research	3
APS 698	Thesis	3
APS 746	Atmospheric Chemistry	3
Electives	Selected from atmospheric and planetary sciences and related areas	9
<b>TOTAL</b>		<b>30</b>

### Master of Science – Planetary Science

Requirement	Description	Credit Hours
APS 604	Principles of Planetary Science	3
APS 607	Magnetospheres and Plasmas	3
APS 645	Atmospheric Physics	3
APS 649	Atmospheric Radiative Transfer	3
APS 662	Introduction to Atmospheric Structure and Dynamics	3
APS 697	Research	3
APS 698	Thesis	3
Electives	Selected from atmospheric and planetary sciences and related areas	9
<b>TOTAL</b>		<b>30</b>

### Doctor of Philosophy Degree Programs in Atmospheric Science and Planetary Science

The Dissertation-based Ph.D. program in atmospheric and planetary sciences at Hampton University provides advanced coursework and research experience beyond the M.S. level. The Ph.D. degree is granted to those students who demonstrate a broad level of knowledge required by the M.S. degree, a high level of expertise in a specific area of the discipline, and the ability to perform original independent research that contributes to the discipline.

The Ph.D. degree requires a minimum of 74 credit hours of course work beyond the baccalaureate level. A student must complete 13 credit hours of core atmospheric and planetary science courses, 10 additional hours of required APS 600 and 700 level coursework, 15 hours of approved graduate level electives, and a minimum of 36 hours of dissertation research. A grade of B, or better, is required for all core courses. Only six hours of dissertation research will be given a letter grade; all other hours will be graded as Satisfactory/Unsatisfactory. Students must also pass the doctoral qualifying exam.

Subsequent to admission to candidacy to the doctoral program, the student establishes a dissertation topic in consultation with a faculty research advisor. The topic must be approved by the student's Ph.D. committee. That committee is formed with approval of the Graduate College. The committee must have a minimum of four members, of whom at least three are Hampton University

faculty, and at least one member must be from an area or department not directly associated with the student's program track (Atmospheric or Planetary). The written dissertation must be successfully defended before the Ph.D. committee, and submitted for publication to a peer-reviewed journal of the field before a degree is awarded.

Additionally, students must meet all admission and completion requirements of the Graduate College, and complete a minimum of two semesters as a supervised teaching assistant.

### Degree Plan - Doctor of Philosophy in Atmospheric Science

Core Course	Description	Credit Hours
APS 645	Atmospheric Physics	3
APS 649	Atmospheric Radiative Transfer	3
APS 662	Geophysical Fluid Dynamics	3
APS 700	Professional Writing and Presenting	1
APS 750	Atmospheric Measurements	3

#### Other Required Courses

APS 600	Atmospheric and Planetary Science Seminar	3
APS 660	Introduction to the Atmospheric Structure and Dynamics	3
APS 746	Atmospheric Chemistry	3
APS 797	Dissertation Research	36
APS 798	Final Oral Exam	1
Electives	Selected from atmospheric and planetary sciences and related areas	15
<b>TOTAL</b>		<b>74</b>

### Degree Plan - Doctor of Philosophy in Planetary Sciences

Core Course	Description	Credit Hours
APS 645	Atmospheric Physics	3
APS 649	Atmospheric Radiative Transfer	3
APS 660	Introduction to Atmospheric Structure and Dynamics	3
APS 700	Professional Writing and Presenting	1
APS 704	Planetary Chemistry and Dynamics	3

#### Other Required Courses

APS 600	Atmospheric and Planetary Science Seminar	3
APS 604	Principles of Planetary Science	3
APS 607	Magnetospheres and Plasmas	3
APS 791	Dissertation Research	36
APS 798	Final Oral Exam	1
Electives	Selected from atmospheric and planetary sciences and related areas	15
<b>TOTAL</b>		<b>74</b>

### Biological Sciences

The Master of Science degree, with or without an environmental science concentration, is offered through the graduate program in Biological Sciences. The major objective of these programs is to offer a sequence of technical courses in the Biological Sciences for students who plan to become professional biologists, teachers, or environmental scientists. These programs provide a broad preparation in modern biological specialty areas and an introduction to biological research. Course work and research opportunities take advantage of the Chesapeake Bay and the surrounding



area as a model ecosystem in which to study basic principles of ecology and environmental science. The Thesis Plan requires completion of research in some biological specialty, development and approval of a thesis, and oral defense of that work. The Comprehensive Plan requires successful completion of a Master's Comprehensive Examination covering the five distribution areas given below and with an emphasis on environmental topics for the Environmental Science concentration. The environmental science concentration program is an interdisciplinary program that includes courses in biology, chemistry, and environmental science. The course of study is developed by the department chairperson and the environmental science program coordinator to meet the core course and area distribution requirements. Students electing this concentration must complete either a research thesis or two semesters of an internship in addition to the required core courses in biology and environmental science.

## Master of Science – Biology

Requirement	Description	Credit Hours	
		Plan A	Plan B
Biology 505	Research Problems	3	3
Biology 650	Research Topics in Biology	3	3
Statistics 600	Statistics	3	3
<b>Area Distribution Courses*</b>			
Area "A"	Ecological Biology	3	3
Area "B"	Cellular, Developmental, and Morphological Biology	3	3
Area "C"	Evolutionary and Taxonomic Biology	3	3
Area "D"	Molecular and Physiological Biology	3	3
Area "E"	Fundamental Principles and Biological Techniques	3	3
<b>Electives**</b>		<b>4</b>	<b>9</b>
Biology 681	Thesis	4	-
Biology 702	Master's Comprehensive Examination	-	1
<b>TOTAL CREDITS</b>		<b>32</b>	<b>34</b>

*\*Some distribution requirements may be satisfied by the appropriate undergraduate preparation in biology. The successful degree candidate must still meet the core courses, credit hour and thesis or Master's Comprehensive Examination requirements.*

*\*\* At least 50% of the required credit hours for each plan must be taken at the 600-level.*

## Master of Arts – Biology

Requirement	Description	Credit Hours	
		Plan A	Plan B
Biology 650	Research Topics in Biology	3	3
Education 601	Foundations of Education	3	3
Education 602	Human Development in Childhood Adolescence	3	3
<b>Area Distribution Courses*</b>			
Area "A"	Ecological Biology	3	3
Area "B"	Cellular, Developmental, and Morphological Biology	3	3
Area "C"	Evolutionary and Taxonomic Biology	3	3
Area "D"	Molecular and Physiological Biology	3	3
Area "E"	Fundamental Principles and Biological Techniques	3	3
Electives**	Biology Electives	2	9

Biology 681	Thesis	4	-
Biology 702	Master's Comprehensive Examination	-	1
<b>TOTAL CREDITS:</b>		<b>34</b>	<b>30</b>

*\*Some distribution requirements may be satisfied by the appropriate undergraduate preparation in biology. The successful degree candidate must still meet the core courses, credit hour and thesis or Master's Comprehensive Examination requirements.*

*\*\* At least 50% of the required credit hours for the Plan must be taken at the 600-level.*

## Master of Science in Biology - Environmental Science Concentration

The Environmental Science concentration is designed to prepare students to pursue professional careers in environmental science. This interdisciplinary program includes courses in the allied areas of biological sciences, chemistry, and marine and environmental science. The program is administered through the Department of Biological Sciences in collaboration with the Department of Marine and Environmental Science. This concentration in Environmental Science may be fulfilled through a (1) Thesis plan or (2) Comprehensive Examination plan. Under the comprehensive examination plan the student is required to also complete one of the following options:

1. An approved internship at a national laboratory/ appropriate agency;
2. A research project at another university; or
3. An in-depth research project here at Hampton University.

All students take a set of core courses, which develops background in the fundamentals of biology, chemistry, marine and environmental science and research skills. A tailored program of study may be developed by selection of specialized elective courses. Students entering the program must have met the following minimum undergraduate requirements: two courses in chemistry, two courses in biological science, and one course in calculus. Students deficient in these areas may be admitted but will be required to take appropriate undergraduate courses.

## Master of Science – Biology/Environmental Science

Requirement	Description	Credit Hours	
		Plan A	Plan B
Biology 550	General Ecology	3	3
Biology 650	Research Topics in Biology	3	3
Chemistry 509	Environmental Chemistry	3	3
Environmental Science 510	Environmental Toxicology	3	3
Environmental Science 511	Seminar in Environmental Science	1	1
Environmental Science 513/613	Environmental Science Internship	-	3
Environmental Science 616/617	Research Problems I/II	3	3
Statistics 600	Statistics	3	3

### Approved Electives\*

Biology and Environmental Science	7	11
Biology 681 Thesis	4	-
Biology 702 Master's Comprehensive Examination	-	1
<b>TOTAL CREDITS:</b>	<b>30</b>	<b>34</b>

### Selected Electives

Biology 509	Invertebrate Zoology	3
Biology 520	Biological Techniques	3
Biology 521	Morphology and Physiology of Fungi	3
Biology 522	Taxonomy of Vascular Plants	3
Biology 538	Entomology	3
Biology 540	Problems in Marine Biology	3
Biology 546	Experimental Plant Physiology	4
Biology 616/516	Marine Microorganisms	4
Biology 617/517	Marine Algae	3
Biology 618/518	Ichthyology	4
Biology 619/519	Marine Ecology	4
Environmental Science 501	Geomorphology	3
Environmental Science 502	Sediments and Stratigraphy	3
Environmental Science 512	Research Problems in Environ. Science	3
Environmental Science 613	Environmental Science Internship	3
Environmental Science 616	Research Problems I	1-3
Environmental Science 617	Research Problems II	1-3

\*Other electives in biology, environmental science, chemistry or other appropriate areas may be taken upon approval of the student's advisor. At least 50% of the required credit hours for each plan must be taken at the 600-level.

## Business Administration

Two programs that lead to the Master of Business Administration (MBA) degree and one online program leading to the Doctor of Philosophy (PhD) are offered through the Department of Business Administration in the School of Business and the Graduate College. The first MBA program is a traditional, two-year, graduate program composed of 36 credit hours of required and elective courses in graduate level business courses. The second program is an innovative five-year MBA program created in Fall 2000, which includes an imbedded undergraduate degree in Business Administration that is awarded after the first 126 credit hours and culminates with the MBA degree after satisfactory completion of the remaining 36 credit hours of required and elective graduate courses in business. Since the five-year MBA program is described in complete detail in the Department of Business Administration section of this Catalog, only those portions that pertain directly to the graduate portion are repeated below. Although the professional MBA is a broad, general degree, concentrations may be acquired by taking business and free electives in an area of specialty consistent with a student's professional interests. For example, students desiring a concentration in accounting leading to eligibility to take the Uniform CPA Examination can do so by selecting accounting courses for their free elective and graduate business electives. Professional application and refinement

activities are provided to insure business sophistication and the internalization of professional skills, character and critical thinking skills. The doctoral program in Business Administration is part of Hampton University Online and is described in that section of this catalog, as well as, below.

### The Five-Year MBA Program

The objective of the Five-Year MBA Program is to prepare students for professional positions in the management of organizations of varying size, technologies and objectives. The Leadership Application Program is designed to assure the development of non-technical behavior-based competencies, which transcend individual disciplines in the dynamic world of business. The five-year MBA program is a rigorous, time absorbing and demanding academic platform. The curriculum is structured with a built in case and team-based methodology of real world intensity. Students who have completed the undergraduate requirements of this program with an overall 3.00 GPA, or higher, and have satisfactorily completed a sanctioned internship, a term paper, and have an employer evaluation on file are eligible for admission to the graduate portion of this program. The GMAT will be required for admission to the graduate year of this program. The test must have been taken within the past 5 years and the score must be at least a 400.

A minimum grade of "B" is expected in all Business Administration (MBA) courses taken at Hampton University. Students receiving two "C" grades in the 4th or 5th year in 500 and 600 designated graduate course work are considered on probation. Courses for which "C" grades were earned may be retaken. Students with three "C" grades in these years will be suspended for at least one semester if their cumulative grade point average is above 3.0. Students will be dropped from the program if their cumulative grade point average falls below 3.0 and they have three "C" grades in 500 and 600 level courses. Development in this demanding and competitive MBA program is both integrative and cumulative.

### Master of Business Administration – Five-Year BS/MBA Program

Requirement	Description	Credit Hours
Leadership Appl. Program 615	Leadership Application Seminar	1
Master of Business Admin 511	Graduate Internship (1st summer)	1
Master of Business Admin 600	Logistics and Transportation Management	3
Master of Business Admin 601	Quality & Supply Chain Management	3
Master of Business Admin 630	Legal Environment of Business	3
Master of Business Admin 651	Macro Environment of Business	3
Master of Business Admin 681	Organization Theory and Practice	3
Master of Business Admin 690	Strategy & Business Policy	3
Business Electives	Graduate Level Business Electives	9
Graduate Courses	Selected from 2nd semester, 4th year	7
<b>TOTAL CREDITS:</b>		<b>36</b>

## Traditional/Two-Year Graduate MBA Program

The Two-Year Master of Business Administration program is designed to provide individuals with the expertise needed to become effective, professional, senior-level managers. The curriculum provides a general management emphasis, which encompasses both the basic disciplines that underlie management and the operational areas specific to business. The courses provide an understanding of the components of managerial decision making and provide students with a perspective on the role of business as an economic, political, and social institution. The overall goal of the program is to prepare leaders and scholars who will assume pivotal roles in academic and business organizations.

Specific goals of the programs include:

1. fostering innovative thinking, problem recognition, creative problem solving, sequential thinking and receptivity to new approaches;
2. providing advanced analytical skills in areas such as accounting, finance, economics, marketing, and production management, and developing expertise in applying analytical skills to problem solving and strategy development;
3. encouraging the development of interpersonal skills that are conducive to productive working relationships;
4. building self-confidence and the capacity to make effective use of skills and experience; and
5. encouraging ethical behavior and a tradition of honorable leadership.

The Two-Year Master of Business Administration program is a 36 credit hour program for well prepared students. However, students who do not have prior course work in business may be required to take up to nine (9) credit hours of prerequisite courses. In all cases, a minimum of 36 credit hours of graduate course work is required (Plan C). Applicants to this program must meet all requirements for admission to the Graduate College and submit official GMAT scores in lieu of GRE scores. A minimum 400 GMAT score and overall score of 1050 (GMAT + 200 x GPA) to be eligible for admission.

## Master of Business Administration – Two-Year MBA Program

Requirement	Description	Credit Hours
Master of Business		
Admin 500	World Business Cultures & Resources	3
Master of Business		
Admin 503	Financial Statement Analysis	3
Master of Business		
Admin 625	Marketing Management	3
Master of Business		
Admin 630	Legal Environment of Business	3
Master of Business		
Admin 651	Macro Environment of Business	3
Master of Business		
Admin 660	Information Systems Development	3
Master of Business		
Admin 675	Managerial Finance	3

Master of Business		
Admin 681	Organization Theory and Practice	3
Master of Business		
Admin 690	Strategy & Business Policy	3
Business Electives	Graduate Level Business Electives	9
<b>TOTAL CREDITS:</b>		<b>36</b>

## Doctor of Philosophy in Business Administration

The School of Business, Graduate College and Hampton University Online collaborate to offer a hybrid online doctoral program in business which includes a summer residency requirement of two summers at four weeks each. The Hampton University doctoral program in business includes 81 credit hours with a concentration in Business Administration and is offered online. The program culminates with a dissertation facilitated in an online format. The target market for this program is professionals located nationwide who desire an advanced degree in business to excel in their careers. In addition, the program responds to current MBA or technical graduate students aspiring to become consultants or professors and those who aspire to advanced degrees to enhance leadership roles in administrative positions. Online courses will be provided during the academic year. Hence the program is suitable for busy professionals seeking an advanced degree in business to increase their credentials in their current or future industrial role and/or for advancement in academia.

Students enrolled in the doctoral program may select six graduate level courses that will result in at least 18 credit hours of subject matter in a discipline at the graduate level. Dissertation work will commence after successful completion of all coursework with a minimum grade of B, a Comprehensive Examination, and Dissertation Proposal Presentation. Final defense of the dissertation is required. Semester sessions are sixteen weeks in duration with the exception of summer sessions, which are four week terms. All coursework with the exception of summer residency will be facilitated online.

## Admission Requirements

Admission to the doctoral program in Business Administration is open to all students seeking an advanced degree. Preferred students would possess a master's degree in an approved program. Otherwise, nine credits of master's degree level business courses will be required in Economics, Accounting and Quantitative Business Analysis. Students must have taken the GMAT within the past 5 years and scored at least 400, submit three letters of recommendation, have three years of relevant work experience, and a prepared Statement of Career/Professional Plans. Up to six credits of minor coursework may be accepted for professional relevant life experience.

## Doctor of Philosophy in Business Administration Program

Requirement	Description	Credit Hours
<b>First Summer Residency</b>		
Business Leadership & Administration 701R	Organizational Behavior	3
Business Leadership & Administration 702R	Organization Theory & Practice	3

Business Leadership & Administration 703R	Advanced Computer Applications	3
Business Leadership & Administration 704R	Advanced Topics in Research	3

**SUBTOTAL 1ST SUMMER RESIDENCY: 12**

Requirement	Description	Credit Hours
<b>First Fall Semester</b>		
Business Leadership & Administration 705	Strategy and Policy Leadership	3
Business Leadership & Administration 706	Teaching Methodology	1
Elective*	Major Coursework	3
Elective*	Major Coursework	3
Elective*	Major Coursework	3

**SUBTOTAL 1ST FALL SEMESTER: 13**

Requirement	Description	Credit Hours
<b>First Spring Semester</b>		
Elective	Minor Coursework	3
Elective*	Major Coursework	3
Elective*	Major Coursework	3
Elective*	Major Coursework	3

**SUBTOTAL 1ST SPRING SEMESTER: 12**

Requirement	Description	Credit Hours
<b>Second Summer Residency</b>		
Business Leadership & Administration 705R	Behavioral Research Methods	3
Business Leadership & Administration 706R	Empirical Research Methods	3
Business Leadership & Administration 707R	Pre-proposal Presentation	3
Business Leadership & Administration 715	Advanced Leadership Concepts	3

**SUBTOTAL 2ND SUMMER RESIDENCY: 12**

Requirement	Description	Credit Hours
<b>Second Fall Semester</b>		
Business Leadership & Administration 800	Dissertation I	8

**SUBTOTAL 2ND FALL SEMESTER: 8**

Requirement	Description	Credit Hours
<b>Second Spring Semester</b>		
Business Leadership & Administration 810**	Dissertation II	4*

**SUBTOTAL 2ND SPRING SEMESTER: 4**

**TOTAL: 61-81**

\*Major Coursework Elective chosen from Business Leadership & Administration 707-714, 716 for the Leadership Track; or 720-735 for the Accounting & Finance Track; or Business Leadership & Administration 740-755 for the Management & Marketing Track.

\*\*A maximum of 24 credit hours can be earned in this course by taking it for six semesters.

## Graduate Program in Chemistry

The graduate program in chemistry is a thesis-based program of study leading to the degree of Master of Science. To be considered for admission to the program, the student must either hold a bachelor of science/arts degree in chemistry or have a strong background in the subject. Admission criteria include undergraduate grade point average of at least 2.75, superior performance in undergraduate chemistry courses, demonstration of purpose and motivation, and letters of reference. Chemistry graduate students are given appointments as Research Assistants or Teaching Assistants. The program requires a minimum of 39 credit hours and takes about two and one-half years to complete.

### Facilities

The Department of Chemistry is housed in Turner Hall, providing eight research laboratories and eight teaching laboratories. Major instrumentation and equipment include NMR and IR Spectrometers, UV-VIS Spectrophotometers, Luminescence systems, AAS and AES spectrometers, LC-MS, Capillary Electrophoresis, CE-MS, Separation systems, including HPLC and GC, Liquid Scintillation Counter, and Computer facilities. The Chemical Instrumentation Laboratory Facility (CILF) is a special facility which was established to support research and teaching. The Facility houses a superconducting NMR, FTIR, AAS, UV-VIS Spectrophotometer, a bench-top LC-MS system, HPLC, and Ion Chromatographic System (IC). A departmentally operated Water Quality Measurement/Research Laboratory provides drinking water quality measurement services and research and an opportunity for students to learn about water quality and other environmental measurement operations. These sophisticated instruments are available for use by students and faculty from various disciplines in science and engineering with the guidance of a full-time technician.

### Computing Facilities

The Integrated Student Learning Center (ISLC) consists of a number of PCs networked for general computing purposes, chemistry tutorials, Internet access, instrument simulations, molecular modeling, and research support. Students can surf the Web for textbook publisher and faculty web pages to enhance learning and prepare for examinations and quizzes. Students can also go to the Harvey Library to use computer facilities located in the Academic Technology Mall. Internet access is available in all classrooms and laboratories in Turner Hall. A Local Area Network (LAN) is used for printing and resource sharing.

## Master of Science – Chemistry

### Required Courses

Requirement	Description	Credit Hours
Chemistry 601-602	Modern Inorganic Chemistry I-II	6
Chemistry 605-606	Advanced Organic Chemistry I-II	6
Chemistry 611	Advanced Analytical Chemistry	3
Chemistry 613-614	Advanced Physical Chemistry I-II	6
Chemistry 615-616	Graduate Seminar I-II	2
Chemistry 650	Thesis Research	6
Chemistry 681	Thesis	4
Electives	Chemistry Electives (See below*)	6
<b>TOTAL CREDITS:</b>		<b>39</b>



**Electives can be selected from the following courses:**

<b>Elective Courses</b>	<b>Course Description</b>	<b>Credit Hours</b>
Chemistry 501-502	Biochemistry I-II	6-8
Chemistry 503	Chemical Thermodynamics	3
Chemistry 505	Molecular Spectroscopy	3
Chemistry 507	Chemical Kinetics	3
Chemistry 509	Environmental Chemistry	3
Chemistry 510	Polymer Chemistry	3
Chemistry 511	Surface Chemistry	3
Chemistry 513	Qualitative Organic Chemistry	3
Chemistry 515	Electronics	3
Chemistry *517	Modern Methods of Chemical Analysis	3

## Communicative Sciences and Disorders

The graduate program in the Department of Communicative Sciences and Disorders offers the Master of Arts degree and provides students with the academic and clinical experiences that will enable them to earn the Certificate of Clinical Competence (CCC) awarded by the American Speech-Language-Hearing Association (ASHA). Graduate students who enter the program without a bachelor's degree in speech pathology must complete 25 hours of prerequisite coursework. Graduate students entering the program with an undergraduate degree in speech pathology may also be required to complete additional academic course work. In order to be eligible for ASHA certification, students must earn nine (9) semester hours in the sciences, of which there must be one course in the biological sciences, one course in the physical sciences and one course in college-level statistics; and six (6) semester hours in the behavioral and/or social sciences. These 15 semester hours may be earned at the graduate or undergraduate level. The requirements for ASHA certification must be completed concurrently with other academic requirements.

In addition to the academic requirements, graduate students must complete a minimum of 400 clock hours of supervised clinical practicum in the observation, prevention, evaluation and treatment of children and adults with disorders of speech, language, hearing, and swallowing. A minimum of 325 clock hours must be obtained at the graduate level. No more than 50 certified undergraduate clock hours may be applied to the 400 clock hours required for graduation. Students must complete a minimum of six (6) semester hours of CDS 618-Advanced Clinical Practicum. The practicum requirement will be achieved with a minimum of two semesters of clinical work supervised by program staff and one semester at an external site.

The Degree Plan for all students is Plan B. The Master's Comprehensive Examination will include a written and an oral examination. As an additional graduation requirement, all students must complete a pilot research project on a topic in the area of speech or language pathology. Students must receive faculty approval of the topic and the research design prior to initiating the research.

### Accreditation

The graduate program in Communicative Sciences and Disorders is fully accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boule-

vard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. A minimum of 49 credit hours is required for the degree.

## Master of Arts – Communicative Sciences and Disorders

<b>Requirement</b>	<b>Description</b>	<b>Credit Hours</b>
Commun. Sciences & Dis. 500	Introduction to Professional and Technical Communication	3
Commun. Sciences & Dis. 501	Research Design in Speech and Hearing Science and Disorders	3
Commun. Sciences & Dis. 507	Stuttering and Other Fluency Disorders	3
Commun. Sciences & Dis. 600	Scientific Principles of Acoustic and Physiological Phonetics	3
Commun. Sciences & Dis. 603	Neurolinguistic Disorders in Adults	3
Commun. Sciences & Dis. 606	Voice Disorders	3
Commun. Sciences & Dis. 612	Articulation and Phonological Disorders	3
Commun. Sciences & Dis. 618	Advanced Clinical Practicum	6
Commun. Sciences & Dis. 621	Language Disorders in Children	3
Commun. Sciences & Dis. 622	Family Intervention Strategies in CSAD	3
Commun. Sciences & Dis. 625	Motor Speech Disorders	3
Commun. Sciences & Dis. 628	Diagnosis and Management of Swallowing Disorders in Neurologically Impaired Adults	3
Commun. Sciences & Dis. 699	Independent Research I	1
Commun. Sciences & Dis. 700	Independent Research II	2
Commun. Sciences & Dis.	Elective	2
Commun. Sciences & Dis.	Elective	2
Commun. Sciences & Dis.	Elective	2
Commun. Sciences & Dis. 702	Master's Comprehensive Examination	1

**TOTAL CREDITS: 49**

The curriculum plan includes 43 credits of required courses, 6 credits of electives and 28 credits of pre-requisite coursework. This plan is for full time students with a background in communicative sciences and disorders. The elective courses in Communicative Sciences and Disorders include CDS 611, 630, 632, 633, 634 and 635. The undergraduate prerequisite courses are CDS 224, 227, 228, 300, 310, 331, 431, 438 and 529.

Students who follow the degree plan as shown and accrue 400 clinical clock hours may complete the program in five semesters.



Students who elect to take nine (9) credit hours or less per semester and those who need to fulfill pre-requisites will require one or more additional semesters to complete the program.

## Master of Science in Computer Science

The master's program in Computer Science is an advanced degree designed to provide students with the knowledge and skills necessary to hold professional positions oriented toward software design. Graduates with this degree would be able to seek employment in research organizations, computer centers, or computer manufacturing. This program also prepares students for further education in computer science. Graduates can pursue the Ph.D. degree if they desire to teach at the college or university level or carry out academic or industrial research.

### Bridge Program in Computer Science (Non-Degree Program)

The master's program in Computer Science is an advanced degree designed to provide students with the knowledge and skills necessary to hold professional positions oriented toward software design. Graduates with this degree would be able to seek employment in research organizations, computer centers, or computer manufacturing. This program also prepares students for further education in computer science. Graduates can pursue the Ph.D. degree if they desire to teach at the college or university level or carry out academic or industrial research.

### Bridge Program in Computer Science (Non-Degree Program)

The Bridge Program in Computer Science prepares students for graduate work in the Master of Science program. The main goal of this program is to provide non-computer science students with the necessary background to pursue a master's degree in Computer Science. A secondary goal is to provide formal training for people in various technical disciplines who need significant background in computing. The Bridge program consists of comprehensive courses at the 500-level that provide the equivalent of the core undergraduate computer science curriculum. The following minimum requirements must be met before, as determined by the Department Chair, a student can be admitted to the program:

1. a bachelor's or higher degree;
2. two semesters of calculus and one semester of discrete mathematics; and,
3. formal training or experience in programming to the level of Computer Science 501.

### Requirements for the Bridge Program in Computer Science (as determined by the Department Chair)

Requirement	Description	Credit Hours
Computer Science 501	Programming	4
Computer Science 502	Advanced Programming	3
Computer Science 506	Advanced Programming and Data Structures	3
Computer Science 507	Architectures and Operating Systems	3
Computer Science 508	Programming in Languages	3

## Master of Science in Computer Science Degree Requirements

The following minimal requirements must be met before an applicant can be accepted as a regular student in the Master of Science in Computer Science program:

1. the Graduate College admission requirements;
2. two semesters of calculus and a semester of discrete mathematics;
3. a computer science background to the level of a B.S. major or completion of the Hampton University Computer Science Bridge Program.

Candidates for the Master of Science degree in Computer Science must complete 36 credit hours, including 18 credits from the core courses, up to 15 credits from electives, and Computer Science 681-Research Seminar. No credits in courses numbered below CSC 510 may be counted toward any graduate degree. Knowledge of Mathematical Foundations (CSC 510) is presupposed in many of the courses described below. Each student will write and defend a thesis or take a final master's comprehensive examination.

### Master of Science – Computer Science

Requirement	Description	Credit Hours	
		Plan A	Plan B
Computer Science 510	Mathematical Foundations	3	3
Computer Science 620	Operating Systems	3	3
Computer Science 630	Artificial Intelligence	3	3
Computer Science 640	Software Engineering Foundations	3	3
Computer Science 650	Theory of Computation	3	3
Computer Science 660	Programming Languages	3	3
Computer Science 681	Research Seminar I	3	3
Computer Science 689/684	Thesis/Thesis Research	4	-
Computer Science 702	Master's Comprehensive Examination	-	1
Electives	Computer Science Electives (See list.)	11	15
<b>TOTAL CREDITS:</b>		<b>36</b>	<b>37</b>

#### Electives

Computer Science 570	Database Management Systems	3
Computer Science 571	Concepts of Communication Networks	3
Computer Science 612	Numerical Computation	3
Computer Science 621	Network Systems and Design	3
Computer Science 622	Parallel Processing	3
Computer Science 623	Architecture	3
Computer Science 629	Topics in Operating Systems	3
Computer Science 631	Expert Systems	3

Computer Science 632	Natural Language Processing	3
Computer Science 639	Topics in Artificial Intelligence	3
Computer Science 649	Topics in Software Engineering	3
Computer Science 651	Algorithms and Complexity	3
Computer Science 659	Topics in Theory of Computation	3
Computer Science 669	Topics in Programming Languages	3
Computer Science 682	Teaching Seminar I	3
Computer Science 683	Research Seminar II	3

## Counseling

The Master of Arts degree program is offered with a concentration in College Student Development/Student Affairs, Community Mental Health, and School Counseling. A Pastoral Counseling track is provided through the Community Mental Health Counseling program. These four programs are accredited by the Council of Accredited Counseling and Related Education Programs (CACREP). A concentration is offered in Addictions Counseling to meet Virginia requirements for a Licensed Substance Abuse Treatment Provider. A Master of Arts Degree is offered in General Counseling that does not lead to licensing as a professional counselor in Virginia but provides an overview of the counseling profession and could lead to positions in Student Affairs or as a Qualified Mental Health Provider in Virginia. The General Counseling degree is offered in online and face-to-face modalities. The Education Specialist (Ed.S.) degree is provided for well qualified students in both online and face-to-face modalities. The Doctor of Philosophy degree program in Counselor Education and Supervision is also offered.

## Mission Statement for the Department of Counseling

To create an environment conducive to spirituality, self-examination, collaboration, and reflection for the development and growth of professional counselors who are leaders and advocates within communities and various school settings. These counselors will optimize individual development and mental, physical, emotional, and spiritual health within these communities and various school settings through their leadership, advocacy, and spirituality.

## Admission to the Department of Counseling

Potential students will submit all required documents to the Hampton University Graduate College for traditional face-to-face programs and to Hampton U Online for the online programs. During the admission process, the potential student will be viewed holistically with an emphasis on the potential student's personal statement. The potential student's personal statement should provide insight on the individual's reasons for being a counselor and experiences that led the potential student to this career choice. At least one letter of recommendation must come from an academic source. Some students may be admitted without an undergraduate background in psychology.

## Master of Arts Degree – Common Core Courses

In order to attain licensure as a counselor in the Commonwealth of Virginia, a candidate must complete a minimum of 60 hours of graduate study. To receive certification as a Nationally Certified Counselor (NCC) with the National Board of Certified Counselors (NBCC), a candidate must complete a minimum of 48

hours of graduate study. Students in the Department of Counseling are eligible to take the National Certifying Exam (NCE) of the National Certifying Mental Health Counseling Exam and, if successful, become NCCs or Certified Mental Health Counselors, respectively. Hampton University requires the following common core courses for completion of the Master of Arts Degree in Counseling. Additional courses are required for specific concentrations for licensure or certification along with additional requirements. For more specific information on licensure or national certification, see [www.dhp.state.va.us](http://www.dhp.state.va.us) or [www.counseling.org/cacrep/2001standards](http://www.counseling.org/cacrep/2001standards) and [www.nbcc.org](http://www.nbcc.org), respectively.

## Master of Arts in Counseling Core Courses

Core Course	Description	Credit Hours
Counseling 603	Counseling with Diverse Populations	3
Counseling 604	Life Span Development	3
Counseling 606	Treating the Substance Abuser	3
Counseling 612	Career Development	3
Counseling 616	Theory and Practice of Counseling and Psychotherapy	3
Counseling 619	Group Process in Counseling	3
Counseling 622	Assessment and Appraisal in Counseling	3
Counseling 671	Introduction to Research and Program Evaluation	3
Counseling 702	Master's Comprehensive Examination	1
<b>TOTAL</b>		<b>19</b>

*\*Denotes that a Key Assessment is administered in this course.*

*\*\*Denotes that more than one Key Assessment is administered in this course*

## Common Master of Arts Degree Requirements

The academic and professional progress of all students who are admitted into the program will be reviewed pending successful completion of the following courses:

- Counseling 616, Theory and Practice of Counseling and Psychotherapy
- Counseling 619, Group Process in Counseling
- Counseling 622, Assessment and Appraisal

After successfully completing the above 9 credits, students will be evaluated for a change of status to a candidate for graduation. Following admission to candidacy status, students will develop a course of study with their academic advisor focusing on a specific concentration. Students who are not admitted to candidacy status will be aided in transitioning to another program. A committee of at least three faculty members will determine admission to candidacy status and this committee will consider:

- Input from regular, adjunct, and affiliate program faculty;
- Each applicant's potential success in forming effective interpersonal relationships in individual and small group contexts;
- Each applicant's aptitude for graduate level study;
- Each applicant's career goals and objectives and their relevance to the program; and,

- Each applicant's openness to self-examination and personal and professional self-development.

Additional assessments are conducted after specific courses and during each advisement period. The Professional Performance Review contains ten Professional Performance Standards that will be regularly monitored by faculty. The students' fulfillment of the Professional Performance Standards is reviewed by individual faculty during each class and at the conclusion of each semester by the combined Counseling faculty. Each Professional Performance Standard is rated on a scale of 1 = Unacceptable, or 2 = Acceptable, as defined in the criteria for Professional Performance Standards Evaluation. Students receiving a rating below 2 on one or more of the Professional Performance Standards will be considered deficient in professional performance and will require remediation.

Student assessment also occurs during each advisement period with the faculty advisor. The Professional Performance Review will be maintained in the student's file to identify development over time. The student will be assessed holistically using the Assessment of Student Learning Outcomes Form, the Professional Performance Review Form and the Advisement Form along with other information contained in the student's file.

### Fees for Audiovisual Taping and Comprehensive Examination

There are two fees associated with matriculation in the Graduate Program in Counseling program. The first fee is approximately \$50 per semester to offset the cost of audiovisual taping. This audiovisual tape is used by the instructor and student to evaluate their personal counseling techniques and body language. The second fee is approximately \$50 for the Counselor Preparation Comprehensive Examination. The Counselor Preparation Comprehensive Examination is used by the NBCC as a preparatory examination for the National Counselor Examination used for National Certified Counselor's credentials. This Counselor Preparation Comprehensive Examination is also used as the Masters' Comprehensive Examination. Failure to remit these fees will constitute grounds for not successfully completing specific course (COU 702) and the overall program.

### Liability Insurance:

All students are required to obtain and show proof of liability insurance to cover the periods enrolled in practicum and internship courses. The American Counseling Association provides online applications. However, students are encouraged to purchase liability insurance with any company of their choice.

### Personal Counseling Services

All students are encouraged to use personal counseling services to optimize their openness to self-examination and personal and professional development. The Hampton University Student Counseling Center is available for this function; however, the student is not limited to these counseling services.

## Master of Arts Degree in Counseling: General Counseling (online and face-to-face)

First Year	Semester	1st	2nd
COU 622, Assessment and Appraisal in Counseling .....	3	-	-
COU 604, Life Span Development .....	3	-	-
COU 616, Theory and Practice of Counseling .....	3	-	-
and Psychotherapy			
COU 619, Group Process in Counseling .....	-		3
COU 612, Career Development .....	-		3
COU 606, Treating the Substance Abuser .....	-		3
<b>Total</b>	<b>9</b>	<b>9</b>	<b>9</b>

Summer I	Semester	3rd
COU 610, Identity, Ethics and Legal Aspects of Counseling		3
COU 614, Community Mental Health and Welfare Services		3
<b>Total</b>		<b>6</b>

Second Year	Semester	1st	2nd
COU 671, Introduction to Research and .....	-		3
Program Evaluation			
COU 603, Counseling with Diverse Populations .....			3
COU 702, Comprehensive Examination .....			1
<b>Total</b>		<b>7</b>	<b>7</b>

**TOTAL SEMESTER HOURS** **31**

## Master of Arts Degree in Counseling: Addiction Counseling Concentration

Program is aligned with Virginia requirements of licensing as a Licensed Substance Abuse Treatment Provider (LSATP).

First Year	Semester	1st	2nd
COU 622, Assessment and Appraisal in Counseling .....	3	-	-
COU 604, Life Span Development .....	3	-	-
COU 616, Theory and Practice of Counseling .....	3	-	-
and Psychotherapy			
COU 619, Group Process in Counseling .....	-		3
COU 612, Career Development .....	-		3
COU 606, Treating the Substance Abuser .....	-		3
<b>Total</b>	<b>9</b>	<b>9</b>	<b>9</b>

Summer I	Semester	3rd
COU 610, Identity, Ethics and Legal Aspects of Counseling		3
COU 672, Addiction Counseling .....		3
<b>Total</b>		<b>6</b>

Second Year	Semester	1st	2nd
COU 671, Introduction to Research and .....	3	-	-
Program Evaluation			
COU 603, Counseling with Diverse Populations .....	3	-	-
COU 722, Advanced Counseling Theory and Techniques .....	3	-	-
COU 674, Addiction Counseling Practicum .....	-		3
STA 600, Statistics .....	-		3
COU 613, Diagnosis and Treatment .....	-		3
to Include Addictions			
<b>Total</b>	<b>9</b>	<b>9</b>	<b>9</b>

Summer II	Semester	3rd
COU 675, Addictions Counseling Internship .....		3
COU 620, Marriage and Family Counseling .....		3
COU 673, Addictions .....		3
<b>Total</b>		<b>9</b>

<b>Third Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
COU 698, Community Mental Health Internship .....	3	-	-
COU 664, Community Mental Health Internship .....	-	3	-
COU 626, Crisis Intervention and Grief Counseling .....	3	-	-
COU 602, Abnormal Psychology and Psychopathology ....	3	-	-
COU 702, Comprehensive Examination.....	-	1	-
<b>Total</b>	<b>9</b>	<b>4</b>	<b>4</b>

#### **TOTAL SEMESTER HOURS**

### **Master of Arts Degree in Counseling: School Counseling Concentration**

For the award of the Masters of Arts Degree and to meet NBCC certification requirements, the following courses along with the Common Core courses must be completed. School counselors must complete additional requirements prior to applying for licensure in the Commonwealth of Virginia and meet Virginia requirements for licensing as a professional counselor.

<b>First Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
COU 622, Assessment and Appraisal in Counseling .....	3	-	-
COU 604, Life Span Development .....	3	-	-
COU 616, Theory and Practice of Counseling .....	3	-	-
and Psychotherapy			
COU 619, Group Process in Counseling .....	-	3	-
COU 612, Career Development .....	-	3	-
COU 606, Treating the Substance Abuser.....	-	3	-
<b>Total</b>	<b>9</b>	<b>9</b>	<b>9</b>

<b>Summer I</b>	<b>Semester</b>	<b>3rd</b>
COU 631, Foundation of School Counseling, .....	3	-
Ethics, and Techniques		
COU 633, Contextual Dimensions of School .....	3	-
<b>Total</b>	<b>6</b>	<b>6</b>

<b>Second Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
COU 671, Introduction to Research and .....	3	-	-
Program Evaluation			
COU 603, Counseling with Diverse Populations .....	3	-	-
COU 618, Practicum .....	3	-	-
STA 600, Statistics .....	-	3	-
COU 613, Diagnosis and Treatment .....	-	3	-
to include Addictions			
COU 639, School Counseling Internship .....	-	3	-
<b>Total</b>	<b>9</b>	<b>9</b>	<b>9</b>

<b>Summer II</b>	<b>Semester</b>	<b>3rd</b>
COU 620, Marriage and Family Counseling .....	3	-
COU 635, School Counseling Classroom Management,...	3	-
Curriculum Design and Instructional Technology		
<b>Total</b>	<b>6</b>	<b>6</b>

<b>Third Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
COU 698, School Counseling Internship .....	3	-	-
COU 640, School Counseling.....	-	3	-
COU 626, Crisis Intervention and Grief Counseling .....	3	-	-
COU 602, Abnormal Psychology and Psychopathology ....	3	-	-
COU 722, Advanced Counseling Theory and Techniques .	-	3	-
COU 702, Comprehensive Examination.....	-	1	-
<b>Total</b>	<b>9</b>	<b>7</b>	<b>7</b>

#### **TOTAL SEMESTER HOURS**

**64**

### **Master of Arts Degree in Counseling, Student Affairs: College Student Development Concentration**

For the award of the Masters of Arts Degree and to meet NBCC certification requirements, the following credits along with the common core courses must be completed.

<b>First Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
COU 622, Assessment and Appraisal in Counseling .....	3	-	-
COU 604, Life Span Development .....	3	-	-
COU 616, Theory and Practice of Counseling .....	3	-	-
and Psychotherapy			
COU 619, Group Process in Counseling .....	-	3	-
COU 612, Career Development .....	-	3	-
COU 606, Treating the Substance Abuser.....	-	3	-
<b>Total</b>	<b>9</b>	<b>9</b>	<b>9</b>

<b>Summer I</b>	<b>Semester</b>	<b>3rd</b>
COU 610, Identity, Ethics and Legal Aspects of Counseling	3	-
COU 620, Marriage and Family Counseling .....	3	-
<b>Total</b>	<b>6</b>	<b>6</b>

<b>Second Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
COU 671, Introduction to Research .....	3	-	-
and Program Evaluation			
COU 603, Counseling with Diverse Populations .....	3	-	-
COU 722, Advanced Counseling Theory and Techniques .	3	-	-
COU 618, Practicum .....	-	3	-
STA 600, Statistics .....	-	3	-
COU 613, Diagnosis and Treatment to include Addiction -	-	3	-
<b>Total</b>	<b>9</b>	<b>9</b>	<b>9</b>

<b>Summer II</b>	<b>Semester</b>	<b>3rd</b>
COU 649, College Student Development Internship.....	3	-
COU 641, College Student Development, Ethics, and Techniques	3	-
COU 642, Student Affairs Program .....	3	-
<b>Total</b>	<b>9</b>	<b>9</b>

<b>Third Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
COU 698, College Student Development Internship.....	3	-	-
COU 626, Crisis Intervention and Grief Counseling .....	3	-	-
COU 664, Community Mental Health Internship .....	-	3	-
COU 602 Abnormal Psychology and Psychopathology ....	3	-	-
COU 702, Comprehensive Examination.....	-	1	-
<b>Total</b>	<b>9</b>	<b>4</b>	<b>4</b>

#### **TOTAL SEMESTER HOURS**

**64**

### **Master of Arts Degree in Counseling: Community Mental Health Counseling Concentration**

For the award of the Masters of Arts Degree and to meet NBCC certification requirements, the following credits along with the common core courses must be completed.

<b>First Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
COU 622, Assessment and Appraisal in Counseling .....	3	-	-
COU 604, Life Span Development .....	3	-	-
COU 616, Theory and Practice .....	3	-	-
COU 619, Group Process in Counseling .....	-	3	-
COU 618, Practicum .....	-	3	-
COU 606, Treating the Substance Abuser.....	-	3	-
<b>Total</b>	<b>9</b>	<b>9</b>	<b>9</b>



<b>Summer I</b>	<b>Semester</b>	<b>3rd</b>
COU 610, Identity, Ethics and Legal Aspects of Counseling		3
COU 626, Crisis Intervention and Grief Counseling .....		3
<b>Total</b>		<b>6</b>
<b>Second Year</b>	<b>Semester</b>	<b>1st 2nd</b>
COU 671, Introduction to Research and.....	3	-
Program Evaluation		
COU 603, Counseling with Diverse Populations .....	3	-
COU 614, Community Mental Health.....	3	-
and Welfare Services		
STA 600, Statistics .....	-	3
COU 613, Diagnosis and Treatment .....	-	3
COU 659, Community Mental Health Internship .....	-	3
<b>Total</b>	<b>9</b>	<b>9</b>
<b>Summer II</b>	<b>Semester</b>	<b>3rd</b>
COU 620, Marriage and Family Counseling .....		3
<b>Total</b>		<b>3</b>
<b>Third Year</b>	<b>Semester</b>	<b>1st 2nd</b>
COU 659, Community Mental Health Internship .....	3	-
COU 664, Community Mental Health Internship .....	-	3
COU 612, Career Development .....	3	-
COU 602, Abnormal Psychology and Psychopathology ....	3	-
COU 722, Advance Counseling Theory and Techniques ...	-	3
COU 624, Theories of Learning, Personality, .....	-	3
and Temperament		
COU 702, Comprehensive Examination.....	-	0
<b>Total</b>	<b>9</b>	<b>9</b>
<b>TOTAL SEMESTER HOURS</b>		<b>64</b>

### Master of Arts in Counseling: Community Counseling Concentration (Pastoral Counseling)

For the award of the Masters of Arts Degree and to meet NBCC certification requirements, the following credits along with the common core courses must be completed.

<b>First Year</b>	<b>Semester</b>	<b>1st 2nd</b>
COU 622, Assessment and Appraisal in Counseling .....	3	-
COU 604, Life Span Development .....	3	-
COU 616, Theory and Practice of Counseling .....	3	-
and Psychotherapy		
COU 619, Group Process in Counseling .....	-	3
COU 612, Career Development .....	-	3
COU 606, Treating the Substance Abuser.....	-	3
<b>Total</b>	<b>9</b>	<b>9</b>
<b>Summer I</b>	<b>Semester</b>	<b>3rd</b>
COU 610, Identity, Ethics and Legal Aspects .....		3
of Counseling		
COU 611, Pastoral Helping .....		3
COU 661, Integrative Issues in Spiritual Counseling .....		3
<b>Total</b>		<b>9</b>
<b>Second Year</b>	<b>Semester</b>	<b>1st 2nd</b>
COU 671, Introduction to Research.....	3	-
and Program Evaluation		
COU 603, Counseling with Diverse Populations .....	3	-
COU 722, Advanced Counseling Theory and Techniques .	3	-
COU 618, Practicum .....	-	3
STA 600, Statistics .....	-	3
COU 613, Diagnosis and Treatment- .....	-	3
to include Addictions		
<b>Total</b>	<b>9</b>	<b>9</b>

<b>Summer II</b>	<b>Semester</b>	<b>3rd</b>
COU 669, Pastoral Community Mental Health Internship		3
COU 620, Marriage and Family Counseling .....		3
COU 614, Community Mental Health and Welfare Services		3
<b>Total</b>		<b>9</b>
<b>Third Year</b>	<b>Semester</b>	<b>1st 2nd</b>
COU 669, Pastoral Community Mental Health Internship	3	-
COU 664, Community Mental Health Internship .....	-	3
COU 626, Crisis Intervention and Grief Counseling .....	3	-
COU 602, Abnormal Psychology and Psychopathology ....	3	-
COU 702, Comprehensive Examination.....	-	1
COU 624, Theories of Learning, Personality, and Temperament*		3
<b>Total</b>	<b>9</b>	<b>7</b>
<b>TOTAL SEMESTER HOURS</b>		<b>70</b>

\* denotes existing courses

### Education Specialist Degree in Counseling (online and face-to-face)

This course of study is designed to further develop professional skills and broaden knowledge of counseling. Entry into the program will be limited to candidates who have successfully completed a Master of Arts Degree in Counseling. This program will consist of a minimum of 30 credit hours beyond the Masters of Arts program of graduate study, providing that prerequisites have been met. Some identified courses or similar courses may have been completed while pursuing the Masters of Arts Degree. If this situation exists, the advisor and the student will determine substitute courses to meet the 30 credit hour requirement. This degree is considered a terminal degree for the practitioner.

After successfully completing 9 credits, students will be evaluated for a change of status from provisional to regular and entry into candidacy. This change of status evaluation will be conducted using the students' academic progress and the personal and professional counselor competencies for the Department of Counseling. Following admission to regular status, students will develop a course of study with their academic advisor focusing on a specific concentration. Students who are not admitted to regular status will be aided in transitioning to another program. A committee of at least two faculty members will determine admission to regular status and this committee will consider:

- Input from regular, adjunct, and affiliate program faculty;
- Each applicant's potential success in forming effective interpersonal relationships in individual and small group contexts;
- Each applicant's aptitude for graduate level study, including technological competence and computer literacy;
- Each applicant's career goals and objectives and their relevance to the program; and,
- Each applicant's openness to self-examination and personal and professional self-development.



## Personal Counseling Services

All students are encouraged to use personal counseling services to optimize their openness to self-examination and personal and professional development. The Hampton University Student Counseling Center is available for this function; however, the student is not limited to these counseling services.

## Ed. S. in Counseling

In order to attain licensure in the Commonwealth of Virginia, the candidate must complete 60 hours of graduate study including the following courses beyond the Master's program. The student and advisor will develop a program to meet the Virginia licensure requirements for the student's specific area of study ensuring that only new or advanced courses are selected. For more information on pastoral counseling licensure and certification, see [www.aapc.org](http://www.aapc.org). For more information on marriage and family therapy, see [www.iamfc.org](http://www.iamfc.org).

First Year	Semester	1st	2nd
COU 602, Abnormal Behavior and Psychopathology .....		3	-
COU 621, Advanced Group and Family Counseling .....		-	3
COU 816, Qualitative Methods of Research .....		3	-
COU 805, Human Sexuality .....		-	3
COU 630, Analysis of Behavioral Data.....		3	-
COU 824, Theories and Practice.....		-	3
of Counseling Supervision			
<b>Total</b>		<b>9</b>	<b>9</b>
Summer I	Semester		3rd
COU 801, Counseling Leadership and Advocacy .....			3
COU 710, Ethics and Legal Aspects of Counseling.....			3
<b>Total</b>			<b>6</b>
Second Year	Semester	1st	2nd
COU 826, Research and Program Evaluation .....		3	-
COU 725, Grant Writing.....		3	-
<b>Total</b>		<b>6</b>	<b>-</b>
<b>TOTAL SEMESTER HOURS</b>			<b>30</b>

\* denotes courses recommended to replace.

## Doctor of Philosophy in Counseling Education and Supervision

The program provides candidates with an opportunity to develop the critical leadership skills and knowledge that are required in today's increasingly complex, diverse, and information-driven social and educational organizations. This program in Counselor Education and Supervision was developed to provide an attractive and viable alternative to "traditional" doctoral programs in counseling. Completion of the program will result in the awarding of a Ph.D. degree requiring approximately 61 credits beyond the master's, including a significant focus on research. Many courses are currently being taught within the Specialist in Education Counseling program. All research and statistics courses will be taught in conjunction with the School of Nursing PhD program. Most coursework is offered in thematic seminars in which emphasis is placed on identifying and developing solutions to real-life problems.

After successfully completing the Doctoral Candidate Qualifying Examination, students will be evaluated for a change of status

from provisional to regular and entry into candidacy. This change of status evaluation will be conducted using the students' academic progress and the personal and professional counselor competencies for the Department of Counseling. Students who are not admitted to candidacy will be aided in transitioning to another program. A committee of at least two faculty members will determine admission to candidacy and this committee will consider:

- Input from regular, adjunct, and affiliate program faculty;
- Each applicant's potential success in forming effective interpersonal relationships in individual and small group contexts;
- Each applicant's aptitude for graduate level study, including technological competence and computer literacy;
- Each applicant's career goals and objectives and their relevance to the program; and,
- Each applicant's openness to self-examination and personal and professional self-development.

## Personal Counseling Services

All students are encouraged to use personal counseling services to optimize their openness to self-examination and personal and professional development. The Hampton University Student Counseling Center is available for this function; however, the student is not limited to these counseling services.

## Liability Insurance:

All students are required to obtain and show proof of liability insurance to cover the periods enrolled in practicum and internship courses. The American Counseling Association provides online applications. However, students are encouraged to purchase liability insurance with any company of their choice.

## Admission to the PhD in Counseling Education and Supervision

Admission to the program will require the ideal applicant to have a minimum of 300 combined score on the Verbal and Quantitative portions of the GRE within the last five years. A writing sample is required along with the required personal statement. The writing sample includes a published refereed journal article or a paper written during the applicant's M.A. program. Additionally, the ideal applicant must have completed a Master of Arts in Counseling degree from a CACREP accredited program or a similar course of study to include a graduate level course in abnormal psychology and ethics. Previous graduates of the Hampton University Education Specialist (EdS) Counseling program will be considered for admission to the program with current GRE scores and consideration of accepting all courses taken for application to this degree program with the minimum of at least an additional 27 semester hours for the award of the PhD. Successful candidates will possess licensure and credentials within the Counseling career field. Applications must be received by January 15 each year for a Fall admission. The dissertation courses (COUOs 832, 833, 834, and 835) can be taken in separate semesters; however, the student must complete 12 semester hours in dissertation.

First Year	Semester	1st	2nd
COUO 826, Research and Program Evaluation.....		3	-
COUO 828, Counseling Practicum .....		-	3

COUO 816, Qualitative Methods of Research.....	3	-	
COUO 630, Analysis of Behavioral Data .....	3	-	
COUO 805, Human Sexuality.....	-	3	
COUO 814, Quantitative Methods I.....	-	3	
<b>Total</b>	<b>9</b>	<b>9</b>	
<b>Summer I</b>	<b>Semester</b>	<b>3rd</b>	
COUO 823, Theory and practice of Counseling Education		3	
COUO 801, Counseling Leadership and Advocacy.....		3	
<b>Total</b>		<b>6</b>	
<b>Second Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
COUO 815, Quantitative Methods II.....	3	-	
COUO 825, Grant Writing .....	3	-	
COUO 831, Dissertation Seminar.....	-	3	
COUO 829, Counselor Education .....	3	-	
and Supervision Internship I			
COUO 824, Theories and Practice .....	-	3	
of Counseling Supervision			
COUO 802, Comprehensive Examination .....	-	1	
<b>Total</b>	<b>9</b>	<b>7</b>	
<b>Summer II</b>	<b>Semester</b>	<b>3rd</b>	
COUO 721, Advanced Group and Systems Theory .....		3	
COUO 710, Ethics and Legal Aspects of Counseling .....		3	
<b>Total</b>		<b>6</b>	
<b>Third Year</b>	<b>Semester</b>	<b>1st</b>	<b>2nd</b>
COUO 830, Counselor Education and.....	3	-	
Supervision Internship II			
COUO 832, Dissertation I.....	3	-	
COUO 833, Dissertation II.....	-	3	
COUO 834, Dissertation III.....	-	3	
<b>Total</b>	<b>6</b>	<b>6</b>	
<b>Summer III</b>	<b>Semester</b>	<b>3rd</b>	
COUO 835, Dissertation IV .....		3	
COUO 836, Dissertation Defense.....		1	
<b>Total</b>		<b>4</b>	
<b>TOTAL SEMESTER HOURS</b>		<b>64</b>	

## Graduate Programs in Education

Graduate programs in Education are offered on the campuses of Hampton University and the College of Virginia Beach, as well as offered online through Hampton University Online.

Programs offered on the main campus include the Master in Teaching degree in biology, English, mathematics, and music. These programs meet Virginia State Certification requirements for teacher licensure and are state-approved programs. Only a summary of the graduate portion of the Master in Teaching degree programs is provided below since detailed admission, progression and retention information for this five-year, baccalaureate to graduate degree, program is provided in the Department of Education portion in the School of Education and Human Development section of this Catalog. Individuals who hold the baccalaureate degree and wish to enter the two-year Master in Teaching program are subject to a transcript evaluation to determine whether or not additional coursework must be taken in order to meet licensure requirements.

The Master of Arts in Educational Leadership is offered at the College of Virginia Beach. This program meets Virginia State Certification requirements for Administration and Supervision PK-12 licensure and is a state-approved program. Details of this program are described in the College of Virginia Beach section of this Catalog.

The School of Education and Human Development collaborates with Hampton University Online to offer online degree programs leading to the Master of Arts in Educational Leadership and to the Doctor of Philosophy in Educational Management. More detailed information about the online degree programs are provided in the Hampton University Online section of this Catalog.

The honor society in education, Kappa Delta Pi, is open to all qualified graduate students in the education programs.

## Masters In Teaching

The Master in Teaching degree program is designed primarily to serve as an integrated Bachelor/Master's program to achieve initial licensure at the Secondary Level in Biology, English or mathematics and at the PK-12 levels in music. Teacher candidates who complete the dual degree accredited teacher preparation program receive Virginia teacher certification and are eligible for reciprocal certification in over 40 states. Undergraduate students enter the program during their sophomore or junior year and complete graduate level education courses and experiences while working towards the bachelor's degree in the content area. During the senior year, students apply for admission to the Graduate College for admission to the Professional stage of the program. Admission requirements to the Professional stage include the following:

- Achievement of the Bachelor's Degree.
- A minimum 2.5 cumulative grade point average; a 2.5 grade point average in the major a 2.5 cumulative grade point average in education coursework.
- Successful completion of the general test of the Graduate Record Examination with a minimum verbal score of 450. 150
- Successful completion of the Praxis I and the Praxis II examination in the specialty area and other required state tests.

Individuals who hold the baccalaureate degree and wish to enter the two-year Master in Teaching program are subject to a transcript evaluation to determine whether or not additional coursework must be taken in order to meet licensure requirements.

## Master in Teaching Course Sequence - Secondary Biology

Course	Description	Credit Hours	
		Semester	I II
Education 506*	Diversity in Education	-	3
Education 517*	Classroom and Behavior Management	3	-
Education 550*	Teaching and Learning with Technology	-	3
Education 552*	Teaching Science in Secondary Schools	4	-

<b>Second Year</b>		<b>Semester</b>	<b>I</b>	<b>II</b>
Education 608	Directed Practicum in Education		3	-
Education 610	Current Issues in Education		3	-
Education 623	Reading in the Content Areas		3	-
Education 647	Student Teaching Internship (Secondary)		-	9
<b>TOTAL</b>			<b>16</b>	<b>15</b>

**Total Credits** **31**

*\*Note that EDU 506, 517, 552, 556 are counted toward graduate degree requirements and are not part of the 124 credit hours that count toward the Bachelor of Science degree in Biology. When taken by Hampton University undergraduates in the Pre-professional stage of the M.T. program, these courses serve as advanced placement and are used in the calculation of graduate credit hours.*

### Master in Teaching Course Sequence - Secondary English

<b>Course</b>	<b>Description</b>		<b>Credit Hours</b>	
<b>First Year</b>		<b>Semester</b>	<b>I</b>	<b>II</b>
Education 506*	Diversity in Education		-	3
Education 517*	Classroom and Behavior Management		3	-
Education 550*	Teaching and Learning with Technology		-	3
Education 556*	Teaching English in Secondary Schools		4	-

<b>Second Year</b>		<b>Semester</b>	<b>I</b>	<b>II</b>
Education 608	Directed Practicum in Education		3	-
Education 610	Current Issues in Education		3	-
Education 623	Reading in the Content Areas		3	-
Education 647	Student Teaching Internship (Secondary)		-	9
<b>TOTAL</b>			<b>16</b>	<b>15</b>

**Total Credits** **31**

*\* Note that EDU 506, 517, 550, 556 are counted toward graduate degree requirements and are not part of the 121 credit hours that count toward the Bachelor of Arts degree in English Arts. When taken by Hampton University undergraduates in the Pre-professional stage of the M.T. program, these courses serve as advanced placement and are used in the calculation of graduate credit hours.*

### Master in Teaching Course Sequence - Secondary Mathematics

<b>Course</b>	<b>Description</b>		<b>Credit Hours</b>	
<b>First Year</b>		<b>Semester</b>	<b>I</b>	<b>II</b>
Education 506*	Diversity in Education		-	3
Education 508*	Teaching Mathematics in Secondary Schools		4	-
Education 517*	Classroom and Behavior Management		3	-
Education 550*	Teaching and Learning with Technology		-	3

<b>Second Year</b>		<b>Semester</b>	<b>I</b>	<b>II</b>
Education 608	Directed Practicum in Education		3	-
Education 610	Current Issues in Education		3	-
Education 623	Reading in the Content Areas		3	-
Education 647	Student Teaching Internship (Secondary)		-	9
<b>TOTAL</b>			<b>16</b>	<b>15</b>

**Total Credits** **31**

*\* Note that EDU 506, 508, 517, 550 are counted toward graduate degree requirements and are not part of the 124 credit hours that count toward the Bachelor of Science degree in Mathematics. When taken by Hampton University undergraduates in the Pre-professional stage of the*

*M.T. program, these courses serve as advanced placement and are used in the calculation of graduate credit hours.*

### Master in Teaching Course Sequence - Music PK-12

<b>Course</b>	<b>Description</b>		<b>Credit Hours</b>	
<b>First Year</b>		<b>Semester</b>	<b>I</b>	<b>II</b>
Education 506*	Diversity in Education		-	3
Education 517*	Classroom and Behavior Management		3	-
Education 550*	Teaching and Learning with Technology		-	3
Music Ed 530*	Teaching Music in Elementary Schools		3	-
Music Ed 535*	Teaching Music in Secondary Schools		3	-

<b>Second Year</b>		<b>Semester</b>	<b>I</b>	<b>II</b>
Education 608	Directed Practicum in Education		3	-
Education 610	Current Issues in Education		3	-
Education 623	Reading in the Content Areas		3	-
Education 648	Student Teaching Internship – Music PK-12		-	9
<b>TOTAL</b>			<b>18</b>	<b>15</b>

**Total Credits** **33**

*\*Note that EDU 506, 517, 550 and MUE 530, 535 are counted toward graduate degree requirements and are not part of the 129 credit hours that count toward the Bachelor of Arts degree in Music. When taken by Hampton University undergraduates in the Pre-professional stage of the M.T. program, these courses serve as advanced placement and are used in the calculation of graduate credit hours.*

### Master of Arts in Educational Leadership (Traditional and Online)

The Educational Leadership program is targeted to meet the needs of individuals attempting to obtain leadership training at the PK-12 or Higher Education levels. The PK-12 program leads to PreK-12 Administration and Supervision endorsement in Virginia. It is an advanced program for individuals who already possess initial teacher licensure. The Higher Education program is geared toward leadership in postsecondary contexts. Licensure is not required for admission to this program. This program is available at the College of Virginia Beach and online through Hampton U Online.

- Admissions requirements include the following:
- Application for Admission to the Graduate College - College of Virginia Beach Graduate Education Programs
- Payment of Application Fee
- Two letters of recommendation
- Official GRE Scores
- Copy of teaching license
- Letter from a supervisor/personnel officer that attests to completion of three years of full-time teaching

## Master of Arts in Educational Leadership (PreK-12 Administration and Supervision Endorsement)

Courses	Title	Semester Hours
EDUV 680	Survey of Computers and Data Analyses	3
EDUV 681	PK – 12 School Finance	3
EDUV 682	Educational Program Evaluation and Planning	3
EDUV 683	School Organizational Systems and Theory	3
EDUV 684	Secondary School Leadership (Grades 7-12)	3
EDUV 685	Legal Aspects of School Administration	3
EDUV 686	Elementary School Leadership (Grades PK-6)	3
EDUV 687	Human Resource Leadership in Schools and Districts	3
EDUV 688	Curriculum Planning and Design	3
EDUV 689	School and Community Relations and Diversity	3
EDUV 690	Supervision of Instruction	3
EDUV 691	Internship in Administration	9
EDUV 702	Master's Comprehensive Examination	0
<b>TOTAL CREDITS</b>		<b>42</b>

## Master of Arts in Educational Leadership (Higher Education)

Courses	Title	Semester Hours
EDUO 611	Techniques and Problems in Educational Research	3
EDUO 6xx	College Student Development, Ethics, and Techniques	3
EDUO 6xx	Student Affairs Program	3
EDUO 712	Higher Education Finance	3
EDUO 723	The Law of Higher Education	3
EDUO 716	The History of Higher Education	3
EDUO 7xx	Organization and Administration of Higher Education	3
EDUO 7xx	Current Issues in Higher Education	3
EDUO 7xx	Assessment of Higher Education Outcomes	3
EDUO 7xx	Diverse Populations in Higher Education	3
EDUO 7xx	Higher Education Internship I	3
EDUO 7xx	Higher Education Internship II	3
EDUO 7xx	Higher Education Leadership and Fund Raising	3
EDUO 7xx	Higher Education Comprehensive Examination	3
<b>TOTAL CREDITS</b>		<b>42</b>

## Doctor of Philosophy in Educational Management (Online)

The Doctor of Philosophy degree in Educational Management program is offered online through the Graduate College and Hampton University Online. The program provides candidates with an opportunity to develop the critical leadership skills and knowledge that are required in today's increasingly complex, diverse, and information-driven educational organizations. The program is designed to serve the advanced educational needs of top educational leaders by providing an executive hybrid program that allows individuals to pursue their degree without career interruption. The accelerated degree program is cohort based, with 15-20 students making up each cohort. The cohort model provides that students will matriculate together as they complete coursework and results in a deeper student support network. Internships are geared toward

implementing action research dissertations addressing current issues and challenges in the education concentration areas.

## Admission Requirements

Admission into the Doctor of Philosophy in Educational Management program is selective. Preferred prospective students have five or more years of professional experience working within an educational institution, with evidence of leadership roles garnering the highest rating. In reference to the concentration areas, preferred prospective students will hold teacher or administrator licensure or other educational certification (the PK-12 concentration), leadership experience in a higher education institution (the higher education concentration); a degree in a STEM field (the STEM concentration), or licensure in special education (the special education concentration). Students must have earned a master's degree and must submit two letters of recommendation and a prepared Statement of Career/Professional plans along with the application for admission. Students lacking a master's degree in Education must also take the GRE and earn a score of 150 or higher or the MAT with a minimum score for 42.

## On-campus Residency

Candidates are required to attend two two-week long Summer Residency experiences as a component of their summer coursework. The Summer Residency provides face to face course content, mentoring, dissertation supervision and networking. Dissertation defenses must take place on campus as well.

## Curriculum

All doctoral students in education take the core curriculum and the research core. The core curriculum is structured around two broadly defined themes: Leadership and Management; and Socio-political and Cultural Contexts of Education. The research and practice core consists of courses in research methods, an internship, and dissertation research courses. Internships are geared toward implementing action research to address current issues and challenges in educational settings that are reflective of the students' concentration areas. Students are required to take and pass a comprehensive exam prior to entering the dissertation phase of the program. Students work with a primary advisor and a dissertation advisory committee to formulate and conduct a culminating research project and to write the dissertation.

In addition to completion of common core courses, doctoral students must select one of four education concentration areas. The concentration areas are described below.

## Higher Education

This concentration is focused on the challenges and means for addressing the rapidly evolving postsecondary environment including - finances, technology, access, sustainability, quality and outcomes. It is geared toward practitioners seeking upper level positions in higher education and opportunities in academia. Concentration courses include:

## PK-12 Administration (District-level leadership and beyond)

This concentration is focused on the challenges and means for addressing the major issues facing K-12 leaders, such as out-



comes assessment, teacher quality, access, finances, technology, school choice, charter movement. It is geared toward education administrators focused on obtaining leadership and practical research skills necessary to effectively lead at the highest organizational levels in K-12. Concentration courses include:

### STEM Leadership

This interdisciplinary program will prepare future college faculty whose research focuses on teaching and learning at the collegiate level and who can successfully teach at the undergraduate and graduate level in their selected STEM discipline. Candidates accepted into this concentration must hold a degree in a stem area.

### Special Education Leadership

This concentration will provide career development for special education teachers for leadership positions in special education research (emphasis on data interpretation, conclusions and ramifications), practice (emphasis on empirically, research-based interventions) and policy (emphasis on codifying research and practice for effective implementation) to best serve children, youth and adults with high-incidence disabilities.

### Doctor of Philosophy in Educational Management – Higher Education Concentration (Online Program)

The curricula for the program and each of the four concentration areas are outlined below.

Courses	Title	Semester Hours
EDUO 610	Current Issues in Education	3
EDUO 611	Techniques and Problems in Educational Research	3
EDUO 710	Leadership Theory & Practice in Educational Organizations	3
EDUO 711	Dynamics of Managing Organizational Performance	3
EDUO 712	Higher Education Finance	3
EDUO 714	Strategy and Strategic Planning	3
EDUO 715	Dynamics of Innovation and Change in Educational Systems	3
EDUO 716	History of Higher Education	3
EDUO 718	Policy, Ethics, and Politics in Education	3
EDUO 719	Diversity and Equality in Education	3
EDUO 720	Assessment, Evaluation and Accountability	3
EDUO 721	Collaboration and Constituencies	3
EDUO 722	College Student Development	3
EDUO 723	Legal Issues in Higher Education	3
EDUO 724	Organization and Governance	3
EDUO 731	Qualitative Research Methods	3
EDUO 732	Quantitative Research Methods	3
EDUO 737	Ph.D. Comprehensive Exam	0
EDUO 738	Internship (I)	3
EDUO 738	Internship (II)	3
EDUO 739	Dissertation Research Seminar	3
EDUO 740	Dissertation Research	6
<b>TOTAL CREDITS</b>		<b>66</b>

### Doctor of Philosophy in Educational Management – PK-12 Administration Concentration (Online Program)

Courses	Title	Semester Hours
EDUO 610	Current Issues in Education	3
EDUO 611	Techniques and Problems in Educational Research	3
EDUO 710	Leadership Theory and Practice in Educational Organizations	3
EDUO 711	Dynamics of Managing Organizational Performance	3
EDUO 713	School District Finance & Budgeting	3
EDUO 714	Strategy and Strategic Planning	3
EDUO 715	Dynamics of Innovation and Change in Educational Systems	3
EDUO 717	History of PK-12 Educational Reform	3
EDUO 718	Policy, Ethics, and Politics in Education	3
EDUO 719	Diversity and Equality in Education	3
EDUO 720	Assessment, Evaluation and Accountability	3
EDUO 721	Collaboration and Constituencies	3
EDUO 725	Supervision and Professional Development	3
EDUO 726	Legal Issues in PK-12 Education	3
EDUO 727	Instructional Improvement	3
EDUO 731	Qualitative Research Methods	3
EDUO 732	Quantitative Research Methods	3
EDUO 737	Ph.D. Comprehensive Exam	0
EDUO 738	Internship (I)	3
EDUO 738	Internship (II)	3
EDUO 739	Dissertation Research Seminar	3
EDUO 740	Dissertation Research	6
<b>TOTAL CREDITS</b>		<b>66</b>

### Doctor of Philosophy in Educational Management – STEM Leadership Concentration (Online Program)

Courses	Title	Semester Hours
EDUO 610	Current Issues in Education	3
EDUO 611	Techniques and Problems in Educational Research	3
EDUO 710	Leadership Theory and Practice in Educational Organizations	3
EDUO 711	Dynamics of Managing Organizational Performance	3
EDUO 7xx	STEM Curriculum and Instruction	3
EDUO 714	Strategy and Strategic Planning	3
EDUO 715	Dynamics of Innovation and Change in Educational Systems	3
EDUO 7xx	History of STEM Education	3
EDUO 718	Policy, Ethics, and Politics in Education	3
EDUO 719	Diversity and Equality in Education	3
EDUO 720	Assessment, Evaluation and Accountability	3
EDUO 721	Collaboration and Constituencies	3
EDUO 7xx	Learning Sciences and Technology	3
Elect 7xx	STEM Content course	3
Elect 7xx	STEM Content course	3
EDUO 731	Qualitative Research Methods	3
EDUO 732	Quantitative Research Methods	3
EDUO 737	Ph.D. Comprehensive Exam	0



EDUO 738	Internship (I)	3
EDUO 738	Internship (II)	3
EDUO 739	Dissertation Research Seminar	3
EDUO 740	Dissertation Research	6
<b>TOTAL CREDITS</b>		<b>66</b>

### Doctor of Philosophy in Educational Management – Special Education Leadership Concentration (Online Program)

Courses	Title	Semester Hours
EDUO 610	Current Issues in Education	3
EDUO 611	Techniques and Problems in Educational Research	3
EDUO 710	Leadership Theory and Practice in Educational Organizations	3
EDUO 711	Dynamics of Managing Organizational Performance	3
EDUO 7xx	Special Ed. Admin. Teacher Supervision, and Evaluation	3
EDUO 714	Strategy and Strategic Planning	3
EDUO 715	Dynamics of Innovation and Change in Educational Systems	3
EDUO 7xx	History of Special Education	3
EDUO 718	Policy, Ethics, and Politics in Education	3
EDUO 719	Diversity and Equality in Education	3
EDUO 720	Assessment, Evaluation and Accountability	3
EDUO 721	Collaboration and Constituencies	3
EDUO 7xx	Current Issues in Special Education	3
EDUO 7xx	Special Education Law and Finance	3
EDUO 7xx	Special Education Curriculum and Instructional Strategies	3
EDUO 731	Qualitative Research Methods	3
EDUO 732	Quantitative Research Methods	3
EDUO 737	Ph.D. Comprehensive Exam	0
EDUO 738	Internship (I)	3
EDUO 738	Internship (II)	3
EDUO 739	Dissertation Research Seminar	3
EDUO 740	Dissertation Research	6
<b>TOTAL CREDITS</b>		<b>66</b>

### Master of Science in Information Assurance

The Master of Science in Information Assurance focuses on providing a broad interdisciplinary information assurance education that prepares graduates to successfully defend, protect, design, implement and maintain secure information and information systems. Graduates of the M.S. degree program in Information Assurance have the requisite expertise to:

- Function in the world-at-large as productive and ethical professionals and as responsible citizens. They will have a very good understanding of ethical issues and their applications.
- Understand and employ current trends and adapt to advances in the technology of the
- Information Assurance profession.
- Develop and implement security strategies to improve the security posture of organizations.

- Work in teams, to apply theoretical and analytical methods and principles of software development to address security issues in software development.
- Apply techniques, methodologies, tools and skills to build high-quality security systems that function effectively and reliably in the emerging information infrastructure.
- Communicate effectively, both orally and in writing, with other security and computing professionals.

The MS in IA program is designed for prospects with an undergraduate degree in Computer Science or a degree in engineering, science or mathematics with a strong background in computer science. For prospects without the appropriate qualifications, a set of bridge courses provide the necessary background for regular admission to the MS program.

### Bridge Program in Information Assurance (Non-Degree Program)

The Bridge Program in Information Assurance prepares students for graduate work in the Master of Science program. The main goal of this program is to provide non-computer science students with the necessary background to pursue a master's degree in Information Assurance. A secondary goal is to provide formal training for people in various technical disciplines who need significant background in computing. The Bridge program consists of comprehensive courses at the 500-level that provide the equivalent of the core undergraduate computer science curriculum. The following minimum requirements must be met before, as determined by the Department Chair, a student can be admitted to the program:

1. a bachelor's or higher degree;
2. two semesters of calculus and one semester of discrete mathematics; and,
3. formal training or experience in programming to the level of Computer Science 501.

### Requirements for the Bridge Program in Information Assurance (as determined by the Department Chair)

Requirement	Description	Credit Hours
Computer Science 501	Programming	4
Computer Science 502	Advanced Programming	3
Computer Science 506	Advanced Programming and Data Structures	3
Computer Science 507	Architectures and Operating Systems	3
Computer Science 508	Programming in Languages	3

### Requirements for the Program in Information Assurance

#### CORE COURSES (25 Cr. Hr.)

Requirement	Description	Credit Hours
Computer Science 510	Mathematical Foundations	3
Comp. Info. Assurance 523	Ethics, Law and Policy in Cyberspace	3
Comp. Info. Assurance 582	Introduction to Information Assurance	3
Comp. Info. Assurance 583	Secure Software Engineering	3
Comp. Info. Assurance 610	Cryptography	3
Comp. Info. Assurance 670	Computer Forensics and Incident Handling	3

Comp. Info. Assurance 675	Computer Viruses and Malicious Software	3
Comp. Info. Assurance 683	Advanced Computer and Network Security	3
Comp. Info. Assurance 702	Comprehensive Examination	1

#### **ELECTIVE COURSES (12 Cr. Hrs.)**

<b>Requirement</b>	<b>Description</b>	<b>Credit Hours</b>
Comp. Info. Assurance 684	Systems Security, Administration, Management and Certification	3
Comp. Info. Assurance 685	Risk Management	3
Comp. Info. Assurance 686	Systems Security for Senior Management	3
Comp. Info. Assurance 690	Network Security and Intrusion Detection	3
Comp. Info. Assurance 691	Wireless Networks	3
Comp. Info. Assurance 692	Secure Distributed Computing	3
Comp. Info. Assurance 695	Special Topics	3

### **Master of Science in Psychology**

Three programs that lead to the Master of Science (MS) degree are offered through the Department of Psychology: 1) a 5-Year Master of Science in General Psychology; 2) a 5-Year Master of Science in General Psychology with a Concentration in Marriage and Family Studies and 3) a 2-Year Master of Science in General Psychology. The Psychology Department MS program is located in the Graduate College and the School of Liberal Arts.

### **The Five-Year MS Program**

This innovative five year program includes an imbedded undergraduate degree in Psychology that is awarded after the first 120 credit hours. It culminates with the MS degree after satisfactory completion of the remaining 39 credit hours of required and elective graduate courses in psychology.

The objective of the Five-Year MS Program is to prepare students for admission to Ph.D. or Psy.D. programs in all areas of psychology. It also prepares students for careers in research, teaching, and practice. The program offers a rigorous series of required courses for students completing the Master of Science degree in a five-year accelerated sequence.

Students will gain comprehensive advanced knowledge in core psychology subject areas as well as advanced training in research methods and statistics. More specifically, the program provides students with an understanding of the scientific foundations of psychology (social, developmental, personality and physiological) as well as direct research experience. This includes research experience in: a) conducting research reviews; b) research design; c) data collection and analysis, and d) writing research reports. In addition, several seminar courses (Seminar in Personality Theories, Seminar in Learning and Cognition and Current Issues and Methods in Marriage and Family Research) provide an extensive focus on research methodology and findings in these areas. Students will also complete an Integrative Master's Project or a Master's thesis during their last year in the program.

Students who have completed the undergraduate requirements of this program with an overall 2.5 GPA, or higher, are eligible for admission to the graduate portion of this program. Students will apply for admission to the Graduate Program during

the first semester of their fourth year of undergraduate study. Students will submit all applicant materials to the Graduate College by the specified deadlines. Students are required to submit the following Graduate College application materials: 1) their official transcripts; 2) two letters of recommendation; 3) a personal statement; 4) the application fee; and 5) their Graduate Record Examination (GRE) scores. Students who score below a 150 verbal or 4.0 analytical writing on the GRE will be required to complete English 503 within the first year. Students can be admitted provisionally pending completion of all graduate school requirements. (Also see Basis for Admission – Graduate College).

Students admitted to the program must maintain a minimum grade point average of 3.0. An earned grade of "B" is considered passing in all required graduate level Psychology courses. Students earning less than a "B" grade in a required course must retake that course. Students with an overall GPA below 3.0 at the end of any term or students receiving three "C" grades in graduate level courses will be placed on probation. Courses for which "C" grades were earned must be retaken. Students who fail to meet the above requirements will be subject to dismissal as specified by the Graduate College guidelines.

### **Master of Science – Five-Year BA/MS Program**

#### **First Year**

<b>Requirement</b>	<b>Description</b>	<b>Credit Hours</b>
ENG 101	Written Communication	3
ENG 102	Written Communication	3
MAT 105	Intermediate Algebra	3
Or elective		
MAT 110	College Mathematics I or higher	3
Or higher		
COMM 103	Oral Communications	3
HUM 201	Humanities	3
HUM	Humanities Elective	3
BIO 103	Biology with lab	4
HIS 106	World Civil II	3
UNV 101	Individual and life	1
	Foreign Language I	3
	Free Elective	3
<b>TOTAL</b>		<b>35</b>

#### **Second Year**

<b>Requirement</b>	<b>Description</b>	<b>Credit Hours</b>
PSY 103	Introduction to Psychology	3
PSY 208	Methods of Psychology	3
PSY 346	Statistics I	3
PSY 347	Statistics II	3
MAT 117	Precalculus or higher	3
Or higher		
SCI 104	Physical Science w/lab	4
HEA 200	Health Education	2
	Foreign Language II	3
	Psychology Electives	6
	Free Electives	3
<b>TOTAL</b>		<b>36</b>

#### **Third Year**

<b>Requirement</b>	<b>Description</b>	<b>Credit Hours</b>
PSY 205	Social Psychology	3
PSY 300	Abnormal Psychology	3

PSY 302	Theories of Personality	3
PSY 308	Physiological Psychology	3
PSY 309	Junior Seminar	3
PSY 311	Developmental Psychology	3
SOC 205	Intro to Sociology	3
	Social Science Elective	3
	Psychology Electives	6
	Free Electives	6
	<b>TOTAL</b>	<b>36</b>

#### Fourth Year Undergraduate

Requirement	Description	Credit Hours
PSY 408	Senior Seminar	3
	Physical Education	1
	Psychology Electives	3
	Free Electives	11
	<b>TOTAL</b>	<b>18</b>

**Total Undergraduate Hours** **39**

#### Fifth Year Graduate

Requirement	Description	Credit Hours
PSY 601	Advanced Social Psychology	3
PSY 602	Advanced Physiological Psychology	3
PSY 608	Advanced Research Methods	3
PSY 672	Integrative Project	3
Or 685	or Master's Thesis	
PSY 674	Integrative Project	1-3
Or 686	or Master's Thesis	
COU 604	Lifespan Development	3
STA 600	Statistics	3
	Psychology Elective	6
	<b>TOTAL</b>	<b>27</b>

**Total Graduate Hours** **39**

#### ELECTIVE COURSES (3 credit hours):

- PSY 518 Seminar in Learning and Cognition (3 Credit Hours)
- PSY 617 Current Issues and Methods in Marriage and Family Research (3 Credit Hours)
- PSY 602 Advanced Psychological Testing and Assessment (3 Credit Hours)
- COU 602 Abnormal Behavior and Psychopathology (3 Credit Hours)
- PSY 528 Multicultural Issues in Psychology (3 Credit Hours)
- PSY 535 Industrial/Organizational Psychology (3 Credit Hours)

### Five Year Program with Concentration in Marriage and Family Studies

This innovative five year program includes an imbedded undergraduate degree in Psychology with a concentration in Marriage and Family Studies that is awarded after the first 120 credit hours. It culminates with the MS degree after satisfactory completion of the remaining 39 credit hours of required and elective graduate courses in psychology. This program offers a rigorous series of required courses for students completing the Master of Science degree in a five-year accelerated sequence with a concentration in Marriage and Family Studies.

The General Psychology with concentration in Marriage and Family Studies degree will provide students with the knowledge needed for professional advancement and community service in a specialized area of psychology (i.e. Marriage and Family) where there is great demand, particularly in African American and other underserved communities. These students will be better prepared

to conduct research in this area and to pursue licensure as a Marriage and Family Therapist.

Students will gain comprehensive advanced knowledge in core psychology subject areas as well as advanced training in research methods and statistics. More specifically, the program provides students with an understanding of the scientific foundations of psychology (social, developmental, personality and physiological) as well as direct research experience. This includes research experience in: a) conducting research reviews; b) research design; c) data collection and analysis, and d) writing research reports. In addition, several seminar courses (Seminar in Personality Theories, Seminar in Learning and Cognition and Current Issues and Methods in Marriage and Family Research) provide an extensive focus on research methodology and findings in these areas. Students will also complete an Integrative Master's Project or a Master's thesis during their last year in the program.

Students who have completed the undergraduate requirements of this program with an overall 2.5 GPA, or higher, are eligible for admission to the graduate portion of this program. Students will apply for admission to the Graduate Program during the first semester of their fourth year of undergraduate study. Students will submit all applicant materials to the Graduate College by the specified deadlines. Students will submit all applicant materials to the Graduate College by the aforementioned deadlines. Students are required to submit the following Graduate College application materials: 1) their official transcripts; 2) two letters of recommendation; 3) a personal statement; 4) the application fee; and 5) their Graduate Record Examination (GRE) scores. Students who score below a 150 verbal or 4.0 analytical writing on the GRE will be required to complete English 503 within the first year. Students can be admitted provisionally pending completion of all graduate school requirements. (Also see Basis for Admission – Graduate College).

Students must maintain a minimum grade point average of 3.0. An earned grade of "B" is considered passing in all required graduate level Psychology courses. Students earning less than a "B" grade in a required course must retake that course. Students with an overall GPA below 3.0 at the end of any term or students receiving three "C" grades in graduate level courses will be placed on probation. Courses for which "C" grades were earned must be retaken. Students who fail to meet the above requirements will be subject to dismissal as specified by the Graduate College guidelines.

### Master of Science – Five Year BA/MS Program with a Concentration in Marriage and Family Studies

#### First Year

Requirement	Description	Credit Hours
ENG 101	Written Communication	3
ENG 102	Written Communication	3
MAT 105	Intermediate Algebra	3
Or elective		
MAT 110	College Mathematics I or higher	3
Or higher		
COMM 103	Oral Communications	3
HUM 201	Humanities	3

HUM	Humanities Elective	3
BIO 103	Biology with lab	4
HIS 106	World Civil II	3
UNV 101	Individual and life	1
	Foreign Language I	3
	Free Elective	3
<b>TOTAL</b>		<b>35</b>

## Second Year

Requirement	Description	Credit Hours
PSY 103	Introduction to Psychology	3
PSY 208	Methods of Psychology	3
PSY 346	Statistics I	3
PSY 347	Statistics II	3
MAT 117	Precalculus or higher	3
Or higher		
SCI 104	Physical Science w/lab	4
HEA 200	Health Education	2
	Foreign Language II	3
	Psychology Electives	6
	Free Electives	3
<b>TOTAL</b>		<b>33</b>

## Third Year

Requirement	Description	Credit Hours
PSY 205	Social Psychology	3
PSY 300	Abnormal Psychology	3
PSY 302	Theories of Personality	3
PSY 308	Physiological Psychology	3
PSY 309	Junior Seminar	3
PSY 311	Developmental Psychology	3
PSY 404	Black Child Development	3
PSY 404	Intimate relationships	3
SOC 205	Intro to Sociology	3
	Social Science Elective	3
	Free Electives	6
<b>TOTAL</b>		<b>36</b>

## Fourth Year Undergraduate

Requirement	Description	Credit Hours
PSY 408	Senior Seminar	3
PSY 404	Black Marital Relationships	3
PSY 404	Psy of Marriage & Family	3
	Physical Education	1
	Free Electives	7
<b>TOTAL</b>		<b>16</b>

**Total Undergraduate Hours 120**

## Fourth Year Graduate

Requirement	Description	Credit Hours
PSY 510	Seminar in Personality	3
PSY 520	Theories in Marriage and Family	3
PSY 509	Psychology of Marriage & Family Systems	3
PSY 530	Professional Ethics, Law and Psych	3
<b>TOTAL</b>		<b>12</b>

## Fifth Year Graduate

Requirement	Description	Credit Hours
PSY 601	Advanced Social Psychology	3
PSY 602	Advanced Physiological Psychology	3
PSY 608	Advanced Research Methods	3

PSY 610	Psychosexual Development	3
PSY 672	Integrative Project	3
Or 685	or Master's Thesis	
PSY 674	Integrative Project	1-3
Or 686	or Master's Thesis	
COU 604	Lifespan Development	3
STA 600	Statistics	3
	Psychology Elective	3
<b>TOTAL</b>		<b>27</b>

**Total Graduate Hours 39**

## ELECTIVE COURSES (3 credit hours):

PSY 518 Seminar in Learning and Cognition (3 Credit Hours)  
 PSY 617 Current Issues and Methods in Marriage and Family Research (3 Credit Hours)  
 PSY 602 Advanced Psychological Testing and Assessment (3 Credit Hours)  
 COU 602 Abnormal Behavior and Psychopathology (3 Credit Hours)  
 PSY 528 Multicultural Issues in Psychology (3 Credit Hours)  
 PSY 535 Industrial/Organizational Psychology (3 Credit Hours)

## Traditional/Two-Year Graduate MS Program in General Psychology

The Two-Year Master of Science program will provide students completing it with additional career options that they might not have with only an undergraduate degree in psychology. For example, students with master's degrees in Psychology will have acquired skills and knowledge to: 1) teach and perform other alternative careers, such as academic advising in higher education settings, 2) perform research and provide other psychological services in various government offices, 3) assume entry-level positions in the mental health field, and 4) work in sales and/or marketing.

The Two-Year Master of Science program is a 39 credit hour program for well prepared students. In all cases, a minimum of 39 credit hours of graduate coursework is required. Students will submit all applicant materials to the Graduate College by the specified deadlines. Students will submit all applicant materials to the Graduate College by the aforementioned deadlines. Students are required to submit the following Graduate College application materials: 1) their official transcripts; 2) two letters of recommendation; 3) a personal statement; 4) the application fee; and 5) their Graduate Record Examination (GRE) scores. Students who score below a 150 verbal or 4.0 analytical writing on the GRE will be required to complete English 503 within the first year. Students can be admitted provisionally pending completion of all graduate school requirements. (Also see Basis for Admission – Graduate College).

Students must maintain a minimum grade point average of 3.0. An earned grade of "B" is considered passing in all required graduate level Psychology courses. Students earning less than a "B" grade in a required course must retake that course. Students with an overall GPA below 3.0 at the end of any term or students receiving three "C" grades in graduate level courses will be placed on probation. Courses for which "C" grades were earned must be retaken. Students who fail to meet the above requirements will be subject to dismissal as specified by the Graduate College guidelines.



## Two-Year MS Degree Program in General Psychology

### First Year

Requirement	Description	Credit Hours
PSY 510	Seminar in Personality	3
PSY 520	Theories in Marriage and Family	3
PSY 530	Professional Ethics, Law and Psych	3
PSY 608	Advanced Research Methods	3
COU 604	Lifespan Development	3
	Psychology Elective	3
	<b>TOTAL</b>	<b>18</b>

### Fifth Year Graduate

Requirement	Description	Credit Hours
PSY 601	Advanced Social Psychology	3
PSY 602	Advanced Physiological Psychology	3
PSY 672	Integrative Project	3
Or 685	or Master's Thesis	
PSY 674	Integrative Project	1-3
Or 686	or Master's Thesis	
STA 600	Statistics	3
	Psychology Elective	6
	<b>TOTAL</b>	<b>21</b>

**Total Graduate Hours** **39**

### ELECTIVE COURSES (3 credit hours):

PSY 518 Seminar in Learning and Cognition (3 Credit Hours)  
 PSY 617 Current Issues and Methods in Marriage and Family Research (3 Credit Hours)  
 PSY 602 Advanced Psychological Testing and Assessment (3 Credit Hours)  
 COU 602 Abnormal Behavior and Psychopathology (3 Credit Hours)  
 PSY 528 Multicultural Issues in Psychology (3 Credit Hours)  
 PSY 535 Industrial/Organizational Psychology (3 Credit Hours)

## Master of Science in Sport Administration

The Master of Science degree in Sport Administration is comprised of three concentrations: Intercollegiate Sport, Organizational Behavior and Sport Business Leadership, and International Sport. The graduate program will work collaboratively with Hampton University Athletics and the Hampton University International Office. This collaboration will strengthen all areas by allowing students to do internships, volunteer work, and specified course assignments with the athletics department; seek study abroad and internships abroad through HU International. Content delivery will combine both online and on campus delivery.

Our main goals are:

- To provide comprehensive graduate training for students wishing to complete a degree in sport administration.
- To create a strong, intra-university collaboration; in addition to developing community relations, and strong partnerships for internships and jobs with sport organizations.
- To make innovative and major contributions to this growing field of study both domestically and abroad. Creating a dynamic and competitive program while providing excellent research will be essential for attracting the best students and superb faculty.

## M.S., Sport Administration International Sport Curriculum Sequence

Requirement	Description	Credit Hours
<b>Fall Semester</b>		
PED 601	Sport Law	3
PED 623	Sport and Social Responsibilities	3
PED 621	International World Business Cultures	3
PED 600	Sport Marketing	3
	<b>TOTAL</b>	<b>12</b>
<b>Spring Semester</b>		
PED 611	Research Methods	3
PED 622	"Global Brand Management	3
PED 602	Sport Finance	3
PED 624	"Organizational Leadership	3
	<b>TOTAL</b>	<b>12</b>
<b>Summer Semester</b>		
PED Elective	Elective	3
	<b>TOTAL</b>	<b>3</b>
<b>Fall Semester</b>		
PED 631 or 632	Internship or Thesis	6
	<b>TOTAL</b>	<b>6</b>
<b>TOTAL CREDIT HOURS</b>		<b>33</b>

## Organizational Behavior and Sport Business Leadership Curriculum Sequence

Requirement	Description	Credit Hours
<b>Fall Semester</b>		
PED 601	Sport Law	3
PED 623	Sport and Social Responsibilities	3
PED 616	Public Relations & New Media	3
PED 600	Sport Marketing	3
	<b>TOTAL</b>	<b>12</b>
<b>Spring Semester</b>		
PED 611	Research Methods	3
PED 615	Adv. Marketing-Appl. Research Sales	3
PED 602	Sport Finance	3
PED 624	Organizational Leadership	3
	<b>TOTAL</b>	<b>12</b>
<b>Summer Semester</b>		
PED Elective	Elective	3
	<b>TOTAL</b>	<b>3</b>
<b>Fall Semester</b>		
PED 631 or 632	Internship or Thesis	6
	<b>TOTAL</b>	<b>6</b>
<b>TOTAL CREDIT HOURS</b>		<b>33</b>

## M.S., Sport Administration Intercollegiate Athletics Curriculum Sequence

Requirement	Description	Credit Hours
<b>Fall Semester</b>		
PED 601	Sport Law	3
PED 623	Sport and Social Responsibilities	3
PED 619	NCAA	3
PED 600	Sport Marketing	3
	<b>TOTAL</b>	<b>12</b>



**Spring Semester**

PED 611	Research Methods	3
PED 620	Sport Governance	3
PED 602	Sport Finance	3
PED 624	Organizational Leadership	3
<b>TOTAL</b>		<b>12</b>

**Summer Semester**

PED Elective	Elective	3
<b>TOTAL</b>		<b>3</b>

**Fall Semester**

PED 631 or 632	Internship or Thesis	6
<b>TOTAL</b>		<b>6</b>

**TOTAL CREDIT HOURS** **33**

**Medical Science**

The primary purpose of the Master of Science degree program in Medical Science is to significantly increase the number of Hampton University graduates and others who matriculate in professional health career programs leading to the MD or DDS degree. This program prepares the graduate student for the arduous task of gaining admittance to professional schools by focusing upon the standardized examinations in the biomedical sciences and upon the courses offered in the first year of a doctoral medical program. The Graduate College and School of Science are dedicated to making Hampton University number one in the placement of our graduates in professional medical and allied health programs and to their success in those professional programs. The master's program has been modeled after highly successful post-baccalaureate programs and with input or commitments from medical schools.

**Admissions Requirements**

The admissions requirements to the Masters of Science in Medical Science program are equivalent to those of the Graduate College. The test scores on the MCAT (Medical College Admissions Test) or DAT (Dental Aptitude Test) are used in lieu of the GRE examination scores, to satisfy English Proficiency as stated in the section of this Catalog under that header. The Medical Science program conducts a rolling, competitive, admission process beginning on September 1 and ending on June 1 each year. Any graduate from an accredited undergraduate degree program is eligible. Applicants with the appropriate undergraduate prerequisites courses for admissions to medical and dental school will be considered.

**Master of Science in Medical Science - Medical Post Baccalaureate Program**

Requirement	Description	Credit Hours	
<b>1st Year</b>		<b>Fall</b>	<b>Spring</b>
Medical Science 601-602	Health Professions I-II	3	3
Medical Science 611-612	Pre-Medical Biology I-II	4	4
Medical Science 621-622	Pre-Medical Chemistry I-II	4	4
Medical Science 641	Pre-Medical Physics	3	-
<b>TOTAL CREDITS – 1ST YEAR</b>		<b>14</b>	<b>11</b>
<b>2nd Year</b>		<b>Fall</b>	<b>Spring</b>
Medical Science 651-652	Bio Medical Chemistry I-II	4	4
Medical Science 655	Medical Physiology	4	-

Medical Science 662	Human Immunology/Virology	-	4
Medical Science 665	Medical Molecular and Cellular Biology	4	-
Medical Science 668	Medical Histology	-	4
Medical Science 702	Master's Comprehensive Examination	-	1

**TOTAL CREDITS – 2ND YEAR** **12** **13**

**TOTAL CREDITS:** **50**

**Graduate Nursing Education**

The Department of Graduate Nursing Education, along with the Graduate College and Hampton University Online offers online degree programs leading to the Master of Science (Women's Health Care Nursing), Master of Health Administration, Doctor of Nursing Practice and Doctor of Philosophy. The on-campus programs lead to the Master of Science degree in three areas of role development: education, administration, and nurse practitioner and to the Doctor of Philosophy degree in two areas. There are three nurse practitioner areas of specialization at the Master's level: women's health, and family. The clinical areas of specialty offered are Community Health, Advanced Adult and Community Mental Health/Psychiatric Nursing. Individuals who have earned a Bachelor of Science degree in Nursing from an accredited program are eligible to apply for the Master of Science degree program. The Doctor of Philosophy (Ph.D.) degree program in Nursing has a focus on families and family-related research and a focus in higher education. Individuals who have earned a master's degree in Nursing are eligible to apply to the Doctor of Philosophy degree program.

**National Accreditation**

Website: <http://www.nlnac.org/>

The undergraduate and graduate Nursing programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE). For further information about the accreditation status of the program, please contact the Commission on Collegiate Nursing Education at the following address:

Commission on Collegiate Nursing Education  
One Dupont Circle, N.W., Suite 530  
Washington, DC 20036-1120  
202-887-6791

Fax: 202-887-8476

Website: <http://www.aacn.nche.edu/Accreditation/>

The School of Nursing is also an agency member of the National League for Nursing, the Nursing Council of the Southern Regional Education Board, and the American Association of Colleges of Nursing.

**Student Health Status**

The Nursing student must submit satisfactory credentials about his or her health status. These credentials are reviewed yearly and must be kept current by the student, otherwise the student will not be permitted to attend clinical courses. A current health record from a health care provider or family physician including evidence of an annual physical examination, and immunizations must be maintained in the School of Nursing. If this procedure is not adhered to, the student will be requested to withdraw from the course.

## Liability Insurance

All students are required to obtain and show evidence of liability insurance to cover the periods enrolled in practicum courses. Applications are available in the School of Nursing. However, students are encouraged to purchase liability insurance from any company of their choice.

## Cardiopulmonary Resuscitation

All students majoring in Nursing must obtain certification in Basic Cardiac Life Support (BCLS) on a biennial basis. Students who do not fulfill the health status requirement, purchase liability insurance or fulfill cardiopulmonary resuscitation requirements will not be allowed to participate in the clinical experiences and will be unable to meet the requirements of the course.

## Master of Science Degree in Nursing

### Regular Admission

Students seeking admission to the Master of Science in nursing program are subject to the rules and regulations applied by the Graduate College. Admission to graduate study in Nursing at Hampton University is open to all qualified applicants who meet the requirements as stated in the Graduate Catalog. Potential students are encouraged to consult the Graduate Catalog prior to applying for admission. In addition, admission to the Master's program requires:

1. A bachelor's degree from an accredited program in Nursing.
2. An undergraduate Grade Point Average (GPA) of 2.7 overall and 2.7 in Nursing on a 4.0 scale.
3. Acceptable scores on the Graduate Record Examination (GRE), with a verbal score of at least 450 or an Analytical Writing Assessment score of at least 4.0. Scores are only good for five years after the testing year.
4. Completed application to the Graduate College
5. Two (2) letters of recommendation from professionals familiar with the applicant's professional qualifications. Letters should be on letterhead paper and address the nature of the professional's knowledge of the applicant. Letters should come from professionals, such as, the applicant's most recent employer, a previous nursing professor, supervisors and/or nurse managers. The professional providing the reference must also complete Parts II and III of the recommendation.
6. A personal statement that delineates the applicant's: 1) rationale for selecting Hampton University's master's program; 2) description of goals and aspirations; 3) how the applicant expects to benefit from master's level study; 4) previous research and scholarship and current research interest. The essay should be at least 3 to 5 typed pages, double spaced, 12 point font and either Times New Roman or Arial.
7. Graduate nursing students participating in clinical experiences must hold and maintain a valid license to practice as a registered nurse in the state/jurisdiction in which they will participate in clinical experiences.
8. An undergraduate course in statistics and an undergraduate course in physical assessment.

9. One year clinical experience beyond the baccalaureate degree prior to clinical courses.
10. A current resume that includes sections on Education, Research and Scholarly Activity, and Service.
11. A personal interview via telephone, cyber communication methods or in person (at the student's expense) with a faculty member who teaches in the Master of Science degree program in the School of Nursing.
12. Approval of the Committee on Graduate Admissions, Scholarships and Standards of the School of Nursing.
13. Please note that the entire application package including the application form, application fee, transcripts, GRE scores, and letters of recommendation should be sent to: Graduate College, Hampton University, Hampton, Virginia 23668.

### Clinical Experience

#### Clinical Experience

Students receive advanced practice Nursing experiences in a variety of cooperating agencies. State law requires that all persons having contact with, or caring for, minors must have criminal history record and sex offender and crimes-against-minors registry checks.

### General Promotion and Scholastic Requirements

The Master of Science degree in Advanced Adult Nursing, Community Health Nursing; Community Mental Health/Psychiatric Nursing; and Family, Women's Health Nursing, requires satisfactory completion of an approved curriculum sequence in Nursing.

1. Credit Hour Requirements: To be eligible for the Master of Science degree, the student must fulfill the requirements of either Plan A - Thesis and Thesis Defense, or Plan B - Comprehensive Examination.
2. Academic Grades: The School of Nursing may request that a student withdraw from the degree program for unsatisfactory performance. Progression in the professional Nursing curriculum requires continuing satisfactory performance in both theory and clinical Nursing courses. Students may be required to withdraw from the Nursing courses when failing to meet the standards of the Graduate College.
3. Prior to entering, all students must have successfully completed undergraduate courses in statistics and physical assessment, or provide documentation that physical assessment was included in courses in their undergraduate curriculum.
4. Admission to Candidacy: Students pursuing the Master of Science degree in Nursing should apply for admission to candidacy after earning between nine (9) and twenty-four (24) semester hours. Failure to comply with this regulation is equivalent to notification of withdrawal from the degree program.
5. Degree Completion - Candidates for the Master of Science degree in Nursing should apply for graduation through the Graduate College according to the deadlines established by the Graduate College for May, August, or December graduation. In general, this deadline is usually set at a date early in the semester prior to graduation.

## The Curriculum Plan for the Master of Science Degree Program

The graduate Nursing program in Advanced Adult Nursing, Community Health Nursing, and Community Mental/Psychiatric Nursing will require the completion of a minimum of 47 hours of course work and either a thesis and thesis defense or a comprehensive examination. The practitioner specialty requires 44 to 50 credit hours. The program is planned to afford students the opportunity to enroll on a part-time basis according to the existing structure of the Graduate College. Lecture courses are scheduled during evening hours to allow a student to remain in the workforce and continue the educational process. Clinical practicum experiences are planned according to the schedule of the affiliating agency or institution.

The following courses are required to obtain a Master of Science degree in Advanced Adult Nursing; Community Health Nursing; Community Mental Health/Psychiatric Nursing; and Family, or Women's Health Nursing, with a functional area as either an administrator, an educator, or a nurse practitioner.

The courses that are required to obtain a Master of Science degree are listed in the sequences below and vary by clinical specialty or role development area. Clinical specialization can be selected from Advanced Adult Nursing; Community Health Nursing; Community Mental Health/Psychiatric Nursing; and Family,, or Women's Health Nursing, with a functional area as either an administrator, educator, or nurse practitioner. The curriculum is composed of courses selected from a nursing core, clinical specialty role development area, and cognate courses. The Nursing Core includes the following courses: Nursing 510, 512, 514, 609, 678, 681 or 683. The Clinical Specialty courses include Nursing 610-611 for Community Mental Health/Psychiatric Nursing, Nursing 612-613 for Community Health Nursing and Nursing 614-615 for Advanced Adult Nursing. Nursing 606 and 607 are required for role development as a Nurse Administrator while Nursing 604 and 605 are required for the role of Nurse Educator. The Nurse Practitioner role development courses are Nursing 618, 619, 621 and 630 for the Family Nurse Practitioner; and, Nursing 530, 531, 635, 638, 639, 642, 643, 650 for Women's Health Nurse Practitioner. The Cognate courses that may be required include a course in statistics (STA 600), accounting (ACC 600/MBA 609) and human resources administration (MGT/MBA 648).

### Master of Science – Nursing Educator Course Sequence

Course	Description	Credit Hours	
1st Year	Semester	I	II
Nursing 510	Conceptual Approaches to Nursing Practice	2	-
Nursing 512	Organizational Behavior/Group & Role Theory	3	-
Nursing 514	Concepts and Techniques of Primary Care Nursing	4	3
Nursing 604	Curriculum Development in Nursing Education	-	3
Nursing 608	Pathophysiology	-	3

Nursing 610	Community Mental Health/ Psychiatric Nursing I		
-or Nursing 612	Community Health Nursing I		
-or Nursing 614	Advanced Adult Nursing I	-	4
Nursing 678	Family Nursing: Theory and Practice	3	-
1Nursing 681	Master's Thesis Research		
-or Nursing 683	Research Methods in Nursing	-	4
	Elective	-	3
Statistics 600	Statistics	3	-
<b>SUBTOTALS:</b>		<b>15</b>	<b>17</b>

### 2nd Year

Nursing 605	Teaching Adult Nursing	4	
Nursing 609	Nursing Colloquium	3	
Nursing 611	Community Mental Health/ Psychiatric Nursing II		
-or Nursing 613	Community Health Nursing II		
-or Nursing 615	Advanced Adult Nursing II	4	
	Elective	3	
<b>SUBTOTAL:</b>		<b>14</b>	

**TOTAL CREDITS:** 46

<sup>1</sup> Students following Plan A must register for Nursing 682 Thesis Seminar after approval of proposal and/or Nursing 700 Thesis Registration after completion of all course work. Students must register for Nursing 702 Master's Comprehensive Examination if under Plan B: this option will require 1 additional credit hour ..

### Master of Science – Nursing Administrator Course Sequence

Course	Description	Credit Hours	
1st Year	Semester	I	II
M. Bus Admin 600	Accounting Concepts	3	-
-or Nursing 648	Financial Management for Nurse Administrators		
M. Bus Admin 648	Human Resources Administration	3	-
Nursing 510	Conceptual Approaches to Nursing Practice	2	-
Nursing 512	Organizational Behavior/Group & Role Theory	3	-
Nursing 606	Nursing Administration	-	6
Nursing 610	Community Mental Health/ Psychiatric Nursing I		
-or Nursing 612	Community Health Nursing I		
-or Nursing 614	Advanced Adult Nursing I	-	4
Nursing 678	Family Health Nursing: Theory and Practice	3	-
1Nursing 681	Master's Thesis Research		
-or Nursing 683	Research in Nursing	-	4
Statistics 600	Statistics	3	-
<b>SUBTOTALS:</b>		<b>17</b>	<b>14</b>

### 2nd Year

Nursing 607	Advanced Nursing Administration	5	
Nursing 609	Nursing Colloquium	3	
Elective	Family Nursing	3	
Elective	Guided Business Elective	3	
<b>SUBTOTAL:</b>		<b>14</b>	

**TOTAL CREDITS:** 45

<sup>1</sup> Students following Plan A must register for Nursing 682 Thesis Seminar after approval of proposal and/or Nursing 700 Thesis Registration after completion of all course work. Students must register for Nursing 702

Master's Comprehensive Examination if under Plan B: this option will require 1 additional credit hour .

## Master of Science – Family (FNP) Nurse Practitioner Course Sequence

Course	Description	Semester	Credit Hours	
			I	II
<b>1st Year</b>				
Nursing 510	Conceptual Approaches to Nursing Practice		2	-
Nursing 512	Organizational Behavior/Group & Role Theory		3	-
Nursing 514	Concepts and Techniques of Primary Care Nursing		4	-
Nursing 608	Pathophysiology		-	3
Nursing 618	Preceptorship in Primary Care Ambulatory Nursing		-	5
Nursing 630	Advanced Pharmacotherapeutics in Primary Care Nursing		3	-
<sup>1</sup> Nursing 681	Master's Thesis Research		-	4
-or Nursing 683	Research in Nursing Elective		-	3
Statistics 600	Statistics		3	-
<b>SUBTOTALS:</b>			<b>15</b>	<b>15</b>

### Summer Session

Nursing 619	Advanced Preceptorship in Family Nursing	4
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### 2nd Year

Nursing 609	Nursing Colloquium	3
Nursing 621	Practice Management (PCA NP)	4
Nursing 678	Family Health Nursing: Theory and Practice	3
<b>SUBTOTAL:</b>		<b>10</b>
<b>TOTAL CREDITS:</b>		<b>44</b>

<sup>1</sup> Students following Plan A must register for Nursing 682 Thesis Seminar after approval of proposal and/or Nursing 700 Thesis Registration after completion of all course work. Students must register for Nursing 702 Master's Comprehensive Examination if under Plan B: this option will require 1 additional credit hour .

## Master of Science – Women's Health (WHNP) Nurse Practitioner Course Sequence

Course	Description	Credit Hours
<b>Summer Session</b>		
Nursing 531	Physiological Aspects of Reproduction and Development	3
Nursing 608	Pathophysiology	3
<b>1st Year</b>	<b>Semester</b>	<b>I II</b>
Nursing 510	Conceptual Approaches to Nursing Practice	2 -
Nursing 512	Organizational Behavior/Group & Role Theory	3 -
Nursing 514	Concepts and Techniques of Primary Care Nursing	4 -
Nursing 630	Advanced Pharmacotherapeutics in Primary Care Nursing	3 -
Nursing 635	Frameworks of Women's Health	3
Nursing 638	Women Health Care of Childbearing	4
Nursing 639	Health Care of Women Seminar	- 5

<sup>1</sup> Nursing 681	Master's Thesis Research	-	4
-or Nursing 683	Research in Nursing		
<b>SUBTOTALS:</b>		<b>15</b>	<b>13</b>

### Summer Session

Nursing 642	Health Problems of Childbearing Women-Seminar	5
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### 2nd Year

Nursing 609	Nursing Colloquium	3
Nursing 643	Low-Risk Childbearing Families	4
Nursing 650	Women's Health Nursing Seminar	3
<b>SUBTOTAL:</b>		<b>10</b>
<b>TOTAL CREDITS:</b>		<b>49</b>

<sup>1</sup> Students following Plan A must register for Nursing 682 Thesis Seminar after approval of proposal and/or Nursing 700 Thesis Registration after completion of all course work. Students must register for Nursing 702 Master's Comprehensive Examination if under Plan B: this option will require 1 additional credit hour .

## Doctor of Philosophy Degree in Nursing

The Ph.D. in Nursing program at Hampton University requires a minimum of 48 hours of course work and the completion of an original research project resulting in the dissertation. Students must complete all requirements for the Ph.D. within seven (7) years after successfully passing the doctoral qualifying examination.

Family and family-related research and higher education in nursing are the two areas of emphasis for the degree. Core requirements are the same for all students regardless of their research interests. Students are able to pursue their individual interests by taking elective and cognate courses. The program is designed to be flexible enough to be adjusted to the appropriate needs of the students.

To complete the program, students are required to satisfactorily complete core courses, an approved area of related study, and demonstrate research competence through the completion of the dissertation. The student's competence and scientific knowledge are tested through three doctoral examinations: a qualifying examination, a comprehensive examination, and an oral defense of the dissertation.

The Qualifying Examination is taken after the successful completion of 18 semester hours of doctoral level coursework. The student must be enrolled in Nursing 703 to register to take the Qualifying Examination. A Qualifying Examination Committee, selected from the graduate Nursing faculty, is charged with monitoring the construction, implementation and grading of the examination. The Qualifying Examination is administered twice per year. Grading will be conducted by members of the Qualifying Examination Committee and other graduate Nursing faculty. Students who fail to achieve the desired level on parts of the examination may retake those parts at the next administration of the test. The student will be permitted to take the examination only twice. Students who do not successfully pass the doctoral qualifying examination will not remain in the program.

The Dissertation Committee (appointed by the Dean of the Graduate College upon recommendation by the department) con-



sists of a minimum of three (3) members, only one of whom may be outside of the department or the University. The dissertation committee administers the Comprehensive Examination and the oral defense of the dissertation. The Comprehensive Examination tests the student's knowledge in the general area of study and the student's understanding of relevant fields of study which are supportive of the student's dissertation research. The Comprehensive Examination is taken at the end of the student's coursework, prior to beginning the dissertation research. Students must enroll in Nursing 802 to register to take the Comprehensive Examination. If the student fails to satisfactorily complete this examination, it may be retaken once at the discretion of the Dissertation Committee. Students are required to orally defend the dissertation before their Committee and at least two other faculty members who have expertise in the research area selected by the student.

### Regular Admission

Students seeking admission to the Doctor of Philosophy program are subject to the rules and regulations of the Graduate College. Admission to the doctoral program is open to all qualified applicants who meet the requirements as stated in the Graduate Catalog. Potential students are encouraged to consult the Graduate Catalog prior to applying for admission.

In addition, admission to the doctoral program requires the following:

1. A Master of Science degree in Nursing from an accredited program.
2. A graduate record grade point average (GPA) of at least 3.5 on a 4.0 scale.
3. A completed application submitted to the Graduate College.
4. A personal statement that delineates the applicant's (1) rationale for selecting Hampton University's doctoral program, (2) description of goals and aspirations, (3) expectations of doctoral study, (4) previous research and scholarship, and (5) current research interest that could lead to the development of a dissertation. The statement should be between 3 and 5 typed pages, double spaced, and in a 12-point Times New Roman or Arial font.
5. A current curriculum vita that includes sections on education, research and scholarly activity, and service.
6. A current valid license to practice professional Nursing in any state at the time of admission.
7. A personal interview via telephone, cyber communication methods or in person (at the student's expense) with a faculty member who teaches in the doctoral program.
8. Three (3) letters of recommendation from persons familiar with the applicant's employment and academic qualifications are required. Letters should be on professional letterhead and address the applicant's qualifications. Recommendations must come from professionals, such as the applicant's most recent employer, a previous nursing professor, supervisors, and/or nurse managers. The professional providing the refer-

ence must also complete Part II and Part III of the Recommendation Form.

9. Approval of the Graduate Admissions, Scholarship and Standards Committee of the School of Nursing.
10. Complete applications for admission must be received by the deadline of January 15th for fall admission.
11. Please note that the entire application package, including the application form, transcripts, and letters of recommendation, must be sent to the Graduate College, Hampton University, Hampton, Virginia 23668.

### Doctor of Nursing Practice Degree

The Doctor of Nursing Practice (DNP) degree at Hampton University requires a minimum of 33 post masters credit hours and the completion of a scholarly project for Nurse Practitioners. This online degree program will allow current nurse practitioners the opportunity to move to the doctoral level by building upon their foundation of primary care experience and preparing them for their expanded role in systems evaluation and change, health policy evaluation, change leadership and outcomes research. The DNP program will also provide an increased cadre of nursing faculty with advanced practice skills using clinical outcomes research to address health disparities. Student enrolled in this program must have an unencumbered license from any state to practice as a Nurse Practitioner.

### Doctor of Nursing Practice Course Sequence (Online)

Requirement	Description	Credit Hours	
1st Year	Semester	I	II
Nursing 750	Politics, Policy and Health Care	3	-
Nursing 751	Theoretical Frameworks for Evidence-Based Practice	3	-
Nursing 752	Information Technology for the Advanced Practice Nurse	3	-
Nursing 753	Family Theory	-	2
Nursing 754	Legal and Ethical Issues in Health Care	-	2
Nursing 755	Analytic Methods for Evidence-Based Practice	-	3
Nursing 765	Clinical Residency	-	1
Nursing 770	Scholarly Project I	-	1
<b>SUBTOTALS:</b>		<b>9</b>	<b>9</b>
2nd Year	Semester	I	II
Nursing 756	Health Care Finance and Economics	3	-
Nursing 757	Collaboration for Improving Health Outcomes	3	-
Nursing 766	Clinical Residency II	2	-
Nursing 767	Clinical Residency III	-	1
Nursing 771	Scholarly Project II	1	-
Nursing 772	Scholarly Project III	-	5
<b>SUBTOTAL:</b>		<b>9</b>	<b>6</b>
<b>TOTAL CREDITS:</b>		<b>33</b>	



## Doctor of Philosophy Degree in Nursing

The courses listed in the sequence below, plus 12 hours of cognates from the lists below are required to obtain a Doctor of Philosophy Degree in Nursing at Hampton University in the Family Nursing or Nurse Educator tracks. Nursing Cognate courses address the specific substantive and methodological focus of the dissertation research.

### Family Nursing Cognate Courses

Course	Title	Credits
Nursing 720	Dissemination and Utilization of Family Nursing Research: Theoretical and Practical Perspectives	3
Nursing 721	Vulnerable Populations: A Family Perspective	3
Nursing 722	Special Topics in Family Nursing	3
Nursing 723	Family Research	3
Nursing 724	Special Topics in Family Research and Family Development Theory	3
Nursing 799	Independent Study in Nursing	1-6

### Nurse Educator Cognate Courses

Course	Title	Credits
Nursing 726	Creating the Future of Nursing Education	3
Nursing 727	Learning Theories and Educational Philosophy	3
Nursing 728	Assessment and Evaluation	3
Nursing 729	Teaching Strategies for Nursing	3
Nursing 731	Curriculum Development in Nursing Education	3
Nursing 733	Advanced Internship in Nursing Education (Ed Track)	3

## Doctor of Philosophy –Family Nursing and Nurse Educator Course Sequences

Requirement	Description	Credit Hours	
1st Year	Semester	I	II
Nursing 670	Statistics for Health Professionals	3	-
Nursing 703	Qualifying Examination	-	0
Nursing 710	Family Nursing: Historical and Cultural Perspectives	3	-
Nursing 711	Family Nursing: Philosophical, Conceptual and Theoretical Perspectives	3	-
Nursing 712	Family Nursing: Theory and Concept Analysis	-	3
Nursing 713	Family Nursing Issues: Planning and Policy Leadership	-	3
Nursing 714	Quantitative Methods I	-	3
<b>SUBTOTALS:</b>		<b>9</b>	<b>9</b>
2nd Year	Semester	I	II
Nursing 715	Quantitative Methods II	3	-
Nursing 716	Nursing Research: Interpretative Methods	3	-
Nursing 717	Nursing Research: Instrument Development	3	-
Nursing 718	Analysis and Evaluation of Theory Generating and Theory Testing Research	-	3
Cognate	See List	-	3
Cognate	See List	-	3
<b>SUBTOTAL:</b>		<b>9</b>	<b>9</b>
3rd Year	Semester	I	II
Nursing 800	Dissertation Seminar I	3	-
Nursing 801	Dissertation Seminar II	-	3

Nursing 802	Ph.D. Comprehensive Examination	-	0
Cognate	See List	3	3
<b>SUBTOTAL:</b>		<b>6</b>	<b>6</b>

### 4th Year

*Nursing 803	Dissertation Seminar Research	*6	
<b>TOTAL CREDITS:</b>		<b>54-60</b>	

*\*Must be repeated until dissertation research is completed.*

With completion of dissertation, credits could range from 54-60 credit hours.

## Physical Therapy

Hampton University offers an entry-level Doctor of Physical Therapy degree program (DPT). This program is designed to prepare physical therapists at an entry-level that exhibit the diagnostic and evaluative skills necessary for autonomy and competence in therapeutic interventions. In addition, the curriculum goals emphasize the acquisition in skills related to critical inquiry, communication, and sensitivity to diversity, planning for self-growth and understanding, management in the health care environment, and application of ethical principles and values.

### Admission Requirements

Students who seek admission to the Physical Therapy program are subject to all the rules and regulations applied by the Graduate College and to the additional regulations listed below. Admission to the program is competitive and the number of students that can be admitted to the program is limited. Applicants who satisfy all requirements for admission will be eligible for a personal interview with the Admissions Committee of the Department of Physical Therapy. Admission occurs in the fall semester of each year. The following are admission criteria for the Physical Therapy Program:

1. A 3.0 cumulative GPA (grade point average) of all coursework with a minimum GPA of 2.8 in the sciences and mathematics prerequisite courses.
2. A knowledge of the profession as evidenced by the following:
  - a. An essay detailing the reasons for the professional choice
  - b. A minimum of 40 hours of volunteer or work experience in physical therapy with proper documentation signed by a licensed physical therapist.
3. Two letters of recommendation addressing the applicant's moral character and suitability for a Physical Therapy career.
4. A personal interview with members of the admission committee.
5. Results of the Graduate Record Examination (GRE). Minimum 950 combined verbal and quantitative score.
6. Bachelor's Degree
7. Completion, with a "C" or better, of the following prerequisite courses or their equivalent:

Course Title/Description	Credit Hours
General Biology w/lab	4
General Chemistry I & II w/lab	8

Human Anatomy w/lab	4
Human Physiology	3
General Psychology	3
Introduction to Statistics	3
*PHT 201 Introduction to Physical Therapy	2
Physics I & II w/lab	8
<b>TOTAL</b>	<b>35</b>

*\*Preferred enrollment for HU undergraduate students who take this course in preparation for the DPT Program.*

*\*Medical Terminology course is highly recommended.*

*Note that all science and mathematics prerequisites must have been completed within eight (8) years of application.*

## Accreditation

Hampton University has approval to confer the Doctor of Physical Therapy degree from the State Council on Higher Education in Virginia (SCHEV) and accreditation from the Commission on Accreditation in Physical Therapy Education (CAPTE).  
General Requirements

The Doctor of Physical Therapy (DPT) Degree Program requires a minimum of 112 credit hours beyond the baccalaureate level. The student is required to complete 92 credit hours of course work, 20 credit hours of clinical experience. There are no departmental foreign language requirements for the DPT degree. The curriculum plan is designed for full time enrollment only. Students are required to follow the curriculum sequence as mandated by the Department. Students who pass the Comprehensive Examination may be awarded a Doctor of Physical Therapy degree when all other requirements for that degree are satisfied. Upon graduation, students are eligible to sit for the state licensure examination. A state licensure is required to practice Physical Therapy in the United States.

The following requirements/regulations apply to the DPT degree:

1. To be eligible for the DPT degree, the student must earn a minimum of 92 semester hours of core courses, 20 semester hours of clinical internship.
2. All students must satisfactorily complete all clinical experiences.
3. Students are required to pass a comprehensive examination prior to graduation.
4. Transfer credits are not accepted for core DPT courses or clinical internships.
5. Students are required to follow the sequence of courses established by the Department.

## Program Completion

To complete the program the student must:

1. Complete satisfactorily all didactic and clinical courses, and
2. Pass the comprehensive exam in the last semester of the program.

## Facilities

The Department of Physical Therapy is located in Phenix Hall. The facilities include a cadaver laboratory for anatomy instruction and dedicated clinical laboratory space. The Department provides clinical experiences for students through various clinical facilities in Virginia and throughout the United States.

## Doctor of Physical Therapy

Requirement	Description	Credit Hours		
		Fall	Spring	Summer
1st Year				
Physical Therapy 600	Anatomy	6	-	-
Physical Therapy 602	Kinesiology	4	-	-
Physical Therapy 604	Tests and Measurements	5	-	-
Physical Therapy 607	Motor Control and Learning	-	-	2
Physical Therapy 609	PT Seminar I: The Profession	1	-	-
Physical Therapy 611	Basic Skills in Physical Therapy	-	4	-
Physical Therapy 612	Pathology	-	3	-
Physical Therapy 614	Neuroscience	3	-	-
Physical Therapy 615	Integrated Case Management Lab I	-	-	1
Physical Therapy 616	Neuroscience II	-	3	-
Physical Therapy 617	Physical Agents	-	3	-
Physical Therapy 618	Research I	-	2	-
Physical Therapy 625	PT Seminar II	-	-	1
Physical Therapy 634	Neurologic Management I	-	-	3
Physical Therapy 643	Musculoskeletal Management I	-	-	3
	SUBTOTAL:	19	15	10
2nd Year				
		Fall	Spring	Summer
Physical Therapy 606	Exercise Physiology I	3	-	-
Physical Therapy 620	Pharmacology	2	-	-
Physical Therapy 630	Prosthetics and Orthotics	-	-	3
Physical Therapy 631*	Clinical Education I	4	-	-
Physical Therapy 635	Cardiopulmonary Physical Therapy	-	4	-
Physical Therapy 641*	Clinical Education II	-	4	-
Physical Therapy 642	PT Seminar III: Ethics	-	2	-
Physical Therapy 645	Pediatrics	-	-	4
Physical Therapy 647	Community Health	-	3	-
Physical Therapy 649	Musculoskeletal Management II	3	-	-
Physical Therapy 651	Neurologic Management II	3	-	-
Physical Therapy 655	Research II	-	2	-
Physical Therapy 659	Case Management Lab II	-	-	1
Physical Therapy 668	Research III	-	-	2
Physical Therapy 675	Teaching & Learning	2	-	-
	SUBTOTAL:	17	15	10

3rd Year		Fall	Spring
Physical Therapy 653	PT Administration and Management	3	-
Physical Therapy 661	Clinical Education III	4	-
Physical Therapy 663	Special Topics	4	-
Physical Therapy 664	Differential Diagnosis	3	-
Physical Therapy 665	Comprehensive Examination	1	-
Physical Therapy 669*	Clinical Education IV	-	4
Physical Therapy 673	Research IV	2	-
Physical Therapy 677*	Clinical Education V	-	4
Physical Therapy 679	Comprehensive Exam Part II	-	1
	<b>SUBTOTAL:</b>	<b>17</b>	<b>9</b>

**TOTAL CREDITS:** 112

*\*Placement of students in clinical rotations depends on availability of clinical sites. Clinical rotations may be in the Hampton Roads area and/or throughout the US.*

## Physics

The Department of Physics offers coursework and research opportunities that lead to the degrees of Master of Science and Doctor of Philosophy in Physics. This graduate program is designed to train students to become independent researchers and critical thinkers, who will play pivotal roles in a variety of careers in Academia, Industry and Government, and in shaping the future of our global society.

The Center for Atmospheric Sciences has been closely associated with the department. The Department of Physics is located in the Olin Building for the academic programs and has well-equipped laboratories and computer rooms for the undergraduate and graduate programs. Medical, Optical, Plasma and Nuclear Physics concentrations are available through the department. The faculty, staff, and students conduct research on-campus in the Graduate Physics Research Facility, in the Olin Building, in the Research-I (W. Frank Fountain Research Center) and Research-II buildings, and off-campus at the Thomas Jefferson National Accelerator Facility and other national and international research institutions when appropriate funding is available.

Physics The thesis based Master of Science degree is a 2-3 year program designed to provide graduate education for those persons who seek the master's as the terminal degree or seek to pursue the master's en-route to a doctoral degree in physics, atmospheric science, or planetary science. The applicant to the program is expected to have a baccalaureate degree in physics, engineering, a related field, or equivalent experience. Students are required to complete a minimum of 18 hours of required courses, nine (9) hours of approved electives and three (3) hours of thesis research. Students prepare and defend a Master's thesis in partial fulfillment of requirements for graduation from the program. The admission and completion requirements are the same as those of the Graduate College except as noted. An average grade of "B" or better is required overall in the core courses.

## CORE COURSES

Course	Description	Credit Hours
Physics 601	Mathematical Physics I	3
Physics 605	Theoretical Mechanics I	3
Physics 607	Electromagnetic Theory I	3
Physics 611	Thermodynamics and Statistical Mechanics	3
Physics 613	Quantum Theory I	3
<b>Other requirements</b>		
Physics 616/617	Research	3
Physics 681	Thesis	3
Electives	Approved electives in physics and related areas	9
<b>TOTAL</b>		<b>30</b>

## Master of Science – Physics with Medical Physics Emphasis

The program was designed to conform to guidelines established by the Commission on Accreditation of Medical Physics Education Programs (CAMPEP), and prepare students for eventual certification by the American Board of Radiology (ABR). The program is currently in the process of applying for CAMPEP accreditation. It is expected that graduates will sit for one of the ABR certification exams in the three subfields of specialty: 1) Therapeutic Radiological Physics, 2) Diagnostic Radiological Physics, and 3) Medical Nuclear Physics. The admission and completion requirements are the same as those of the Graduate College, except as noted. Prerequisite undergraduate courses include quantum mechanics, electricity and magnetism, mechanics, anatomy and physiology. Applications will be reviewed individually, and additional courses to the basic program may be suggested. An average grade of "B" or better is required overall in the core courses. There is a pre-requisite interview for all clinical rotations. The Health Insurance Portability and Accountability Act (HIPPA) establishes strict rules regarding patient privacy.

## CORE COURSES

Requirement	Description	Credit Hours
Physics 601	Mathematical Physics I	3
Physics 605	Theoretical Mechanics I	3
Physics 607	Electromagnetic Theory I	3
Physics 611	Thermodynamics and Statistical Mechanics	3
Physics 613	Quantum Theory I	3
<b>Other Required</b>		
Physics 616/617	Research	3-6
Physics 624	Physics of Medicine	3
Physics 625	Diagnostic Imaging	3
Physics 626	Nuclear Medicine	3
Physics 627	Radiation Therapy Physics and Dosimetry	3
Physics 628	Health Physics Radiation Protection	3
Physics 629	Radiation Biology	3
Physics 630-632	Clinical Rotations I – II - III	12
Physics 681	Thesis	3
Physics 707	Advanced Nuclear Physics I	3
Physics 714	Radiation and Detectors	3
	<b>Total:</b>	<b>57-60</b>
<b>TOTAL</b>		<b>30</b>

## Doctor of Philosophy Degree in Physics

The goals of the Ph.D. program in Physics at Hampton University are (1) to establish a research oriented environment in which students may study advanced topics in physics beyond the master's level, participate in state-of-the-art-research and pursue original ideas and concepts that contribute to the body of knowledge in physics; (2) to provide a source of scientifically and technologically trained personnel for local, state, national and international needs; and (3) to significantly impact the number of underrepresented minorities with advanced degrees in physics. Two principal research centers are located within the Department: the Center for Advanced Medical Instrumentation (CAMI), and the Advanced Center for Laser Science and Spectroscopy (AClass). Nuclear, optical, and medical physics are the areas of emphasis for the degree. Core requirements are the same for all these tracks. Students are able to select the desired track by pursuing advanced courses and the dissertation in one of these areas. In all cases, the degree awarded is the Doctor of Philosophy.

### Admission

Students at either the post-baccalaureate level or post-master's level who seek admission to the Ph.D. program are subject to all the rules and regulations applied by the Graduate College given previously in this Catalog for master's students. Modification or additional regulations are given in the following sections. Admission to the doctoral program requires an undergraduate or master's degree in physics or a closely related field. Applicants who do not already hold an appropriate master's degree must have an undergraduate grade point average of 3.0 on a 4.0 scale. The Graduate Record Examination (GRE) general test is required. Applicants who do not already hold the appropriate master's degree must obtain the minimum acceptable GRE scores on the verbal and quantitative sections of 450 and 550, respectively.

### Degree Requirements

The Physics Ph.D. program at Hampton University requires a minimum of 74 credit hours of coursework beyond the baccalaureate level. The student is required to pass the doctoral qualifying examination (1 credit hour), a minimum of 24 credit hours of core physics courses (with an average grade of "B" or better), 12 credit hours of approved 600+700 level elective courses, a minimum of 36 hours of dissertation research, completion of a written dissertation and oral defense of that work (1 credit hour). If a student can demonstrate proficiency in certain core subjects by passing the qualifying examination, the courses in those subjects can be waived at the discretion of the department. There are no departmental foreign language requirements for the doctoral degree. A residency of two consecutive years of full-time study is required. All students must participate in a minimum of two courses as a supervised teaching assistant. Students must complete all requirements for the Ph.D. within seven (7) years after entering the program.

### The Doctoral Qualifying Examination

The goal of the Doctoral Qualifying Examination is to determine the student's aptitude for and potential to successfully carry out his or her research plan and write and defend a Doctoral Dissertation. The student must be enrolled in Physics 703, have permission of the Department and the Graduate College, and be in good

standing to take the Doctoral Qualifying Examination. A Qualifying Examination Committee, selected from the graduate physics faculty, is charged with monitoring the construction, implementation and grading of the Qualifying Examination.

The examination is given in four parts. These cover (1) Classical Mechanics, (2) Electricity and Magnetism, (3) Quantum Mechanics and (4) Thermodynamics, Statistical Physics and Mathematical Physics. The examination covers graduate (600) level work in these areas. The examination is administered, at the Qualifying Examination Committee's discretion, once or twice per year at dates appropriate to the students and the Department's needs. All required parts of the test must be taken during the first administration of the examination. Each part of the test will be approximately two to four hours in length. Grading will be conducted by members of the Qualifying Examination Committee and other physics graduate faculty. Each part of the examination will be scored separately; therefore, it will be possible to satisfactorily complete only parts of the test.

A student will be permitted to take the examination twice. In the second attempt, the student will be required to repeat the part or parts he or she failed. In case the written examination is insufficient to determine the student's aptitude and potential for graduate level research, the Qualifying Examination Committee may decide to administer a supplemental oral examination. In this case a six (6) month extension to the time limits discussed below will be granted to the student, to allow him or her enough time to prepare for this supplemental oral examination.

Students must take the examination by the end of their second year in the doctoral program and must undertake the second attempt, if needed, by the end of the third year. Students who do not successfully pass the doctoral qualifying examination by their second attempt may transfer to the master's degree program and receive a master's degree after completing the master's thesis. If a student already has a master's degree in physics, this option does not apply.

### Transfer Credit and Course Waiver Limitations

The program is designed to be flexible enough to be adjusted to the needs of each student individually.

A student who enters the doctoral program already holding an appropriate master's degree may have up to 27 credit hours of the doctoral degree core or required courses waived at the discretion of the Department. A student who enters the doctoral program with prior graduate work, but who does not hold the master's degree, may transfer up to nine (9) credit hours of core courses toward the doctoral degree requirements. Up to 15 more credit hours of core courses may be waived at the department discretion. Students of either category are nonetheless required to pass the Doctoral Qualifier Examination.

Doctoral physics students may be eligible to take certain courses in the Virginia Physics Consortium (VPC). The VPC is an ongoing partnership between Virginia institutions and the Thomas-Jefferson National Accelerator Facility. Students wishing to take courses through the VPC must receive approval from both the Physics Department Chairperson and the Dean of the Graduate College.



## The Doctoral Dissertation

Each student is required to plan and carry out an extended plan of original research that leads to a doctoral dissertation and then defend the dissertation. The oral defense of the dissertation is also a test of the student's knowledge of physics in the area of specialization. The dissertation committee (appointed by the Dean of the Graduate College upon recommendation by the Department) consists of a minimum of 4 members, at least one of whom will be outside of the Department. The Dissertation Committee will have the responsibility of administering the Final Comprehensive Examination as part of the oral defense and may specify additional requirements that the student must meet in order to satisfy requirements for the degree. If the student fails to satisfactorily complete this oral examination, it may be retaken once at the discretion of the Dissertation Committee.

## Doctor of Philosophy – Physics (Except Medical Physics)

### CORE COURSES I

Requirement	Description	Credit Hours
Physics 601-602	Mathematical Physics I – II	6
Physics 605	Theoretical Mechanics	3
Physics 607-608	Electromagnetic Theory I - II	6
Physics 611	Thermodynamics and Statistical Mechanics	3
Physics 613-614	Quantum Theory I - II	6
Physics 703	Ph.D. Qualifying Examination	1
Other Required		
Physics 6xx/7xx	Advanced Elective Courses **	12
Physics 791	Dissertation Research	36
Physics 798	Final Comprehensive Examination	1
<b>TOTAL</b>		<b>74</b>

*\*Note that an average grade of "B" or better is required in the core courses, with the exception of PHY 703.*

*\*\*A minimum of 12 credit hours must be selected from courses numbered PHY 704 through 791 or 600-level courses within the area of the student's specialization; the chosen courses must be approved by the Department or dissertation committee chairperson. Additional courses may be required at the discretion of the dissertation committee.*

## Doctor of Philosophy – Medical Physics Emphasis

The 4-5 year doctoral degree program with emphasis in medical Physics was designed to conform to guidelines established by the Commission on Accreditation of Medical Physics Education Programs (CAMPEP), and prepare students for eventual certification by the American Board of Radiology (ABR). It is expected that graduates will sit for one of the ABR certification exams in the

three subfields of specialty: 1) Therapeutic Radiological Physics, 2) Diagnostic Radiological Physics, 3) Medical Nuclear Physics. The program is currently in the process of applying for accreditation by the Commission on Accreditation of Medical Physics Education Programs.

The same requirements and rules discussed for the general Doctor of Philosophy in Physics degree students also apply to students who follow the Medical Physics track, except as noted in this section.

Requirements for admission include a baccalaureate degree in physics, engineering, a related field, or equivalent experience. Prerequisite undergraduate courses include quantum mechanics, electricity and magnetism, mechanics, anatomy and physiology. Applications will be reviewed individually, and additional courses to the basic program may be suggested. The PhD student is expected to complete all the course requirements listed below. An average grade of "B" or better is required for all core courses. A graduate course in anatomy and physiology (BIO 609) may be required. There is a prerequisite interview for all clinical rotations. The Health Insurance Portability and Accountability Act (HIPAA) establishes strict rules regarding patient privacy. As with all other PhD students, the doctoral degree recipient must pass the Physics Department qualifying examination. In addition, the student will prepare and defend a doctoral thesis.

Requirement	Description	Credit Hours
<b>CORE COURSES*</b>		
Physics 624	Physics of Medicine	3
Physics 625	Diagnostic Imaging	3
Physics 626	Nuclear Medicine	3
Physics 627	Radiation Therapy Physics and Dosimetry	3
Physics 628	Health Physics Radiation Protection	3
Physics 629	Radiation Biology	3
Physics 630-633	Clinical Rotation I – II – III - IV	16
Physics 707	Advanced Nuclear Physics I	3
Physics 714	Radiation and Detectors	3
Physics Elective	Advanced course chosen from PHY 719, 735, 736, or 743, or an approved 600-level course	3
Physics 791	Dissertation Research	10-15
Physics 798	Final Comprehensive Examination	1
<b>TOTAL:</b>		<b>76</b>

*\*Note that an average grade of "B" or better is required in the core courses, with the exception of PHY 703*

*\*\* PHY 602 (Mathematical Physics II) is not required as core course for the Medical Physics Emphasis*



# Course Descriptions – Main Campus

## Symbols for Course Descriptions

100, 200, 300 & 400-level courses may be taken by undergraduate students.

500-level courses may be taken by graduate or undergraduate students.

600, 700 and 800 -level courses may only be taken on the graduate level.

### Example Course Description:

**PSY 307      Methods in Psychology II (1)**  
**Lec. 2./Lab 2./Credit 3.**

Advanced analysis in behavioral, personality and social research. Practice in experimental and statistical treatments of laboratory and field investigation. Critical analysis of research findings and theory. Prerequisites: PSY 208 and 347.

### Symbol:

PSY Course acronym – PSY for Psychology	
307	Course number – undergraduate level course
(1)	Course offered first semester only.
(2)	Course offered second semester only.
Lec. 2.	Two hours lecture per week.
Lab 2.	Two hours laboratory each week.
Sem. 2.	Two hours seminar each week.
Credit 3.	Number of credit hours for the course.
Ind.	Independent Study
Cop.	Co-op
Trn.	Internship
Online	Taught in online format
Cln.	Clinical
Stu.	Studio
Wks.	Workshop
Pjt.	Project
Prb.	Problem Session

Please see the latest scheduling guide or online catalog for frequency of course offerings.

## ACC (Accounting)

**ACC 203      Accounting Principles I      Lec. 3./Credit 3.**

An introduction to principles and practices with emphasis on the sole proprietorship, servicing and merchandising companies. The accounting cycle is applied to the analysis of transactions resulting in preparation, analysis and interpretation of financial statements. Prerequisite: MAT 117 or higher.

**ACC 204      Accounting Principles II      Lec. 3./Credit 3.**

An introduction to principles and practices with emphasis on the partnership and corporate forms of business including manufacturing companies. It incorporates managerial concepts in planning, controlling, analyzing and internal reporting as it affects the decision-making process and emphasizes the preparation and analysis of the statement of cash flow. Prerequisite: ACC 203.

**ACC 309      Intermediate Accounting I      Lec. 3./Credit 3.**

Study of financial statement format and terminology. Coverage of intermediate accounting principles and presentation underlying assets, liabilities and equity sections of the balance sheet. Prerequisite: ACC 204.

**ACC 310      Intermediate Accounting II      Lec. 3./Credit 3.**

Study of standard setting within the accounting profession. Coverage of short and long-term liabilities, stockholders equity and earnings per share topics. In addition the course includes case study coverage of financial statement analysis and revenue recognition. Prerequisite: ACC 309.

**ACC 360      Accounting Cooperative Education/ Internship      Trn./Credit 1-6.**

Co-ops and internships are on-the-job paid experiences in the area of accounting in business or government that serve as a laboratory for integrating the theoretical with practical experiences. Co-ops are for six months duration and worth up to 6 credits, whereas internships are for summer employment and worth up to 3 credits. Students may arrange for co-ops or internships in their junior and senior year. Prerequisite: ACC 204 and permission of the department chairperson.

**ACC 415      Cost Accounting      Lec. 3./Online/Credit 3.**

A study of procedures for inventory valuation, budgeting, cost control, and development of price and production policy. Students prepare internal financial reports for management decision-making. Prerequisite: ACC 204.

**ACC 416      Auditing      Lec. 3./Credit 3.**

An examination of auditing standards and services in accounting; including ethical considerations and internal auditing. Prerequisite: ACC 310.

**ACC 417      Advanced Accounting I      Lec. 3./Credit 3.**

An analysis of principles and procedures of consolidations and mergers. Topics include business combinations, intercorporate investments and branch accounting. Prerequisite: ACC 310.

**ACC 418     Advanced Accounting II     Lec. 3./Credit 3.**  
In-depth presentation, interpretation and analytical procedures required by Generally Accepted Accounting Principles (GAAP) as they relate to corporations in financial difficulty (bankruptcy); estates and trusts; partnerships (formation and operation); international accounting, governmental accounting, and not-for-profit entities. Prerequisite: ACC 310.

**ACC 419     Federal Tax Fundamentals     Lec. 3./Credit 3.**  
Introduction to the Business Federal Tax system. Coverage will include individual and corporate taxation as applied to deductions, losses, property transactions, tax computations and income recognition. Prerequisite: ACC 204.

**ACC 425     Accounting Seminar     Lec. 3./Credit 3.**  
Objectives include enabling students to understand how accounting theory, standards and practices emerge, impact upon, and help to define the changing global technology. Students receive practice in selecting financial reporting standards which ethically meet the needs of industry, the capital markets, government agencies and other stakeholders in the economy. Current problems and their potential theoretical resolution are the subject of student research. Prerequisites: ACC 310, 415, 416.

**ACC 426     Managerial Accounting     Lec. 3./Credit 3.**  
Accounting information for use in planning objectives and in controlling operations. A framework for measuring managerial performance as developed through an analytic treatment of cost behavior. Prerequisite: ACC 204.

**ACC 494     Accounting Problems     Lec. 3./Credit 3.**  
Accounting problems pertinent to the CPA certification examination, the theory of accounting, review of auditing, tax and law problems peculiar to the CPA examination. Graded on an S/U basis. Prerequisites: ACC 310, 415, 416.

## **APS (Atmospheric and Planetary Sciences)**

**APS 101     Elements of Astronomy     Lec. 3./Credit 3.**  
Everyone is affected by the weather and climate. Dramatic uncontrolled events like hurricanes, tornadoes, blizzards, and heat waves often focus our attention. Other less dramatic, but important events like droughts, air pollution, and climate change also cause great concern. This course is designed to investigate many of these weather phenomena on a rational physical basis. This course satisfies the university general education core requirement in physical science.

**APS/PHY 205     Elements of Astronomy     Lec. 3./Credit 3.**  
An introduction to astronomy suitable for all students. The earth in space. Seasons, orbits, the sun and planets. The history of the earth and planets. NASA's exploration of the solar system with telescopes and spacecraft. Course includes evening observing with telescopes at Turner Observatory. This course satisfies the university general education core requirement in physical science.

**APS/PHY 206     Astronomy of Stars and Galaxies     Lec. 3./Credit 3.**  
Second semester to PHY 205. The sun and stars. Supernovas and black holes. The universe and its origin and evolution. The Big Bang theory and cosmic inflation. NASA's space telescopes. Course includes evening observing with telescopes at Turner Observatory. Prerequisite: PHY 205.

**APS/SEA 303 Physical Meteorology     Lec. 3./Credit 3.**  
Topics include the weather and the properties of the Earth's troposphere. Some fundamental aspects of atmospheric science such as scale heights, lapse rates, and hydrostatics are covered in this course. Corequisite: PHY 203 or permission of the instructor.

**APS 304 Earth and Planetary Science     Lec. 3./Credit 3.**  
Geology and history of the planets of the solar system. The atmospheres of the Earth and planets, emphasizing Venus, Mars and Jupiter. The greenhouse effect and the ice ages. Recent discoveries involving planets orbiting other stars. Includes a student project involving atmospheric physics and computers. Prerequisite: MAT 130 or 151, PHY 201 or 203, Corequisite: PHY 202 or 204.

**APS 345 Atmospheric Thermodynamics     Lec. 3./Credit 3.**  
Fundamental laws and concepts of thermodynamics and electromagnetic radioactive transfer considered in an atmospheric context. Application of these principles to a number of meteorological problems, including climate models, the global energy balance, atmospheric aerosols, lidar/radar backscatter and remotely sensed temperature fields. Prerequisite: APS/SEA 303, MAT 130 or 151, PHY 202 or 204.

**APS 351 Remote Sensing     Lec. 3./Credit 3.**  
The course describes the science of passive and active remote sensing and their application to the geosciences. Remote sensing applications to be discussed include climate change, atmospheric chemistry and dynamics, air and water pollution, land use, and seismic studies. Topics will include conception of an ill-posed problem, retrieval algorithms, error analysis, and data validation. Prerequisite: APS/SEA 345

**APS 399 Seminar     Sem. 1./Credit 1.**  
A seminar class on a topic related to space, earth, and atmospheric sciences. Faculty, students and invited speakers will prepare and present material related to the topic. May be repeated for a total of up to 3 credits.

**APS 401 Atmospheric and Planetary Sciences Research     Lec. 3./Credit 3.**  
Students will perform geoscience research with a mentor. The student will be responsible for writing a short proposal on an atmospheric research project, gathering the necessary data, writing a short research paper, and presenting the research to their peers and interested faculty and staff at a departmental colloquia. Corequisite: APS/SEA 307, 350, 351 or CHE 509.

**APS 410      Atmospheric and Planetary Sciences Data  
Analysis Techniques      Lec. 3./Credit 3.**

Probability and statistics applied to climatology and meteorology. Discrete and continuous probability distributions of meteorological variables examined. Regression analysis applied to satellite data. Smoothing and filtering processes. Introduction to time series analysis. Corequisite: APS/SEA 307, 350, 351 or CHE 509.

**APS 411      Topics in Atmospheric and Planetary Sciences  
Lec.3/Credit 3.**

A seminar class on a topic related to space, earth and atmospheric sciences. Faculty, students and invited speakers will prepare and present material related to the topic.

## **APS Graduate Only**

**APS 600      Atmospheric and Planetary  
Science Seminar      Sem. 1./Credit 1.**

A student must attend all presentations during the lecture series. A student must also give a presentation based on their research or a critical review of an important or controversial paper in the field of atmospheric or planetary sciences. This course may be repeated for a total of 3 credit hours.

**APS 604      Principles of Planetary Science  
Lec. 3./Credit 3.**

This course considers physical processes that determine the properties of planets, moons, asteroids, and comets within our solar system. Includes a survey of our solar system based on telescopic observations and spacecraft exploration, discussion of solar-system formation, orbital mechanics, planetary interiors, surfaces, atmospheres, and magnetospheres. Prerequisites: Undergraduate calculus and calculus-based physics.

**APS 607      Space Weather      Lec. 3./Credit 3.**

Examines the solar wind and interplanetary magnetic field and their interactions with planetary environments, especially Earth's, and with spacecraft. Includes discussions of space-weather causes and effects, basic plasma physics, solar structure and variability, the terrestrial magnetosphere, spacecraft observations of space weather, and predictive capabilities. Prerequisites: Undergraduate calculus and calculus-based physics.

**APS 610      Data Analysis and Techniques  
Lec. 3./Credit 3.**

Probability and statistics applied to climatology and meteorology. Discrete and continuous probability distributions of meteorological variables examined. Regression analysis applied to satellite data. Smoothing and filtering processes. Introduction to time series analysis.

**APS 645/PHY 745      Atmospheric Physics  
Lec. 3./Credit 3.**

Physical processes in the atmosphere; atmospheric thermodynamics, the ideal gas law; equilibrium phase change, thermodynamics of moist air, thermodynamic charts and hydrostatic stability of the atmosphere; Cloud physics including nucleation of liquid droplets and ice crystals, the nature and sources of nuclei, particle growth, evaporation and mechanics. Atmospheric radiation, the sun and solar constant, radiative heat balance of the atmosphere, greenhouse processes, and aerosol effects. Prerequisites: Undergraduate calculus, calculus-based physics, and undergraduate chemistry.

**APS 646/PHY 746      Atmospheric Chemistry  
Lec. 3./Credit 3.**

Physical and chemical interactions between sunlight and the Earth's atmosphere. Basic thermodynamics, kinetics and photochemistry with applications to fundamental atmospheric chemical and physical systems. Photochemical production and destruction of ozone, infrared absorption by greenhouse gases. Sources, transformation and transport of anthropogenic and natural trace gases in the troposphere, biogeochemical cycling of atmospheric carbon, nitrogen and sulfur compounds. Prerequisites: Undergraduate calculus, calculus-based physics, and undergraduate chemistry.

**APS 649/PHY 749      Atmospheric Radiative Transfer  
Lec. 3./Credit 3.**

Quantitative description of electromagnetic energy, derivation of the equation of radiative transfer; applications to nadir and limb geometries; scattering, absorption and emission processes, Earth radiation balance considerations, Earth radiation budget satellite data studies. Prerequisite: APS 645.

**APS 660/PHY 760      Introduction to Atmospheric  
Structure and Dynamics  
Lec. 3./Credit 3.**

The structure of the global atmospheric circulation and its seasonal variability will be described. Emphasis will be placed on introducing basic terminology, concepts, and establishing familiarity with observational data that illustrate the observed climatological features of the atmosphere. Phenomena (stratospheric sudden warming, quasi-biennial and semi-annual oscillations) that represent departures from the long-term mean state of the atmosphere will be presented. Thermodynamic and physical properties of the atmosphere and their relevance will be discussed: composition; pressure, density, temperature, and water vapor relationships; potential temperature; thermodynamic energy equation; hydrostatic balance; lapse rate; and static stability. Atmospheric motions (from synoptic to global-scale) will be discussed with an introduction to the governing primitive equations. Concepts of circulation, vorticity, divergence, geostrophic balance, and thermal wind will be treated. The zonally-averaged equations of motion will be developed in both the conventional- and transformed-Eulerian mean form. The advantages and disadvantages of different coordinate systems will be discussed. Throughout the course, observational data will be used as illustrative examples of the topics under discussion. Prerequisites: Undergraduate calculus and calculus-based physics.

**APS 662/PHY 762 Geophysical Fluid Dynamics****Lec. 3./Credit 3.**

The basic governing equations for a rotating, compressible fluid on a sphere will be developed from first principles with discussion of the following topics: noninertial reference frames; apparent forces; conservation properties; and scale analysis. The fundamental importance of circulation, vorticity, and divergence will be discussed. The concept and significance of potential vorticity conservation will be introduced. Shallow-water and quasi-geostrophic approximations to the primitive equations and their application will be demonstrated. The concept and role of various atmospheric oscillations (wavelike disturbances) will be introduced. Linear perturbation theory will be used to elucidate the structure and characteristics of Rossby waves, internal gravity waves, inertio-gravity waves, and Kelvin waves. Observational examples of each of these wave disturbances will be presented and discussed. The importance of hydrodynamic instabilities (baroclinic and barotropic) in atmospheric motions will be discussed. Throughout the course, stress will be placed on gaining an underlying physical understanding of fundamental atmospheric processes. Prerequisites: Undergraduate calculus and calculus-based physics.

**APS 697 Research Credit 1-12.**

Research on problems leading to a thesis or dissertation. A total of no more than 6 hours of APS 697 research will be given a letter grade; all other credit hours will be graded as Satisfactory/Unsatisfactory.

**APS 698 Thesis Credit 3.****APS 699 Special Topics Lec. 3./Credit 3.****APS 700 Professional Writing and Presenting Lec. 1./Credit 1.**

A course discussing technical writing and professional presentation including writing abstracts, extended abstracts, proposals, peer-reviewed papers, oral and poster presentations, etc. This is a writing intensive course. For the final examination a student must give a 15-minute professional presentation open to the public on the student's research. The presentation must be considered acceptable by the instructor, the student's advisor, and a third independent reviewer in order for the student to pass the class. If the student's advisor and instructor are the same person, then another independent reviewer must be selected. The presentation must be accompanied by an extended abstract written during the course.

**APS 704 Planetary Chemistry and Dynamics Lec. 3./Credit 3.**

This course covers the basic processes that govern the evolution of planetary atmospheres and surfaces. Topics include: Fundamentals of atmospheric and surface chemistry applied to the planets of the Solar system; gas-phase, radiolytic, aerosol and surface-mediated chemical reactions; basic transport dynamics, atmospheric structure and mixing; observational techniques; past, present and future space missions; and extrasolar planetary observations.

**APS 750/PHY 750 Atmospheric Measurements****Lec. 3./Credit 3.**

An overview of the chemistry, physics, and structure of the atmosphere, including the stratosphere, mesosphere, and lower atmosphere. Basic principles of atmospheric remote and in-situ sensing using satellite limb and nadir emission, solar occultation, lidar sounding and in-situ sensing from aircraft, balloons, and rockets. Measurement error analysis methodology. Prerequisite: APS 649.

**APS 797 Dissertation Research Credit 1-12.**

Research on problems leading to a thesis or dissertation. A total of no more than 6 hours of APS 797 research will be given a letter grade; all other credit hours will be graded as Satisfactory/Unsatisfactory.

**APS 798 Final Oral Exam Credit 1.****ARA (Arabic)****ARA 101 Elementary Arabic I Lec. 3./Lab 1./Credit 3.**

Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed.

**ARA 102 Elementary Arabic II Lec. 3./Lab 1./Credit 3.**

Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed. Prerequisite: ARA 101 or the equivalent.

**ARA 201 Intermediate Arabic I Lec. 3./Lab 1./Credit 3.**

The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: ARA 102 or the equivalent.

**ARA 202 Intermediate Arabic II Lec. 3./Lab 1./Credit 3.**

The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: ARA 201 or the equivalent.

**ARA 101 Elementary Arabic I Lec. 3./Lab 1./Credit 3.**

Introductory course designed to develop the four skills: listening, speaking, reading and writing.

**ARA 301-302 Oral and Written Expression I-II Lec. 3./Credit 3.**

These courses are intended to refine students' proficiency of the Modern Arabic Language through the study of authentic works: newspapers, articles, literary works, media information, current events, other topics of interest. Focus is communicative.

**ARA 303 Reading and Composition Lec. 3./Credit 3.**

Exposes students to modern texts and essays.

**ARA 304 Advanced Arabic Lec. 3./Credit 3.**

Introduces students to the cultures and history of the Arabic speaking region. Students discuss areas such as politics, sociology, economics and history. Emphasis on expanding grammar, and vocabulary.



**ARA 321 Topics in Arabic Prose Lec. 3./Credit 3.**  
Students will acquire knowledge of social, intellectual and political concerns through the study of the works of important writers, for example, Nagib Mahfouz, Taha Husein, and Ehsa Abd El Qudus.

**ARA 404 Colloquial Arabic Dialect Lec. 3./Credit 3.**  
Introduces many dialects of the Islamic world. Emphasis on conversation

**ARA 440 Experiential Learning Lec. 3./Credit 3.**  
Can include study abroad, research abroad, domestic or international internships

## **ARC (Architecture)**

**ARC 101 Introduction to Communication and Design Fundamentals Studio I Stu./Lec. 10./Credit 5.**

Basic free hand and orthographic graphic drawing, three-dimensional modeling and verbal/written communication skills. Introduction to principles and theories of abstract design, conceptualization, and fabrication, with an emphasis placed on design analysis and "process of design." No prerequisite.

**ARC 102 Communication and Design Fundamental Studio II Stu./Lec. 10./Credit 5.**

Continues the development of graphic communication skills introduced in ARC. 101, utilizing traditional media and evolving digital media. The course serves as an introduction to principles and theories of basic architectural design, and organizational/spatial relationships. Various design determinants are considered, including environmental influences, material systems and sensory determinants. Prerequisite: ARC 101 for ARC 102 or permission of the faculty.

**ARC 200 Architectural Ecology Lec. 3./Credit 3.**  
An investigation of topographic and climatic phenomena that influence building assemblies and environmental systems. Passive control systems from ancient and contemporary discoveries are examined for sustainable solutions to thermal comfort, lighting, hydrology and power. Prerequisites: ARC 101, 102.

**ARC 201-202 Basic Architectural and Environmental Design Studio III & IV Stu./Lec. 10./Credit 5.**

The focus on urban theory, buildings, and building patterns through physical documentation, drawings, models, and urban theory readings. Architectural design projects involving a variety of urban conditions. The course begins with small-scale structures that introduce basic tectonic issues and include site analysis and basic programming. ARC 202 projects increase in scale, complexity and level of detail. Studios include required field trips to various local, regional and national sites. Prerequisites: ARC 102 for ARC 201, ARC 200 and 201 for ARC 202 or permission of the faculty.

**ARC 203 Theory and Practices of Representation I Lec. 3./Credit 3.**

Overview of architectural representation media (theories, methods, and materials) used for documentation, analysis, visualization and presentation. Requires hands-on engagement for mastery of basic skills both in 2D and 3D with emphasis on the digital, and building a theoretical foundation. Prerequisites: ARC 101 and 102 or permission of the faculty.

**ARC 204 Theory and Practices of Representation II Lec. 3./Credit 3.**

Further development of architectural representational skills focusing on digital 3D modeling, parametric modeling, and building information modeling. Work generated will be of moderate complexity, at various scales and levels of resolution. Prerequisites: ARC 101, 102 and 203.

**ARC 207 History of Architecture I Lec. 3./Credit 3.**  
The history and development of architecture considered as a social, cultural and spatial expression from Prehistory to the Renaissance. No Prerequisite.

**ARC 208 History of Architecture II Lec. 3./Credit 3.**  
The survey of the architecture history, considered as a social, cultural and spatial expression of civilization from Renaissance through the 21st century. No Prerequisite.

**ARC 213 Elements of Building Assembly Lec. 3./Credit 3.**

An exploration into the substance of buildings and the manufactured scales of matter that affect architecture. The nature of common products for building are reviewed to reveal design requirements for the construction process. No Prerequisite.

**ARC 301 International Travel Preparation Lec. 1./Credit 1**

Presents an overview of the history (political, architectural, artistic and urban) and culture of the country to be visited in ARC 305. Course also includes some instruction in the language and customs of the country to be visited, urban analysis of cities to be visited, guidance on packing, documentation, and equipment for travel.

**ARC 303 Intermediate Architecture Design Studio V Stu./Lec. 12./Credit 6.**

Integration of material, systems and spatial elements of architectural design through projects of varying scales in the community context. Deepening understanding of site planning and tectonic issues. Prerequisites: ARC 101, 102, 200, 201, 202, 203, 204, 207, 208 and 213; MAT 118; PHY 201. Cumulative GPA of 2.3.

**ARC 304 Intermediate Architecture Design Studio VI Stu./Lec. 12./Credit 6.**

Integration of material, systems and spatial elements of architectural design through projects of varying scales in the community context. Deepening understanding of site planning and tectonic issues. Prerequisites: ARC 101, 102, 200, 201, 202, 203, 204, 207, 208, 213, and 303; MAT, 118; PHY 201.



**ARC 305      International Urban Travel StudioVII**  
**Stu./Lec. 6./Credit 3.**

An internationally based experience in design, theory, and the history of architecture and urbanism. Topics include theories of urban form, design in the historical context, architectural histories particular to location, the relation of architecture and urbanism to the social and cultural setting, and freehand drawing and sketching. Prerequisites: ARC 101, 102, 200, 201, 202, 203, 204, 207, 208, 213, 303, 304, 317 and MAT, 118, PHY 201.

**ARC 306      International Urban Travel Design Studio VIII**  
**Stu./Lec. 6./Credit 3.**

Urban design studio for a project studied while traveling. Students will work in collaboration to develop a proposal for a quarter of a city visited in ARC 305. Prerequisites: ARC 101, 102, 200, 201, 202, 203, 204, 207, 208, 213, and 303; MAT 118; PHY 201.

**ARC 309      Structures I      Lec. 3./Credit 3.**  
A fundamental introduction to statics and strengths of material elements in architectural scenarios. Prerequisites: MAT 118 and PHY 201.

**ARC 310      Structures II      Lec. 3./Credit 3.**  
An applied study of natural and engineered wood products in framing systems for buildings (beams, columns, trusses and connections). Prerequisite: ARC 309, MAT 117, 118 and PHY 201.

**ARC 314      Building Assemblies      Lec. 3./Credit 3.**  
An investigation of the diverse systems used to construct buildings with concentration on exterior envelopes for thermal, moisture and air control. Details and techniques are explored and represented with drawing conventions used for construction. Prerequisite: ARC 213.

**ARC 315      Environmental Systems      Lec. 3./Credit 3.**  
A fundamental introduction to the equipment and services required for interior environmental control and comfort. Basic requirements for HVAC, electricity, illumination, plumbing and acoustics in building design are examined. Prerequisite: ARC 200, ARC 213.

**ARC 317      Global Theories of Urban Design      Lec. 3./Credit 3.**  
Overview of a variety of historical and contemporary issues in urban design and architecture from the theoretical and design perspective. Prerequisite: ARC 207 or 208.

**ARC 405      Advanced Architectural Design Studio IX**  
**Stu./Lec. 12./Credit 6.**  
Complex and contextual issues of a complete architecture design in the Urban setting with comprehensive consideration of site, orientation, environmental relationships and building systems. Prerequisites: ARC 101, 102, 200, 201, 202, 203, 204, 207, 208, 213, 303, 304, 305, 306, 309 and 317; MAT 118; PHY 201.

**ARC 406      Advanced Architectural Design Studio X**  
**Stu./Lec. 12./Credit 6.**

Continuation of ARC 405 project into construction documents including outline specifications and the design of structural and mechanical building systems, the use of building codes, an understanding of zoning and the principles of building programming. Prerequisites: ARC 101, 102, 200, 201, 202, 203, 204, 207, 208, 213, 303, 304, 305, 306, 309, 317, 405 and MAT 118, PHY 201.

**ARC 411      Contemporary Architectural Theory      Lec. 3./Credit 3.**

Overview of the history of architectural thought and theories by looking at ideologies, process and synthesis, including postcolonialism, race, gender, subjectivity and ethics, in preparation for thesis research and design. Prerequisite: ARC 207, 208, 317.

**ARC 414      Structures III      Lec. 3./Credit 3.**  
An applied study of steel and reinforced concrete behavior in structural applications for buildings. The influence of wind and seismic activity are examined and regulated applications from building codes. Prerequisites: ARC 213, 309, 310, 314, 315 and MAT 118, PHY 201.

**ARC 417-418      Professional and Community Design Practice      Lec. 3./Credit 3.**

Principles of professional conduct, architect-client contractor relationships, construction contract documentation related to practice and procedures of an architectural office, as well as relationships to disciplines of engineering, planning and urban design, contemporary problems in architecture theory, ethics, emerging technological changes and professional responsibilities in field of architecture and community design. The second semester's work is concerned with the development of Construction Documents, including Specifications, Construction Drawings and Cost Estimates, and is closely related to the design studio work in ARC 406. Co-requisite: ARC 405 and ARC 406.

**ARC 430      Individual Projects in Architecture      Credit 1-5.**

Research, reading and design in architecture or related subjects. Open to students at all levels. Prerequisite: Consent of instructor and chairperson. Either semester. Course may be repeated.

**ARC 516      Building Systems Integration Workshop      Lec. 3./Credit 3**

A workshop to exercise the order of building technology in architectural design. Applied scenarios are used to discover the cause and effects of form, comfort and safety. Co-requisite: ARC 405.

**ARC 517-518 Professional and Community Design  
Practice I & II Lec. 3./Credit 3.**

Principles of professional conduct, architect-client contractor relationships, construction contract documentation related to practice and procedures of an architectural office, as well as relationships to disciplines of engineering, planning and urban design, contemporary problems in architecture theory, ethics, emerging technological changes and professional responsibilities in field of architecture and community design. The second semester's work is concerned with the development of Construction Documents, including Specifications, Construction Drawings and Cost Estimates, and is closely related to the design studio work in ARC 406. Co-requisite: ARC 405 and ARC 406.

**ARC 530 Individual Projects in Architecture**

**Credit 1-5.**

Research, reading and design in architecture or related subjects. Prerequisite: Graduate standing (Architecture Professional), or consent of chairperson. Course may be repeated.

**ARC 601 Thesis Research Studio XI**

**Stu./Lec. 10./Credit 6.**

Self-directed inquiry articulated by the student around a specific claim, question, and/or position having clear architectural implications. The thesis research and proposal resulting from this effort is further elaborated in ARC 602. Prerequisites: AP standing. Cumulative GPA at least 2.5.

**ARC 602 Thesis Design Studio XII**

**Stu./Lec. 12./Credit 6.**

Self-directed architectural inquiry based on the thesis research proposal articulated in ARC 601. Directed towards generating a personal and visionary interpretation of architecture. Prerequisites: AP standing.

**ARC 617 Building Technology Issues Seminar**

**Lec. 3./Credit 3.**

Examination of emerging technology in architecture focusing on materials, construction and building systems with global perspective. Requires intensive reading, speculative and critical writing, research, and drawing and diagramming for description, analysis, evaluation, and discussion. The seminar supplements thesis studio work. Prerequisites: AP standing. Co-requisite: ARC 601.

**ARC 618 Community Design Issues Seminar**

**Lec. 3./Credit 3.**

Exploration of contemporary issues in environmental and community design from a global perspective with emphasis on sustainability. Requires intensive reading, speculative and critical writing, and research for discussion. The seminar supplements thesis studio work. Prerequisites: AP standing. Co-requisite: ARC 602.

**Summer Internship**

**Non-Credit.**

(Community Design Practicum, 120 hrs. & 4 weeks minimum Supervised internship experience performing environmental design work. Preferred work site to be in community/urban design office or organization including housing corporations, housing authorities, community groups and/or private architecture practice with focus on community. Prerequisites: ARC 101, 102, 200, 201, 202, 203, 204, 207, 208, 213, 303, 304, MAT 118, PHY 201.

**ART (Art)**

**ART 200 Understanding the Arts**

**Lec. 3./Online/Credit 3.**

An orientation of cultural arts for the major/non-art major. Analysis, criticism, evaluation, and aesthetic considerations.

**ART 215-216 Introductory and Intermediate Drawing**

**Stu. 4./Credit 2.**

Basic principles of drawing, perspective, and design; development of technical skill in variety of media. Landscape, human figure, still-life, and design. No previous art training necessary.

**ART 224 Concepts in Color**

**Lec. 3./Credit 3.**

Introduction and development of the interaction of color as a medium in visual studies. Discussion of student work in process and aesthetic analysis within the context of theoretic and historic color procedures.

**ART 300 Art Education Materials and Methods**

**Stu. 6./Credit 3.**

Studies of various levels of child growth and development on the elementary and secondary levels. Analysis and discussion of recent trends in Art Education. Approaches to creative ends via materials and methods of artistic endeavors.

**ART 305 Art History Survey I (1)**

**Lec. 3./Credit 3.**

Illustrated lecture course covering chronological development of art from the prehistoric through Renaissance periods. Emphasis upon recognition of style and relationship of art to the age in which it was produced.

**ART 306 Art History Survey II (2)**

**Lec. 3./Credit 3.**

History of art from Renaissance to the present day. Emphasis upon the recognition of style and relationship of art to the age in which it was produced.

**ART 315 Introductory Painting**

**Stu. 6./Credit 3.**

Introduction to painting mediums (acrylic, oil, cra-pas) and the exploration of color theory through formal problems; theories and criticism. Prerequisite: ART 215 and ART 224.

**ART 316 Intermediate Painting**

**Stu. 6./Credit 3.**

Advanced techniques and theories of painting are examined. Various materials are explored in the painting field; (i.e., mixed media, sculptural, and minimal painting.) Prerequisite: ART 315.

**ART 317 Advanced Drawing**

**Stu. 4./Credit 3.**

Life drawing and continuation of introductory courses. Prerequisite: Art 215 and ART 216 or consent of instructor.

**ART 325      Printmaking I                      Stu. 6./Credit 3.**  
Introduction to basic printmaking techniques and methods of printing. To include: monotype/ silkscreen and drypoint methods.

**ART 326      Printmaking II                      Lec. 1./Stu. 6./Credit 3.**  
Introduction to development of basic and intermediate intaglio processes. Techniques to include: drypoint, etching, aquatint and softground/spitbite. Introduction to color process. Prerequisite: ART 325.

**ART 327-328      Sculpture I and II                      Stu. 6./Credit 3.**  
Materials and techniques in the process of sculpture and three-dimensional design, including modeling, casting, and construction in wood and metal. Prerequisite: ART 327.

**ART 330-331      Graphic Design I and II                      Stu. 6./Credit 3.**  
Introduction to design process, layout, paste-up mechanicals, typography and printing methods. Use of Apple Macintosh computer as a design tool. Prerequisite: ART 330 or consent of instructor.

**ART 335-336      Ceramics I and II                      Stu. 6./Credit 3.**  
Elementary course in pottery with hand building and the potter's wheel. Students originate ceramic design and decorations. Demonstrations given in firing kiln and use of glazes. Prerequisite: ART 335 or consent of instructor.

**ART 350      Photography I                      Stu. 6./Credit 3.**  
Introduction to photography. An introduction to the principles of technique and aesthetic understanding of the medium; visual vocabulary, exposure, developing, and printing. Camera and supplies needed.

**ART 351      Photography II                      Stu. 6./Credit 3.**  
Advanced photography. Weighted towards refining and increasing technical, professional and visual awareness. Prerequisite: Photography I or consent of instructor. Purchase of supplies necessary.

**ART 365      Methods and Materials in Elementary and Secondary Art Education                      Lec. 1./Stu. 6./Credit 3.**  
Methods and techniques used in organizing and conducting art activities. Emphasis on place of art in elementary and secondary school curriculum.

**ART 367      Teaching Art in Secondary Schools                      Lec. 3./Credit 3.**  
Current theories and practices. Survey of current literature in art education.

**ART 402      Illustration and Rendering                      Stu. 6./Credit 3.**  
The art of illustration as practiced in the fields of advertising, merchandising, book, story illustration, and scientific drawings. Studio techniques studied. Use of Apple Macintosh computer as an illustration tool. Prerequisites: ART 330 and 331.

**ART 407      History of African American Arts                      Lec. 3./Credit 3.**  
A survey course of Black American Art.

**ART 415      Advanced Painting                      Stu. 6./Credit 3.**  
Advanced work with problems of color on a two-dimensional surface. Prerequisite: ART 316 or consent of instructor.

**ART 425      Printmaking III/Lithography                      Stu. 6./Credit 3.**  
Introduction to stone and metal lithographic techniques. Emphasis placed on personal style and technical development. Prerequisites: ART 325 and 326.

**ART 426      Printmaking IV - Photo Light Sensitive Techniques                      Stu. 6./Credit 3.**  
Photographic techniques in serigraphy, intaglio, and lithography. Prerequisite: None.

**ART 430      Graphic Design III                      Stu. 6./Credit 3.**  
Advanced design for printed materials. Use of Apple Macintosh computer as a design tool. Prerequisites: ART 330 and 331.

**ART 435      Advanced Ceramics III                      Stu. 6./Credit 3.**  
Continued work in materials and methods of advanced ceramics. Prerequisites: ART 335 and 336.

**ART 450      Photography III                      Stu. 6./Credit 3.**  
Experimental photography. Experimentally structured course introducing several non-ordinary photographic processes. Prerequisites: ART 350 and 351.

**ART 500      Senior Art Seminar                      Lec. 2./Credit 3.**  
Preparation for the individual senior exhibition which is required of all graduates. Exit examination, portfolios, presentations, publicity, etc. are required. The department reserves the right to select a work of art to remain in the permanent collection. Consent of department chair required.

**ART 501-502      Special Project in Art                      Credit 1-4.**  
Individual projects in studio or art education selected by the student for advance investigation with the written approval of the chairperson; may not duplicate existing courses; may be repeated.

**ART 511-512      Advanced Study in Art History                      Credit 1-5.**  
Individual studies selected by the student. Library research and bibliography training.

**ART 513-514      Individual Creative Problems in Art Education                      Credit 3.**  
Research problems to be selected by the student. Emphasis on research methods and art techniques. Workshop methods.

## **AVN (Aviation)**

**AVN 201      Aviation Foundations I                      Lec. 3./Credit 3.**  
Provides an overview of aviation, and introduces students to the many opportunities and challenges of the profession. The course includes a brief historical review of early aviation, fundamentals of flight aerodynamics and technology, and an introduction to aircraft systems and operations. Also, safety of flight, human factors, aeronautical chart interpretation, basic navigation, an introduction to air traffic control and airspace, and aviation weather factors are covered.

**AVN 151-152****Aviation Seminar I & II****Lec 1./Credit 1.**

This is a two semester course required for all Aviation majors. Its purpose is to prepare new students for the university experience and success in the Aviation program by discussing students' responsibilities, career opportunity, writing for Aviation industry, and the use productivity technology.

**AVN 153 Aviation Foundations I****Lec. 3./Credit 3.**

Provides an overview of aviation, and introduces students to the many opportunities and challenges of the profession. The course covers the fundamentals of flight aerodynamics and technology, and an introduction to aircraft systems and operations. Also, safety of flight, human factors, aeronautical chart interpretation, basic navigation, an introduction airspace, and aviation weather factors are covered.

**AVN 154 Aviation History****Lec. 3./Credit 3.**

Provides the history of aviation through an in-depth study of flight and focus on the development of civil, commercial, and military aviation. The course covers noteworthy events and people throughout aviation history from the first flight through present day developments.

**AVN 162 Private Pilot Skill Enhancement****Lec. 3./Credit 3.**

Preparation for the successful completion of the Federal Aviation Administration's Private Pilot written and practical examinations. Includes flight maneuvers, practical test standards, flight environment procedures, general aviation aircraft systems, practical navigation and weather, air traffic control communications, and Federal Aviation Regulations. Students are required to pass the Federal Aviation Administration Private Pilot knowledge test. Co requisite: AVN 163.

**AVN 163 Private Pilot Laboratory I Lab 8./Credit 1.**

First of a two-semester flight laboratory, which includes dual flight instruction in basic private pilot maneuvers, solo flight, introduction to cross-country navigation, pre-flight procedures, pilot decision-making, and safety. Students must acquire a minimum of 25 flight hours and complete a solo flight. Co requisite: AVN 112. Flight fees: approximately \$3500.

**AVN 164 Private Pilot Laboratory II Lab 8./Credit 1.**

Second of a two-semester flight laboratory, which includes dual flight instruction in advanced private pilot maneuvers, cross-country navigation, competency in communicating with air traffic control, flight planning. Students must pass the Federal Aviation Administration's Private Pilot flight examination and receive appropriate certification. Flight fees: approximately \$3500.

**AVN 165 Instrument Ground School Lec. 3./Credit 3.**

Preparation for the FAA Instrument written examination. Includes concepts and procedures of instrument and weather flying, IFR procedures and FAA regulations, radio navigation, and instrument approaches.

**AVN 167 Instrument Rating Laboratory I****Lab 8./Credit 2.**

Flight instruction in preparation for completion of requirements for the FAA Instrument Rating. Includes attitude instrument flying, basic instrument flight patterns, partial panel, VOR procedures, DME arcs, GPS and ADF procedures, localizer tracking and holding. Corequisite: AVN 165. Flight fees: approximately \$4000.

**AVN 168 Instrument Rating Laboratory II****Lab 8./Credit 2.**

Flight instruction in preparation for completion of requirements for the FAA Instrument Rating. Includes: VOR/VOR-DME approaches, GPS and ADF approaches, localizer and ILS instrument approaches, cross-country procedures and emergencies, maneuvers review and FAA Practical Test. To successfully complete this laboratory, the FAA Instrument Rating must be earned. Prerequisite: AVN 315. Flight fees: approximately \$4000.

**AVN 170 ATC Foundation w/lab****Lec 3./Credit 3.**

This course is a progressive foundational introduction to air traffic control. It focuses on the interpretation of the FAA orders and regulations that govern the air traffic control system, roles and responsibilities of control positions, concepts of spacing, sequencing, and separation, visual and radar traffic patterns, communication, terminology, and principles of ATC procedures. This course includes phraseology and communication lab. Lab fee \$250.

**AVN 181 Introduction to Airport Systems****Lec. 3./Credit 3.**

A foundational study of airport operations and systems and includes analysis of the role of the airport manager in planning, finance and administration, public relations, social, political, and environmental considerations, operational requirements and facility maintenance.

**AVN 251-252 Aviation Seminar III & IV****Lec 1./Credit 1.**

This is a two semester course required for all Aviation majors. Its purpose is to prepare students to technical writing for research in Aviation. This course will introduce students to research methodology and design, proposal preparation, data gathering and source documentation.

**AVN 253 Flight Safety****Lec. 3./Credit 3.**

Factors and procedures relating to aviation safety, techniques for accident prevention, procedures used in accident investigations, the human factors (physiological and psychological), the effect of weather.

**AVN 254 Crew Resource Management Lec. 3./Credit 3.**

Techniques for enhancing teamwork, interpersonal communications and relationships, leadership, and coping strategies in the professional aviation environment. Included are the recognition of human behavior that affects the safety of aviation operations, such as anger, stress, and fatigue, and the strategies to handle those behaviors.



**AVN 261 Commercial Pilot Certification****Lec. 3./Credit 3.**

Preparation for the FAA Commercial Pilot written exam and Commercial Pilot Certification. Includes advanced aerodynamics, aircraft performance, precision maneuvers, extended cross-country and night flight, FAA regulations, introduction to advanced systems, and transition to more sophisticated aircraft.

**AVN 263 Commercial Pilot Laboratory I****Lab 8./Credit 2.**

Flight instruction in preparation for FAA Commercial Pilot Certification. Includes: maneuvers and landings review, introduction to complex airplanes, commercial performance flight maneuvers, cross-country navigation review, day and night solo cross country navigation, and instrument review. A total of 60 flight hours should be flown to complete this laboratory.

**AVN 264 Commercial Pilot Laboratory II****Lab 8./Credit 2.**

Flight instruction in preparation for FAA Commercial Pilot Certification. Includes advanced aerodynamics, aircraft performance, precision maneuvers, extended cross-country and night flight in complex airplanes, FAA regulations, introduction to advanced systems, and complex maneuvers review in preparation for the FAA practical (flight) check. To successfully complete this laboratory the FAA Commercial Pilot Certificate must be earned.

**AVN 265 Commercial Pilot Laboratory III****Lab 8./Credit 1.**

This flight laboratory is for students who are entering a military flight-training program after graduation. The lab includes: maneuvers and landings review, and FAA qualification in complex airplanes. A complex aircraft log book endorsement by an authorized instructor and a minimum of 10 flight hours in complex aircraft must be flown to complete this laboratory.

**AVN 271 Terminal Operations I w/lab****Lec. 3./Lab 2./Credit 5.**

Fundamental terminal operations utilizing radar procedures and equipment. Includes control and separation of aircraft in the terminal area with emphasis on the safe, expeditious flow of arriving and departing traffic transitioning between enroute centers and the control tower environment. Also the significance and use of Low and High Altitude Enroute Charts and Approach Procedures and the hemispheric cruising altitude rules. Utilizes radar air traffic control simulators by which students will apply their knowledge, skill, and understanding of terminal procedures. Lab fee \$250.

**AVN 272 Tower Operations I w/lab****Lec. 3./Lab 2./Credit 5.**

This course thoroughly covers air traffic control tower procedures, phraseology, aircraft separation on same and intersecting runways, airport traffic patterns, aircraft recognition, and control tower positions, responsibilities, and equipment. Laboratory simulations utilizing an airport layout and control tower cab mockup to support fundamental tower operations comprising taxi, take-off and landing of aircraft. Includes phraseology, procedures, and separation of aircraft flying under visual conditions. Lab fee \$250.

**AVN 281 Airport Operations I****Lec. 3./Credit 3.**

This course is a comprehensive study of airport landside operations. Topics covered are airport operating categories, understand the role of terminal and passenger area security, FAA regulations and inspection programs including PART 139, Airport Certification Manual, and TSA. This course includes a focus on airport communication and business operations.

**AVN 282 Airport Operations II****Lec. 3./Credit 3.**

This course is a comprehensive study of airport airside operations. Topics covered are airfield inspection programs, snow removal, airfield security, environmental factor affecting airports, wildlife control, and pavement maintenance in accordance with appropriate regulations. This course includes practical application of airfield functions.

**AVN 290 Introduction to Unmanned Aircraft Systems****Lec 3./Credit 3.**

An introduction to the fundamentals of unmanned aircraft systems (UAS), including their developing role in the modern aviation industry. Topics include an introduction to structural elements, avionics, flight control and guidance systems, navigation, remote sensing, human factors and integration into commercial and military airspace. Emphasis is on future employment in the field with a focus on commercial airspace.

**AVN 351-352 Aviation Seminar V-VI****Lec 1./Credit 1.**

This is a two semester course required for all Aviation majors. This course includes active engagement aviation research and an in-depth involvement in research methodology and design, data gathering techniques, data analysis, and technical writing.

**AVN 353 Aviation Management****Lec. 3./Credit 3.**

A holistic view of management requirements and techniques applicable to the aviation industry; problems, current issues and future trends related to aviation operations. Includes management and organizational styles as applied to the industry, changes in the National Airspace System, managerial problems unique to the industry, and proposed acquisition of equipment under the Capital Investment Plan.

**AVN 354 Aviation Legislation****Lec. 3./Credit 3.**

This course is survey of legal concepts concerning aviation as related to operation, contracts, insurance and liability, regulating statutes, and case law. Topics include tort law, FAA regulation, and commercial/business law relative to the aviation industry.

**AVN 356 Air Transportation****Lec. 3./Credit 3.**

Survey of historical developments of and current issues within the air transportation system covering facilities, impact of regulations, problems encountered in commercial air transportation, future requirements, airline operations, economics, and social implications.

**AVN 361 Certified Flight Instructor****Lec. 3./Credit 3.**

This course is preparation for the FAA Flight Instructor Certificate. Topics include flight instruction methodology, instructor responsibilities, and flight maneuvers necessary for instructing private and commercial students.



**AVN 363-364      Certified Flight Instructor  
Laboratory I & II      Lab 8./Credit 1.**

This is a two semester flight lab course to prepare students FAA Flight Instructor Certificate examination. Topics include flight instruction methodology, instructor responsibilities, lesson plan development and presentation, and flight maneuvers necessary for instructing private students.

**AVN 371      Terminal Operations II w/lab  
Lec. 3./Lab 2./Credit 5.**

This course prepares students for advanced terminal operations utilizing radar and non-radar procedures and separation. It includes emergency radar procedures, operations within Class B and C airspace, simultaneous parallel runway operations, and the utilization of the more complex airspace around larger airports and satellite airports. Students will complete advanced laboratory simulations in support to apply knowledge and understanding of complex radar procedures, and the ability to safely control traffic in a terminal environment. Lab fee \$250.

**AVN 372      Non-Radar I w/lab      Lec./Lab 3./Credit 3.**

This course prepares students for the application of basic non-radar procedures. Topics include transitioning from a radar to a non-radar environment, non-radar air traffic control rules, regulations and procedures, non-radar separation criteria and procedures. Students will apply non-radar procedures to simulated traffic situations in the laboratory. Lab fee \$250.

**AVN 381      Airport Finance      Lec. 3./Credit 3.**

This is designed to improve students' understanding of the air transportation system, and analyze current financial industry trends and how they impact an airport. Students will examine the importance of implementing strong management control systems and learn how to successfully forecast your business and evaluate the benefits of efficient customer service and how it relates to a successful pricing strategy. Topics include, assessing financial performance and forecast demand, managing shareholder relations, privatization and re-structuring options, the needs of customers, and the industry's financial trends and their impact on strategy and operations.

**AVN 382      Airport Planning      Lec. 3./Credit 3.**

A managerial level course focused on the principles of airport planning with emphasis on federal, state, and municipal interactions. This course covers essential elements of current airport planning trends, including airport master planning and layout plans, financial sustainability, and environmental planning, such as hazardous wildlife issues, airport noise, and compatible land use. Students will be introduced to the organizational, political, and financial administration of public and private civil use airports.

**AVN 394      Homeland Security      Lec 3./Credit 3.**

This course focuses on the consolidation of responsibilities and functions across agencies, at various jurisdictional levels, that have the charge of mitigating hostilities, threats, hazards, and consequences. This course is designed to develop analytical skills that will prepare students to identify, evaluate and resolve complex policy issues and initiate practical actions in the aviation industry.

**AVN 450      Crew Resource Management II  
Lec. 2./Lab 2./Credit 3.**

This course is a survey of advanced strategies for the use of controller resources and communications abilities in an air traffic control environment. Students will demonstrate their abilities to fully use the human and hardware resources available to them. The course presumes technical proficiency and focuses on the interactive skills necessary to be a successful controller. Includes identification of available crew resources, effective resource management strategies, teamwork, leadership and managerial skills. Emphasis is placed on coping with specific controller-controller, supervisor-controller, and controller-pilot scenarios and transferability of these skills to the work place. Prerequisite: permission of the instructor and physical ability.

**AVN 451      Cooperative Work Study      Credit 3-12.**

This is a work study program under the agreement with an organization within the aviation industry. Students must meet eligibility requirements and be recommended by the Department Chair.

**AVN 452      Airline Operations      Lec. 3./Credit 3.**

A managerial-level course centering on expertise required for airline operations, including flight dispatching, high altitude weather, crew teamwork, high altitude operations, crew and passenger safety, and high density airport operations. The course is designed for students intending to seek flight or ground career opportunities within the airline industry.

**AVN 453      Special Topics in Aviation      Lec. 3./Credit 3.**

A treatment of advanced topics of interest in aviation not routinely covered by existing courses. May be repeated when topics vary. Prerequisite: Permission of the department chair and course instructor.

**AVN 454      Senior Practicum/Capstone  
Sem./Prj./Credit 3.**

Designed as a capstone course for all aviation courses of study. Emphasis will be placed upon participating in an assessment designed for the student's area of study which may include any or all of the following: comprehensive oral and/or written examination, comprehensive project, FAA or other industry certification, independent research project, or assigned by academic adviser and approved by department chair.

**AVN 455      Aviation Research  
Sem./Prj./Credit 3-6.**

Designed as an advanced study course for students serving as research assistant or awarded research scholarship. Emphasis will be placed upon participating in an independent research project with a designated research mentor. The student will produce a publication quality research report or thesis. Prerequisite: Consent of the research mentor and approved research proposal.

**AVN 460      Certified Flight Instructor (Instrument)  
Lec. 3./Credit 3.**

Preparation for the FAA Instrument Flight Instructor Certificate. Includes presentation of methodology used in teaching instrument flight. Prerequisites: AVN 321 and 345.

**AVN 461      Certified Flight Instructor (Multiengine)****Lec. 3./Credit 3.**

Classroom instruction in preparation for the FAA Multiengine Flight Instructor Certificate. Includes principles and methodology of teaching multiengine flight.

**AVN 462      Certified Flight Instructor (Multiengine)****Laboratory****Lab 4./Credit 1.**

Flight instruction in preparation for the FAA Multiengine Flight Instructor Certificate. Includes principles and methodology of teaching multiengine flight.

**AVN 463      Advanced Aircraft Systems      Lec. 3./Credit 3.**

In-depth discussion of electrical, mechanical, hydraulic, environmental and electronic systems on aircraft, design and performance standards, capabilities and limitations, and conformance to FAA specifications. Includes crew concept procedures, cockpit resource management, and emergency procedures.

**AVN 464      Advanced Aerodynamics and Aircraft****Performance****Lec. 3./Credit 3.**

Advanced theories of flight and flight factors, including airfoil shape, drag, velocity, lift and thrust, stability and control; advanced principles of performance, including capabilities and limitations, performance and design criteria, load factors, weight and balance charts, comparative analysis of aircraft, and certification of aircraft.

**AVN 470      Air Traffic Management      Lec 3./Credit 3.**

This course introduces students to the NextGen environment, an evolution from ground-based system of air traffic control to a satellite-based system of air traffic management. Topics covered include NextGen technologies, data networking, digital communication, airport infrastructure and decision making responsibility from ground to cockpit.

**AVN 471      Non-Radar II w/lab      Lec./Lab 3./Credit 3.**

Non-radar air traffic control rules, regulations and procedures as utilized by the FAA Academy's controller screen. Includes separation criteria and procedures peculiar to the Academy. Students will apply non-radar procedures to simulated traffic situations in the laboratory. This course is designed for those students who wish to pursue a career as air traffic controllers with the FAA, and should be taken as close to graduation as possible. Students registering for this course are required to contact the department prior to the beginning of the semester to obtain a copy of the associated airspace which must be committed to memory no later than the first class period.

**AVN 472      Enroute Operations      Lec. 3./Credit 3.**

Specific procedures, criteria, and regulations regarding the control of enroute traffic. Includes movement of aircraft in both radar and non-radar environment, aircraft limitations at higher altitudes, traffic management including coordination with terminal facilities and flow control. Aircraft performance characteristics peculiar to high altitude operations. Limited radar simulator use to reinforce rules, regulations, and procedures.

**AVN 474      Enroute Laboratory****Lab 6./Credit 3.**

Radar and non-radar enroute laboratory in support of AVN 481. Students utilize laboratory equipment to apply their knowledge and understanding of enroute procedures. Approval of instructor required.

**AVN 480      Airport Design****Lec. 3./Credit 3.**

A managerial level course focused on the principles of airport design. This course covers essential elements of airport design trends, including geometric design and layout of the airfield and terminal facilities, obstruction analysis, signage and lighting, forecasting, airside and landside interface, and capacity and delay effects. This course also focuses on environmental design issues, such as local wildlife habitats and hazards, noise abatement issues, and land use. Students will study the airport design elements as they relate to safety and security, economic impacts of airport operations, airport performance standards, and current political trends and issues of direct concern to airport operations such as regulations of the Department of Homeland Security, the Transportation Security Administration, and the Federal Aviation Administration.

**AVN 481      Concepts of Air Transportation Utilizations****Lec. 3./Credit 3.**

This course is a study of factors involved in the effective utilization of aircraft in the transportation of passengers and cargo, including aircraft design and cost effectiveness, operational and marketing consideration, depreciation and suitability.

**BAN (Band)****BAN 101      Major Ensemble-Marching Band (1) Credit 1.**

Marching Band is offered in the Fall semester for one hour of academic credit. This organization performs at all home football games, selected away games, and at various parades and concerts. Performance auditions are used as a means of placement within the ensemble.

**BAN 111      Major Ensemble-Symphonic Winds (2) Credit 1.**

Symphonic Winds is offered in the Spring semester for one hour of academic credit. This organization performs at various concerts in the area and around the country. Membership in this ensemble is achieved by successful completion of an audition and/or by permission of the instructor.

**BAN 112      Major Ensemble-Concert Band (2) Credit 1.**

Concert Band is offered in the Spring semester for one hour of academic credit. This organization performs on campus. Performance auditions are used as a means of placement within the ensemble. Music majors are recommended to participate in this ensemble by performing on a minor instrument.

**BIO (Biology)****BIO 101      Nature of Life****Lec. 3./Credit 3.**

A non-major course in biology wherein fundamental processes and mechanics of living things are discussed within the framework of a unified theory of life. Special emphasis will be given to topical themes that relate biological principles to contemporary issues in science, technology and society.

**BIO 102 Introduction to Molecular Biology****Lec. 3./Credit 3.**

This course is designed to introduce students to the study of structure, organization and function in living matter at the molecular level. Prerequisite: Consent of the department chair.

**BIO 103 General Biology Lec. 3./Lab 2./Credit 4.**

Introduction to biological principles as exemplified in a wide range of organisms; basic concepts are discussed with emphasis on methods of inquiry which led to their discovery.

**BIO 104 Laboratory in Molecular Biological Techniques Lab 6./Credit 3.**

Introduction to techniques designed to familiarize the student with some of the current research in molecular cell biology. Participation in research project in collaboration with faculty supervisor. Prerequisite: Consent of the department chair.

**BIO 105-106 Introduction to Biology I-II Lec. 3./Lab 2./Credit 4.**

A two-semester course that will introduce students to principles of organic evolution, molecular biology, cell structure and function, genetics, reproduction and development; the role of evolution in structuring the diversity of life, common and diverse solutions to the problems of survival, the interactions between individuals, populations and the environment.

**BIO 191 Introduction to Research Topics in the Biological Science Sem./Prj./Credit 1-3.**

Designed for freshman level undergraduates. Emphasis will be placed upon introduction to areas of biological sciences research, regular attendance at appropriate seminars, techniques of literature searches, and background study. This course may be taken twice. Prerequisite: Consent of the department chairperson.

**BIO/SOC 200 Biological and Sociological Aspects of Drug Usage Lec. 3./Credit 3.**

An interdisciplinary study of the problem of drug abuse in contemporary society. Primary emphasis on (1) biological effects on the individual (physiological, genetic and evolutionary implications); and (2) psycho-social factors related to the problem in the University and the community at-large.

**BIO 201-202 Analysis and Application of Scientific Information I-II Lab 2./Credit 1.**

A two-semester course designed to develop quantitative reasoning and critical thinking skills by focusing on strategies necessary to effectively analyze diverse problem types. The course will specifically address the analysis of scientific information and its applications. Activities will include discussions, laboratories, and enrichment workshops. Prerequisite: MAT 117 and BIO 103 or BIO 105-106.

**BIO 210 General Botany Lec. 3./Lab 3./Credit 4.**

General principles of plant life; primary emphasis on the morphology, physiology, genetics, economics uses, and ecology of seed plants. Prerequisite: BIO 103.

**BIO 220 General Zoology Lec. 3./Lab 3./Credit 4.**

Basic principles of animal biology with particular emphasis on morphological, physiological, and ecological features exemplified in evolutionary relationships of the major animal phyla. Prerequisite: BIO 103 or BIO 105-106.

**BIO 224-225 Anatomy and Physiology Lec. 3./Lab 2./Credit 4.**

A two-semester course which deals with essentials of human anatomy in relation to functions of the organ systems. Prerequisite: BIO 103.

**BIO 291 Basic Research Topics in the Biological Sciences Sem./Prj./Credit 1-6.**

Designed for sophomore level undergraduates. Emphasis will be placed upon introduction to basic techniques of conducting research and literature review, regular attendance at selected seminars, and directed work on a research project in biological sciences. This course may be taken twice. Prerequisite: Consent of the research mentor.

**BIO 300 Cooperative Work-Study Credit 4-8.**

A course integrating subject matter of a biological nature with practical work experience in an approved agency. Course substitutions must be approved in advance by the department. Prerequisite: completion of sophomore level or consent of the department chair.

**BIO 301 Comparative Anatomy Lec. 2./Lab 4./Credit 4.**

Biological principles of vertebrate animals (primarily excluding man) presented in a comparative study of their morphology, development, functional adaptations, and phylogenetic ascension. Prerequisite: BIO 220.

**BIO 302 Human Anatomy Lec. 2./Lab 4./Credit 4.**

Study of development and structure of organs and organ systems of the human body with some emphasis upon their functional adaptations. Prerequisite: BIO 220 or consent of department chair.

**BIO 304 General Microbiology Lec. 3./Lab 3./Credit 4.**

General survey of morphology, taxonomy, and physiology of bacteria and related micro-organisms. Prerequisites: BIO 210 and 220; two courses in Chemistry.

**BIO 305 Principles of Heredity Lec. 2./Lab 2./Credit 3.**

Fundamentals of genetics. Nature, transmission, and function of genetic material; application of these principles to problems in development, evolution, and human society. Prerequisites: BIO 210 or 220, or consent of instructor.

**BIO 306 Plant Physiology Lec. 2./Lab 4./Credit 4.**

Functional aspects of plant life; primary emphasis on the effects of chemical and physical factors on the growth and development or selected plants. Prerequisites: BIO 210 and a year of Chemistry.

**BIO 307      Evolution and Systematics of Lower Plants****Lec. 2./Lab 4./Credit 4.**

Survey of algae, fungi, and bryophytes, with some consideration of their phylogenetic relationships; special emphasis on nutrition, genetics, growth, and morphogenesis of algae and fungi. Prerequisite: BIO 210.

**BIO 308      Vertebrate Morphogenesis****Lec. 2./Lab 4./Credit 4.**

Microscopic and gross structure of vertebrates, including human organism, interpreted in terms of developmental processes. Emphasis upon histogenesis and organogenesis in studying structural and functional adaptations of organ systems. Prerequisite: BIO 220.

**BIO 336      Human Physiology      Lec. 2./Lab 3./Credit 3.**

Intricate functions of human body, stressing principles of homeostasis and maintenance of normal health and well-being. Prerequisites: BIO 220, CHE 201-202 or consent of department chair.

**BIO 391      Intermediate Research Topics in the  
Biological Sciences      Sem./Prj./Credit 1-9.**

Designed for junior level undergraduates. Emphasis will be placed upon conducting directed research in biological sciences with a designated research mentor, regular attendance at selected seminars, and review basic literature search techniques. This course may be taken twice. Prerequisite: Consent of the research mentor.

**BIO 400      General Marine Biology****Lec. 2./Lab 3./Credit 3.**

Introduction to marine biology, including survey of representative animal and plant populations, and analysis of environmental factors related to marine productivity. Prerequisites: BIO 210 and 220.

**BIO 403      Developmental Plant Anatomy****Lec. 2./Lab 2./Credit 3.**

Study of cellular and tissue differentiations; special emphasis upon role of genetic and environmental factors in developmental processes of representative vascular plants. Prerequisites: BIO 210 and 305.

**BIO 404      Techniques in Molecular Genetics****Lec. 2./Lab 2./Credit 3.**

Introduction to the techniques typically used in molecular genetics such as DNA and RNA isolation, gene cloning, restriction enzyme analysis, gene sequencing, and others. Consideration will be given to the theory and application of the techniques. Prerequisite: BIO 305.

**BIO 405      Topics in Molecular Biology      Lec. 2./Credit 2.**

This course will examine selected topics that are the focus of current research and/or recent publications in biology. A lecture or seminar format may be used. Topics to be discussed will vary from year to year. Prerequisite: BIO 512 and BIO 503.

**BIO 406      Developmental Genetics****Lec. 2./Lab 3./Credit 3.**

Study of the action and regulation of genes and gene-products in development and differentiation. Microbial, botanical and animal (including human) examples will be considered. Emphasis on biochemical and molecular aspects of mechanisms controlling gene expression in eucaryote cell differentiation. Prerequisite: BIO 305.

**BIO 407      Special Projects      Prj./Credit 2-4.**

Introduction to problems on special phases of biology. Prerequisites: Advanced standing and consent of instructor.

**BIO 408      Research Problems      Credit 2-4.**

Participation in research project in collaboration with faculty supervisor, or on original independent research problem. Prerequisite: advanced standing and consent of instructor.

**BIO 410      Molecular Biology of Plants****Lec. 2./Lab 3./Credit 3.**

This course is designed to introduce techniques in molecular biology using plants as experimental organisms. The primary objective is to familiarize the student with current research in molecular cell biology which have led to significant discoveries, molecular techniques that are changing experimental biology in the area of plant molecular biology, and the genetic machinery and its regulation with regards to structure and function of cell organelles and of specialized cell proteins, through experimental and/or investigative participation. Some emphasis is placed on classical botany and plant physiology with regard to plant development and cell culture techniques. Prerequisites: BIO 210, 305, CHE 302 and 303 or 501.

**BIO 412      Gene Expression and Control****Lec. 3./Lab 2./Credit 3.**

Examination of DNA structure and function, including DNA replication, transcription, translation, recombination and repair. Emphasis will be on gene expression and regulation in both prokaryotic and eukaryotic cells. Students will also be introduced to general recombinant DNA methodology in the laboratory and through studying current and classic scientific papers. Prerequisite BIO 305 and CHE 201-202.

**BIO 413-414 Senior Seminar      Sem. 1./Credit 1.**

Reports, study, and discussion of current literature in the field of biology. Prerequisite: Graduating senior status.

**BIO 416      Biology of Aging      Lec. 2./Credit 2.**

A seminar-research course focusing on biological and medical aspects of aging in individuals. Prerequisites: BIO 103, 105-106, 302 and 336 or 224-225 or consent of the department chair.



**BIO 420      Evolution and Systematics of Flowering Plants**  
**Lec. 3./Lab 3./Credit 4.**

This course includes the integration of taxonomy (identification, nomenclature, and classification emphasizing flowering plants), evolution (speciation, reproductive biology, adaptation, convergence, and biogeography) and phylogenetics (phenetics, cladistics, morphology and molecules). The laboratory emphasizes representative families and genera of flowering plants in Virginia through the use of keys, manuals, and plant collections. Prerequisite: BIO 210.

**BIO 422A      Microtechnique I                      Lab 4./Credit 2.**

Laboratory course in methods of preparing animal materials for microscopic study. Prerequisites: BIO 210 and 220.

**BIO 422B      Microtechnique II                      Lab 4./Credit 2.**

Laboratory course in methods of preparing plant materials for microscopic study. Prerequisites: BIO 210 and 220.

**BIO 423      Cancer Biology Laboratory      Lab 4./Credit 3.**

Laboratory course on principles of cancer biology and fundamental techniques by which to investigate biochemical and molecular end-point responses of normal and cancer cells. Designed to provide hands-on laboratory research experience that will strengthen the ability of students to develop testable scientific hypotheses and skills in data analysis. Prerequisite: BIO 105 and consent of instructor.

**BIO 424      Cancer Biology and Bioinformatics**  
**Lec. 3./Credit 3.**

Emphasis on mechanisms and effects of cancer and its treatment. Other topics include public health impact of cancer, oncogenes, tumor suppressor genes, the cell cycle, cancer cell survival mechanisms, and chemoprevention of cancer. Introduction to bioinformatics in the area of oncology. Prerequisite: BIO 105 and consent of instructor.

**BIO 425      Research Seminar                      Credit 1-4.**

Critical analysis of concepts or readings that integrate and offer historical or philosophical perspectives. Discussion-oriented learning will be emphasized. The work will include presentations by visiting scientists, and students involved in research projects, as well as preparation of a thesis on the research project. Corequisite: Enrollment in BIO 191, 291, 391, 408, or 505 - Research Courses.

**BIO 430      Bioinformatics and Genomics**  
**Lec. 2./Lab 3./Credit 3.**

Principles and practices of bioinformatics, genomics and proteomics. Students will become proficient in use of nucleic acid sequence resources and databases for comparative sequence analysis, gene prediction, genome analysis, sequence variation studies, proteins and proteomics analysis, and phylogenetic analysis. Lecture will have a computational component; laboratory benchwork will focus on DNA Microarrays Analysis to profile global gene expression. Prerequisites: BIO 305, MAT 118.

**BIO 450      General Ecology (2)      Lec. 2./Lab 3./Credit 3.**

Basic interrelations of plants and animals with physical and biotic factors of the environment. Prerequisites: Consent of department, BIO 210 and 220.

## **BIO - Biology Graduate/Undergraduate**

**BIO 501      History and Principles of Biology**  
**Lec. 3./Credit 3.**

Lecture course which deals with significant developments in the field of biology. Intensive readings dealing with important biological concepts and relation of these concepts to other areas of science. Prerequisite: Senior level preparation in biology or consent of the department chair.

**BIO 502      Advanced Genetics      Lec. 2./Lab 3./Credit 3.**

Advanced study of genetic principles as revealed by recent evaluations of genetic material; the genetics of microorganisms; cellular and molecular genetics. Genetics of prokaryotes and eukaryotes. Prerequisite: BIO 210, 220, 305 and year of chemistry.

**BIO 503      General and Cellular Physiology**  
**Lec. 3./Lab 4./Credit 4.**

Chemical and physical activities of living systems; functions and activities of cells, including nature of enzyme systems, nucleic acids, and other aspects of cellular metabolism. Prerequisites: BIO 210, 220 and at least one semester of organic chemistry or consent of instructor.

**BIO 504      Organic Evolution                      Lec. 3./Credit 3.**

Lecture course based upon various concepts of organic evolution, including pre-Darwinian, Darwinian and modern views of natural selection. Extensive consideration given to recent evidence derived from genetics, comparative physiology, etc. Prerequisites: Fundamental preparation in biology or consent of the department chair.

**BIO 505      Research Problems                      Credit 1-6.**

Designed primarily for senior level undergraduate and first-year graduate students. Emphasis will be placed upon laboratory-oriented studies and projects. Prerequisite: Consent of the department chair.

**BIO 506      Vertebrate Embryology**  
**Lec. 2./Lab 3./Credit 3.**

Intensive study of early development in vertebrates, including gametogenesis, fertilization, cleavage, germ-layer formation, organogenesis, and formation of extra embryonic membranes. Prerequisites: BIO 220 and 301 or 308.

**BIO 509      Invertebrate Zoology      Lec. 2./Lab 3./Credit 3.**

Detailed study of important invertebrate phyla, with emphasis on their morphology, physiology, and phylogenetic relationships. Special consideration placed upon indigenous marine forms.

**BIO 510      Histology                      Lec. 2./Lab 4./Credit 4.**

Microscopic structures of normal animal tissues. Prerequisites: BIO 220 and 301 or consent of the department chair.

**BIO 512      Cell Biology (1)                      Lec. 3./Lab 2./Credit 3.**

Study of cell structure and function in prokaryotes and eukaryotes emphasizing their ultra-structure, biochemistry, cell physiology and interactions, nuclear control of cellular activity, as well as membrane trafficking. Prerequisite: CHE 301 and 302, and BIO 305.



**BIO 513 Immunology Lec. 2./Lab 3./Credit 3.**  
In-depth study of the immune system. Emphasis is placed on immunochemistry, humoral and cellular immunity, transplantation and tumor immunology. Prerequisites: microbiology, genetics, organic chemistry and biochemistry.

**BIO 514 Virology Lec. 2./Lab 3./Credit 3.**  
In-depth study of bacterial, plant and animal viruses. Emphasis is placed on classification structure, replication and pathogenesis. Prerequisites: microbiology, genetics, organic chemistry and biochemistry.

**BIO 515 Parasitology Lec. 2./Lab 3./Credit 3.**  
Nature of parasitic relationships among animals; detailed consideration of protozoans, helminths, and arthropods known to exist in various symbiotic associations with human organism and animals of economic importance. Prerequisites: BIO 220 and consent of the department chair.

**BIO 516 Marine Microorganisms Lec. 2./Lab 3./Credit 3.**  
Taxonomy, morphology, and physiology of bacteria, yeasts, filamentous fungi, protozoa, and related organisms. Special emphasis on microorganism distribution in the marine community, and their relation to problems in sanitation and stream pollution. Prerequisites: Microbiology and general chemistry.

**BIO 517 Marine Algae Lec. 2./Lab 3./Credit 3.**  
The taxonomy, morphology, and general ecology of marine algae, including planktonic, littoral and benthic forms. Field studies will include the collection of specimens for the herbarium. Prerequisite: BIO 220.

**BIO 518 Ichthyology Lec. 2./Lab 4./Credit 3.**  
The morphology, taxonomy, and embryology of marine fishes; some consideration of problems in speciation and economic productivity. Prerequisite: BIO 305.

**BIO 519 Marine Ecology Lec. 2./Lab 3./Credit 3.**  
Intensive study of marine organisms in relation to environment. Special emphasis is placed upon environmental factors, ecological succession, and the dynamics of interspecific relationships; various aspects of conservation and productivity included in the field studies. Prerequisite: Consent of department chair.

**BIO 520 Biological Techniques Lec. 2./Lab 4./Credit 3.**  
Emphasis on techniques and instrumentation developed in recent years. Prerequisites: Basic preparation in biology and related fields.

**BIO 521 Morphology and Physiology of Fungi Lec. 2./Lab 3./Credit 3.**  
Intensive study of fungi involved in various biological interrelationships. Consideration of marine and medical mycology. Prerequisites: Basic preparation in plant and animal biology and at least one year of chemistry.

**BIO 522 Taxonomy of Vascular Plants Lec. 2./Lab 4./Credit 4.**  
Classification and identification of vascular plants, primarily emphasizing phylogenetic relationships among the angiosperms. Laboratory and field work dealing primarily with local flora. Prerequisites: BIO 210 or equivalent.

**BIO 523 Applied Microbiology Lec. 2./Lab 3./Credit 3.**  
Importance of microorganism in environmental pollution control, agriculture, medicine, food and chemical industries.

**BIO 524 Protozoology Lec. 2./Lab 3./Credit 3.**  
A detailed study of the protozoa as a group, including cytology, enzymology, physiology, subcellular differentiation, ecology, use as pollution indicators, and economic importance. Laboratory emphasis is on identification cytology and pollution succession. Prerequisites: BIO 220.

**BIO 525 Conservation Biology Lec. 2./Lab 2./Credit 3.**  
In-depth study of the importance of biodiversity in the major ecosystems of the world. Examination of endangered, threatened, and vulnerable species. Details of conservation and preservation techniques. Greenhouses, botanical gardens, zoos, national parks and habitat protection. Watershed management. Application of modern technology to conservation.

**BIO 526 Economic Botany Lec. 2./Lab 2./Credit 3.**  
Study of common wild and domesticated plant species of economic importance in major ecosystems of the world. Ethnobotany of different cultures. The course examines the history, classification, characteristics, diversification, cultivation, storage and uses of crops. Traditional versus modern agriculture. Relation between important crops and social structures of countries. Common crop diseases and their control. Herbal medicine.

**BIO 538 Entomology (1) Lec. 2./Lab 3./Credit 3.**  
The biology of insects; morphology, taxonomy, and physiology of representative groups. Some consideration of insects of economic and medical importance.

**BIO 540 Problems in Marine Biology Credit 2-4.**  
Research problems involving original work may be undertaken in special areas of marine biology with the consent of a faculty supervisor. Areas emphasized: Speciation in fishes, invertebrate physiology; taxonomic and ecological studies in phytoplanktonic and zooplanktonic organisms; taxonomy of algae; marine fungi; and parasitology.

**BIO 541 Medical Entomology Lec. 2./Lab 3./Credit 3.**  
Insects and other arthropods of medical importance due to allergens, venoms, bites and stings; vectors of human parasites and pathogens. Overview of basic entomological principles, insect/parasite life cycles, symptomology of arthropod-vector disease. Prerequisite: BIO 220, or permission of instructor.

**BIO 542 Toxic and Venomous Animals****Lec. 2./Lab 3./Credit 3.**

Marine and terrestrial invertebrate and vertebrate animals of medical importance due to allergens, venoms, bites and stings. Overview of basic taxonomy of Kingdom Animalia, ecology and life cycles of covered animals, symptomology and treatment of envenomation, etc. Prerequisite: BIO 220, or permission of instructor.

**BIO 543 Poisonous and Medicinal Plants****Lec. 2./Lab 3./Credit 3.**

Past, present, and possible future uses of plants in pharmacy, vermin control and medicine with particular emphasis on sources and properties of alkaloids, glycosides, steroids and antibiotics. Prerequisite: BIO 304 and CHE 202.

**BIO 544 Medical Microbiology Lec. 2./Lab 3./Credit 3.**

Pathogenesis, diagnosis, treatment and prevention of human pathogens, including bacteria, protozoa and fungi. Emphasis will be on current developments in diagnosis, microbial pathogenesis and treatment as well as emerging infectious diseases. Prerequisite: BIO 304 and CHE 202.

**BIO 546 Experimental Plant Physiology****Lec. 2./Lab 4./Credit 4.**

Study of effects of various chemical and physical factors upon growth and development of selected plants. Prerequisites: BIO 210 and a year of chemistry.

**BIO 550 General Ecology Lec. 2./Lab 3./Credit 3.**

Basic interrelations of plants and animals with physical and biotic factors of the environment. Prerequisites: Consent of department chair and graduate status.

**BIO - Biology Graduate Only****BIO 601 Comparative Endocrinology Lec. 3./Credit 3.**

Chemical integration in animals, physiological action of hormones, role of hormones in growth and differentiation, with special reference to vertebrates.

**BIO 602 Developmental Genetics****Lec. 2./Lab 3./Credit 3.**

Lecture and laboratory course stressing role of genes and gene interactions as the basis for differentiation in the development of a variety of organisms; special emphasis on the teaching of human heredity.

**BIO 605 Comparative Animal Physiology****Lec. 2./Lab 4./Credit 4.**

Selected topics on physiology of various invertebrates and vertebrates. The laboratory work emphasizes experimental methods in demonstrating functional attributes of specific animals.

**BIO 607-608 Modern Biology I-II Lec. 3./Credit 3.**

Basic concepts and principles applied to biology as an integrated science with particular emphasis upon molecular aspects and other major themes currently being stressed in modern biology courses. Prerequisites: Basic preparation in biology and graduate level standing. Especially recommended for in-service secondary school science teachers.

**BIO 609 Advanced Human Anatomy and Physiology****Lec. 2./Lab 3./Credit 3.**

A comprehensive study of systemic human anatomy and physiology. Emphasis is placed on normal morphology, physiology and systems interrelationships as a basis for studying disease processes. Prerequisites: One year of chemistry and two years of biology to include an undergraduate course in anatomy and physiology or permission of instructor.

**BIO 610 Plant Growth and Reproduction****Lec. 3./Credit 3.**

Lecture course emphasizing basic factors related to growth and reproductive processes in higher plants.

**BIO 612 Comparative Plant Morphology****Lec. 2./Lab 3./Credit 3.**

Consideration of basic developmental features in vascular plants; emphasis on phylogenetic trends exemplified in life cycles and in morphogenesis of selected plant groups.

**BIO 616 Marine Microorganisms****Lec. 2./Lab 4./Credit 3**

Taxonomy, morphology, and physiology of bacteria, yeasts, filamentous fungi, protozoa, and related organisms. Special emphasis on microorganism distribution in the marine community, and their relation to problems in sanitation and stream pollution. Prerequisites: Microbiology and general chemistry.

**BIO 617 Marine Algae Lec. 2./Lab 3./Credit 3.**

The taxonomy, morphology, and general ecology of marine algae, including planktonic, littoral and benthic forms. Field studies will include the collection of specimens for the herbarium.

**BIO 618 Ichthyology Lec. 2./Lab 3./Credit 3.**

The morphology, taxonomy, and embryology of marine fishes; some consideration of problems in speciation and economic productivity. Prerequisite: BIO 305.

**BIO 619 Marine Ecology Lec. 2./Lab 3./Credit 3.**

Intensive study of marine organisms in relation to environment. Special emphasis is placed upon environmental factors, ecological succession, and the dynamics of interspecific relationships; various aspects of conservation and productivity included in field studies. Prerequisite: Consent of department chair.

**BIO 621 Helminthology Lec. 2./Lab 3./Credit 3.**

Study of the worm parasites, including their life cycles, morphology, taxonomy and environmental relations; methods and techniques dealing with helminths.

**BIO 650 Research Topics in Biology Credit 3-6.**

Emphasis upon materials, techniques, and subject-matter content that may form the basis for a thesis problem. Prerequisite: Consent of department chairperson.

**BIO 681 Thesis Credit 4.**

This course documents completion of the written Master's thesis and oral defense of that thesis.

**BIO 700 Thesis Registration Credit 1.**  
This course documents continuation of data analysis, interpretation, and progress toward completion of the Master's Thesis in Biology for students in absentia. Credit earned does not count toward degree requirements. S/U grading only. Prerequisite: Registration for BIO 681 (Master's Thesis).

**BIO 701 Graduate Internship Credit 3-6.**  
A course integrating subject matter of a biological nature with practical work experience in an approved agency. Prerequisite: Consent of the department chair and graduate advisor.

**BIO 702 Master's Comprehensive Examination Credit 1.**  
Required registration to take comprehensive examination for the Master's degree. This credit does not count towards the degree. S/U grading only.

## **CDS (Communicative Sciences and Disorders)**

**CDS 201 Introduction to Communicative Sciences and Disorders Lec. 3./Credit 3.**  
An overview of the field of communicative sciences, including various speech, language and hearing disorders, professional organizations and journals, code of ethics, licensure and certification procedures. Also, a study of employment opportunities and legislation pertinent to the field of communicative sciences.

**CDS 224 Phonetics (2) Lec. 3./Credit 3.**  
Recognition, analysis, and production of sounds in the English language. Transcription of normal and disordered speech. Application of phonetics to the treatment of speech problems.

**CDS 227 Anatomy and Physiology of the Speech Mechanism (1) Lec. 3./Credit 3.**  
Discussion of the respiratory, phonatory, and articulatory mechanisms of speech production. Also, a description of the various organic etiologies that lead to speech disorders.

**CDS 228 Articulation Development & Disorders Lec. 3./Credit 3.**  
An in-depth study of the normal acquisition of speech from birth through young adulthood. Incorporation of the speech development of other cultures is an important consideration of the course. Students will study the available research on normative data and will compare these data with information on the disorders of articulation, and methods for assessment and treatment. Prerequisites: CDS 224 and 227.

**CDS 300 Language Development Lec. 3./Credit 3.**  
A thorough study of language learning from birth to adolescence and its impact on the developing child. An investigation of language learning of children from other cultures, across North America and elsewhere. Students will carefully review the major theories of language acquisition and compare these theories with developing research.

**CDS 301 Language Disorders in Children & Adolescents Lec. 3./Credit 3.**  
A study of the nature, causes and treatment of language disorders in children and adolescents. The impact of how other cultures view these disorders and the relationship of diagnosis and treatment in our culture. A survey of the new etiologies, i.e., alcoholism, drug abuse, etc., and how they impact language disorders. Prerequisite: CDS 300.

**CDS 305 Language Development II – School Aged and Adolescents Lec. 3./Credit 3.**  
This course will provide information about language learning and cognitive development in the school age and adolescent population. Students will examine the effects of linguistics, meta-linguistics and discourse on the communication of older children. Students will also study the role of academics and social competence on communication effectiveness. Course pre-requisite: CDS 300.

**CDS 310 Clinical Observation Lec. 1./Credit 1.**  
Students will be given the opportunity to develop competent observation skills and acquire observation hours on a variety of case types. Information will be provided regarding practicum procedures and licensure and certification requirements. Must be taken concurrently with CDS 315.

**CDS 311 Clinical Apprenticeship Lec. 1./Credit 1.**  
Students will increase their observation skills and acquire a total of 25 observation hours on a variety of case types. Opportunities will be provided to participate in ongoing evaluations and remediation sessions and to practice documentation procedures. Must be taken concurrently with CDS 316.

**CDS 315 Diagnostic Methods in Speech/ Language Pathology Lec. 3./Lab 3./ Credit 3.**  
An introduction to the diagnosis of communication disorders in children and adults. Discussions of the process of differential diagnosis, evaluation and selection of assessment instruments and an explanation of the concepts of delay, difference and disorder. Application of test administration techniques, interpretation of test results and report writing and documentation procedures are included. Laboratory required.

**CDS 316 Treatment Methods in Communication Disorders Lec. 3./Lab 3./ Credit 3.**  
A study of the basic methods in the treatment of communication disorders in children and adults. Theories of learning and their effect on remediation procedures in communication disorders. Focus on the principles, methods and materials used in the remediation of communication disorders and sensitivity to multicultural issues during intervention. Emphasis on documentation for planning and executing therapy. Laboratory required. Prerequisite: CDS 315.

**CDS 320 Fluency Disorders Lec. 3./Credit 3.**  
The study of the fluency disorders including stuttering and cluttering. Introduction to the theories of fluency disorders. Overview of the intervention methods used with both children and adults.

**CDS 331 Introduction to Audiology I (1)****Lec. 3./Lab 3./Credit 3.**

An introduction to the profession of audiology, a review of the fundamentals underlying the principles of acoustics, the anatomy and physiology of the auditory system. Basic measurement of auditory function and interpretation of audiologic findings.

**CDS 332 Audiologic Assessment and Management****Lec. 3./Lab 3./Credit 3.**

Identification of auditory pathologies and their associated audiological manifestations. Study and management of etiologies affecting the auditory system and assessment of special populations. Prerequisite: CDS 331.

**CDS 418 Voice Disorders Lec. 3./Credit 3.**

A study of the human voice and normal voice production. An investigation of the disorders that develop from the normal voice and the assessment and treatment of these disorders. A look at how other cultures view voice disorders with an investigation of the research from these cultures and their assessment and treatment principles.

**CDS 425 Supervised Experience in Speech Pathology and Audiology I Lec. 4./Credit 4.**

Experience in schools and clinics with emphasis on recognition, diagnosis and treatment of speech in diverse populations. Emphasis on report writing and sensitivity to cultural differences across caseloads. Students must accumulate supervised clock hours while demonstrating application of professional practices.. Prerequisite for CDS 315 and 316.

**CDS 426 Supervised Experience in Speech Pathology and Audiology II Lec. 4./Credit 4.**

Experience in schools and clinics with emphasis on application of professional skills and knowledge of professional issues. Student must accumulate a minimum of 125 supervised clock hours. Prerequisites: CDS 315 and 316.

**CDS 429 Aural Rehabilitation Lec. 3./Credit 3.**

Study of the affect of hearing loss and deafness in children and adults and approaches to the development of communicative skills necessary for their rehabilitation. Introduction to speech-reading techniques, auditory training, the use of hearing devices and assistive technology, speech training, and educational counseling. Prerequisite CDS 332.

**CDS430 Adult Neurogenic Disorders Lec. 3./Credit 3.**

Study of neuroanatomy affecting communication in the adult and geriatric populations. An exploration of normal aging in addition to the disorders of aphasia, dysarthria, apraxia, dysphagia and other disorders affecting the communication of adults. Consideration given to adult neurogenics in other cultures and an introduction to the approaches to remediation of this population. Prerequisite: one semester anatomy and physiology or permission of the instructor.

**CDS431 Neuroscience for Students in Communicative Sciences and Disorders Lec. 3./Credit 3.**

Structure and function of the nervous system mechanism concerned with speech and language. An examination of the disorders of the central nervous system, their location and effects on speech language and other behaviors. Pre-requisite: CDS 227.

**CDS 432 Speech and Hearing Seminar Lec. 3./Credit 3.**

Discussions, readings, lectures, and independent study. Research and analysis in special problems in speech and hearing.

**CDS 436 Differential Audiology Lec. 3./Credit 3.**

In-depth study of specific topics in audiology, i.e., electrophysiological measurements including impedance audiometry, ENG testing, auditory brainstem response and otoacoustic emissions.. Review of recent literature and research in the field of audiology and clinical application. Prerequisites: CDS 331 and 332.

**CDS 438 Introduction to Speech Science Lec. 3./Credit 3.**

The study of the fundamental scientific principles underlying physiological speech production within each subsystem of the human mechanism. Course pre-requisites: CDS 224, 227, 228.

**CDS 499 Independent Study Ind./Credit 3.**

Readings and research on approved topics. Prerequisite: Twelve (12) hours of CDS coursework at the 300 level and above.

## CDS Undergraduate/Graduate

**CDS 500 Introduction to Professional and Technical Communication Lec. 3./Credit 3.**

This course will provide structured learning experiences so that students acquire oral and written communication skills needed for entry into the profession; including use of terminology, speaking styles and writing styles; and development of skill in report writing for research and clinical practices and oral communication for group and dyadic professional settings. Course prerequisites: CDS 224, 227, 228, 300, 310, and 331.

**CDS 501 Research Design in Speech and Hearing Science and Disorders Lec. 3./Credit 3.**

Advanced study in speech, language and hearing sciences with experiences in evaluating research and developing a research proposal.

**CDS 507 Stuttering and Other Fluency Disorders Lec. 3./Credit 3.**

Students will examine contemporary interpretations of stuttering and other disorders of fluency. Students will gain knowledge and skills in prevention of fluency disorders, differential diagnosis, applications of learning theory concepts for treatment, and approaches to the scientific study of behavior modification. Prerequisites: CDS 224, 227, 228, 300, 310 and 331.



**CDS 529      Advanced Aural Rehabilitation****Lec. 3./Credit 3.**

A study of procedures and techniques in hearing aid evaluation and fitting and in the rehabilitation of individuals with hearing impairment. Examination of the research in speech reading, auditory training, and cultural variables as well as legislation related to individuals with hearing impairment.

**CDS - Graduate Only****CDS 600      Scientific Principles of Acoustic and  
Physiological Phonetics      Lec. 3./Credit 3.**

Students will study the acoustic, physiological and cognitive properties underlying the human communication process. Students will gain hands-on laboratory experience with speech science equipment emphasizing both clinical and research applications. Prerequisites: CDS 224, 227, 228, 300, 331, 431, 438.

**CDS 601      Neurophysiological Basis of Language      Lec. 3./Credit 3.**

Structure and function of the nervous system mechanism concerned with speech and language. An examination of the disorders of the central nervous system, their location and effects on speech language and other behaviors. Prerequisite: Undergraduate course work in anatomy and physiology of the speech mechanism.

**CDS 602      Diagnostic Procedures in Speech and  
Language Pathology      Lec. 3./Credit 3.**

Clinical examination of persons with communication problems emphasizing the clinical interview, assessment tools and procedures, analysis and interpretation of clinical data, and the development of diagnostic recommendations.. Registration by permission of instructor. Prerequisite: Undergraduate course work in diagnostic methods.

**CDS 603      Neurolinguistic Disorders in Adults      Lec. 3./Credit 3.**

Students will examine scientific, theoretical, and clinical consideration of psycho-neurological disorders in the adult; symptomatology, prevention, diagnosis, and rehabilitation of disturbed processes in comprehension, spoken, and written language. Prerequisite: CDS 224, 227, 228, 300, 305, 310, 331, 431, 438.

**CDS 606      Voice Disorders      Lec. 3./Credit 3.**

An in depth study of the human voice, including characteristics of normal voice production, pathologies that produce voice disorders, theories and methods of research, diagnostics, and treatment. Registration by permission of instructor.

**CDS 607      Stuttering      Lec. 3./Credit 3.**

Study of contemporary interpretations of stuttering and methods of treatment, including differential diagnosis, applications of learning theory concepts, and approaches to the scientific study of behavior modification. Registration by permission of instructor.

**CDS 611      Seminar: Contemporary Topics in Speech and  
Language Pathology      Lec. 3./Credit 3.**

Detailed study of selected topics in speech and language pathology. Registration by permission of instructor.

**CDS 612      Articulation and Phonological Disorders      Lec. 3./Credit 3.**

Students examine the pathologies and malfunctions which produce articulation and/or phonological problems. Students evaluate current preventative, assessment and therapeutic procedures as well as pertinent research findings. Registration by permission of instructor. Prerequisite: CDS 224, 227, 228, 300, 305, 310, 331, 431, 438.

**CDS 618      Advanced Clinical Practicum      Cln./Lec. 3./Credit 1-3.**

This course provides supervised experience in public schools, clinics and hospitals, with emphasis on screening, diagnosis, and treatment of speech, language and swallowing disorders. Coursework is presented in three modules over 3 semesters reflecting growth in clinical knowledge and skill. Course material includes the study of theories, principles and approaches used in prevention, evaluation, and treatment of communication disorders and application of evidence-based practice in speech/language intervention. Practicum experiences will take place in three distinct clinical settings over a period of three or more semesters. Each student must minimally earn a total of 375 clinical clock hours in the prevention, evaluation and treatment of communication disorders among children and adults from diverse backgrounds. Clinical faculty will arrange all practicum hours. Initial clinical placement is dependent on a passing score on the clinical qualifying examination and completion of 25 hours of observation. Subsequent placements are dependent on successful participation in previous clinical placements. Prerequisites: CDS 224, 227, 228, 300, 305, 310 (a minimum of 25 clock hours of supervised observation), 331, 500, and 507. Co-requisites: CDS 612, 622, 625 and; CDS 603, 628 are pre-requisites for externship placement within a health care facility

**CDS 620      Language Acquisition and Development (1)      Lec. 3./Credit 3.**

An in-depth study of language learning and its impact upon the developing child, with emphasis on problems of delay and the breakdown of language functions. An investigation of research related to normative data, language development and usage. Registration by permission of instructor. Prerequisite: Undergraduate course work in normal language development.

**CDS 621      Language Disorders in Children      Lec. 3./Credit 3.**

Study of current advances in the description and causes of language disorders in children and adults. A review of assessment and therapeutic approaches for language disorders. Registration by permission of department chairperson.

**CDS 622      Family Intervention Strategies in  
Communicative Sciences and Disorders      Lec. 3./Credit 3.**

Study of principles, theories and approaches to intervention with the communication disordered and their families. Students must participate in a supervised experience in counseling with parents/family members. Registration by permission of instructor. Graduate level students only.



**CDS 624 Readings in Communicative Sciences and Disorders Lec. 3./Credit 3.**

An opportunity for detailed study of a topic of interest in speech, language, or hearing under the supervision of a faculty advisor. FOR MAJORS ONLY. Graduate level students only. Registration by permission of instructor.

**CDS 625 Motor Speech Disorders Lec. 3./Credit 3.**

Course content will include a thorough study of the motor system, its components, its structure and its function. An intense evaluation of dysarthria and apraxia of speech, their etiologies, evaluation and specific treatment recommendations will be discussed. Management strategies for patients/clients of various ages from diverse backgrounds with diverse etiologies and characteristics will be reviewed, demonstrated and evaluated. Prerequisites: CDS 224, 227, 228, 300, 305, 310, 331, 431, and 438.

**CDS 628 Diagnosis and Management of Swallowing Disorders in Neurogenically Impaired Adults Lec. 3./Credit 3.**

Assessment and treatment of swallowing disorders (dysphagia) in adults, including normal neurophysiology of deglutition, clinical and radiographic assessment and therapy management. Prerequisite: CDS 431 or equivalent course work in neurophysiology. Registration by permission of instructor.

**CDS 630 Augmentative and Alternative Communication Lec. 2./Credit 2.**

The study of alternative and augmentative communication methods emphasizing evaluation and treatment strategies, device selection, AAC team dynamics and cultural-linguistic diversity across the lifespan. Registration by permission of instructor.

**CDS 632 Craniofacial and Other Organic Disorders of Speech and Swallowing Lec. 2./Credit 2.**

Course content will include a study of craniofacial development, the mechanisms underlying developmental disruptions and the impact on communication and social-emotional development within various cultures across the lifespan. Evaluation and treatment of both communicative and feeding needs will be discussed. Registration by permission of instructor.

**CDS 633 Language and Literacy Disorders Lec. 2./Credit 2.**

This course will examine the relationships between spoken and written language with an emphasis on understanding language and literacy development in a wide variety of cultures. Students will also examine risk factors associated with language and literacy difficulties. Consideration will be given to principles and methods of prevention, assessment and intervention involved in the literacy education of individuals from early childhood through adolescence and adulthood. Registration by permission of instructor.

**CDS 634 Dialogues on Diversity Lec. 2./Credit 2.**

This course will focus on key terms basic to cross-cultural training and steps in developing cultural competence and cross-cultural communication. Students will apply cultural skills and knowledge to engage in active case analysis involving clients from culturally and linguistically diverse backgrounds with communication disorders. Registration by permission of instructor.

**CDS 635 Clinical Practice in a Medical Setting Lec. 2./Credit 2.**

In this course, students will study medical conditions associated with speech, language or swallowing problems. Evaluation and treatment as it relates to clinical settings will also be discussed. Registration by permission of instructor.

**CDS 699 Independent Research I Ind./Credit 1.**

This is the first course in a two-course sequence that provides students with opportunities to apply knowledge of research principles in the implementation of a pilot research project in communication sciences and disorders, and to expand their understanding of how scientific evidence is produced and utilized for defining and solving clinical problems. In this course, students, working under the direction of selected graduate faculty, write the proposal for the pilot study and obtain IRB approval if needed. Prerequisite: CDS 500 and 501.

**CDS 700 Independent Research II Ind./Credit 2.**

This is the second course in a two-course sequence that provides students with opportunities to apply knowledge of research principles in the implementation of a pilot research project in communication sciences and disorders. In this course, students, working under the direction of selected graduate faculty, collect and analyze data, interpret results and write the final report of their pilot research project to demonstrate knowledge and skill in the attainment of scientific evidence for use in clinical practice. Registration by permission of instructor.

**CDS 702 Master's Comprehensive Examination Credit 1.**

Prerequisites: Must have completed all course work for program of study and 350/375 supervised clock hours of clinical practicum.

## **CHE (Chemistry)**

**CHE 101-102 General Chemistry Lec. 3./ Lab 3./Prb. 1./Credit 4.**

A one-year course in general chemistry, organic chemistry, and biochemistry to meet requirements for persons not majoring in chemistry. Co-requisite MAT 109.

**CHE 114 Introduction to Research Topics in Chemistry Sem./Prj./Credit 1-3.**

Designed for freshman level undergraduates. Emphasis will be placed upon introduction to areas of chemistry research, regular attendance at appropriate seminars, techniques of literature searches, and background study. This course may be taken twice. Prerequisite: Consent of the department chairperson.

**CHE 150 General Chemistry Problem Solving****Lec. 3./Credit 3.**

Emphasizes the development and/or improvement of students' analytical and quantitative skills.

**CHE 201-202 General Chemistry and Qualitative Analysis****Lec. 3./Lab 3./Prb. 1./Credit 4.**

Detailed consideration of compounds, chemical equilibrium, and elementary qualitative analysis. Prerequisite for all subsequent chemistry courses. Prerequisite: A grade of "C" or better is required in CHE 201 before enrolling in CHE 202. Corequisite: MAT 118.

**CHE 214 Basic Research Topics in Chemistry****Sem./Prj./Credit 1-6.**

Designed for sophomore level undergraduates. Emphasis will be placed upon introduction to basic techniques of conducting research and literature review, regular attendance at selected seminars, and directed work on a research project in chemistry. This course may be taken twice. Prerequisite: Consent of the research mentor.

**CHE 300 Cooperative Work-Study****Credit 4-8.**

Chemistry major may participate in this program upon meeting requirements specified by the University and the department. Students may work in industrial or government laboratories. The University and the agencies involved jointly select participants from their program.

**CHE 301-302 General Organic Chemistry****Lec. 3./Lab 6./Prb. 1./Credit 4.**

Systematic study of the sources, nomenclature, properties and uses of carbon compounds. Prerequisite: CHE 201-202, with a grade of "C" or better in each course for chemistry majors. At least a "C" is required in CHE 301 before enrolling in CHE 302.

**CHE 303-304 Introduction to Biochemistry****Lec. 3./Lab 3./Prb. 1. Credit 4.**

A two-semester introductory course sequence focusing on the study of chemical principles as they relate to molecular biology. Emphasis will be placed on the study of general principles of biochemistry, including the structure, properties, function of biomolecules. The laboratory component will focus on the use of established biochemical techniques to study biochemical processes and related molecular biology principles. Prerequisite: CHE 301-302, MAT 151-152 with a grade of "C" or better in all four.

**CHE 311 Environmental Chemistry****Lec. 3./Credit 3.**

The emphasis in this course is on the development of fundamental concepts of environmental chemistry.

**CHE 313 Quantitative Analysis****Lec. 3./Lab 6./Prb. 1./Credit 4.**

Covers fundamental laws and theories of chemistry as applied to volumetric, gravimetric, and some instrumental methods of analysis. Prerequisites: CHE 201-202 with a grade of "C" or better in each course, and MAT 117-118.

**CHE 314-315 Introduction to Chemical Research****Lec. 3./Credit 3.**

A two-semester course sequence designed to provide chemical research initiation and enrichment for junior chemistry majors. Emphasis is placed on the orientation of students to the general and specific objectives of research and to the use of research tools and techniques. Students will perform entry level research under close supervision. For the Forensic Chemistry Concentration, students work at selected Forensic Chemistry labs, Crime labs, FBI facilities, or other National facilities involved in sample/evidence collection and analysis for use in the justice system. Prerequisite: CHE 301-302, 313, and consent of Chairperson.

**CHE 401-402 Physical Chemistry****Lec. 3./Lab 3./ Prb.1./Credit 4.**

Fundamental laws and theories of matter as applied to gases, liquids, solids, and solutions. Prerequisites: CHE 201-202, CHE 301-302, MAT 151, PHY 201-202, or 203-204. A grade of "C" in CHE 401 is required before enrolling in CHE 402.

**CHE 403 Radiochemistry****Lec. 3./Credit 3.**

Theory and practice of radiation measurements with emphasis on the use of radioisotopes as tools in scientific investigations. Prerequisite: CHE 201-202.

**CHE 405-406 Chemistry Seminar****Sem. 1./Credit 1.**

Reports, study, and discussion of current literature in chemistry. Prerequisite: All core courses.

**CHE 407 Intermediate Organic Chemistry****Lec. 3./Credit 3.**

Reaction control techniques, product identification and purification techniques and certain special techniques will be presented. Emphasis will be placed on laboratory activities and experimentation. Prerequisites: CHE 301-302.

**CHE 408 Advanced Analytical Chemistry****Lec. 3./Lab 6./Credit 4.**

Emphasis placed on theory and techniques involved. Application of modern instrumental methods of analysis such as spectrochemical analysis, colorimetry, chromatography, polarography, and electrophoresis. Prerequisites: CHE: 313, 401-402.

**CHE 410 Special Topics****Lec. 3./Credit 3.**

Critical studies of selected topics in chemistry. Prerequisites: CHE 401-402.

**CHE 414-415 Chemical Research Applications****Pjt. 3./Credit 3.**

A two-semester research course sequence for senior chemistry majors. It is the sequel to CHE 314-315. Accordingly, the course offers a more rigorous and comprehensive foundation in research fundamentals and techniques. To enroll, students must have completed the CHE 314-315 sequence. Students who take one or both courses of the CHE 414-415 sequence must also write a research paper. Both CHE 414 and CHE 415 meet for a minimum of 6 hours per week for a period of 15 weeks.

**CHE 419      Advanced Inorganic Chemistry      Lec. 3./Lab 3./Credit 4.**

A modern approach to the behavior of chemical systems; a systematic study of the chemistry of the elements; aqueous and non-aqueous solutions; coordination compounds; noble gases and bonding theories. Prerequisites: CHE 201-202, 401-402.

**CHE 420 Topics in Forensic Chemistry      Lec. 3./Credit 3**

Detailed discussion of current topics in forensic chemistry and forensic science. Required for forensic chemistry concentration. All others by instructor's permission. Prerequisites: CHEM 301-302, 313, 401-402.

**CHEM 421 Physical Methods in Forensic Chemistry      Lec. 3./Lab 4./Credit 4**

Examination, discussion, and study of the techniques, methods, and materials used in forensic chemistry. Prerequisite: CHE 420. Two three-hour Laboratory work is included.

**CHE - Undergraduate/Graduate****CHE 501-502 Biochemistry      Lec. 3./Lab 3./Prb.1.Credit 3-4.**

Chemistry and reactions of constituents of living matter, carbohydrates, lipids, proteins, nucleic acids, vitamins, coenzymes, and minerals. A comprehensive discussion of the bioenergies, transformations, degradative, and bio-synthetic pathways of cellular constituents, metabolic regulations, and enzymatic reaction mechanism. Prerequisites: CHE 301-302, 401 and appropriate background in Biology. All undergraduate students enrolled in CHE 501 and 502 lectures must also take the corresponding laboratory concurrently. Labs are optional for graduate students.

**CHE 503      Chemical Thermodynamics      Lec. 3./Credit 3.**

Basic principles of thermodynamics, non-electrolyte and electrolyte solutions, phase transitions, critical phenomena, chemical potential as a criterion of spontaneity and equilibrium in multi-component systems. Partial molar quantities. Elective for graduate students. Undergraduates need approval of advisor.

**CHE 505      Molecular Spectroscopy      Lec. 3./Credit 3.**

Analysis of molecular structure by various spectroscopic techniques such as nuclear magnetic resonance, mass spectroscopy, and infrared spectroscopy, with an emphasis on recent advances in those fields. Undergraduates need approval of advisor.

**CHE 506      Physical Biochemistry      Lec. 3./Credit 3.0**

Physical biochemistry is a one semester course which surveys special topics in the use of physical methods to analyze biochemical problems. It investigates model systems and theory that explain observed behavior of biological systems. It examines widely used spectroscopic and a variety of other physical techniques in the study of structure and behavior of biomolecules. Emphasis will also be placed on the analysis of kinetic and thermodynamic principles that govern reactions and interactions of biomolecular systems. Prerequisites: CHE 303-304, CHE 313 and CHE 401.

**CHE 507      Chemical Kinetics      Lec. 3./Credit 3.**

In-depth study of reaction rates and mechanisms: homogeneous and heterogeneous reactions; determination of reaction orders and derivation of rate laws; catalysis; kinetic methods such as relaxation techniques (temperature jump, pressure-jump, flash-photolysis and pulse radiolysis); methodology and instrumentation for detection of short-lived intermediates; use of isotopes to study reaction rates and mechanisms. Undergraduates need approval of advisor.

**CHE 508      Bio-organic Chemistry      Lec. 3./Credit 3.0**

This course encompasses the application of chemical principles and practices to biological systems. The intersection between organic and biochemistry will be explored as it relates to biosynthesis, analysis of biological molecules using chemical instrumentation, chemical biology and an introduction to medicinal chemistry. Topics to be covered within the course include amino acids, nucleic acids, polypeptides, chemical inhibition, lipids, carbohydrates and drug design. Current trends in bioorganic chemistry will be surveyed and discussed as to their relevance to the frontier of research. Prerequisites: CHE 303-304, CHE 401.

**CHE 509      Environmental Chemistry      Lec. 3./Credit 3.**

An intensive lecture course dealing with a study of the air, land, and sea environments; and the factors contributing to environmental pollution problems. Open to graduates and undergraduates. Prerequisite: CHE 313, otherwise seek and obtain approval of the instructor.

**CHE 510      Polymer Chemistry      Lec. 3./Credit 3.**

Stresses synthesis, structure/property relationships and materials application of polymers. Prerequisite: CHE 301-302 with grade of "C" or better in both courses.

**CHE 511      Surface Chemistry      Lec. 3./Credit 3.**

Capillarity, interfacial thermodynamics, electrical aspects of surface chemistry, electrical double layer, electrokinetic phenomena; absorption and monolayers, adhesion and cohesion, nucleation and crystal growth. Undergraduates need approval of advisor.

**CHE 512      Bio-inorganic Chemistry      Lec.3./Credit 3.0**

Biological inorganic chemistry (bio-inorganic chemistry) is an elective course that studies the "inorganic" elements as they are utilized in biology, and surveys the structure and functions of complexes and materials that are formed in the biological environment in the context of chemistry. It examines widely the interaction of metal ions with biological systems (structure and dynamics) and the important chemical properties they are able to exhibit and impart to an organism. The topics to be covered will include ligand binding, biochemical catalysts (enzymes), signaling, regulation, sensing, defense, and structural support. Prerequisites: CHE 303-304, CHE 419.

**CHE 513      Qualitative Organic Chemistry      Lec. 3./Credit 3.**

Designed to teach methods by which organic compounds are identified. Elementary analysis, solubilities of classes of compound, chemical reactions, and physical measurements are employed and literature is surveyed. Prerequisites: CHE 302.

**CHE 515      Electronics                      Lec. 3./Credit 3.**  
Introduction to electronics. A study and analysis of simple electronic circuits. Undergraduates need approval of advisor.

**CHE 517      Modern Methods of Chemical Analysis                      Lec. 3./Credit 3.**  
An overview of recent developments in chemical analysis techniques and methodologies. Undergraduates need approval of instructor.

## **CHE - Graduate Only**

**CHE 601-602 Modern Inorganic Chemistry Lec. 3./Credit 3.**  
Survey of basic principles required for understanding of inorganic chemistry, including oxidation-reduction potentials, atomic and molecular structure, crystal structure, radioactivity, complex ions, and coordination compounds. Chemistry of elements and their compounds are also discussed from these viewpoints. Open to chemistry graduate students only.

**CHE 605-606 Advanced Organic Chemistry                      Lec. 3./Credit 3.**  
Principles of physical organic chemistry and their application in the study of reaction mechanisms. Critical evaluation of experimental evidence is emphasized. Recent advances in synthetic methods and topics in natural products chemistry. Open to chemistry graduate students only.

**CHE 608      Techniques in Environmental Analysis                      Lec. 3./Lab 1./Credit 4.**  
An Instrumental Analysis course for graduate students pursuing a degree in environmental science and related areas. Emphasizes applications of modern chemical instrumentation in environmental studies.

**CHE 611      Advanced Analytical Chemistry                      Lec. 3./Credit 3.**  
Topics in chemical equilibria: aqueous acid-base equilibria, nonaqueous acid-base equilibria, complexation equilibria, and solubility of precipitates; classical methods of chemical analysis: gravimetric methods, volumetric methods, and liquid-liquid extractions; modern methods of chemical analysis; atomic and molecular spectroscopy, electroanalytical methods, mass spectrometry, and chromatographic techniques (gas, ion, liquid, and thin layer chromatography). Open to chemistry graduate students only.

**CHE 613-614 Advanced Physical Chemistry Lec. 3./Credit 3.**  
A detailed presentation of physiochemical systems, energetics, entropy and free energy kinetic theory, and statistical mechanics. Other aspects will cover changes of state, solutions, chemical affinity, chemical reaction rates, electrochemistry, interfaces, quantum mechanics and atomic structure, the chemical bond, spectroscopy and photochemistry, and macromolecules. Open to chemistry graduate students only.

**CHE 615-616 Graduate Seminar                      Credit 1.**  
Review of current topics in the chemical literature. Open to chemistry graduate students only.

**CHE 650      Thesis Research                      Credit 6 (minimum).**  
Emphasis upon materials, techniques, and subject-matter content that may form the basis for a thesis problem. Prerequisite: Consent of department.

**CHE 681      Thesis                      Credit 4.**  
This course documents completion of the written Master's thesis and oral defense of that thesis.

**CHE 700      Thesis Registration                      Credit 1.**  
Graded on S/U basis only.

## **CHI (Chinese)**

**CHI 101      Elementary Chinese I      Lec. 3./Lab 1./Credit 3.**  
Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed.

**CHI 102      Elementary Chinese II                      Lec. 3./Lab 1./Credit 3.**  
Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication stressed. Prerequisite: CHI 101 or the equivalent.

**CHI 201      Intermediate Chinese I                      Lec. 3./Lab 1./Credit 3.**  
The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: CHI 102 or the equivalent.

**CHI 202      Intermediate Chinese II                      Lec. 3./Lab 1./Credit 3.**  
The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: CHI 201 or the equivalent.

**CHI 301-302 Advanced Chinese Conversation I-II                      Lec. 3./Credit 3.**  
These courses will review basic Chinese grammar, vocabulary and written characters to improve speaking, writing and reading while gaining knowledge of the culture and the society. Emphasis is on communicative competence.

**CHI 303-304 Advanced Chinese Reading I-II                      Lec. 3./Credit 3.**  
This course exposes students to authentic materials relating to current issues, political, cultural and economic as well. Introduces students to elements of discussion.

**CHI 320      Ancient Chinese Civilization and Culture                      Lec. 3./Credit 3.**  
Introduces students to ancient Chinese civilization and culture.

**CHI 321      Topics in Chinese Literature and Culture                      Lec. 3./Credit 3.**  
This course exposes students to important issues through the study of works of important writers of the twentieth century.



**CHI 440      Experiential Learning      Lec. 3./Credit 3.**  
Can include study abroad, research abroad, domestic or international internships

## **CHO (Choir)**

**CHO 101      Major Ensemble-University Choir      Credit 1.**  
University Choir is offered in the Fall and Spring semesters for one hour of academic credit each. This organization performs on campus. Performance auditions are used as a means of placement within the ensemble.

**CHO 102      Major Ensemble-Concert Choir      Credit 1.**  
Concert Choir is offered in the Fall and Spring semesters for one hour of academic credit each. This organization performs at various concerts in the area and around the country. Membership in this ensemble is achieved by successful completion of an audition and/or by permission of the instructor.

**CHO 103      Ensemble-Gospel Choir      Credit 1.**  
Gospel Choir, His Chosen Sounds, is offered in the Fall and Spring semesters for one hour of academic credit each. This organization performs at various concerts in the area and around the country. Membership in this ensemble is achieved by successful completion of an audition and/or by permission of the instructor.

## **CIA (Computer Information Assurance)**

**CIA 484      Systems Security Administration,  
Management and Certification      Lec. 3./Credit 3.**

Outlines the principles of systems security administration, management, and certification. Provisioning, procurement and installation of network, hardware and software systems for mission critical enterprises. System configuration and maintenance. Incident handling and response. Facilities Management. Contingency Plans. Law, standards of contract. Operations Management. System certification, testing and validation. Prerequisite: CSC 382.

**CIA 485      Risk Management      Lec. 3./Credit 3.**  
Outlines the aspects of computer security and risk management. Accreditation, implementation, extension, and operation principles for secure information systems. Security policy and plan development. Contingency, continuity and disaster recovery planning. Incident handling and response. Prerequisite: Prerequisite: CSC 382.

**CIA 486      Systems Security for Senior Management      Lec. 3./Credit 3.**  
Develops the knowledge necessary for senior security management to analyze and judge the reported systems for validity and reliability to ensure such systems will operate at a proposed trust level. Topical review and discussion on current trends in cybersecurity standard. Includes grant final approval to operate, grant review accreditation, verify compliance, ensure establishment of security controls, ensure program managers define security in acquisitions, assign responsibilities, define criticality and sensitivity, allocate resources, multiple and joint accreditation, assess network security. Prerequisite: CSC 382.

## **CIA (Computer Information Assurance) - Graduate Only**

**CIA 523      Ethics, Law and Policy in Cyberspace      Lec. 3./Credit 3.**

Study of ethical issues, legal resources and recourses, and policy implications inherent in our evolving online society. Provides an overview of the ethical challenges faced by individuals and organizations in the information age. Introduces the complex and dynamic state of the law as it applies to behavior in cyberspace. Prerequisite: Graduate standing.

**CIA 582      Introduction to information Assurance      Lec. 3./Credit 3.**

An introduction to the various technical and administrative aspects of Information Security and Assurance. This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. The purpose of the course is to provide the student with an overview of the field of Information Security and Assurance. Students will be exposed to the spectrum of Security activities, methods, methodologies, and procedures. Coverage will include inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post-incident procedures, technical and managerial responses and an overview of the Information Security Planning and Staffing functions. Prerequisite: Graduate standing.

**CIA 583      Secure Software Engineering      Lec. 3./Credit 3.**  
An overview of methodologies, tools and techniques for producing secure software systems. Students will cooperatively develop a secure software product. The course will also provide an introduction to professional resources and ethical issues for software developers. Prerequisites: CIA 582.

**CIA 610      Cryptography      Lec. 3./Credit 3.**  
Cryptographic techniques to achieve confidentiality, integrity, authentication and non-repudiation are examined. The underlying mathematical concepts are introduced. Topics to be covered include symmetric and public key encryption, hashing, digital signatures, cryptographic protocols and other recent developments in the field. Prerequisite: CSC 510.

**CIA 670      Computer Forensics and Incident Handling      Lec. 3./Credit 3.**

Identifying, acquiring, preserving, and analyzing electronic evidence from single machines, networks, and Internet. It will explore both technical and legal issues of computer forensics investigations. Topics include forensics law and regulation issues, incidence response, open and commercial tools, evidence recovery theory and practice of computer file systems, memory, registry, network logs and communications. Special focus will be given to windows systems and networks. Prerequisite: CIA 582.



**CIA 675 Computer Viruses and Malicious Software****Lec. 3./Credit 3.**

This course involves the study of malicious software (malware) including computer viruses, worms, and Trojan horses. Topics include the various mechanisms used in the construction of malicious software; existing commercial anti-virus software; preventative and reactive means for dealing with malicious software on workstations, servers, and in networks; training and education of users; and reliable sources to monitor for alerts as well as the prevention of hoaxes. Prerequisite: CIA 582.

**CIA 683 Advanced Computer and Network Security****Lec. 3./Credit 3.**

Introduction to security problems in computing and networking. Information Security Models. Encryption and decryption techniques. Cryptographic protocols and practices. Operations Security. Program Security. Security in networks and distributed systems. Database Security. Electronic commerce security. Legal and ethical issues in computer and network security. Prerequisite: CIA 582.

**CIA 684 Systems Security Administration, Management and Certification****Lec. 3./Credit 3.**

Outlines the principles of systems security administration, management, and certification. Provisioning, procurement and installation of network, hardware and software systems for mission critical enterprises. System configuration and maintenance. Incident handling and response. Facilities Management. Contingency Plans. Law, standards of contract. Operations Management. System certification, testing and validation. Prerequisite: CIA 582.

**CIA 685 Risk Management Lec. 3./Credit 3.**

Outlines the aspects of computer security and risk management. Accreditation, implementation, extension, and operation principles for secure information systems. Security policy and plan development. Contingency, continuity and disaster recovery planning. Incident handling and response. Prerequisite: Prerequisite: CIA 582.

**CIA 686 Systems Security for Senior Management Lec. 3./Credit 3.**

Develops the knowledge necessary for senior security management to analyze and judge the reported systems for validity and reliability to ensure such systems will operate at a proposed trust level. Topical review and discussion on current trends in cybersecurity standard and CISSP certification. Includes grant final approval to operate, grant review accreditation, verify compliance, ensure establishment of security controls, ensure program managers define security in acquisitions, assign responsibilities, define criticality and sensitivity, allocate resources, multiple and joint accreditation, assess network security. Prerequisite: CIA 582.

**CIA 690 Network Security and Intrusion Detection****Lec. 3./Credit 3.**

Provides a comprehensive overview of network security and intrusion detection. Topics include security overview, authentication, attacks and malicious code, communication security, Web security, network security topologies, intrusion detection, firewalls and VPNs, security baselines, security algorithms, physical security, disaster recovery, forensics overview, and other state-of-the-art developments.

**CIA 691 Wireless Networks Lec. 3./Credit 3.**

Examines security of wireless networks which have become ubiquitous such as cellular networks, wireless LANs, mobile ad hoc networks, wireless mesh networks, and sensor networks. Unprotected wireless networks are vulnerable to several security attacks including eavesdropping and jamming that have no counterpart in wired networks. Topics will include: authentication, secure hand-offs, key management in wireless networks, attacks on MAC protocols, selfish and malicious behavior in wireless routing protocols, secure multicast.

**CIA 692 Secure Distributed Computing****Lec. 3./Credit 3.**

Covers theoretical and applied aspects of security and privacy needed for the middleware and service-ware architectures to offer reasonable assurance for modern distributed systems. Topics include cloud computing, distributed storage systems, virtualization, distributed systems architectures, technologies and management; distributed system design, security and privacy issues; and applications such as Web services and mobile commerce.

**CIA 695 Special Topics in Information Assurance****Lec. 3./Credit 3.**

A treatment of advanced topics of interest in Information Assurance not routinely covered by existing courses. May be repeated when topics vary.

**CIS (Computer Information Systems)****CIS 310 Information Systems in Organizations (MGT 323) Lec. 3./Credit 3.**

Establishes foundation for understanding and analyzing information in organizations. Includes management information systems; relating systems and information to organizational objectives; organizational structure and management; systems, information, and decision theory; information system applications; and system evaluation and selection. Prerequisite: CSC 251.

**CIS 320/MIS 309 Information Analysis Lec. 3./Credit 3.**

An overview of the systems development life cycle. Emphasis on analyzing information needs and specifying application system requirements. Includes information gathering and reporting techniques. Approaches for the transition from analysis to object-oriented design and development. Prerequisite: CIS 310.

**CIS 410/MIS 406 System Design Process Lec. 3./Credit 3.**

Introduction to the formalization of the information design process. Emphasis on application of object-oriented techniques in the analysis, design, development, and implementation of information systems. Prerequisites: CIS 320 and CSC 571. Corequisite: CSC 570.

**CIS 420 Information Systems Project Pjt./Credit 3-6.**  
Actual experience in analyzing, designing, implementing, and evaluating information systems. Project assignment involves part or all of the system development cycle. Work done in teams for acquiring practical experience in such projects; includes behavioral considerations in systems development. Prerequisite: CIS 410.

## **CME (Chemical Engineering)**

**CME 201 Chemical Engineering Calculations I Lec. 2./Credit 2.**

An introduction to Chemical Engineering. Treatment of system of units, unit conversions, stoichiometric and composition relationships; material balances in nonreactive and reactive systems; gas behavior; multiphase systems, vapor pressure and solubility. Corequisite: CHE 202, MAT 152 and knowledge of a programming language.

**CME 202 Chemical Engineering Calculations III Lec. 3./Credit 3.**

Concept of energy, introduction to first law of thermodynamics; energy balances in nonreactive and reactive processes; applications in simultaneous material and energy balances; transient processes; introduction to commercial process simulators. Prerequisite: CME 201.

**CME 301 Staged Operations Lec. 3./Credit 3.**

Unified treatment of equilibrium-stage processes and mass transfer operations. Introduction of mass transfer separation operations used in countercurrent multistage equipment for distillation, extraction, leaching and absorption. Corequisite: CME 304 and CME 402.

**CME 302 Transport Phenomena Lec. 3./Credit 3.**

This course expand the student's understanding of transport phenomena. Particular emphasis is placed on developing and applying differential and integral balances. Prerequisite: EGR 216, CME 305.

**CME 303-304 Transport Phenomena I-II Lec. 3./Credit 3.**

This course sequence introduces the student to the general property balance equation and to various transport mechanisms for momentum, energy, and mass. Differential and integral momentum, energy, and mass balances will be derived and applied to engineering problems involving steady and transient transport. Prerequisites: PHY 204, MAT 260 and CME 201 for CME 303. Prerequisites: CME 202 and CME 303 for CME 304. A grade of "C" or better is required in CME 303 before enrolling in CME 304.

**CME 305 Chemical Engineering Calculations Lec. 4./Credit 4.**

This course provides an introduction to chemical engineering. The concepts introduced in EGR 215 and EGR 216 are applied to chemical processes to obtain stream properties. Prerequisite: EGR 216.

**CME 306 Separation Operations Lec. 4./Credit 4.**  
This course provides an introduction to equilibrium stage and continuous contact mass transfer operations. Design and operation of gas absorption, distillation, extraction, and membrane separation equipment are emphasized. Prerequisite: CME 202, 304 and 307.

**CME 307 Chemical Engineering Thermodynamics Lec. 4./Credit 4.**

This course covers the application of thermodynamics to fluid mixtures, solutions, phase equilibria and chemical reaction equilibria. Second law and production of power from heat is also covered. Prerequisite CME 307.

**CME 308 Chemical Reaction Engineering Lec. 3./Credit 3.**

This course covers the acquisition and analysis of kinetic data for chemical reactions and the design of reactors of multiple reactor systems to carry out industrial reactions. Prerequisite: CME 307. Corequisite: CME 302.

**CME 311-312 Unit Operations I-II Lec. 1./Lab 6./Credit 3.**

Fundamental principles underlying Chemical Engineering operations and processes involving the transfer of momentum, heat and mass. Application of these concepts in the Chemical Engineering laboratory to realistic problems. Momentum transfer - fluid flow in pipes and motion of particles in fluids. Heat transfer - evaporation and heat exchange by conduction, convection and radiation, heat exchange equipment. Mass transfer - equilibrium stage and differential mass transfer concepts. Prerequisite: CME 303 and CME 304, respectively.

**CME 401 Engineering Thermodynamics I Lec. 2./Credit 2.**

Basic definitions and development of the first law and second law of thermodynamics as it applies to nonflow and steady-flow processes; pressure-volume, temperature behavior of fluids; power and refrigeration processes. Prerequisite: CME 202, MAT 152, and CHE 402.

**CME 402 Engineering Thermodynamics II Lec. 3./Credit 3.**

Application of thermodynamics to fluid mixtures, solutions, vapor-liquid equilibrium, phase diagrams and chemical reaction equilibrium. Prerequisite: CHE 401.

**CME 403 Chemical Reactor Design Lec. 3./Credit 3.**  
Homogeneous reactions; derivation of rate expressions from experimental data; design of ideal reactors for isothermal and non-isothermal operations; applications of reactor design to multiple reactor and reaction systems; heterogeneous catalysis. Prerequisites: CME 304 and CME 402.

**CME 405 Process Control Lec. 3./Credit 3.**  
This course involves the analysis and design of chemical process control systems; feedback and feed forward controllers for a single process; stability, tuning and simulation of PID controllers. Prerequisites: CME 304, EGR 208.

**CME 407-408      Chemical Process Design I and II**  
**Lec. 2./Lab 3./Credit 3.**

This two-course sequence introduces the systems viewpoint in process design and discusses process synthesis and analysis, screening of alternatives, and economic decision making. Special emphasis is placed on process simulation and use of commercial process simulators in process design. Several small exercises and one comprehensive design project. Prerequisite: CME 202, CME 304, CME 306, CME 308 for CME 407. A grade of "C" or better is required before enrolling in CME 408.

**CME 409      Data Analysis and Design of Experiments**  
**Lec. 1./Credit 1.**

This course introduces the student to the application of several statistical topics of practical interest. Prerequisite: CME 308.

**CME 411-412      Chemical Engineering Labs I-II**  
**Lab 6./Credit 2.**

This is a two-semester laboratory course sequence involving experiments covering the application of fundamental principles of chemical engineering to unit operations, chemical reaction engineering, and process control. Prerequisite: CME 304, CME 306, CME 308. Corequisite: CME 405, CME 409.

**CME 420      Chemical Engineering Seminar**  
**Lec. 1./Credit 1.**

Presentation and discussion of selected topics in chemical engineering, professionalism, career and graduate school. Each student is assigned topics of current importance to chemical engineering to prepare and present a seminar. Prerequisite: CME 304, CME 308.

## **CME - Undergraduate/Graduate**

**CME 503      Heterogeneous Catalysis and Reaction Engineering**  
**Lec. 3./Credit 3.**

To introduce the principles and applications of heterogeneous catalysis. Catalyst preparation and characterization. Adsorption; heterogeneous kinetics. Diffusion and reaction in porous catalyst particles. Applications to design of catalytic chemical reactors. Industrial catalytic processes. Prerequisites: CME 304, CME 403 (or CME 302, CME 308).

**CME 506      Fundamentals of Combustion**  
**Lec. 3./Credit 3.**

To teach fundamental processes occurring in combustion and related phenomena. Topics covered include a review of thermodynamics, kinetics and compressible gas dynamics, equations of the flow of reactive gas mixtures, chain reactions, chemical aspects of explosions, detonations and deflagrations, premixed flames (structure and propagation of laminar and turbulent flames, ignition, quenching, flashback and flowoff), laminar and turbulent diffusion flames, fluidized combustion, combustion safety. Prerequisites: CME 303, CME 402 (or CME 302, CME 307).

**CME 507      Biochemical Engineering      Lec. 3./Credit 3.**  
To impart an integrated knowledge of biological properties and principles, and of Chemical Engineering methodology. Topics covered include basics of microbiology and biochemical, enzyme technology - immobilized enzymes, metabolic stoichiometry and energetics, molecular genetics, mathematical models for single species, structured models, transport phenomena in bioprocess systems, bioreactors, product recovery operations, control of biochemical processes, models of mixed populations of cells. Prerequisite: CME 301 (or CME 306); Corequisite: CME 308 (or CME 403).

**CME 510      Modeling of Chemical Engineering Processes**  
**Lec. 3./Credit 3.**

A unified approach to mathematical description of Chemical Engineering systems. Classification of resulting models. Solution by various analytical methods. Determination of numerical values of model parameters. Prerequisite: CME 302 (or CME 304); Corequisite: CME 308 (or CME 403).

**CME 512      Optimization      Lec. 3./Credit 3.**

To teach mathematical programming techniques and their application to Chemical Engineering. Topics covered include modeling and formulation of optimization problems, basics of optimization theory and methods (linear and constrained nonlinear programming, unconstrained optimization, optimization of discrete processes), applications of optimization (heat exchanger and separation networks, chemical reactor optimization, optimization in large-scale plant design and operation), easy-to-use computer packages and optimization with a process simulator. Corequisite: CME 407.

**CME 521      Coal Science and Application      Lec. 3./Credit 3.**  
Physical and chemical properties of coal, methods of analysis and characterization. Industrial processes for cleaning, gasifying and liquefying coal to produce cleaner fuels. Prerequisite: CME 302 (or CME 304); Corequisite: CME 308 (or CME 403).

**CME 522      Polymer Science      Lec. 3./Credit 3.**  
Synthesis, properties and fabrication of polymeric materials of industrial importance. Prerequisite: CME 302 (or CME 303).

**CME 523      Industrial Pollution Control      Lec. 3./Credit 3.**  
Study of water, air and thermal pollution control methods. Application to solution of pollution problems in chemical industry. Corequisite: CME 302 (or CME 304).

**CME 524      Safety and Loss Prevention      Lec. 3./Credit 3.**  
To increase awareness, interest, motivation, and knowledge in safety and loss prevention. Topics covered include case histories, management for safety, designing for safety, hazard identification, hazard assessment, hazard warning structure, reliability engineering, pressure systems, emission and dispersion, toxicity and toxic release, fire models and fire protection, fault propagation, safety in plant operation, personal safety. Corequisite: CME 407.

## COM (Communication)

### **COM 103 Oral Communication Lec. 3./Credit 3.**

A one-semester course in Speech Communication involving a participative learning experience. Emphasis will be placed on intrapersonal, interpersonal and public communication. Class projects, situational exercises, public speaking, group discussion and dyadic and nonverbal communication are used as reinforcement material. Passing grade is "C."

### **COM 121 Voice and Diction Lec. 3./Credit 3.**

A study and application of proper techniques for achieving effective voice and diction. Topics include vocal quality, articulation, loudness, expressiveness and pitch. Class sessions include lectures, in-class presentations and exercises. In addition, students will monitor their progress through audio recordings made during the semester.

### **COM 226 Masterpieces of Oratory Lec. 3./Credit 3.**

An examination of models of eloquence from antiquity to the present. Emphasis will be placed on understanding and appreciating the persuasive impact of the spoken word. Orators who may be examined include: Mark Anthony, Cicero, Sir Winston Churchill, Mahatma Gandhi, Adolf Hitler, Daniel Webster, Abraham Lincoln, John F. Kennedy and Dr. Martin Luther King, Jr.

### **COM 227 Interviewing Lec. 3./Credit 3.**

A study of the interviewing process and its components. Practical training and experience will be provided in conducting different types of interviews (e.g., the information, research, selection, counseling and persuasive interviews).

### **COM 236 Public Speaking Lec. 3./Credit 3.**

A study of the principles and methods of preparing and presenting public speeches. Special emphasis is given to informative, persuasive, and special occasion speeches.

### **COM 237 Rhetorical Theory Lec. 3./Credit 3.**

An analysis of selected theories of public address and rhetoric. Emphasis will be placed on the major contributors who are of historical or contemporary importance.

### **COM 242 Business and Professional Communication Lec. 3./Credit 3.**

A study of theory, research and application strategies—focusing on communication problems, patterns, and practices in business, government and professional organizations.

### **COM 247 Transcultural Communication Lec. 3./Credit 3.**

An examination of the similarities and the differences that influence communication across social and cultural boundaries.

### **COM 249 Communication Education Lec. 3./Credit 3.**

A study and development of skills in classroom communication by analyzing teacher-student and student-student verbal and nonverbal interaction. The design, development and use of teaching materials, instructional media and workshops will also be covered.

### **COM 250 Interpersonal Communication**

**Lec. 3./Online/Credit 3.**

A survey of the theories and principles which explain how people relate to and interact with each other on a one-to-one basis. Methods for developing, improving, and ending relationships will be explored.

### **COM 297 Special Topics Lec. 3./Credit 3.**

A series of courses offered periodically to allow students to explore, in-depth, a comparatively narrow subject in Speech Communication. Offerings include: Gender Communication, Communication for Health, and Allied Professions and Telemarketing.

### **COM 300 Strategies of Persuasion Lec. 3./Credit 3.**

A study of the theory and practice of persuasion communication in the democratic society, including formal and informal persuasive speaking, types of proof and the ethics of persuasion. Emphasis will be placed on practicing the preparation and presentation of persuasive speeches.

### **COM 322 Small Group Communication Lec. 3./Credit 3.**

A course designed to give an overview of small group communication processes and practical advice on effective small group participation. Topics include small group formats and methods of discussion, problem solving and conflict management.

### **COM 323 Argumentation and Debate Lec. 3./Credit 3.**

Basic forms of logic and rules of evidence. Briefing, persuasion, audience analysis and public speaking will be taught. Debates, discussions and other meetings will be required.

### **COM 350 Research Methods in Theatre Arts Lec. 3./Credit 3.**

Involves basic research methods and procedures and critical analysis of selected research documents. Presents basic research designs in communication, including statistical and computer procedures for analyzing data.

### **COM 360 Communication for Radio and Television Lec. 3./Credit 3.**

A course providing practical experience in radio and television announcing. Projects include interpreting copy, speaking ad-lib, commercial and PSA announcing, conducting interviews and presenting newscasts.

### **COM 366 Nonverbal Communication Lec. 3./Credit 3.**

A comprehensive analysis of the theoretical and empirical factors of nonverbal behaviors. Emphasis is on the complexities of the verbal and nonverbal linguistic code in the process of encoding and decoding messages. Research projects relating to Afro-American nonverbal behavior are executed.

### **COM 368 Theories of Communication Lec. 3./Credit 3.**

An examination of the function, structure and processes of human communication by comparing and contrasting various communication theories.



**COM 369 Rhetorical Criticism Lec. 3./Credit 3.**

A study of the principles of rhetorical criticism and selected rhetorical critiques. Students will also select, complete and defend an analysis of historical or contemporary discourse.

**COM 372 Political Communication and Public Opinion Lec. 3./Credit 3.**

A study of the nature, function and influence of rhetoric in American society. Students will examine various movements, issues and events to identify the peculiar characteristics of public dialogue which reflect, reinforce and alter public opinion.

**COM 426 Seminar in African American Oratory Lec. 3./Credit 3.**

A historical/critical review of, and conceptual framework for, African American rhetoric. In addition to the readings, films and audio recordings, oral presentations will be given. Students are required to select, prepare and defend an analysis of African American rhetoric. Speakers to be examined include Prince Hall, Maria Stewart, Sojourner Truth, Frederick Douglass, Martin R. Delaney, Booker T. Washington, W. E. B. DuBois, Marcus Garvey, Richard Cain, Rev. Martin Luther King, Jr., Malcolm X, Angela Davis, Barbara Jordan, Jesse Jackson and Louis Farrakhan.

**COU – (Counseling) - Graduate Only**

**COU 602 Abnormal Behavior and Psychopathology Lec. 3./Credit 3.**

An introductory study of principles of mental health, including prevention, intervention, consultation, education, and advocacy. Discussion of causes and processes in the development and treatment of mental disorders. Specific principles and models of biopsychosocial assessments, case conceptualization, and theories of human development and concepts of psychopathology leading to diagnoses and appropriate treatment plans will be discussed. Basic classifications, indications, and contraindications of psychopharmacological medications will be discussed.

**COU 603 Counseling with Diverse Populations Lec. 3./Credit 3.**

Addresses the effects of racism, sexism, power, privilege, culture, age, religion, disability, and ethnicity on personality development and behavior with implications for seeking clinical mental health counseling. Discusses multicultural and pluralistic trends to include attitudes, beliefs, understandings, and acculturative experiences to include spirituality. Counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body will be discussed.

**COU 604 Life Span Development Lec. 3./Credit 3.**

Theories of individual and family development and transitions across the life span will be discussed. Topics will include human behavior, neurobiological behavior, personality, and strategies for facilitating optimum development. Theories and models of individual, cultural, couple, family, and community resilience will be discussed.

**COU 605 Human Sexuality Counseling Lec. 3./Credit 3.**

Provides an understanding of basic treatment techniques for sexual dysfunction, sexual disorders, and sexual diseases. Human sexuality issues and their impact on family and couple functioning, and strategies for their resolution will be discussed. Attention given to legal and ethical issues in the areas of sexual function and reproduction rights.

**COU 606 Treating the Substance Abuser Lec. 3./Credit 3.**

Theories and etiology of addictions and addictive behaviors will be discussed. An overview of issues to include spirituality and self-help groups relating to treating addictions is provided. Common drugs of abuse, symptoms of abuse and dependence, assessment tools, and treatment methods are examined. History and development of addiction counseling and the importance of vocation, family, and social networks will be discussed. Specific ethical and legal standards will be discussed.

**COU 610 Identity, Ethics and Legal Aspects of Counseling Lec. 3./Credit 3.**

Provides an overview of the history and philosophy of the counseling profession, including significant events, professional roles, professional organizations and credentialing, advocacy, and ethical and legal standards. Provides an understanding of counseling and consultation processes to include characteristics and behaviors to influence helping processes, introduction to counseling theories and system perspectives along with legal perspectives. Counseling supervision models, practices and processes will be introduced and discussed. Discusses the integration of technological strategies and applications within counseling and consultation processes. Examines current system of intervention and engages student in analysis from the perspective of its usefulness to counseling. This course will include reflective exercises for self-assessment, experiential experiences with counselors, and a growth model for professional development.

**COU 611 Pastoral Helping Relationship Lec. 3./Credit 3.**

Introduces the student to counseling skills necessary for pastoral care situations. Such counseling skills as attending, responding, and initiating skills are discussed. An introduction to spiritual direction and an experience with a spiritual director will be provided. Legal and ethical issues will be discussed.

**COU 612 Career Development Lec. 3./Credit 3.**

An introduction to career development theory and practice, and assessment measures utilized in career counseling is provided. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development will be discussed. Transitions throughout life will be discussed. Career development program planning, resources, information systems, and techniques will be discussed. In addition, factors influencing career choice and job satisfaction, occupational trends, changes in the workplace, and appropriate counseling interventions are discussed. Also, a specific focus will be provided for legal and ethical issues facing all counselors.



**COU 613 Diagnosis and Treatment****Lec 3./Credit 3**

Discussion of the history, philosophy, and trends in clinical mental health counseling to include professional organizations, preparation standards and credentials. Development of an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status with a specific emphasis on substance abuse and addictions. Strategies for selecting, administering, and interpreting assessment and evaluation instruments will be discussed. Procedures for conducting intake interviews, mental status examinations, and psychological assessments will be demonstrated. Management of mental health services and programs will be discussed. Clinical supervision, ethical and legal considerations of mental health counseling will be discussed.

**COU 614 Community Mental Health and Welfare Services****Lec 3./Credit 3**

Introduction of professionals to community social welfare and other agencies (private and public) functioning in the areas of family service, public and private assistance, mental hygiene, protective and correctional care, pastoral care, and health services. Application of research and program evaluation will be discussed. Course will focus on visiting and experiencing these diverse functions.

**COU 615 Counseling and Assessment for Those with Special Needs****Lec 3./Credit 3.**

Introductory overview of the rehabilitation process and specific concerns of individuals with special needs. Designed to familiarize the student with inventories, aptitude tests and special tests for disabilities and transitions to new careers. Principles, procedures, and techniques for counseling those within the rehabilitative process and those with special needs will be discussed. A focus will be provided about life planning and learning strategies for knowing self, gathering relevant information, and making decisions about what to do with this information. Systems approach and spirituality issues will be discussed.

**COU 616 Theory and Practice of Counseling and Psychotherapy****Lec 3./Credit 3.**

A detailed introduction and critical evaluation of contemporary theories of counseling used to address educational, vocational, and personal problems. Behavioral, solution-focused/brief therapy will be focused upon to meet the needs of contemporary society. Aspects of crisis management will form the focus of the brief therapy. Interviewing and counseling skills, system perspective, and consultation will be discussed. This course is designed for counselors, teachers, administrators, clergymen, and others who counsel individuals in a variety of settings. Specific ethical and legal standards will be discussed. The student will perform 10 hours in a community setting observing counseling practices.

**COU 618 Counseling Practicum****Tutorial 3./Credit 3.**

Student must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. This practicum includes direct service with clients both in individual counseling and group work. Weekly interaction that averages one hour per week of individual and/or triadic supervision by a program faculty, a student supervisor, or a site supervisor who is working in biweekly consultation with program faculty member. Audio/video recordings or live supervision of the student's interaction with clients must be conducted. A formal evaluation will be conducted.. Classes will be limited to approximately 12 students. Specific ethical and legal standards will be discussed. This course may be taught in conjunction with internship courses. Prerequisite: COU 619.

**COU 619 Group Process in Counseling****Lec 3./Credit 3.**

This is an experiential course on the leadership, dynamics, methods, theories and techniques used for group counseling. Planning and implementing groups for a variety of populations and purposes, developing group facilitation skills, and increasing self-awareness are emphasized. Didactic focus is on psycho-educational groups. The student will perform 10 hours in small group settings.

**COU 620 Marriage and Family Counseling****Lec 3./Credit 3.**

A course in which the theories and techniques of marriage and family counseling are studied and the techniques are practiced. Provides an overview of the history of marital, couple, and family counseling/therapy. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions will be introduced. Implications of family, social networks, and community systems in the treatment of mental and emotional disorders will be discussed.

**COU 621 Advanced Group Counseling****Lec 3./Credit 3.**

Development of group leadership skills through group experiences in class and in the field. In-depth studies of group counseling theories. Develop a systems perspective that provides an understanding of family and other systems theories and major models of related interventions. Systems theory and consultation will be discussed as it relates to the group setting.

**COU 622 Assessment and Appraisal in Counseling****Lec 3./Credit 3.**

Survey of tests of ability, interest, aptitude and personality that are most useful to the counselor will be introduced with a specific emphasis on addictions and substance abuse. A historical perspective concerning the nature and meaning of assessment will be provided. Statistical concepts to include scales of measurement, measures of central tendency, reliability and validity will be introduced. Norm-referenced and criterion-referenced tests will be discussed. Assessment and evaluation will be approached from both the individual and group perspective.

**COU 624 Theories of Learning, Personality, and Temperament Lec 3./Credit 3.**

Evaluation of major learning, personality, and temperament developmental theories across the lifespan, cultures, ethnicities, race, socioeconomic status, and gender. Specific focus will be given to environmental factors influence on development and their influences on developmental outcomes such as behavior problems and cognitive development. Strategies for facilitating optimum development will be discussed.

**COU 625 Existential Theory and Psychotherapy Lec 3./Credit 3.**

Discusses the framework for long term therapy for both groups and individuals. Specifically, existential psychotherapy as a dynamic therapeutic approach that focuses on concerns rooted in day to day existence. Four ultimate concerns of death, isolation, meaning in life, and freedom will be discussed in the framework of Erikson's theory of psychosocial development across the lifespan and spirituality.

**COU 626 Crisis Intervention and Grief Counseling Lec 3./Credit 3.**

An overview of issues relating to crisis situations to include initial interventions through grief counseling. The course will discuss assessing and reacting to various crises involving suicide, homicide, intimate partner violence, sexual assault/abuse, bereavement/grief, substance abuse, natural disasters, war, and terrorism. Roles and responsibilities as a member of an interdisciplinary management response team will be discussed. Ethical issues will be discussed.

**COU 630 Analysis of Behavioral Data Lec 3./Credit 3.**

Inferential procedures in treatment of research data. The use of existing national data sets will be emphasized. The importance of research and opportunities and difficulties in conducting research in the counseling and health professions will be discussed. The use of research to improve counseling effectiveness and health programs will be discussed. This course will use statistical software packages to exploit data analyses. This course will be taught in conjunction with NUR 670.

**COU 631 Foundations of School Counseling, Ethics, and Techniques Lec 3./Credit 3.**

History, philosophy, and current trends in school counseling and educational systems. Role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school will be discussed. Effects of atypical growth and development, health and wellness, language, ability level, multicultural issues, sexual orientation, and factors of resiliency on student learning and development will be discussed. Models of school counseling programs will be discussed. Critical analysis of techniques that are applicable to the school setting will be investigated. Research, program evaluation, outcome assessment specific to the school setting will be discussed. Ethical and legal considerations related specifically to the practice of school counseling will be discussed.

**COU 633 Contextual Dimensions of School Counseling Lec 3./Credit 3.**

Advocacy for all students and for effective school counseling programs will be discussed. Coordination, collaboration, referral, and team-building efforts with all involved participants to promote and facilitate successful student development. Develop knowledge and understanding of community and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success. The course will discuss assessing and reacting to various crises involving suicide, homicide, intimate partner violence, sexual assault/abuse, bereavement/grief, substance abuse, natural disasters, war, and terrorism. Counseling techniques and advocacy programs will be discussed.

**COU 634 School Counseling Classroom Management Lec 3./Credit 3.**

Effective classroom management strategies will be discussed, demonstrated and practiced with an emphasis on designing, implementing and evaluating strategies. Conscious discipline and differentiated instructional strategies will be discussed along with preventive, supportive and corrective discipline. The course addresses diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice. Students will be expected to develop their own personal system of discipline.

**COU 635 School Counseling Classroom Management, Curriculum Design and Lesson Plan Development Lec 3./Credit 3.**

Design of the curriculum, development of lesson plans, and differentiated instructional strategies will be discussed along with the principles of curriculum construction and their significance to curriculum planners. The relationship of the school counseling program to the academic mission of the school will also be discussed. Students will select and apply a model of curriculum evaluation. Effective classroom management strategies will be discussed, demonstrated and practiced with an emphasis on designing, implementing and evaluating strategies. Conscious discipline and differentiated instructional strategies will be discussed along with preventive, supportive and corrective discipline. The course addresses diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice. Students will be expected to develop their own personal system of discipline.

**COU 637 Advanced Counseling and Psychotherapy Techniques Lec 3./Credit 3.**

Discusses the integration of technological strategies and applications within counseling and consultation processes. Examines current system of intervention and engages student in critical analysis from the perspective of its usefulness to counseling. Course will be experiential. Specific ethical and legal standards will be discussed.

**COU 639 School Counseling Internship****Tutorial 6./Credit 1-6.**

Student must complete a supervised internship of 600 clock hours that will only begin after completion of the required practicum. The internship will be for various credits during the semester to equal 100 clock hours for each credit. The number of credits must be approved and may be altered by academic advisor or Coordinator of the Graduate Program in Counseling. These clock hours will have a minimum of 100 hours in K-6 grades and 100 hours in 7-12 grades. This internship will include a minimum of 240 clock hours of direct service with clients with supervision at an approved site. A formal evaluation will be performed. Classes will be limited to approximately 12 students. Specific ethical and legal standards will be discussed. This course may be taught in conjunction with practicum and/or internship courses. This is a pass/fail course. Prerequisite: COU 618.

**COU 640 School Counseling****Lec 3./Credit 3.**

Experiential course in individual and small group counseling approaches that promote school success; approaches to peer facilitation to include peer helper, peer tutor, and peer mediation programs; and issues that may affect the development and functioning of students. Developmental approaches to assist all students and parents at educational transition points and approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs will be discussed. Leadership within the school building will be discussed.

**COU 641 College Student Development, Ethics, and Techniques****Lec 3./Credit 3.**

Development, management and provision of personnel counseling services facilitating the growth and development of students during their college experience. Topics will include history and philosophy of student affairs; the purpose and function of student affairs in higher education; historical and contemporary theories of student affairs; characteristics of traditional and nontraditional students; and methods of needs analysis that are applicable to college student populations. Multicultural issues along with ethical and legal considerations will be discussed. Emergency management plans and crises will be discussed. Experiential focus will be provided.

**COU 642 Student Affairs Program****Lec 3./Credit 3.**

Theories and models of organizational behavior along with leadership and approaches to organizational change will be discussed. Development of student leaders and procedures for promoting positive interpersonal relationships will be discussed. Discussion and development of models for designing, managing, and evaluating student affairs programs, including the use of technological applications and systematic assessment techniques that can be used in a higher education environment. Multicultural issues along with ethical and legal considerations will be discussed. Experiential focus will be provided.

**COU 643 Counseling Student Affairs Practicum****Tutorial 0./Credit 0.**

Student must complete a supervised combined practicum and internship of 100 clock hours. The number of credits must be approved and may be altered by academic advisor or Coordinator of the Graduate Program in Counseling. The overall internship will include a minimum of 240 clock hours of direct service with clients with supervision at an approved site. A formal evaluation will be performed. Classes will be limited to approximately six students. Specific ethical and legal standards will be discussed. This is a pass/fail course.

**COU 644 Counseling Student Affairs Internship****Tutorial 0./Credit 0.**

Student must complete a supervised internship of 150 clock hours. The number of credits must be approved and may be altered by academic advisor or Coordinator of the Graduate Program in Counseling. The overall internship will include a minimum of 240 clock hours of direct service with clients with supervision at an approved site. A formal evaluation will be performed. Classes will be limited to approximately six students. Specific ethical and legal standards will be discussed. This is a pass/fail course.

**COU 645 Counseling Student Affairs Internship****Tutorial 0./Credit 0.**

Student must complete a supervised internship of 150 clock hours. The number of credits must be approved and may be altered by academic advisor or Coordinator of the Graduate Program in Counseling. The overall internship will include a minimum of 240 clock hours of direct service with clients with supervision at an approved site. A formal evaluation will be performed. Classes will be limited to approximately six students. Specific ethical and legal standards will be discussed. This is a pass/fail course.

**COU 646 Counseling Student Affairs Internship****Tutorial 0./Credit 0.**

Student must complete a supervised internship of 150 clock hours. The number of credits must be approved and may be altered by academic advisor or Coordinator of the Graduate Program in Counseling. The overall internship will include a minimum of 240 clock hours of direct service with clients with supervision at an approved site. A formal evaluation will be performed. Classes will be limited to approximately six students. Specific ethical and legal standards will be discussed. This is a pass/fail course.

**COU 647 Counseling Student Affairs Internship****Tutorial 0./Credit 0.**

Student must complete a supervised internship of 150 clock hours. The number of credits must be approved and may be altered by academic advisor or Coordinator of the Graduate Program in Counseling. The overall internship will include a minimum of 240 clock hours of direct service with clients with supervision at an approved site. A formal evaluation will be performed. Classes will be limited to approximately six students. Specific ethical and legal standards will be discussed. This is a pass/fail course.

**COU 649 College Student Development  
Counseling Internship Tutorial 6./Credit 1-6.**

Student must complete a supervised internship of 600 clock hours that will only begin after completion of the required practicum. The internship will be for various credits during the semester to equal 100 clock hours for each credit. The number of credits must be approved and may be altered by academic advisor or Coordinator of the Graduate Program in Counseling. This internship will include a minimum of 240 clock hours of direct service with clients with supervision at an approved site. A formal evaluation will be performed. Classes will be limited to approximately six students. Specific ethical and legal standards will be discussed. This course may be taught in conjunction with practicum and/or internship courses. This is a pass/fail course.

**COU 651 Community Counseling, Ethics,  
and Techniques Lec 3./Credit 3.**

Foundations of Community Counseling to include historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community human service/mental health movement will be discussed. Ethical and legal considerations specifically related to the practice of community counseling will be discussed. Contextual dimensions of community counseling with strategies for community needs assessment to design, implement, and evaluate community counseling interventions, programs and systems. Counseling techniques for the community will be investigated. Basic knowledge and skill requirements for community counselors will be identified. Experiential focus will be provided.

**COU 652 Rehabilitation Counseling Lec 3./Credit 3.**

Introductory overview of the rehabilitation process, including causes, incidence, and nature of various handicaps; assessment techniques; and principles, procedures, and techniques in counseling the physically and mentally challenged.

**COU 659 Community Counseling Internship  
Tutorial 6./Credit 1-6.**

Student must complete a supervised internship of 600 clock hours that will only begin after completion of the required practicum. The internship will be for various credits during the semester to equal 100 clock hours for each credit. The number of credits must be approved and may be altered by academic advisor or Coordinator of the Graduate Program in Counseling. This internship will include a minimum of 240 clock hours of direct service with clients with supervision at an approved site. A formal evaluation will be performed. Classes will be limited to approximately six students. Specific ethical and legal standards will be discussed. This course may be taught in conjunction with practicum and/or internship courses. This is a pass/fail course. Prerequisite: COU 618.

**COU 660 Spirituality in Counseling, Ethics,  
and Techniques Lec 3./Credit 3.**

Foundations of Community Counseling to include historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community human service/mental health movement will be discussed. Ethical and legal considerations specifically related to the practice of community counseling will be discussed. Provides an overview of inner healing and forgiving. Introduction to delivering counseling services in a church/synagogue based contextual setting. Counseling techniques using spirituality as a guide will be critically analyzed. Prerequisite: COU 622.

**COU 661 Integrative Issues in Spiritual Counseling  
Lec 3./Credit 3.**

Provides an overview of how the helping profession within a spiritual foundation can aid in the healing of individuals, families, and our communities and neighborhoods. A focus will be provided on application of existential and biblical principals to psychological theories and counseling methodologies.

**COU 662 Spiritual Direction  
Lec 3./Credit 3.**

Introduction to the ministry of spiritual direction: nature of spiritual direction; preparation and role of spiritual director, relationship of spiritual direction to counseling, and current issues in spiritual direction. Formulation of personal approach to spiritual direction. Lecture will include personal experience format.

**COU 663 Pastoral Counseling Practicum  
Tutorial 3./Credit 3.**

Student must complete supervised pastoral care practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under pastoral counselor supervision. This practicum includes direct service with clients both in individual counseling and group work, weekly individual and group interaction with a supervisor, and a formal evaluation. Classes will be limited to approximately five students. Specific ethical and legal standards will be discussed. This course may be taught in conjunction with other practicum and/or internship courses.

**COU 664 Community Mental Health Counseling  
Tutorial 3./Credit 3.**

Student must complete a supervised internship of 300 clock hours that will only begin after completion of the required community agency internship. This internship will include a minimum of 120 clock hours of direct service with clients with supervision at an approved site. A formal evaluation will be performed. Classes will be limited to approximately five students. Specific ethical and legal standards will be discussed. This course may be taught in conjunction with practicum and/or internship courses. This is a pass/fail course.



**COU 669    Pastoral Community Mental Health  
Counseling Internship    Tutorial 6./Credit 1-6.**

Student must complete a supervised internship of 600 clock hours that will only begin after completion of the required practicum. The internship will be for various credits during the semester to equal 100 clock hours for each credit. The number of credits must be approved and may be altered by academic advisor or Coordinator of the Graduate Program in Counseling. This internship will include a minimum of 375 clock hours of pastoral counseling with 125 clock hours of supervision at an approved site. Specific tasks will be performed and supervised by an approved minister within an approved site. A formal evaluation will be performed. Classes will be limited to approximately six students. Specific ethical and legal standards will be discussed. This course may be taught in conjunction with practicum and/or internship courses. This is a pass/fail course.

**COU 671    Introduction to Research  
and Program Evaluation    Lec 3./Credit 3.**

Introductory course that provide an understanding of research methods, statistical analyses, needs assessment, and program evaluation. The course includes discussions regarding the importance of research in the counseling profession, research methods, the use of technology and statistical methods, needs assessment, and the use of research to improve counseling effectiveness. Ethical and legal aspects of research will be discussed.

**COU 672    Addiction Counseling    Lec 3./Credit 3.**

Roles and settings of addiction counselors especially with special populations to include adolescents, women, ethnic groups and the elderly will be discussed. Risk factors, co-occurring disorders, and education programs will be discussed. A focus will be provided on classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for referrals and consultation. Professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling will be identified.

**COU 673    Addictions    Lec 3./Credit 3.**

Theories and models of addiction related to substance use to include evaluation and treatment planning will be discussed. Cultural factors relevant to addiction and addictive behavior to include legal ethical procedures will be discussed. Factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders will be identified.

**COU 674    Addiction Counseling Practicum    Tutorial 3./Credit 3.**

Student must complete supervised addiction counseling practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of addiction counseling skills under addiction counselor supervision. This practicum includes direct service with clients both in individual counseling and group work, weekly individual and group interaction with a supervisor, and a formal evaluation. Classes will be limited to approximately six students. Specific ethical and legal standards will be discussed. This course may be taught in conjunction with other practicum and/or internship courses.

**COU 675    Addiction Counseling Internship    Tutorial 3./Credit 3.**

Student must complete a supervised internship of 300 clock hours that will only begin after completion of the required addiction counseling practicum. This internship will include a minimum of 120 clock hours of direct service with clients with supervision at an approved site. A formal evaluation will be performed. Classes will be limited to approximately six students. Specific ethical and legal standards will be discussed. This course may be taught in conjunction with internship courses. This is a pass/fail course.

**COU 694 Counseling Internship    Tutorial 1./Credit 1.**

Student must complete a supervised internship of 100 clock hours that will only begin after completion of the required practicum. This internship course will be used as an addendum to other Internship courses to allow the student flexibility in attaining the required 600 clock hours and the 6 semester hour credits. The number of credits must be approved and may be altered by academic advisor or Coordinator of the Graduate Program in Counseling. The overall internship will include a minimum of 240 clock hours of direct service with clients with supervision at an approved site. A formal evaluation will be performed. Classes will be limited to approximately six students. Specific ethical and legal standards will be discussed. This course may be taught in conjunction with practicum and/or internship courses. This is a pass/fail course. Prerequisite: COU 618.

**COU 695 Counseling Internship    Tutorial 1./Credit 1.**

Student must complete a supervised internship of 100 clock hours that will only begin after completion of the required practicum. This internship course will be used as an addendum to other Internship courses to allow the student flexibility in attaining the required 600 clock hours and the 6 semester hour credits. The number of credits must be approved and may be altered by academic advisor or Coordinator of the Graduate Program in Counseling. The overall internship will include a minimum of 240 clock hours of direct service with clients with supervision at an approved site. A formal evaluation will be performed. Classes will be limited to approximately six students. Specific ethical and legal standards will be discussed. This course may be taught in conjunction with practicum and/or internship courses. This is a pass/fail course. Prerequisite: COU 618.



**COU 696 Counseling Internship Tutorial 4./Credit 4.**

Student must complete a supervised internship of 400 clock hours that will only begin after completion of the required practicum. This internship course will be used as an addendum to other Internship courses to allow the student flexibility in attaining the required 600 clock hours and the 6 semester hour credits. The number of credits must be approved and may be altered by academic advisor or Coordinator of the Graduate Program in Counseling. The overall internship will include a minimum of 240 clock hours of direct service with clients with supervision at an approved site. A formal evaluation will be performed. Classes will be limited to approximately six students. Specific ethical and legal standards will be discussed. This course may be taught in conjunction with practicum and/or internship courses. This is a pass/fail course. Prerequisite: COU 618.

**COU 698 Counseling Internship Tutorial 3./Credit 3.**

Student must complete a supervised internship of 300 clock hours that will only begin after completion of the required practicum. This internship course will be used as an addendum to other Internship courses to allow the student flexibility in attaining the required 600 clock hours and the 6 semester hour credits. The number of credits must be approved and may be altered by academic advisor or Coordinator of the Graduate Program in Counseling. The overall internship will include a minimum of 240 clock hours of direct service with clients with supervision at an approved site. A formal evaluation will be performed. Classes will be limited to approximately five students. Specific ethical and legal standards will be discussed. This course may be taught in conjunction with practicum and/or internship courses. This is a pass/fail course. Prerequisite: COU 618.

**COU 699 Independent Study Credit 3-6****COU 702 Master's Comprehensive Examination Credit 1**

This examination is pass/fail.

**COU 710 Identity, Ethics and Legal Aspects of Counseling Lec 3./Credit 3.**

Provides an overview of the history and philosophy of the counseling profession, including significant events, professional roles, professional organizations and credentialing, advocacy, and ethical and legal standards. Provides an understanding of counseling and consultation processes to include characteristics and behaviors to influence helping processes, introduction to counseling theories and system perspectives along with legal perspectives. Counseling supervision models, practices and processes will be introduced and discussed. Discusses the integration of technological strategies and applications within counseling and consultation processes. Examines current system of intervention and engages student in analysis from the perspective of its usefulness to counseling. This course will include reflective exercises for self-assessment, experiential experiences with counselors, and a growth model for professional development.

**COU 721 Research and Program Evaluation****Lec 3./Credit 3.**

The focus of the course will be needs assessment. Single-case designs, action research, quantitative and qualitative research methods will be discussed. Introduction to program evaluation and outcome-based research will be provided. The course will be experiential in developing a program evaluation within the community.

**COU 722 Advanced Counseling Theory and Techniques Lec 3./Credit 3.**

Foundations of mental health counseling will be discussed to include ethical and legal considerations (AMHCA Code of Ethics). Critical review of theories and practice of the techniques and principles of counseling will be conducted. Career development, group work, crisis/disaster response, systems and consultation will be discussed. Evaluation of counseling effectiveness will be discussed.

**COU 725 Grant Writing Lec 3./Credit 3.**

This course focuses on the mechanics of grantsmanship, including public and private sources. Students will conduct Internet searches weekly as they determine a myriad of different funding sources. Students will explore the "how-to" of writing research, training and demonstration grants. A completed proposal suitable for submission will be required of all enrollees. Peers and selected faculty members will conduct critiques of the proposals. This course will be taught in conjunction with NUR 725.

**COU 799 Independent Study Credit 3-6****COU 801 Counseling Leadership and Advocacy Lec 3./Credit 3.**

Theories, skills, and models of counseling leadership and advocacy will be discussed. Multicultural issues as they relate to social change theories, and current topical and political issues in counseling will be discussed.

**COU 805 Human Sexuality Counseling Lec 3./Credit 3.**

Provides an understanding of basic treatment techniques for sexual dysfunction, sexual disorders, and sexual diseases. Human sexuality issues and their impact on family and couple functioning, and strategies for their resolution will be discussed. Attention given to legal and ethical issues in the areas of sexual function and reproduction rights.

**COU 816 Qualitative Methods of Research Lec 3./Credit 3.**

This course focuses on qualitative methods of research. Emphasis is placed on the collection and analysis of qualitative data by using case study, survey, phenomenologic, grounded theory; and ethnographic, and historical methods of inquiry. This course will be held simultaneously with NURO 716.

**COU 824 Theories and Practice of Counseling Supervision Lec 3./Credit 3.**

Topics will include theories and practice of counselor supervision to include ethical and legal considerations. Supervision of the Masters level practicum will form an integral part of the course.

**COU 826 Research and Program Evaluation****Lec 3./Credit 3.**

The focus of the course will be needs assessment. Single-case designs, action research, quantitative and qualitative research methods will be discussed. Introduction to program evaluation and outcome-based research will be provided. The course will be experiential in developing a program evaluation within the community.

**COU 801 Counseling Leadership and Advocacy****Lec 3./Credit 3.**

Theories, skills, and models of counseling leadership and advocacy will be discussed. Multicultural issues as they relate to social change theories and current topical and political issues in counseling will be discussed.

**COU 814 Quantitative Methods I Lec 3./Credit 3.**

This course focuses on the design of descriptive and correlational research. Emphasis is placed on the collection and statistical analyses of quantitative data and use of statistical software. Note: This course will be held simultaneously with NUR 714.

**COU 815 Quantitative Methods II Lec 3./Credit 3.**

This course focuses on the design of experimental research. Emphasis is placed on the collection and statistical analyses of quantitative data and use of statistical software. Note: This course will be held simultaneously with NUR 715.

**COU 816 Qualitative Methods of Research****Lec 3./Credit 3.**

This course focuses on qualitative methods of research. Emphasis is placed on the collection and analysis of qualitative data by using case study, survey, phenomenologic, grounded theory; and ethnographic, and historical methods of inquiry. This course will be held simultaneously with NUR 716.

**COU 821 Advanced Group and Family Counseling****Lec 3./Credit 3.**

Development of group leadership skills through group experiences in class and in the field. In-depth studies of group counseling theories. Develop a systems perspective that provides an understanding of family and other systems theories and major models of related interventions. Systems theory and consultation will be discussed as it relates to the group setting. This course will be taught in conjunction with COUO 621.

**COU 822 Advanced Counseling Theory and Techniques****Lec 3./Credit 3.**

Foundations of mental health counseling will be discussed to include ethical and legal considerations (AMHCA Code of Ethics). Critical review of theories and practice of the techniques and principles of counseling will be conducted. Career development, group work, crisis/disaster response, systems and consultation will be discussed. Evaluation of counseling effectiveness will be discussed. This course will be taught in conjunction with COUO 722.

**COU 823 Theories of Counseling Education****Lec 3./Credit 3.**

Topics will include theories and practice of instructional theory and methods relevant to counselor education. Pedagogy relevant to current social and cultural issues will be discussed.

**COU 824 Theories and Practice of Counseling Supervision****Lec 3./Credit 3.**

Topics will include theories and practice of counselor supervision to include ethical and legal considerations. Supervision of the Masters level practicum will form an integral part of the course.

**COU 825 Grant Writing****Lec 3./Credit 3.**

This course focuses on the mechanics of grantsmanship, including public and private sources. Students will conduct Internet searches weekly as they determine a myriad of different funding sources. Students will explore the "how-to" of writing research, training and demonstration grants. A completed proposal suitable for submission will be required of all enrollees. Peers and selected faculty members will conduct critiques of the proposals. This course will be taught in conjunction with NUR 725.

**COU 826 Research and Program Evaluation****Lec 3./Credit 3.**

The focus of the course will be needs assessment. Single-case designs, action research, quantitative and qualitative research methods will be discussed. Introduction to program evaluation and outcome-based research will be provided. The course will be experiential in developing a program evaluation within the community. This course will be taught in conjunction with COUO 721.

**COU 827 Doctoral Candidate Qualifying Examination****Credit 0-1.**

The purpose of the qualifying examination is to demonstrate an understanding of knowledge in relevant, related fields of study, which under girds the student's dissertation research. This comprehensive examination must be successfully completed. This is a pass/fail examination.

**COU 828 Counseling Practicum Tutorial 3./Credit 3.**

The advanced supervised practicum provides for the development of counseling skills under supervision and translate these skills in a teaching environment. This practicum of 100 clock hours will allow students to be the lead instructor for a graduate level course in counseling under the direct supervision of a full-time faculty member. Classes will be limited to approximately five students. Specific ethical and legal standards will be discussed.

**COU 829     Counseling Education and Supervision     Credit 3.**  
**Internship I     Tutorial 3./**

Student must complete a supervised internship of a minimum of 300 clock hours that will only begin after completion of the required practicum. The internship will be a planned program of advanced professional experience at the college level or a community agency setting. The internship assignment will be controlled by a university supervisor. This internship will consist of providing individual and group supervision to Master of Arts Counseling students or teaching graduate level counseling courses. These activities will also include participating in scholarly activities of research, presenting or co-presenting at conferences, and involvement in professional organizations. Classes will be limited to approximately five students. Specific ethical and legal standards will be discussed.

**COU 830     Counseling Education and Supervision     Credit 3.**  
**Internship II     Tutorial 3./**

Student must complete a supervised internship of a minimum of 300 clock hours that will only begin after completion of the required practicum. The internship will be a planned program of advanced professional experience at the college level or a community agency setting. The internship assignment will be controlled by a university supervisor. This internship will consist of providing individual and group supervision to Master of Arts Counseling students or teaching graduate level counseling courses. These activities will also include participating in scholarly activities of research, presenting or co-presenting at conferences, and involvement in professional organizations. Classes will be limited to approximately five students. Specific ethical and legal standards will be discussed.

**COU 831     Dissertation Seminar     Credit 1.**

The course is designed to assist students in identifying and developing their dissertation proposal. Students will complete the first draft of the first three chapters composing their dissertation proposal. Students not completing the first three chapters to the satisfaction of the course instructor and complete their dissertation proposal defense will not successfully complete this course. Students will be required to attend all dissertation proposal defenses and dissertation defenses in Counseling. This is a pass/fail course.

**COU 832     Dissertation I     Credit 3.**

The course can be taken in one credit increments until the completion of the dissertation but all credits must be used. The number of credits must be approved and may be altered by the Graduate Program in Counseling. The doctoral candidate's dissertation committee will oversee the student's work toward completion. Students must take a minimum of 12 credit hours prior to graduation. Each semester a student is working on their dissertation under the supervision of the chairperson of their dissertation committee, the student must register for a minimum of 3 credits in COU 831 or COU 899. The dissertation constitutes the final phase of the program and represents an original contribution to the counseling field.

**COU 833     Dissertation II     Credit 3.**

The course can be taken in one credit increments until the completion of the dissertation but all credits must be used. The number of credits must be approved and may be altered by the Graduate Program in Counseling. The doctoral candidate's dissertation committee will oversee the student's work toward completion. Students must take a minimum of 12 credit hours prior to graduation. Each semester a student is working on their dissertation under the supervision of the chairperson of their dissertation committee, the student must register for a minimum of 3 credits in COU 831 or COU 899. The dissertation constitutes the final phase of the program and represents an original contribution to the counseling field.

**COU 834     Dissertation III     Credit 3.**

The course can be taken in one credit increments until the completion of the dissertation but all credits must be used. The number of credits must be approved and may be altered by the Graduate Program in Counseling. The doctoral candidate's dissertation committee will oversee the student's work toward completion. Students must take a minimum of 12 credit hours prior to graduation. Each semester a student is working on their dissertation under the supervision of the chairperson of their dissertation committee, the student must register for a minimum of 3 credits in COU 831 or COU 899. The dissertation constitutes the final phase of the program and represents an original contribution to the counseling field.

**COU 835     Dissertation IV     Credit 3.**

The course can be taken in one credit increments until the completion of the dissertation but all credits must be used. The number of credits must be approved and may be altered by the Graduate Program in Counseling. The doctoral candidate's dissertation committee will oversee the student's work toward completion. Students must take a minimum of 12 credit hours prior to graduation. Each semester a student is working on their dissertation under the supervision of the chairperson of their dissertation committee, the student must register for a minimum of 3 credits in COU 831 or COU 899. The dissertation constitutes the final phase of the program and represents an original contribution to the counseling field.

**COU 836     Dissertation Defense     Credit 1.**

The doctoral candidate's dissertation committee will oversee the student's work. The course is the culmination of the Ph.D. program.

**COU 899     Independent Study     Credit 3-6.**

## **CRJ (Criminal Justice and Criminology)**

**CRJ 301     US Cyber Security Law and Policy Seminar     Credit 3.**

The objective of this course is to understand the U.S. national cyber security strategies and the legal framework of combatting cybercrime. Students will learn the roles and responsibilities of the President and Congress in developing cyber security policy strategies; critically examine the information security laws and policies of the United States since 1965; and study the Supreme Court decisions on the nature of electronic evidence and Fourth Amendment issues on computer search and privacy.

**CRJ 302      Global Cyber Security Law  
and Policy Seminar      Lec. 3./Credit 3.**

This course will provide an understanding of the global institutions such as the United Nations, Council on European Convention on Cyber Crime, NATO, OECD, the European Union (EU), International Telecommunications Union (ITU), and the INTERPOL and their influence on international cyber security laws and standards.

**CRJ 303      Cyber Security and Ethics Seminar  
Lec. 3./Credit 3.**

This course will provide an understanding of the ethical principles related to cyber security, cyber investigation and cyber prosecution. The course will focus particularly on three principles: respect for persons, beneficence, and justice.

**CRJ 304      Cyber Security in Public Organizations  
Lec. 3./Credit 3.**

This course will provide an understanding of cyber security issues and principles related to large governmental organizations such as the DOD, DHS, FBI, CIA, DHHS, DOE, and the DOS. Students will learn to assess all domains of security interact to achieve effective system-wide security at the enterprise level.

**CRJ 305      Criminal Justice System      Lec. 3./Credit 3.**

An overview and introduction to the criminal justice system. The major components of police, courts and corrections are examined. The course focuses on the various processing stages, practices and personnel of the criminal justice system. Examines historical and contemporary core elements of the criminal justice system; including the police, courts, corrections and juvenile and adult justice systems.

**CRJ 306      Fundamentals of Criminal Law  
and Procedure      Lec. 3./Credit 3.**

Examines the historical, constitutional, and legal principles applicable to substantive criminal law. Analyzes the definition of criminal law, elements of major crimes, general principles of criminal responsibility, punishment, and the conditions that may excuse an individual from criminal liability or mitigate punishment. Also, this course provides an overview of the general body of the procedures used by law enforcement, prosecutors and the court system to prosecute violations of the law, covering relevant Federal and state constitutional and statutory provisions along with the structure of the courts.

**CRJ 307      Cyber Espionage, Cyber Terrorism  
and Hacktivism      Lec. 3./Credit 3.**

This course will provide an understanding of the meanings of the concepts of cyber terrorism, cyber espionage, and hacktivism as they are related to issues of criminal justice and cyber security. Students will be able to understand the political nature and dimensions of cyber war and cyber security and the challenges they bring for US national security, defense, and homeland security.

**CRJ 332      Corrections      Lec. 3./Credit 3.**

The course demonstrates an understanding of the operations of the correctional institution; discusses various alternatives to incarceration; the treatment and rehabilitation of offenders; explores current and future trends in institutional corrections; and addresses the need for correctional systems in today's society. The focus of this course is to introduce the student to correctional systems. Emphasis is placed on the historical development of correctional systems and practices, treatment of offenders, goals of corrections, and special needs of offenders in today's systems.

**CRJ 333      Race, Class, and Crime in America  
Lec. 3./Credit 3.**

Analysis of the politics of racism and classism in the United States through the examination of major court decisions and of legislations affecting minority groups. Treatment of racial minority groups in the criminal and civil justice systems, and by courts, police and prisons will be included. Examines the controversies between race, class and crime in America, and discusses the competing definitions of race, class, crime and violence. The course investigates the legacy of slavery and the impact of restrictive immigration laws.

**CRJ 335      Substance Abuse and Crime in America  
Lec. 3./Credit 3.**

This course focuses on the nature and scope of the relationship between drugs (including alcohol) and crime and violence, and the effect of drug legislation on the criminal justice system. The variety of theoretical and research literatures on the drugs-crime relationship will be examined. Various methodological techniques for conducting research on the drugs-crime relationship are also reviewed.

**CRJ 340      Juvenile Justice      Lec. 3./Credit 3.**

The course will provide an orientation to the issues, policies and procedures which make up our system of justice for children. The function and legal responsibilities of the Police, probation, Juvenile Court and corrections system will be studied. Emphasis will be on societal forces that bring children into the Justice System including child abuse, and gang participation as well as the legal response of mandated agencies.

**CRJ 406      Cyber Intelligence and National Security  
Lec. 3./Credit 3.**

This course is an introduction to the role of intelligence in cyber security and in combating cybercrime. Students will gain an understanding of the key US intelligence agencies such as the Central Intelligence Agency (CIA), Defense Intelligence Agency (DIA), FBI, Homeland Security and the Department of State and their respective cyber security programs and strategies. Students will learn the art and science of intelligence analysis as applied and relevant to cyber security.



**CRJ 407      Crime Scene Investigation      Lec. 3./Credit 3.**

This course examines the basic concepts of forensic science through advanced scientific crime solving techniques such as establishing identity through human remains. Topics include forensic anthropology; odontology; radiology; serology; DNA tracing; medical examiner procedures; wound ballistics; and trauma examinations. Emphasis is placed on physical evidence, information sources, interviews and interrogations, eyewitness identifications, crime scene reconstruction, homicide investigations, burglaries, robberies, sex crime investigations, specialized investigations, and managing criminal investigations.

**CRJ 408      Cyber Crime and Homeland Security      Lec. 3./Credit 3.**

This course will introduce students to different policy strategies taken by the Cyber Security Division of the Department of Homeland Security to control and combat cybercrime and cyber terrorism. Students will understand the role of new technologies, tools and techniques used by the Department of Homeland Security to secure the cyber space.

**CRJ 409      The Criminalistics of Cybercrime      Lec. 3./Credit 3.**

This course provides an exploration of the links between computers, deviance, and social control. Topics will include: an analysis of the technological, social, and geo-political context from which cybercrime and information warfare have emerged and the nature, extent and causes of digital deviance, such as hacking and cyber-terrorism.

**CRJ 410      Issues in Law Enforcement      Lec. 3./Credit 3.**

This elective course is a study of the organization, management, and administration of law enforcement agencies. Topics include police administration in the political arena, organizational theory, police organizational structure, leadership, organizational communication, police subsystem tasks, decision-making, performance evaluation, and organizational improvement. ( i.e. racial profiling, police discretion, police brutality, police corruption).

**CRJ 411      Homeland Security      Lec. 3./Credit 3.**

This course is an overview of the cyber security policies and organizations of the Department of Homeland Security (DHS). The combating of cybercrime and securing the cyber space related particularly to nation's critical infrastructures is presently one of the major functions of the DHS. The DHS's National Cyber Security Division is responsible for developing and deploying a nation-wide National Cyber Security Protection System for intrusion detection, advanced analytics, information sharing, and intrusion detection capabilities of the key federal agencies. Students in this course will learn how the DHS's National Cyber Security Protection System and other cyber security programs work, how they are organized, what techniques for cyber security they employ, and the legal framework within which they evolve.

**CRJ 414      Cyber Security and Global Cyber War      Lec.3./Credit 3.**

This course is an introduction to the nature and extent of cyber threats both in public and private sector organizations. The course will examine the nature of Internet penetration in different regions of the world and the way that cyber threats are accelerated. Students will learn different methods of cyber threat assessment and risk assessment.

**CRJ 416      Terrorism and National Security      Lec.3./Credit 3.**

This course is designed to address issues in national security management. Topics introduced will include: worldwide terrorism, terrorist violence, governmental reaction to specific demands and threats with the objective of weakening established governments. The course will also identify various terrorist groups worldwide that are intent on destroying life and property by the use of explosives, weapons and other violent means.

**CRJ 417      Law Enforcement in Security      Lec. 3./Credit 3.**

This course provides a survey of objectives and tactical issues and methods employed by those persons empowered to establish and enforce security programs. Emphasis is placed on the enforcement of required security programs involving transportation, including airports and air carriers. Specific subjects covered include the role of the law enforcement officer in security, and in emergency response, counter-terrorism, and witness interviewing.

**CRJ 418      Emergency Preparation and Security Management      Lec. 3./Credit 3.**

This course studies the various elements involved with planning for and responding to workplace, transportation, and natural disasters and emergencies. This course will adopt an all hazards approach to the general and technical aspects of disaster planning and response including the incident management system, alarm, warning, and communications systems, evacuation, medical response, search and rescue, media and information management, and business recovery. Consideration of the security survey; communication and surveillance systems; control of personnel and visitors; the use, supervision, and training of security forces; handling civil disturbances in public buildings; and other emergencies is given.

**CRJ 419      Cyber Security in Private Organizations      Lec. 3./Credit 3.**

This course examines the nature of cyber threats and cyber-attack in private companies and non-governmental organization. Students will learn about the national law and federal policy strategies to protect the private sector industries from cyber-attack. Various private sector technological innovations and policies for cyber security will also be discussed.



**CRJ 422      Probation and Parole      Lec. 3./Credit 3.**

A historical review of trends in probation and parole such as the community-based programs in work release, half-way house contract program planning, therapeutic community, and treatment team concepts in probation and parole are examined. Modern trends, such as the justice model, determinate sentencing, restorative justice, "broken windows" supervision, and intensive supervision in the adult and juvenile system are also examined. Also discussed are the role of the probation/parole officer; pre-sentence investigation; selection, supervision, and release of probationers and parolees; halfway houses, work release programs and parole clinics; reintegration of offenders in society; and future trends.

**CRJ 425      Hate Crimes      Lec. 3./Credit 3.**

This course is intended to gain insight on the issues of hate crimes within American society and beyond; asking questions regarding its origins, and its evolving legal concept and public policy in the criminal justice system. Furthermore, the course will pull from contemporary theories in sociology, social psychology, and psychology to develop an integrated perspective on the causes of hate and the reasons why society has not always been effective in its elimination.

**CRJ 426      Cyber Security in Public Organizations      Lec.3./Credit 3.**

This course will provide an understanding of cyber security issues and principles related to large governmental organizations such as the DOD, DHS, FBI, CIA, DHHS, DOE, and the DOS. Students will learn to assess all domains of security interact to achieve effective system-wide security at the enterprise level.

**CRJ 427      Gender and Human Trafficking      Lec. 3./Credit 3.**

The course aims to provide students with a definition of trafficking in human beings as distinguished from related phenomena, and a basic understanding of the extent of trafficking in human beings at both the global and the European levels. Students will also be provided with an overview of current responses in legislation, policy and practice at the international, European and national levels. Attention will be paid to trafficking in various forms as a violation of several fundamental rights of the individual and measures to protect the human rights of trafficked persons.

**CRJ 428      Child Abuse and Neglect      Lec. 3./Credit 3.**

This course investigates in detail the causes, consequences, and contextual factors associated with child maltreatment (abuse and neglect) and interventions for children and families. The course considers maltreatment within an ecological context and examines issues of culture and diversity (e.g., race, gender, ethnicity, socioeconomic status, sexual identity, family structure) in relation to maltreatment. It is designed for students with prior coursework in psychological research methods and child psychology or equivalent.

**CRJ 499      Senior Practicum      Lec. 3./Credit 3.**

Capstone course designed to provide students with an opportunity to demonstrate their knowledge and apply theory to practice through a practical experience in a professional environment.

**CSC (Computer Science)****CSC 100      Problem Solving in Computer Science      Lec. 3./Credit 3.**

Explores the role of software, software paradigms, and software systems. Emphasis on specification and analysis of problems, designing solutions to problems, and the testing of problem solutions. Introduces fundamental concepts of computer organization and operation. Examines hardware (processor, keyboard, disk drives, and printers), operating systems, and editors.

**CSC 110      BASIC Programming      Lec. 3./Credit 3.**

Logical basis of digital computer systems, algorithms, flow charts, programs, and program structure. Emphasis on computer knowledge using BASIC as a programming language. Application to contemporary problems. Prerequisite: MAT 109 or Permission of Instructor.

**CSC 120      Introduction to Computers      Lec. 3./Online/Credit 3.**

This course helps the student understand how computers can be used to enhance his or her personal, academic or professional life. A hands-on approach is used to introduce students to various software packages for word processing, spreadsheet applications, and database management.

**CSC 151      Computer Programming      Lec. 3./Lab 1./Credit 4.**

Computer basics; goals of quality software; concepts of input/output, constants, variables, expressions; program control structures including iterations, sequence, selection; concepts of object oriented programming; use of a high level language; concepts of event-driven programming; introduction to Graphical User Interface components; introduction to input/output for files; introduction to arrays; ethical principles in computing. Corequisite: MAT 117 or above.

**CSC 152      Computer Programming II      Lec. 3./Credit 3.**

Problem solving techniques. Principles of good programming style, documentation, and robustness. Introduction to Data Structures. Object-Based and Object-Oriented Programming. Exception Handling. Files and Streams. Ethical Issues in Computing. Prerequisite: CSC 151.

**CSC 191      Introduction to Research Topics in Computer Science      Pjt. 3./Credit 1-3.**

Designed for freshman level undergraduates. Emphasis will be placed upon introduction to areas of computer science research, regular attendance at appropriate seminars, techniques of literature searches, and background study. This course may be taken twice. Prerequisite: Permission of the Department Chair.

**CSC 200      Introductory COBOL Programming      Lec. 3./Credit 3.**

Introduction to computer programming for business applications. Emphasis on algorithm development, structured program design, testing, implementation, and documentation of business-oriented problems using COBOL as a language. Includes syntax, data and file structures, I/O media, and operating system facilities for implementing programs for report generation, data editing, table processing, and sequential file creation and access. Prerequisite: MAT 109 or 117.

**CSC 202      Assembly Language      Lec. 3./Credit 3.**

Computer structure. Machine language and instruction sets. Assembly coding. Addressing techniques. Binary arithmetic. Storage allocation. Subroutine linkage. Relocatability and program segmentation, bit manipulation. System I/O. Macros. Prerequisite: CSC 152.

**CSC 204      Computer Architecture, Systems and Organization I      Lec. 3./Credit 3.**

Binary number representation and arithmetic. Computer structure. Addressing techniques. Storage allocation. Subroutine linkage. Relocatability and program segmentation, bit manipulation. Operating system supplied I/O routines and interface using a systems programming language and assembly language. Macros. Prerequisite: CSC 152 and MAT 117.

**CSC 205      Computer Architecture, Systems and Organization II      Lec. 3./Credit 3.**

Intermediate logic design including truth tables, logic diagrams, Boolean functions and Karnaugh maps. Computer architecture including CPU design, memory organization, I/O processing including programmed I/O, interrupt I/O, and direct memory access. Coding. Prerequisite: CSC 204.

**CSC 210      C++ Programming Language      Lec. 3./Credit 3.**

A study of C++ programming techniques and applications. Topics include arrays, functions, character strings, pointers, bit operations, records, preprocessor, and file handling. Prerequisite: CSC 152 or permission of chair.

**CSC 213      Introduction to Ada Programming      Lec. 3./Credit 3.**

Ada constructs for data types, branching, looping, arrays, subprograms, functions and procedures, recursion, fixed records, linked lists and tree structures. Basic concepts for packages, separate compilation, exceptions, and file I/O. Prerequisite: CSC 152.

**CSC 215      Discrete Structures      Lec. 3./Credit 3.**

Set theory, logic and combinatorics. Relations and functions. Proof techniques, including mathematical induction. Introduction to graph theory. Ethical principles in computing. Prerequisite: CSC 152 and MAT 117.

**CSC 220      LISP      Lec. 3./Credit 3.**

Topics include LISP data structures, built-in LISP functions including mapping functions. LISP programming techniques are illustrated with examples from artificial intelligence and symbolic manipulation application areas. Prerequisite: CSC 152 and MAT 117 or above.

**CSC 221      FORTRAN Programming      Lec. 3./Credit 3.**

Study of FORTRAN language with emphasis on data representation. Control structures and iteration, block structures, subprograms, and debugging. Scientific and mathematical problem formulations. Corequisite: MAT 117.

**CSC 251      Data Structures and Algorithm Analysis I      Lec. 3./Credit 3.**

Representation of compiler-defined data structures. Contiguous, linked, and hashed representations. Empirical and abstract analysis of time and space of competing representation. Space optimization. Specification, design, implementation, and verification of linear and hierarchical; abstract data types, including stacks, lists, queues, and trees. Basic techniques to algorithm design and analysis; ethical principles in computing. Prerequisite: CSC 152. Corequisite: CSC 215.

**CSC 252      Data Structures and Algorithm Analysis II      Lec. 3./Credit 3.**

An in-depth survey of data structures and algorithms, exploring their design, running efficiency, and applications. Advanced methods for internal and external sorting and searching. Implementation of relational data types including directed and undirected graphs. Advanced algorithms, which may include parsing, breadth-first and depth-first graph traversals, minimum weighted paths and information flow analysis; ethical principles in computing. Prerequisites: CSC 204, CSC 215, and CSC 251.

**CSC 291      Basic Research Topics in Computer Science      Sem./Pjt./Credit 1-6.**

Designed for sophomore level undergraduates. Emphasis will be placed upon introduction to basic techniques of conducting research and literature review, regular attendance at selected seminars, and directed work on a research project in computer science. This course may be taken twice. Prerequisite: Consent of the Research Mentor.

**CSC 300      Co-op Work-Study Experience      Credit 3-12.**

Employment or training program in government or industry in which student makes significant use of computer science skills. Prerequisites: CSC 205, CSC 252, and/or Permission of the Department Chair.

**CSC 301      Operating Systems I      Lec. 3./Credit 3.**

Introduction to file systems with an emphasis on file organization techniques. Multiprogramming and CPU scheduling. Memory management and virtual memory concepts. Deadlocks and recovery techniques. Process synchronization and interprocess communication. Prerequisite: CSC 205 and CSC 251.

**CSC 308      Organization of Programming Languages      Lec. 3./Credit 3.**

Language definition structure. Data types and structures. Control structures and data flow. Run-time environments. Interpretive languages. Lexical analysis and parsing. Prerequisites: CSC 205 and CSC 252.

**CSC 310      Simulation and Modeling      Lec. 3./Credit 3.**  
Discrete, continuous, and hybrid simulation models. Random number generation, distribution and transformation. Model validation. Problems illustrative of the models will be solved using simulation programming languages. Prerequisite: CSC 152 and MAT 305.

**CSC 316      Advanced COBOL Programming      Lec. 3./Credit 3.**  
Structured methodology of program design, development, testing, implementation, and documentation of typical business applications. Includes file organization and access techniques, processing techniques, and the development of programs and systems of programs for batch and interactive environments. Prerequisite: CSC 200 or comparable experience in COBOL programming.

**CSC 317      Microprocessors      Lec. 3./Credit 3.**  
History and applications of microprocessors. Basic electronic principles. Logic elements, review of binary, octal, hexadecimal arithmetic. Study of the addressing modes and the instruction set for a specific chip. Machine language programming. Microprocessor hardware. Microcomputer architecture. Prerequisite: CSC 205.

**CSC 323      Database Management Systems      Lec. 3./Credit 3.**  
Introduction to database concepts. Hierarchical, network, and relational models. Data normalization. Data description languages. Query facilities. File organization. Index organization. File security. Data integrity and reliability. Not for Computer Science or Computer Information Systems majors. Prerequisites: MAT 105 or 109 and CSC 120.

**CSC 324      Advanced Ada Programming      Lec. 3./Credit 3.**  
Treatment of types, attributes, tasks, concurrency of taskings, packages, encapsulation/data abstraction, dynamic allocation, generics, generic facilities, exception handling, program structure and separate compilation, representation clauses and implementation features. Prerequisite: CSC 213.

**CSC 325      Data Communications      Lec. 3./Credit 3.**  
Topics include basic communication concepts, data encoding and transmission methods, OSI layers and data link control protocols, multiplexing, common carrier services, networking and switching concepts. Not for Computer Science or Computer Information Systems majors. Prerequisites: MAT 105 or 109 and CSC 120.

**CSC 382      Introduction to Information Assurance      Lec. 3./Credit 3.**  
An introduction to the various technical and administrative aspects of Information Security and Assurance. This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. The purpose of the course is to provide the student with an overview of the field of Information Security and Assurance. Students will be exposed to the spectrum of Security activities, methods, methodologies, and procedures. Coverage will include inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post-incident procedures, technical and managerial responses and an overview of the Information Security Planning and Staffing functions.

**CSC 391      Intermediate Research Topics in Computer Science      Sem./Pjt./Credit 1-9.**  
Designed for junior level undergraduates. Emphasis will be placed upon conducting directed research in computer science with a designated research mentor and regular attendance at selected seminars. Review basic literature search techniques. This course may be taken twice. Prerequisite: Permission of the Department Chair.

**CSC 395      Special Topics      Credit 1-4.**  
A treatment of advanced topics of interest in Computer Science or Mathematics not routinely covered by existing courses. May be repeated when topics vary. Prerequisite: Permission of the Department Chair.

**CSC 400      Operating Systems II      Lec. 3./Credit 3.**  
Concurrent processing. Problems of determinacy, deadlock, mutual exclusion, and synchronization. Resource allocation. Queuing and network control policies. Concepts of system balancing and thrashing. Protection. Advanced architecture and operating systems implementations. Introduction to telecommunications, networks, and distributed systems. Prerequisite: CSC 301.

**CSC 402      Computer Architecture      Lec. 3./Credit 3.**  
Microprocessor, minicomputer, and mainframe architecture. Memory and storage organization, I/O organization, stack computers, parallel computers, overlap and pipeline processing systems, operating system architecture. Prerequisite: CSC 301.

**CSC 403      Algorithms      Lec. 3./Credit 3.**  
Basic principles and techniques of computational complexity. Algorithms presented may include those from graph theory, pattern matching, polynomial and matrix arithmetic. Recurrence relations and dynamic programming. Emphasis on comparing algorithms. Prerequisite: CSC 308 and MAT 152.

**CSC 404      Software Design and Development I****Lec. 3./Credit 3.**

Introduction to software design paradigms, project management, system and software requirements, computer aided software engineering, and software design fundamentals using existing documentation for a proposed system. In-depth survey of data flow-oriented, object-oriented, data-oriented, and real-time design. Team project involving the implementation of the proposed system using structured programming, information hiding, and strength and coupling measures. Software reviews. Software testing techniques and strategies. Software maintenance. Each student will be required to make an oral presentation as part of the team project. Prerequisite: CSC 308 or Permission of the Department Chair.

**CSC 405      Software Design and Development II****Lec. 3./Credit 3.**

Team project involving the development of a project's documentation from the Software Plan to a high-level design, using modern Software Engineering principles. CASE: tool use will be thoroughly integrated in documentation preparation. Various analysis methods, techniques, and formal methods will also be addressed. Each student will be required to make an oral presentation as part of the team project. Prerequisite: CSC 404.

**CSC 406      Compiler Construction      Lec. 3./Credit 3.**

Review of languages and their syntax and semantics. Concepts of parsing and ambiguity. Finite state grammars and recognizers. Lexical scanners. Implementation of symbol tables. Theory and examples of context-free parsing techniques such as recursive descent, LL(k), precedence, LK(k), and SLR(k). Techniques of machine-independent code generation and improvement. Inherited and synthesized attributes. Syntax directed translation schema. Prerequisites: CSC 308 and CSC 215.

**CSC 408      Switching Theory      Lec. 3./Credit 3.**

Axiomatic development of Boolean algebra and its application to switching circuits. Combinatorial circuits using logic connectives, different methods for the minimization of switching functions. Introduction to sequential machines, state diagrams, and flow tables. Prerequisites: CSC 301 and CSC 215.

**CSC 410      Special Projects      Pjt./Credit 3-6.**

Introduction to research problems in special areas of computer science. Prerequisite: Advanced Standing and Permission of the Department Chair.

**CSC 411      Research Problems      Pjt./Credit 3-6.**

Participation in research project in collaboration with faculty supervisor, or original independent research problem. Prerequisite: Advanced Standing and Permission of the Department Chair.

**CSC 421      Applications of Microcomputers****Lec. 3./Credit 3.**

Introduction to using microcomputers and major software packages such as spreadsheet, word processing, database management, graphics. Students will learn at least two different micro-computer systems. Prerequisite: CSC 120 or Permission of Instructor.

**CSC 425      Senior Seminar      Lec. 2./Credit 2.**

Topical discussion on current trends in computer science. Includes reports, guest lecturers, field trips, and technical writing skills. Prerequisite: Senior standing.

**CSC 426      Automata, Computability, and Formal Languages      Lec. 3./Credit 3.**

Finite state concepts. Sequential machines and finite state transducers. State minimization. Formal grammar including Chomsky hierarchy grammars. Pushdown acceptors and linear bounded automata. Closure properties and algorithms of grammars. Computability and Turing Machines. Computable and non-computable functions. Prerequisite: CSC 308.

**CSC 430      Artificial Intelligence      Lec. 3./Credit 3.**

Survey of the field of artificial intelligence. Problem solving methods and searches through solution space. Predicate calculus for logic based systems. Expert systems. Knowledge representation. Machine learning. Computer vision. Prerequisite: CSC 252.

**CSC 483      Advanced Computer and Network Security      Lec. 3./Credit 3.**

Introduction to security problems in computing and networking. Information Security Models. Encryption and decryption techniques. Cryptographic protocols and practices. Operations Security. Program Security. Security in networks and distributed systems. Database Security. Electronic commerce security. Legal and ethical issues in computer and network security. Prerequisite: CSC 382.

**CSC 484      Systems Security Administration, Management, and Certification      Lec. 3./Credit 3.**

Outlines the principles of systems security administration, management, and certification. Provisioning, procurement and installation of network, hardware and software systems for mission critical enterprises. System configuration and maintenance. Incident handling and response. Facilities Management. Contingency Plans. Law, standards of contract. Operations Management. System certification, testing and validation. Prerequisite: CSC 382.

**CSC 485      Risk Management      Lec. 3./Credit 3.**

Outlines the aspects of computer security and risk management. Accreditation, implementation, extension, and operation principles for secure information systems. Security policy and plan development. Contingency, continuity and disaster recovery planning. Incident handling and response.. Prerequisite: CSC 382.

**CSC 486      Systems Security for Senior Management      Lec. 3./Credit 3.**

Develops the knowledge necessary for senior security management to analyze and judge the reported systems for validity and reliability to ensure such systems will operate at a proposed trust level. Topical review and discussion on current trends in cyber-security standard. Includes grant final approval to operate, grant review accreditation, verify compliance, ensure establishment of security controls, ensure program managers define security in acquisitions, assign responsibilities, define criticality and sensitivity, allocate resources, multiple and joint accreditation, assess network security. Prerequisite: CSC 382.



**CSC 491 Senior Research Topics in Computer Science Sem./Pjt./Credit 1-12.**

Designed for senior level undergraduates. Emphasis will be placed upon participating in an independent research project or making a major contribution to departmental research with a designated research mentor. The student will produce a publication quality research report or thesis. Regular attendance at the computer science seminar series is also required. This course may be taken twice. Prerequisite: Permission of the Department Chair.

## **CSC Undergraduate/Graduate**

**CSC 501 Programming Lec. 4./Credit 4.**

Problem solving using a high-level language. Problem analysis, top-down design and stepwise refinement. Programming language concepts of input/output, data representation, data types, iteration, recursion, subroutines, and parameter passing. Aspects of syntax and semantics of a high level programming language.

**CSC 502 Advanced Programming Lec. 3./Credit 3.**

Data structuring mechanisms. Recursive functions and procedures. Abstract data types. Traversal algorithms. Principles of good programming style. Introduction to sorting, searching and algorithm analysis. Prerequisite: CSC 501 or Permission of the Department Chair.

**CSC 504 Computer Systems Lec. 3./Credit 3.**

Binary number representations. Computer structure. Addressing techniques. Storage allocation. Subroutine linkage. Relocatability and program segmentation. Systems programming at various levels. Macros

**CSC 506 Advanced Programming and Data Structures Lec. 4./Credit 4.**

Review of structured programming. Definitions and implementation of data structures, such as stacks, queues, lists, trees, graphs, strings, and files. Data abstraction, algorithms, recursion, and iteration. Relations among data structures, algorithm structures, and analysis of algorithms. Prerequisite: CSC 502 or Permission of the Department Chair.

**CSC 507 Architectures and Operating Systems Lec. 4./Credit 4.**

Principles of computer design, processor and storage organization, I/O organization. Microcomputer, minicomputer, and mainframe architectures. Assembly languages and functions of operating systems, such as I/O functions, file management, resource allocation. Deadlocks and recovery techniques. Multiprogramming, multiprocessing, and distributed systems.

**CSC 508 Programming Languages Lec. 4./Credit 4.**

Chomsky hierarchy and programming languages. Language definitions. Data types and structures. Control structures and data flow. Syntax, semantics, design, and implementation of programming languages. Lexical analysis, parsing and code generation.

**CSC 510 Mathematical Foundations Lec. 3./Credit 3.**

Propositional and Predicate Calculus. Proof techniques. Queuing theory. Mathematical formulations of data structures. Basic models of computation expressions and grammars. Prerequisite: CSC 215 and CSC 252.

**CSC 512 Theoretical Foundations Lec. 3./Credit 3.**

Automata theory, models of computation, computability, introduction to complexity theory. Prerequisite: CSC 510 or Permission of the Department Chair.

**CSC 513 Graphics Lec. 3./Credit 3.**

Basic graphics programming and graphics packages. Graphics hardware. Transformations, 3-D graphics, modeling, shading, intensity, hidden elements, color. Prerequisite: CSC 205, CSC 252 and MAT 152.

**CSC 519 Topics in Mathematical Foundations Lec. 3./Credit 3.**

A treatment of topics in mathematical foundations not routinely covered by other courses. Prerequisite: CSC 510 or Permission of the instructor.

**CSC 529 Topics in Parallel Programming Lec. 3./Credit 3.**

A treatment of topics in not routinely covered by other courses. Prerequisite: Permission of the instructor.

**CSC 539 Topics in Intelligent Systems Lec. 3./Credit 3.**

A treatment of topics in not routinely covered by other courses. Prerequisite: Permission of the instructor.

**CSC 542 Object Oriented Programming Lec. 3./Credit 3.**

An overview of object oriented programming foundations and styles: reusability and object oriented analysis, design, and coding. Detailed investigation of object oriented programming concepts such as objects, classes, inheritance, messages, encapsulation.

**CSC 544 Software Tools Lec. 3./Credit 3.**

Introduces various software and hardware systems useful for research in Computer Science. particular emphasis is placed on tools found in the UNIX and DOS environment on platforms such as workstations, PC's and parallel machines.

**CSC 549 Topics in Software Lec. 3./Credit 3.**

A treatment of topics not routinely covered by other courses. Prerequisite: Permission of the instructor.

**CSC 559 Topics in Theoretical Foundations Lec. 3./Credit 3.**

A treatment of topics in not routinely covered by other courses. Prerequisite: CSC 510 or Permission of the instructor.

**CSC 561 Compilers and Interpreters Lec. 3./Credit 3.**

Syntax and semantics of high level languages. Lexical analysis, parsing, code generation, and optimization.



**CSC 569 Topics in Programming Lec. 3./Credit 3.**  
A treatment of topics not routinely covered by other courses. Prerequisite: Permission of the instructor.

**CSC 570 Database Management Systems Lec. 3./Credit 3.**  
Introduction to database concepts. Hierarchical, network, and relational models. Data normalization. Data description languages. Query facilities. File organization. Index organization. File security. Data integrity and reliability. Prerequisite: CSC 251.

**CSC 571 Concepts of Communication Networks Lec. 3./Credits 3.**  
Data communication concepts involving signaling, modulation, transmission methods, interfaces, multiplexing, data integrity and security. Principles of communication architectures and networks. Standard communication architectures. Switching and routing concepts. Classification and fundamental operations of networks. Network design principles. Medium access protocols. Internetworking and advanced data transmission concepts. Prerequisite: CSC 205.

**CSC 589 Topics on Computing Lec. 3./Credit 3.**  
A treatment of topics not routinely covered by other courses. Prerequisite: Permission of the instructor.

## **CSC - Graduate Only**

**CSC 612 Numerical Computation Lec. 3./Credit 3.**  
Numerical and optimization methods useful for simulation, graphics, and image processing. Computation statistics and Monte Carlo methods. Signal analysis foundations. Prerequisite CSC 510 or Permission of the instructor.

**CSC 620 Operating Systems Lec. 3./Credit 3.**  
Relation between architectures and operating systems. Multiprogramming, timesharing, multiprocessing, distributed processing, and real time processing. Interprocess communication and synchronization. Resource allocation and related problems.

**CSC 621 Network Systems and Design Lec. 3./Credit 3.**  
Data transport characteristics and topologies; the frame formats and protocols for messages; the physical, data link, network and transport layers; network performance evaluation. Prerequisite: CSC 620 or Permission of the instructor.

**CSC 622 Parallel Processing Lec. 3./Credit 3.**  
Parallel processing models and architectures. Concurrent processes and controls. Parallel algorithms and their analysis. Prerequisite: CSC 620 or Permission of the instructor.

**CSC 623 Architecture Lec. 3./Credit 3.**  
Principles of computer design. Architectures of sequential and parallel computers. Prerequisite: CSC 620 or Permission of the instructor.

**CSC 629 Topics in Operating Systems Lec. 3./Credit 3.**  
A treatment of topics not routinely covered by other courses. Prerequisite: CSC 620 or permission of the instructor.

**CSC 630 Artificial Intelligence Lec. 3./Credit 3.**  
Problem solving techniques and search. Knowledge representation schemes such as frames, rules, and predicate calculus. Machine learning. Application areas such as natural language processing, expert systems, and computer vision.

**CSC 631 Expert Systems Lec. 3./Credit 3.**  
Architectures of knowledge-based systems. Reasoning, knowledge, and control. Languages and tools for decision support systems. Prerequisite: CSC 630 or Permission of the instructor.

**CSC 632 Natural Language Processing Lec. 3./Credit 3.**  
Syntax, semantics and pragmatics of natural language. Parsers, and semantic interpreters. Prerequisite: CSC 630 or Permission of the instructor.

**CSC 639 Topics in Artificial Intelligence Lec. 3./Credit 3.**  
A treatment of topics not routinely covered by other courses. Prerequisite: CSC 630 or Permission of the instructor.

**CSC 640 Software Engineering Foundations Lec. 3./Credit 3.**  
Software engineering paradigms. Formal specification, design, verification and maintenance.

**CSC 642 Software Analysis and Testing Lec. 3./Credit 3.**  
A survey a software analysis and testing techniques. Six program views (textual, syntactic, control flow, data flow, computation flow, and functional) and analysis techniques based on those view. A taxonomy of testing techniques including specification-oriented, implementation-oriented, and error-oriented, and hybrid methods. Evaluation of testing techniques and test cases. Prerequisite: CSC 640 or Permission of the instructor.

**CSC 649 Topics in Software Engineering Lec. 3./Credit 3.**  
A treatment of topics not routinely covered by other courses. Prerequisite: CSC 640 or Permission of the instructor.

**CSC 650 Theory of Computation Lec. 3./Credit 3.**  
Chomsky hierarchy. Turing machines, decidability and computational complexity.

**CSC 651 Algorithms and Complexity Lec. 3./Credit 3.**  
Turing machines and equivalent computational models. Church's thesis. Complexity classes. Prerequisite: CSC 510, CSC 650 or Permission of the instructor.

**CSC 659 Topics in Theory of Computation Lec. 3./Credit 3.**  
A treatment of topics not routinely covered by other courses. Prerequisite: CSC 640 or Permission of the instructor.

**CSC 660 Programming Languages Lec. 3./Credit 3.**  
Chomsky Hierarchy and programming languages. Language definitions, data types, and structures. Control structures and data flow. Syntax, semantics, design and implementation of programming languages. Lexical analysis and parsing.

- CSC 669      Topics in Programming Languages      Lec. 3./Credit 3.**  
A treatment of topics not routinely covered by other courses. Prerequisite: CSC 560 or Permission of the instructor.
- CSC 681      Research Seminar I      Sem. 3./Credit 3.**
- CSC 682      Teaching Seminar I      Sem. 3./Credit 3.**
- CSC 683      Research Seminar II      Sem. 3./Credit 3.**
- CSC 684      Thesis Research      Credit 1-4.**
- CSC 689      Thesis      Credit 4.**  
This course documents completion of the written Master's thesis and oral defense of that thesis.
- CSC 700      Thesis Registration      Credit 1.**  
Graded S/U only.
- CSC 702      Master's Comprehensive Examination      Credit 1.**  
This credit will not count towards the degree. Graded S/U only.

## CYS (Cyber Security)

- CYS 323      Ethics, Law and Policy in Cyberspace      Lec. 3./Credit 3.**  
This course involves the study of ethical issues, legal resources and recourses, and policy implications inherent in our evolving online society. It also provides an overview of the ethical challenges faced by individuals and organizations in the information age. It introduces the complex and dynamic state of the law as it applies to behavior in cyberspace.
- CYS 382      Introduction to Cyber Security      Lec. 3./Credit 3.**  
This course provides an introduction to Information Assurance and the various technical and administrative aspects of Information Security and Assurance. This course also provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. The purpose of this course is to provide the student with an overview of the field of Information Security and Assurance. Students will be exposed to the spectrum of Security activities, methods, methodologies, and procedures. Coverage will also include the inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post-incident procedures, technical and managerial responses and an overview of the Information Security Planning and Staffing functions.

- CYS 470      Computer Forensics and Incident Handling      Lec. 3./Credit 3.**  
This course will include: the identification, acquisition, preservation, and analysis of electronic evidence from single machines, networks, and the Internet. It will explore the technical and legal issues of computer forensics investigations. Topics will include: forensics law and regulation issues, incidence response, open and commercial tools, evidence recovery theory and practice of computer file systems, memory, registry, network logs and communications. Special focus will be given to windows systems and networks. Prerequisite: CYS 382.
- CYS 475      Computer Viruses and Malicious Software      Lec. 3./Credit 3.**  
This course involves the study of malicious software (malware) including computer viruses, worms, and Trojan horses. Topics include the various mechanisms used in the construction of malicious software; existing commercial anti-virus software; preventative and reactive means for dealing with malicious software on workstations, servers, and in networks; training and education of users; and reliable sources to monitor for alerts as well as the prevention of hoaxes. Prerequisite: CYS 382.
- CYS 485      Risk Management      Lec. 3./Credit 3.**  
This course outlines the aspects of computer security and risk management. It will include: the accreditation, implementation, extension, and operation principles for secure information systems; security policy and plan development; contingency, continuity and disaster recovery planning; and incident handling and response. Prerequisite: CYS 382.

## ECO (Economics)

- ECO 200      Introduction to Economics      Lec. 3./Credit 3.**  
Basic non-technical course dealing with the fundamental concepts and principles of modern economics.
- ECO 201      Principles of Macroeconomics      Lec. 3./Online/Credit 3.**  
A first course on modern market economies. Emphasizes the determination of national income, fluctuations, and growth; the monetary system; the problems of inflation and unemployment; and international trade.
- ECO 202      Principles of Microeconomics      Lec. 3./Credit 3.**  
Second principles course on basic tools of market and price theory and their applications to the operations of firms, the consumption and work choices of individuals, and the effects of government taxes and policies.
- ECO 301      Intermediate Theory I      Lec. 3./Credit 3.**  
An intensive treatment and quantitative analysis of the theories of consumer behavior, demand, production, costs, the firm, market organization, and resource use in a modern market economy. Prerequisites: ECO 201, 202.

**ECO 302 Intermediate Macro Theory Lec. 3./Credit 3.**  
The meaning, components, and distribution of national income. Special attention is given to the analysis of determinants of level of output, income, and employment; problems of income estimation and measurement and exchange rate. Prerequisites: ECO 201, 202.

**ECO 315 Money, Banking, and National Income Lec. 3./Credit 3.**  
Examines the role of money and credit in general economic activity; nature and functions of money; structure and organization of monetary and credit systems. Study of Federal Reserve System and United States Treasury in influencing expansion and contraction of credit. Theories of interest, money; national income and its determinants. Prerequisites: ECO 201, 202.

**ECO 316 Labor Economics Lec. 3./Credit 3.**  
Economics of the labor market, wage determination, occupational choice, household production, human capital formation, discrimination in the work place, public policy toward the work place, and the role of trade unions in American society. Prerequisites: ECO 201, 202.

**ECO 317 Economic History of the United States Lec. 3./Credit 3.**  
Economic and historical analysis of the American economy from Colonial times to the present. Emphasizes the roles of economic ideas, technology, population changes, institutions, and social adjustments and government in the development process. Prerequisites: ECO 201, 202.

**ECO 318 Economics of Growth and Development Lec. 3./Credit 3.**  
Survey of patterns, issues, and problems of progress and industrialization in both underdeveloped and advanced countries. Major emphasis on problems relating to capital formation, technical assistance, and economic aid. Prerequisites: ECO 201, 202.

**ECO 319 Industrial Organization Lec. 3./Credit 3.**  
An analysis of the relationship between industrial market structures and their impact on the behavior and performance of firms; survey and evaluation of government policies (anti-trust and regulation) toward improving the performance (allocation of scarce resources) in the U.S. economy. Prerequisites: ECO 201 and 202.

**ECO 352 Urban Economics Lec. 3./Credit 3.**  
The structure and function of cities as economic entities. Land use, rent gradients, transportation, housing, education, crime, provision of local government services, the Tiebout hypothesis, and urban redevelopment. Prerequisites: ECO 201, 202.

**ECO 360 Economics Cooperative Education/Internship Credits 1-9.**  
Co-ops and internships are on-the-job experiences in the area of economics in business or government to serve as a laboratory for integrating the theoretical with practical experiences. Co-ops can have up to six months duration and be worth up to 9 credits. Internships are generally for summer employment and worth up to 3 credits. Students may arrange for co-ops or internships in their junior and senior years. Prerequisite: Permission of the Program Director.

**ECO 400 Independent Study Credits 2-4.**  
Individual and original primary research in economics under the guidance of department faculty. Prerequisites: Senior status and approval of the Program Director.

**ECO 404 Senior Seminar Lec. 3./Credit 3.**  
Study of issues and problems of economics; research and report writing; integration of knowledge and skills with application to special problems. Prerequisites: ECO 301-302 or permission of Program Director.

**ECO 416 History of Modern Economic Thought Lec. 3./Credit 3.**  
The development of the various schools of economic thought (the mercantilist, physiocratic, English classical, German historical, marginal and equilibrium) studied against their respective economic, political, and social backgrounds. Some attention will be given to Keynesian and post-Keynesian economics. Prerequisite: ECO 301, 302.

**ECO 435 International Economics Lec. 3./Credit 3.**  
Study of principles and problems of international trade and finance; plans for promotion of trade; balance of international payments. Major emphasis on international payments and the effects of international crises on domestic microeconomics. Major emphasis on international institutions such as international Monetary Fund, International Bank for Reconstruction and Development, and Common Market developments. Prerequisites: ECO 301, 302.

**ECO 436 Economics of the Public Sector Lec. 3./Credit 3.**  
The microeconomic rationale for government activity in a market economy and the economic effects of such activity. Market failure and the tools of normative analysis; income redistribution, design of expenditure programs; the design, incidence, and behavioral consequences of tax policy; collective decision making and the theory of public choice. Prerequisites: ECO 301, 302.

**ECO 438 Mathematical Economics Lec. 3./Credit 3.**  
Introduction to a variety of mathematical concepts and techniques used in economic theory. Prerequisites: ECO 301, 302.

**ECO 439 Economic Statistics Lec. 3./Credit 3.**  
Introduction to the statistical tools used by economists. Topics include probability theory, statistical estimation, hypothesis testing and regression analysis. Prerequisite: MAT 117.

**ECO 440 Econometrics Lec. 3./Credit 3.**  
Introduction to the theory and practice of econometrics. Application of statistical inference, probability theory, and matrix algebra to multiple regression analysis. Prerequisites: ECO 301, 302.

## EDU (Education)

### **EDU 200 Foundations of Education Lec. 3./Credit 3.**

Students develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States. Attention is given to the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education. Students also explore the foundations of instructional design based on assessment data. This course also discusses the origin of special education from a historical perspective including major contributors that laid the foundation for the growth and improvement of knowledge and practice in the field. Additionally, applicable laws, rules and regulations, procedural safeguards, program standards and ethical considerations regarding the education of students with disabilities including screening, referral and placement procedures and non-biased evaluation and diagnosis techniques will be explored.

### **EDU 208 Educational Psychology Lec. 3./Cln. 1./Credit 4.**

Principles of learning and motivation, individual differences in learning achievements and aptitudes will be investigated through application and the literature. Developing understanding of application of principles of learning and techniques of motivation through study of pupils in laboratory preschool, elementary school, and secondary school. An early field experience will be arranged.

### **EDU 295 Learning to Learn Lec. 3./Credit 3.**

Designed to enhance students skills in generating questions, reading for comprehension, scheduling course work, developing strategies for studying for examinations, writing to answer questions, and writing term papers. Skills taught in the course are expected to be applied to other academic courses. This course is not a free elective.

### **EDU 300 Curriculum in the Secondary School Lec. 3./Cln. 1./Credit 3.**

Students develop an understanding of the principles of learning; teaching methods tailored to promote student academic progress; the relationships among assessment, instruction, and monitoring student progress; and methods of improving communication between schools and families. Students shall also complete study in child abuse recognition and intervention. Clinical activities will be arranged.

### **EDU 301 Curriculum in the Elementary School Lec. 3./Cln. 1./Credit 3.**

Students develop an understanding of the principles of learning; teaching methods tailored to promote student academic progress; the relationships among assessment, instruction, and monitoring student progress; and methods of improving communication between schools and families. Students shall also complete study in child abuse recognition and intervention.

### **EDU 302 Human Growth and Development Lec. 3./Cln. 1./Credit 3.**

Students gain an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The interaction of children with individual differences – economic, social, racial, ethnic, religious, physical, and mental – is incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, gifted education including the use of multiple criteria to identify gifted students, substance abuse, child abuse, and family disruptions. Educational strategies including instructional and curricular modifications and collaborative options appropriate for students with exceptionalities identified in the Individuals with Disabilities Education Act (IDEA) will be explored.

### **EDU 305 Measurements and Evaluation in Education Lec. 3./Cln. 1./Credit 4.**

Fundamental statistical procedures for classroom and research. Principles and methods of evaluation in education, including selection, construction, administration, interpretation and uses of formal tests. A clinical experience of one hour will be arranged.

### **EDU 309 Principles and Practices: Education of the Young Child Lec. 3./Lab 2./Credit 3.**

Teaching theory, strategies, and materials directed toward the unique needs of the very young child. Laboratory experience in preschool settings. Successful completion of Praxis I.

### **EDU 310 Instructional Strategies K- 5 Lec. 3./Credit 3.**

Designed to include curriculum methods and materials of instruction relative to kindergarten and primary years. Relation of educational objectives to differentiated curriculum plans. Prerequisite: Successful completion of Praxis I.

### **EDU 311 Language Arts in the Elementary Classroom (1) Lec. 2./Credit 2.**

Critical study of the role of language in the child's experience. Understanding and application of linguistics and semantics in relation to listening, speaking, reading and writing. Individualization stressed.

### **EDU 312 Social Studies in Childhood Education (2) Lec. 2./Credit 2.**

Critical examination of current practice, content, and materials in elementary school social studies. Development of inquiry skills emphasized.

### **EDU 313 Differentiated Observation and Practicum (K-8) (9-12) Lec. 3./Credit 3.**

Observation and participation activities undertaken within the framework of Early Childhood/Elementary/Middle and Secondary programs.

### **EDU 314 Reading in Content Areas Lec. 2./Credit 2.**

Study of approaches to teaching reading in the intermediate and secondary schools; emphasis placed on specific content areas.



**EDU 315     Teaching Developmental Reading**  
**Lec. 3./Cln. 1./Credit 3.**

This course is designed to expose students to foundational aspects of reading instruction and the understanding of the complex nature of language acquisition and reading. This course will focus on understanding of sound/symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and a knowledge of phonics, syntax, and semantics interact. Additional skills will include proficiency in a variety of comprehension strategies, as well as the ability to foster appreciation of a variety of literature and independent reading. Course emphasis includes reading theories, related research, balanced reading approaches systematic explicit phonics instruction, techniques and materials for planning, designing, and conducting reading instruction in grades K-8.

**EDU 318     Curriculum in the Middle School**  
**Lec. 4./Credit 4.**

Program and Curricula planning for children in the middle school. Strategies for diagnostic instruction and experimentation in modular teaching. Clinical activities will be arranged. Prerequisite: Successful completion of Praxis I.

**EDU 323     Methods and Materials for Teaching**  
**Health Education (1)     Lec. 3./Credit 3.**

This course provides coverage of selection, and evaluation of content, methods and materials for effective health instruction. Curriculum is included with an emphasis on lesson and unit planning. The student will have individual teaching experiences, including videotaping and experiences in test construction.

**EDU 324     Tests and Measurements in Health**  
**and Physical Education (2)     Lec. 2./Credit 2.**

History, development, analysis, evaluation, and application of tests in health and physical education.

**EDU 371     Physical Education Curriculum**  
**and Instruction     Lec. 2./Lab 1.Credit 3.**

This course is designed to provide an understanding of the knowledge, skills, and processes of various instructional methods associated with cognitive, psychomotor, and affective domains for teaching physical education, including sequential preK-12 instruction in a variety of movement forms (cooperative activities, outdoor and adventure activities, rhythms and dance, and team and individual activities); activities for diverse learners; and activities to help students understand, develop, and value personal fitness. Topics will include physical education standards of learning, lesson and unit planning, instructional procedures, management and motivation, student assessment, and new and emerging instructional technology.

**EDU 372     Methods and Materials in Physical Education**  
**in Secondary Schools (2)     Lec. 2./Credit 2.**

Organization and planning for instruction in the regular physical education program, athletic and intramural sports, observation in secondary schools and microteaching.

**EDU 407     PK Practicum/Student Teaching in Preschool**  
**and Kindergarten     Credit 3.**

Directed teaching in laboratory nursery and kindergarten settings; day care centers and other group situations involving young children. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**EDU 408     Supervised Teaching in the Kindergarten**  
**Credit 3.**

Directed teaching in public school, kindergartens. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**EDU 409     Supervised Teaching: Primary Level - P/K-5**  
**Credit 6.**

Directed teaching in public school primary classrooms. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**EDU 420     Supervised Teaching: Middle or Junior High**  
**School (6-8)     Credit 6 or 12.**

Directed observation and student teaching in a middle level or junior high school classroom within a public school district. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**EDU 422     Teaching of Physics (2)     Lec. 3./Credit 3.**

Techniques of teaching different branches of physics; methods of demonstration, problem teaching, laboratory supervision; laboratory equipment; making and repairing apparatus; selection and use of science books.

**EDU 438     Directed Practicum in Elementary or PK-12**  
**Credit 2.**

Directed practicum in planning, implementing and conducting classroom activities at elementary and PJ-12 levels.

**EDU 440     Supervised Teaching: Secondary School (9-12)**  
**Credit 6 or 12.**

Directed observation and student teaching in a secondary school classroom within a public school district. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**EDU 441     Student Teaching Internship -**  
**Elementary Schools     Credit 12.**

A culminating experience that involves students assuming full responsibility for the management and instruction of classes in an elementary school under close clinical and University supervision. Students will be assessed using the format and criteria designed by the department.

**EDU 442     Student Teaching Seminar     Lec. 1./Credit 1.**

Designed for senior education majors engaged in student teaching; discussion of problems; review of lesson and unit plans, and other topics associated with the student teaching experience. Student must be enrolled in a student teaching or internship course.



## EDU - Undergraduate/Graduate

### EDU 500 Independent Study in Education

**Ind./Credit 3.**

Open to selected students who desire to research and study a problem in-depth; related to general preparation as teachers or areas of specialization. Action research is encouraged. Prerequisite: Approval by department chairman upon recommendation of academic advisor. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required tests.

### EDU 502 Diagnostic Teaching of Reading

**Lec. 2./Lab 2./Credit 3.**

Selection, administration, and evaluation of assessment instruments and instructional techniques appropriate for diagnosing and correcting classroom reading difficulties. Prerequisite: EDU 315.

### EDU 503 Educational Innovations

**and Instructional Practices Lec. 3./Credit 3.**

Concentration on the provision of innovative techniques and educational practices for improving instruction. Approaches to teaching, classroom discipline, management, and evaluation are developed and applied to present day elementary school settings.

### EDU 504 Introductory Field Experiences Credit 2.

Structured field activity for entry students in program required during first semester in the program. Students must complete the equivalent of three full days (21 hours) in structured observation and reflection under a designated clinical professor/teacher during the course of the semester. Additionally, students must plan and execute under supervision seven hours of instructional or tutoring activities with a small group of students or a single student.

### EDU 506 Diversity in Education Lec. 3/ Credit 3.

Students explore the various issues of linguistic, social, and cultural diversity in education. The course includes a basic overview of the role of language in the educational process, and the educational implications of language diversity, as one component of the classroom. Social and community issues—including the effect of alcohol, drugs and tobacco—confronting teachers in contemporary society are addressed, as well as issues of culture.

### EDU 508 Teaching Mathematics in Secondary Schools

**Lec. 3./Cln. 1./Credit 4.**

Students survey theories and practices, objectives, content, and methods of presentation and evaluation of mathematics in the secondary school curriculum. Analysis of major curricular programs and materials utilized by school districts to meet pupil needs (6-12). Instruction supplemented by observation and participation in public and private science settings. A clinical experience of one hour will be arranged.

### EDU 509 Curriculum, Materials and Method in Early Childhood Education Lec. 3./Credit 3.

Evaluation of materials, program organizations, designing learning environment in relation to sound educational practices for the kindergarten.

### EDU 510 Survey of Model Programs in Early Childhood Education Lec. 3./Credit 3.

Course will compare and trace educational movements and thoughts related to early childhood from early philosophers to present innovations.

### EDU 512 Inclusion

**Lec. 3./Credit 3.**

An introductory course in the integration of the exceptional child into the general school population.

### EDU 516 The Study of Child Behavior Lec. 3./Credit 3.

Basic presentation of skills required to assess the needs, motivations, and capacities of young children through observational procedures. Methods of observing, recording, and documenting behavior (individual and group) and interpretation of the underlying etiology are studied.

### EDU 517 Classroom and Behavior Management

**Lec. 3./Credit 3.**

Students develop skills that contribute to an understanding and application of classroom and behavior management techniques and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. The class addresses diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice.

### EDU 518 Analytical Study of Teaching Lec. 3./Credit 3.

Study of the teaching process as substantive basis for concept formation. Theoretical consideration of several analytical systems. Emphasis is on extending the student's conceptual scheme of teaching.

### EDU 519 Supervision and Administration in

**Early Childhood Education Lec. 3./Credit 3.**

Study of the learning process as applied to the professional development and inservice training of staff, the organization and administration of classrooms and of the total school program, and the relationship of the school to parents' organizations and community groups.

### EDU 521 Comprehensive Foundations of Education

**Lec. 3./Credit 3.**

Course includes examination of historical, sociological, and philosophical basis and factors of education. Additional material will include comprehensive exploration of human growth and development and educational psychology.

### EDU 529 Initiatives in International Education

**Lec. 3./Credit 3.**

Lectures, discussions, and seminars to advance the knowledge and skill of education professionals in teaching about the interrelationships and interdependencies of diverse people and cultures of selected regions. Development of related curriculum and technical instructional materials.

**EDU 530 Technology and Educational Media****Lec. 3./Credit 3.**

Designed primarily for in-service and pre-service school teachers. Selection, use, and integration of technical and instructional resources. Demonstration of successful use of technology in the classroom.

**EDU 531 Educational Tests and Measurements****Lec. 3./Credit 3.**

Philosophical bases for study of pupil behavior and performance. Mathematical nature of measurement and standardized tests; construction and standardization of group tests; functions and definitions of aptitude tests, intelligence, and achievement tests; interest inventories and personality tests. Sampling statistical measures, understanding of use, administration, and interpretation of personality, aptitude and achievement tests. Prerequisite – Successful completion of Praxis I.

**EDU 540 Introductory Perspectives on Gifted/Talented Education Lec. 3./Credit 3.**

Survey and historical perspective of gifted and talented education. Designed to give an introductory understanding of the field, the nature and needs of the gifted/talented child, early identification of giftedness and psychosocial characteristics including cognitive/behavioral styles. Observation and participation in gifted/talented group setting.

**EDU 541 Strategies in Gifted/Talented Education****Lec. 3./Credit 3.**

Survey of administrative organizational patterns and major teaching/learning models (theories, teaching strategies, and content modification) for providing for differentiated education of the gifted and talented. Emphasis upon strategies for enhancing inquiry skills, creativity and self-esteem. Observation participation in gifted and talented group setting. Prerequisite: EDU 540 or consent of instructor.

**EDU 542 The Culturally Diverse Gifted Talented Student Lec. 3./Credit 3.**

In-depth focus on characteristics identification, learning styles, and program adjustments in meeting the needs of culturally diverse gifted and talented students. Review of research including studies of lives of eminent persons from similar backgrounds. Prerequisites. EDU 540, EDU 541 or consent of instructor.

**EDU 543 Research Seminar in Gifted/Talented Education Lec. 3./Credit 3.**

Study of research literature addressed to current crucial issues in the field of gifted talented education. Development of relevant research paper. Prerequisites: EDU 540, 541 or consent of instructor.

**EDU 544 Facilitating Creative Behavior Lec. 3./Credit 3.**

Advanced study of theory, measurement, and research concerned with the creative process. Introduction to the variety of instruments for measuring creativity with emphasis on those available to the classroom teacher. Further exposure to strategies and instructional models for development of creative thinking in children. Participation required. Prerequisite: EDU 540, 541 or consent of instructor.

**EDU 550 Teaching and Learning with Technology****Lec. 3./Credit 3.**

Students shall meet each of the six ISTE standards for applying technology in educational settings, including: 1) demonstrating a sound understanding of technology operations and concepts, 2) planning and designing effective learning environments and experiences supported by technology, 3) implementing curriculum plans that include methods and strategies for applying technology to maximize student learning, 4) applying technology to facilitate a variety of effective assessment and evaluation strategies, 5) using technology to enhance their productivity and professional practice, and 6) understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

**EDU 552 Teaching Science in Secondary Schools****Lec. 3./Cln. 1./Credit 4.**

Students survey theories and practices, objectives, content, and methods of presentation and evaluation of science in the secondary school curriculum. Analysis of major curricular programs utilized in the local school districts to meet pupil needs (6-12). Instruction supplemented by observation and participation in public and private science settings. A clinical experience of one hour will be arranged.

**EDU 553 Programming Microcomputers in BASIC for Educators Lec. 3./Credit 3.**

Introduces BASIC programming exclusively geared to microcomputers. Students will write programs for their own use, based on psychologically sound concepts and learning theory. Prerequisite: EDU 550.

**EDU 556 Teaching English in Secondary Schools Lec. 3./Cln. 1./Credit 4.**

Students survey theories and practices, objectives, content, and methods of presentation and evaluation of teaching writing, speech, and literature in secondary schools. Analysis of major curricular programs and materials utilized by school districts to meet pupil needs (6-12). Instruction supplemented by observation and participation in public and private school settings. A clinical experience of one hour will be arranged.

**EDU 560 Multi-Ethnic Approach to Literature Lec. 3./Credit 3.**

This course is designed to provide students with experience to develop skill, dispositions, and understanding of a multi-ethnic approach to teaching children literature. Special emphasis requires students to demonstrate competencies through authentic, documentary course projects and varied activities. Prerequisite- successful completion of Praxis I.

**EDU 564 Teaching Social Studies in Secondary Schools Lec. 3./Cln. 1./Credit 4.**

Students survey theories and practices, objectives, content, and methods of presentation and evaluation of social studies curriculum in secondary schools. Analysis of major curricular programs and materials utilized by school districts to meet pupil needs (6-12). Instruction supplemented by observation and participation in public and private science settings. A clinical experience of one hour will be arranged.

## **EDU - Graduate Only**

**EDU 601 Social Foundations of Education Lec. 3./Credit 3.**

Designed to aid student in assessing role of education in society, with consideration of social and economic changes in their bearings on school practices; major psychological and philosophical concepts.

**EDU 602 Human Development in Childhood through Adolescence Lec. 3./Credit 3.**

Emphasis upon physical, social, and mental changes. Utilization of insights from sociology, anthropology, and natural sciences; pertinent research findings in developing background for understanding children and adolescents.

**EDU 606 Integrated Curriculum Teaching Strategies Lec. 3./Credit 3.**

This course is designed to acquaint students with various curricular and instructional strategies used to teach unit topics across the curriculum. Students will be exposed to the theory and practice of interdisciplinary curriculum development.

**EDU 608 Directed Practicum in Secondary Education Sem. 3./Cln. 6./ Credit 3.**

Directed practicum in planning, implementing and conducting classroom activities at 6-12 secondary school levels.

**EDU 610 Current Issues in Education Sem. 3./Credit 3.**

Students analyze educational reform movements, the school environment, and instructional research findings as related to classroom strategies and the development of a professional identity.

**EDU 611 Techniques and Problems in Educational Research Lec. 3./Credit 3.**

Develop skills necessary to read, analyze, interpret and criticize the range of educational research designs including experimental, correlational, survey, descriptive, case study, ethnography, narrative, policy and longitudinal research.

**EDU 612 Educational Research Methods Lec. 3./Credit 3.**

Seminar in research methodology; covering a variety of research traditions. Methods used include classroom observation, interview, survey, and assessment of learning outcomes. The course also covers use of library resources, data gathering and processing, and writing a research paper and report.

**EDU 615 Clinical and Field Experiences Credit 3.**

Experience designed to enable students to observe and practice skills and approaches critical to the elementary classroom in school settings. Instructional development, lesson planning and implementation, classroom management skills will be tested and refined. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**EDU 618 Reading Instruction for All Students: Theory and Practice Lec. 3./Credit 3.**

A study of the developmental teaching of reading, including current approaches, strategies and materials of instruction. Emphasis on development.

**EDU 623 Teaching Reading in Content Areas Sem. 3./Credit 3.**

Students develop an understanding of comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of literature and independent reading.

**EDU 625 Montessori Theory Lec. 3./Credit 3.**

Introduction to the Montessori theory as it relates to the principles of the development of the teacher, the environment, and the young child.

**EDU 626 Montessori Pedagogy Lec. 3./Credit 3.**

This course presents the curriculum through which the child becomes aware of his/her place in the environment, respecting others and caring for himself/herself and the surroundings. Control

of movement and the acquisition of concentration skills, self-confidence and independence are explored through purposeful activity.

**EDU 627 Montessori Leadership Lec. 3./Credit 3.**

This course deals with the administration of Montessori operations including licensing requirements, legal, structure, financial and budget issues, inclusion, teacher evaluation and student recruitment/promotion. Requirements in terms of materials, class structure, teacher training and other considerations pertinent to school accreditation will be presented.

**EDU 630 Seminar in Science Education Lec. 3./Credit 3.**

Examination of critical issues in science education at the elementary and secondary levels; course designed for elementary and secondary science teachers for retooling and updating science concepts and methods.

**EDU 640 Internship-Early Childhood/Elementary Level Credit 12.**

Culminating experience involves student in assuming full responsibility for the management and instruction of classes in an elementary school under close clinical and University supervision. Student will be assessed using the format and criteria designed by the department. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**EDU 642      Social and Emotional Development of  
Individuals with Gifts and Talents**

**Lec. 3./Credit 3.**

This course focuses on the social and emotional characteristics and development of individuals with gifts and talents. Also, this course focuses on the needs in counseling and various guidance strategies that can facilitate development over the life span. The course will place emphasis on theories of intelligence and emotional development.

**EDU 643      Curriculum and Instruction  
in Gifted Education**

**Lec. 3./Credit 3.**

This course focuses on development of curriculum and differentiated instructional strategies for individuals with gifts and talents. The course will focus on key content, process, product, concept and implementation issues in working with the learner with gifts and talents in various domains of inquiry.

**EDU 644      Special Populations in Gifted Education**

**Lec. 3./Credit 3.**

This course will focus on trends and issues surrounding special populations in gifted education. This course will look at policy, research, and programming that affect minority and special populations in gifted education and learners with gifts and talents.

**EDU 646      Internship – Middle School      Credit 12.**

A culminating experience that involves students in assuming full responsibility for the management and instruction of classes in a middle school under close clinical and University supervision. Students will be assessed using the format and criteria designed by the department. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**EDU 647      Student Teaching Internship –  
Secondary School      Credit 9.**

A culminating experience that involves students assuming full responsibility for the management and instruction of classes in a secondary school under close clinical and University supervision. Students will be assessed using the format and criteria designed by the department. Prerequisite: Successful admission of the Teacher Preparation Program and satisfactory performance on required tests.

**EDU 648      Student Teaching Internship – Music PK-12  
Credit 9.**

This course is a culminating experience in which students assume full responsibility for the management and instruction of classes in elementary and secondary schools under close clinical and University supervision. Students will be assessed using the format and criteria designed by the department. Prerequisite: Successful admission of the Teacher Preparation Program and satisfactory performance on required tests.

**EDU 650      Internship Seminar      Sem. 1./Credit 1.**

Designed for education majors engaged in student teaching; discussion of problems, review of lesson and unit plans, and other topics associated with the student teaching process. Student must be enrolled in a student teaching or internship course.

**EDU 656      Psychology and Education of Individuals  
with Gifts and Talents      Lec. 3./Credit 3.**

This course focuses on individuals with gifts and talents and how they differ in cognitive, affective, developmental, and behavior aspects from more general learners. It will emphasize general theories of intelligence, development, and learning and how they apply to individuals with gifts and talents.

**EDU 657      Practicum in Gifted Education**

**Lec. 3./Credit 3.**

The practicum is designed to provide students with an opportunity to demonstrate their knowledge of theory, best practices, and instructional strategies towards students with gifts and talents in the classroom environment.

**EDU 651      Elementary School Curriculum**

**Lec. 3./Credit 3.**

Basic concepts of curriculum, modern trends in developing educational programs for children. Critical study of reorganization, construction, and administration of elementary curriculum in light of relevant educational principles and objectives.

**EDU 666      Language Development –  
Communicative Arts      Lec. 3./Credit 3.**

A consideration of the objectives, methods and materials of instruction issues, trends, and research related to oral language, written expression, listening skills and reading.

**EDU 671      Secondary School Curriculum**

**Lec. 3./Credit 3.**

Principles underlying the revision and reorganization of high school curriculum and critical survey of current practices in implementing programs focused upon meeting needs of adolescents.

**EDU 680      Survey of Computers and Data Analyses  
Lec. 3./Credit 3.**

Emphasis on computer and data analyses through examination of the computer system-components, processes, and care. Introduction of hardware and software integration into K-12 curriculum related to promote student learning, administration and management, research and evaluation, statistics, peripheral interface, and personal productivity. Mathematical nature of data analyses to include sampling and statistical measures.

**EDU 681      PK – 12 School Finance      Lec. 3./Credit 3.**

Principles and issues related to fiscal operations of school management to include use of school facilities and space. Problems of educational finance; theory, practice, and control; federal, state, local relations in finance, budgeting, salary schedules, retirement, and school bonds. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDU 682      Education Program Evaluation and Planning  
Lec. 3./Credit 3.**

Introductory course that provides an understanding of research methods, statistical analyses, needs assessment, and program evaluation. The course includes discussions regarding the importance of research in the education profession, research methods, the use of technology and



statistical methods, understanding published research, and the use of research to improve educational effectiveness. Ethical and legal aspects will be discussed.

**EDU 683 School Organizational Systems and Theory**  
**Lec. 3./Credit 3.**

Process of strategic planning to include development of goals and objectives with measurable outcomes. Using behavioral science, emphasis will be placed on understanding systems theory, organizational development, and the change process of systems, organizations, and individuals. Development of effective communication skills to implement consensus building and negotiations will be discussed. The development of the current school system and education will be discussed. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDU 684 Secondary School Leadership(Grades 7-12)**  
**Lec. 3./Credit 3.**

Major problems and issues in organization, administration, and supervision of secondary schools with specific emphasis on developmental stage of students. Nature and function of administration. Examination of recent trends in school administration and supervision at the secondary school level. Adolescent development issues and the role of leadership with professional ethics will be discussed. Principles of school security and safety will be discussed.

**EDU 685 Legal Aspects of School Administration**  
**Lec. 3./Credit 3.**

Legal characteristics of schools and the history of the legal process in public and private education in the United States and Virginia. Authority, powers, and responsibilities of teachers and administrators. Aspects of school finances, curriculum, property. Emphasis upon statutes and judicial decisions relating to education to include current issues. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDU 686 Elementary School Leadership (Grades PK-6)**  
**Lec. 3./Credit 3.**

Major problems and issues in organization, administration, and supervision of elementary schools with specific emphasis on developmental stage of students. Nature and function of administration. Examination of recent trends in school administration and supervision at the elementary school level. Child development issues and the role of leadership with professional ethics will be discussed. Principles of school security and safety will be discussed.

**EDU 687 Human Resource Leadership**  
**in Schools and Districts Lec. 3./Credit 3.**

An in-depth study of the goals of the school personnel department to attract, develop, retain and motivate personnel to accomplish the school's goals and objectives; assist members to achieve life-time professional development and growth to include adult learning. Topics of personnel issues, pay, fringe benefits, records, professional negotiations, insurance, fringe benefits, and school counseling programs from a leadership perspective will be discussed. This course will include a 10 hour practicum experience.

**EDU 688 Curriculum Planning and Design**  
**Lec. 3./Credit 3.**

Basic concepts of curriculum development and modern trends in developing educational programs for children. Critical study of reorganization, construction, and administration of elementary and secondary curriculum for teaching and student learning in light of relevant educational principles, objectives, and global issues. Human growth and development will be investigated to include motivational and learning theories applied to effective curriculum planning and design. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDU 689 School and Community Relations and Diversity**  
**Lec. 3./Credit 3.**

Examination of public relations in school administration in a multicultural community. Critical study of practices, emerging issues and trends that impact the school community. Understanding community resources and partnerships of school, family, business, government and higher education institutions. The importance of community relations, the diverse school community, and marketing strategies will be discussed. The importance of education and equity in a democratic society with economic impact will be discussed. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDU 690 Supervision of Instruction Lec. 3./Credit 3.**

Purpose and principles of instructional supervision at both elementary and secondary levels characteristics of effective supervision; planning, directing, and evaluating instructional programs; and treatment of organization, personnel, and materials. Applied learning, motivational theories, diversity, emerging theories and trends that impact the school community, and community resources and partnerships will be discussed. Principles of school security and safety will be discussed. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDU 691 Internship in Administration Trn./Credit 9.**

Designed for prospective school administrators. Opportunities to observe and participate in operating policy. Student will complete a minimum of 400 clock hours of a structured and supervised internship to include multiple sites with diverse populations.

**EDU 702 Master's Comprehensive Examination**  
**Lec. 0./Credit 0-1.**

This credit will not count towards the degree. Pass/Fail grading only.

**EDU 703 Thesis I Credit 3.**

Designed for students in the initial stages of preparing a master's thesis.

**EDU 704 Thesis II Credit 3.**

Designed for students in the final stages of preparing a master's thesis. Prerequisite: EDU 703.



**EDU 710 Leadership Theory & Practice in Educational Organizations Lec. 3./Credit 3.**

The course is the foundation course for the doctoral program in Educational Leadership. Leadership will be defined, demystified, and distinguished from management and administration. The roles and expectations of leaders will be explored, and the competencies required for leadership will be identified. Issues of power, authority, and ethics are studied. Candidates will develop a theoretical position regarding their personal administrative style.

**EDU 711 Dynamics of Managing Organizational Performance Lec. 3./Credit 3.**

The main goal of this course is to give aspiring educational leaders the knowledge of concepts and practices to effectively manage, measure, and improve organizational performance. Sample topics include establishing and communicating organizational expectations, the manager as coach and motivator, measurement methodologies, and performance improvement methods. Students will have an opportunity to increase their ability to be a better manager by developing greater understanding of the dynamics of personality and perception, attitudes and values, motivation, group work, leadership, power and politics, conflict, and organizational culture and change. Readings and class discussions, integrated with case studies, exercises, self-assessments, and other experiential activities will reveal links between theory, research, and practice.

**EDU 712 Higher Education Finance Lec. 3./Credit 3.**

The purpose of this course is to provide the student with an overview of the financial and budget elements that are essential to a higher education institution's existence. This course draws upon basic and applied literature in the economics and finance of higher education, including work on processes of individual choice (e.g., students' sensitivity to tuition and aid levels), on federal, state, and institutional approaches to financing higher education and students, and on financial management, including budgeting and cost-effectiveness analysis. Studies in fundraising, alumni relations, and foundation management are also included.

**EDU 713 School District Finance and Budgeting Lec. 3./Credit 3.**

This course offers a study of the processes by which financial decisions are made by local school districts, with special emphasis upon the roles of district administrators in the budgeting process. Included are the techniques of constructing and managing the budget, while addressing issues of need and equity in the school community. Also covered are the sources of school revenues and an introduction to the process and principles of facility planning.

**EDU 714 Strategy and Strategic Planning Lec. 3./Credit 3.**

This course offers a presentation of the principles and practices involved in strategic planning, including those of problem-solving and goal-setting as prerequisites to strategic planning, as applicable to various institutional and school settings. Included in the course are issues relating to the perspective, prospects, and preparations needed for effective strategic planning.

**EDU 715 Dynamics of Innovation and Change in Educational Systems Lec. 3./Credit 3.**

This course focuses on the development of leadership skills that will provide students with the ability to innovate and implement change in schools and colleges. Specific topics will involve students in the study of organizational and social change, intervention theory, organizational design, group dynamics, interpersonal communication, and the use of self in leadership. Factors encompassed in politics of change, being a change agent, integrating staff development and school improvement, and changing organizational culture will also be explored.

**EDU 716 History of Higher Education Lec. 3./Credit 3.**

This course explores the administrative development of American higher education from 1636 to the present, including internal trends and external forces. It adopts the widely acknowledged view that knowledge of the history of higher education is important for successfully providing leadership and performing other professional responsibilities. History provides important perspectives for routinely resolving critical leadership issues and problems. This is the case because institutions and institutional systems over time develop customs, values and traditions that continually affect students, faculty, administrators and other stakeholders. History identifies institutional customs, values and traditions, and analyzes their origins and consequences.

**EDU 717 History of PK-12 Educational Reform Lec. 3./Credit 3.**

This course surveys the history of American education from the Colonial Era to the present. It treats the changing character of education in the context of broader social and cultural developments. The course attempts to provide both knowledge of the history of American education and an appreciation of historical perspectives as ways of understanding contemporary education. Students will consider the creation, purposes, effects, and evolution of public schools in the United States, especially at the elementary and secondary level, as well as look at conflict over school structure, goals, and governance. By putting these debates in the context of American economic, social, and cultural history, students will also ask about the effects of public schooling on particular groups that have experienced discrimination and will see what changes arose from such conflicts.

**EDU 718 Policy and Politics in Education Lec. 3./Credit 3.**

This course surveys local, state, and federal legal, political, economic, and social factors that contribute to the processes of educational policy development, implementation, and evaluation. It explores current policy and governance issues. Students will examine a variety of recent reform efforts at both the federal and state levels, with particular attention to No Child Left Behind and the debates around its reauthorization, and to the emergence of a select group of high performing charter schools and the views of their critics. Finally, students will consider questions of politics, with an eye towards how to move ideas into action. Includes a fieldwork requirement.

**EDU 719 Diversity and Equity in Education****Lec. 3./Credit 3.**

The course addresses changing demographics in our society that have created the need for educational and business leaders who are culturally competent change agents and policy makers, especially as they consider the impact that cultural variables such as race, ethnicity, gender, and age have on the overall performance of people within an organization. This course will focus on the Association of Multicultural Counseling and Development (AMCD) guidelines for the development of cultural competence. Course content deals with diversity both among the student body and the work force. It addresses the ways that people are alike and explores issues of difference. It focuses on the power that valuing difference can have in establishing quality interpersonal relations, in taking advantage of the cultural richness that can result from diversity, and in creating mutual respect among groups. It examines how the educational leaders might overcome resistance to change in this regard. Students will demonstrate the acquisition of specific multicultural awareness, knowledge and skills competencies that are necessary to become culturally competent policy makers within educational organizations. Emphasis will be placed on the student's ability to create environments within their institutions that foster the highest level of performance by those individuals who learn and work within the institution.

**EDU 720 Assessment, Evaluation and Accountability****Lec. 3./Credit 3.**

This course is designed for the study of educational problem solving and accountability and their relationship to needs assessment techniques, evaluation methodologies, and data driven decision-making processes. It will explore strategies and tools to collect, analyze, organize, and present comprehensible and useful data. Data driven decision-making exercises will address problems and issues in a variety of educationally related scenarios.

**EDU 721 Collaboration and Constituencies****Lec. 3./Credit 3.**

Students explore community attitudes, cultures, communication strategies, and resources to understand, evaluate and improve internal and external college/school-community relations. Students will explore community resources to form college-school partnerships for student success and community recognition and will learn how to set attainable goals for mutual beneficial outcomes. Includes a fieldwork requirement.

**EDU 722 College Student Development****Lec. 3./Credit 3.**

This course will review research and literature on college students from freshman through graduate school. It will include a discussion of student subcultural patterns and a survey of the major areas of higher education law regarding the college student. The course will conclude with a study of the organization and administrative functioning components, concepts, and models of student personnel administration systems using a historical and topical approach.

**EDU 723 Legal Issues in Higher Education****Lec. 3./Credit 3.**

This course serves as an overview of the legal issues that confront college and university personnel. Pertinent federal and state statutes as well as case law will be used to instruct about legal rights and responsibilities of university and college administrators. The legal relationships between the institution and the faculty, the student, the state government, and the federal government will be explored. In addition, the course focuses on the nature of framing issues, analyzing situations and cases, and providing sensible (sometimes innovative) recommendations/solutions.

**EDU 724 Organization and Governance in Higher Education****Lec. 3./Credit 3.**

Focus on the administration of institutions of higher learning. Emphasis will be placed on higher education structure and characteristics, intra-institutional and extra-institutional forces affecting the governance of higher education, power delineations and struggles, and principles of problem solving.

**EDU 725 Supervision and Professional Development****Lec. 3./Credit 3.**

This course offers an overview of personnel functions in educational environments with a focus on recruitment, selection, orientation, evaluation, and development; interpersonal skills; motivational theories; and the utilization of technology in the personnel process. Students examine educators' professional learning in organizations and its contributions to organizational change, learning, and renewal.

**EDU 726 Legal Issues in PK-12 Education****Lec. 3./Credit 3.**

This course surveys the legal aspects of public PK-12 education, including: legal structure; employee rights; employee discipline; curriculum; students' rights; student discipline, special education; torts; contracts, religion. The impact of federal and state constitutions, statutes, and court decisions on education are also reviewed.

**EDU 727 Instructional Improvement****Lec. 3./Credit 3.**

This course promotes visionary PK-12 instructional leadership with capacity to improve academic achievement. It surveys research-based models for educational improvement, particularly in high needs areas: literacy, second language learning, mathematics, science, and technology. Includes a fieldwork requirement.

**EDU 730 Qualifying Examination****Credit 0.**

The qualifying examination is a written examination. The purpose is to evaluate the candidate's grasp of essential factors related to leadership and management, and to sociopolitical and cultural contexts of educational leadership. Students must pass this examination before being allowed to undertake coursework in the cognate area of interest.

**EDU 731 Qualitative Research Methods****Lec. 3./Credit 3.**

The ability to carry out, interpret, understand and digest research in diverse contexts and with diverse populations is critical for successful educational leaders. The course provides learning experiences to continue to understand qualitative research methodologies, data collection techniques, analysis and communicating results. Some topics include: structured class inquiry, data collection, and data analysis: design of original qualitative studies; writing of research results. Emphasis on relationship between research and practice.

**EDU 732 Quantitative Research Methods I****Lec. 3./Credit 3.**

This course focuses on the design of descriptive and correlational education-related research. Emphasis is placed on the collection and statistical analysis of quantitative data and the use of statistical software. Pre-requisite: EDU 732.

**EDU 733 Quantitative Research Methods II****Lec. 3./Credit 3.**

This course focuses on the design of experimental education-related research. Emphasis is placed on the collection and statistical analysis of quantitative data and the use of statistical software. Pre-requisite: EDU 732.

**EDU 734 Action Research in Education****Lec. 3./Credit 3.**

Action research is a qualitative approach to research that involves reactionary reflections and self-study with the support of a researcher, who may be a more knowledgeable peer or expert. The research describes their practice-based reality, reflects upon it, analyzes that reality and through research and study of theory devises an action plan that is applied. In this way, practice becomes a dynamic process in which reflection and practice interacts to produce change. Course participants will actively engage in action research on a topic of their choosing and report on the outcomes of their study.

**EDU 737 Ph.D. Comprehensive Examination Credit 0.**

The purpose of the comprehensive examination is to demonstrate an understanding of knowledge in relevant, related fields of study, which undergirds the student's dissertation research.

**EDU 738 Internship Trn./Credit 3.**

This course provides students enrolled in the doctoral program with a capstone internship experience in which the candidate will be immersed in an operational setting distinct from prior or concurrent work experience. The internship is designed to synthesize the various facets of leadership, organizations and change in a way that will enable students to view issues related to these topics at a critical/deeper level of analysis while working on the dissertation. Specifically, students will be able to formulate, articulate and design a method to study their personal theory of leadership in action. The course will place special emphasis on issues of contemporary leadership in times of organizational and social turbulence. Course may be repeated.

**EDU 739 Dissertation Research Seminar****Sem. 3./Credit 3.**

This course is designed to prepare doctoral students in leadership studies to develop and implement a field project that incorporates leadership and policy theories learned in previous courses. Various approaches and issues associated with design and implementation of a field project will be examined. Through an exploration of the literature, critique of theories, and direct hands-on exercise, students will be able to build competency in integrating leadership theories and research methods into their own field project. Using her/his individual study to institute change in an organization, students will develop skills: to analyze the cultural characteristics of their educational organization and describe the organizational behavior patterns reflective of the existing cultural characteristics; to identify a significant organizational change to be made or problem to be studied in her/his institution; to write a cogent statement or question to guide the project; and to choose appropriate methodology for data collection and analysis.

**EDU 740 Dissertation Research Lec. 3./Credit 3.**

Designed for candidates who are preparing a doctoral dissertation. Must be repeated until dissertation is complete. The preparation of the dissertation should begin early in the program and evolve over the course of study. The dissertation should reflect high-level analytical and research competence, and represent an original contribution to the field. The dissertation constitutes the final phase of the program. The first semester after completion of the coursework, students must register for six (6) credit hours of Dissertation Research. Each subsequent semester, students must register for one (1) credit hour until the dissertation is complete.

**EGR (Engineering-General)****EGR 101 Introduction to Engineering Lec. 2./Credit 2.**

An introduction to professions in engineering. Exposure to fundamental engineering concepts, decision making, and problem solving techniques. Discussion of units and dimensions. Introduction to data presentation and error analysis. Solution of simple engineering problems. Prerequisite: MAT 117.

**EGR 102 Introduction to Structured Programming Lec. 3./Credit 3.**

Introduction to engineering computer facilities and Network. Fundamentals of programming concepts, including documentation, logical data types, data objects, subroutines, flow charting, algorithm generation. Solution of simple engineering problems using computers, MATLAB, C, software packages. Prerequisite: EGR 101 Corequisite: MAT 118.

**EGR 191 Introduction to Research Topics in Engineering Sem./Pjt./Credit 1-3.**

Designed for freshman level undergraduates. Emphasis will be placed upon introduction to areas of engineering research, regular attendance at appropriate seminars, techniques of literature searches, and background study. This course may be taken twice. Prerequisite: Consent of the department chairman.

**EGR 201      Engineering Graphics Lec. 1./Lab 6./Credit 3.**  
Fundamental means of visualization, communication, and technical problem solving are implemented through integration of solids modeling, pictorial sketching, mental imagery, and computer graphics. Students will become familiar with computer modeling as a design and visualization tool.

**EGR 205      Computers and Societal Problems      Lec. 3./Credit 3.**  
Introduction to the use of the digital computer in the analysis and modeling of engineering problems. Applications of computer tools to the solution of engineering problems. Introduction to network computing and access to the Internet (World Wide Web). Printing, wordprocessing, spreadsheet application, communication, and programming under network environment. Formulation of engineering problems using C. Prerequisite: Previous computer experience.

**EGR 208      Engineering Analysis I      Lec. 3./Credit 3.**  
An introduction to engineering problem-solving techniques such as linear and vector algebra, Fourier and Laplace transforms. Prerequisite: MAT 260.

**EGR 211      Engineering Mechanics I (Statics)      Lec. 2./Credit 2.**  
Fundamentals of systems in equilibrium and their effects on particles, systems of particles, and rigid bodies. Scalar and vector analysis methods are developed for two-dimensional and three-dimensional structures. Prerequisites: PHY 203, PHY 215.

**EGR 212      Engineering Mechanics II (Dynamics)      Lec. 2./Credit 2.**  
Kinematics and dynamics of particles. Motion relative to translating and rotating observers; inertial reference systems; central forces and orbits. Kinematics and dynamics of groups of particles and rigid bodies. Prerequisite: EGR 211.

**EGR 213      Digital Electronics      Lec. 3./Credit 3.**  
Boolean algebra, combinational circuits, sequential circuits, analysis and design of sequential systems. Multi-input system controllers, asynchronous system design. Prerequisite: None.

**EGR 215      Introduction to Thermodynamics      Lec. 2./Credit 2.**  
This course provides an introduction to engineering thermodynamics. Starting with the review of the terminology, the course covers the application of the first and second law of thermodynamics to non-flow and steady-flow processes. Prerequisite: PHY 203, MAT 152.

**EGR 216      Introduction to Transport Phenomena      Lec. 3./Credit 3.**  
This course introduces the student to the general property balance equation and to various transport mechanisms for energy, mass, and momentum. Differential and integral energy, mass, and momentum balances will be derived and applied to engineering problems involving transport in one dimension. Prerequisite: PHY 204, MAT 260, EGR 215.

**EGR 218      Circuit Analysis I      Lec. 3./Credit 3.**  
Analysis of electric circuits consisting of resistive and energy storage elements. Basic laws and techniques of analysis. Transient and forced response of linear circuits. Prerequisite: PHY 204, MAT 152. Corequisite: MAT 260, EGR 220.

**EGR 219      Engineering Mechanics      Lec. 3./Credit 3.**  
Introduction to concepts of statics and dynamics. Force systems, equilibrium conditions, distributed forces, kinematics and kinetics of particles, principles of conservation of momentum and energy, analysis of simple structures, work and power. Prerequisites: PHY 203, PHY 215.

**EGR 220      Circuit Analysis Laboratory I Lab 3./Credit 1.**  
Experiments in linear systems consisting of electrical and analogous networks. Linear systems analysis and design and systems performance. Prerequisite: PHY 204, PHY 216. Corequisite: EGR 218.

**EGR 226      Basics of Electrical Engineering      Lec. 2./Lab 3./Credit 3.**  
Introduction to basics of electrical engineering. DC and AC circuits, transformers, motors, generators, DC power supply, diode, operational amplifiers, general instrumentation systems, analog and digital signals, logic devices, data acquisition. Prerequisites: PHY 204, MAT 152.

**EGR 291      Basic Research Topics in Engineering      Sem./Pjt./Credit I-6.**  
Designed for sophomore level undergraduates. Emphasis will be placed upon introduction to basic techniques of conducting research and literature review, regular attendance at selected seminars, and directed work on a research project in engineering. This course may be taken twice. Prerequisite: Consent of the research mentor.

**EGR 300      Cooperative Work Study/Internship      Trn./Credit 3.**  
The student is placed in an industrial firm or a governmental agency to obtain practical experience in the area of his/her engineering specialty. A minimum of nine weeks of full-time equivalent work is required for the Internship Program. A minimum of six months of full-time work is required for the Cooperative Work Study Program and an additional nine weeks is required for governmental agencies. Written evaluation by a supervisor and a final report for the department chairperson are required for each program. Prerequisites: Completion of sophomore-level courses and consent of department chair.

**EGR 301      Fundamental Engineering Concepts      Credit 3.**  
Prerequisite: MGT. A survey of mechanical, industrial and electrical engineering concepts, terminology, analytical methods and applications in the business setting. Focus is on linking engineering concepts, computer-based methodologies and management decision-making.



**EGR 303      Engineering Materials****Lec. 2./Lab 3./Credit 3.**

Fundamentals of material science that allow the understanding of the relationships between structure and properties of materials and the effects of thermal treatment, composition, and mechanical processing. Prerequisites: PHY 203, CHE 202.

**EGR 304      Mechanics of Materials      Lec. 3./Credit 3.**

Analysis of basic machine parts, structural members, parts and connections. Three-dimensional stress and strain. Axial loading, bending and torsion beams. Shear, fatigue and fracture. Statistically indeterminate beams, combined stresses. Prerequisite: PHY 203.

**EGR 305      Engineering Analysis II      Lec. 3./Credit 3.**

Analytical methods of solving engineering problems. Application of Fourier series and integrals, matrix algebra, vector calculus, eigenvalue problems, orthogonal functions, partial differential equations and complex variables. Prerequisite: MAT 260 or EGR 301.

**EGR 306      Mechanics of Materials Laboratory****Lab 3./Credit 1.**

Measurement of stress and strain; study of failure resulting from applied forces, tension, compression, bending, creep and fatigue loading; slump test for concrete, temperature effects, hardness test. Introduction of X-ray diffraction analysis. Prerequisite EGR 303.

**EGR 307      Engineering Analysis III      Lec. 3./Credit 3.**

Basic numerical techniques for efficient solution of science and engineering problems. Root finding, quadrature, interpolation, function approximations, systems of linear and nonlinear equations, solution of differential equations. Development of computer algorithms and use of available software. Prerequisites: Working knowledge of a computer language and EGR 102 and EGR 208.

**EGR 309      Introduction to Environmental Engineering****Lec. 3./Credit 3.**

Chemistry of natural water as it affects hardness, alkalinity, corrosion and carbonate balance. Water treatment chemistry, softening coagulation, and flocculation; chemistry of rivers, oxygen balance nitrogen cycle, carbon cycle, eutrophication; waste water treatment; removal of dissolved organic material, nitrogen, phosphorus and chlorination; classification of organic and inorganic air pollutants; chemical analysis of inorganic pollutants, fluorides, oxidants; chemical analysis of organic pollutants; aliphatic hydrocarbons; control of pollutant emission by absorption, adsorption and combustion. Prerequisites: PHY 203, CME 201.

**EGR 311      Analytical Mechanics I      Lec. 3./Credit 3.**

First half of a two-semester sequence. Concept of statics, including force systems, equilibrium conditions, simple structures, distributed forces, shear and moments, friction and the concept of work, virtual work and stability. Prerequisites: PHY 203, MAT 152.

**EGR 312      Analytical Mechanics II      Lec. 3./Credit 3.**

Continuation of EGR 311. Concepts of dynamics, including kinematics of particles, velocity and acceleration; Newton's law of motion, momentum, work, kinetic energy, potential energy, central force fields, vibrations, resonance, dynamics of systems of particles, kinematics of a rigid body, dynamics of a rigid body. Introduction to Lagrangian-Hamiltonian formulation. Prerequisites: EGR 311.

**EGR 314      Engineering Mechanics      Lec. 4./Credit 4.**

Concepts of statics and dynamics. Force systems, equilibrium conditions, distributed forces, kinematics and kinetics of particles, principles of conservation of momentum and energy, dynamics of rigid body and analysis of simple structures. Prerequisites: PHY 203 and MAT 152.

**EGR 315      Engineering Economy      Lec. 3./Credit 3.**

Evaluation of engineering systems based on quantitative economic considerations; present worth, benefit-cost ratio, depreciation of assets, replacement costs, feasibility analysis, and optimization techniques. Prerequisite: MAT 260, Senior Design Experience.

**EGR 391      Intermediate Research Topics in Engineering****Sem./Pjt./Credit 1-9.**

Designed for junior level undergraduates. Emphasis will be placed upon conducting directed research in engineering with a designated research mentor and regular attendance at selected seminars. Review basic literature search techniques. This course may be taken twice. Prerequisite: Consent of the research mentor.

**EGR 405      Advanced Engineering Mathematics****Lec. 3./Credit 3.**

Special functions in mathematics and their applications, Bessel functions, Legendre polynomials, elliptic integrals, Gamma functions, and parabolic cylindrical functions. Prerequisite: EGR 208.

**EGR 406      Survey of Nanotechnology      Lec. 3./Credit 3.**

Survey of the current status and applications of nanotechnology. Methods for the synthesis and characterization of nanomaterials. Computational nanotechnology: applications in nanoscale thermodynamics and transport. Properties and commercial applications of nanomaterials; optical spectroscopy of nanomaterials. Health, environmental and safety issues associated with nanotechnology. Prerequisites: CHE 202, MAT 152, PHY 202 or consent of the instructor.

**EGR 491      Senior Research Topics in Engineering****Sem./Pjt./Credit 1-12.**

Designed for senior level undergraduates. Emphasis will be placed upon participating in an independent research project or making a major contribution to departmental research with a designated research mentor. The student will produce a publication quality research report or thesis. Regular attendance at the engineering seminar series is also required. This course may be taken twice. Prerequisite: Consent of the research mentor.



## EGR - Undergraduate/Graduate

### EGR 511 Statistical Methods in Engineering

**Lec. 3./Credit 3.**

To introduce statistical methods and their application to engineering. Probability, probability distributions; statistical inference; linear and nonlinear regression; statistical experimental designs. Prerequisite: MAT 305.

## ELN (Electrical Engineering)

### ELN 228 Multivariable Engineering Analysis

**Lec. 3./Credit 3.**

Application-based multivariable analysis covering topics in linear algebra (vector and matrix operations, eigenvalues/eigenvectors, matrix exponentials, etc.), vector calculus, linear vector differential equations, discrete linear systems and vector difference equations. Prerequisite: EGR 102, EGR 219 and MAT 260 or consent of instructor; Co-requisite: EGR 208.

### ELN 300 Network Theory I

**Lec. 3./Credit 3.**

Ohm's law, Kirchhoff's voltage and current laws, nodal analysis, mesh analysis, Thevenin's theorem, Norton's theorems, power, capacitors, inductors, transient analysis of RL and RC circuits and magnetic circuits. Prerequisites: PHY 204, MAT 260. Corequisite: ELN 308.

### ELN 301 Circuits and Instrumentation

**Lec. 3./Credit 3.**

Basic principles of electric measurements, use of test instruments and laboratory techniques, Ohm's law, Kirchhoff's law, Network Theorem and introduction to capacitance and inductance. Prerequisite: PHY 204. Corequisite: ELN 309.

### ELN 302 Circuit Analysis II

**Lec. 3./Credit 3.**

Phasors, steady-state AC circuit analysis, operational amplifier AC circuits, AC power analysis, transformers frequency response, resonance. Prerequisites: EGR 218 and EGR 208. Corequisite: ELN 310.

### ELN 303 Engineering Electronics I

**Lec. 3./Credit 3.**

Semiconductor diodes, diode applications, zener diodes, bipolar junction transistor, DC biasing, FET, FET biasing, transistor models, small-signal analysis of BJT and FET. Prerequisite: EGR 218 (or ELN 300). Corequisite: ELN 311.

### ELN 304 Engineering Electronics II

**Lec. 3./Credit 3.**

Multistage RC, direct and transformer coupled amplifiers, large signal amplifiers, operational amplifiers, oscillator circuits, linear/digital ICS, integrated circuits, SCR and other semi-conductor devices. Prerequisite: ELN 303, EGR 208, ELN 228. Co-requisite: ELN312.

### ELN 306 Electromagnetic Waves

**Lec. 3./Credit 3.**

Review of vector analysis, electric field intensity, Gauss's law of divergence, electric potential, conductors, dielectrics and capacitors, steady-state, magnetic field, magnetic materials and inductance, time-varying fields, and Maxwell's Equations and introduction to uniform plane wave and transmission lines. Prerequisite: ELN 302, EGR 208, ELN 228. Co-requisite: ELN313.

### ELN 307 Signals and Systems Analysis

**Lec. 3./Credit 3.**

Introduction to systems, time-domain system analysis, convolution integral, Fourier series and transforms, Fourier analysis of discrete signals, Laplace transforms, state-space analysis discrete-time system. Prerequisite: ELN 302.

### ELN 308 Network Theory I Lab

**Lab 3./Credit 1.**

Laboratory experiments consistent with ELN 300. Corequisite: ELN 300.

### ELN 309 Circuits and Instruments Lab

**Lab 3./Credit 1.**

Laboratory experiments consistent with ELN 301. Corequisite: ELN 301.

### ELN 310 Circuit Analysis Laboratory II

**Lab 3./Credit 1.**

Laboratory experiments consistent with ELN 302. Corequisite: ELN 302.

### ELN 311 Engineering Electronics I Lab

**Lab 3./Credit 1.**

Laboratory experiments consistent with ELN 303. Corequisite: ELN 303.

### ELN 312 Engineering Electronics II Lab

**Lab 3./Credit 1.**

Laboratory experiments consistent with ELN 304. Corequisite: ELN 304.

### ELN 313 Electromagnetic Waves Lab

**Lab 3./Credit 1.**

Laboratory experiments consistent with ELN 306. Prerequisite: ELN 310; Corequisite: ELN 306.

### ELN 403 Digital Electronics Design

**Lec. 3./Credit 3.**

Review of Boolean Algebra and Karnaugh maps, arithmetic logic units, multiplexors, demultiplexers, encoders, decoders, programmable logic devices, latches, flip-flops, registers, counters and sequence recognizers. Prerequisite: EGR 213. Corequisite: ELN 431.

### ELN 404 Semiconductor Electronics

**Lec. 3./Credit 3.**

Crystal structure, carrier transport, recombination and generation, continuity equation, pn junction, bipolar devices, JFET, MOSFET, crystal growth and epitaxy, lithography and etching, diffusion and ion implantation, integrated devices, photovoltaic cells and environmental stress on devices. Prerequisite: ELN 303.

### ELN 408 Introduction to Control Systems

**Lec. 3./Credit 3.**

Control system design process, mathematical modeling, block diagrams, state variable models, feedback control system characteristics, performance criteria, stability, root locus, frequency response methods, design of feedback control systems, robustness, introduction to digital control. Prerequisite: ELN 307, ELN 228, EGR 219, MAT 260. Co-requisite: ELN433.

**ELN 409      Electrical Engineering Design I****Lec. 2./Credit 2.**

Introduction to engineering design process, project planning and implementation, library search and technical research of design projects. Software verification of design projects. Group design projects are presented, approved and supervised by course instructor or other electrical engineering faculty. Student will present his/her project technical paper in a prearranged seminar. Prerequisites: ELN 304, ELN 403. Corequisite: ELN 434.

**ELN 411      Energy Conversion****Lec. 3./Credit 3.**

Fundamentals of electromechanical energy conversion, transformers, DC generators, DC motors, polyphase AC generators, induction motors, synchronous motors, fractional horsepower motors and transient analysis of electric machines. Prerequisite: ELN 302, ELN 310. Corequisite: ELN 435.

**ELN 412      Communication Theory****Lec. 4./Credit 4.**

Review of Fourier series and Fourier transforms, signals and linear systems, amplitude modulation (AM) system, frequency modulation (FM) system, probability and random processes, pulse modulation systems. Prerequisites: ELN 307, MAT 305.

**ELN 413      Electrical Engineering Design II****Lec. 2./Credit 2.**

Additional engineering design process, project planning and implementation, library search and technical research of design projects. Software verification of design projects. Group design projects are presented, approved and supervised by course instructor or other electrical engineering faculty. Student will present his/her project technical paper in a pre-arranged seminar. Prerequisite: ELN 409. Corequisite: ELN 436.

**ELN 415      Computer Architecture****Lec. 3./Credit 3.**

Introduction to the quantitative basis of modern computer architecture and principles of memory systems, pipelining, instruction-level parallelism, storage systems, multiprocessors and particular emphasis on the relationships between computer design and application requirements and cost versus performance trade-offs. Prerequisite: EGR 213, CSC 152.

**ELN 417      Computer Networks****Lec. 3./Credit 3.**

An introduction to the architecture and components of wired and wireless computer networks such as applications, network hardware, OSI reference model, TCP/IP reference model and design at various reference layers. Prerequisite: EGR 102 or CSC 151.

**ELN 420      Senior Seminar****Sem. 1./Credit 1.**

Presentation and discussion of selected topics in Electrical Engineering. Professional ethics and registration. Corequisites: ELN 409 and ELN 412.

**ELN 422      Digital Communication****Lec. 3./Credit 3.**

Digital data transmission, multiple access techniques, communication channel models, coding techniques for communication channels and system design consideration. Prerequisite: ELN 521.

**ELN 431      Digital Electronic Design Laboratory****Lab 3./Credit 1.**

Laboratory experiments and design consistent with ELN 403. Corequisite: ELN 403.

**ELN 432      Semiconductor Electronics Laboratory****Lab 3./Credit 1.**

Laboratory experiments consistent with ELN 404. Corequisite: ELN 404.

**ELN 433      Control Systems Laboratory      Lab 3./Credit 1.**

Computer lab design, simulation and analysis consistent with ELN 408. Corequisite: ELN 408.

**ELN 434      Electrical Engineering Design I Laboratory****Lab 3./Credit 1.**

Implementation of the design projects from ELN 409. Design performance judged by a faculty panel. Corequisite: ELN 409.

**ELN 435      Energy Conversion Laboratory****Lab 3./Credit 1.**

Laboratory experiments consistent with ELN 411. Prerequisite: ELN 302, ELN 310; Corequisite: ELN 411.

**ELN 436      Electrical Engineering Design II Laboratory****Lab 3./Credit 1.**

Implementation of the design projects from ELN 413. Design performance judged by a faculty panel. Corequisite: ELN 413.

**ELN 460      Introduction to Microprocessor Systems****Lec. 3./Credit 3.**

Assembly language programming, microprocessor arithmetic, microprocessor architecture and operation, buses and system concepts. Prerequisite: ELN 304 and ELN 403.

**ELN 462      Modeling and Design of Devices and Systems****Lec. 3./Credit 3.**

Design of a feasible system using specifications and alternative designs, decision making based on different model analysis within a detailed design, including other design considerations in the design process such as reliability, human factor engineering, and the basics of patent law. Prerequisite: ELN 304 and ELN 403.

**ELN 465      Advanced Engineering Measurement****Techniques****Lec. 3./Credit 3.**

An introduction to measurement science and techniques, application to electrical circuits, applications to systems with transducers, application to analog and digital systems, and applications involving microprocessors and personal computers. Prerequisite: ELN 403, ELN 431, ELN 460.

**ELN 467      Digital Control Systems****Lec. 3./Credit 3.**

Sampling processes and theorems, z-transform, modified transforms, transfer functions, stability criteria, analysis in frequency and time domains, discrete state model of systems containing digital computers, and experimental exercises in controlling dynamic processes. Prerequisite: ELN 408.

**ELN 469 Introduction to Manufacturing****Lec. 3./Credit 3.**

Systems approach to manufacturing, tools and concepts needed to integrate the computer in the manufacturing process such as numerical control and programmable controllers, flexible manufacturing systems, group technology, process planning and control, and modeling and simulation of factory operations. Prerequisite: ELN 409.

**ELN 471 Electronics and Photonics Devices****Lec. 3./Credit 3.**

Study of semiconductor devices, photonics devices, principles of device physics, and applications in integrated electronics and photonics systems. ELN 471: Prerequisite: ELN 303.

**ELN 472 Introduction to Laser Systems****Lec. 3./Credit 3.**

Electromagnetic basis of laser optics, propagation and diffraction of laser beams, Gaussian beams, basic laser spectroscopy, gas laser systems, solid-state laser systems, semiconductor laser systems, and some laser system applications. Prerequisite: ELN 306.

**ELN 481 Antennas and Propagation Lec. 3./Credit 3.**

Types of antenna systems, radiation characteristics, waveguides, impedance loading, atmospheric propagation, and electromagnetic considerations. Prerequisite: ELN 306.

**ELN 482 Computer Engineering Design I****Lec. 2./Credit 2.**

Introduction to the computer engineering design process, project planning and implementation, library search and technical research of design projects. Software verification of design projects. Group design projects are presented, approved and supervised by course instructor or other electrical/computer engineering faculty. Student will present his/her project technical paper in a prearranged seminar. Prerequisite: ELN 431.

**ELN 483 Computer Engineering Design II****Lec. 2./Credit 2.**

Additional engineering design process, project planning and implementation, library search and technical research of design projects. Software verification of design projects. Group design projects are presented, approved and supervised by course instructor or other electrical/computer engineering faculty. Student will present his/her project technical paper in a prearranged seminar. Prerequisite: ELN 482.

**ELN 488 Computer Engineering Design Lab I****Lab 3./Credit 1.**

Implementation of the design projects from ELN 482. Design performance judged by faculty panel. Co-requisite: ELN 482.

**ELN 489 Computer Engineering Design Lab II****Lab 3./Credit 1.**

Implementation of the design projects from ELN 483. Design performance judged by faculty panel. Co-requisite: ELN 483.

**ELN - Undergraduate/Graduate****ELN 515 Microcontrollers and Embedded Systems****Lec. 3./Credit 3.**

Introduction to microcontroller-based systems with laboratory exercises, with emphasis on currently used processors. The course will focus on architecture, structured programming (assembly and higher level) simulation of processors, peripheral interfacing and interrupt management with applications involving control, communication and signal processing. Prerequisites: ELN 304, 312, 403 and 431.

**ELN 521 Digital Signal Processing Lec. 3./Credit 3.**

General concepts of digital signal processing, continuous-time system analysis, Fourier analysis, the sampling theorem, discrete-time system analysis and realization, z-transforms, finite impulse response (FIR) filters, infinite impulse response (IIR) filters, fast Fourier transforms (FFT), applications of the discrete Fourier transform. Prerequisites: ELN 307.

**ELN 523 Digital System Design Lec. 3./Credit 3.**

Microcomputer architecture, bus inter connections, memories, serial interfacing, parallel interfacing, magnetic recording techniques, CRT-controller design and software development. Prerequisite: ELN 515. Corequisite: ELN 531.

**ELN 525 Electronics and Photonic Devices****Lec. 3./Credit 3.**

Study of semiconductor devices, photonic devices; device physics as well as application in integrated electronic design technology. Prerequisite: ELN 404.

**ELN 526 Computer-Aided Design for VLSI****Lec. 3./Credit 3.**

Facility in the use of design simulations in CMOS design and verification using software packages such as SUPREME, SPICE, SEDAN, PICES, ISED, etc. Prerequisites: ELN 304, 403, 431.

**ELN 531 Digital System Design Lab Lab 1./Credit 1.**

Laboratory experiments or projects, testing and design (hardware and/or software). Consistent with ELN 523. Corequisite: ELN 523.

**ENG (English)****ENG 100 Fundamental Writing\*****Lec. 3./Online/Credit 3.**

(For students whose diagnostic/placement score and other data indicate a need for additional preparation to required entrance level for ENG 101.) A concentrated review of fundamental writing skills, including organization and development of ideas, grammar, mechanics, and style. \*This course offered only on an S/U basis cannot count toward the English requirement in General Education and does not count toward graduation. Successful completion of English 100 is a prerequisite to the English 101-102 sequence. Limited class size: 15.

**ENG 101-102      Written Communication I & II      Lec. 3./Online/Credit 3.**

Introductory sequence in composition, contributing to the liberal education of students, regardless of their majors. Approaches writing as a process and provides experience in writing with various aims and rhetorical strategies. ENG 101 emphasizes the expressive and expository aims. Focusing upon the persuasive and literary aims, ENG 102 includes the development of a research paper. Prerequisites: Satisfactory completion ("S") of ENG 100 (for those placed in this course), satisfactory completion of ENG 101 ("C" or better).

**ENG 200      Principles & Skills of Developmental Reading      Lec. 3./Credit 3.**

Problems and procedures in the teaching of reading in the content areas.

**ENG 201      Traditional English Grammar      Lec. 3./Credit 3.**

Studies in English grammar, usage, and mechanics designed for those students who need additional review in fundamentals of the English language. Prerequisite: ENG 101-102.

**ENG 202      Introduction to Linguistics      Lec. 3./Credit 3.**

Examines the basic principles and theories of contemporary linguistics and their applications to the teaching, learning, history, and use of the English language. Students will explore studies in linguistic research and examine their own literacy development as readers, writers, and speakers of English. Emphasis will be placed on the complex cognitive system of language acquisition and development, the nature of human language; English phonology, morphology, syntax, and semantics; language variation (ethnic and gender-based discourse patterns), and language change. Prerequisites: ENG 101-102, ENG 201, or permission of department chairperson.

**ENG 203 - 204      English Literature      Lec. 3./Credit 3.**

Survey of English literature from the Anglo-Saxon period to the present. Works examined in relation to their artistic, historical and philosophical contexts. Prerequisites: ENG 101-102, ENG 208, or permission of department chair.

**ENG 205      Written Expression in the Arts      Lec. 3./Credit 3.**

Introduction to vocabulary and critical approaches relevant to humanistic studies. Concentrated and individualized work in writing and research about one's chosen field. Prerequisite: ENG 101-102.

**ENG 206      Introduction to Poetry      Lec. 3./Credit 3.**

Study of poetry using examples representative of different times, styles, techniques and cultures as models. Emphasis on learning by writing and critiquing. Prerequisite: ENG 101-102 or permission of department chairperson.

**ENG 207      Introduction to Fiction      Lec. 3./Credit 3.**

Study of selected fiction using examples of different times, places, cultures, and techniques as models. Emphasis on learning by writing and critiquing. Prerequisite: ENG 101-102 or permission of department chairperson.

**ENG 208      Introduction to Literary Studies      Lec. 3./Credit 3.**

The introductory course for majors and minors that focuses on analysis of literature, including fiction, poetry, and drama. Particular emphasis is placed on close reading, understanding of essential literary terms, and analytical essay writing. Prerequisite or concurrent with ENG 101-102, or permission of department chair.

**ENG 209      Children's Literature      Lec. 3./Credit 3.**

Survey of field of literature for children from nursery school through grade eight. Consideration of principles governing choice of literature in these grade, compilation of annotated lists of books suited to typical nursery school and elementary school situations, experience in storytelling and dramatization. Prerequisite: ENG 101-102.

**ENG 210 - 211      Introduction to Literature      Lec. 3./Credit 3.**

A study of literature in a variety of genres, to provide an aesthetic appreciation of the selected works, an understanding of the basic methods of literary analysis, and an understanding of various approaches to writing about literature. English 210 covers the short story and the novel. English 211 covers poetry and drama. Prerequisite: ENG 101-102 for non-English majors.

**ENG 213      Adolescent Literature      Lec. 3./Credit 3.**

Study of selected adolescent novels and other reading materials to acquaint the prospective secondary-school English teacher with the nature, scope, and uses of adolescent literature. Prerequisite: ENG 101-102.

**ENG 214      Selections in Literature      Lec. 3./Credit 3.**

Study of selected works designed to offer basic acquaintance with literature and to encourage independent study and leisure reading. Prerequisite: ENG 101-102.

**ENG 215 - 216      World Literature      Lec. 3./Credit 3.**

Study of selected world masterpieces in translation, as they relate to artistic, historical and philosophical contexts from which they emerged. Prerequisite: ENG 101-102.

**ENG 217      Vocabulary Development      Lec. 3./Credit 3.**

Study of the composition of the language and trends in its development. Survey of the research findings in vocabulary building. Specific attention is given to available materials for the augmentation of vocabulary. Prerequisite: ENG 101-102.

**ENG 218      Technical Communication      Lec. 3./Credit 3.**

Instruction and practice in practical and technical written communication memoranda, business letters, resumes, instructions, proposals, and analytical reports. Includes basic principles of document design and elementary graphics. Prerequisite: ENG 101-102.



**ENG 220 Writing Research Papers Lec. 3./Credit 3.**  
Instruction in the techniques of writing a research paper, including topic selection, thesis development, data collection, research methodology, rhetorical strategies and proper documentation. Prerequisites: ENG 101-102 and ENG 208.

**ENG 300 Literary Criticism and Theory Lec. 3./Credit 3.**  
Survey of the development of key concepts in literary theory from Plato's ideas on the arts and society through current postmodern theorists. Students will examine primary works by these thinkers and apply contemporary critical approaches to texts. Prerequisites: ENG 101-102, ENG 208, and ENG 220, or permission of department chair.

**ENG 301 Law and Literature Lec. 3./Credit 3.**  
Capitalizing on human interest in law and order and crime and punishment, this course utilizes creative fiction and non-fiction, class exercises, lectures, and discussions as vehicles to examine various aspects of the practice of law and the operation of the judicial system. Prerequisite: ENG 101-102.

**ENG 302 African American English Lec. 3./Credit 3.**  
A sociolinguistics course which examines the rich history and legacy of the language spoken by descendants of African slaves in the United States, and its cultural, social, political, and educational implications. The course focuses on the lexical, semantic, phonological, morphological, and syntactical differences of African American English as a means of communication. Prerequisites: ENG 101-102 and ENG 201, or permission of department chair.

**ENG 303 - 304 Ethnic Literature: The Minority Experience Lec. 3./Credit 3.**  
Study of American ethnic and indigenous literature placed within historical, cultural, and social contexts. Prerequisite: ENG 101-102.

**ENG 307 Caribbean Literature and Film Lec. 3./Credit 3.**  
Survey of the literature and/or film from the Greater/Lesser Antilles. Students will not only contemplate historical developments throughout the Francophone, Anglophone, and Hispanophone countries but also be exposed to similarities/ differences between the various island cultures that contribute to a larger Caribbean collective. Prerequisite: ENG 101-102.

**ENG 311 - 312 American Literature Lec. 3./Credit 3.**  
Survey of selected prose and poetic works most characteristic of major American authors and their relation to their artistic, historical and philosophical contexts. Prerequisites: ENG 101-102, ENG 208, or permission of department chair.

**ENG 313 - 314 African-American Literature Lec. 3./Credit 3.**  
Survey of African-American literature from its origins to the present, based on selected works and their relation to their artistic, historical and philosophical contexts. Prerequisites: ENG 101-102, ENG 208, or permission of department chair.

**ENG 315 African Literature I Lec. 3./Credit 3.**  
A survey of ancient and oral literature of the African continent translated into English. The literature studied includes myths, folklore, song, poetry, and epics. The course examines themes, motifs, style, structure of African literature and the literature's relationship to social, cultural, political, historical and economic issues. Prerequisites: ENG 101-102, ENG 208, or permission of department chair.

**ENG 316 African Literature II Lec. 3./Credit 3.**  
A survey of African literature written and translated into English. The periods under examination range from the Colonial period, beginning with the Negritude movement, to the postcolonial period and contemporary fiction. The themes, motifs, style, and structure of African literature are studied in relationship to social, cultural, political, historical and economic issues. Prerequisites: ENG 101-102, ENG 208, or permission of department chair.

**ENG 319 Magazine Writing Lec. 3./Credit 3.**  
A creative writing course which employs narrative strategies and techniques utilized in fiction and poetry, i.e., imagery to structure magazine articles. Prerequisite: ENG 101-102.

**ENG 320 Advanced Writing Theory & Practices Lec. 3./Credit 3.**  
Modern rhetorical strategies including work in heuristics, research techniques, analysis, and logic. Studies in sentence structure, prose rhythm, stylistics, tone and voice. Laboratory work. Prerequisite: ENG 101-102.

**ENG 321 Television Writing Lec. 3./Credit 3.**  
Fundamentals of writing for episodic television in its varied forms, including sitcoms, scripted reality programming, movies for television, and television commercials. Prerequisite: ENG 101-102.

**ENG 322 Shakespeare Lec. 3./Credit 3.**  
Study of plays illustrating periods of Shakespeare's artistic development. Attention to Shakespeare's use of sources, genre, theatrical and social conditions. Students will examine approaches and performances on stage or film. Prerequisite: ENG 101-102.

**ENG 323 The Bible as Literature Lec. 3./Credit 3.**  
Course offers students the opportunity to study various biblical literary forms in the Hebrew Bible (Old Testament) and the New Testament, with emphasis placed on narrative modes and narrative features such as character, plot, irony, and symbolism. Where appropriate, students will examine ways in which Biblical forms, themes, and images have influenced American literature and film. Prerequisite: ENG 101-102.

**ENG 325 Great Masters of English Literature Lec. 3./Credit 3.**  
Examination of selected works by acknowledged greats of English literature, such as Chaucer, Spenser, Donne, Milton, Pope, Wordsworth, and T.S. Eliot. The course employs close, textual analysis to gain an understanding and appreciation of the artistry that characterizes each writer. Prerequisites: ENG 101-102, ENG 208, or permission of department chair.

**ENG 328      Eighteenth-Century English Literature      Lec. 3./Credit 3.**

In-depth study of selected eighteenth century authors. Prerequisite: ENG 203-204 or permission of department chair.

**ENG 329      Nineteenth-Century English Literature      Lec. 3./Credit 3.**

In-depth study of selected nineteenth century authors. Prerequisite: ENG 203-204 or permission of department chair.

**ENG 330      Writing and Producing for New Media      Lec. 3./Credit 3.**

Instruction and practice in writing and producing original content for the internet. The course culminates with students writing and producing content for an original online network developed as part of the course. Prerequisite: ENG 101-102.

**ENG 340      The Business of Film      Lec. 3./Credit 3.**

By utilizing case studies that address many of the most common exigencies related to producing film, students learn how to approach each situation head-on. Students will learn how to create budgets for films, select a crew, secure distribution, and many other tasks that comprise the duties of a film producer. Prerequisite: ENG 101-102.

**ENG 341      Scriptwriting for Cinema      Lec. 3./Credit 3.**

Scriptwriting and production formatting for radio, television and cinema productions. Students examine format and requirements for various types of programs and develop a non-news script from inception to final product. Prerequisite: ENG 101-102.

**ENG 398      Professional Internship      Trn./Credit 3.**

Placement in a professional situation appropriate to a student's academic background and career interest. May be repeated one time for credit. Prerequisite: ENG 101-102, or permission of department chair.

**ENG 399      Topics in Literature      Lec. 3./Credit 3.**

Special topics developed by instructors to introduce students to particular areas of language and literature. Content, approach, and reading vary from semester to semester. Prerequisite: ENG 101-102.

**ENG 400      Independent Study      Ind. 3./Credit 3.**

Scholarly inquiry into a subject of particular interest to the student and instructor. Permission of department chair. This course may not replace ENG 430, ENG 431 or ENG 432.

**ENG 401 - 402      Creative Writer's Workshop      Lec. 3./Credit 3.**

Workshops in fiction and poetry that use students' creative works as the primary subject matter. Other stories and poems are assigned to serve as models. ENG 401 focuses on fiction and has the prerequisite: ENG 206. ENG 402 focuses on poetry and has the prerequisite: ENG 207.

**ENG 403-404      Contemporary Themes in African-American Literature      Lec. 3./Credit 3.**

Major themes in critical and imaginative literature produced by significant African-American writers. In-depth examination of selected fiction, nonfiction and poetry that reflect concerns of these outstanding African-American writers. Prerequisites: ENG 101-102, ENG 208, or permission of department chair.

**ENG 409 - 410      The Novel      Lec. 3./Credit 3.**

Study of the development of the English and American novel. Critical consideration given to the evolution of the genre. Prerequisite: ENG 203-204 or permission of department chair.

**ENG 414      Introduction to Motion Pictures      Lec. 3./Credit 3.**

Study of the origins and development of the motion picture with primary emphasis in the entertainment film. Classic films will be shown to illustrate major developments in the medium. Prerequisite: ENG 101-102.

**ENG 417-418      Senior Thesis---Expression      Lec. 3./Credit 3.**

An intensive reading and writing course. Students in 417 will be required to draft a major piece of writing that reflects the conventions of the particular genre chosen as reflected in current theory and practice. In ENG 418 students are required to refine the draft into a finished work, submit it to a faculty committee, and present/defend it in a public venue. Students must earn at least a "C" in 417 in order to enroll in 418. Prerequisites: ENG 208, ENG 220, ENG 300 and ENG 320.

**ENG 419 - 420      Senior Thesis      Lec. 3./Credit 3.**

An intensive reading and writing course that focuses on an author, a literary period, a genre, or a major theme. Each student in 419 will be required to draft a major piece of writing, creative or scholarly, applying the conventions appropriate to the work in question. In 420 students will revise their drafts. The final drafts must be presented in a public forum and approved by a faculty committee. Students must earn at least a "C" in 419 to enroll in 420. Prerequisites: ENG 208, ENG 220, ENG 300 and ENG 320.

**ENG 421      Introduction to Filmmaking**

An overview of the short film format, music videos, and documentary filmmaking. Prerequisite: ENG 101-102.

**ENG 422      Film Criticism      Lec. 3./Credit 3.**

Historic and Aesthetic contributions of famous filmmakers and film critics are examined through critical analysis techniques. Prerequisite: ENG 101-102.

**ENG 423      Film Direction and Editing      Lec. 3./Credit 3.**

Instruction and practice in the industry standards of directing and editing. Students learn to use Final Cut Pro editing software, the industry standard, and also explore the importance of collaboration between director and editor in the filmmaking process. Prerequisite: ENG 101-102 and ENG 421.

**ENG 425 Introduction to Digital Cinematography****Lec. 3./Credit 3.**

An overview of the fundamentals of the selection and use of lighting, camera lenses, and other equipment for digital film production. Prerequisite: ENG 101-102.

**ENG 430 Capstone Experience—Arts Lec. 3./Credit 3.**

This climactic course in the major, and the primary means of exit assessment, will vary in format, content and requirements based upon the concentration. Prerequisites: ENG 101-102, ENG 208, ENG 220, and ENG 300.

**ENG 431 Capstone Experience—Creative Writing****Lec. 3./Credit 3.**

This climactic course in the major, and the primary means of exit assessment, will vary in format, content and requirements based upon the concentration. Prerequisites: ENG 101-102, ENG 206-207, ENG 208, ENG 220 and ENG 401-402.

**ENG 432 Capstone Experience—Film Studies****Lec. 3./Credit 3.**

This climactic course in the major, and the primary means of exit assessment, will vary in format, content and requirements based upon the concentration. Prerequisites: ENG 101-102, ENG 208, ENG 220, ENG 330, ENG 341 and ENG 421.

**ENG - Undergraduate/Graduate****ENG 501 History of the English Language****Lec. 3./Credit 3.**

Survey of the development of the English language from its Indo-European origins to the present. Emphasis upon phonological, morphological and syntactical changes and their causes.

**ENG 503 English Composition for Graduate Students****Lec. 3./Credit 3.**

Emphasis on the tools and techniques of research and investigation with a special attention to form and content of research papers and thesis. The minimum passing grade is "B".

**ENG 519 The Writer and the Age Lec. 3./Credit 3.**

Seminar on a major writer or writers in relation to the chief historical movements of the appropriate age. Extensive reading and critical writing based on individual interest and need.

**ENG 599 Independent Study Lec. 3./Credit 3.**

Scholarly address to subjects of particular interest to the student and instructor. Course may be repeated once for credit with a change in subject matter. (Permission of instructor).

**ESC (Environmental Science)**

**Note:** All ESC courses are now designated as MES

**ETR (Entrepreneurship)****ETR 210 Introduction to Entrepreneurship****Lec. 3./Credit 3.**

Introduction to the practical and theoretical considerations involved in entrepreneurship. Surveys the preparation of business plans, strategies for financing, market assessment, development and protection of business ideas, management, and strategies for survival for new business ventures.

**ETR 315 Financing New Business Ventures****Lec. 3./Credit 3.**

In-depth assessment of successful techniques used to finance new business ventures. Discussion includes traditional and creative approaches. Emphasis is on new start-ups, buyouts and franchises. Prerequisites: ACC 203, 204; FIN 304.

**ETR 350 New Ventures: Start-Ups, Buyouts and Franchising Lec. 3./Credit 3.**

Focuses on the opportunities and challenges involved with starting, acquiring, owning and operating new business ventures.. Examines the three primary strategies used by entrepreneurs to acquire a new business venture and create personal wealth. Prerequisites: ACC 203, 204; ECO 201, 202.

**ETR 395 Creativity, Innovation & Product Development Lec. 3./Credit 3.**

Focuses on the process of creating a new concept and taking it to the marketplace. Examines new business ideas from the conception and development to commercialization of the product or service in the business life cycle. Includes protecting ideas with patents, copyrights, and trademarks. Prerequisite: ECO 201/202.

**ETR 401 Strategies for Growth of New Business Ventures Lec. 3./Credit 3.**

Focuses on the management of new business ventures for growth and sustainability with an emphasis on entrepreneurial (creative and independent) leadership. Explores the opportunities and challenges associated with managing in a high growth organization. Provides case study of new business ventures operating in a high growth environment. Explores the realities of and strategies for managing business failures. Includes an extensive oral and written communication component with the formal preparation and presentation of a complete business plan. Prerequisites: FIN 304; MGT 305 and MKT 305 or higher.

**ETR 410 Legal Issues for Entrepreneurs Lec. 3./Credit 3.**

Focuses on legal issues that are especially relevant or important to entrepreneurs. Includes contract law, property law, agency law, intellectual property law, bankruptcy law and certain aspects of regulatory law pertaining to matters such as environmental, employment, securities and consumer product safety issues, legislation and regulation. Prerequisite: ETR 210.

**ETR 420      Special Topics in Entrepreneurs****Lec. 3./Credit 3.**

Focuses on collective exploration of contemporary and specialized issues affecting entrepreneurs. Provides exposure to executives, politicians, researchers and other professionals in order to explore selected topics affecting specific industries or certain types of businesses. Prerequisite: ETR 210.

**ETR 435      Entrepreneurial Internship****Lec. 3./Credit 3.**

Structured and intensive experiences with executive mentors intended to inculcate decision making and risk management skills. The internship experience and executive mentors must be pre-approved. The student and mentor will collaborate with a faculty advisor during the period of internship. Prerequisite: ETR 210.

**ETR 445      Small Business Consulting      Lec. 3./Credit 3.**

Structured experiences with executive mentors intended to expose students to entrepreneurial thinking with demonstrations of decision making and risk management skills. The internship experience and executive mentors must be pre-approved. The student and mentor will collaborate with a faculty advisor during the period of internship. Prerequisite: ENT 210.

**ETR 460      Independent Study in Entrepreneurship****Lec. 3./Credit 3.**

Focuses on the development of small businesses after examining the opportunity, defining the business and reviewing customer behaviors. Theory and experience are combined for individual and organizational development. Requires Senior status and approval of program director.

**ETR 499      Entrepreneurship Practicum      Lec. 3./Credit 3.**

This course prepares the student to launch a new business venture. Students enrolled in the course must prepare a complete and final business plan design to secure investors and guide employees in creating a new business venture. Requires Senior status and permission of the program director.

**FIN (Finance)****FIN 290      Personal Finance      Lec. 3./Credit 3.**

An introduction to personal money management. Topics include savings and investment alternatives, budgeting, use of credit, basics of stocks and bonds, insurance as a risk reduction tool, and the role of real estate in a personal portfolio. Not open to Finance or Banking majors.

**FIN 304      Business Finance      Lec. 3./Credit 3.**

Study of concepts and techniques for determining the need, acquisition and management of financial resources of the firm. Introduction to analysis of financial statements. Prerequisites: ACC 203, MGT 215, ECO 201, MAT 117.

**FIN 309      Managerial Finance I      Lec. 3./Credit 3.**

An intensive study of the asset side of the balance sheet. Major emphasis is directed toward analyzing the decision process involved in acquiring assets, managing assets, and forecasting the flow and use of assets. Special attention devoted to defining and measuring risk. Prerequisite: FIN 304.

**FIN 310      Managerial Finance II      Lec. 3./Credit 3.**

An intensive study of the liability-equity side of the balance sheet. Topics include capital structure, valuation, debt financing, common and preferred stock, convertibles, warrants, and dividend policy. Prerequisite: FIN 304.

**FIN 335      Credit Analysis and Administration****Lec. 3./Credit 3.**

An in-depth study of financial statements, the types of commercial credit, and the techniques and criteria for determining credit worthiness. Emphasis is on decision making from the lender's perspective. Prerequisite: FIN 304.

**FIN 360      Finance Cooperative Education/Internship      Credits 3-9.**

Co-ops and internships are on-the-job experiences in the area of finance in business or government to serve as a laboratory for integrating the theoretical with practical experiences. Co-ops are for a six-month duration and worth up to 9 credits whereas internships are for summer employment and worth 3 credits. Students may arrange for co-ops or internships in their junior and senior years. Prerequisite: Permission of the department chairperson.

**FIN 403      Principles of Investment      Lec. 3./Credit 3.**

An examination of the nature of the securities markets and the valuation of various types of securities for institutional and personal investments. Emphasis is placed on fundamental analysis of securities. Prerequisites: FIN 304.

**FIN 409      Portfolio Management      Lec. 3./Credit 3.**

A study of the quantitative techniques employed in portfolio construction and performance evaluation. Topics include the Capital Asset Pricing Model, the Markowitz portfolio model, utility in risk analysis, portfolio policies and strategies. Prerequisite: FIN 403.

**FIN 413      Insurance Principles and Practices      Lec. 3./Credit 3.**

Survey of backgrounds, vocabulary, principles, and practices of insurance. Social insurance and risk-bearing in fire, casualty, marine, life, and corporate suretyship; and their supervision by public authority. Prerequisite: FIN 304.

**FIN 418      Business Professional Insurance Risks and Coverages      Lec. 3./Credit 3.**

Study of applicable insurance coverages to insure business and professional exposures in property, liability, surety, life and health (individual and group) and other miscellaneous coverages for the commercial exposure. Will include case studies of designated business needs and inclusion of insurance cost in budgeting and other aspects of business planning. Prerequisite: FIN 304.



**FIN 420 Commercial Bank Management****Lec. 3./Credit 3.**

An analysis of asset, liability, capital management in commercial banks and related financial services organizations; the financing of business, and other entities; strategy with regard to products and markets, organizational structure, and management risk. Prerequisite: FIN 304.

**FIN 421 Financial Markets and Institutions****Lec. 3./Credit 3.**

An analysis of money and capital markets, a survey of the nature and operation of financial institutions, federal and state regulations to which they are subject and the theory of interest rates. Prerequisite: FIN 304.

**FIN 422 Current Problems in Finance Lec. 3./Credit 3.**

Application of financial models and concepts to case studies involving financial aspects of the firm. Case analyses are designed to require the student to make use of integrative and critical thinking skills. Knowledge of financial management concepts from lower level courses is assumed. Prerequisites: FIN 309 or 310.

**FIN 430 Seminar in Banking Lec. 3./Credit 3.**

Special topics in Banking. Contemporary readings and guest lecturers will be used extensively. Prerequisites: Banking or Finance majors.

**FIN 431 Investment Banking Seminar Lec. 3./Credit 3.**

A discussion of issues and strategies relating to underwriting and placement of equity and debt instruments, for private and public issues. Prerequisite: FIN 304.

**FIN 440 Risk Management Principles Lec. 3./Credit 3.**

An overall survey of current Risk Management procedures, including a study of the development of Risk Management techniques involving identification, evaluation, methods of handling risk, implementation, review and reports. Selected risks will be studied from the viewpoint of a Risk Manager. Prerequisite: FIN 304.

**FIN 450 Principles of Real Estate Lec. 3./Credit 3.**

General course dealing with real property, including study of contracts, descriptions, real estate mortgages, landlord-tenant relations, and mechanical liens. Prerequisite: FIN 304.

**FIN 495 Independent Study Research Lec. 3./Credit 3.**

Instructor directed independent study or research exploration in selected finance area topics. Prerequisite: Senior standing and permission of the department chairperson.

**FIN 499 Advanced Topics in Investments****Lec. 3./Credit 3.**

An analysis of advanced trading strategies for options, commodities, futures, and other derivative items and the creation of new financial instruments. Also includes Financial Engineering, the study of how investment decisions and portfolio management can be solved numerically and/or simulated using mathematical models. Prerequisite: FIN 403.

**FLA (Modern Foreign Language)****FLA 101 Foreign Language Diction****Lec. 3./Lab 1./Credit 3.**

Instruction in French, Italian, and German for singers. Pronunciation and correct vocal usage stressed.

**FRE (French)****FRE 101-102 Elementary French****Lec. 3./Lab 1./Online/Credit 3.**

Introductory course designed to develop the four skills listening, speaking, reading and writing. Oral proficiency and communicative competence stressed.

**FRE 201-202 Intermediate French Lec. 3./Lab 1./Credit 3.**

The continued development of listening, speaking, reading and writing skills. Includes reading of authentic French, Quebecois and African texts. Prerequisites: FRE 102 or the equivalent.

**FRE 217 French for Business and Industry****Lec. 3./Lab 1./Credit 3.**

Communication in the Francophonic world of business. Study of commercial and economic vocabulary, and trade and advertising practices of Europe, Africa, and Quebec. Prerequisite: FRE 201 or the equivalent. May be substituted for FRE 202.

**FRE 301-302 Advanced Oral and Written Expression****Lec. 3./Credit 3.**

Intensive practice in speaking. Review and further analysis of grammatical structures and idiomatic expressions. Prerequisite: FRE 202 or the equivalent.

**FRE 303-304 Civilization of France and****Francophone Countries Lec. 3./Credit 3.**

A broad survey of French civilization and francophone cultures. Emphasis first semester on the history of France from early periods to modern times. Emphasis second semester on the twentieth century, including colonialism, decolonization and the French presence in Africa, the Americas and Asia. Prerequisite: FRE 202 or the equivalent.

**FRE 305 French Literature in English Translation****Lec. 3./Credit 3.**

A study of selected masterpieces of French Literature. May not be taken to fulfill foreign language requirement of major requirement.

**FRE 306 Afro-French Literature Lec. 3./Credit 3.**

A concentration on a specific topic, author, area in the literature of French-speaking Africa and the Caribbean. Three class hours a week. Either semester. Prerequisite: FRE 202 or equivalent.

**FRE 321-322 Introduction to Literature Lec. 3./Credit 3.**

A survey of French Literature through the study of selected works. First semester includes survey of Middle Ages, the Renaissance, and the 17th century. Second semester surveys of 17th through the 20th. Prerequisite: FRE 202 or the equivalent.

**FRE 440 Experiential Learning Lec. 3./Credit 3.**  
Can include study abroad, research abroad, domestic or international internships.

## **GEO (Geography)**

**GEO 201 World Regional Geography Lec. 3./Credit 3.**  
The physical environment of atmosphere, land, and water provides the setting for systematic study of cultural variations across world political regions.

**GEO 202 Economic Geography Lec. 3./Credit 3.**  
Patterns of economic activity across the physical and cultural landscapes are treated at the level of the manufacturing plant, the corporation, and the industry, as well as at local to international scales.

**GEO 203 Physical Geography Lec. 3./Credit 3.**  
A survey of the major physical feature of the earth's land and water biomes; consideration of natural resources and the principles and practices involved in map construction and interpretation. Prerequisites: Basic preparation in the physical and biological sciences; at least one course in American or World History.

## **GER (German)**

**GER 101-102 Elementary German Lec. 3./Lab 1./Credit 3.**  
Introductory course designed to develop the four skills listening, speaking, reading and writing. Oral proficiency and communicative competence stressed.

**GER 201-202 Intermediate German Lec. 3./Lab 1./Credit 3.**  
The continued development of listening, speaking, reading and writing skills. Includes reading of authentic German texts.. Prerequisites: GER 102 or the equivalent.

**GER 300 Readings in Scientific German Lec. 3./Lab 1./Credit 3.**  
Open to students majoring in science. Prerequisite: GER 202 or the equivalent.

**GER 301 German Literature in English Translation Lec. 3./Credit 3.**  
Study of selected works of contemporary writers.

**GER 303 German Civilization Lec. 3./Credit 3.**  
History of German culture geography, history, art and social customs. Prerequisite: GER 202 or consent of the instructor.

**GER 304-305 Advanced German Conversation Lec. 3./Credit 3.**  
Extensive practice in spoken and written German based on various prose readings. Intensive grammar and vocabulary review.

**GER 321 Topics in German Literature and Culture Lec. 3./Credit 3.**  
This course exposes students to important political and social issues through the study of literary works, films, arts and music. Focuses on conversation.

**GER 440 Experiential Learning Lec. 3./Credit 3.**  
Can include study abroad, research abroad, domestic or international internships.

## **GRE ( Greek)**

**GRE 101 – 102 Elementary Greek Online/Credit 6.**  
This course will introduce students to the basics of Koine Greek vocabulary and grammar, for the expressed purpose of reading the Greek New Testament in its original language. An inductive approach employing biblical verses to illustrate grammatical points, will allow exposure to the canonical writing themselves from the start. There will also be discussion of important Greek terms and concepts from the biblical readings.

## **HEA (Health Education)**

**HEA 104 Introduction to Health Education Lec.3./Credit 3.**  
Designed to introduce the student to the historical, professional, and philosophical background of personal, school, and community health education, emphasizing the influences of federal, state, and local governments.

**HEA 200 Health Education Lec. 2./Online/Credit 2.**  
Designed to help the student to understand himself/herself as a human organism; to become familiar with various influences that affect health; to coordinate experiences for more effective understanding of healthful living in the world of today; and to aid himself/herself in solving personal health problems. Fall and spring semesters.

**HEA 203 Advanced Concepts of Health Lec. 3./Credit 3.**  
A comprehensive content course focusing upon health concepts essential for promoting health and preventing illness, disability, and premature death. The following leading health indicator areas will be covered: mental health, injury and violence, overweight and obesity, substance abuse, tobacco use, environmental quality, immunization, access to health care, and physical activity. An introduction to the goals of increasing quality of years of healthy life and eliminating health disparities. Prerequisite: HEA 200

**HEA 204 School Health Lec. 3./Credit 3.**  
This course is designed to provide an introduction to healthy schools and healthy youth. Topics will include school health program models, administration and program evaluation, data and statistics, critical health topics for children and adolescents, tools and resources, partners and collaboration, and funding sources.

**HEA 205 Introduction to the Health Education Profession Lec. 3./Credit 3.**  
Designed to familiarize the student with professional terminology, ethics, responsibilities, and relationships in health education.

**HEA 208 Introduction to the Health Professions****Lec. 3./Credit 3.**

Designed to familiarize the student with professional terminology, professional ethics, inter- and intra-professional relationships, educational requirements, and employment and career opportunities in health education and related professions.

**HEA 211 First Aid, CPR and Safety Lec. 3./Credit 3.**

Designed to provide background in the areas of First Aid, Cardio-pulmonary resuscitation, and basic concepts of safety. Certificates will be awarded upon successful completion of the course.

**HEA 218 Current Issues in Health and Safety Education****Lec. 3./Credit 3.**

Designed to promote accuracy in presentation of scientific information on topics and principles of health interest, to identify critical health issues in society today, and to chart possible directions in prevention, maintenance, treatment, research, and service.

**HEA 304 Athletic Training Practicum****Lec. 1-4./Credit 1-4.**

Designed to provide the student on-the-job training. Students receive practical experiences in organization and management as an Assistant Student Athletic Trainer assigned to an athletic team under the supervision of a Certified Athletic Trainer. May select a maximum of four (4) semester hours during junior and/or senior years. Prerequisites HEA 211, HEA 309, BIO 224, BIO 225. Permission of instructor.

**HEA 305 Physical Fitness, Conditioning and Weight Control Lec. 3./Credit 3.**

Includes the key principles involved in fitness, weight control conditioning, and diet, with special emphasis on interrelationships and application to individual lifestyles. A theoretical and clinical component in which the student applies principles to own lifestyle and that of one other individual is included. In addition, techniques for proper assessment of one's health status in these areas will be covered, and individually prescribed programs of exercise and diet planned.

**HEA 309 Prevention and Care of Athletic Injuries****Lec. 3./Credit 3.**

Consideration is given to the prevention, care, and treatment of athletic injuries. Techniques in conditioning, taping, and training room organization.

**HEA 312 Advanced First Aid Lec. 3./Lab 3./Credit 3.**

Includes all of the topics included in the ARC Standard First Aid Course in more depth, with added units on emergency childbirth and extrication from automobiles, cave-ins, etc. A great deal of emphasis is placed on first aid skills and techniques with some choice as to selection of relevant topics for in-depth study is provided.

**HEA 323 Health Education Methodology****Lec. 2./Lab 1./Credit 3.**

This course is designed to provide an understanding of the knowledge, skills, and processes for teaching health education, including content knowledge, instructional strategies, lesson and unit planning, standards of learning, student assessment, and new and emerging instructional technology.

**HEA 401 Substance Use and Abuse Lec. 3./Credit 3.**

A practical survey of the status, trends, and scope of the drug use and abuse problem. A fresh look at prevention, education, treatment, and rehabilitation.

**HEA 403 Health Care in the United States****Lec. 3./Credit 3.**

A survey seminar course which offers an analysis of the demand, cost, and supply of health care.

**HEA 441 Health and Aging Lec. 3./Online/Credit 3.**

A study of the common health challenges associated with aging and their causes, and a review of life-enhancing measures believed necessary to optimize healthful aging. To include physical, mental, and social aspects of aging and the interrelationships among them.

**HEA 453 Community Health Organization****Lec. 3./Credit 3.**

Principles and practices in community health, including the organization and administration of community health agencies. Exploration of causative factors of community health problems and possible solutions.

**HEA 454 Directed Readings in Health Education****Lec. 3./Credit 3.**

This course provides the upper level student with an overview of the myriad of health and health-related topics for close examination under the supervision of a major instructor. Current technological changes, future implications, problems in the field, and more are covered. The reading will be individualized to an extent and geared to meet the needs and interests of the class.

**HEA 504 Health in the Elementary School****Lec. 3./Credit 3.**

Fundamental components of the elementary school health program. Problems of educational organization, objectives, curriculum development, supervision, and teaching methods and materials as they relate to the elementary school program.

**HEA 550 Sexuality Education Lec. 3./Credit 3.**

The major emphasis in this course is to acquaint educators with basic instructional content, techniques, resource materials and references in the area of human sexuality. Interpretation of current curricular trends. Suitability of content and methods as determined by needs, interests, and abilities of diverse student populations will be discussed. A fresh look at critical areas in sexuality education.

## HEB (Hebrew)

### **HEB 101–102      Elementary Hebrew Online/Credit 6.**

This course will introduce students to the basics of Biblical Hebrew vocabulary and grammar, for the expressed purpose of reading the Hebrew Bible / Old Testament in its original language. An inductive approach employing biblical verses to illustrate grammatical points, will allow exposure to the canonical writing themselves from the start. There will also be discussion of important Hebrew terms and concepts from the biblical readings.

## HIS (History)

### **HIS 105      World Civilizations I Lec. 3./Online/Credit 3.**

Surveys development of human societies from the first literate, urban civilizations (3500 B.C.) to the middle of the 18th century. Themes emphasized include economic, religious, intellectual, social (gender, race, age, families, communities), ecological, political, and military history. Selected historical events in Asia, Africa, Europe, and the Americas will be considered. (Required of history and history-social science education majors).

### **HIS 106      World Civilizations II Lec. 3./Online/Credit 3.**

Surveys the period from the French Revolution (1789) to the present, years when many aspects of the contemporary world were shaped. Themes emphasized include economic, religious, social (gender, race, age, families, communities), ecological, political and military history. Selected historical events in Asia, Africa, Europe, and the Americas will be considered.

### **HIS 107      Survey of African-American History Lec. 3./Online/Credit 3.**

Part of the World Civilization sequence, a survey of the experiences of Blacks in America from 1500 to the present. Includes material about peoples and institutions of pre-colonial Africa and the Atlantic slave trade.

### **HIS 108      American History Survey: Colonial Period to the Present      Lec. 3./Credit 3.**

This course serves as a lecture course that surveys the political, economic, and social characteristics of American development from the colonial period to the present. Virginia studies are included. Instruction and content are multicultural in orientation with particular emphasis on major trends, issues and events. Note that HIS 108 includes Virginia Studies.

### **HIS 201      History of the United States to 1865 Lec. 3./Credit 3.**

Intensive study of political, economic, and social and intellectual development of American society from the colonial period to the end of the Civil War. Note that HIS 201 includes Virginia Studies.

### **HIS 202      History of the United States from 1865 Lec. 3./Credit 3.**

Intensive study of political, economic, social and intellectual development of American society from Reconstruction to the present.

**HIS 203      Historical Methods      Lec. 3./Credit 3.**  
Introduction to historical research and writing; location and use of primary and secondary sources; skills of historical analysis; and questions of style. Prerequisite for HIS 425

### **HIS 205      Sea Power and Maritime Affairs Lec. 3./Credit 3.**

Course traces evolution of major naval and maritime nations as they are affected by changes in technology and uses of sea power in the context of their political, economic, and diplomatic relations. Special emphasis is placed on the role which American naval and maritime affairs played in the rivalries of great world powers during the colonial period, spread of revolutionary movements, and the civil and international conflicts of the 19th and 20th centuries.

### **HIS 218      Cultural and Political History of Africa (1) Lec. 3./Credit 3.**

Systematic study of the history of pre-colonial Africa. Themes covered will include the methodology for reconstructing history without documents, impact of Islam, African kingdoms and empires, slavery and the Atlantic slave trade, and African European relations to the dawn of the new imperialism.

### **HIS 220      Cultural and Political History of Africa (2) Lec. 3./Credit 3.**

Examines European colonialism in Africa, models of colonial policies and the impact of African societies, the rise of nationalism and the process of decolonization, and the aftermath of political independence in Africa.

### **HIS 222      History of the United States Military Lec. 3./Credit 3.**

Survey of the role played by the armed forces in American society. It will emphasize military policy, organization, and technology, relating them to political, social, and economic developments during this period. Selected major American wars will be examined to illustrate the broad themes in the American military experience.

**HIS 301      American Colonial History      Lec. 3./Credit 3.**  
African and European colonization of the American peoples; the evolution of democratic institutions and slavery; the Revolution; and national independence. Note that HIS 301 includes Virginia Studies.

### **HIS 302      The Early National Period, 1789-1840 Lec. 3./Credit 3.**

Focuses upon the United States in its formative years as a new nation. Beginning with adoption of the Constitution, issues of nationalism and sectionalism, developing political parties, tensions over economic development, slavery, Indian policy, and foreign policy will be explored.

**HIS 303      Women in History      Lec. 3./Credit 3.**  
A cross-cultural survey of selected issues affecting the historical status of women in Africa, Asia, Europe and the Americas, with emphasis on women in the United States since 1890.



**HIS 305 History of East Asia to 1850 Lec. 3./Credit 3.**  
Examination of traditional civilizations of China and Japan; attention to geography, government, culture, economics, and to the coming of the West in the 19th century.

**HIS 306 History of East Asia since 1850 Lec. 3./Credit 3.**  
Examination of China and Japan after the coming of the West in the 19th century. A close look is given to internal changes and rise to world power status.

**HIS 307 History of Ancient Greece and Rome Lec. 3./Credit 3.**  
Examination of Greek and Roman civilization beginning with Homeric Greece, ending with dissolution of the Western Roman Empire.

**HIS 308 Historiography of the African Diaspora Lec. 3./Credit 3.**  
Group discussion of important interpretive works in the history of Africa and the African diaspora, including Latin America and the Caribbean. Purpose is to ensure that all history majors have read key books and articles and understand the fundamental historiographical literature which overlaps single period or area courses.

**HIS 309 Russian History Lec. 3./Credit 3.**  
Survey of political, economic, social, and intellectual history of Russia from its origin to present.

**HIS 310 History of Modern South Asia Lec. 3./Credit 3.**  
Examination of cultures of Indian subcontinent and Southeast Asia; their response to the impact of the West, their role in modern world.

**HIS 311 Medieval Civilization Lec. 3./Credit 3.**  
Survey of political, economic, social, and cultural issues and developments in Europe from dissolution of Western Roman Empire to Renaissance.

**HIS 312 History of England I Lec. 3./Credit 3.**  
Emergence of modern Britain; political, social, economic, and cultural issues and developments; foreign relations and background of the empire under the Tudors and Stuarts during the sixteenth and seventeenth centuries.

**HIS 313 History of England II Lec. 3./Credit 3.**  
Cultural, political, economic and social issues and developments, foreign relations, industrial revolution, the empire during the eighteenth and nineteenth centuries.

**HIS 314 American Social History Lec. 3./Credit 3.**  
Surveys the major social forces that have shaped the daily lives of the American people from the colonial period to the present. Special emphasis is placed on the impact of these forces on major institutions such as the family, religion, education and work.

**HIS 315 American Intellectual History Lec. 3./Credit 3.**  
Surveys major ideas, thinkers, and intellectual movements in American history and their relationship to popular culture.

**HIS 316 Response to Industrialism, 1877-1918 Lec. 3./Credit 3.**  
Examination of the impact on American life of rapid industrialization in the years between the end of Reconstruction and World War I. Topics include conflicts between capital and labor, growth of corporations and government regulation, the "New South" of industry, sharecropping and segregation, agrarian dissent, urbanization and reform, and the U.S. as a colonial and world power.

**HIS 317 Economic History of the United States Lec. 3./Credit 3.**  
American capitalism from colonial beginnings; role of America in present world economy.

**HIS 318 Constitutional History of the United States Lec. 3./Credit 3.**  
Development of American constitutional thought and practice; emphasis on divergent interpretations of the Constitution.

**HIS 319 The Renaissance and Reformation, 1400-1650 Lec. 3./Credit 3.**  
Political, economic, and intellectual changes that characterized the waning of medieval civilization. Nature of Renaissance humanism and Protestant revolt, and their roles in formation of early modern European society. Prerequisite: HIS 105-106.

**HIS 320 Early Modern Europe, 1650-1815 Lec. 3./Credit 3.**  
The origins of modern science, major thinkers of the Enlightenment, royal absolutism; the development of English constitutionalism, analysis of the French Revolution and Napoleon.

**HIS 326 Recent American History, 1918 - Present Lec. 3./Credit 3.**  
Examination of the changes experienced in the United States during the twentieth century. Topics covered include: World War I, The Great Depression, World War II, Cold War, and Vietnam.

**HIS 330 Nineteenth-Century Europe Lec. 3./Credit 3.**  
Survey of Europe from Napoleon's downfall to the eve of World War I. Development of industrial capitalism, class conflict, political ideologies, nation-building, and imperialism.

**HIS 331 Twentieth-Century Europe Lec. 3./Credit 3.**  
Focuses upon the causes and results of world wars, depressions, totalitarian ideologies, Cold War, decolonization movement, contemporary scene, and American influence.

**HIS 332 History of African-Americans I Lec. 3./Credit 3.**  
Role of Black Americans from their origin in sub-Saharan Africa to the end of Reconstruction. Emphasis placed on the nature of American slavery; the abolitionist movement, and post-emancipation experiences.

**HIS 333 History of African-Americans II****Lec. 3./Credit 3.**

Focuses on the United States in the recent period, examines the progress of African-Americans in the twentieth century with emphasis on cultural and intellectual contribution, and the struggle for self-identity and human rights.

**HIS 340 Civil War and Reconstruction****Lec. 3./Credit 3.**

Examination of the causes of the Civil War, the war years, and successes and failures of Reconstruction.

**HIS 351 American Religious History Lec. 3./Credit 3.**

Historical development of organized religion in America from colonial times to the present. Attention will be paid to the relationship between religious change and other aspects of American society.

**HIS 352 American Urban History Lec. 3./Credit 3.**

The development of American cities and attempts to deal with changing urban problems from colonial times to the present.

**HIS 360 Latin America to Independence****Lec. 3./Credit 3.**

Examination of Latin American history from Native American origins through independence. Particular attention is paid to pre-Columbian civilizations, Spanish and Portuguese colonization, and struggles for national independence.

**HIS 361 Latin America Since Independence****Lec. 3./Credit 3.**

Examination of Latin American history from independence to the present. Particular attention will be paid to inter-American relations and the problems of Latin American nations in the modern world.

**HIS 390 Seminar in Comparative History****Lec. 3./Credit 3.**

Examination of a single theme (e.g., trade, revolutions, nationalism) in world history from a comparative, cross-cultural perspective. Topic varies annually.

**HIS 399 Historiography Lec. 3./Credit 3.**

Introduction to historical interpretation. Topics include philosophies of history, divergent analyses of major themes and events in the past, and critical review of key historical works.

**HIS 400 Cooperative Education Credits 3-9.**

Provides for on-the-job internship with a government agency, a research organization or a museum, integrating academic knowledge with practical experience. Students must register for the S/U option. Prerequisite: Permission of the Department Chair. Either semester.

**HIS 401 Independent Study Ind./Credit 3.**

Individual guided readings in various periods of history according to student interest and ability.

**HIS 410 American Foreign Policy Lec. 3./Credit 3.**

History of U.S. foreign policy from 1890 to present.

**HIS 416/516 American Ethnic History Lec. 3./Credit 3.**

Examination of the origins and development of major ethnic groups from the colonial era to the present. Particular attention will be paid to processes of assimilation, patterns of cultural pluralism and ethnic persistence, models of ethnic leadership and resistance, and relations with the dominant culture.

**HIS 420 History of African-American Politics****Lec. 3./Credit 3.**

Changing political concepts among African-Americans with emphasis on contemporary movement among American black people, including examination of leaders and programs of Black Revolution.

**HIS 425 Senior Seminar Sem. 3./Credit 3.**

The use of historical sources and supplemental material; methods of research; techniques of historical editing. Successful completion of a monograph from primary sources is part of the departmental exit exam. Prerequisite: HIS 203 and 399.

**HIS 430 Colonial Africa Lec. 3./Credit 3.**

Examination of the 19th century partition of the African continent, the development of different European colonial systems, and African responses, including Pan-Africanism. Various African independence movements will be compared.

**HIS 431/531 Post Colonial Africa Lec. 3./Credit 3.**

Traces major aspects of African life since independence. In addition to political, social, economic, and cultural issues, topics such as health and technology will be discussed. Current interpretations of African affairs and alternative policy recommendations will be assessed.

**HIS 499 Topics in History Lec. 3./Credit 3.**

Selected topics for study or research in seminal fields of history. Specific topic will be announced the semester before the course is to be offered. HIS 101, 201 and 301 include Virginia studies. Limited to juniors and seniors.

**HIS - Undergraduate/Graduate****HIS 507 The Indian Subcontinent Lec. 3./Credit 3.**

Nature of traditional Indian society and religious thought, history of native and foreign rulers, and contemporary problems and achievements.

**HIS 516 Multicultural Education and Ethnic Pluralism Lec. 3./Credit 3.**

Examination of origin and experiences, cultural patterns of inter-group relations of members of major ethnic groups in the United States.

**HNF (Human Nutrition and Food)****HNF 103 Nature of Food Lec. 2./Lab 1./Credit 3.**

Study of the characteristics of foods; applied principles of selection, preparation, and evaluation of food products as a means to foster a professional attitude towards food preparation. Fall semester.

**HNF 104      Nutritional Significance of Foods, Sem. II      Lec. 3./Credit 3.**

Introduction to basic nutritional needs, how these requirements can be met throughout the life cycle, and consideration of environmental and social influences on nutritional status. Spring semester.

**HNF 203      Nutrition and Dietetics      Lec. 3./Credit 3.**

Principles of nutrition in health and illness; practical application of these principles and consideration of individual differences in nutritional requirements. Fall/Spring.

## **HUM (Humanities)**

**HUM 201      Humanities I      Lec. 3./Hybrid/Online/Credit 3.**

The first of a required two-semester interdisciplinary course that is organized around a theme, Enduring Human Values and Cultural Connections.. The course introduces sophomore students to western and non-western philosophies and cultural legacies through the study of works of art, dance,drama, music, and literature from Antiquity through the Renaissance.

**HUM 202      Humanities II Lec. 3.Hybrid/Online/Credit 3.**

The second of a required two-semester interdisciplinary course that is organized around a theme, Enduring Human Values and Cultural Connections. The course introduces sophomore students to western and non-western philosophies and cultural legacies through the study of works of art, dance, drama, film, music, and literature from the Late Sixteenth Century through the Twentieth-first Century.

## **HSC (Health Sciences)**

**HSC 308      Health Science Practicum      Lab. 12hr. /Credit 4.**

Practicum experiences may be completed in selected health care work environments: public health departments, clinics, hospitals, not-for-profit organizations, community or commercial settings both domestically and abroad. Student deliverables for this course include: written learning agreement, weekly activity log, presentation. The student will participate in Health Science Practicum Day, an opportunity to delve into, reflect on, and present the student's practicum experience.

**HSC 313      Billing and Coding      Lec 3/Credit 3.**

This course prepares the student to conduct proper medical coding and billing for accurate reimbursement of medical services rendered within medical settings.

**HSC 411      Health Science Capstone Project Proposal      Course Lec. 3./Credit 3.**

This course will prepare the student to complete a major research paper topic that is relevant to the health professions, and approved by the Department Chairperson.

**HSC 412      Health Science Capstone Project Course      Lec. 2./Credit 2.**

This course will prepare the student for development of the research paper for a professional poster presentation which captures the information reported in the student's Health Science Capstone Proposal Course. PREREQUISITE: 4XX Health Science Capstone Proposal Course.

## **INS (International Studies)**

**INS 220      Introduction to International Relations      Lec. 3./Credit 3.**

A study of the evolution of the relationships among nation-states including the environment in which they operate; impact of non-governmental actors; as well as social and economic factors influencing these relationships.

**INS 302      History and Politics of the Caribbean      Lec. 3./Credit 3.**

A study of Caribbean society from the Amerindians to Independence, including the various forms of colonization and how the societies evolved from such.

**INS 305      Africa and World Affairs      Lec. 3./Credit 3.**

This course is designed as a survey of political patterns, political processes and political ideologies in Africa. It discusses the legacy of colonial experience, process of modernization, the prospects of social stability for development, inter-African cooperation, pan-African organizations, foreign policy issues, and Africa's role in world affairs

**INS 310      Society and Culture in Latin America and the Caribbean      Lec. 3./Credit 3.**

Examination of the class and caste structures in Latin America and the Caribbean including patterns of dominance, methods of resistance, and cultural and artistic manifestations.

**INS 320      Political Economy of African Development      Lec. 3./Credit 3.**

The course is designed as a survey of economic patterns of development, state, civil society and external interests, modernization and dependency theories of development, traditional social structure and values for progress, eradication of poverty, organizations for sustainable growth and development, and Africa's participation in world economy and world affairs.

**INS 321      Topics in Latin America and the Caribbean      Lec. 3./Credit 3.**

A focus on specific aspects of Latin America and the Caribbean politics and society. Examples of topics are: Women in Latin America and the Caribbean; History of the Church in Latin America and Caribbean society; The Rise of the Labor Movement in the English Speaking Caribbean; Liberation Theology in Latin America and the Caribbean; and Populism as utilized by both the Conservatives and Liberals in Twentieth Century Latin America.

**INS 402 U.S.-Latin American Relations****Lec. 3./Credit 3.**

This course focuses on United States relations with post independent Latin America. Emphasis is placed on governmental and non-governmental regional organizations/associations, and the impact of U.S. domestic politics on the region.

**INS 435 International Studies Capstone****Lec. 3./Credit 3.**

This course is geared toward preparation for and production and defense of individual empirical research on topics of interest in the major. It incorporates theories, concepts, practices and experiential knowledge in international studies. Students must have completed successfully the other major requirements as prerequisites for this course.

**INT (Music Performance Instruments)****INT 103-104, 203-204, 303-304, 403-404****B,P,S,W-Minor Performance Stu. 1./Credit 1.**

Individualized instruction in a medium designed to develop basic musicianship through studies in technique development and the performance of representative literature. (B= Brasswinds, P=Percussion, S=Strings, or W=Woodwinds). Nonmajors must have departmental permission to enroll.

**INT 107-108, 207-208, 307-308, 407-408****B, P, S, W,-Major Performance Class 1.****Stu. 2./Credit 2-3.**

A progressive sequence of advanced, individual, and class instruction in brass and woodwind instruments. (B=Brasswinds, P=Percussion, S=Strings, or W=Woodwinds)Emphasis on essential playing skills and performance of a wide range of musical styles. Class instruction on a related instrument in the category of major instrument designed to develop basic musicianship through studies in technique development and the performance of basic representative literature.

**INT – Undergraduate/Graduate****INT 507-508 B, P, S, W Major Performance (Brasswinds, Percussion, Strings, or Woodwinds)****Performance Class 1. Stu. 1./Credit 2.**

A continuation of major applied study beyond the public recital. Prerequisite: ORC 408.

**JAC (Journalism and Communications)****JAC 101 Media in a Multicultural Society****Lec. 3./Credit 3.**

This course surveys the mass media. Students are introduced to all forms of mass media, their economics, and the relationship between the media and society. Media ethics, First Amendment rights and the function of the press in society are also examined. The course prepares majors and non-majors to be informed consumers and producers of media content in a media saturated world. Required of all majors and minors.

**JAC 105 - Grammar and AP Style****Lec. 3./Credit 3.**

This course provides students with a fundamentally sound understanding of grammar usage and sentence structure, enabling them to write with clarity, sophistication and an appreciation for the guiding principles of media writing indicative of professionals in the field. This course will use the Electronic Grammar Usage Mechanics Proficiency Program (EGUMPP) modules, a web-based solution that uses a building-block approach to present and teach the lesson concepts. The lesson concepts will be applied through practical, interactive exercises that promote authentic learning and genuine understanding for teaching English grammar, usage, punctuation, and writing mechanics. Students will also receive instruction in using the Associated Press Stylebook, a newspaper industry standard guide for grammar, punctuation, principles and practices of reporting used by broadcasters, magazines, digital media companies and public relations firms. Required of all majors and minors.

**JAC 110 Introduction to Media Writing****Lab 3./Credit 3.**

This course emphasizes proper grammatical structure and introduces writing styles and language skills needed by journalists and communications professionals. In this course students will be introduced to the basic writing formats for all forms of mass communication, including journalism, broadcasting, public relations, advertising and online media. Students learn methods of gathering information, including research techniques and interviewing. They develop language usage and grammar skills and learn Associated Press style. In this course emphasis is placed on critical thinking and students are introduced to the importance of writing on deadline. Required of all majors and minors.

**JAC 111 Journalism and Communications****Entrance Exam****Credit 0.**

This course is a non-instructional placement course required for students to take the School's entrance exam to be offered each semester of the academic year. The grade for JAC 111 will be "S" (satisfactory) or "U" (unsatisfactory). A "S" grade reflects a passing score for the entrance exam. A "U" grade reflects a score below that which is required to pass the exam. Course can be repeated two times. A satisfactory grade is required for admission into the major. The course credit (0) will not earn credits toward graduation. Required of all majors and minors. Corequisites: JAC 101, 110 and 200.

**JAC 200 Introduction to Visual Media****Lab 3./Credit 3.**

This course introduces students to the basics of visual design used by media professionals. In this course students will explore the theories of visual communication, including principles of design, symbolism and color theory. The basics of photography, videography, web publishing, and online graphics will also be explored. The course allows majors to develop basic technical and software skills, which will be essential in upper level courses in all majors. Required of all majors and minors. Prerequisites: JAC 101 and JAC 110.



**JAC 210      Reporting and News Writing      Lab 3./Credit 3.**  
**Across Platforms**

This is the foundation writing course for all majors. It teaches research methods for gathering information and emphasizes critical thinking to analyze the comparative importance of the information. It builds strong skills in writing and language use for multiple media platforms. It gives students practice in reporting and writing in basic news story formats and styles that are applicable to other communications professions. It introduces students to the demands of quickly and accurately gathering information, analyzing it and writing on deadline. Required of all majors and minors. Prerequisites: JAC 101, JAC 110, JAC 200 or Permission of Instructor.

**JAC 220      Principles of Public Relations Lec. 3./Credit 3.**

This course introduces students to the basic concepts of public relations. It surveys principles, theories, strategies, techniques and practices of the public relations profession. Prerequisites: JAC 101, JAC 110, JAC 200 or permission of instructor.

**JAC 230      Principles of Advertising      Lec. 3./Credit 3.**

This course introduces students to the basic principles of advertising and its relationship to different forms of branded media and consumers. It includes theories, strategies, and elements of visual design, copy writing, sales and research. Social media applications also will be explored. Prerequisites: JAC 101, JAC 110 and JAC 200.

**JAC 260      Script Writing      Lab 3./Credit 3.**

This course introduces students to the conventions of writing for programming. Students learn the formats for writing commercials, public service announcements, promos, radio and television news, sitcoms, dramas and other broadcast formats. Students learn to read and write phonetic pronunciation guides as well as produce storyboards and analyze and mark scripts. Students learn to research and document scripts for spot announcements, news and long-format programming. Each student will receive training and experience in radio and television delivery and performance. Each student will produce scripts of sufficient quality for the portfolio. Prerequisite: JAC 101, JAC 110 and JAC 200.

**JAC 265      Introduction to Radio/  
Television Production      Lab 4./Credit 4.**

This course orients students to the skills, procedures and jargon of electronic media production techniques. Students learn to operate audio and video recording, editing and production equipment used for radio, television and the Web. Basics such as on-camera and on-microphone performance are introduced. Emphasis is placed on practical experience to meet competence needed in coursework, internship and employment in the media industry. Each student will complete an audio and video project of sufficient quality for the portfolio. Prerequisites: JAC 101, JAC 110 and JAC 200.

**JAC 301      Web Design and Production Lab 4./Credit 4.**

This course introduces students to producing content for the Web. It teaches the fundamentals of web site development, hypertext markup language and web design including the use of interactive text, graphics, video and audio for the Web. It also stresses sound journalistic news values and judgment for reporting responsibly and ethically using the Web, mobile platforms and social media. Prerequisites: JAC 101, JAC 110 and JAC 200.

**JAC 305      Visual Communication      Lab 3./Credit 3.**

This course examines basic theories and skills in visual communication for multimedia platforms. It includes the selection and editing of photographs; the use of maps, charts, graphs, artwork, info-graphics, typography, and other graphic-design elements. It introduces students to current graphic design programs. Prerequisites: JAC 101, JAC 110 and JAC 200.

**JAC 307      Digital Photography      Lab 3./Credit 3.**  
**and Imaging**

This course introduces students to the basic technology of digital photography and the theories and skills of photojournalism. It will include photo selection, editing and layout. It also will include the application of photographic images for multiple digital platforms. Prerequisites: JAC 101, JAC 110, and JAC 200.

**JAC 310      Advanced Reporting and News      Lab 3./Credit 3.**  
**Writing Across Platforms**

This course builds on and strengthens reporting and newswriting skills gained in JAC 210. It teaches basic beat and public affairs reporting and how to cover police, fire, city council and courts. It introduces students to "issues" beats focused on such topics as health, religion, business, multicultural and minority affairs, urban affairs and technology. It requires students to choose a beat, cultivate sources, develop story ideas and write news and feature stories from the beat. Campus reporting and in-depth final reporting projects are published online. Prerequisites: JAC 101, JAC 110, JAC 200 and JAC 210.

**JAC 320      Public Relations Writing      Lab 4./Credit 4.**  
**and Production**

This is the introductory writing and production course in public relations and corporate communications. It includes producing program materials and activities such as news releases, brochures, flyers, newsletters, pamphlet development, copy writing and general business communication. It will introduce students to various media used for producing various messages. Online applications are also addressed. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 210 and JAC 220.

**JAC 330      Writing and Creative      Lab 3./Credit 3.**  
**Strategies for Advertising**

This course teaches the formulation of creative ideas and viable strategies. It includes copy writing and production for multiple media platforms. Prerequisites: JAC 101, JAC 110, JAC 200 and JAC 230.

**JAC 340 Broadcast News Writing Lab 4./Credit 4.**

This course refines writing skills for broadcast journalism platforms. Students' reporting and writing skills are strengthened by working basic beats such as city government, courts, and police. Each student will write and produce stories for radio and television broadcasts, as well as online presentations. Both news and feature stories are produced for the student's portfolio. Assignments include anchoring radio newscasts and producing television news stories. Documentary style reporting is also explored. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 210, and JAC 265. Co-requisite JAC 440.

**JAC 403 Media Entrepreneurship Lab 3./Credit 3.**

This survey course introduces students to the fundamentals of entrepreneurial concepts and skills through case studies and the development of a media venture. Students will work in teams to develop a comprehensive strategic business plan for the implementation of innovative digital media products and services. Prerequisites: Junior status or permission of instructor.

**JAC 404 Media Ethics Lec. 3./Credit 3.**

Students investigate the process of making ethical choices as producers and consumers of media content based on sound professional principles. Ethical dilemmas and case studies including social media will be examined. The ethical codes of professional groups such as the Society of Professional Journalists, the Radio Television News Directors Association, The Public Relations Society of America and the American Advertising Federation will also be explored. This course provides the tools necessary to identify and analyze ethical issues that modern-day media organizations face. The course prepares students to apply various decision-making strategies when they face these issues in the workplace. Prerequisites: JAC 101, JAC 110, JAC 200 or permission of the instructor. Required of all majors.

**JAC 405 Media Law Lec. 3./Credit 3.**

This course examines the various laws that affect journalism and other communications professions. It includes the First Amendment, libel, copyright, privacy telecommunications regulations and obscenity laws. This course is designed to introduce students to legal concepts pertinent to the communications industries. It will investigate the dynamic nature of the First Amendment through the evaluation of precedence and legal proceedings. Required of all majors. Prerequisites: JAC 100, JAC 110, JAC 200 or permission of the instructor.

**JAC 406 Media Management Lec. 3./Credit 3**

This course teaches students how to improve their chances of successfully navigating a career in the media industry across all media platforms. Students get a comprehensive view of media management's role and critical relationships relevant to operation, strategies, regulatory and personnel challenges, opportunities, consequences and rewards. Students are taught critical relationship-building skills they can apply to further maximize their employment opportunities. Prerequisites: JAC 101, JAC 110, JAC 200 or permission of the instructor.

**JAC 407 Media Criticism and Rhetoric Lec. 3./Credit 3**

This course introduces students to the critical approaches that can be used to analyze the media and culture and its use of language across all platforms in the digital age. Those approaches include semiotic and ideological criticism. Students also review journalistic media criticism. Prerequisites: JAC 101, JAC 110 and JAC 200.

**JAC 408 American Media History Lec. 3./Credit 3**

This course will survey the history of the American media from the colonial era to the present. It will include key moments, movements and people, as well as the growth of African-American and other minority-owned media organizations. The course will trace the history of media ownership, the advent of broadcasting and the growth of the Internet. Prerequisites: JAC 101, JAC 110, JAC 200 or the permission of the instructor.

**JAC 410 News Editing Lab 3./Credit 3.**

This course teaches the skills and theoretical concepts demanded by 21st century digital news coverage and technology in journalism. It includes copy editing, page layout and design and techniques for coaching and working with writers to develop story ideas. It stresses an editor's responsibility to assure balanced, thorough and accurate coverage of a global society. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 210, JAC 310 or permission of the instructor.

**JAC 412 Feature Writing Lab 3./Credit 3**

Students in this course will learn techniques in reporting and writing feature stories. Students are required to produce and publish substantial magazine-length features for multimedia platforms including online publications and blogs. Prerequisites: JAC 101, JAC 110, JAC 210 and JAC 310.

**JAC 414 Opinion Writing and Criticism Lab 3./Credit 3.**

Students in this course learn the techniques necessary to produce high quality editorials, columns, criticism and other forms of commentary for newspapers, magazines and online publications. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 210 and JAC 310.

**JAC 415 Photojournalism Lab 3./Credit 3.**

Students will learn visual storytelling concepts and techniques for the digital age. Writing appropriate cutlines, examining issues as well as composition, lighting and ethics will be discussed. Students will utilize contemporary photographic equipment and software to produce images for multiple platforms. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 210, JAC 307 or permission of instructor.

**JAC 420 Media Research Lec. 3./Credit 3.**

This survey course will examine research methods commonly used by media professionals to gather quantitative and qualitative data for planning, programming and evaluating effective communication programs and strategies. Students will learn to use techniques such as background searches, data collection methods, database information input, retrieval and analyses, writing style guides and copy-testing. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 200 and JAC 320 or permission of instructor.

**JAC 425      Crisis Communication      Lec. 3./Credit 3.**

This course examines case studies of organizations' communication needs and dilemmas in emergencies and crises. Students will look at the role of the crisis communication manager in preventing and managing such problems as scandals, natural disasters and bad public image. Students will examine case studies such as the Tylenol and Pepsi tampering cases and the Denny's and Texaco discrimination cases. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 220 or permission of the instructor.

**JAC 427      Event Management      Lab 3./Credit 3.**

This course emphasizes the planning, coordination and execution of special events by public relations professionals, such as conferences, award programs, celebrations and dedications. Students will plan and execute special events appropriate to profit and non-profit organizations. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 220, JAC 320 or permission of the instructor.

**JAC 430      Advertising Media Planning and Research      Lec. 3./Credit 3.**

This course teaches the basic concepts and strategies for placing advertising in media at the local and national levels. Students will also learn the appropriate research techniques that drive decision making to support advertising campaigns. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 230, JAC 330 or permission of the instructor.

**JAC 440      News Production      Lab 4./Credit 4.**

This course provides students with practical training in news production. It includes writing, reporting, photographing, editing of stories and electronic news gathering, electronic field production and studio production. Training is emphasized in all aspects of the studio equipment and control room. Students work as a team with various roles such as director, audio operator, tape editor, character generator operator, teleprompter operator and camera operator. Any work produced by the student will be included in the portfolio. Mobile platforms may be addressed. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 210, and JAC 265. Co-requisite JAC 340.

**JAC 445      Advanced Broadcast News      Lab 3./Credit 3.**

This course teaches advanced television production and newscast anchoring. Students are responsible for news broadcasts, long-form documentaries and assigned special projects. This course will teach the student all aspects of broadcast radio and television news. Students are required to perform various newsroom roles, both technical and on-air. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 210, JAC 265, JAC 340 and JAC 440.

**JAC 450      Special Topics in Journalism and Communications      Lec. 3./Credit 1-3.**

This is a special course organized by a faculty member to discuss current issues or contemporary topics in journalism or communications. Topics will vary. Prerequisites: JAC 101, JAC 110, JAC 200, junior or senior status, majors and minors only.

**JAC 451      Specialized Skills in Journalism and Communications      Lab 3./Credit 3.**

This is a special course organized by a faculty member to help students develop a specific skill in journalism or communications. Topics will vary. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 210, JAC 310, junior or senior status, majors and minors only.

**JAC 452      International Journalism and Communications      Lec. 3./Credit 3.**

This course is a cross-cultural study of journalism and communications in the "global village." It compares media practices in democracies and state-run media. It will look at how the news media and communication professionals are affected by the flow of uncensored technology and media information across national borders. It will look at the effects of the "information world-order" on cultures, politics and economics. Prerequisites: JAC 101, JAC 110, JAC 200 or permission of instructor.

**JAC 453      Ethnic and Alternative Media      Lec. 3./Credit 3.**

This course will look at the "other" voices in the mass media. It will survey the role, coverage and importance of media produced by and for those often left out of the mainstream media. It will examine mass communication in America as practiced by African Americans, Hispanic Americans, Native Americans and Asian Americans, the Lesbian, Gay, Bisexual, Transgender community and the effect of the pluralistic press in shaping individual, group and social behavior. Prerequisites: JAC 101, JAC 110, JAC 200 or permission of the instructor.

**JAC 454      Civil Rights Era and the Media      Lec. 3./Credit 3.**

This course will look at the relationship between the press and the civil rights movement of the 1950s and 1960s. It will examine the coverage of key moments and people. It will look at the differences between national and local coverage of these events and people and at the role of African-American journalists in covering the civil rights struggle. Prerequisites: JAC 101, JAC 110, JAC 200 or permission of the instructor.

**JAC 460      Independent Study in Journalism and Communications      Ind./Credit 1-3.**

This course is designed to meet the needs of the journalism and communications student who wishes to conduct independent research, develop a special academic project or fulfill other department requirements outside of the usual class structure. Prerequisites: Approval of a faculty sponsor to oversee the independent study. Students cannot apply more than six credit hours in independent study toward graduation requirements. Prerequisites: JAC 101, JAC 110 and JAC 200.

**JAC 465      Internship in Journalism and Communications      Credit 3.**

This is a part-time placement in a professional setting for students to gain practical experience in their major. Students cannot apply more than six credit hours in Internship and Practicum (JAC 467) toward graduation. Prerequisites: JAC 101, JAC 110, JAC 200, junior or senior status and permission of the internship coordinator.

**JAC 467      Practicum in Journalism and Communications      Credit 1-3.**

This course is designed to allow students to get hands-on experience in some aspect of journalism or communication under the close supervision of a member of the school's faculty. Students cannot apply more than six credit hours in Internship (JAC 465) and Practicum toward graduation. Prerequisites: JAC 101, JAC 110, JAC 200, junior or senior status and/or permission of a faculty sponsor to oversee the practicum experience.

**JAC 495      Senior Capstone      Lab 3./Credit 3.**

This course is the capstone experience for all of the school's majors. It will include a multimedia project appropriate to the student's major, such as a public relations or advertising campaign, or an in-depth reporting project. Students will submit a professional-quality portfolio of their work as a major component for career preparation. Students will be expected to think critically about and defend the contents of their portfolio in terms of professional standards and ethics. Prerequisites: Senior status.

## **JAP (Japanese)**

**JAP 101      Elementary Japanese I      Lec. 3./Lab 1./Credit 3.**

Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed.

**JAP 102      Elementary Japanese II      Lec. 3./Lab 1./Credit 3.**

Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed. Prerequisite: JAP 101 or the equivalent.

**JAP 201      Intermediate Japanese I      Lec. 3./Lab 1./Credit 3.**

The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: JAP 102 or the equivalent.

**JAP 202      Intermediate Japanese II      Lec. 3./Lab 1./Credit 3.**

The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: JAP 201 or the equivalent.

**JAP 301-302 Intermediate Japanese Conversation I-I      Lec. 3./Credit 3.**

This course will provide extensive practice for conversation, reading and writing systems: Katakana, Hiragana and Kanji. Emphasis on developing communicative skills.

**JAP 303-304 Advanced Japanese Reading I-II      Lec. 3./Credit 3.**

The course introduces students to the reading of authentic materials (newspapers, periodicals, extracts of literary texts, media information), and to elements of discussion. Emphasis continues to be on the development of communicative skills.

**JAP 305-306 Advanced Japanese Conversation I-II      Lec. 3./Credit 3.**

The course focuses on the development of sophisticated practice of conversation. Students will acquire the necessary terminology to discuss various cultural aspects: society, history, politics, economy and art.

**JAP 320-321 Topics in Japanese Literature/Culture I-II      Lec. 3./Credit 3.**

This course exposes students to important issues through the study of the works of important writers through the twentieth century.

**JAP 440      Experiential Learning      Lec. 3./Credit 3.**

Can include study abroad, research abroad, domestic or international internships.

## **JAZ (Jazz)**

**JAZ 101      Jazz Band      Lab 1./Credit 1.**

Participation in Hampton University Jazz Ensemble. One hour credit limit per semester. Performance auditions are used as a means of placement.

## **LAP (Leadership Application-Business Administration)**

**LAP 101      Leadership Application Program      Lec. 1./Credit 1.**

Introduction to leadership application basic non-technical skills. Development in communications and followership.

**LAP 214-224 Leadership Application Research      Lec. 2./Credit 2.**

Two part sequence that engages students in structured activity with corporate partners to develop organizing responsibility, an action orientation and accountability. Extensive corporate research, presentation and writing component. Prerequisite: LAP 101.

**LAP 314-324 Leadership Application Planning      Lec. 2./Credit 2.**

Students begin the process of converting context specific activities into planning and the subsequent implementation of integration of structured skill enrichment activities for others. Internal and external case and essay competition requirements. Students begin the process of delegation and negotiation of activities. Expected behavioral outcomes include resourcefulness for developing and using organizational and supervisory skills. Prerequisite: LAP 224.

**LAP 515-525 Leadership Application Management      Lec. 2./Credit 2.**

Structured activities and responsibilities designed to develop leadership qualities and skills necessary to achieve institutional objectives and the creation of career based opportunities for others. Prerequisite: Graduate Standing, LAP. 324



## LAP – Undergraduate/Graduate

**LAP 526 Graduate Seminar Sem. 1./Credit 1.**

**LAP 615 Leadership Application Seminar Sem. 1./Credit 1.**

Continued development of leadership skill development and institutional opportunity development. Extensive corporate research, consultation, presentation and writing component. Prerequisite: LAP 515.

## LEA (Leadership-William R. Harvey Leadership Institute)

**LEA 201 Foundations of Leadership Studies Sem. 2./Credit 2.**

Introduction to the history and theory of leadership. Survey of leadership competencies through analysis of leader biographies. Leadership 201 is a prerequisite to all other Leadership Institute courses.

**LEA 202 Practices and Tools of Leadership Sem. 2./Credit 2.**

The focus is the development of the personal skills required to ethically follow and lead. Critical thinking and problem-solving approaches as they relate to ethical leadership will be examined. The responsibilities and techniques of effective communication will be explored.

**LEA 301 Ethics and Leadership Sem. 3./Credit 3.**

Examines the historic development and intellectual foundations of ethics with focused attention on the moral implications and how they apply to contemporary leadership issues. Designed to engage the students in essential questions relating to the study of ethics and its relationship to the practice of leadership and ethical decision making.

**LEA 302 Leadership in Organizations Sem. 2./Credit 2.**

Exploration of group dynamics in order to gain an understanding of how groups function. Development of skills required to follow and lead in groups. Examines team-building, motivation and conflict resolution. Differentiation of leadership roles in public, private, profit and non-profit organizations.

**LEA 303 Service Internship Credit 3.**

400 hours of applied experience in a public service organization in which the student can meet course objectives. The internship will provide a firsthand opportunity to understand the responsibilities, challenges and rewards of committed community service. The student will collaborate with a faculty advisor during the internship.

**LEA 304 Leadership in Context Sem. 2./Credit 2.**

Study and analyze ethical leaders and leadership in private industry, politics, social reform movements and international affairs.

**LEA 305 Special Topics Credit 1-3.**

Topics developed by the student in collaboration with the Leadership Institute faculty that address particular issues in leadership.

**LEA 400 Leadership and Policy Sem. 2./Credit 2.**

Analysis of policy development and implementation. Students will explore the alternatives, responsibilities and the ethical and moral dimensions of policy making. The course will include practical exercises on: issue identification and analysis; developing courses of action; developing, implementing and evaluating policies.

**LEA 401 Senior Leadership Seminar Sem. 2./Credit 2.**

Senior capstone course focused on interactive study on current leadership issues in student's major area of academic study.

## MAT (Mathematics)

**MAT 100 Elementary Algebra Lec. 3./Credit 3.**

For students whose background and placement indicate a need for basic work. This course does not carry credit toward any degree at the University. Concepts to be covered include arithmetic review, linear equations and inequalities, polynomials, rational expressions and graphing. Entry level skills for MAT 109.

**MAT 105 Intermediate Algebra Lec. 3./Credit 3.**

This course is for students whose background and/or placement indicates a need for algebra. It may be taken as an elective course, but will not count towards the mathematical competency requirements. Concepts to be covered include linear equations and inequalities, polynomial and rational expressions, radicals, complex numbers, quadratics and graphing exponential and logarithmic functions. Entry level skills for MAT 117.

**MAT 109 College Mathematics I Lec. 3./Credit 3.**

Sets and simple logic. Solving linear, rational and quadratic equations, inequalities. Graphing linear equations and inequalities, quadratic equations. Exponential and logarithmic functions. Solving systems of equations. Linear programming. Prerequisite: MAT 100 or by placement.

**MAT 110 College Mathematics II Lec. 3./Online/Credit 3.**

Mathematics of finance such as interest, installment buying, mortgage. Measurement, geometry and the metric system. Elementary concepts of probability and statistics. Prerequisite: MAT 109 or by placement.

**MAT 117 Precalculus Mathematics I Lec. 3./Credit 3.**

Functions and their graphs. Polynomial and rational functions, exponential and logarithmic functions. Systems of linear and non-linear equations. Sequences and series. Prerequisite: MAT 105 or by placement.

**MAT 118 Precalculus Mathematics II Lec. 3./Credit 3.**

Trigonometric functions and their inverses. Analytic trigonometry. Applications of trigonometry. Fundamentals of analytic geometry. Complex numbers. Polar coordinates. Prerequisite: MAT 117 or by placement.

**MAT 119 Mathematics for Elementary Education****Lec. 3./Lab 1./Credit 3.**

Mathematics topics central to a comprehensive elementary school curriculum covered sequentially to parallel their development in the school curriculum. A laboratory will provide an understanding of the use of manipulatives in teaching mathematics.

**MAT 120 Elementary School Mathematics****Lec. 3./Lab 1./Credit 4.**

Mathematics topics recommended by The National Council of Teachers of Mathematics (NCTM) Standards for the elementary school curriculum. A laboratory will provide an understanding of the use of manipulatives in teaching mathematics. Prerequisite: MAT 119.

**MAT 123 Introduction to Research Topics in Mathematics Sem./Pjt./Credit 1-3.**

Designed for freshman level undergraduates. Emphasis will be placed upon introduction to areas of mathematics research, regular attendance at appropriate seminars, techniques of literature searches, and background study. This course may be taken twice. Prerequisite: Consent of the department chairperson.

**MAT 130 Calculus Lec. 3./Credit 3.**

A one-semester course for students with an option or a requirement for a course in calculus. Differentiation and integration of algebraic, exponential, and logarithmic functions. Applications from business, life, and social sciences. Prerequisite: MAT 117, or by placement.

**MAT 151 Calculus I Lec. 4./Prb. 1./Credit 4.**

Introduction to limits, continuity, and derivatives. Rules of differentiation. Differentiation of algebraic, trigonometric, inverse trigonometric, exponential, and logarithmic functions. Differentials and tangent lines. Higher order derivatives. Implicit differentiation. Applications of derivatives. Definite integral. Fundamental theorem of calculus. Integration of elementary functions. The calculus of the transcendental functions. Prerequisite: MAT 118.

**MAT 152 Calculus II Lec. 4./Prb. 1./Credit 4.**

Techniques of integration. Applications of the definite integral. Indeterminate limits. Improper integrals. Infinite series. Conic sections and curves in three dimensions. Prerequisite: MAT 151.

**MAT 160 Elementary Introduction to Nuclear Fusion****Lec. 3./Credit 3.**

Introduction to terminology of nuclear fusion. Definitions of plasma, temperature, Debye shielding, plasma parameters. Elementary concepts of: plasma criterion, mass energy relation, fusion reactions, magnetic fusion, inertial fusion, magnetic fusion devices, tokamak geometry, single particle motions in plasmas, plasmas as fluids, waves in plasmas, equilibrium and stability. Prerequisite: By consent of the instructor.

**MAT 205 Introduction to Statistics Lec. 3./Credit 3.**

Descriptive statistics for ungrouped and grouped data. Concepts of probability. Random variables. Binomial and normal distributions. Sampling distributions. Correlation and regression. Hypothesis testing and estimation. Prerequisite: MAT 109 or above.

**MAT 206 Mathematics Foundations Lec. 3./Credit 3.**

Logic. Algebra of sets. Nature of mathematical proofs. Mathematical induction. Recursion. Elementary number theory. Relations and functions. Algebraic structure. Prerequisite: MAT 151 or above.

**MAT 208 Elementary Linear Algebra Lec. 3./Credit 3.**

Basic concepts of linear algebra. Linear systems. Matrix algebra. Determinants. Vector spaces. Linear independence. Basis and dimension. Inner product spaces. Linear transformations. Eigenvalues and eigenvectors. Prerequisite: MAT 206 or CSC 215.

**MAT 223 Directed Research Credit 1-5.**

Introduction to research problems in special areas of mathematics. Prerequisite: Consent of department chairperson.

**MAT 224 Introduction to Mathematical & Statistical Software Packages I Lec. 1./Lab. 2./Credit 2.**

Introduction and implementation of software packages for the processing and visualization of mathematical and statistical data. Generating graphical display of computational data. Prerequisite: MAT 152

**MAT 251 Calculus III Lec. 4./Prb. 1./Credit 4.**

Conic sections and curves in three dimensions. Vector operations. The calculus of the vector-valued functions. Differentiation, integration, and application in the multi-variable calculus. Vector analysis. Prerequisite: MAT 152, with grade "C" or above for mathematics majors, or by placement.

**MAT 260 Differential Equations Lec. 3./Credit 3.**

Solutions and initial value problems. First order differential equations. Linear second order equations. Applications of linear second order equations. Method of Laplace transforms. Series solution of linear differential equations. Prerequisite: MAT 152.

**MAT 300 Cooperative Work-Study Experience Credit 3-12.**

On-the-job training in government or industrial organizations utilizing mathematical analysis or computer science in their operations. Prerequisite: Approval of the department chairperson.

**MAT 305 Probability and Statistics Lec. 3./Credit 3.**

Random variables. Probability and density functions. Special distributions. Point and interval estimation. Tests of statistical hypotheses. Regression and analysis of variance. Prerequisite: MAT 152.

**MAT 310 Modern Geometry Lec. 3./Credit 3.**

Deductive reasoning and nature of proof. Basic concepts and postulates. Incidence geometry. Congruence of segments and angles. Triangles. Circles. Proportion and similarity. Polygon areas and volumes. Introduction to non-Euclidean geometries. Prerequisite: MAT 206.

**MAT 311 Probability Lec. 3./Credit 3.**

Basic concepts of probability. Discrete random variables and their probability distributions. Continuous random variables and their probability distributions. Multivariate probability distributions. Prerequisites: MAT 206 and MAT 251.

**MAT 312 Mathematical Statistics Lec. 3./Credit 3.**  
Sampling distributions and the Central Limit theorem. Properties of point estimates and methods of estimation. Confidence intervals. Hypothesis testing. Linear models and estimation by least squares. Analysis of variance. Prerequisite: MAT 311.

**MAT 315 Discrete Structures Lec. 3./Credit 3.**  
Algebraic structures applicable to computer sciences. Semigroups. Graphs. Lattices. Boolean algebras. Combinatorics. Prerequisites: MAT 152, 206 and 208.

**MAT 320 Modern Algebra I Lec. 3./Credit 3.**  
Introduction to groups, rings, fields, and related topics. Emphasis on development of careful mathematical reasoning. Prerequisite: MAT 206 and 208.

**MAT 321 Modern Algebra II Lec. 3./Credit 3.**  
The symmetric group. Vector spaces over arbitrary fields. Topics selected by the instructor. Prerequisite: MAT 320.

**MAT 323 Directed Research Credit 1-5.**  
Research problems in special areas of mathematics. Prerequisite: Consent of department chairperson.

**MAT 324 Introduction to Mathematical & Statistical Software Packages II Lec. 1./Lab. 2./Credit 2.**  
An extension of MAT 224 course to develop application programs performing a variety of computational analyses. Prerequisite: MAT 224

**MAT 330 Complex Variables Lec. 3./Credit 3.**  
Complex numbers and functions. Analytic functions. Complex integration. Laurent and Taylor series. Residues. Conformal mappings and applications. Prerequisite: MAT 251.

**MAT 340 History and Philosophy of Mathematics Lec. 3. /Credit 3.**  
Historical and philosophical aspects of mathematics and its interplay with other disciplines from antiquity to modern times. Emphasis on the development of selected mathematical concepts and problems in their historical settings. Prerequisite: MAT 206.

**MAT 360 Introduction to Nuclear Fusion Lec. 3./Credit 3.**  
Concept of plasma, fusion, magnetic fusion, magnetic fusion devices, tokamaks, single particle motions, plasmas as fluids, waves in plasmas, diffusion and resistivity, equilibrium and stability, kinetic theory. Prerequisites: MAT 152 and PHY 204.

**MAT 403 Numerical Analysis I Lec. 3./Credit 3.**  
Finite precision arithmetic. Interpolation. Spline approximation. Numerical integration. Numerical solution of linear and non-linear systems of equations. Optimization of finite - dimensional spaces. Prerequisites: MAT 208, MAT 251, and CSC 151.

**MAT 404 Numerical Analysis II Lec. 3./Credit 3.**  
Numerical methods for initial value problems of ordinary differential equations. Numerical solution of boundary value problems or ordinary differential equations. Stability analysis. Numerical eigenvalue problems. Approximation theory. Methods for partial differential equations. Prerequisites: MAT 260 and 403.

**MAT 411 Differential Geometry Lec. 3./Credit 3.**  
Classical and modern treatment. Curves, involutes, evolutes, surfaces, and transformation groups. Space curves, tensors and Lie algebras. Prerequisites: MAT 251 and 320.

**MAT 416 Foundations of Analysis I Lec. 3./Credit 3.**  
Sequences. Series and convergence. Topology of the real and metric spaces. Limits and continuity. Differentiability and integrability of functions. Sequences and series of functions. Prerequisite: MAT 251 and 206.

**MAT 417 Foundations of Analysis II Lec. 3./Credit 3.**  
Differentiability of functions. Integrability of functions. Uniform convergence of series and integrals. Topology of metric spaces. Prerequisite: MAT 416.

**MAT 423 Special Projects Pjt./Credit 2-4.**  
Introduction to research problems in special areas of mathematics. Prerequisite: Advanced standing and consent of department chairperson.

**MAT 424 Research Problems Ind./Credit 2-4.**  
Participation in research project in collaboration with faculty supervisor, or original independent research problem. Prerequisite: Advanced standing and consent of department chairperson.

**MAT 425 Seminar I Sem. 1./Credit 1.**  
Topical discussion and study in the field of mathematics. Prerequisites: MAT 251, 260, 310, 320.

**MAT 426 Seminar II Sem. 1./Credit 1.**  
Topical discussion and study in the field of mathematics. Prerequisites: MAT 251, 260, 310, 320.

**MAT 427 Senior Thesis I Credit 2.**  
Develop a thesis in an area/subject in pure or applied mathematics under the supervision of a thesis advisor during their senior year. Prerequisites: Senior standing or approval of supervisor/chair.

**MAT 428 Senior Thesis II Credit 2.**  
Complete the senior thesis developed in MAT 427 (Senior Thesis I course) under the supervision of a Thesis Advisor. An oral defense of the thesis is required. Prerequisite: MAT 427

**MAT 430 Advanced Ordinary Differential Equations Lec. 3./Credit 3.**  
Solution methods and basic theory of linear systems. Stability and asymptotic behavior of linear and non-linear systems. Boundary value problems and Green's function. Sturm-Liouville theory. Prerequisite: MAT 260.

**MAT 431     Advanced Calculus     Lec. 3./Credit 3.**  
A rigorous treatment of multivariable calculus including gradients, multiple integrals, line and surface integrals, Green's theorem, the divergence, and Stokes' theorem. Prerequisite: MAT 416.

**MAT 435     Regression and Analysis of Variance     Lec. 3./Credit 3.**  
Theory of least squares. Simple linear and multiple regression. Analysis of variance. Application of these techniques to real data. Prerequisite: MAT 312.

**MAT436     Design and Analysis of Experiments     Lec. 3./Credit 3.**  
Experiments with a single factor. Randomized blocks. Latin squares and related designs. Incomplete block designs. Factorial experiments. Fractional replications. Nested designs. Multifactor experiments with randomization restrictions. Prerequisite: MAT 312.

**MAT 437     Sampling Theory     Lec. 3./Credit 3.**  
Sampling from finite populations: simple random sampling, stratified random sampling, and regression estimation. Aspects of systematic sampling, cluster sampling, and multistage sampling. Prerequisite: MAT 312.

**MAT 440     Operations Research     Lec. 3./Credit 3.**  
Deterministic and stochastic models. Topics include mathematical programming, queuing theory, inventory theory and non-linear programming. Prerequisite: MAT 311.

**MAT 445     Optimization     Lec. 3./Credit 3.**  
Fundamental concepts. Block search techniques. Least squares problem. Newton's method. Eigenvalue problem. Gradient methods. Prerequisite: MAT 416.

**MAT 450     Number Theory     Lec. 3./Credit 3.**  
Properties of integers. Divisibility and primes. Congruences. Power residues and quadratic reciprocity. Diophantine equations. Prerequisite: MAT 320.

## **MAT - Undergraduate/Graduate**

**MAT 501     Infinite Series     Lec. 3./Credit 3.**  
Foundations of theory of infinite series of real and complex numbers. Convergence tests. Series of functions. Summation processes. Asymptotic series. Prerequisite: MAT 251.

**MAT 502     Vector Analysis     Lec. 3./Credit 3.**  
Vector algebra. Vector differentiation and integration. Gradient, divergence, and curl. General coordinates. Applications to geometry and physics. Prerequisites: MAT 208 and 251.

**MAT 503     Matrix Algebra     Lec. 3./Credit 3.**  
Algebra matrices. Determinants. Special Matrices. Solution of systems of linear equations. Eigenvectors and Eigenvalues. Linear programming and the simplex method. Prerequisite: MAT 208.

**MAT 504     Advanced Linear Algebra     Lec. 3./Credit 3.**  
Linear transformations, isomorphisms, linear functionals, dual spaces, ideal theory in polynomial rings, eigenvalues and eigenvectors, diagonalizable transformations, Jordan canonical form, normal and unitary operators, bilinear forms. Prerequisite: Mat 320

**MAT 505     Introduction to Topology     Lec. 3./Credit 3.**  
Metric spaces, point sets topology, open and closed sets, closure, continuity, connectedness, compactness, separability properties, Cauchy sequences and completeness, product spaces. Prerequisite: MAT 416.

**MAT 506     Numerical Analysis I     Lec. 3./Credit 3.**  
Finite precision arithmetic, interpolation, spline approximation, numerical integration, numerical solution of linear and nonlinear systems of equations, optimization in finite dimensional spaces. Prerequisites: MAT 208, MAT 251.

**MAT 507     Numerical Analysis II     Lec. 3./Credit 3.**  
Numerical methods for initial value problems and boundary value problems of ODE's, stability analysis, numerical eigenvalue problems, approximation theory, numerical methods for PDE's. Prerequisite: MAT 506.

**MAT 509     Introduction to Probability     Lec. 3./Credit 3.**  
Probability of finite sample spaces; counting techniques. Random variables. Binomial distribution. Prerequisite: MAT 206.

**MAT 510     Analytical and Projective Geometry     Lec. 3./Credit 3.**  
Proposition of incidence, point-set theory, homogeneous coordinates. Theorems of Desargue, Pascal, Brianchon, and Klein, and the Erlanger program. Projective, affine, and Euclidean theories of conics and quadrics including analysis of regulus and paraboloid. General theories of transformation. Prerequisite: MAT 251.

**MAT 511     Advanced Ordinary Differential Equations     Lec. 3./Credit 3.**  
Nonlinear second order differential equations, phase space analysis, perturbation methods. Elliptic functions. Floquet theory. Prerequisite: MAT 504.

**MAT 512     Elements of Mathematical Modeling     Lec. 3./Credit 3.**  
Mathematical modeling of problems arising in different practical areas of everyday life, such as population dynamics, traffic flow, similarity analysis. Prerequisites: MAT 260.

**MAT 513     Elements of Real Analysis     Lec. 3./Credit 3.**  
Sequences and their limits, series, topology of the real line, metric spaces, limits and continuity, differentiability and integrability of functions, sequences and series of functions. Prerequisite Riemann-Stiel: MAT 416.

**MAT 514     Introduction to Modern Analysis     Lec. 3./Credit 3.**  
Metric spaces, normed linear spaces, linear operators, linear functional and dual spaces, strong and weak convergence, Introduction to integration theory, LP spaces, Hilbert spaces. Prerequisites: MAT 416, MAT 208.



**MAT 515      Functions of a Complex Variable****Lec. 3./Credit 3.**

Complex numbers, analytic functions, Cauchy-Riemann equations, Cauchy theorem, Cauchy integral formula and its applications, Liouville's theorem, Taylor and Laurent series, residues and poles, conformal mappings. Prerequisite: MAT 416

**MAT 520      Mathematics for Elementary School Teachers I****Lec. 3./Credit 3.**

Basic contemporary course in elementary analysis for teachers of K-8 school mathematics. Systematic development of the number systems of arithmetic: natural numbers, whole numbers, integers, rational numbers, and real numbers. Special attention is given to the algorithmic processes of the fundamental operations. Metric system. Topics from geometry. Prerequisite: Approval of department chairperson.

**MAT 521      Mathematics for Elementary School Teachers II****Lec. 3./Credit 3.**

Elementary topics from number theory, probability, data analysis, appropriate techniques of teaching mathematics in elementary schools. Prerequisite: MAT 520.

**MAT 522      Mathematics for Exceptional Child within Regular School Program (A/S)****Lec. 3./Credit 3.**

Current trends and techniques for individualizing mathematics in regular classroom K through grade 8 for the exceptional child, both gifted and those with minor learning disabilities and/or handicaps. Nonclinical "diagnostic prescriptive" approach using appropriate sequences of instruction. Emphasis on the classroom environmental approach. Content supplemented when required. Prerequisite: Approval of department chairperson.

**MAT – Graduate Only****MAT 605      Algebraic Structures      Lec. 3./Credit 3.**

Group theory, homomorphism theorems, Sylow theorems, elementary ring theory, field theory, field extensions. Prerequisite: MAT 320.

**MAT 606      Probability Theory      Lec. 3./Credit 3.**

Mathematical foundations of probability, probability spaces, random variables, distribution functions, sampling distributions expectation and conditional expectation, laws of large numbers. Prerequisite: MAT 513.

**MAT 607      Mathematical Statistics      Lec. 3./Credit 3.**

Parametric point estimation, Bayes estimators, parametric interval estimation, theory of hypothesis testing, linear models, nonparametric statistics. Prerequisite: MAT 606.

**MAT 608      Partial Differential Equations I****Lec. 3./Credit 3.**

Classification of PDE's, linear and quasi-linear wave equations, separation of variables, Sturm-Liouville problems, non-homogeneous equations, Green's functions for time independent problems, generalized Fourier series. Prerequisite: MAT 511.

**MAT 609      Partial Differential Equations II****Lec. 3./Credit 3.**

Heat equation: the maximum principle and uniqueness theorem, initial and initial-boundary value problems in finite and infinite domains. Laplace's equation: maximum-minimum principle for harmonic functions, Dirichlet and Neumann problems in bounded and unbounded domains, Poisson integral formula, fundamental solution and Green's function, Neumann function. Hyperbolic equations: fundamental solutions, hyperbolic potential theory in one, two, and three dimensions. Variational methods: Hamilton's principle, Ritz-Galerkin method, generalized solutions for time-dependent problem. Prerequisite: MAT 608.

**MAT 611      Foundations of Geometry      Lec. 3./Credit 3.**

Axiomatic systems, basic concepts and postulates, finite geometries, congruence of segments, angles and triangles, parallel postulates and introduction to non Euclidean geometries. Prerequisites: MAT 206.

**MAT 613      Applied Mathematics for Teachers****Lec. 3./Credit 3.**

Fundamentals of problem solving with emphasis on computer-based real-world problems, techniques using algebra, geometry, number theory and discrete mathematics will be discussed. Prerequisite: Approval of the department.

**MAT 614      Methods of Applied Mathematics I****Lec. 3./Credit 3.**

Variational techniques, asymptotic and perturbation methods for solving linear and non-linear PDE's, singular perturbation theory, asymptotic expansion methods for solving equations with boundary layer type solutions, integral equations, similarity methods. Prerequisite or corequisite: MAT 608.

**MAT 615      Methods of Applied Mathematics II****Lec. 3./Credit 3.**

Tensor algebra, eigenvalues and eigenvectors of symmetric tensors, calculus of tensor functions, Helmholtz representation theorem, application of tensors to continuum mechanics, asymptotic expansion of integrals, Laplace's method and Watson's lemma, method of stationary phase and steepest descent, WKB approximations, 1 and 2 turning-point problems, tunneling, higher order WKB approximations, theory and examples of multiple-scale analysis, Floquet theory, Mathieu equation and stability. Prerequisite: MAT 614.

**MAT 616      Advanced Numerical Analysis****Lec. 3./Credit 3.**

Error analysis, solving nonlinear equations, solving systems of equations, interpolation, approximation theory, numerical differentiation and integration, numerical solutions of ODE's and boundary value problems, introduction to numerical solution of PDE's. Prerequisite: MAT 608.

**MAT 618      Real Analysis      Lec. 3./Credit 3.**

Introduction to measure theory, integration, Fubini's theorem, dominated convergence theorems,  $L_p$  spaces, normed spaces, Hilbert spaces. Prerequisite: MAT 514.

**MAT 619 Functional Analysis Lec. 3./Credit 3.**  
 Normed linear spaces, complete spaces, Banach and Hilbert spaces, linear functionals and dual space, elements of operator theory, spectral representation of operators with applications. Prerequisite: MAT 618.

**MAT 624 Applied Time Series Analysis Lec. 3./Credit 3.**  
 Univariate time series, Box Jenkins methodology, ARIMA models, nonstationary models, forecasting, seasonal analysis and case studies. Prerequisite: MAT 607.

**MAT 631 Advanced Fluid Dynamics I Lec. 3./Credit 3.**  
 Conservation laws of mass, momentum and energy, exact and approximate solutions of Navier-Stokes equations, laminar boundary-layer theory, inviscid flows in two and three dimensions and irrotational flow theory. Prerequisite: MAT 608.

**MAT 632 Advanced Fluid Dynamics II Lec. 3./Credit 3.**  
 Thermodynamics and conservation equations in compressible flows, small perturbation theory, two dimensional subsonic and supersonic flows, transonic flow, shock wave interactions, holograph transformation, methods of characteristic, airfoil, slender bodies, thin-wing theory. Prerequisite: MAT 631.

**MAT 633 Stochastic Processes I Lec. 3./Credit 3.**  
 Definition and general properties of stochastic processes, classification of stochastic processes, second order stochastic processes and their autocorrelation functions, continuity in quadratic mean, integration in quadratic mean and path by path, processes with orthogonal increment, stationary processes and their spectral representation. Prerequisite: MAT 606.

**MAT 634 Stochastic Processes II Lec. 3./Credit 3.**  
 Spectral and thermal analysis of stationary processes, prediction and filtering for stationary processes, reproducing kernel Hilbert spaces, ARMA processes and their applications, mean square parameter estimations, brief study of nonstationary processes, random fields and multivariate stationary processes. Prerequisite: MAT 633.

**MAT 635-636 Theory of Nuclear Fusion I, II Lec. 3./Credit 3.**  
 Plasma waves in magnetic fields, waves in bounded plasma, application of magnetohydrodynamics, pinch effects, magnetohydrodynamic waves, particle interactions in plasma, Boltzmann and Fokker-Planck equation, transport processes in plasma. Prerequisite: Approval of the department.

**MAT 637-638 Methods of Mathematical Physics I, II Lec. 3./Credit 3.**  
 Matrices, complex variables, Fourier series and transforms, Laplace transforms, ODE's and PDE's, special functions and polynomials, Green's functions operators, orthogonal functions and expansions, boundary value problems. Prerequisite: Approval of the department.

**MAT 639-640 Nonlinear Dynamics I, II Lec. 3./Credit 3.**  
 First order systems, phase space analysis, eigenvalue analysis, Hamiltonian systems, generating functions, discrete maps, chaos, fractals, bifurcations and strange attractors. Prerequisite: Approval of the department.

**MAT 681 Thesis Credit 4.**  
 This course documents completion of the written Master's thesis and oral defense of that thesis.

**MAT 695 Topics in Applied Mathematics Credit 1-9.**  
 Covers some topics in applied mathematics based on the students' needs. Prerequisite: Approval of the department.

**MAT 696 Topics in Pure Mathematics Credit 1-9.**  
 Covers some topics in pure mathematics based on the students' needs. Prerequisite: Approval of the department.

**MAT 697 Topics in Mathematics Education Credit 1-9.**  
 Covers some topics in mathematics education based on the students' needs. Prerequisite: Approval of the department.

**MAT 698 Research Problems Credit 3.**  
 Participation in research projects either in collaboration with faculty supervisor or independent research problem. Prerequisite: Approval of the department.

**MAT 699 Independent Study Credit 1-9.**

**MAT 700 Thesis Registration Credit 1.**

**MAT 702 Master's Comprehensive Examination Credit 1.**  
 This credit does not count towards the degree. Graded S/U only.

## **MBA (Business Administration Program)**

**MBA 201 Financial Accounting Lec. 3./Credit 3.**  
 An introduction to fundamental accounting practices with an emphasis on service, merchandising, and manufacturing companies. The analysis of transactions with respect to the accounting cycle is applied in the preparation, analysis and interpretation of the three primary financial statements, writing requirement. Prerequisite: MAT 117 or higher.

**MBA 202 Management Engineering I Lec. 3./Credit 3.**  
 Prerequisite: A study of techniques available for a systematic approach to the analysis of manufacturing systems. Course content includes the application of manual and computer based techniques to re-engineer manufacturing systems and evaluate system improvements.

**MBA 203 Managerial Accounting Lec. 3./Credit 3.**  
 Study of managerial cost-based decision practices with an emphasis on resource allocation within the corporation. Reviews the managerial aspect of planning, controlling, analyzing, and internal reporting as it affects the horizontal and vertical decision-making processes within manufacturing plants. Emphasizes managerial decisions involving the preparation and analysis of cost flows with organizations. Includes extensive writing component. Prerequisite: MBA 201.

**MBA 211 Lower Division Internship Trn./Credit 1.**  
Prerequisite MBA 201; Permission of Chair, Dean and University Internship coordinator. Full time affiliations as paid intern with a School of Business Qualified corporation or firm.

**MBA 300 Critical Analysis and Strategy Lec. 2./Credit 2.**  
The course develops the critical sequential thinking of students and provides exercises to enable students to solve problems in an unstructured environment. The course emphasizes strategy planning, risk taking and the implementation of ideas. The course relies heavily on the use of chess analysis in a competitive format to develop interactive decision making skills to explore the relationship between strategies and tactics.

**MBA 301 Critical Thinking I & Strategy II Lec. 3./Credit 3.**  
The course is the second in a sequence to develop strategic thinking as an art of overcoming obstacles through the practice of devising strategies and actualizing plans. Intermediate chess analysis and advance case studies are utilized as a basis for critical strategy decision making.

**MBA 313 Financial Reporting I Lec. 3./Credit 3.**  
Application of GAAP to a critical thinking approach to financial accounting and reporting as a means of developing an understanding of the environment in which financial reporting decisions are made.

**MBA 314 Management Engineering II Lec. 3./Credit 3.**  
Prerequisite: MBA 202 An introduction of the tools and techniques of modern engineering management using the framework of the project life cycle. Course content includes discussion of techniques for project evaluation, planning, scheduling and control including organizational implementation issues; contemporary engineering management techniques.

**MBA 315 Business Assurance Lec. 3./Credit 3.**  
The study of the public accountancy attestation responsibility; a review of auditor standards, principles, procedures, reports and objectives. Interdisciplinary problem solving, strategy exercises, decision games, and other applied models.

**MBA 323 Financial Reporting II Lec. 3./Credit 3.**  
Application of accounting, corporate finance, economics, and critical analysis to the reporting of business transactions. Includes abstract thinking and unstructured problem solving to present an integrated, cross-disciplinary view of financial reporting. Prerequisite: MBA 313

**MBA 402 Production/Operations Management Lec. 3./Credit 3.**  
Familiarizes the student with production/operation phase of business activity. Emphasis is on developing the ability to apply analytical methods and modern technology to manufacturing and services organizations. Prerequisite MGT 215 and 216 or equivalent.

## **MBA Undergraduate/Graduate**

**MBA 500 World Business Cultures and Resources Lec. 3./Credit 3.**

Development of an appreciation for cultural differences within the context of global business activities. A study of the world geography and economics that considers the distribution of the world's natural resources and the impact that distribution has on business. Interdisciplinary problem solving, strategy exercises, decision games and other applied models.

**MBA 502 Critical Thinking, Strategy & Negotiations Lec. 3./Credit 3.**

The course provides core concepts in the art of negotiation, which entails the development of strategies and tactics of distributive bargaining and integrative negotiation. The course develops skills that recognize situation that call for bargaining and how to analyze, plan and implement successful negotiations. Case study, simulation, role playing and advanced chess analysis and competition are utilized as the methodology for skill development essential for negotiation.

**MBA 503 Financial Statement Analysis Lec. 3./Credit 3.**  
Presents an understanding of how financial statements provide information regarding an enterprise. An advanced study of methodology should help equip businesspeople to prepare, audit, or interpret financial information from the point of view of the primary users of financial statements; equity and credit analysts.

**MBA 506 Investment Analysis & Portfolio Management Lec. 3./Credit 3.**

The course is designed as an extensive survey of investments, including risk, returns, liquidity marketability and diversification. Expanded coverage of mutual funds, options and future markets.

**MBA 511 Graduate Internship Trn./Credit 1.**  
Full-time affiliation as a graduate paid intern with a School of Business approved organization, or corporation. Prerequisite: Graduate standing, permission of a director and certification by the internship office.

**MBA 513 Systems Analysis & Design Lec. 3./Credit 3.**  
Presents the core set of skills for system development projects. Explores the four phases of planning, analysis, design and implementation. Reviews the analysis procedures to gather requirements, model the business needs and to create blueprint for system development. The course has extensive computer applications component.

**MBA 514 Accounting in a Non-Profit Environment Lec. 3./Credit 3.**

The course provides an overview of accounting, auditing and financial reporting standards for governmental and not—for-profit (NFP) organizations. Includes discussion of governmental GAAP as well as the preparation and analysis of governmental and NFP financial statements.

**MBA 515     Accounting Information Systems****Lec. 3./Credit 3.**

The course objective is to provide students with a basic knowledge of computer-based information systems and their role in performing the accounting function in contemporary business organizations. This includes the measure and evaluation of the performance of information systems, an assessment the quality of information procession and the evaluation of the accuracy of information input and output.

**MBA 516     Advanced Planning & Control****Lec. 3./Credit 3.**

Explores theoretical and application issues as they relate to planning control and managerial accounting. Provides a conceptual framework to examine the nature of costs within the context of organizational theory. Includes the relevance of agency theory and other managerial research topics. During lecture and discussion time, students are encouraged to engage in class discussion.

**MBA 517     Global Issues in Accounting     Lec. 3./Credit 3.**

Presentation of relevant current issues in the area of global commerce that impact directly on accounting principles and practices. Instructional modalities include lecture/discussion as well as case analysis.

**MBA 518     Seminar in Advanced Auditing****Lec. 3./Credit 3.**

Prerequisite: MBA 313 (or concurrent enrollment). A survey of advanced auditing technique methods and procedures; computer-based auditing methods and internal auditing concepts. Extensive research list and case study analysis.

**MBA 551     Research and Analysis     Lec. 3./Credit 3.**

This course examines the practices and techniques of research applied in profit and nonprofit organizations. Specific components of the course includes basic problem definitions, determining and analyzing information needs and the implementation of research experiments.

**MBA 552     International Marketing     Lec. 3./Credit 3.**

Explores the international dimension of marketing management. Students gain conceptual and theoretical knowledge of marketing strategies, decisions and problems that arise in the global marketplace. The course provides the student with a comprehensive application of international theory in a real world situation utilizing the case method study.

**MBA 553     Advanced Retail Consumer Behavior****Lec. 3./Credit 3.**

Examines the role and significance of retailing institutions in the marketing of goods and services. Studies consumer behavior and the role of the consumer within the retail market. Explores the management of critical functions of retailing such as pricing, inventory, promotion and merchandising.

**MBA 554     Advertising and Product Design****Lec. 3./Credit 3.**

Examines the nature and role of advertising in the development and design of products. Applies select creative promotion strategies, advertising themes and media selection to the implementation of advertising campaigns. Examines the role of advertising in the adoption of innovation.

**MBA 555     Media, Technology and Communication****Lec. 3./Credit 3.**

Examines the problems of creating, integrating and managing product and process innovation in a changing technological environment. The course addresses issues of creativity, new product development, management of research and development and productivity. Discusses the adoption process of innovation. Emphasis on an understanding of the media and its role in the introduction of innovation.

**MBA 560     Economic Concepts (Micro and Macro)****Lec. 3./Credit 3.**

Synthesis of the fundamental concepts of both micro and macro-economic theory. The outcome for the graduate student is comparable to the first 6 semester hours of undergraduate economics.

**MBA 571     Financial Institutions and Markets****Lec. 3./Credit 3.**

Provides an overview of the U.S. and international financial systems, the role of the central bank and regulations in the financial markets and the responses of these markets to changes in the national and world economy. Surveys the role of money and capital markets in facilitating transactions, the determination of interest rates, the individual asset markets and the institutions that are active in them.

**MBA 573     Commercial Banking     Lec. 3./Credit 3.**

Develops an understanding of banks, financial markets and their relationship to public policies and management policies. Included are issues related to the role of banks on corporation finance, the special nature of bank loans, credit risk analysis, loan pricing and interest rate risk management. The course concludes with recent developments including the securitization of bank loans and loan sales.

**MBA 599     Independent Study I     Credit 1- 3.**

Independent study in methods used under the direct supervision of a graduate faculty member. Course requirements may include: case study research and technical report writing and/ or scholarly research paper.

**MBA Graduate Only****MBA 600     Logistics and Transportation Management****Lec. 3./Credit 3.**

Prerequisite: Graduate Standing. Pipeline/network/system management focusing on the integration of function areas to move products in a globally competitive environment. The application of the concept learned integrated with real-time technology. Interdisciplinary problem solving, strategy exercise, decision games and other applied models.



**MBA 601      Quality & Supply Chain Management****Lec. 3./Credit 3.**

Prerequisite: Graduate standing. Addresses the complexities associated with the control management of total quality systems in both manufacturing and service environments. The course includes an intensive descriptive and inferential statistical component.

**MBA/MGT 603      Internet Law      Lec. 3./Credit 3.**

Internet Law provides an analysis and overview of the laws impacting individuals and organizations transacting business via the Internet. With e-commerce being a rapidly growing segment of the economy, this course will assist individuals and organizations in understanding their legal rights and duties in conducting business via the Internet.

**MBA 605      Quantitative Applications in  
Decision Making      Lec. 3./Credit 3.**

Introduction to statistics and related mathematical tools used in decision making, to include both descriptive and inferential statistics. Business applications and writing component.

**MBA 608      Advanced Topics in Business  
Information Systems      Lec. 3./Credit 3.**

Prerequisite: Graduate standing, MBA 314. Survey of the current issues and future of business information systems.

**MBA 609      Accounting Concepts      Lec. 3./Credit 3.**

Accounting terminology is presented along with the various procedures used in the presentation of financial information. The student is given the skills necessary to interpret and analyze published financial statements.

**MBA/MGT 610      Business Research      Lec. 3./Credit 3.**

Involves the study and application of business research methods. Includes survey research, sampling procedures, observational techniques, experimental research designs, descriptive and basic inferential statistics and interpreting and representing research reports.

**MBA 611      Internship      Trn./Credit 1-6.**

Full-time affiliation as a graduate paid intern with a School of Business approved organization, or corporation. Prerequisite: Advanced graduate standing, permission of a director and certification by the internship office.

**MBA 616      Economics of e-Commerce      Lec. 3./Credit 3.**

This course will provide students access to a broad range of material examining the economic, technological, legal and behavioral forces driving rapid diffusion of electronically enabled cross border trade. It will examine the strategic implications of the rapid diffusion of this new phenomenon, and explore the practical considerations in pursuing the resulting business opportunities.

**MBA 617      International Economic Environment****Lec. 3./Credit 3.**

Provides a foundation in macroeconomic theory for understanding the workings of international money markets and for analyzing ongoing trends in economic activity. Will place emphasis on international financial flows, macroeconomics policy strategies and exchange rate determination. Extensive writing requirement.

**MBA 620      Commodities and Futures Trading****Lec. 3./Credit 3.**

Analyzes options, futures and commodities trading and securities; appropriate valuation techniques. Also considered are, in brief, analysis of funds, commitments to current assets, short-term financing, evaluation and choice financial assets and the principal issues of risk management, investment policy and financial markets. Prerequisite: Financial Reporting 313.

**MBA 624      The Marketing Process      Lec. 3./Credit 3.**

Synthesis of the fundamental concepts of marketing and provide the student with a working knowledge of the marketing function

**MBA 625      Marketing Management      Lec. 3./Credit 3.**

An analysis of all aspects of the marketing functions and the firm, including such basic managerial tasks as analysis of consumer demand, selection of market targets, deciding on strategies, and combining the various marketing tools in the marketing mix, i.e., product offerings, pricing, promotion, and distribution. This is a case study course. Prerequisite MBA 624.

**MBA/MGT 630      Legal Environment of Business****Lec. 3./Credit 3.**

The interface between business and public policy, government regulations, social and legal issues covering the legal environment of business; includes business ethics and responsibility.

**MBA/MGT 648      Human Resource Administration****Lec. 3./Credit 3.**

Human behavior in organizations, and the role of the personal manager; exploring the behavior of the individual, the small group, and improving, sustaining, and maintaining human resources of the organization in a changing environment; includes recruitment selection, manpower planning, appraisal and evaluation, training and development, wage and salary administration, health and safety, labor relations and counseling and transfer.

**MBA 650/FIN 620 Managerial Economics      Lec. 3./Credit 3.**

Managerial Economics is a model building and problem-solving course. Economic analysis is used in decision-making context. The course bridges the gap between purely abstract microeconomic theory and managerial practice. Various quantitative methods are integrated with basic microeconomic concepts that are relevant to decision-making within both the private and public sectors. The importance of marginal analysis is stressed throughout. Prerequisite: MBA 600 or equivalent.

**MBA 651/ECO 621 Macro Environment of Business"****Lec. 3./Credit 3.**

In this course students are introduced to the analysis of determination of national income, employment, prices and growth. Major sectors of the economy, fiscal monetary policy, interest rates and inflation are covered. Extensive writing requirement. Prerequisite: MBA 600 or equivalent.

**MBA 654 Entrepreneurial Concepts Lec. 3./Credit 3.**

Includes an overview of entrepreneurial concepts for venture analysis and creation; assess venture creation strategies; and develops business-planning skills. Students review and analyze strategies for business growth by using simulation tools and case studies. Students also develop and implement a business-planning workshop for small businesses in collaboration with the Hampton University Business Development Center.

**MBA 655 Financing Entrepreneurial Ventures****Lec. 3./Credit 3.**

Prerequisite: Graduate Standing. Includes an overview of creative solutions to access capital; alternative deal structures; and financial planning. Emphasis is on financial planning for new start-ups, buyouts and franchises using simulation tools and case studies.

**MBA 656 Consulting Practicum Credit 1.**

Includes an overview of consulting concepts and practices. Discusses internal and external consulting issues. Assesses the use of management information systems (MIS) techniques and tools in improving the consultant's effectiveness. Students participate in a consulting engagement with an internal or external client.

**MBA 657 Entrepreneurial Practicum Credit 1.**

Field work developing new ventures, buyouts or franchises. Students will develop a business plan with guidance from an external entrepreneur mentor; test market product/service and refine business plans for actual implementation.

**MBA 658 Cases in Business Failure Lec. 3./Credit 3.**

A survey of unsuccessful ventures which includes a critical analysis of the primary reasons for failure. Extensive writing component.

**MBA 659 Seminar in ETR, ECO & Information Technology Credit 3.**

A seminar which combines concepts, and applications of entrepreneurship, economics and information technology. Includes risk assessment and risk taking exercises in addition to software or hardware development.

**MBA/MGT 660 Information Systems Development Lec. 3./Credit 3.**

Familiarizes students with the concepts and methodologies inherent in design and development of management information/decision support systems through systems analysis; includes use of advanced integrated spreadsheet programs for marketing, finance, production/operations and overall business management applications. Prerequisite: MGT 602 or equivalent.

**MBA 670 Theory of Finance Lec. 3./Credit 3.**

This course develops an understanding of current financial theory and its implications for financial problem solving. Develops an understanding of the analytical framework for making decisions in the areas of financial planning and control, sources of financing and their relation to the firm.

**MBA 671 International Business Lec. 3./Credit 3.**

Review of historical, governmental, monetary, and cultural issues affecting the conduct of business in the United States and in foreign countries. Includes import-export relations among countries, and includes cultural and sociological aspects of international business.

**MBA 672 Financial Analysis Lec. 3./Credit 3.**

A study of essential concepts of financial analysis including ratio analysis, description and use of financial instruments, analysis of business conditions, investment decisions, as they relate to financing the corporation, and the time value of money. Prerequisite: MBA 600 or equivalent.

**MBA 675 Managerial Finance Lec. 3./Credit 3.**

A study of the conceptual and practical problems associated with investment management. Topics considered are, in brief, analysis of funds, commitments to current assets, short-term financing, evaluation and choice of financial assets and the principal issues of risk management, investment policy and financial markets. Prerequisite: MBA 600 or equivalent.

**MBA 676 Seminar in International Finance Sem. 3./Credit 3.**

Seminar on international financial markets and exchange rates. Includes the pricing of foreign exchange, the use of forward exchange for hedging, foreign currency options, international capital asset pricing, the pricing of foreign currency bonds, currency swaps, foreign currency financing and exposure management. Also discusses the balance of payments, exchange rate determination and the operation of the international monetary system with emphasis on the effect of the international economy on both domestic and multinational business enterprises.

**MBA/MGT 681 Organization Theory and Practice Lec. 3./Credit 3.**

Theories and applications of knowledge of behavior in the organizational setting to include individual, group and organizational processes. The course typically covers motivation, group dynamics, decision-making, leadership, and the design and development of organizations.

**MBA/MGT 690 Strategy & Business Policy Lec. 3./Credit 3.**

Policy and strategy formulation at the general manager's level. Synthesis of material presented in other courses, use of the case method to study management of the overall enterprise. This is a capstone course. Prerequisites: MGT 681, FIN 600 or equivalent, or permission of the Graduate Advisor.

**MBA699 Independent Study II Credit 3.**  
Graduate level independent study in complex systems, operational, reporting or quantitative methods. This course includes advanced case study research and analysis, in addition to technical report writing, and analytical model development. Prerequisite: MBA 599 and permission of the Dean of the School of Business.

## **MES (Marine and Environmental Science)**

**Note: Formerly ESC and MAS**

**MES 101 First Year Seminar Lec. 1. Credit 1.**  
A unique first year research seminar course that investigates the diversity of current research topics in the marine and environmental sciences (MES) through hands on activities and presentations and discussion sessions with invited speakers. Topics include the functions of MES scientists, and a better understanding of the fundamentals of MES.

**MES 110 Physical, Economic and Environmental Geology Lec. 3. Lab 3. Credit 4.**  
Importance of plate tectonics upon formation and global distribution of mineral and energy resources. Coverage of traditional and alternative energy production. Extraction techniques and use of minerals, as well as energy sources and environmental concerns. Basic map reading and construction. Introduction to GIS/GPS technology

**MES 130 Introduction to Environmental Science Lec. 3. Credit 3.**  
Exploration of the multidisciplinary science of the environment. Examination of contemporary issues such as air and water pollution, global climate change, ozone depletion, acid rain, hazardous and solid waste, alternative energy resources, soils, deforestation, overfishing, biodiversity, and endangered species, and their ecological, economical, and human health impacts.

**MES 131 Laboratory Techniques in Environmental Science Lab. 3. Credit 1.**  
Data collection and analyses conducted in the local terrestrial and aquatic environment. Includes sampling techniques, microscopy, instrumentation and technology training. Co-requisite: MES 130.

**MES 132 Earth's Systems, Processes and Biomes Lab. 3. Credit 1.**  
Examination of the Earth/Sun system and the greenhouse effect, discussion of paleoclimates and ice ages, processes of weather and their relation to climate, geographic extent of ecosystems and biomes, field trips to Chesapeake Bay, waterworks, sewage treatment facilities and local parks.  
Co-requisite: MES 130

**MES 150 Environmental Oceanography Lecture 3. Credit 3.**  
A multidisciplinary course which examines the human relationship to the sea through a study of scientific, historical and literary accounts. Importance of climate oscillations and anthropogenic effects on global climate change. Consideration of global warming and sea level rise in highly populated coastal regimes. Exploring the role of the sea in shaping human cultures, and how the sea responds to human interventions.

**MES 191 Introduction to Research Topics in Marine and Environmental Science Sem./Prj. Credit 1-3.**  
Designed for first year students. Emphasis placed upon introduction to areas of marine and environmental science research, regular attendance at appropriate seminars, techniques of literature searches, and background study. This course may be taken twice.

**MES 202 Physical Geology Lec. 3./Lab 3./Credit 4.**  
Study of the formation of the planet earth and its physical processes: plate tectonics, mountain building, mass wasting and sedimentation. Consideration of the physical geology of the world's oceans and continental features. Petrology of igneous, metamorphic and sedimentary rocks. Basic map reading. Field trips.

**MES 203 Introduction to Environmental Science Lec. 3./Lab 3./Credit 4.**  
A basic ecology course investigating the interaction between organisms and their biotic and abiotic environment, focusing on human populations and their effects on the natural environment. Laboratory periods will be concerned with the earth/sun system and the resultant global climate and biome distribution. Several field trips will be taken to local areas of interaction between man and the natural environment.

**MES 204 Introduction to Environmental Science Lec. 3./Credit 3.**  
A basic ecology course investigating the interaction between organisms and their biotic and abiotic environment, focusing on human populations and their effects on the natural environment.

**MES 210 Biometry: Introduction to Environmental Statistics Lec. 3./Lab. 3./Credit 4.**  
Application of statistical methods to problems encountered in the ecological and environmental sciences. Methods include sampling design, data visualization, population parameter estimation, hypothesis testing, the Normal and other probability distributions, single-factor and multifactor analysis of variance (ANOVA), correlation and linear regression. Laboratory projects carried out using EXCEL and statistical software.

**MES 211 Laboratory Techniques in Environmental Science Lab 1./Credit 1.**  
Data collection and analyses conducted in the local marine and estuarine environment. Includes sampling techniques, microscopy, instrumentation and technology training.

**MES 212 Earth's Systems, Processes and Biomes Lab 1./Credit 1.**

Examination of the Earth/Sun system, computation of sun angles, processes of weather and their relation to climate, geographic extent of ecosystems and biomes, field trips to Chesapeake Bay and local sites.

**MES 230 Introduction to Marine Science Lec. 3. Lab. 3. Credit 4.**

Fundamentals of oceanography with particular reference to physical, chemical, geological, biological and engineering aspects of ocean science. Interdisciplinary approach to the sciences and fields involved with the study of the world's oceans and coastal bodies of water. Focus on current topics: ocean acidification, El Nino, global warming. Prerequisites: MES 110, MES 130 and MES 131

**MES 291 Basic Research Topics in Marine and Environmental Science Sem./Prj. Credit 1-6.**

Designed for sophomore-level students. Emphasis will be placed upon introduction to basic techniques of conducting research and literature review, regular attendance at selected seminars, and directed work on a research project in marine and environmental science. This course may be taken twice. Prerequisite: Consent of the research mentor.

**MES 300 Internship Trn. Credit 3.**

Research experience at off-campus laboratory facilities. Instructional activities include laboratory and field studies in marine and environmental science areas. Duration is approximately 10 weeks. A deliverable such as a poster or presentation at a conference is emphasized. Summer registration required.

**MES 301 MES C Seminar Sem. 1. Credit 1.**

A seminar course designed to expose students to contemporary issues in environmental problems focusing on environmental restoration and waste management. Seminar presentation is required for each student.

**MES 301 Biometry Lec. 2./Lab 3./Credit 3.**

Application of parametric and non-parametric statistics to data generated in various areas of biology and environmental science; analysis of growth curves and population fluctuations. Special emphasis on data presentation and decision-making. Programmable calculators or computers are used extensively.

**MES 303 Geological Oceanography Lec. 3./Credit 3.**

Classification of marine sediments and processes of sedimentation. Investigation of marine sedimentary environments: estuaries, bays, shallow seas, shelves and abyssal depths. Extensive investigation of plate tectonic processes and history of major ocean basins. Prerequisite: ESC 202 or consent of instructor.

**MES 310 Biological Oceanography Lec. 3./Credit 3.**

Introduction to the organization of benthic and planktonic communities in the ocean. Quantitative treatment of biotic and abiotic processes. Special topics include: microbial dynamics, phytoplankton and zooplankton production, and ecology of marine food webs. Emphasis placed on understanding how physical, chemical, and geological factors shape the biology and ecology of the ocean system. Prerequisite: MES 230

**MES 350 Geological Oceanography Lec. 3. Credit 3.**

Classification of marine sediments and processes of sedimentation. Investigation of marine sedimentary environments, especially those producing fossil fuels. Plate tectonic processes, oceanic distribution of oil and gas reserves, history of major ocean basins. Prerequisite: MES 230

**MES 351 Chemical and Physical Oceanography Lec. 3. Credit 3.**

Chemical and physical properties of ocean basins and sea water; case studies of El Nino and the Sargasso Sea. Primary productivity and nutrient cycling in oceans; carbon sequestration. Dynamics of ocean currents and properties of water masses. Physics of tides and estuarine circulation. Prerequisite: MES 230

**MES 410 Coastal and Oceanic Processes Lec. 3. Credit 3.**

Investigation of sediment transport within the littoral environment and the dynamic influence of waves upon beaches and coastal structures. Forces affecting particle erosion and deposition. Barrier island formation and circulation of estuarine systems. Long term sea level fluctuation and the effects of global warming on low-lying coasts. Prerequisite: MES 230

**MES 430 General Ecology Lec. 3. Lab 3. Credit 4.**

Basic interrelations of plants and animals with physical and biotic factors of the environment. Prerequisites: BIO 210 and co-requisite BIO 220.

**MES 450 General Marine Biology Lec. 3. Lab 3. Credit 4.**

An introduction to the field of marine biology and the marine environments. Students will learn basic marine sampling techniques and basic organism identification. Students will also explore the different components of the marine environment, in particular Chesapeake Bay and its tributaries. Prerequisites: BIO 210 and corequisite BIO 220.

**MES 451 Management of Marine Resources Lec. 3. Credit 3.**

Emphasis on conservation of natural resources, including seafood and other substances involved in the food chain of beneficial organisms. Considerations of energy potentials, mineral resources and technologies that impact on the marine environment.



**MES 452 Marine Ecology Lec. 3. Lab 3. Credit 4.**  
Examination of ecological structure and dynamics in marine and estuarine habitats at organismal, population, community, and ecosystem levels. Geographic aspects and human interactions with marine ecosystems including anoxia in Chesapeake Bay are also investigated. The laboratory includes investigation of different types of estuarine and coastal habitats, field and laboratory techniques, and design of basic marine ecological investigations. Prerequisites: MES 230, BIO 210, corequisite BIO 220

## **MES - Undergraduate/Graduate**

**MES 500 General Ecology (2) Lec. 2./Lab 3./Credit 3.**  
Basic interrelations of plants and animals with physical and biotic factors of the environment. Prerequisites: Consent of department, BIO 210 and 220.

**MES 501 Geomorphology Lec. 2./Lab 3./Credit 3.**  
Underlying geologic interpretation of world landscapes, processes of soil formation and types. Glaciation. Interpretation of tectonic activity from topographical and geological maps. Introduction to field mapping. Prerequisite: ESC 202 or consent of department chair.

**MES 502 Sediments and Stratigraphy Lec. 2./Lab 3./Credit 3.**  
Classification and dating of sedimentary rocks. Sedimentary environments and processes. Use of fossils in stratigraphy. Interpretation and construction of stratigraphic maps. Correlation of sedimentary rocks and the importance of orogenic activity. Introduction to geologic mapping. Prerequisite: ESC 202.

**MES 510 Environmental Toxicology Lec. 3. Credit 3.**  
Lecture course covering the basic principles of environmental toxicology, including acute and chronic effects of toxicants in ecosystems, methods of testing and remediation. Prerequisite: CHE 301.

**MES 511 Seminar in Environmental Science Sem. 1./Credit 1.**  
A seminar course designed to expose students to contemporary issues in environmental problems focusing on environmental restoration and waste management. Seminar presentation is required for each student. Prerequisite: Permission of department chair.

**MES 512 Research Problems in Environmental Science Credit 2-3.**  
A course of directed study in which a student learns how to develop and research a problem in environmental science.

**MES 513 Internship in Environmental Science Trn./Credit 3.**  
A field placement experience in which students work with environmental scientists to gain practical experience in the field. Placement may be at a government agency, national laboratory, industry, academic institution, or other appropriate institutions. Prerequisites: ESC 203 and permission of department chair.

**MES 514 Research Techniques in Environmental Science Lec. 3./Lab 2./Credit 4.**  
Capstone course that implements advanced aspects of data collection and statistical analyses with the use of statistical software, spreadsheets and databases. ANOVAs, regression, hypothesis testing for non-normal and non-parametric data are covered. Includes formal written and oral presentations. Prerequisites: ESC/SCI 301 or MAT 205; MAS 304/414; or permission of instructor.

**MES 518 Ichthyology Lec. 3. Lab 3. Credit 4.**  
The morphology, taxonomy, and embryology of marine fishes; some consideration of problems in speciation and economic productivity. Prerequisite: BIO 220.

**MES 550 Research Techniques in Environmental Science Lec. 3. Lab 1. Credit 4.**  
Application of advanced aspects of data collection and statistical analyses with the use of statistical software; spreadsheets and databases. ANOVAs, regression, hypothesis testing for non-normal and non-parametric data and information theoretic approaches are covered. Includes formal written and oral presentations. Prerequisite: MES 210 or MAT 205

**MES 551 Geomorphology Lec. 3. Credit 3.**  
Underlying geologic interpretation of world landscapes, processes of soil formation and types. Glaciation. Interpretation of tectonic activity from topographical and geological maps. Introduction to field mapping. Prerequisite: MES 110

**MES 552 Sediments and Stratigraphy Lec. 3. Credit 3.**  
Classification and dating of sedimentary rocks. Sedimentary environments and processes. Use of fossils in stratigraphy. Interpretation and construction of stratigraphic maps. Correlation of sedimentary rocks and the importance of orogenic activity. Introduction to geologic mapping. Prerequisite: MES 110

**MES 553 Limnology Lec. 3. Lab. 3. Credit 4.**  
Study of lakes and inland waters with emphasis on ecology and the interacting physical, chemical, and geological factors affecting their structure and function. The role of limnology in the management of water resources will be investigated. Several labs will be field trips followed by the identification of specimens collected and analysis of data gathered. Prerequisites: BIO 210 and BIO 220.

**MES 554 Marine Algae Lec. 2. Lab 3. Credit 3.**  
The taxonomy, morphology, and general ecology of marine algae, including planktonic littoral and benthic forms. BIO 210.

## **MES – Graduate Only**

**MES 613 Environmental Science Internship Lec. 3./Credit 3.**  
A field placement experience in which students work with environmental scientists to gain practical experience in the discipline. Placement may be at a government agency, national laboratory, industry, academic institution, or other appropriate institutions. Prerequisite: ESC 203 and permission of department chairman.

**MES 616-617 Research Problems I-II**      **Credit 1-12.**  
Research on problems that could lead to a master's thesis in the environmental sciences.

## **MET (Music Engineering Technology) changed to MRT (Music Recording Technology)**

### **MFL (Modern Foreign Languages)**

**MFL 101**      **English for International Students**      **Lec. 3./Lab 1./Credit 3.**

This course is specifically designed for students who are not native speakers of English. Deals with pronunciation, reading comprehension, spoken and written communications.

**MFL 102**      **English for International Students II**      **Lec. 3./Lab 1./Credit 3.**

This course is specifically designed for students who are not native speakers of English. Deals with pronunciation, reading comprehension, spoken and written communications.

### **MGT(Management)**

**MGT 215**      **Principles of Statistical Analysis**      **Lec. 3./Credit 3.**

Methods of collecting, organizing, presenting, analyzing, and interpreting business and economic data. These include descriptive statistical methods such as mean, standard deviation and distribution, and inferential statistical methods such as confidence interval, hypothesis testing, one way ANOVA and simple regression. Emphasis will be placed on the application of statistical analysis in decision making. Prerequisite: MAT 117.

**MGT 216**      **Quantitative Methods**      **Lec. 3./Credit 3.**  
Techniques for Decision Making in Business including: correlation and multiple regression analysis; decision analysis; time series and indices; decision trees; applications of various linear programming methods. Algorithms will be applied to finance, advertising, transportation, marketing, accounting and management problems. Use of computer software packages. Prerequisite: MGT 215 and MAT 130.

**MGT 300**      **Business Research**      **Lec. 3./Credit 3.**  
This course exposes students to basic research for business. The course includes: problem identification, research planning, research methodology, sampling methods, data gathering, statistical analysis techniques, and writing research reports. The role of research in business decision making will be explored. This course is designed so that students are able to use research to solve real world problems faced by the business community. Prerequisite: MGT 215.

**MGT 301**      **Business Organization and Management**      **Lec. 3./Credit 3.**

A survey and foundation course in management that typically covers the development of management as a discipline and current theories and practices of leading, organizing, decision-making, communications, and controlling applicable to the business enterprise.

**MGT 305**      **Legal Environment of Business I**      **Lec. 3./Credit 3.**

The nature, structure, and process of our legal system. Representative topics include courts: business and its global legal environment, the court system, alternative dispute resolution, business ethics, constitutional law, administrative law, international law, torts and strict liability, torts and crime related to business, contracts, business organization, consumer protection law, and environmental law. Prerequisite: MGT 301.

**MGT 306**      **Legal Environment of Business II**      **Lec. 3./Credit 3.**

Development of legal knowledge through case analysis. Representative topics include: sales, product liability, creditor-debtor relations and bankruptcy, intellectual property and computer law, employment and discrimination law, labor law, antitrust and monopoly, antitrust and restraints of trade, securities regulation, land use control and real property, rights and duties within a corporation. Prerequisite: MGT 305.

**MGT 312**      **Personnel/Human Resources Management**      **Lec. 3./Credit 3.**

Principles and practices of human resource administration, including employee recruitment, selection, placement, training, performance evaluation, compensation, benefits, labor relations, safety, and health will be covered. The strategic role of human resources, equal opportunity, managing careers and fair treatment, and the role of human resources in international business will be also be explored. The course emphasizes practical application and preparation for success as a manager. Prerequisite: MGT 301.

**MGT 315**      **Training and Development in Organizations**      **Lec. 3./Credit 3.**

Identifying, assessing, developing, conducting, and evaluating planned learning activities for the purpose of increasing employee performance and organizational effectiveness. The process of needs assessment, diagnosis, interventions, and evaluations will be practiced for various client systems. Prerequisite: MGT 312.

**MGT 316**      **Compensation and Benefits Administration**      **Lec. 3./Credit 3.**

Exploration of the process, concepts, and methods used to determine rewards and indirect financial compensation or benefits. Compensation and benefit administration, cost pressures and legal challenges, and survival strategies in a competitive international marketplace will be covered. Prerequisite: MGT 312.

**MGT 321      Management of International Business      Lec. 3./Credit 3.**

Examines the international business environment and its impact on management. Focuses on the organization, operation and management of multinational businesses. Emphasizes cross-cultural communications and issues of control and staffing for business operations in foreign countries. Prerequisite: Junior-standing.

**MGT 323      Information/DP Systems Management      Lec. 3./Credit 3.**

Introduction to information systems concepts and applications, determining information system requirements, and selecting and implementing information systems which meet the needs of an organization. The course emphasizes how information systems technology supports key business functions; what information resources are available; how managers are involved in the system design, and how information technology supports business strategy. Prerequisite: MGT 205 or equivalent, including proficiency test.

**MGT 330      Management of Small Business      Lec. 3./Credit 3.**

Issues in management of the small business enterprise — start-up, financing, record keeping, making reports, marketing, problem identification and resolution, staffing and communicating. A business plan will be developed as a course research project.

**MGT 340      Business Communication      Lec. 3./Credit 3.**

Emphasizes correspondence as a function of business. Stresses: format, clarity, and style in composing letters, reports, memoranda, and speeches to further the general aims of business. Incorporates extensive use of technology for professional presentations.

**MGT 360      Cooperative Education/Internship Credit 3-9.**

Co-ops and internships are on-the-job experiences in the area of management in business or government to serve as a laboratory for integrating the theoretical with practical experiences. Co-ops are for six-months duration and worth up to 9 credits, whereas, internships are for summer employment and worth up to 3 credits. Students may arrange for co-ops or internships in their junior and senior years. Prerequisite: Permission of the department chairperson.

**MGT 370      Transportation Management      Lec. 3./Credit 3.**

Acquaints the student with the major, current, and emerging issues in transportation. Emphasis is on urban transportation problems, national policies and legislation, physical distribution systems, inventory management, and Intelligent Transportation Systems.

**MGT 400      Organizational Behavior      Lec. 3./Credit 3.**

Survey of behavioral science theories and research contributing to understanding the individual and groups in organizations. Representative topics include: motivation, group and intergroup behavior, leadership, power and influence, decision-making, job design, organizational change and development. Prerequisite: Junior standing.

**MGT 402      Production/Operations Management      Lec. 3./Credit 3.**

Familiarizes the student with production/operation phase of business activity. Emphasis is on developing the ability to apply analytical methods and modern technology to manufacturing and services organizations. Prerequisite: MGT 215 and 216 or permission of the instructor.

**MGT 412      Labor-Management Relations      Lec. 3./Credit 3.**

Historical background of modern labor problems, growth of trade unionism, union policies and activities, principles and practices of collective bargaining, and role of government. Prerequisite: Junior standing.

**MGT 413      Business and Government      Lec. 3./Credit 3.**

Examining the relationship between government policies and business practices, the course explores balancing of business interests with issues of global economic development and social welfare. Illustrative topical issues include environmental policy, technology policy, new business creation, antitrust concerns, global competitiveness, taxation, and employment.

**MGT 414      Business Ethics      Lec. 3./Credit 3.**

Business Ethics covers the historical and intellectual foundations of ethics and applications to business. The course seeks to heighten the student's awareness of the ethical implications of business decision making. This is accomplished by involving the student in the creative process of developing analytic and reasoning skills for reflective moral decision-making and conduct. Typical content includes ethical perspectives and their implications; corporate social responsibility; ethical management of work and people; lying and truth telling in business; ethical issues in business accounting, finance, marketing and investment; and, conflicts of interest.

**MGT 415      Human Relations in Organizations      Lec. 3./Credit 3.**

Exploration of various approaches to leadership, decision-making, communication, problem-solving, conflict-resolution, creativity, and other issues faced by task oriented groups in organizations. Prerequisite: MGT 312.

**MGT 416      Technology and Innovation      Lec. 3./Credit 3.**

As business confronts a changing technological environment, the course introduces the business student to the problems of creating, integrating, and managing product and process innovations. The course is an interdisciplinary approach to the issues of creativity, new product development, management of research and development, productivity, flexible manufacturing systems, robotics, quality control, and future trends in business.

**MGT 417      Legal Aspects of Human Resource Management      Lec. 3./Credit 3.**

Overview of legal issues that are especially relevant to human resources management including: Age Discrimination Employment Act 1967, Americans with Disabilities Act 1990, Civil Rights Act 1964, Equal Employment Opportunity Programs, Family and Medical Leave Act 1993, Pregnancy Discrimination Act 1978, Rehabilitation Act 1973, and Sexual Harassment. Examples of equal opportunity and employment laws in other countries that effect multinational corporations and trade will be covered. Prerequisite: MGT 305, 321.

**MGT 418      Cross-Cultural Management      Lec. 3./Credit 3.**

Exploration of the various issues and opportunities that arise when managing outside one's own culture. The manager's credibility and effectiveness in cross-cultural settings will be studied. Includes the application of cross-cultural management strategies for students interested in managing multinational organizations that have mixed culture environments. The course also provides students with skills needed to manage in single culture environments where sub-culture differences exist. Prerequisite: MGT 312, 321.

**MGT 419      Individual, Group and Organizational Dynamics      Lec. 3./Credit 3.**

Theories of individual, group and organizational processes will be explored. Focus on individual and group behavior in various organizational settings. Discussion of organizational development principles and processes and their role in designing and improving organizational effectiveness to include inter- and intra-unit relationships. Prerequisite: MGT 312, 400.

**MGT 420      Selection and Recruitment      Lec. 3./Credit 3.**

The application of selection and recruitment theory, concepts, and practices as they impact on personnel selection in organizations. The primary focus is management of the selection and recruitment process. Prerequisite: MGT 312.

**MGT 421      Business Seminar      Sem. 3./Credit 3.**

A senior level course for advanced study of topical issues in business management. This course requires extensive readings, the design and conduct of individual research. Prerequisites: All core courses, and permission of the instructor.

**MGT 444      Special Topics in Business      Lec. 1-3./Credit 1-3.**

Special Topics in Business is an elective course that varies in subject. The course typically reflects student and/or faculty interest in a topic normally outside or additive to the curriculum. Topics have included Internet Law and Organizational Development. Students interested in this elective should check with the department for current content.

**MGT 480      Senior Seminar      Sem. 3./Credit 3.**

The focus of the seminar is an individual research project on a contemporary business issue contemplated through lecture series by leading scholars and business executives. Students will be required to prepare a senior thesis at the end of the course.

**MGT 499      Business Policy and Strategy      Lec. 3./Credit 3.**

The application of knowledge and methods from accounting, economics, finance, marketing, and management to business competition. The conceptual framework is that development of a firm's relative competitive advantage is affected by the larger environment of economy and society, the structure of industry, and distinctive competencies of the firm. The course aims to develop the student's synthesis of knowledge, use of judgment, and applied research skills through case analyses. Prerequisite: Last semester of senior year. Business majors should have completed core courses. Non-business majors require permission of the instructor.

## **MGT – Undergraduate/Graduate**

**MGT 554      Total Quality and Supply Chain Management      Lec. 3./Credit 3.**

Prerequisite: Graduate standing. Addresses the complexities associated with the control management of total quality systems in both manufacturing and service environments.

## **MHA (Master of Health Administration – Online – Graduate Only)**

**MHA 609      Organizational Theory, Behavior and Practice      Lec. 3./Online/Credit 3.**

Exploration of concepts and theories of organizational behavior as it relates to health systems. Designing leadership strategies that focus on those components that comprise effective functioning in selected organizations will be studied. Emphasis will be placed on oral, written and interpersonal communication skills. Nursing 512- Organizational Behavior/Group & Role Theory undergrads content for this course.

**MHA 610      Epidemiology: Principles and Applications      Lec. 3./Online/Credit 3.**

Presentation of the principles and concepts in planning for responding to issues facing the public health in the communities. The determinants, risk factors, biostatistics and preventive evaluative measures emphasized and opportunities for field studies will be provided.

**MHA 611      Managed Care and Health Insurance      Lec. 3./Online/Credit 3.**

Trends affecting managed care and insurance options will be studied. The risk of not adhering to medical regime and cost of insurances and other options for care will be explored. How do trends in care and cost of insurances and other financial issues affect the services of the underserved are studied.

**MHA 612      Health Policy and Planning      Lec. 3./Online/Credit 3.**

Provides a basis for understanding the influence of politics and special interest groups on the operation and effectiveness of health systems. The legislative process and policy making will be emphasized. The process of planning and obtaining approval for health systems in the community will be included. Health policy formulation, implementation, and evaluation will be explored. Nursing 713- Family Nursing: Planning and Policy Leadership undergrads content for this course.



**MHA 613 Health Finance and Accounting****Lec. 3./Online/Credit 3.**

Examines financial operations through theory and techniques of corporate management in health systems. Cash flow, financial accounting, financial analysis and other aspects in managing providers and payers. Nursing 648 - Financial Management for Nurse Administrators undergirds content for this course.

**MHA 614 Health Law****Lec. 3./Online/Credit 3.**

A focus on the law and legal issues associated with the practice of health administration. Case law and analysis will be used in presentation of principles as they apply to the administration of hospitals and health care systems.

**MHA 615 Ethics for Healthcare Professionals****Lec. 3./Online/Credit 3.**

This course will explore the major schools of thought represented in ethics for health care providers. Theories of moral development, moral reasoning, ethical decision-making, and professional codes of ethics will be presented and applied within case study analysis and discussion.

**MHA 616 Health System Operations: Fiscal Management****Lec. 3./Online/Credit 3.**

Provides an overview of early to current American hospitals, Long term care and free standing systems. Specific focus will include governing bodies, organizational structure, services, fiscal aspects, accreditation and license process.

**MHA 617 Strategic Planning Lec. 3./Online/Credit 3.**

Organizations of all types must have a process for reviewing goals and focusing on outcomes. Strategic planning is a way to study performance and subsequent outcomes to determine strategies to maintain, improve, or change goals and objectives. The process will focus on superior performance, marketability, and opportunities to be fiscally sound in managing organizations.

**MHA 618 Executive Leadership and Management****Lec. 3./Online/Credit 3.**

Explores the development of effective leadership utilizing theoretical principles, models, key concepts of leadership and the effect of human behavior. Analyze the role of healthcare executives in a dynamic health system.

**MHA 619 Health Information Management Systems****Lec. 3./Online/Credit 3.**

Focuses on the integration of technology and clinical systems in health care organizations such as electronic health records. Strategic decisions about financial impact, actual cost (budget) and trends, and how information technology improves quality, efficiency and safety of health care.

**MHA 620 Executive Skills Seminar****Sem. 1./Online/Credit 1.**

An applied seminar which allows students to focus on leadership development and personal effectiveness. Executive leadership and behavior expected of program graduates will be emphasized.

**MHA 621 Health Care Quality and Safety****Lec. 3./Online/Credit 3.**

Health care quality and safety has had international impact on the global communities. Understanding the meaning of quality as it relates to safety will be explored for individuals, groups, and communities across racial and ethnic populations. The desired outcomes of indicators of quality also will be explored across the lifespan for the groups studied.

**MHA 622 Health Administration: Practicum I****Prj./Online/Credit 4.**

Focuses on the application of concepts from organizational theory, organizational behavior and organizational development as an interconnected domain. Explores alternative approaches in problem solving, personnel issues and operational management of a health facility.

**MHA 623 Health Administration: Practicum II****Prj./Online/Credit 3.**

Continues the focus of Health Administration Practicum I with the addition of the impact of internal and external stakeholders and other variables affecting decision making.

**MHA 624 Capstone Research Project****Prj./Online/Credit 3.**

Students will complete a scholarly research project that focuses on an identified problem or issue in the healthcare system. It will culminate in a tangible research report suitable for publication. The project will be developed and implemented under the guidance of course faculty.

**MHA 626 Grant Writing Lec. 3./Online/Credit 3.**

Focuses on the development of grant proposals for government, private and foundation funding. Students will be required to explore funding sources and develop an approach for a proposal to the funding agency. This class will be structured to foster an interdisciplinary team approach between administrators and nurses in a health care system. Students will register for the course in their discipline. A completed proposal suitable for submission will be required.

**MHAO 627 Healthcare System Integration into****Disaster Response Lec. 3./Online/Credit 3.**

This course will explore disaster preparation for healthcare facilities and personnel. The management of a facility response to natural and manmade disasters will include internal facility response and the integration of healthcare resources into comprehensive regional disaster plans.

**MHAO 628 Ergonomics Seminar Lec. 3./Online/Credit 3.**

The course is designed to introduce students to the application of knowledge about human capacities and limitations to the design of workplaces, jobs, tasks, tools, equipment, and the environment that are potential risk for injuries and illnesses to employees.

**MHA 699     Independent Study in Health Administration**  
**Ind./Online/Credit 1-6.**

Independent study as directed by graduate faculty. Research focus or pursuit of an area of special interest may be contracted. Independent study and/or practicum hours weekly commensurate with credit hours contracted.

**MIS (Management Information Systems)**

**MIS 209     Introduction to Computer Programming**  
**Techniques (CSC 200)     Lec. 3./Credit 3.**

Basic programming concepts. Data types, control structures, subroutine, modularization, etc. Simple search techniques. Introduction to file and data structures. Introduction to a high level programming language. Problem solving concepts. Prerequisite: MAT 109 or higher.

**MIS 302     Business Application Programming**  
**(CSC 316)     Lec. 3./Credit 3.**

Advanced computer programming. System specification and documentation. Principles of good programming style. Technique of sorting and searching. Business transaction processing. Complex file management. Prerequisite: MIS 209/CSC 200.

**MIS 309     System Analysis and Design I**  
**(CIS 320)     Lec. 3./Credit 3.**

System development life cycle. Tools and techniques for describing process flows, data flows, and data structures. Computer-based tools for systems analysis. Project management, project scheduling and resource management and control. End-user issues, human/machine interfaces. Program specifications. Transition from analysis to design. Prerequisite: MIS 209/CSC 200 and MIS 302/CSC 316.

**MIS 401     Concepts of Database Management**  
**Systems (CSC 323)     Lec. 3./Credit 3.**

Introduction to database concepts. Hierarchical, network, flat file, distributed, and relational databases. Database normalization. File security, data integrity and reliability. Access to and manipulation of large databases. Querying, including SQL. Prerequisite: MIS 209/CSC 200 or permission of the instructor.

**MIS 403     Concepts of Data Communication (CSC 325)**  
**Lec. 3./Credit 3.**

Concepts of telecommunications, data communications, data interfaces and techniques, data security. Introduction to networks, architectures and protocols. Network management. Prerequisite: MIS 209/CSC 200 or permission of the instructor.

**MIS 406     System Analysis and Design II (CIS 410)**  
**Lec. 3./Credit 3.**

Design and implementation. Computer programming and system development concepts. Design of file, testing, implementation. Security and control. Use of computer-aided software engineering (CASE) and fourth generation software development tools in a real-life. A project involving system design. Prerequisite: MIS 309/CIS 320.

**MKT (Marketing)**

**MKT 305     Principles of Marketing     Lec. 3./Credit 3.**

Analysis of the problems involved in the operations of marketing institutions with emphasis on a micro approach. Topics include the design of channels of distribution, pricing, and promotion of goods and services.

**MKT 307     Retail Management     Lec. 3./Credit 3.**

Examination of the role and significance of retailing institutions in the marketing of goods and services. Management of critical functions of retailing such as pricing, inventory, promotion, and merchandising is examined in detail. Prerequisite: MKT 305 Junior standing.

**MKT 311     Consumer Behavior     Lec. 3./Credit 3.**

Examination of consumer behavior in the marketplace. Particular attention is given to economic influences as well as anthropological, psychological, and sociological influences affecting the consumer. Prerequisite: MKT 305 and Junior standing.

**MKT 328     Sales Management     Lec. 3./Credit 3.**

The modern sales organization; selling problems of manufacturers, wholesalers, and retailers; management of the sales force. Prerequisites: MKT 305 and Junior standing.

**MKT 360     Cooperative Education/internship Credit 3-9.**

Co-ops and internships are on-the-job experiences in the area of marketing in business or government to serve as a laboratory for integrating the theoretical with practical experiences. Co-ops are for a six-month duration and worth up to 9 credits, whereas internships are for summer employment and worth up to 3 credits. Students may arrange for co-ops or internships in their junior and senior years. Prerequisite: Permission of the department chairperson.

**MKT 411     International Marketing     Lec. 3./Credit 3.**

Explores the international dimensions of marketing. Students gain familiarity with the formulation of marketing strategies, as decisions and problems that arise in international marketing. Students learn how to deal with the comprehensive and integrative aspects of international marketing. Prerequisites: MKT 305 and Junior standing.

**MKT 417     Advertising Management     Lec. 3./Credit 3.**

Examines the nature and role of advertising as a major promotional function in Marketing. Management of the major functions, such as selection of creative promotion strategies, advertising themes, media selection, physical production and campaign implementation are examined in detail. Prerequisites: MKT 305 and Junior standing.

**MKT 427      Marketing Management      Lec. 3./Credit 3.**  
An examination of the major marketing decisions facing the firm. Specific decision areas investigated include market opportunity determination, product policies, channel management, promotion management, and pricing determination. Also, environmental, social, and legal factors that affect management decision making and the firm are discussed. Problems and cases are employed. Prerequisites: Senior standing and successful completion of MKT 311, MKT 328, Mkt 411, Mkt 428 and all core business courses.

**MKT 428      Marketing Research and Analysis      Lec. 3./Credit 3.**  
An examination of an important tool of analysis for both profit and nonprofit organizations. Different research techniques and various methods of data analysis are examined; also, how data and findings are employed in the formulation of marketing policies and strategies. Prerequisites: MGT 215-216, MKT 305 and Senior standing.

**MKT 495      Independent Study or Research      Lec. 3./Credit 3.**  
An opportunity for independent study or research with guidance of faculty advisor. Prerequisites: Senior standing, consent of instructor, and approval of chairperson.

## **MRT (Formerly MET) (Music Recording Technology)**

**MRT/MET 225      Introduction to Audio Recording I      Lec. 3./Credit 3.**  
Study of the basic techniques employed in the recording of sound. Practical experience in the preparation of master tapes, microphone types, basic console functions and signal flow. Prerequisite: None. Open to all students.

**MRT/MET 226      Audio Recording II      Lec. 2./Credit 2.**  
The creative application of audio tape and disc recording including theory, psychoacoustics, console operation, noise reduction and analysis of associated equipment. Procedures include recording rhythm tracks and overdubbing. MIDI instruments and sequencing. Prerequisite: MRT/MET 225.

**MRT/MET 325      Audio Engineering I      Lec. 2./Credit 2.**  
A study of advanced microphone, recording and monitoring systems and techniques. Principles of equalization, limiting, echo, and sound reinforcement. Prerequisite: Advance standing in music, MRT/MET 225-226, and permission of instructor.

**MRT/MET 326      Audio Engineering II      Lec. 2./Credit 2.**  
Further study of advanced microphone, recording, and monitoring systems and techniques with an introduction to digital recording. Prerequisite: MRT/MET 325.

**MRT/MET 327      Electronic Music Synthesizers and Computers      Lec. 2./Credit 2.**  
A survey course which investigates relevant aspects of electronic/computer music history, styles, and compositional techniques. Items to be discussed include the MIDI protocol, sequencers, analog and digital sound synthesis, and computer-aided scoring.

**MRT/MET 425      Advanced Audio Recording Techniques I      Lec. 2./Credit 2.**  
A study of multitracking recording and mixdown techniques with a focus on signal processing, delay, equalization, variable gain amplifiers and reverb. Recording to video and film through the use of various digital time codes. Prerequisite: MRT/MET 326. Majors only.

**MRT/MET 426      Advanced Audio Recording Techniques II      Lec. 2./Credit 2.**  
Advanced application of outboard gear and patch bay configurations. Digital reverb devices and delay systems. The use of two-track editing, splicing, proper leadering, storage, mastering and pressing processes are explained. Theory and practice of professional recording equipment utilizing digital electronics. Design, construction, and operation of automation remix memory consoles. Digital tape recording topics including conversion techniques, sampling techniques, pulse code modulation and Nyquist rate. Theory of data coding and data storage. Prerequisite: MRT/MET 425, Majors only.

**MRT/MET 427      Recording Workshop I      Lec. 2./Credit 2.**  
Explores studio maintenance and the theory and function of audio electronics with emphasis on the use of test equipment, reading schematic diagrams, alignment, troubleshooting, and soldering techniques. A comprehensive study of the background, organization, legal and technical development of the modern recording company and the record industry. Prerequisite: MRT/MET 426, Majors only.

**MRT/MET 429      Recording Studio Internship      Trn./Credit 4.**  
Practical experience in audio recording under the supervision of an off-campus professional studio. Prerequisite: Completion of all music and engineering courses through the third year. Majors only.

## **MSC (Military Science – Army)**

**MSC 101      Leadership and Personal Development      Lec. 1./Lab 1.5./Credit 1.**  
Introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as time management, physical fitness, and stress management relate to leadership, officership, and Army operations. Focus is placed on developing basic knowledge and comprehension of Army Leadership Dimensions while gaining a big picture understanding of the ROTC program.

**MSC 102      Introduction to Tactical Leadership      Lec. 1./Lab 1.5./Credit 1.**  
Overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills and actions in the context of practical, hands-on, and interactive exercises. Focus is placed on the building of stronger relationships among cadets through common experience and practical interaction.

**MSC 201      Innovative Team Leadership****Lec. 2./Lab 1.5./Credit 2.**

Explores the dimensions of creative and innovative tactical leadership strategies and styles by studying historical case studies and engaging in interactive student exercises. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of rank, uniform, customs, and courtesies.

**MSC 202      Foundations of Tactical Leadership****Lec. 2./Lab 1.5./Credit 2.**

Examines the challenges of leading teams in the complex contemporary operating environment. This course highlights dimensions of the cross-cultural challenges of leadership in a constantly changing world and applies these to practical Army leadership tasks and situations. Focus is on developing greater self awareness as cadets practice communication and team building skills.

**MSC 301      Adaptive Team Leadership****Lec. 3./Lab 1.5./Credit 3.**

Provides challenging scenarios related to small unit tactical operations to develop self awareness and critical thinking skills as well as systematic and specific feedback on leadership abilities. Focus is on integrating the principles and practices of effective leadership, military operations, and personal development in order to adequately prepare cadets for the summer Leader Development and Assessment Course (LDAC).

**MSC 302      Leadership in Changing Environments****Lec. 3./Lab 1.5./Credit 3.**

Uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Reviews aspects of combat, stability, and support operations. Requires cadets to conduct military briefings and develop proficiency in garrison operation orders. Focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operating environment.

**MSC 401      Developing Adaptive Leaders****Lec. 3./Lab 1.5./Credit 3.**

Develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing feedback to subordinates. Requires cadets to assess risk, make ethical decisions, and lead fellow ROTC cadets. Provides lessons on military justice and personnel processes to prepare cadets for the transition to Army officers. Focus is on analyzing, evaluating, and instructing cadets at lower levels and preparing for the first unit of assignment.

**MSC 402      Leadership in a Complex World****Lec. 3./Lab 1.5./Credit 3.**

Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment. Examines differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Focus is on preparing cadets for their first unit of assignment using case studies, scenarios, and "What Now, Lieutenant?" exercises.

**MSD (Medical Science Graduate)****MSD 601-602      Health Professions I - II****Lec. 9./Credit 3.**

This course is designed to examine the factors related to the medical school admissions process. Focus placed on the mechanics of applying to medical school, understanding the admissions criteria, self-assessment as a medical school applicant, and preparation for becoming a competitive applicant. The course is designed to assist students in evaluating themselves as learners and to structure class work and assignments, which will provide the opportunities for employing strategies and techniques for becoming more organized, active learners. Seminar topics on the Problem Based Learning Curriculum, medical ethics, model thinking, DAT perceptual test, MCAT writing samples, quantitative skills, career development, the application process, financing medical school and using the internet. In the second semester students will also examine, in detail, medical school admissions policies, as well as factors related to medical education including: curriculum, grading and promotion practices, support services, and medical specialty fields.

**MSD 611-612      Pre-Medical Biology I – II****Lec. 6./Credit 4.**

Pre-Medical Biology focuses upon the biology topics listed in the AAMC Student Manual for the MCAT. This course is designed to help the student prepare for the MCAT/DAT and Medical/Dental School by practicing standard problem solving methods and techniques needed to specifically handle the passage format of the MCAT. Emphasis is placed on sharpening problem solving skills and increasing the student's knowledge base.

**MSD 621-622      Pre-Medical Chemistry I - II****Lec. 6./Credit 4.**

Pre-Medical Chemistry I focuses upon the inorganic chemistry and atomic physics topics listed in the AAMC Student Manual for the MCAT. Pre-Medical Chemistry II focuses upon the organic chemistry topics. This course is designed to help the student prepare for the MCAT/DAT and Medical / Dental School by practicing standard problem solving methods and techniques needed to specifically handle the passage format of the MCAT. Emphasis is placed on sharpening problem solving skills and increasing the student's knowledge base.



**MSD 641 Pre-Medical Physics Lec. 4./Credit 3.**  
Pre-Medical Physics focuses upon the physics topics listed in the AAMC Student Manual for the MCAT. This course is designed to help the student prepare for the MCAT/DAT and Medical / Dental School by practicing standard problem solving methods and techniques needed to specifically handle the passage format of the MCAT. Mathematical estimation and test taking techniques are also emphasized. Emphasis is placed on sharpening problem solving skills and increasing the student's knowledge base.

**MSD 651 – 652 BioMedical Chemistry I – II Lec. 6./Credit 4.**  
The concepts and principles of human metabolism are systematically developed, beginning with protein structure and enzyme function and concluding with integration of metabolic processes and the principles of nutritional biochemistry. Throughout the course, biochemical concepts are correlated with the metabolic basis of disease processes and the latest applications of biochemical principles in medicine.

**MSD 655 Medical Physiology Lec. 6./Credit 4.**  
Medical Physiology focuses upon the cell membrane, muscle, cardiovascular, renal, respiratory, gastrointestinal, endocrine and reproductive aspects of human physiology. Clinical correlations and computer simulations of laboratory experiments are included in the lectures.

**MSD 662 Human Immunology and Virology Lec. 6./Credit 4.**  
This course provides a comprehensive overview of basic immunology beginning with the specific interactions of target cells and T cells that are regulated by the MHC molecule and peptide antigens on the target cell and the antigen specific T Cell Receptor. The course will also cover antigen non-specific mechanisms of host defense and topics of clinical relevance, such as microbial immunity, allergy, autoimmunity, tumor immunity, congenital and aids, transplantation immunology and aging.

**MSD 665 Medical Molecular and Cellular Biology Lec. 6./Credit 4.**  
This course provides a foundation in molecular biology, cell biology, and genetics for medicine. The first part of the course develops an understanding of the important methodologies and applications of molecular biology to medicine. The second part emphasizes concepts and methodologies of cell biology and how they relate to medical practice. The last third part develops the concepts and ideas of genetics and how an appreciation of genetics influences our understanding and practice of medicine.

**MSD 668 Medical Histology Lec. 6./Credit 4.**  
A comprehensive human microanatomy course, Medical Histology relates the structural organization of cells, tissues, and organs to their function. The course provides a basic understanding of how disease processes can affect the structure and function of cells, tissues and organs. Also included in the course is neuroanatomy.

**MSD 702 Masters Comprehensive Examination Credit 1.**  
A comprehensive evaluation of second year coursework and critical thinking skills. A grade of B or higher is required to pass this examination.

## **MUE (Music Education)**

**MUE 201 Percussion Methods Lec. 1./Lab 1./Credit 1.**  
A concentrated study of the Percussion family. Emphasis on the history, construction, playing procedures, methodology, materials, and repertoire for teaching beginning, intermediate, and advanced band classes. Proficiency on a variety of percussion instruments is required. Prerequisites: MUS 119-121 and MUS 120-122 should be taken in sequence.

**MUE 202 String Methods Lec. 1./Lab 1./Credit 1.**  
A concentrated study of the String family with emphasis on the history, construction, playing procedures, methodology, materials, and repertoire for teaching beginning, intermediate, and advanced orchestra classes. Proficiency on a variety of string instruments is required (violin, viola, cello, string bass, and guitar). Prerequisites: MUS 119-121 and MUS 120-122 should be taken in sequence.

**MUE 203 Brass Methods Lec. 1./Lab 1./Credit 1.**  
Concentrated study of the brass family with emphasis on history, construction, playing procedures, methodology, teaching materials, and repertoire for teaching beginning, intermediate and advanced band classes. Proficiency on each brass instrument is required (trumpet, horn, trombone, baritone horn and tuba). Prerequisites: MUS 119-121 and MUS 120-122 should be taken in sequence.

**MUE 204 Woodwind Methods Lec. 1./Lab 1./Credit 1.**  
Concentrated study of the woodwind family with emphasis on history, construction, playing procedures, methodology, teaching materials, and repertoire for teaching beginning, intermediate and advanced band-orchestra classes. Proficiency on each wind instrument is required (flute, clarinet, saxophone, oboe and bassoon). Prerequisites: MUS 119-121 and MUS 120-122 should be taken in sequence.

**MUE 205 Vocal Methods Lec. 1./Lab 1./Credit 1.**  
Concentrated study of the voice emphasizing techniques in vocal production, vocal diction, breathing, and breath support while developing an understanding of vocal anatomy and good vocal health. Use of repertoire selected from diverse body of vocal music. Exposure to teaching materials and methodology for teaching singing. Prerequisites: MUS 119-121 and MUS 120-122 should be taken in sequence.

**MUE 206 Piano Methods Lec. 1./Lab 1./Credit 1.**  
A study of methods and materials relevant to the teaching of group and individual piano instruction as well as the art of accompanying. Practical experiences will be provided for each component of this course through the use of piano laboratory for teaching and teacher studios and recital programs. Prerequisites: MUS 119-121 and MUS 120-122 should be taken in sequence.

**MUE 207 Computer Literacy for Musicians****Lec. 3./Credit 3.**

A survey of computer instruction, software, and applications that are applicable and available for the music educator. It will focus on the function of computer assistance in the development of music programs, literature, and a host of general music concepts. Prerequisites: MUS 119-121 and MUS 120-122 should be taken in sequence.

**MUE 302 Basic Conducting Lec. 2./Lab 1./Credit 2.**

Experiences in the fundamentals of baton technique and score reading. A brief survey of ethnically diverse symphonic and choral literature is provided. Prerequisites: MUS 119-121, MUS 120-122, and MUS 211-212 should be taken in sequence.

**MUE 303 Advanced Instrumental Conducting****Lec. 3./Lab 2./Credit 2.**

This course is designed to provide experiences in advanced instrumental conducting. Emphasis will focus on score study, audition development, baton technique, and non-verbal communication from the podium. Interpretation of ethnically diverse symphonic and band literature. The organization and management of an instrumental ensemble will also be examined. Prerequisites: PIA 103-104-203-204 (or PIA 105-106-205-206), MUS 212, MUE 302, MUS 311.

**MUE 304 Advanced Choral Conducting****Lec. 3./Lab 2./Credit 2.**

Experiences for voice and piano students in advanced choral conducting techniques. Exposure to ethnically diverse choral and orchestral literature. Development of style, baton and hand technique, and program. Prerequisites: PIA 103-104-203-204 (or PIA 105-106-205-206) for Voice Majors, VOI 103-104-203-204 (VOI 105-106-205-206) for Piano and Organ Majors, MUS 212, MUE 302, MUS 311.

**MUE 318 Arranging and Orchestration****Lec. 3./Lab 2./Credit 2.**

This course is designed to provide learning experiences in fundamental writing for various instrumental and vocal ensembles. Emphasis is placed on the combining of orchestral colors, scoring for large ensembles, and providing arrangements that may be used by other University ensembles. Prerequisites: PIA 103-104-203-204 (or PIA 105-106-205-206) for Non-Keyboards Majors, VOI 103-104-203-204 (VOI 105-106-205-206) for Piano and Organ Majors, MUS 212, MUS 311, MUE 207.

**MUE 416 Choral Techniques Lec. 3./Lab 2./Credit 2.**

This course is designed for the voice and piano major during the fourth year of study. An introduction of various fundamental techniques used in establishing choral libraries, programs, and rehearsal practices. It will also survey and analyze techniques used in the major choral, show, madrigal, and gospel choirs. Prerequisites: MUS 212, PIA 103-104-203-204 (or PIA 105-106-205-206) for Voice Majors, VOI 103-104-203-204 (VOI 105-106-205-206) for Piano and Organ Majors, MUS 305-306, MUS 311, MUE 302, and MUE 304.

**MUE 417 Marching Band Techniques****Lec. 3./Lab 2./Credit 2.**

This course is designed to provide instruction in the organization and administration of a Marching Band. Emphasis shall be on show design, charting of drills, formations, music selections, marching band styles, and instrumental placement. Prerequisites: MUS 212, PIA 103-104-203-204 (or PIA 105-106-205-206), MUS 305-306, MUS 311, MUE 302, and MUE 303.

**MUE 418 Survey of Orchestra Techniques****Lec. 2./Lab 2./Credit 2.**

Application of essential teaching techniques for string instruments. Study of ethnically diverse music with emphasis on listening, score reading, style and analysis, historical practices and procedures, and the technical problems of performance within the orchestra. Prerequisites: MUS 212, PIA 103-104-203-204 (or PIA 105-106-205-206), MUS 305-306, MUS 311, MUE 302, and MUE 303.

**MUE - Undergraduate/Graduate****MUE 530 Teaching Music in Elementary Schools****Lec. 3./Lab 2./Credit 3.**

Introduction to teaching music on the elementary level with an emphasis on historical background, ethnically diverse music, present practices, and major issues. Guidance in the formulation of principles and objectives related to the needs of the teacher of music. Study of instructional methods, materials and resources including media, computers, and classroom observations. Prerequisites: PIA 103-104-203-204 (or PIA 105-106-205-206) for Non-Keyboards Majors, VOI 103-104-203-204 (VOI 105-106-205-206) for Piano and Organ Majors, MUS 201-202-203-204-205/206, MUE 302, MUS 303/304, MUS 212, MUS 305-306, MUS 311, MUS 401, MUE 318.

**MUE 535 Teaching Music in Secondary Schools****Lec. 3./Credit 3.**

Study of organization, administration, and supervision of the junior and senior high school music program. Guidance in the formulation of principles and objectives related to the needs of junior and senior high school music teachers. A study of ethnically diverse music, instructional methods, materials, and resources. Prerequisites: PIA 103-104-203-204 (or PIA 105-106-205-206) for Non-Keyboards Majors, VOI 103-104-203-204 (VOI 105-106-205-206) for Piano and Organ Majors, MUS 201-202-203-204-205/206, MUE 302, MUE 303/304, MUS 212, MUS 305-306, MUS 311, MUS 401, MUE 318, MUE 530.

**MUE - Graduate****MUE 601 History and Philosophy of Music Education****Lec. 3./Credit 3.**

A study of the history of music education and other facts basic to the development of a philosophy of music education. Survey of various philosophers and schools of thought in music education. Emphasis on school music in the United States.

**MUE 602 Teaching Music in Elementary School**  
**Lec. 3./Credit 3.**

For prospective teachers and teachers in service who are concerned with critical analysis and appraisal of techniques in current use in elementary school music. Comprehensive study of the elementary music program including new techniques, materials and literature.

**MUE 603 Teaching Music in the Secondary School**  
**Lec. 3./Credit 3.**

Consideration given to techniques of selecting and organizing course materials and in planning teaching and resource units.

**MUE 604 Current Trends in Music Education**  
**Lec. 3./Credit 3.**

Issues, developments, materials, teaching strategies, research relevant to contemporary school music.

**MUE 630 Teaching Music in Secondary Schools**  
**Lec. 3./Credit 3.**

Study of organization, administration, and supervision of the junior and senior high school music program. Guidance in the formulation of principles and objectives related to the needs of junior and senior high school music teachers. A study of ethnically diverse music, instructional methods, materials, and resources. Prerequisites: PIA 103-104-203-204 (or PIA 105-106-205-206) for Non-Keyed Majors, VOI 103-104-203-204 (VOI 105-106-205-206) for Piano and Organ Majors, MUS 201-202-203-204-205/206, MUE 302, MUE 303/304, MUS 212, MUS 305-306, MUS 311, MUS 401, MUE 318, MUE 530.

## **MUS (Music)**

**MUS 000 Theory Review** **Lab 2./Credit 1.**

Developmental instruction in aspects of the Theory Comprehensive examination. Music majors who are unsuccessful in the first attempt at the Theory Comprehensive examination must enroll before attempting to retake the examination.

**MUS 113 Music for Early Childhood Education Majors (1)** **Lec. 3./Credit 3.**

Essentials of music to enable students to carry on music activities in classroom. Functional piano techniques including melody harmonization, music reading and improvisation; notation, basic rhythms, and sight-singing.

**MUS 119-120 Aural Theory and Keyboard**  
**Lec. 2./Credit 1.**

Sight-singing (solfege) and keyboard drill in playing scales (all modes) and simple cadences progressing to more complicated progressions in all keys. Must pass MUS 119 to proceed to MUS 120.

**MUS 121-122 Written Theory** **Lec. 3./Credit 2.**

Review of fundamentals. The study of single-voice, two and three-voice writing, through analysis and written exercises leading to four-voice harmonic writing. Study of Chord progressions involving primary triads, secondary triads, and the dominant seventh chords. Must pass MUS 121 to proceed to MUS 122.

**MUS 131 Music for Recreation Students (2)**  
**Lec. 2./Credit 2.**

For students who plan to become playground workers and supervisors of community or recreation centers. Provides experiences in singing, conducting, and introduction to melody harmonization at piano and on other recreation instruments.

**MUS 200 Introduction to Music** **Lec. 3./Credit 3.**

Survey of musical literature through the ages. Development of music in relation to other arts. Influence of sociological, economic, political, geographical, literary, and other factors upon music-illustrated by musical and artistic examples through recordings and other audio-visual devices.

**MUS 201 Music of African-Americans** **Lec. 3./Credit 3.**

Experience African-American musical developments from the onset of western African music culture, the middle passage to all forms of music in America from the spiritual to current trends in music. The course is open to all students.

**MUS 202 Music of African-Americans II, History of Jazz** **Lec. 3./Credit 3.**

In-depth study of jazz from the musical, historical and social points of view. Open to all students.

**MUS 204 Survey of Music History and Literature**  
**Lec. 2./Credit 2.**

A survey of musical style and literature from Greek antiquity to the Twentieth Century.

**MUS 205 History of Music I** **Lec. 3./Credit 3.**

The study of music of non-Western cultures, of plainsong and the emergence of polyphony in the Middle Ages, and of the polyphonic music of the Renaissance with critical analysis of literature.

**MUS 210 Teaching Music in the Elementary School**  
**Lec. 3./Credit 3.**

Designed to equip the prospective elementary school teacher who must carry forth the classroom music program with fundamental skills.

**MUS 211-212 Advanced Harmony** **Lec. 3./Credit 2.**

Continuation of harmony, to include modulation, seventh chords, and altered chords. Harmonic and structural analysis. Investigation of contemporary harmonic materials. Must pass MUS 211 to proceed to MUS 212.

**MUS 212J Jazz Theory** **Lec. 3./Lab 1./Credit 3.**

Practice in writing music fundamentals, with emphasis on ear training. Work in interval and chord recognition, extensive drills in melodic and harmonic dictation. Use of chords of the ninth, eleventh and thirteenth and placing special emphasis on voice leading and chord sonorities.

**MUS 222-233 Advanced Harmony Labs**  
**Lab 2./Credit 1.**

Must pass MUS 222 to proceed to MUS 233.

**MUS 305 History of Music II Lec. 3./Credit 3.**  
Period concentration on Baroque and Classical history and Literature with critical analysis of literature.

**MUS 306 History of Music III Lec. 3./Credit 3.**  
Period concentration of Romantic, post-Romantic, and 20th Century history and literature with critical analysis of literature.

**MUS 309-310 Jazz Improvisation Lec. 2./Credit 2.**  
Principles of mastering improvisational skills based on listening to and transcribing recordings and live performances of jazz artists. Also development of spontaneity in improvisation through contemporary compositional devices.

**MUS 311 Contrapuntal Theory and Practice Lec. 2./Lab 1./Credit 2.**  
Analysis of contrapuntal music from sixteenth through eighteenth centuries. Study of principles of rhythm and dissonance treatment found in both strict and free styles. Writing of two-voice inventions in free (eighteenth century) style. Pre-requisites: MUS 119-121, 120-122, 211-212, 222-233.

**MUS 319 Jazz Arranging and Orchestration Lec. 2./Lab 1./Credit 2.**  
Designed to provide learning experience in writing for various instrumental combinations in jazz, rhythm and blues, jazz-rock and other "popular" music idioms. Attention will be focused on combining orchestral colors; chord scoring, creating full arrangements and providing literature to be performed by the Jazz Ensemble, exposure to the latest in film and television scoring techniques, as well as scoring for dramatic works. Pre-requisites: MUS 119-121, 120-122, 211-212, 222-233.

**MUS 401 20th-Century Theory/History Lec. 2./Credit 2.**  
A comprehensive course involving the acquisition and application of the materials of 20th-Century Music. Both writing and analytical skills are emphasized.

**MUS 402 Jazz Pedagogy Lec. 2./Lab 1./Credit 2.**  
The Pedagogy course is designed to develop skills in the teaching of jazz in all of its facets and dimensions. This will be accomplished by exposing students to a variety of approaches to materials, techniques and philosophies, and by providing the atmosphere conducive to learning. Taken with consent of instructor.

**MUS 405-406 Composition Lec. 2./Credit 2.**  
Creative writing. Aesthetic, stylistic and formal problems in composition. Taken with consent of instructor.

**MUS 407-408 Business of Music Lec. 3./Credit 3.**  
A comprehensive two-semester course designed to provide an understanding of business practices as related to the music industry. Topics covered include song writing, publishing, copyright, music licensing, union and guilds, agents, managers, attorneys, artists' management, music merchandising, concert promotion, arts administration, the record industry, music in broadcasting and film, and career planning and development.

**MUS 409 Jazz Composition/Analysis Lec. 3./Credit 3.**  
Compositional skills are developed through study, practice, experimentation, and application, resulting in the writing for every conceivable medium and combination of any size. Through analysis, a student learns to analyze, compose, and place in perspective the works of the great jazz composers, arrangers, and players. Taken with consent of instructor.

**MUS 415 Voice Pedagogy Lec. 2./Credit 2.**  
A physiological and psychological study of the voice dealing with techniques in vocal production such as breathing, diction, phonation, registers, and resonance. A study of vocal literature of the 18th, 19th, and 20th centuries; and a history of singers, their repertoire, and vocal problems from the beginning of scientific study of vocal production.

**MUS 416 Piano Pedagogy Lec. 2./Lab 1./Credit 2.**  
Study of evolution and mechanism of piano as basis for selection and care of the instrument, and development of logical principles of piano technique. Teaching methods for class and individual instruction; examination of teaching repertoire in all styles and periods. Required for Piano majors.

**MUS 444-445 Seminar Sem. 2./Credit 2.**  
Special topics in music history, theory, and/or performance literature and practice. Individual research and reports.

## **MUS - Undergraduate/Graduate**

**MUS 500 Seminar Lec. 2./Credit 3.**  
Special topics in music history, theory, and/or performance practice. Individual research and reports.

**MUS 503-504 Minor Performance Stu. 2./Credit 2.**  
Minor Piano. Minor Organ. Minor Voice. Minor Orchestral Instruments.

**MUS 521 Jazz Experience Lec. 3./Credit 3.**  
Provides concentrated musical experiences related to creating and performing music in the jazz idiom. Will include music of various cultures, thereby focusing upon the unique traits of jazz and characteristics which jazz shares with other types of musical expression. Open to music majors beginning the sophomore year. Enrollment of non-music majors permitted on approval of the instructor. Prerequisite: Music 122.

## **NAV (Naval Science)**

**NAV 101 Introduction to Naval Science Lec. 2./Credit 2.**

A general introduction to seapower and the naval service with particular emphasis on the mission, organization, regulations, and broad warfare components of the Navy. Course also covers the basic tenets of naval courtesy and customs, discipline, naval leadership, and ship's nomenclature. The student is made cognizant of the major challenges facing today's naval officer, especially in the areas of equal opportunity and drug abuse.



**NAV 102/HIS 205 Seapower and Maritime Affairs****Lec. 3./Credit 3.**

This course traces the evolution of the major world naval and maritime nations as they are affected by changes in technology and usage in the context of their political, economic, and diplomatic relations. Special emphasis is placed on the role which American naval and maritime affairs played in the rivalries of the great world powers during the colonial period, the spread of revolutionary movements, and the era of civil and international conflicts in the 19th and 20th centuries. The course will explore the interrelationship of major political, economic, and diplomatic trends with the naval conflicts and maritime rivalries of major world societies during the modern period.

**NAV 111-112 Naval Science Lab Lab 2./Credit 1.**

These two laboratories teach basic military formations, movements, courtesies, and honors. Includes drill, personnel inspections, physical conditioning, and swimming.

**NAV 201 Naval Engineering Lec. 3./Credit 3.**

A course designed to familiarize the student with the types, structure, and purpose of naval ships. Ship compartmentation, propulsion systems, auxiliary power systems, interior communications and ship control are included. Elements of ship design and ship stability characteristics are examined.

**NAV 202 Naval Weapons Lec. 3./Credit 3.**

This course provides an introduction to the theory and practice of operation of naval weapons systems. It includes coverage of types of weapons and fire control systems, capabilities and limitations, theory of target acquisition, identification and tracking, trajectory principles, and basics of naval ordnance.

**NAV 211-212 Naval Science Lab Lab 2./Credit 1.**

These laboratories teach military formations, movements and commands, with a growing emphasis on active leadership roles. Health and personal hygiene are emphasized. Topics include weight control, dieting, hygiene habits, dental care, drug and alcohol abuse, and sexually transmitted diseases, with continued emphasis on physical conditioning and swimming.

**NAV 301 Coastal Piloting and Celestial Navigation****Lec. 3./Credit 3.**

A comprehensive study of the theory, principles, and procedures of ship navigation, movement and employment. Topics include nautical chart interpretation, mathematical analysis, spherical triangulation and practical work involving sight reduction of navigational celestial bodies, use of the marine sextant, and the use of nautical publications. Prerequisite: Completion of basic Naval Science curriculum or the Naval Science Institute.

**NAV 302 Naval Tactics and Operations Lec. 3./Credit 3.**

A detailed study of the theory and use of naval tactics as it applies to current naval strategy. Topics include studies of communications, sonar theory, radar use, and ship formation dispositions. Relative motion, maneuvering boards and tactical plots, navigation rules of the road, lights and fog signals, navigational aids and the study of electronic navigation systems (including inertial navigational systems). Prerequisite: NAV 301.

**NAV 310 Evolution of Warfare Lec. 3./Credit 3.**

This course explores the form of warfare employed by great people in history in order to formulate the sense of historical flow or continuity in the evolution of warfare, to develop a basic sense of strategy, to demonstrate alternative military actions, and to explore the impact of historical precedent on military thought and actions. Prerequisite: Completion of the basic Naval Science curriculum or the Naval Science Institute.

**NAV 311-312 Naval Science Lab Lab 2./Credit 1.**

These laboratories emphasize cruise preparation. The student is prepared to adapt to living conditions aboard a naval vessel, with emphasis on safety education and first aid. Topics: artificial respiration, proper application of bandages, heat exhaustion, choking, burns, fractures, and shock.

**NAV 401-402 Leadership and Management I – II****Lec. 2./Credit 2.**

Two courses stressing the experiential approach to learning the principles of leadership and management. The student develops skills in the areas of communication, counseling, control, direction, management, and leadership through active guided participation in Navy-based case studies, experiential exercises and situational problems. Management theory, professional responsibility, and the Navy Human Resources Management programs are emphasized. Must be taken sequentially.

**NAV 410 Amphibious Warfare Lec. 3./Credit 3.**

This course defines the concept of amphibious warfare, explores its doctrinal origins, and traces the evolutions as elements of naval policy during the 20th century. Prerequisite: NAV 310.

**NAV 411-412 Naval Science Lab Lab 2./Credit 1.**

These laboratories emphasize practical leadership skills. The student is given a position of leadership and graded upon performance. Includes security precautions, extensive sailing opportunities. Final physical training and swimming test must be passed for successful completion of the NROTC program and commission in the Navy or Marine Corps.

**NUR (Nursing)****NUR 105 Introduction to the Nursing Profession****Lec. 2./Credit 2.**

Introduction to concepts related to the individual as an open system; bio-psycho-socio-cultural-political needs; wellness-illness continuum; growth and development; ego defense mechanisms and the research process for use of the nursing process to meet the needs of well individual clients. Study of the past, present and emerging role of the nurse and the relationship to social changes affecting the nursing profession. Orientation to the philosophy and conceptual framework of the baccalaureate nursing curriculum. Prerequisite: None. Both semesters.

**NUR 202 Nutrition and Dietetics Lec. 2./Credit 2.**

Principles of nutrition in health and illness; practical application of these principles and consideration of individual differences in nutritional requirements. Prerequisite: None. Both fall and spring semesters. Open to all majors.

**NUR 215 Foundations of Nursing Lec. 4./Credit 4.**

This course focuses on assisting persons of all ages to meet their basic needs. Students will concentrate on concepts of the nursing process, health teaching, relationship-centered communication, ethical-legal issues and caring. The integration of concepts related to mental health, nutrition, pharmacology, and pathophysiology will begin in this course. Students also will begin the process of developing health care skills for self and others. Prerequisites: NUR 105, 202, 217, 218, 221, 230, BIO 224-225, CHE 101. Corequisite: NUR 216. Summer semester. For majors only.

**NUR 216 Foundations of Nursing: Practicum Lab 9./Credit 3.**

Clinical application of the nursing process, use of therapeutic communication, health teaching and selected nursing techniques in meeting basic needs of self and others in the community. Students will be expected to actively participate in the design and implementation of a life-long, personal, self-care plan. It is expected that each student's learning experiences will be unique, integrating interests, community resources and course requirements. Corequisite: NUR 215. Summer semester. For majors only.

**NUR 217 Health Assessment Lec. 3./Credit 3.**

Study of primary health care concepts as they relate to the biological, psychological, and sociocultural assessment of individuals and families in meeting basic needs of individuals in a multicultural society. Emphasis is placed on techniques of data collection through health histories and physical examinations for the establishment of a data base for the nursing process. Prerequisite: BIO 224-225, CHE 101. Corequisite: NUR 218. Spring semester only. For majors only.

**NUR 218 Health Assessment: Practicum Lab 3./Credit 1.**

Application of primary health care principles and techniques of data collection for the assessment of individuals and families in meeting basic needs of individuals in a multicultural society. Data are collected through the health history and physical examination to establish a data base for the nursing process. Corequisite, NUR 217. Spring semester only. For majors only.

**NUR 220 Therapeutic Communications for Health Professional Lec. 3./Credit 3.**

This is a multidisciplinary course offered spring and fall semesters for majors in the health disciplines. Provider communication roles, definitions of therapeutic communication, professional and non-professional communication patterns, stress and communication, as well as cultural, legal and ethical aspects of communication, will be explored. Nursing Elective - Open to all majors.

**NUR 221 Medical Terminology for Health Professionals Lec. 2./Credit 2**

A comprehensive learning experience which is self-paced and designed to assist students in health-care professions, achieve mastery level in the use of medical terminology. Students will use the scavenger hunt approach to find answers to questions in the workbook as well as gain experiences in computerized instruction and testing. Prerequisite: One semester of Anatomy or Physiology. Open to all majors.

**NUR 222 Introduction to Health Law Lec. 3./Credit 3.**

This course will explore the various legal issues that affect the health-care provider today. Emphasis on ethical dilemmas, confidential record management, living wills, power-of-attorney, organ donation and how to avoid litigation in the workplace will be discussed. Actual malpractice health-care cases and experts in the legal profession will be utilized. Nursing Elective - Open to all majors.

**NUR 223 Issues in Child Growth and Development for Health Professionals****Lec. 3./Credit 3.**

This course focuses on the role that theories and principles of growth and development play in the psychosocial, cognitive, and emotional development of infant, toddler, preschooler, school-aged child, and adolescent. The course is designed for all healthcare professionals who practice in all clinical areas and roles who wish to promote the understanding and adjustment of children and their families as they encounter events in the healthcare system. Using a developmental approach and application of theory into practice, emphasis will be on helping the child cope with and interpret both expected and stressful events in healthcare settings, utilizing age-appropriate strategies, such as effective communication and therapeutic play activities. Nursing Elective - Open to all majors.

**NUR 224 Cultural Assessment for Health Professionals Lec. 3./Credit 3.**

This course examines the role that culture plays in the person's health-care practices, health care beliefs, and health care needs. The course is designed for all health care professionals who practice in all clinical areas and roles who wish to nourish awareness of, and sensitivity for, the cultural needs of clients and their families. Emphasis will be on health beliefs and practices manifested by people from different backgrounds who are members of various ethnic/cultural communities. Students will be given the opportunities to examine their own culture, beliefs, and attitudes in respect to health and illness. Nursing Elective - Open to all majors.

**NUR 225 Family Health: Women's Health in Contemporary Society Lec. 3./Credit 3.**

This survey course will emphasize issues unique to health of women. Particular emphasis will be placed on investigation of contemporary health problems of women with emphasis on health promotion and disease prevention strategies that women can employ. Students will investigate community resources available to support women's health and identification of situations where

professional intervention is indicated. Topics such as the super-woman syndrome, stress management, substance abuse, reproductive issues, menopause, cosmetic surgery and domestic violence will be examined. Nursing Elective - Open to all majors.

**NUR 226      Family Health: Complementary  
Healthcare Practices      Lec. 3./Credit 3.**

This course will survey issues surrounding complementary or alternative health care practices within the context of the model of traditional health care. Use of complementary practices as means of consumer empowerment and participation in self care will be examined. Students will identify a wide variety of complementary methods of health care and discuss the risks and benefits of the methods. The place of complementary healthcare practices in contemporary health care will be investigated. Topics will include areas such as herbal and vitamin supplements, acupuncture, magnetism, yoga, hypnosis, music therapy, relaxation techniques, energy fields and guided imagery. Nursing Elective - Open to all majors.

**NUR 230      Computations in Pharmacotherapeutics  
Laboratory      Lab 3./Credit 1.**

Application of basic mathematical skills and formulas related to computation of drug dosages to meet the needs of well and ill individual clients. Content includes calculation of oral, parenteral and pediatric dosages, conversion between the metric and Apothecaries' systems to implement the nursing process. Prerequisite: None. Spring semester only. For majors only.

**NUR 231      Alternative/Complementary Nutrition  
Therapies Seminar      Sem. 3./Credit 3.**

Fundamental health seminar related to alternative and complementary nutrition therapies. This course will survey the evaluation of health-care claims, mechanisms and literature search on a wide variety of unconventional nutrition therapies used for disease prevention and treatment. Special emphasis will be placed on wellness and health promotion through practical application of knowledge and problem-based learning projects. Nursing Elective – open to all majors. Prerequisite: None.

**NUR 232      Food Additives      Lec. 3./Credit 3.**

This course will provide an evaluation of the chemical and physical nature of food additives. The course will survey the functions and effects on the chemical, structural, biological, and nutritional properties of foods. Upon completion of the course, the student will be able to describe the purpose of the various food additives, identify pros and cons of food additive usage, identify interactions with medications and describe current research relating to food additives and supplements. Nursing Elective – open to all majors. Prerequisite: None.

**NUR 233      Concepts of Professional Nursing**

**Lec. 4./Credit 4.**

A transition course for licensed practical nurses which covers concepts of professional nursing theoretical rationale for basic nursing interventions, application of basic mathematical skills, formulas and fundamentals of drug therapies. Study of the past, present and emerging role of the nurse and the relationship to social changes affecting the nursing profession. Orientation to the philosophy and conceptual framework of the baccalaureate nursing curriculum. Prerequisites: State licensure as a licensed practical nurse, NUR 217, 218, 221, 230, BIO 224-225, CHE 101. Corequisite: NUR 234. Summer semester. For majors only.

**NUR 234      Concepts of Professional Nursing: Practicum  
Lab 9./Credit 3.**

A practicum course which provides for clinical application of the nursing concepts as a science and a process. Corequisite NUR 233. Summer semester only. For majors only.

**NUR 299      Independent Study      Lec. 3./Credit 3.**

This course provides sophomore students with the opportunity to collaborate with a faculty member conducting ongoing research. An individual teaching-learning research contract specifies the amount of time, particular tasks and level required to earn the desired grade for the number of credits earned. Contracts must be negotiated during the first week of class. Nursing Elective - Open to all majors.

**NUR 300      Special Topics in Nursing      Lec. 2./Credit 2.**

A tutorial for the five major clinical nursing courses and the Professional Development seminar. Content for each section will be specific to the related nursing courses. The following section numbers correspond to the respective corequisite courses. Section 01 - NUR 345, Section 02 - NUR 355, Section 03 – NUR 455, Section 04 - NUR 445, Section 05 – NUR 215 and Section 07 – NUR 419 (by permission only). Prerequisites: Same as major nursing or seminar course. Corresponding semester of major course offering. For majors only.

**NUR 307      Conceptual Approaches to Pathophysiology  
Lec. 3./Credit 3.**

A study of pathophysiologic concepts, utilizing a system's approach. Focuses on alterations in adaptive processes which occur during illness throughout the lifespan and which affect the individual's ability to function in society. Prerequisites: Successful completion of all pre-professional general education courses, and all 100 and 200 level nursing courses. Fall semester. For majors only.

**NUR 318      Concepts of Community Health**

**Lec. 2./Credit 2.**

Study of the community as a social system, the basic concepts of community health systems and epidemiology. Major focus is on the role of the nurse in the administration of community health care. Nursing Elective. Open to all majors.

**NUR 319    Death and Society                      Lec. 3./Credit 3.**

An interdisciplinary study of death from a biological-psychological-social-cultural-political point of view including attitudes toward death, definitions of death, causes, grief expressions, preparations for death, and death rituals in contemporary society. Nursing Elective – Open to all majors.

**NUR 320    Scientific Writing for Health Professions                      Lec. 3./Credit 3.**

Specifically designed to enhance skills in critical thinking and appraisal of information needed in the communication of scientific data. Emphasis will be on the transdisciplinary use of technologies and informatics in healthcare environments. Nursing Elective - Open to all majors.

**NUR 321    Teaching for Health Professionals                      Lec. 3./Credit 3.**

Emphasis is on teaching-learning principles, evaluation of learning needs related to health, planning of learning activities, development of teaching materials, and evaluation of learning outcomes. Nursing Elective - Open to all majors.

**NUR 322    Human Sexuality: A Primer for Health Professionals                      Lec. 3./Credit 3.**

This multidisciplinary course focuses on health awareness, understanding youth communication, and talking with youth about sex, drugs, and AIDS. Activities will assist in facilitating preteens and teenagers in becoming more aware of their values. The course is designed to be fun but informative. The content is appropriate for persons who are interested in educating either self and peers or others regarding sexual responsibilities and developing advocacy skills. Nursing Elective - Open to all majors.

**NUR 323    Multidisciplinary Approaches to Health Care Ethics                      Lec. 3./Credit 3.**

This multidisciplinary course examines the shared ethical basis for the practice of nursing, physical therapy, pharmacy and speech and hearing therapy. Normative ethical theory is examined in relation to codes of ethics relevant to each of these areas of practice. In addition, historical and current codes of ethics for nursing, physical therapy, pharmacy and speech and hearing therapy will be examined to assess their impact and relevance for practice. Ethical issues will be examined and discussed in relation to ethical theory and the legal and ethical requirements for professional practice. The impact of knowledge development, culture, and worldview on ethical decision-making is addressed. Ethical frameworks for problem analysis and decision-making are explored. Ethics and public policy is addressed. Nursing Elective - Open to all majors.

**NUR 324    Contemporary Spirituality                      Lec. 2./Credit 2.**

This course provides the forum for students to explore the meaning of spirituality in everyday living for self and how other individuals across the lifespan might exhibit their own spirituality. Emphasis will be on the contribution and perspectives that religion, history, art, health care and the behavioral sciences give to contemporary spirituality. The primary focus will be on the student's own critical reflection of therapeutic discourse in class, journaling, and the development of one's own concept of spirituality and its components. The concept of the impact of family and community will be discussed. Nursing Elective - Open to all majors.

**NUR 330    Pharmacotherapeutics and the Process of Nursing                      Lec. 3./Credit 3.**

Study of pharmacotherapeutics and its relationship to the promotion, maintenance and/or attainment of health in the satisfaction of the basic needs of well and ill clients in a multicultural society. The content integrates the nursing process with pharmacological principles and fundamentals of drug therapy. In addition, the research process as it impacts the nursing process is given emphasis. Prerequisite: Successful completion of all pre-professional general education courses, and all 100 and 200 level nursing courses. Fall semester. For majors only.

**NUR 340    Disaster Preparedness                      Lec. 3./Credit 3.**

This course focuses on introducing the upper level nursing student to disaster preparedness and response as a member of the health-care community. Emphasis will be placed on the team approach to participating in many aspects of a coordinated disaster plan and response. Nursing Elective. Open to all majors.

**NUR 345    Adult Health Nursing I                      Lec. 4./Credit 4.**

The major focus of this course is utilization of the nursing process in meeting the health care needs of adult clients experiencing medical-surgical interferences. The concept of forming partnerships that promote health in families, populations and communities will be emphasized. In this course students will focus on the concepts of multicultural, community-based health care, transdisciplinary health-care concepts, wellness program planning, and therapeutic communication. Prerequisites: Successful completion of all pre-professional general education courses, and all 100 and 200 level nursing courses. Corequisite: NUR 346. Fall semester. For majors only.

**NUR 346    Adult Health Nursing I: Practicum                      Lab 12./Credit 4.**

The application of nursing principles, for self and client care including therapeutic touch, therapeutic presence, and relaxation; assessment and development of wellness plans/programs; development and use of various teaching-learning materials; group dynamics and counseling techniques; participation in target group and/or community activities; and following families experiencing health alterations. Corequisite: NUR 345. Fall semester. For majors only.



**NUR 355      Nursing Care of the Childbearing  
and Childrearing Family      Lec. 4./Credit 4.**

Major emphasis on the developmental tasks of childbearing and childrearing families and children from infancy to adolescence. Major interferences and maladjustments will be addressed with emphasis on meeting the needs of the family and children along the wellness-illness continuum. Prerequisites: Successful completion of all pre-professional general education courses, and all 100 and 200 level nursing courses. Corequisite: NUR 356. Spring semester. For majors only.

**NUR 356      Nursing Care of the Childbearing  
and Childrearing Family: Practicum      Lab 12./Credit 4.**

The application of nursing principles and utilization of the nursing process to meet the healthcare needs of the childbearing and childrearing family in a variety of health care settings. Students will use information technology, development and use of various teaching-learning materials, group dynamics, assessment and development of wellness plans and counseling techniques. Students will follow families experiencing health alterations. Corequisite: NUR 355. Spring semester. For majors only.

**NUR 390      Nursing Internship: Practicum      Lab 9./Credit 3.**

Emphasis is on a supervised educational experience designed to facilitate beginning role transition of rising seniors in practicing nursing in tertiary health care systems. Opportunities are provided for the application of sound clinical judgment and critical thinking skills throughout the nursing process in the management of patient care; demonstration of understanding and competence in technical skills and procedures related to selected areas and the development of time management and delegation skills. Synthesis of theoretical knowledge with clinical along with knowledge from previous and concurrent courses is expected to be demonstrated. Prerequisite: Successful completion of all pre-professional general education courses, and all 100 and 200 level nursing courses. Summer term. For majors only.

**NUR 399      Independent Study      Ind./Credit 3.**

This course provides junior students with the opportunity to collaborate with a faculty member conducting ongoing research. An individual teaching-learning research contract specifies the amount of time, particular tasks and level required to earn the desired grade for the number of credits earned. Contracts must be negotiated during the first week of class. Nursing Elective - Open to all majors.

**NUR 400      Major Health Issues and  
Problems of the Elderly      Lec. 3./Credit 3.**

Study of normal processes of aging. Exploration of major health problems. Discussion of communication techniques and approaches to promoting independence. Interaction with non-institutionalized elderly. Nursing Elective. Open to all majors.

**NUR 418      Issues in Research Seminar      Lec. 2./Credit 2.**

Students will critique research in terms of its implications for nursing practice and health care policy. Opportunities will be provided to discuss ways to implement research findings in practice settings. A senior research project and paper will be required. Prerequisite: PSY 346 or MAT 205, successful completion of all 100 and 200 level courses, and NUR 345, 346 for beginning nursing students and PSY 346 or MAT 205 for registered nurse students. Offered spring semester for beginning nursing students and fall semester for registered nurse students. For majors only.

**NUR 419      Professional Development Seminar      Lec. 2./Credit 2.**

Emphasis will be on basic organizational assessment, leadership and health-care management from the perspectives of voluntary agencies, health care provider organizations and service delivery. A synthesis course utilizing the nursing process in coordinating care for a variety of clients at various states along the wellness-illness continuum. Selected cases are used for developing the professional nurse's role in managing care to individual, families and groups. Must be taken the semester of graduation. Successful completion of all 100, 200 and 300 level nursing courses. Spring semester. For majors only.

**NUR 442      Leadership and Management in Nursing      Lec. 2./Credit 2.**

Investigation and analysis of theoretical and applied concepts of leadership and management principles of nursing in the delivery of health care to meet the basic needs of human beings, families, groups, and communities. Emphasis is placed on knowledge, skills and attitudes of the nurse leader/manager through skill building, communication, delegation, conflict resolution, staffing, resource allocation, risk management, evidenced based practice and quality improvement. This course focuses on the student nurse role in transitioning into nursing leadership roles and beginning nursing practice. Corequisites: NUR 443. For majors only.

**NUR 443      Leadership and Management in Nursing      Lab 6/Credit 2.**

This precepted experience is designed to promote transition into professional nursing practice. Emphasis is placed on collaboration with members of the health care team, application of leadership and management roles, apply critical thinking and ethical decision making in the delivery of safe and effective care. Utilize the nursing process in the evaluation of nursing care, allocation of resources while refining skills, knowledge and attitudes gained in prior nursing courses. Corequisites: NUR 442. For majors only.

**NUR 445 Community/Mental Health Nursing****Lec. 4./Credit 4.**

Emphasis is on the etiology and control of major health problems, at risk populations, health policy, organizational leadership and management, and nursing research. Opportunities will be provided to investigate relationships between bio-psycho-socio-cultural-political-spiritual-factors and the health of the community, and automated databases for epidemiologic and outcome evaluation purposes. Prerequisites: Successful completion of all 300-level nursing courses. Corequisite: NUR 446. Fall semester. For majors only.

**NUR 446 Community/Mental Health Nursing: Practicum****Lab 12./Credit 4.**

This course places major emphasis on early case finding and referral of individuals and groups for treatment and, when necessary, rehabilitation. The interface between hospitals, urgent care centers, adult care homes, and other governmental and private health care agencies will be explored. Refining assessment, care and collaborative professional skills of nurses will be expected. Corequisite: NUR 445. Fall semester. For majors only.

**NUR 455 Adult Health Nursing II Lec. 4./Credit 4.**

Focus is on the care of adult clients experiencing major complex and life threatening medical-surgical alterations in health utilizing the nursing process and related theories. Concepts of acute care, nursing research, decision making, and professional accountability are emphasized. Course content includes crises interventions. Prerequisites: Successful completion of all 300 level nursing courses. Corequisite: NUR 456. Spring semester. For majors only.

**NUR 456 Adult Health Nursing II: Practicum****Lab 12./Credit 4.**

Focuses on the implementation of the nursing process in caring for adult clients with medical-surgical alterations in the acute care setting. The additional concepts of the etiology and control of major health problems, conflict resolution, care coordination, organizational leadership and management, and nursing research will be included. Corequisite: NUR 455. Spring semester. For majors only.

**NUR 499 Independent Study Sem./Lec. 3./Credit 3.**

This course provides students with the opportunity to collaborate with a faculty member conducting ongoing research. An individual teaching-learning research contract specifies the amount of time, particular tasks and level required to earn the desired grade for the number of credits earned. Contracts must be negotiated during the first week of class. Nursing Elective - Open to all majors.

**NUR – Graduate Only****NUR 531 Physiological Aspects of Reproduction and Development:****Lec. 3./Credit 3.**

This course focuses on bio-physiologic processes such as the genetic and endocrine basis of reproduction and maternal physiologic adaptations associated with pregnancy. Fetal growth and development and biologic basis of development are essential components of the course. NUR 531 is a prerequisite for all clinical courses. Summer Session I.

**NUR 600 Group Dynamics****Lec. 3./Credit 3.**

Exploration of factors influencing effective group function. Special emphasis is on group, systems, change, communication and/or family theories, leadership roles, group process and the facilitation of changes in small groups. Practicum experiences by arrangement.

**NUR 604 Curriculum Development in Nursing Education****Lec. 3./Credit 3.**

Fundamental principles of curriculum development as they apply to nursing education. Program planning and evaluation of associate degree and baccalaureate degree nursing education programs. Prerequisites: NUR 510, 512; Corequisites: 610 or 612 or 614. Spring Semester.

**NUR 605 Teaching of Nursing Lec. 2./Lab 8./Credit 4.**

Development and analysis of selected teaching skills directed at predetermined levels of functioning in the cognitive, affective and psychomotor domains. Experience in clinical and classroom settings provides opportunities for developing and increasing skill in the total teaching-learning process. Placement in associate degree and baccalaureate programs. Prerequisites: NUR 610, 612 or 614, and NUR 604. Fall Semester.

**NUR 606 Nursing Administration Lec. 4./Credit 6.**

Application of administrative processes and problem-solving techniques in a selected area within the healthcare setting. Emphasis on fiscal management, resource management, and accountability, utilizing a framework for ethical decision-making by nursing administrators in an increasingly complex health care delivery system. Prerequisites: NUR 510; NUR 512:MBA 609/NUR 648; MBA 648; EDU 611 and STA 600. Corequisites: NUR 600, 611, 681 or 683; 612 or 614. Spring Semester.

**NUR 607 Advanced Nursing Administration****Lec. 3./Credit 5.**

Designed to facilitate role development relevant to management of selected health care agencies. Allows the learner, while practicing in an agency designed to meet the complex health care needs of a diverse society, to refine critical analysis and problem-solving skills which are enhanced through use of small group communication skills and through interchange of ideas with nurse executives. Includes a preceptorship with selected agency preceptors such as Chief Executive Officers of nurse managed organizations or businesses. Collaborative projects are conducted with a nursing mentor. Prerequisites: NUR 606, 611 and 612 or 614. Fall Semester.

**NUR 608 Pathophysiology Lec. 3./Credit 3.**

Course is designed for understanding the basic concepts of diseases processes in the human body. Knowledge of disease processes will be helpful in the development of a treatment plan that includes realistic goals and is consistent with the prognosis of the disease. Part I: General Pathology - Basic problems of disease processes that may involve any organ of the body. Part II: Systemic pathology which deals with the pathophysiologic processes that affect specific tissues and organ systems of the body. A clinical pathological approach. Spring Semester. Three (3) credit hours. Spring Semester.

**NUR 609     Nursing Colloquium     Lec. 3./Credit 3.**  
Identification and analysis of economic, social, political and educational forces that influence the health of the person, affect the health care delivery system, and produce changes in nursing. Fall Semester.

**NUR 610     Community Mental Health/Psychiatric Nursing I     Lec. 2./Lab 2./Credit 4.**  
Advanced concepts of community mental health as related to families. Interventions by the nurse with families in crises, using a selected theoretical model of family therapy. The practicum affords supervised opportunities to assist families on the health continuum. Practicum hours to be arranged. Prerequisites: NUR 512, 510, 514. Corequisite: NUR 600. Spring Semester.

**NUR 611     Community Mental Health/Psychiatric Nursing II     Lec. 2./Lab 8./Credit 4.**  
Focuses upon the secondary and tertiary levels of prevention in mental health. Reviews the dynamics of psychopathological behavior in human beings. Emphasis is placed on advanced concepts of psychotherapeutic intervention in personal and social systems in an agency. Prerequisite: NUR 610. Fall Semester.

**NUR 612     Community Health Nursing I     Lec. 2./Lab 8./Credit 4.**  
Analysis of concepts of the conceptual framework relevant to community health nursing practice. Advanced theory of family and community are utilized. Corequisite: NUR 600. Prerequisites: NUR 510, 512, 514. Spring Semester.

**NUR 613     Community Health Nursing II     Lec. 2./Lab 8./Credit 4.**  
Advanced theory in community health settings with concentration or social system organizational theory, and change. Implementation of advanced concepts in community health nursing. Various healthcare agencies and systems explored. Prerequisite: NUR 612. Fall Semester.

**NUR 614     Advanced Adult Nursing I     Lec. 2./Lab 8./Credit 4.**  
Focuses on the secondary level of prevention in medical/surgical nursing. Utilization of concepts and theories from the conceptual framework as well as specified advanced concepts in medical/surgical nursing. Major emphasis on nursing strategies to assist adult clients and their families with acute cardiopulmonary dysfunctions. Prerequisites: NUR 510, 512, 514, and 608 or BIO 609. Corequisite: NUR 600. Spring Semester.

**NUR 615     Advanced Adult Nursing II     Lec. 4./Credit 4.**  
Focuses on the tertiary level of prevention in medical/surgical nursing. Application of a systems approach to groups of clients with chronic neuroendocrine dysfunctions within various community settings, Emphasizes nursing strategies based on a conceptual framework congruent with the student's philosophy of nursing. Prerequisite: NUR 614. Fall Semester.

**NUR 616     Preceptorship in Gerontological Nursing     Credit 5.**  
Focuses on the theory and clinical practice in nursing management of common, minor acute and stable long-term health problems of aged individuals and aged, complex multi-problem families in selected primary ambulatory care settings. Prerequisites: BIO 609/ NUR 608 and NUR 514. Registration by permission of Gerontological Nursing faculty. Spring Semester.

**NUR 617     Advanced Preceptorship in Gerontological Nursing     Lec. 4./Credit 4.**  
Advanced specialization in primary ambulatory care of specific aged individuals and families in selected community gerontological health care settings. Health planning in interdisciplinary healthcare teams encouraged with community assessment. Prerequisite: NUR 616. Registration by permission of Gerontological Nursing faculty. Summer Session.

**NUR 618     Preceptorship in Family Nursing     Credit 5.**  
Focuses on theory and clinical practice in nursing management of common, minor, acute and stable long-term health alterations of individuals and complex multi-problem families in selected ambulatory settings. Health promotion and maintenance in collaboration with physicians and other health professionals emphasized. Prerequisites: NUR 514 and BIO 609. Registration by permission of Family Nursing faculty. Spring Semester.

**NUR 619     Advanced Preceptorship in Family Nursing     Lec. 4./Credit 4.**  
Advanced specialization in primary care ambulatory nursing of specific individuals in all developmental stages in selected ambulatory health care settings. Health planning in interdisciplinary healthcare team encouraged with community assessment. Prerequisite: NUR 618. Registration by permission of Family Nursing faculty. Summer Session.

**NUR 620     Preceptorship and Primary Gerontological Nursing     Credit 4.**  
This course provides for the operationalizing of the role of a Gerontological Nurse Practitioner. An external interdisciplinary network assists during weekly seminars. Professional practice standards, role potential, leadership, power, political and other professional and health care delivery issues and trends explored. Prerequisite: NUR 617. Registration by permission of Gerontological Nursing faculty. Fall Semester.

**NUR 621     Practice Management in Family Nursing     Credit 4.**  
Designed to facilitate role development relevant to nurse practitioner evaluation and management of selected clients with health alterations and primary health care needs. Students refine critical analysis and problem-solving skills. Prerequisites: Registration by permission of Family Nursing faculty. Fall Semester.

**NUR 630     Advanced Pharmacotherapeutics  
                  in Primary Care                           Lec. 3./Credit 3.**

Focuses on concepts, principles, and applications of pharmacotherapeutics used by the family nurse practitioner in the management of common, minor, acute, and stable long-term illnesses. Emphasizes pharmacologic factors and client issues relevant to complex decision-making regarding therapeutic modalities in pharmacotherapeutic management of clients.

**NUR 635     Frameworks of Women's Health  
  Lec. 3./Credit 3.**

This course examines the philosophical basis of women's health and its evolution as a practice and research field in nursing, emphasizing historical, political and sociocultural context. Fall Semester (3 credit; 2 credits didactic, 1 credit preceptorship).

**NUR 638     Health Care of Childbearing Women  
  Lec. 3./Lab 1./Credit 4.**

This course has a focus on the health of normal pregnant women within the context of the family. In this course, communication skills are developed in both written and oral presentation. Content on role issues and differences between collaboration, consultation, and referral to other health care providers are explored. Knowledge regarding how best to collaborate with other health care and social service agencies is taught. Students are helped to begin to define their role as Advanced Practice Women's Health Nurse Practitioners and are given skills in using research in clinical practice and identifying the conceptual framework from which they provide care. Information on the physiology of normal pregnancy is presented as well as on antenatal assessment and non-invasive fetal surveillance. Management of the essentially uncomplicated pregnancy is emphasized. This information is a necessary foundation for all students and is an economical way to offer needed content. Content of this course has been enhanced to strengthen the antenatal content and to insure that the core curriculum concepts are introduced. Spring semester. One (1) clinical day per week.

**NUR 639     Health Care of Women  
  Lec. 4./Lab 1./Credit 5.**

This course focuses on theories, concepts, knowledge, decision making, and clinical skills for comprehensive health promotion, health maintenance, illness prevention, early illness detection, and restoration of health for common problems of adolescents, young, middle aged, and aged women. The students will develop proficiency in the assessment, diagnosis, and management of women's health. Content in each age group will focus on developmental tasks, reproductive health concerns, including preconceptual, conceptual control, and fertility, age-specific health problems, and family issues. Develops the student's competencies in providing comprehensive women's health care including assessment of health status and intervention with the family system. This course provides opportunities for collection and analysis of data with a variety of advanced differential diagnostic skills and techniques that expand the use of the graduate nursing process for women. Preceptorship will be scheduled in a variety of settings with an emphasis on providing comprehensive healthcare to women. Seminar. One (1) clinical day (8 hours). Spring Semester.

**NUR 642     Health Problems of Childbearing Women  
  Lec. 3./Lab 2./Credit 5.**

This course provides advanced specialization in women's health nursing. Emphasizes the provision of women's health from adolescence through childbearing in clinical settings by the learner in consultation with faculty and preceptors. Women's Health Nurse Practitioner's role is defined as the student practices in collaboration with obstetricians/gynecologists and other health care providers in the application of theories of management. Critical examination of current women's health research. Emphasis is on the integration and application of knowledge about nursing theories related to the family as systems of care. Selected theories/conceptual frameworks and current research findings related to human development, women, and families will be emphasized. Students will explore group dynamics of women and the family system, communication theories, group processes, and the facilitation of change. Emphasis will also be placed on application of these findings to advanced nursing practice with women and families. Seminar. Two to eight hour clinical days per week. Summer Session.

**NUR 643     Low-Risk Childbearing Family  
  Lec. 3./Lab 1./Credit 3.**

This course focuses on providing the theoretical basis for the nurse in an advanced practice role who will be managing the care of women experiencing a low-risk pregnancy. This course provides basic information necessary to students and is a cost effective way of providing this information. Emphasis is placed on the role of the advanced practice nurse in managing care. – One clinical day per week. Prerequisites NUR 642, NUR 639, NUR 638, NUR 635. Fall Semester.

**NUR 648     Financial Management for Nurse  
  Administrators                           Lec. 3./Credit 3.**

This course will provide basic knowledge of health care finance for future nurse administrators to prepare for successful interfacing between the finance department and nursing administration. It will include finance theory; budget principles, strategies and evaluation; workload management; and finance/accounting issues related to health care entities. Prerequisite: None.

**NUR 650     Women's Health Nursing Seminar  
  Sem. 3./Credit 3.**

This course is a critical analysis and examination of current women's health issues. It is a synthesis of knowledge gained and applied by the students over the course of the program. Application, synthesis, and evaluation are stressed. Students will actively participate in this lecture course. Role realignment will be emphasized with practicing Women's Health Practitioners in a variety of clinical settings. The course emphasizes health history, physical assessment, role realignment, mental status, family theory, women's health crisis intervention, health promotion, communication, management of acute and chronic health problems, collaboration, and utilization of community resources. – Lecture. Fall Semester.



**NUR 670     Statistics for Health Professionals****Lec. 3./Credit 3.**

An interdisciplinary course for graduate students in the health professions. Procedure of data reduction presentation and measures of central tendency, variability and relationships are presented to develop both an understanding of an ability to utilize descriptive and inferential statistics. Includes application of computerized data generating and data-analytic programs. This course is equivalent to COU 630. Fall Semester.

**NUR 678     Family Health Nursing: Theory & Practice****Lec. 3./Credit 3.**

This graduate level family health nursing course focuses on defining and describing the family as a unit of care. Emphasis is placed on the exploration of the family structure and organization, family roles and communication, family nursing as a concept, family nursing theory, family health research, and the impact of politics and public policies on families.

**NUR 681     Master's Thesis Research     Credit 4.**

This course is based on a scholarly investigation of a problem involving the use of nursing research approaches and techniques. Prerequisites: EDU 611, NUR 610, 612 or 614, STA 600. Fall and Spring Semesters.

**NUR 682     Thesis Seminar     Sem. 1./Credit 1.**

Thesis advisement of students for completion of thesis. Registration by permission of the instructor. Prerequisites: Approved thesis proposal. Fall, Spring, and Summer Sessions.

**NUR 683     Research Methods in Nursing  
Lec. 3./Prb. 1./Credit 4.**

Presents a review of the nursing research process as well as an in-depth analysis and an opportunity for designing, implementing, and reporting the results of a research project. Students are required to implement a small research design through collaboration with group members. In addition, didactic presentations cover the philosophy of nursing research, the nature of scientific thinking, methods of nursing research, research literature in nursing, and the role of nursing research in enhancing clinical nursing practice. Prerequisites: EDU 611, STA 600, NUR 610, 612 or 614.

**NUR 689     Advanced Pediatric Pathophysiology  
Lec. 1./Credit 1.**

This lecture course provides the Pediatric Nurse Practitioner (PNP) student the opportunity to study the pathophysiology and assessment parameters of the major body systems for infants, children, and adolescents. Approaches to wellness and disease management are identified within the scope of practice for Pediatric Nurse Practitioners. Prerequisites: Admission to the Pediatric Nurse Practitioner specialty, or permission of the instructor. Summer Session.

**NUR 690     Advanced Child Health Assessment  
Lec. 3./Credit 3.**

This lecture course focuses on the knowledge and skills needed by the pediatric nurse practitioner in primary health care settings to systematically collect and evaluate health assessment data to determine the health status of children from birth through adolescence. Prerequisites: NUR 689; STA 600. Co-requisites: NUR 510, NUR 514, NUR 630. Fall semester.

**NUR 691     Advanced Practice Nursing I:  
Management of Acute Problems and Illnesses  
Lec. 3./Credit 3.**

This lecture course focuses on the identification of strategies appropriate for the diagnosis and management of common acute problems and illnesses of children from birth through adolescence in the primary health care setting. Theories and concepts from the natural and social sciences that are applicable to the role of the Pediatric Nurse Practitioner are utilized. Critical thinking and diagnostic reasoning are used as a framework when determining primary health care needs. Spring Semester.

**NUR 692     Child Health Maintenance and Promotion  
Lec. 2./Credit 2.**

This lecture course provides the knowledge and skills needed to develop, implement, and evaluate health maintenance and health promotion services for the child and his or her family. Counseling and management of common developmental issues and problems are discussed. Role characteristics of the Pediatric Nurse Practitioner (PNP), including advocacy, accountability, and responsibility are emphasized. Spring Semester.

**NUR 693     Seminar in Advanced Pediatric Nursing  
Sem. 2./Credit 2.**

This seminar course provides an opportunity to address contemporary issues and developmental concerns related to primary care of infants, children, and adolescents and their families. Social, cultural, and familial influences and variations are discussed. Spring Semester.

**NUR 694     Advanced Pediatric Nursing I: Practicum  
Credit 2.**

This clinical course provides the Pediatric Nurse Practitioner (PNP) student the opportunity to apply theories and concepts which support the development of the advanced practice role. Critical thinking and diagnostic reasoning will be utilized. The focus will be to provide diagnosis and management of common, acute problems and illnesses, and health maintenance and promotion services to children of all ages and to their families in the primary health care setting. Eight (8) clinical hours per week. Spring Semester.

**NUR 695      Advanced Pediatric Nursing II: Management  
of Chronic Problems and Illnesses**

**Lec. 2./Credit 2.**

This lecture course focuses on the identification of strategies appropriate for the diagnosis and management of common chronic problems and illnesses of children from birth through adolescence in the primary health care setting. Theories and concepts from the natural and social sciences that are applicable to the role of the Pediatric Nurse Practitioner (PNP) are utilized. Critical thinking and diagnostic reasoning are used as a framework when determining primary health care needs. Summer Session.

**NUR 696      Advanced Pediatric Nursing II**

**Sem. 2./Credit 2.**

This seminar course provides a forum for discussion of the management of common, chronic, developmental, and/or behavioral pediatric problems. Analysis of these complex pediatric problems related to primary care of infants, children, and adolescents and their families are the basis for discussion. Summer Session.

**NUR 697      Advanced Pediatric Nursing II: Practicum**

**Credit 2.**

This clinical course provides the Pediatric Nurse Practitioner (PNP) student the opportunity to apply theories and concepts which support the development of the advanced practice role. Critical thinking and diagnostic reasoning will be utilized. The focus will be to provide diagnosis and management of common, chronic problems and illnesses, and health maintenance and promotion services to children of all ages and to their families in the primary health care setting. Eight (8) clinical hours per week. Summer Session.

**NUR 698      Advanced Pediatric Nursing III: Practicum**

**Credit 6.**

This clinical course provides the Pediatric Nurse Practitioner (PNP) student the opportunity to apply theories and concepts which support the development of the advanced practice role. Critical thinking and diagnostic reasoning will be utilized. The focus will be to provide diagnosis and management of common, acute and chronic problems and illnesses, and health maintenance and promotion services to children of all ages and to their families in the primary health care setting. Twenty-four (24) clinical hours per week. Fall Semester.

**NUR 699      Independent Study in Nursing      Credit 1-6.**

Independent study as directed by graduate nursing faculty. Research focus or pursuit of an area of special clinical or library study may be individually contracted. Prerequisites: Registration with approval of instructor and departmental chairperson. One (1) consultation hour per week. Independent study and clinical hours weekly commensurate with credit hours contracted. Fall, Spring, or Summer Session.

**NUR 700      Thesis Registration      Credit 0.**

**NUR 702      Master's Comprehensive Examination      Credit 1.**

This credit will not count towards the degree.

**NUR 703      Ph.D. Qualifying Examination      Credit 0.**

The qualifying examination consists of both written and oral examinations. The purpose is to present a definition and substantial discussion of a concept relevant to practice and research. Fall Semester.

**NUR 710      Family Nursing: Historical  
and Cultural Perspectives      Lec. 3./Credit 3.**

This course focuses on the history of family nursing practice and provides opportunities for an exploration of the influence of culture on family health-related behaviors. Emphasis is placed on the exploration of the contributions of the evolution of nursing practice to the health of families. Students will explore the development of family nursing theory by means of culturally appropriate nursing research methods. Researchable questions emerging from family nursing practice will be identified. Course emphasis will be on minority families. Fall Semester.

**NUR 711      Family Nursing: Philosophical,  
Conceptual and Theoretical Perspectives      Lec. 3./Credit 3.**

This course focuses on the contemporary philosophical, conceptual, and theoretical perspective that undergird family nursing research. Emphasis is placed on exploration of the impact of contemporary philosophies of science and nursing science, conceptual models of nursing, and nursing theories on the design and conduct of family nursing research. Fall Semester.

**NUR 712      Family Nursing: Theory and Concept Analysis      Lec. 3./Credit 3.**

This course considers contemporary nursing research as it pertains to the current state of the art and directions for future study. Discussions will include advanced analysis of methodology, assumptions, and theoretical structures that underpin the work. Culturally appropriate methods will be emphasized. Fall Semester.

**NUR 713      Family Nursing: Planning and Policy  
Leadership      Lec. 3./Credit 3.**

A critical examination of the role of nursing leadership is presented in light of current health care issues. Among the topics to be considered are demographic distributors of nursing services, legislative and legal forces as they affect the professions, nursing organization as a power for change, educational preparation for practice, and systems of accountability. Spring Semester.

**NUR 714      Quantitative Methods I      Lec. 3./Credit 3.**

This course focuses on the design of descriptive and correlational family-related and family nursing research. Emphasis is placed on the collection and statistical analysis of quantitative data and use of statistical software. Spring Semester

**NUR 715      Quantitative Methods II      Lec. 3./Credit 3.**

This course focuses on the design of experimental family-related and family nursing research. Emphasis is placed on the collection and statistical analysis of quantitative data and the use of statistical software. Fall Semester.

**NUR 716      Nursing Research: Interpretative Methods      Lec. 3./Credit 3.**

This course focuses on interpretative methods of family nursing research. Emphasis is placed on the collection and analysis of qualitative data by using case study, survey, phenomenologic, grounded theory; and ethnographic, and historical methods of inquiry. Fall Semester.

**NUR 717      Nursing Research: Instrument Development      Lec. 3./Credit 3.**

This course focuses on the design and psychometric testing of culturally-sensitive instruments. Emphasis is placed on methods used to determine the validity and reliability of instruments to measure family-related and family nursing phenomena. Fall Semester.

**NUR 718      Analysis and Evaluation of Theory Generating and Theory Testing Research      Lec. 3./Credit 3.**

This course focuses on the analysis and evaluation of family-related and family nursing research designed to generate or test theories. Emphasis is placed on identification of the conceptual-theoretical-empirical structures for minority family-related and family nursing research. Spring Semester.

**NUR 720      Dissemination and Utilization of Family Nursing Research      Lec. 3./Credit 3.**

This course focuses on the theoretical and practical aspects of disseminating and utilizing the findings of family-related and family nursing research. Emphasis is placed on the leadership role of doctorally-prepared nurse researchers in developing and applying theories of research dissemination and utilization. This is a Nursing Cognate course.

**NUR 721      Vulnerable Populations: A Family Perspective      Lec. 3./Credit 3.**

This course focuses on the phenomenon of vulnerability among families throughout the world. Emphasis is placed on family coping strategies and includes an analysis of family risk factors and resilience in health and illness. An interdisciplinary course. This is a Nursing Cognate course.

**NUR 722      Special Topics in Family Nursing      Lec. 3./Credit 3.**

A seminar focusing on a variety of topics related to the advancement of knowledge in family nursing science. Topics arranged through student and faculty research interest. This is a Nursing Cognate course.

**NUR 723      Family Research      Lec. 3./Credit 3.**

This course will include an analysis of nursing and other theories in relationship to research of families. Methodological issues related to research of families will be discussed, as will the analysis of family data and measurement issues common to research of families. The seminar will conclude with an agenda for future directions in research of families. This is a Nursing Cognate course.

**NUR 724      Special Topics in Family Research and Family Development Theory      Lec. 3./Credit 3.**

This course offers a critical review of theory and research literature on family systems, analysis of methods and instruments and consideration of the specific projects of invited family researchers. This is a Nursing Cognate course.

**NUR 725      Grantsmanship      Lec. 3./Credit 3.**

This course focuses on the mechanics of grantsmanship, including public and private sources. Internet searches will be conducted weekly by students as they determine the myriad of different funding sources. Students will explore the "how-to" of writing research, training and demonstration grants. A completed proposal suitable for submission will be required of all enrollees. Critiques of the proposals will be conducted by peers and selected faculty members.

**NUR 726      Creating the Future of Nursing Education      Lec. 3./Credit 3.**

This course will focus on the policies and forces affecting organization and governance in nursing education. The role of the nurse leader in creating an environment which promotes academic excellence will be investigated. Current issues affecting higher education will also be addressed.

**NUR 727      Learning Theories and Educational Philosophy      Lec. 3./Credit 3.**

This course will focus on knowledge and application of educational frameworks and theories and learning theories. The relationship between nursing theory and educational theory in designing nursing education programs, teaching practices and educational policies is explored. Methods for testing educational theories will be evaluated.

**NUR 728      Assessment and Evaluation      Lec. 3./Credit 3.**

This course will focus on knowledge and application of measurement principles and practices for assessing learning outcomes and evaluating research in nursing education. The current state of evaluation in nursing education will also be explored. Students will analyze, synthesize and propose research on assessment and evaluation in nursing education.

**NUR 729      Teaching Strategies for Nursing Educators      Lec. 3./Credit 3.**

This course will focus on new and emerging challenges in nursing education. Students will examine clinical teaching modes, advances in technology, effective methods for incorporating current technologies into teaching and online and distance learning.

**NUR 730      Organization and Governance in Higher Education      Lec. 3./Credit 3.**

Focus on the administration of institutions of higher learning. Emphasis will be placed on higher education structure and characteristics, intra-institutional and extra-institutional forces affecting the governance of higher education, power delineations and struggles, and principles of problem solving.

**NUR 731 Curriculum Development  
in Nursing Education Lec. 3./Credit 3.**

This course will focus on an in-depth study of the principles, theories, and models of curriculum development related to nursing education. Emphasis will be placed on program planning and evaluation of baccalaureate and higher degree programs.

**NUR 732 Seminar in Higher Education Policy,  
Planning, and Leadership Lec. 3./Credit 3.**

A critical examination of the role of leadership in higher education and nursing education is explored, including an in-depth analysis or policies. Students will plan ideal nurse education programs in conjunction with national network of nursing education mentors. Students will also contract for independent assignments related to their career goals.

**NUR 733 Advanced Internship in Nursing Education  
Lec. 3./Credit 3.**

A mentored teaching experience in a baccalaureate or higher degree nursing program appropriate to the student's planned career goals. The internship will focus on the use of innovative teaching-learning strategies and multimedia technology approaches; provides the opportunity for students to pursue an area of skill development under the guidance of master teachers. One hour of didactic mentoring and 2 credit hour (6 contact hours) of teaching activities per week

**NUR 750 Politics, Policy and Health Care  
Lec. 3./Credit 3.**

The role of political advocacy groups, community coalitions, and leaders who guide legislative structures and policy agendas will be explored. The challenges faced by health care systems globally will provide students with worldwide perspectives about the obstacles faced in the delivery of health care. Leaders' critical analysis of the health care delivery system and the challenges presented by lobbyists, consumer advocates, and other evaluators who impact the delivery of quality health care will be discussed.

**NUR 751 Theoretical Frameworks for  
Evidenced-Based Practice Lec. 3./Credit 3.**

The study of nursing, family, and social theory frameworks that can be employed in guiding and evaluating evidence-based practice is the focus of this course. Frameworks will be analyzed, compared, and contrasted, and their potential application to theory based practice will be evaluated based upon current evidence. Strategies used in the synthesis and dissemination of evidence for practice will be discussed.

**NUR 752 Information Technology for the  
Advanced Practice Nurse Lec. 3./Credit 3.**

Information systems are integral components of the health care system and their use will be explored. The advanced practice nurse will explore how to utilize personal, organization, and global information systems as resources in the evaluation and improvement of health care at every level of intervention. Emphasis will be placed on making efficient use of personal information systems to improve practice performance; coordinating with information system managers to design and utilize organizational information systems; and locating, evaluating, and utilizing available information.

**NUR 753 Family Theory Lec. 2./Credit 2.**

The focus of this course is on contemporary theories of the family. Theories that address the strengths and coping abilities of the family will be explored in relationship to health care decision making within a family and cultural context. Health policies that address health disparities within and among vulnerable families will be analyzed. Nursing interventions at the family and institutional levels will be explored as a means to improve health care practice and health outcomes.

**NUR 754 Legal and Ethical Issues in Health Care  
Lec. 2./Credit 2.**

The theoretical and philosophical beliefs that undergird the current legal and ethical issues encountered in health care will be examined. Various legal and ethical theories will be studied and used to analyze cases that exemplify issues in health care delivery and the impact of these issues on individuals, families, groups, communities, and health care institutions that provide services. Particular attention will be given to the context of culture, vulnerable populations, and the impact of health disparities.

**NUR 755 Analytic Methods for  
Evidence Based Practice Lec. 3./Credit 3.**

This course is focused on the practical and ethical application of theory and research toward the improvement of health outcomes. Methods of applied statistical analysis, evaluation of theoretical knowledge and research-based evidence will be explored for translating knowledge into practice. Students will analyze models of research utilization and dissemination for practical application of knowledge.

**NUR 756 Health Care Finance and Economics  
Lec. 3./Credit 3.**

Best practices in health care finance and economics will be explored as well as the importance of balancing health care finance with capital needs, allocations, and spending. The importance of financial management, strategic planning, and the impact of economic trends and resources on financing health care will be discussed. Examples of health care financing by leading organizations, businesses, government, and philanthropic agencies in response to health care reform and the future needs of individual consumers, families, and communities will be highlighted.



**NUR 757 Collaboration for Improving Health Outcomes Lec. 3./Credit 3.**

This course will address collaboration within the role of the DNP. Theories and methods of collaboration with varied constituents will be emphasized using concepts of organization and systems. Exemplars of inclusive practice and decision-making that includes professional stakeholders, community leaders, population and policy makers will be explored as they affect health disparities.

**NUR 765 Clinical Residency I Clin. 1./Credit 1.**

Critically analyze data for practice by integrating knowledge from the arts and sciences. Translate research and data to anticipate, predict, and explain variations in practice and outcomes. Assume increasingly complex leadership roles and foster inter-professional collaboration through a leadership style utilizing critical and reflective thinking strategies.

**NUR 766 Clinical Residency II Clin. 2./Credit 2.**

Utilize best available evidence to enhance quality in clinical practice. Evaluate the relationships and impact of organizational, structural, financial, marketing, and policy issues on cost, quality and access to health care. Demonstrate skills in the peer review process to promote a culture of excellence. Apply clinical investigative skills to evaluate health outcomes. Provide leadership in the dissemination and translation of new knowledge into clinical practice. Demonstrate information and informatics literacy in complex decision making. Participate in the analysis, design, and development of clinical information systems.

**NUR 767 Clinical Residency III Clin./Credit 1.**

Analyze ethical, legal, and social factors as they relate to policy development. Apply ethically sound solutions to complex clinical and health care issues. Apply knowledge of organizational behavior and systems theories and effectively manage risks to individuals, families, populations, and healthcare systems as well as facilitate the development of culturally appropriate health care interventions and clinical environments.

**NUR 770 Scholarly Project I Prj. 1./Credit 1.**

This is the first in a three course sequence that engages the student in a capstone project. In this course, students will conduct and present a needs assessment as the first phase of the capstone project. A problem or issue associated with a patient cohort, health care program or organization, or a health care disparity will be chosen by the student in collaboration with faculty. Problem identification and a comprehensive review of the literature will be conducted to determine the evidence based need for system change.

**NUR 771 Scholarly Project II Prj. 2./Credit 2.**

This is the second in a three course sequence that engages the student in a capstone project. In this course, the student will develop an interventional strategy to implement change in the problem or issue identified in the first course in the sequence in collaboration with faculty. Utilizing the evidence in the literature, the student will plan and obtain all necessary approvals and permissions to conduct the final phase of the capstone project. This course will culminate with a presentation and defense of the proposed project.

**NUR 772 Scholarly Project III Prj. 5./Credit 5.**

Doctoral education is distinguished by the completion of a capstone project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. This course is the third in a three course sequence that culminates in the completion of the capstone project. The DNP capstone project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of the faculty. Implementing the plan presented and approved by the faculty in the previous course, the outcome of the DNP capstone project will be a tangible and deliverable academic product of the entire project presented and defended formally to the faculty for approval.

**NUR 799 Independent Study in Nursing Credit 1 – 6.**

Independent study as directed by doctoral nursing faculty. Pursuit of individual research project. Student contracts for one to six semester hours. May use as 3 credits of cognate only. This is a Nursing Cognate course.

**NUR 800 Dissertation Seminar I Sem. 3./Credit 3.**

This course focuses on development of the dissertation research proposal. Emphasis is placed on the elements of integrative reviews of theoretical and empirical literature and outlining the conceptual-theoretical-empirical structure for the research. Fall Semester.

**NUR 801 Dissertation Seminar II Sem. 3./Credit 3.**

This course focuses on the continued development of the dissertation research proposal. Emphasis is placed on refinement of the conceptual-theoretical-empirical structure for the research. Spring Semester

**NUR 802 Ph.D. Comprehensive Examination Credit 0.**

The purpose of the comprehensive examination is to demonstrate an understanding of knowledge in relevant, related fields of study, which undergirds the student's dissertation research.

**NUR 803 Dissertation Research Credit 6.**

Must be repeated until dissertation is complete. The preparation of the dissertation should begin early in the program and evolve from a study of family or family-related issues. The dissertation should reflect high-level analytical and research competence, and represent an original contribution to the field. The dissertation constitutes the final phase of the program. The first two (2) semesters after completion of the coursework, students must register for six (6) credit hours of Dissertation Research each semester. Each subsequent semester, students must register for one (1) to three (3) credit hours until the dissertation is complete.

## OPE (Opera)

**OPE 119-120 The Hampton University Opera Theater**

**Lec. 2./Credit 2.**

Activity is geared to rehearsal and performance of operatic repertoire. Special emphasis is placed on acquisition of knowledge of all aspects of production and performance. Limited to full-time students only.

## ORC (Orchestra)

**ORC 101 University Orchestra Lab 2./Credit 1.**  
A major ensemble for music majors. It is also open to all members of the campus community upon audition. Literature is selected from the renaissance through the contemporary eras.

**ORC 205 Small Ensemble Lab 2./Credit 1.**  
Performance experiences in various chamber-sized ensembles. May be repeated for credit up to 8 semester hours.

**ORC 205 Jazz Combo Lec. 2./Credit 1.**  
A group organized for the purpose of group and solo playing in any one of the many jazz styles from swing to bebop and the avant garde. Exploring as many different styles, both in ensemble and improvisation, as possible.

## ORG (Organ)

**ORG 103-104, 203-204, 303-304, 403-404**  
**Minor Performance Stu. 2./Credit 1.**  
Individual lessons in the minor performing medium, organ. Manual and pedal techniques; intermediate and advanced courses commensurate with the students skills. Non-majors must have departmental permission to enroll.

**ORG 107-108, 207-208, 307-308, 407-408**  
**Major Performance Performance Class 1**  
**Stu. 2./Credit 2-3.**  
Four-year course in the major performing medium, organ Intensive study of advanced performance skills: manual and pedal techniques, principles of registration; hymn preying; interpretive and stylistic concepts covering the full range of organ literature.

**ORG 507-508 Major Organ Performance Class 1**  
**Stu. 1./Credit 2.**  
A continuation of major applied study beyond the public recital. Prerequisite: ORC 408.

## PED (Physical Education)

**PED 101-231 Physical Education Activities**  
These courses are designed to fulfill the General Education requirements for Physical Education, or as elective courses once the General Education requirement is met. For introductory level courses, the student will be expected to demonstrate basic knowledge and fundamental skills in the sport or activity. For intermediate and advanced level courses, the student will be expected to demonstrate knowledge and skill at the intermediate or proficient levels, respectively. All classes are co-educational.

Courses meet two hours per week per credit hour.

<b>PED 101</b>	<b>Western Equestrian I</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 102</b>	<b>Western Equestrian II</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 103</b>	<b>Yoga</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 104</b>	<b>Aerobic Dance</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 106</b>	<b>Pilates I</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 107</b>	<b>Pilates II</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 108</b>	<b>Basic Swimming</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 109</b>	<b>Football, Touch-Tag</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 110</b>	<b>Fitness Walking</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 111</b>	<b>Beginning Bowling</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 112</b>	<b>Advanced Bowling</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 113</b>	<b>Conditioning</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 114</b>	<b>Folk Square Dance</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 115</b>	<b>Modern Dance I</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 116</b>	<b>Modern Dance II</b>	<b>Lec. 2./Credit 1.</b>
Prerequisite: PED 115, Modern Dance I		
<b>PED 117</b>	<b>Personal Defense I</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 118</b>	<b>Personal Defense II</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 119</b>	<b>Personal Defense III</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 121</b>	<b>Golf I</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 122</b>	<b>Golf II</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 129</b>	<b>Soccer</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 131</b>	<b>Softball</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 133</b>	<b>Aerobic Swimming</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 134</b>	<b>Beginning Swimming</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 135</b>	<b>Intermediate Swimming</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 137</b>	<b>Beginning Tennis</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 138</b>	<b>Intermediate Tennis</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 140</b>	<b>Track and Field</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 143</b>	<b>Volleyball</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 144</b>	<b>Wrestling</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 145</b>	<b>Adapted Activities</b>	<b>Lec. 2./Credit 1.</b>
Includes activities for the handicapped student.		
<b>PED 146</b>	<b>Angling-Casting</b>	<b>Lec. 2./Credit 1.</b>

<b>PED 147</b>	<b>Archery</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 149</b>	<b>Badminton</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 152</b>	<b>Basketball</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 160</b>	<b>Beginning Sailing I</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 161</b>	<b>Sailing II</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 165</b>	<b>Step Aerobics</b>	<b>Lec. 2./Credit 1.</b>
<b>PED 226</b>	<b>Skill Technique - Advanced Swimming</b>	<b>Lec. 2./Credit 1.</b>

See description below.

<b>PED 227</b>	<b>Lifesaving/ Water Safety</b>	<b>Lec. 2./Credit 1.</b>
See description below.		
<b>PED 228</b>	<b>Scuba Diving</b>	<b>Lec. 2./Credit 1.</b>
See description below.		

**PED 100 Skill Technique Workshop Lec. 0./Credit 0.**  
Skill technique development for Health and Physical Education majors. Prerequisite: PED 220 with a minimum grade of "C".

**PED 105 Physical Fitness Concepts Lec. 2./Credit 2.**  
This course is designed to acquaint the student with basic knowledge and understanding of concepts associated with physical fitness and activity as they relate to optimal healthful living. Laboratory experiences involving participation in and assessment of physical fitness levels, principles of physical fitness, cardiovascular endurance, strength training, and flexibility programs are emphasized.

**PED 201 Movement Forms: Team Sports Lec. 1./Lab 1./Credit 2.**

This course is designed to develop and refine movement in a variety of team sports, such as basketball, field hockey, football (touch-tag), soccer, softball, and volleyball. The student will be expected to demonstrate in-depth knowledge, social interaction/sportsmanship, and proficient skill in each sport, as well as to perform analysis of skills.

**PED 202 Movement Forms: Individual and Dual Sports Lec. 1./Lab 1./Credit 2.**

This course is designed to develop and refine movement in a variety of individual and dual sports, such as badminton, bowling, golf, personal defense, tennis, and track and field. The student will be expected to demonstrate in-depth knowledge, social interaction/sportsmanship, and proficient skill in each sport, as well as to perform analysis of skills.

**PED 203 Movement Forms: Games and Cooperative Activities Lec. 1./Lab 1./Credit 2.**

This course is designed to develop and refine movement in a variety of games and cooperative activities, including trusting games, lifetime leisure activities, and outdoor and adventure activities (e.g., archery, equestrian, sailing, etc.). The student will be expected to demonstrate in-depth knowledge, social interaction/sportsmanship, and proficient psychomotor skill in each activity, as well as to perform analysis of skills.

**PED 214 Movement Forms: Rhythms and Dance Lec. 1./Lab 1./Credit 2.**

This course is designed to develop and refine movement in a variety of dance techniques, rhythmic fundamentals, and creative activities. The student will be expected to demonstrate fundamental knowledge and skills in dance forms, and to perform skill analysis of dance movements.

**PED 215 Movement Forms: Tumbling and Gymnastics Lab 1./Credit 1.**

This course is designed to develop and refine movement in basic tumbling and gymnastics. The student will be expected to demonstrate in-depth knowledge, social interaction/sportsmanship, and proficient skills in each activity.

**PED 220 Introduction to Health, Physical Education and Recreation Lec. 3./Credit 3.**

History, purposes, nature, scope, professional literature, professional organizations, and career opportunities health, physical education and recreation. Fall semester.

**PED 221 Foundations of Health & Physical Education Lec. 2./Credit 2.**

This course is designed to provide an introduction to the historical, philosophical and professional foundations of health and physical education. Professional responsibilities, reflection and collaboration, career paths, current research, and new directions will be introduced.

**PED 224 Introduction to Sport Management Lec. 3./Credit 3.**

Course material will constitute an introduction to the basic tenets of management principles as they relate to sport in amateur, interscholastic, intercollegiate, and professional settings. Career opportunities in sport management, trends in the administration of sport, and the sport management environment will also be addressed. Students will be exposed to planning, strategic management, problem solving and decision-making, organizing, and staffing, as well as motivation, leadership, communication, conflict resolution, and control. Note: Meets requirements of NASSM/NASPE program approval- content area- Management and Leadership of Sport.

**PED 225 Intermediate Swimming Lec. 2./Credit 1.**

Basic leg strokes and corresponding arm strokes. Safety swimming skills such as floating, sculling, treading and underwater swimming. Fully coordinated dive, and safety skills in intermediate swimming.

**PED 226 Skill Technique-Advanced Swimming****Lec. 2./Credit 1.**

Emphasis on coordination of parts of body into three strokes to develop ease, endurance, and versatility in water. Mass instruction and individual analysis and correction. Prerequisite: PED 225 or the instructor's recommendation. Fall and spring semesters.

**PED 227 Lifesaving and Water Safety Lec. 2./Credit 2.**

This course is designed to provide instruction in lifesaving, first aid and CPR (cardiopulmonary resuscitation) skills. Upon successful completion of this course, students receive an American Red Cross Lifeguard and CPR for the Professional Rescuer certificate. Prerequisites: PED 134, PED 135 or Instructor's recommendation.

**PED 228 Scuba Diving Lec. 2./Credit 2.**

Provides the student with the knowledge and skills in using underwater breathing equipment. Entry level instruction in skin and scuba diving concepts, incorporating all classroom and pool activities. Optional open water training, dives for international certification.

**PED 230 Physical Education for Diverse Populations Lec. 3./ Lab 1./Credit 3.**

This course is designed to provide an understanding of the knowledge, skills, and processes for teaching physical education for diverse populations within school and community settings. Diversity may be by gender, race, ethnicity, religious beliefs, cultural factors, prior experiences, learning styles, physical disability, or multiple needs. Topics will include adapted physical education curricula, motor assessment for individuals with disabilities, and Individualized Education Plan (IEP) development, physical and social inclusion in physical education.

**PED 240 Sport Marketing Lec. 3./Credit 3.**

An examination of marketing principles as they relate to sport as a product, sport consumers, identification of target markets, and the marketing planning process. The role of sport business in the global marketplace, the history of sport marketing, sport marketing theory, the marketing mix and the sport industry, sport promotions, media and public relations, endorsements, and licensing will also be addressed.

**PED 301 Motor Development & Learning Lec. 3./Lab 1./Credit 3.**

This course is designed to provide a foundation of the theory and techniques of movement concepts exploration and motor development utilizing spatial, temporal, and flow variables. Principles of learning as they apply to the acquisition of psychomotor skills, including motivation, personality characteristics, and transfer in this development.

**PED 306 Kinesiology Lec. 3./Credit 3.**

Study of body movements, muscle action and joint mechanics as related to physical education activities. Prerequisites: BIO 224 and 225.

**PED 314 Skill Technique-Fundamentals of Folk, Square and Social Dance Lec. 2./Credit 1.**

This course explores the steps, patterns and formations of American square dance, Latin and American social dance, and world dance.

**PED 315 Skill Technique-Individual Dual Sports I****Lec./Lab 2./Credit 2.**

This course is designed to develop and refine performance skills, knowledge of rules, terminologies, equipment safety techniques, and learning procedures in archery, badminton and tennis.

**PED 316 Skill Technique-Individual-Dual Sports II****Lec./Lab 2./Credit 2.**

This course is designed to develop and refine performance skills, knowledge of rules, terminologies, equipment, safety techniques, and learning procedures in bowling, golf, and track and field events.

**PED 321 NK-8 Activities Lec. 3./Credit 3.**

Theory and techniques of movement exploration and motor development utilizing spatial, temporal, and flow variables. Motor activities for nursery school through eighth grade are included.

**PED 331 Skills Technique Lec./Lab 3./Credit 4.**

Designed to improve teaching techniques and developmental analysis of skills into its component parts. Practical application is stressed through contact with school-age children, PK-12 (EDU 313). Carry over from skill development to application and analysis of skills to teaching. Prerequisite: Lower level courses, PED 100s, 220; EDU 371 or 372.

**PED 340 Sport Law and Governance Lec. 3./Credit 3.**

An overview of legislative enactments and case law related to administrative, constitutional, contract, labor, products liability, tort law, collective bargaining, and risk management techniques in sport. Also covered are the operational, decision-making, and legislative functions of governing agencies in sport, including NCAA, the IOC, the USOC, the AAU and NFSHAA. Issues such as funding, marketing, membership requirements, legislation, rules compliance, constitutions and bylaws will be addressed.

**PED 341 Sport Finance and Economics Lec. 3./Credit 3.**

An extension of basic economics and finance as they apply to interscholastic, intercollegiate, amateur, and professional sports, including budgetary procedures and processes, the development and analysis of economic impact studies, major sources of revenue and expense, fundraising, budget development skills, and sound fiscal management practices.

**PED 342 Policy in Sport Management Lec. 3./Credit 3.**

This course provides students with the skills and knowledge applicable to the process of building and sustaining excellent organizations. Several key questions will be addressed during the semester; (1) how can good companies, mediocre companies, even bad companies achieve enduring greatness? and (2) what makes the truly exceptional companies different from other companies? In answering these questions, students will be required to take a multi-disciplinary approach, applying concepts from law, marketing, finance, organizational behavior/development, and sociology. Note: Meets requirements of NASSM/NASPE program approval-content area- Management and Leadership of Sport.



**PED 345 Sport Public Relations and Promotions****Lec. 3./Credit 3.**

This course will introduce students to the unique nature of sport publicity and public relations as they relate in community, collegiate and professional sport environments. In addition, the class will examine the interplay between publicity and promotions as an overall component of a sport organization's marketing plan. The class format will include lectures, group discussions, videotapes, and guest speakers. Meets requirements of NASSM/NASPE program approval- content area- Marketing in Sport.

**PED 360 Psychosocial Aspects of Sport & Physical Education****Lec. 3./Credit 3.**

This course exams human behavior in relation to sport and physical activity. Various sociological theories, which define and detail the significance of sport and physical education in our society will be the focus of the course. These theories will be examined in the context of the sport industry and physical education programs. In addition, this course will analyze media coverage of male and female athletes and the impact on sport participation. Class discussions of current social aspects of sports and physical education programming will also be an important component of this course. Note: Additional course content added to meet requirements of NASSM/NASPE program approval- content areas- Socio-Cultural Dimensions in Sport/Ethics.

**PED 361 Historical and Philosophical Aspects of Physical Education and Leisure****Lec. 2./Credit 2.**

Study of the past, present, and future characteristics, and philosophical impact of physical education and leisure. Spring semester.

**PED 362 History of Sport****Lec. 3./Credit 3.**

This course is designed to introduce the interested student to the exciting heritage of sport. The term sport is broadly defined, intending to include play, recreations, athletic contests, and sporting diversions of all kinds. This course focuses upon the nature and significance of modern sport, especially American sport during the past two hundred years. Note: Meets requirements of NASSM/NASPE program approval- content area- Socio-Cultural Dimensions in Sport.

**PED 364 Race and Gender in Sports****Lec. 3./Credit 3.**

This course will use sociological theory and research and critical thinking to investigate the links between race, sports, and gender. Race and gender shape social identity and life changes as well as the organization and culture of sports. Racial and gender issues in sport are numerous, however, this course identifies and covers some of the more historic and influential topics on this subject highlighted by the media and society today. Note: Meets requirements of NASSM/NASPE program approval- content area- Socio-Cultural Dimensions in Sport.

**PED 365 Exercise Science & Fitness****Lec. 3./Credit 3.**

This course is designed to provide a strong foundation in the components of fitness and exercise science, and conditioning practices and principles.

**PED 367 Current Issues in Sport Management****Lec. 3./Credit 3.**

This course is offered to expose and educate the Sport Management major to the latest issues impacting the sport industry. This course will provide students with an in-depth analysis of various controversial topics in sports, by examining all sides of the arguments'. Students pursuing careers as sports agents and managers are encouraged to take this course. Note: Meets requirements of NASSMINASPE program approval- content areas- Socio-Cultural Dimensions in Sport/ Ethics.

**PED 373 Methods of Teaching Swimming****Lec./Lab 2./Credit 2.**

This course is designed to train instructor candidates to teach instructional swim classes. Topics include planning and organizing water safety courses, including the use of block plans and lesson plans; skill development sessions; and conducting practice teaching. Upon successful completion of this course, students receive an American Red Cross Water Safety Instructor certificate and Fundamentals of Instructor Training certificate. Prerequisites: PED 134, PED 135 or Instructor's recommendation.

**PED 390 Management of Athletic Programs****Lec. 3./Credit 3.**

This course emphasizes principles and techniques of management in organizing, planning and staffing, event scheduling, aspects of budgeting, event management, and crowd control of athletic events and programs.

**PED 395 College Athletic Administration****Lec. 3./Credit 3.**

This course comprises the study of college athletics, including an analysis of the management of a collegiate athletic department, and a review of the organizational structure in regards to the NCAA, conferences, and institutional athletic departments. The course will focus on the NCAA (not NAIA, NJCAA, etc.) mostly Division I, some Division III, and very little Division II. The course will include particular attention and discussion surrounding prevailing issues in college athletics including financial trends, legislation, conference realignment, reform, Title IX/Gender Equity and other contemporary issues as assigned by the instructor. Note: Meets requirements of NASSM/NASPE program approval- content area- Management and Leadership in Sport.

**PED 405 Theory and Technique of Coaching****Lec. 3./Credit 3.**

This course provides instruction in coaching, methodology, organization, program planning, and coaching strategies. Meets requirements of NASSM/NASPE program approval- content areas- Management and Leadership in Sport Ethics.

**PED 406-01 Officiating Athletics I****Lec./Lab 2./Credit 2.**

A study of volleyball and football rules and rule interpretation with emphasis on proper mechanics, techniques, and responsibilities in officiating.

**PED 406-02 Officiating Athletics II Lec./Lab 2./Credit 2.**  
A study of basketball and track and field rules and rule interpretation with emphasis on proper mechanics, techniques, and responsibilities in officiating.

**PED 407 Administration of School Physical Education (Intramural and Interschool Sport) Lec. 2./Credit 2.**

Provides a study of personnel, budgets, schedules, facilities and equipment, and materials for basic and cooperative programs; health and safety, including desirable practices, health appraisals and referrals, injury prevention, handling accidents and wellness, liability and legal aspects, and sports medicine; working with the handicapped; and public relations.

**PED 409 Issues in Physical Education Lec. 3./Credit 3.**  
The purpose of this course is to provide a forum for discussion of societal, political and psychological issues which impact the development and implementation of physical education programs. The specific topics include multiculturalism, socialization of teachers, national education reforms, curricular models, and other contemporary topics. The course will involve a lecture, discussion format.

**PED 427 Physiology of Exercise Lec. 3./Credit 3.**  
Study of physiological changes in human organism due to physical exercise. Physiological basis for understanding programs of physical education for schools and training programs for athletic teams. Laboratory demonstrations dealing with simple observation of respiratory, circulatory, nervous and metabolic adjustment to physical exercise. Prerequisites: BIO 224 and 225.

**PED 440 Seminar in Physical Education Lec. 2./Credit 2.**

This seminar is designed to provide a forum for synthesis and application of professional standards, including content knowledge, growth and development, diverse students, management and motivation, communication, planning and instruction, student assessment, reflection, technology, and collaboration. Discussion of current issues in physical education also will be included. The student will be expected to present a professional portfolio demonstrating competency in all professional standard areas.

**PED 491 Facilities Management Lec. 3./Credit 3.**  
This course covers the planning stages of sport facilities through the completion of the facility. Also maintenance and upkeep of the facility will be extensively discussed.

**PED 492 Practicum in Athletic Administration Lec. 3./Credit 3.**

This course provides the student with the initial experience in the actual management of a sport facility. Students are required to select a facility and observe and become involved in introductory experiences.

**PED 493 Seminar in Athletic Administration Sem. 1./Credit 1.**

This seminar is conducted once a week by the instructor. The seminar is in direct relationship to the student internship experience. Students are required to submit in-depth reports on their internship experience.

**PED 494 Internship Credit 12.**

Students in this course will be assigned to schools, colleges, universities, commercial sport centers, health clubs, professional organizations and other sport management specific experiences.

**PED 499 Independent Study Credit 3.**

Reading and research in approved topics under the guidance of a faculty member of the department. Course may be repeated once for credit with a change in subject matter.

## Kinesiology Courses

**PED 208 Foundations of Kinesiology & Exercise Science Lecture 3 / Credit 3**

This introductory course is designed to explore the history, principles and concepts of Kinesiology and Exercise Science. Special emphasis on career options, applications, and terminology will be explored.

**PED 362 Exercise and Sport Nutrition Lecture 3 / Credit 3**

This course is a study of foods and their effects upon health, development, and physical performance. The biochemical and physiological processes of fuel mobilization, and storage with respect to exercise and the modification of those processes by nutritional variables. Special emphasis will be given to energy balance.

**PED 480 Practicum in Kinesiology I Credit 3**

This course provides the student with the initial experience field placement, observations, practice and program delivery in a professional setting. Students are required to select a facility and observe and become involved in an introductory experience. Prerequisites: PED 301, PED 306, PED 427

**PED 481 Practicum in Kinesiology II Credit 3**

This course provides the student with an advanced experience field placement, observations, practice and program delivery in a professional setting. Students are required to select a facility and observe and become involved in a professional experience. Prerequisites: PED 301, PED 306, PED 427, PED 480 (Practicum I)

**PED 402 Exercise Testing, Prescription and Assessment Lecture 3/Credit 3**

Methods of measuring and evaluating physical performance. Emphasis is on the evaluation and assessment of health-related and performance-related variables of human work. Emphasis on graded exercise testing, body composition, muscular strength, flexibility, fitness/wellness screening and the implementation and prescription of exercise modalities based upon evaluation criteria. Prerequisites: PED 301, PED 306, PED 427

## Sport Administration Graduate Courses

### **PED 600 Sport Marketing Lec.3 /Credit 3.**

The specific application of marketing principles and processes to sport products (e.g., teams, leagues, events, etc.). This course will focus on the production, product distribution, promotion and pricing of a sport business product to satisfy the needs of the consumers and meeting the company's objectives.

### **PED 601 Sport Law Lec.3 /Credit 3.**

Students enrolled in this course will learn legal issues within the sport industry, in educational settings and within the community in which individuals have access to fitness equipment and playground equipment. Sponsorship law including the protection of intellectual property, property acquisitions and leasing of sporting facilities, player, team and public security/ safety advices will be examined.

### **PED 602 Sport Finance Lec.3 /Credit 3.**

This course is designed to ground students in the real world of financial management in sport, showing them how to apply financial concepts and appreciate the importance of finance in sound sport management and operations.

### **PED 611 Research Methods Lec.3 /Credit 3.**

The basic process for conducting research involving asking a question, designing a study, collecting data, analyzing results, reaching conclusions and sharing the findings.

### **PED 615 Advanced Marketing –Applied Research and Sales Lec.3 /Credit 3.**

Students will focus on social and economic trends or governmental regulations, contemporary approaches to marketing and entrepreneurship.

### **PED 616 Public Relations and New Media Lec.3 /Credit 3.**

Students will learn the art and science of establishing and promoting a favorable relationship with the public as it relates to the sport industry.

### **PED 619 NCAA Compliance Lec.3 /Credit 3.**

Intercollegiate matters concerning the compliance of athletics programs with the bylaws set forth by the National Collegiate Athletic Association. Topics include: rules for competition, recruiting, and graduation.

### **PED 620 Sport Governance Lec.3 /Credit 3.**

This course will focus on the power, politics, policies, power and procedures within sport organizations. State, national and international sport organizations will be compared along with the impact of sport globalization.

### **PED 621 International World Business Lec.3 /Credit 3.**

A comparative investigation of the U.S. and other world markets. Topics for this course include: global trade, culture, finance, education, insurance, law, logistics and marketing.

### **PED 622 Global Brand Management Lec.3 /Credit 3.**

Students will learn the various markets and compare issues in order to determine how best to manage the brand globally.

### **PED 623 Sport and Social Responsibility Lec.3 /Credit 3.**

This course critically examines the interconnected concepts of organizational ethics and their significant role in developing a sport organization's mission, culture, strategic plan, operational policies, leadership style, work environment, marketing approach, and customer service. Through analytical discussions of ethical systems and case study analyses, this course enables the development of a framework for understanding an organization's social responsibility, for improving an organization's integrity, and for the development of a personal professional code of ethics.

### **PED 624 Organizational Leadership in Sport Administration Lec.3/Credit 3.**

Recognizing the peculiar relationships that form among people joined together in a collaborative effort and leading those people to accomplish a common goal. Students will analyze leadership styles and the effects of each.

### **PED 625 Race and Ethnicity in Sport Administration Lec.3 /Credit 3.**

Series of advanced topics in race and ethnicity and its influence in the sport industry. Course includes topics in Patterns of change in terms of race, and ethnicity in sport, inclusion or exclusion from sport on the basis of race or ethnicity, policy innovations with respect to race and ethnicity in sport, management initiatives with respect to race and ethnicity in sport, sport for culturally and linguistically diverse (CALD) communities, career opportunities in and around sport for CALD communities, sports stars as role models for CALD communities, sport and gender differences in CALD communities, assumptions of athletic ability according to race or ethnicity, media representations of race and ethnicity in sport.

### **PED 626 Gender Issues in Sport Administration Lec.3 /Credit 3.**

Participation and equity issues in sports. Topics include: The global women's rights movement, increased media coverage of women in sports, underrepresentation of women in decision-making positions in sports, homophobia, trivialization of women's sports, and Title IX.

### **PED 627 Sport Nutrition Lec.3 /Credit 3.**

Designing proper sports nutrition and eating to fuel workouts and improve sports performance. Favorite foods for exercise recovery, eating healthy on a budget, eating before exercise, foods for athletic competition, energy pathways for exercise, How carbohydrate, fat and protein fuels exercise, post-exercise meal, high protein diets and sports performance.

**PED 628      Event Management/Facilities Maintenance      Lec.3 /Credit 3.**

Event management from developing the concept right through to the post-event monitoring and evaluation; maintaining sport facilities. Topics include: budget management, roles and responsibilities, action plans and timescales, all aspects of event health and safety, including the development of event safety management plans, child welfare, risk assessments, traffic management and insurance and liability issues, branding and signage, on the day coordination, logistics and the recruitment, development and management of volunteers.

**PED 631      Internship      Credit 6**

Field Experience. Students will have supervised practical training within the sport industry. Students must complete twelve weeks of training under an approved supervisor.

**PED 632      Thesis      Credit 6**

Faculty-supervised research project on a topic related to the student's chosen concentration.

## **PHA (Pharmacy)**

**PHA 301      Pharmaceutical Care I      Lec. 3./Credit 3.**

This is the first class in a series of coursework where students will be introduced to the concepts of pharmaceutical care, professionalism and the potential challenges of applying them to a practice setting. This course will also provide students with basic computer skills and basic drug information retrieval and assessment strategies. This course includes an early practice experience.

**PHA 302      Pharmaceutical Care II      Lec. 3./Credit 3.**

This course provides the student with foundational concepts necessary to understand the practice of pharmaceutical care. Emphasis will be placed on understanding introductory, select laboratory values, principles of basic disease states, fundamentals of the patient medical chart, SOAP concepts, and methods for evaluating case studies. Students will also gain experience with oral and written presentations. Select concepts of professionalism and drug information will also be emphasized. This course includes an early practice experience. Prerequisite: Successful completion of PHA 301.

**PHA 311      Physiological Chemistry      Lec. 3./Credit 3.**

This course provides an overview of the chemical and physical properties of biomolecules, including carbohydrates, proteins, enzymes, lipids, nucleic acids, and vitamins. It focuses on the relationship of organic functional groups to these properties and their role in the activity of drugs. The course also focuses on intermediary metabolism and chemical interconversions in living systems.

**PHA 314-413 Medicinal Chemistry I - II      Lec. 4./Credit 4.**

The focus of this two-course sequence is the chemistry of natural and synthetic drug entities, their physicochemical properties, methods of synthesis, sources, derivatives, modes of biotransformation, and structure activity relationships. In this course, a concerted effort is made to link the chemical structure of drugs to their pharmacological/pharmacokinetic/toxicity profiles. Prerequisites: PHA 314 - Successful completion of PHA 311; PHA 413 - Successful completion of all P-1 level courses.

**PHA 320      Pharmaceutical Calculations I      Lec. 2./Credit 2.**

Pharmaceutical Calculations I will provide students with their first exposure to basic pharmaceutical calculations. This course is designed to provide students with information about basic medication orders/prescriptions and the mathematical calculations and abbreviations needed for interpretation of prescriptions.

**PHA 321      Anatomy/Physiology with Lab      Lec. 4./Lab 1./Credit 5.**

Lectures, laboratories and demonstrations are designed to acquaint the student with the basic structure of the human body and the fundamental principles of human physiology. Concepts are taught which integrate physiology and pathophysiology. The course is organized according to the following systems: cellular physiology, neurophysiology, cardiovascular, respiratory, renal gastrointestinal and endocrine physiology.

**PHA 330      Introduction to Pharmacy Practice      Lec. 2./Credit 2.**

This course provides the student with an introduction to pharmacy practice experiences. Students will be exposed to developmental topics, learn how the pharmacy runs, and become oriented to the workflow and layout of the dispensing area, all of which prepare students for their Introductory Pharmacy Practice Experiences. This course will also serve as an introduction to over-the-counter medications and products as well as the top 200 drugs.

**PHA 332      Biostatistics & Epidemiology      Lec. 3./Credit 3.**

This course is an introductory class to basic statistical concepts, methods, and medical literature evaluation techniques. Students will learn the skills necessary to understand and analyze today's medical literature. The goal of the course is to expose students to biostatistical concepts by using examples of the clinical application of the concepts in drug literature evaluation. The course will introduce students to the application of statistics using SPSS® and Microsoft Excel and other common statistical packages that are currently available.

**PHA 361      Biopharmaceutics I with Lab      Lec. 4./Lab 1./Credit 5.**

This course is designed to help students to understand physicochemical and biological factors, which affect the stability, kinetics, bioavailability and bioequivalence of drugs in dosage forms. It will also focus on the design, preparation, evaluation and use of liquid dosage forms. Calculations, metrology, and laboratory exercises are also emphasized.

**PHA 362      Biopharmaceutics II with Lab      Lec. 4./Lab 1./Credit 5.**

This course is designed to help students to understand the physicochemical and biological factors which affect the bioavailability of drugs from dosage forms, and application of this knowledge to dosage form design, formulation, and drug delivery systems. It will also focus on the theory, technology, formulation, evaluation, and dispensing of solid and semi-solid dosage forms. Calculations, metrology and laboratory exercises are also emphasized.



**PHA 370 Community IPPE****Credit 1.**

An introductory pharmacy practice experience (IPPE) designed to assist the student in actively participating in and experiencing the distributive functions of pharmacy in the community pharmacy practice setting. The community pharmacy practice setting experience is divided into six main areas of experience: prescription processing and compounding, over the counter products, patient counseling and education, pharmacy administration and management, pharmacy law, and team interaction/education. Prerequisites: Successful completion of all P-1 level didactic courses.

**PHA 401 Pharmaceutical Care III Lec. 3./Credit 3.**

This course is designed to expose second year professional pharmacy students to advanced concepts of pharmaceutical care. Emphasis is placed on developing skills necessary to effectively communicate in pharmacy practice environments. This course will challenge students to acquire the skills necessary to successfully conduct patient assessment, develop pharmaceutical care plans, manage patient follow-up evaluations, and provide pharmacotherapy education. Prerequisite: Successful completion of all P-1 level courses.

**PHA 402 Pharmaceutical Care IV Lec. 3./Credit 3.**

Drug information and informatics will be the primary focus of this course. Principles of drug information, drug information retrieval and analysis, literature evaluation, and verbal and written communication skills will be emphasized. Students will be able to utilize the drug information skills learned in this course to provide optimal pharmaceutical care in any pharmacy practice setting. Prerequisite: Successful completion of all P-1 level courses.

**PHA 423 Microbiology/Immunology Lec. 3./Credit 3.**

This course is designed to provide an overview of the interactions between host and pathogens in infectious diseases. It will focus on microbial organization, growth, metabolism, reproduction, and genetic variation. The course will also provide an overview of the immune system and its role in disease management. Prerequisite: Successful completion of all P-1 level courses.

**PHA 431 Healthcare Administration/Management I****Lec. 2./Credit 2.**

This course focuses on the structure and organization, delivery, regulation, and financing of the American health care system. Pharmacy, its role and responsibilities in the health care system, and its interaction with other health occupations is discussed. Reimbursement issues in health care are introduced and implications upon the practice of health care are discussed. This course covers the functions of management and administration (planning, organization, staffing, direction, and controlling) applied to pharmacy practice in the community and institutional settings. Contemporary management principles for the solution of these problems are discussed, in addition to introduction to basic management principles and methods; and entrepreneurial, social and economical aspects of practice. Prerequisite: Successful completion of all P-1 level courses.

**PHA 432 Healthcare Administration/Management II****Lec. 3./Credit 3.**

This course will provide the students pharmacy management principles that relate to contemporary pharmacy practice and present an introduction to the fundamentals of health outcomes research and pharmacoeconomic analysis. The overall goals of this course are to familiarize the student and provide basic tools in order to develop and deliver patient-centered pharmaceutical care services. Students will be exposed to pharmacoeconomic articles and participate in discussions which will provide them with tools useful to address the difficulties associated with implementing programs. Through an active learning process, students will follow and interpret current issues that are shaping pharmaceutical and medical care as they discover the impact these events will have in shaping their future practice. Prerequisite: Successful completion of all P-1 level courses.

**PHA 463 Pharmacokinetics Lec. 5./Credit 5.**

This course is designed to provide the essential skills for employing pharmacokinetic principles in the selection and evaluation of drug therapy. It will focus on principles of drug therapy, evaluation, selection, and therapeutic monitoring with emphasis on clinically functional approaches to the design of dose regimens, and pharmacokinetics of select drugs in special patient populations and disease states. This course includes a required calculations laboratory period. Prerequisite: Successful completion of all P-1 level courses.

**PHA 470 Institutional IPPE****Credit 1.**

An introductory pharmacy practice experience (IPPE) designed to assist the student in actively participating in and experiencing the distributive functions of pharmacy in the institutional pharmacy practice settings. The institutional pharmacy practice experience is divided into seven main areas of experience: drug distribution, manufacturing activities, dissemination of drug and product information, patient counseling and education, pharmacy administration and management, pharmacy law, and team interaction/education. Prerequisites: Successful completion of all P-2 level didactic courses.

**PHA 480,482,484,581,583,585,586,588****Drug and Disease Management I-VIII****Lec. 3 or 4./Credit 3 or 4.**

This sequence of courses is an integrated course that emphasizes a patient focused, systematic management of disease through appropriate therapeutic regimens. These modules are organized by disease states/organ systems and provide each student with basic knowledge of pathophysiology, pharmacology and therapeutics, thus enabling them to manage disease states, establish rational treatment and realistic outcomes, and provide parameters to monitor the progression of disease. Prerequisites for PHA 480, 482, and 484: Successful completion of all P-1 level courses and all P-2 Fall semester courses; Prerequisites for PHA 581, 583, 585, 586, and 588: Successful completion of all P-1 and P-2 level courses.

**PHA 490 Introduction to Clerkships Lec. 2./Credit 2.**

This course provides the student with an introduction to advanced clinical practice. Students will participate in medical rounds, conferences, and seminars. He or she will be expected to monitor patient therapy and evaluate the appropriateness of drug therapy. This course is an intermediate practice experience. Prerequisites: Successful completion of all P-1 level courses and PHA 401.

**PHA 501 Pharmaceutical Care V Lec. 3./Credit 3.**

This course is designed to familiarize the student with nonprescription drugs and products or over-the-counter medications. Emphasis will be placed on the pharmacology of the drugs, potential disease states in which the drugs are utilized, self administration techniques, consideration in selection of a product, and patient counseling. Prerequisite: Successful completion of all P-1 and P-2 level courses.

**PHA 515 Principles of Drug Design Lec. 2./Credit 2.**

This course is designed to provide the interested student with specific information concerning those concepts and techniques involved in the identification and preparation of new drug entities. Successful completion of this course would provide the student with advanced knowledge concerning the chemical aspects of drug action and toxicity.

**PHA 522 Toxicology and Poison Control Lec. 2./Credit 2.**

This course provides the basic concepts of toxicology. This course also serves to alert pharmacy students to commonly occurring exposures; to instruct students as to what symptoms are presented and the actions or recommendations to make in instances of accidental poisoning.

**PHA 531 Introduction to Research Methods Lec. 1./Credit 1.**

This course introduces students to the basic concepts of research. Basic concepts will include understanding the research question, hypothesis, methodology, data collection and analysis, results, and conclusion. Students will develop and write a mini proposal that encompasses these basic principles. This proposal will be implemented and completed by the end of the course. Students will also gain experience with writing abstracts and developing scientific posters to present findings of research studies. Prerequisite: Successful completion of all P-1 and P-2 level courses.

**PHA 532 Pharmacy Law and Ethics Lec. 2./Credit 2.**

The basic principles of law are reviewed as they relate to the practice under federal, state, and local regulation. The special problems involving the control of narcotics, poisons, and other controlled substances are reviewed. Some laws relative to business activities and discussions of professional ethics are also included. Prerequisite: Successful completion of all P-1 and P-2 level courses.

**PHA 533 Managed Health Care Lec. 2./Credit 2.**

This course is designed to introduce professional pharmacy students to the complexity of our health care delivery system and to provide fundamental information on management of pharmaceuticals in various payer segments. Emphasis will be placed on understanding the key players in the health care system, the fundamentals of formulary management, key issues that affect the pharmaceutical industry, and opportunities for pharmacists in managed care.

**PHA 535 Independent Study I Ind./Credit 2.**

The objectives of the course are to provide students with an opportunity to explore and analyze health care topics in depth. The exploratory aspect of the course requires students to perform and complete an independent project (of their choice with approval by the course coordinators) related to an administrative principle, concept of trend that currently impacts the profession of pharmacy. The analytical aspect of the course requires students to participate in weekly briefings that will discuss traditional and controversial pharmacy administration issues.

**PHA 536 Independent Study II Ind./Credit 2.**

The objectives of the course are to provide students with an opportunity to explore and analyze health care topics in depth. The exploratory aspect of the course requires students to perform and complete an independent project (of their choice with approval by the course coordinators) related to an administrative principle, concept of trend that currently impacts the profession of pharmacy. The analytical aspect of the course requires students to participate in weekly briefings that will discuss traditional and controversial pharmacy administration issues. Students who complete PHA 535 must complete a different independent project for PHA 536.

**PHA 539 Behavioral Psychology Lec. 2./Credit 2.**

The student is provided with an understanding of behavioral psychology and in particular the psychology of the chronically ill. The course attempts to improve the professionalism exhibited by students in their patient interactions and their associations with other members of the health care team.

**PHA 561 Analytical Methods in the Pharmaceutical Sciences Lec. 2./Credit 2.**

This course sequence is designed to provide the student the opportunity to learn various assay procedures and research methodologies in chemistry, pharmacology, chemotherapy, pharmaceuticals and enzymology.

**PHA 562 Clinical Pharmacokinetics Lec. 2./Credit 2.**

This course is designed to focus on strategies of developing and operating clinical pharmacokinetic or Therapeutic Drug Monitoring Services (TDMS). The course does not focus on manipulating pharmacokinetic equations to calculate drug dosages. It addresses the following areas: the environment in which the services are offered, the process involved in individualizing drug dosing, therapeutic/pharmacodynamic monitoring and patient outcome assessment. The course will further address more detailed dosing concepts in special populations than provided in the foundation course in pharmacokinetics.

**PHA 563 Introduction to Public Health****Lec. 2./Credit 2.**

The objective of this elective course is to provide students with an understanding of the concepts and the importance of public health as a science and its goal of maximum health for all. Students will gain a thorough understanding of public health promotion and disease prevention strategies especially relating to underserved, at-risk populations.

**PHA 564 Advanced Dosage Form Technology****Lec. 2./Credit 2.**

This course will be concerned with the design, the technology, engineering principles and the biopharmaceutical aspects of non-sterile dosage forms. The course will guide the student from discovery of a new drug substance to the final delivery system. Initially the student will learn the physical-chemical information required by the industrial formulator, how it is collected and how it is used to decide on the final dosage forms.

**PHA 570 Elective IPPE****Credit 1.**

The elective introductory pharmacy practice experience (IPPE) is designed to expose students to additional areas of pharmacy practice. Elective opportunities are available in administration, association management, consulting, disease state management, geriatrics, home health, managed care, nuclear pharmacy, nutrition, oncology, pharmaceutical industry, regulatory affairs, and toxicology. Other elective opportunities are available upon approval by the Director of Experiential Education. Prerequisites: Successful completion of all P-1, P-2 and P-3 level didactic courses.

**PHA 572 Alternative Medicine****Lec. 2./Credit 2.**

This course is designed to provide the student with a basic knowledge about alternative practices used by patients as a self-medication option or in conjunction with physician ordered procedures in the United States as well as in other countries. The course's approach is to present pharmacy students with the intellectual foundations and tools to understand the great diversity among different cultures in their self-medication practices. The student will be exposed to current information on herbs that are available in U.S. pharmacies so they can offer counseling to patients on the risks and benefits of using alternative medicine.

**PHA 573 Patient Assessment with Lab****Lec. 1./Lab 1./Credit 2.**

This course is designed to develop knowledge in assessment, data collection, interpretation and evaluation of the patient physical state. Additional techniques of patient interviewing, charting, medication profiling, and advisement will also be covered. Prerequisite: Successful completion of all P-1 and P-2 level courses.

**PHA 574 Pharmacy Practice Lab****Lab 4./Credit 4.**

This laboratory experience will simulate the actual practice of pharmacy in both retail and institutional settings. Students will learn the fundamentals of processing and filling a prescription or doctor's drug order. He or she will gain experience in compounding medications, preparing sterile products, recommending over-the-counter medications, and counseling patients. Prerequisite: Successful completion of all P-1, P-2 level courses, and P-3 Fall semester courses. Exceptions to this prerequisite policy will only be granted at the Dean's discretion.

**PHA 576 Nuclear Pharmacy****Lec. 2./Credit 2.**

This course focuses on the study of radionuclides, their characteristics and detection, including the physics of radioactive decay, in-depth study of the interaction of radiation with matter and the primary means of detection. Emphasis is placed on the radio-nuclides used in medicine. Mathematics, as it pertains to the measurement of radioactivity, and the phenomena decay are covered in detail. Radiation protection and health physics are discussed as they apply to the practice of nuclear pharmacy.

**PHA 577 Natural Products****Lec. 2./Credit 2.**

This course encompasses a study of drugs obtained from natural sources. The botanical and animal origins of such drugs, their historical importance, physiochemical properties, and their pharmacological applications are discussed. Basic terminology associated with the area of pharmacognosy as well as extraction and purification procedures for natural drugs are also discussed.

**PHA 582 Drugs of Abuse****Lec. 2./Credit 2.**

This course is designed to give the student a basic introduction to the area of substance abuse and dependency. It is intended that upon completion of this course the student will have an appreciation for the terminology and diagnostic criteria appropriate to this area.

**PHA 587 Health Disparities and Service Learning****Lec. 2./Credit 2.**

Students will become familiar with the nation's agenda for health improvement of its citizens. They will learn about health disparities in general, and focus on the six leading disparities identified in President Clinton's Health Initiative. Students will explore etiologies, statistics, severity, implications and possible solutions of the various disparities. Students will also be introduced to the concept of service learning and volunteerism in programs that target underserved populations. They will be shown how they can make a difference in their communities and the lives of the patients they serve.

**PHA 590 Pediatric Pharmacotherapy Lec. 2./Credit 2.**

The objective of the course is to present basic therapeutic principles and unique problems associated with pediatric drug therapy so that the students can more effectively participate in rational pediatric therapeutics.

**PHA 592     Advance Nutritional/Metabolic Support****Lec. 2./Credit 2.**

In this course, the physiological theories of metabolic support in various disease states will be presented. This background information will be utilized by the students as they develop experience in assessing the patient's metabolic status, estimating the patient's nutritional requirements and formulating appropriate enteral or parenteral feedings.

**PHA 594     Prescription Drug Therapy Review:****Top 200 Drugs****Lec. 2./Credit 2.**

This course involves the study of the top 200 most commonly prescribed drugs. Students will learn trade names, generic names, available strengths, available dosage forms, appropriate dosing guidelines, common adverse drug reactions, patient counseling information and clinically significant drug-drug interactions.

**PHA 595     Clinical Oncology****Lec. 2./Credit 2.**

This course provides an introduction to the pathology and treatment of neoplastic diseases with an emphasis on the patient and the application of clinical pharmacy concepts.

**PHA 597     Geriatric Pharmacotherapy     Lec. 2./Credit 2.**

This course will review the basic physiological changes occurring with increasing age and define their impact on pharmacokinetics of drugs in the geriatric patient. Managerial, pharmaceutical, and consultant aspects of pharmacy services provided to long term care facilities and alternate types of care available to the elderly patient will be emphasized. Health care issues impacting geriatric patient care and future trends in pharmacy services for geriatric patients will also be presented. Students will attend geriatric case study presentations of senior Pharm. D. students and participate in discussions to gain experience with therapeutic uses.

**PHA 650, 651, 652     Seminar I, II, III     Sem. 1./Credit 1.**

The Seminar Series is a three course requirement that is designed to provide students with the skills, techniques, and competencies required to successfully navigate the advanced clinical clerkship experiences. In addition this course provides the student an opportunity and experience in preparing and presenting pharmacy related topics to colleagues and other healthcare professionals in a formalized manner. Prerequisites: Successful completion of all P-1, P-2, and P-3 courses.

**PHA 670     Community Pharmacy Practice****Experience (APPE)****Credit 4.**

An advanced pharmacy practice experience designed to assist the student in actively participating and experiencing the distributive functions of pharmacy in the community pharmacy practice setting. The community pharmacy practice setting experience is divided into six main areas of experience: prescription processing and compounding, over the counter products, patient counseling and education, pharmacy administration and management, pharmacy law, and team interaction/education. Prerequisite: Successful completion of P-3 level courses.

**PHA 671     Institutional Pharmacy Practice****Experience (APPE)****Credit 4.**

An advanced pharmacy practice experience designed to assist the student in actively participating and experiencing the distributive functions of pharmacy in the institutional pharmacy practice settings. The institutional pharmacy practice experience is divided into seven main areas of experience: drug distribution, manufacturing activities, dissemination of drug and product information, patient counseling and education, pharmacy administration and management, pharmacy law, and team interaction/education. Prerequisite: Successful completion of P-3 level courses.

**PHA 672     Community/Institutional Pharmacy Practice****Experience (APPE) II****Credit 4.**

An advanced pharmacy practice experience designed to assist the student in actively participating and experiencing the distributive functions of pharmacy in the community, institutional, or other pharmacy practice settings, which provide distributive services of pharmaceuticals (nuclear pharmacy, long-term care, mail order, etc.). The pharmacy practice experience is designed to provide additional experience in the following areas: prescription processing and compounding, over the counter medications, drug distribution, manufacturing management, pharmacy law, and team interaction/education. Prerequisite: Successful completion of P-3 level courses.

**PHA 683     Geriatrics****Credit 4.**

This course focuses on inpatient and/or outpatient experiences in the care of the elderly. Objectives will include developing medication care plans (MCP) for patients who have diminished blood flow in concert with multiple disease states, frailty of body and spirit, diminished mental capacity, diminished mobility, and reduction in use of senses (e.g. sight, hearing). Attention will also be focused on developing the most economical MCP for persons with reduced or limited income. Simultaneous assignment to several inpatient facilities, home health care agencies, or home bound patients is likely. An understanding of the impact of Medicare and other insurance plans on the ability to deliver the best MCP is an objective for all assignment areas. Prerequisites: Successful completion of all P-3 level courses.

**PHA 685     Administration/Management****Credit 4.**

This course is designed to expose the student to a variety of situations related to the running of a medical-related operation, including medical profession associations. The student will be paired with an administrative level preceptor from industry, chain pharmacy, hospital pharmacy, or professional organization. The five week rotation may be split among as many as three such experiences with no less than one week in any specific arena. Prerequisites: Successful completion of all P-3 level courses.

**PHA 690     Internal Medicine I****Credit 4.**

The Internal Medicine I advanced pharmacy practice experience is designed to provide the student exposure and experience in comprehensive treatment of disease states of adult patients being cared for in an institutionalized setting. In addition, students will utilize problem-solving skills, develop therapeutic plans, monitor lab values, and assess for drug interactions and adverse drug reactions. Prerequisites: Successful completion of all P-3 level courses.



**PHA 691 Ambulatory Care I****Credit 4.**

The Ambulatory Care I advanced pharmacy practice experience is designed to give students experience in treating patients who are typically not acutely ill in "out-patient" settings. These experiences could focus on the medication management of specific diseases (such as hypertension, diabetes, asthma, hyperlipidemia, etc.) or general care of patients with chronic conditions. Students will be involved in problem solving, patient medication counseling and therapeutic monitoring. In addition, they will address drug interactions, side effects, and compliance issues in the care of these patients. Prerequisites: Successful completion of all P-3 level courses.

**PHA 692 Ambulatory Care II****Credit 4.**

The Ambulatory Care II advanced pharmacy practice experience will focus on management of patients in specialized out-patient settings such as retail pharmacy, managed care, long-term care, home health care, and specialty clinics or programs. Prerequisites: Successful completion of all P-3 level courses.

**PHA 693 Pediatrics****Credit 4.**

The pediatric advanced pharmacy practice experience provides students with the opportunity to learn how to effectively treat medical illnesses of infant and child patients. Students will learn the different treatment options and regimens utilized in this patient population and take into consideration the different pharmacokinetic profiles of drugs in infants and children. Common disease states that will be seen are pneumonia, asthma, epilepsy, diabetes, sickle cell, trauma, and other common childhood diseases. Prerequisites: Successful completion of all P-3 level courses.

**PHA 694 Psychiatry****Credit 4.**

The psychiatric advanced pharmacy practice experience provides students experience in treating acute as well as chronic psychiatric patients. Emphasis is on the initiation of medication, therapeutic monitoring, as well as medication stabilization and long-term treatment of psychiatric patients. Students will learn how to dose, treat, and monitor patients with mood disorders, schizophrenia, substance abuse disorders, cognitive disorders and other clinical psychiatric disorders. Prerequisites: Successful completion of all P-3 level courses.

**PHA 695 Drug Information****Credit 4.**

This clerkship experience allows the student to serve as a primary provider of drug information in a structured environment that possesses both the resources and the faculty expertise in clinical information management and dissemination. Emphasis is placed on how to properly receive drug information requests, design and execute a systematic search strategy, assimilate the information retrieved, and formulate and communicate an appropriate response. The student continues to build their knowledge base of available drug information resources and gains practical experience in critically evaluating those resources. Students also prepare drug monographs and journal articles to further develop their medical writing skills. Prerequisites: Successful completion of all P-3 level courses.

**PHA 696 Elective I****Credit 4.**

The elective rotation is designed to expose students to additional areas of pharmacy practice of their interest. Elective opportunities are available in administration, association management, consulting, disease state management, geriatrics, home health, managed care, nuclear, nutrition, oncology, pharmaceutical industry, regulatory affairs, and toxicology. Other elective opportunities are available upon approval by the Director of Experiential Education. Prerequisites: Successful completion of all P-3 level courses.

**PHA 699 Internal Medicine II****Credit 4.**

The Internal Medicine II advanced pharmacy practice experience is designed to provide the student exposure and experience in comprehensive treatment of disease states of adult patients being cared for in an institutionalized setting. In addition, students will utilize problem-solving skills, develop therapeutic plans, monitor lab values, and assess for drug interactions and adverse drug reactions. Furthermore, students will be exposed to specialized internal medicine areas, such as hematology/oncology, ICU, CCU, surgery, general oncology and infectious diseases. Prerequisites: Successful completion of all P-3 level courses.

**PHI (Philosophy)****PHI 203 History of Western Philosophy (1)****Lec. 3./Online/Credit 3.**

A systematic treatment of principal philosophic ideas and movements in Western thinking from ancient Greece to the Renaissance.

**PHI 204 History of Western Philosophy (2)****Lec. 3./Online/Credit 3.**

Survey of the thought involved in the rise of modern science through existentialism and the contemporary period.

**PHI 210 Logic and Scientific Method****Lec. 3./Online/Credit 3.**

Study of both traditional logic and modern developments with particular stress upon their applications in area of communication and in natural and social sciences.

**PHI 301 Contemporary Moral Problems****Online/Credit 3.**

This course focuses on developing the student's ability to engage in principled moral reasoning through an examination of classical and contemporary texts on ethics and discussions of particular moral dilemmas. Topics will be drawn from both the public and private sectors, including abortion, sexual harassment, distributive justice, capital punishment, and affirmative action.

**PHI 304 Ethics****Lec. 3./Online/Credit 3.**

This course will examine the historical and philosophical development of ethics with particular attention to the moral implications of contemporary ethical problems. Emphasis is placed on the process of decision-making as it relates to the question.

**PHI 305 Ethics and Leadership Online/Credit 3.**  
Examines the historic development and intellectual foundations of ethics with particular attention to the moral implications of contemporary ethical problems. Emphasis is placed on the process of decision.

## **PHT (Physical Therapy)**

**PHT 201 Introduction to Physical Therapy Lec. 2./Credit 2.**

Exposure to various roles of the physical therapist through experiential and theoretical learning modules; issues and trends of physical therapy in the health care delivery system; basic skills and procedures which form the foundation of the physical therapy educational program. Prerequisite: Permission of the department chairperson. This course is open to undergraduates only.

## **PHT – Graduate Only**

**PHT 600 Anatomy Lec. 3./Lab 6./Credit 6.**

In this course, the student will learn the basic techniques of dissection and the components of the musculoskeletal system. Emphasis will be placed on the musculoskeletal system and corresponding nerves with review of the cardiovascular, pulmonary and integumentary systems. Students will learn surface anatomy and palpation techniques as part of the Anatomy Laboratory. Prerequisites: General Biology, Human Anatomy, Human Physiology.

**PHT 602 Kinesiology Lec. 3./Lab 3./Credit 4.**

In this course the student will learn the basic concepts of biomechanics. The course will cover how to describe motion and how to analyze human motion. Emphasis will be put on the description of the design and function of joints and muscles and pathokinesiology of movements. Principles of mechanics will be applied to human movement. Discussion of the impact of injuries on movement patterns will be based on direct observation or videotape of children, adults and older individuals. Prerequisites: College Physics, Human Anatomy.

**PHT 604 Tests & Measurements Lec. 4./Lab 3./Credit 5.**

This course covers musculoskeletal assessment to include strength testing, joint motion, posture, sensation and girth. The student is introduced to background information on the basic principles of test standardization to enable him/her to perform a physical therapy assessment using critical and analytical observational skills, goniometric measurements, manual muscle measurements, girth measurement, and sensory testing. Prerequisites: Human Anatomy, Intro. to Statistics.

**PHT 606 Exercise Physiology I Lec. 3./Credit 3.**

This course outlines the physiological effects of exercise on the cardiovascular, pulmonary and musculoskeletal system. It explores the role of exercise in the development of strength, power, muscular endurance, and cardiovascular endurance in normal and physically impaired individuals of all ages. Application of testing procedures for treatment planning will be discussed. Prerequisites: Human Physiology, Human Anatomy, Chemistry

**PHT 607 Motor Control & Learning Lec. 2./Credit 2.**

This is a two-part course designed to provide students the opportunity to learn topics in movement sciences throughout lifespan. The first part will emphasize basic theoretical concepts and principles of motor development, control, and learning to set for the foundation for application. The second part will emphasize application and discussions of the contemporary knowledge of motor control and learning to individuals with movement dysfunctions. This course will also introduce effective motor re-learning strategies for physical therapy intervention. Prerequisites: courses in curriculum sequence.

**PHT 608 Human Development Lec. 3./Credit 3.**

This course reviews the basic processes of biological and psychological and social development of humans. This course emphasizes the development of human behaviors from infancy to old age. The course will be in a discussion format where specific materials are related to human growth and development. Prerequisite: Introduction to Psychology.

**PHT 609 PT Seminar I: The Profession Lec. 1./Credit 1.**

This course is the first in a series of three courses focusing on orienting students to the philosophy and conceptual framework of the DPT curriculum. The principles of professional behavior in their role as students and future health care practitioners are emphasized as students learn the conceptual framework of the patient/client management model using the Guide to Physical Therapy Practice. Prerequisites: courses in curriculum sequence.

**PHT 610 Physical Therapy Procedures I Lec. 3./Lab 3./Credit 4.**

Introduction to evaluation principles and treatment procedures geared toward chronic illness, and simple musculoskeletal dysfunctions. The evaluations of sensation, muscle function, joint motion, posture, girth, and blood flow are important components of a comprehensive PT evaluation. The purpose of this course is to enable the student to master background information and the skills necessary to perform gross screening tests, posture evaluation, evaluations of arterial and nervous disorders, girth measurements, joint motions, using goniometric measurement and manual techniques, manual muscle testing, and sensory testing. Student will learn to ascertain information from a patient record, identify and record patient problem and evolve general treatment goals. The student is introduced to concepts in tests standardization, communication skills, teaching, patient management, including basic patient handling techniques, with in-depth coverage of the physical and physiological basis for the application of physical agents. Prerequisite: PHT 600, 604..

**PHT 611 Basic Skills in Physical Therapy****Lec. 3./Lab 3./Credit 4.**

This course is an introduction to basic physical therapy examination, patient management and mastery of basic intervention skills in common chronic or acute conditions involving the musculoskeletal system. This course will emphasize the process of chart review, observation of movement patterns, basic elements required to make a diagnosis. In this course students will also be taught the interpretation of basic data about range of motion, muscle strength, age considerations, socioeconomic status, and cultural environment to plan physical therapy interventions. The student is introduced to the disablement model as the basis for clinical decision-making. Intervention skills will also include training and teaching patient/client in the use of assistive devices, exercise equipment, transfers and application of moist heat and cold modalities. Prerequisites: courses curriculum sequence.

**PHT 612 Pathology****Lec. 3./Credit 3.**

This Pathology Course is designed for the physical therapy student to meet the challenge of understanding the basic concepts of disease processes in the human body. The knowledge of disease processes will be helpful in the differential diagnosis process and the development of a treatment plan that include realistic goals and is consistent with prognosis of the disease. The course is divided into two parts. Part I is General Pathology, which deals with the basic principles and characteristics of disease processes that may involve any tissue or organ of the body and underlie all diseases. Part II is Systemic Pathology, which deals with the pathophysiologic processes that affect specific tissues and organ systems of the body. A clinical pathological approach i.e. ability to understand, interpret and correlate patients clinical signs and symptoms with the underlying pathophysiologic process will be emphasized. Prerequisites: courses in curriculum sequence.

**PHT 614 Neuroscience I****Lec. 3./Credit 3.**

Introduction to neural systems and basic neuroanatomy/neurophysiology including cranial and peripheral nerves; brainstem, midbrain, and cortical anatomy; vascular brain anatomy; cellular neurophysiology, basic neuromuscular physiology; spinal reflexes; basic control systems applied to neural systems including segmental, motor control, oculomotor and postural control system; an introduction to neuroimaging and neural plasticity. One hour every week will be devoted to discussion of issues with clinical relevance in Physical Therapy. Prerequisites: Human Anatomy, Human Physiology.

**PHT 615 Case Management Lab I Lab 3./Credit 1.**

This is the first of four courses designed for students to develop problem solving and critical thinking skills while working in small groups with student centered learning. In this first course students will be given simple cases involving real patients or simulated cases with a discrete musculoskeletal problem (joint limitation and pain) as a result of a common disease process or injury in young adults, and the mature adult of various socioeconomic and cultural background. Students are encouraged to work collaboratively to identify and practice the steps of clinical decision making according to the patient/client management model. For each case the student is expected to identify the pathology, the impairments resulting from the pathology, the related functional limitations and the resulting disability, before establishing functional goals and a plan for intervention. A formal oral and written presentation of the case will be expected at the end of the course for each group. In this course students are also introduced to reflective evaluation using self-assessment and peer assessment after each group meeting and after the formal oral presentation. Prerequisites: courses in curriculum sequence.

**PHT 616 Neuroscience II****Lec. 3./Credit 3.**

This course uses a regional approach to study the organization of the adult human nervous system. The topics covered include: peripheral nervous system (spinal and cranial nerves), spinal cord (segmental sensory and motor innervation), brainstem and cerebrum. In addition, the vestibular system and visual system will be covered with an emphasis on pathways related to posture and balance and the limbic system and mechanisms of learning and memory will also be discussed. The course will finish with an important topic for rehabilitation sciences, neuronal plasticity. Case studies will be used throughout the course to emphasize clinical application of material. Prerequisite: Successful completion of all previously required Physical Therapy courses in the curriculum sequence.

**PHT 617 Physical Agents Lec. 2./Lab 3./Credit 3.**

This course provides students the opportunity to develop clinical skills in assessment and intervention using manual therapy, electrotherapeutic procedures, and wound healing techniques. This course will emphasize the use of heat, cryotherapy, massage, ultrasound, and other therapeutic modalities in the intervention of patients with neuro-musculoskeletal and integumentary impairments. This course is based on a problem-solving approach for the selection and application of appropriate intervention strategies to manage pain, edema, motion limitation, muscle weakness, and tissue/wound healing. Intervention strategies and techniques including prevention of skin breakdown, dermal wound healing, and burn care will also be addressed. Clinical decision-making practice will be implemented throughout the course to design appropriate plan of care and modification of the intervention based on the ongoing assessment of physiological and physical response to the intervention. All content areas of this course are emphasized on having students synthesize the information presented for application to current clinical practice and research. Prerequisites: courses in curriculum sequence.

**PHT 618 Research I****Lec. 2./Credit 2.**

This course is designed for the student to learn the basic language, logic, principles, concepts, and procedures of research including a review of statistics as they apply to quantitative and qualitative research. It also introduces the framework and terminology of evidence-based practice (EBP), which is built on the application of research into decision-making, for patient/client management in physical therapy. This course includes the processes of developing a clinical question, locating and accessing sources of evidence to answer that question, and the beginnings of abstracting the evidence for practice. Prerequisites: courses in curriculum sequence.

**PHT 620 Pharmacology****Lec. 2./Credit 2.**

This course is designed to acquaint each student with the general principles of Pharmacology. Pharmacology is the Science that deals with the mechanism of action, utilization and adverse effects. Using this description, the classification of various therapeutic agents will be analyzed. Furthermore, the course will focus on concepts, principles and applications of pharmacotherapeutics used by the physical therapist in the management of physical disabilities, movement dysfunction and pain resulting from injury, disease, disability or other acute or chronic health related conditions. Prerequisites: courses in curriculum sequence.

**PHT 622 Clinical Practicum I****Clin./Credit 3.**

The first clinical education experience will have supervised groups of students assisting in an exercise class in elder care centers, pool class, in gross motor groups with children, or doing postural screenings. Emphasis is on the development of communication skills, team work ability, observation skills, writing and teaching exercise programs. This clinical experience will be three (3) times a week for ten (10) weeks. Prerequisite: PHT 600, 610, 616, 620.

**PHT 623 Case Management Lab II****Lab 3./Credit 1.**

This the second course required in the continuum of integration of all course materials covered in previous semesters and in the current semester using a clinical problem solving format. Cases presented in this course emphasize the examination, diagnosis, prognosis and intervention for real or simulated patients with neuromuscular disorders and underlying musculoskeletal dysfunction. Cases in this course will emphasize examination procedures, diagnostic process, intervention and outcome for neuromuscular dysfunction across the lifespan. In this course psychosocial adjustment to disability for the patient and the family/caregiver and financial ramifications of the disability are explored. Students are asked to analyze and synthesize the data collected from the examination to formulate a diagnosis using the Practice Patterns from the Guide to Physical Therapy Practice. Students are expected to use evidence available in the literature to support their intervention and evaluate outcomes. The product at the end of the course is a formal oral and written presentation of cases assigned involving demonstration of treatment interventions using videotapes. Students are also expected to conduct self-assessment and peer assessment after each group meeting and after the formal oral presentation.

**PHT 625 PT Seminar II : Psychology of Disability****Lec. 1./Credit 1.**

This course has a major emphasis on the analysis of the physical therapist relationship with patients/clients, family and community. Investigation through specific readings in the psychology of disability and the socio economic and cultural impacts on optimizing function for individuals with disability. Prerequisites: courses in curriculum sequence.

**PHT 630 Prosthetics and Orthotics****Lec. 3./Credit 3.**

In this course students will learn to apply their knowledge of kinesiology, pathology and client management model to the care of individuals requiring prosthetic and orthotic devices. This course will also emphasize preventive foot care, pre and post surgical physical therapy interventions and functional rehabilitation of individuals with congenital, traumatic and circulatory conditions requiring prosthetic or orthotic devices. Prerequisites: courses in curriculum sequence.

**PHT 631 Clinical Education I****Credit 4.**

This first clinical education experience occurs in the curriculum after students have completed their coursework in examination and intervention for the adult patient with orthopedic and neurologic dysfunction. During this clinical experience, the students are expected to develop an appreciation for the scope of the role of the physical therapist and how physical therapy interventions fit into the patient-centered model of health care delivery. Under the guidance of a clinical instructor, students will begin to apply the examination, evaluation, diagnosis, prognosis, and intervention skills learned this far in the curriculum with direct patient application. Over the clinical experience, students should become competent with chart review, patient interview, selection, administration, and interpretation of tests and measures, and in the analysis of test findings to establish a physical therapy diagnosis. It is expected that students at this level will need guidance in establishing prognosis and length of stay for the patients they treat, and integrate information to develop cost-effective and realistic plans of care. Students will develop their communication and group work skills when interacting with patients, caregivers, preceptors, and other members of the team working with the patient. Students will begin to develop competence in documenting the results of their examination, evaluation and diagnosis, establish therapy goals and plans of care, as well as patient progress in meeting established functional outcomes. Finally, students will begin to evaluate their performance and seek out resources to minimize deficiencies in identified areas Prerequisites: courses in curriculum sequence.

**PHT 632 Management of Musculoskeletal Disorders****Lec. 3./Lab 3./Credit 4.**

Evaluation and treatment of patients with musculoskeletal dysfunction is the primary focus of this course. Emphasis is put on a regional approach to the assessment and treatment of patients with dysfunction throughout the lifespan. Instruction will include the treatment of acute problems occurring in the joints, the extremities and the spine and treatment alternatives and rationales for musculoskeletal injuries including orthotics and splints. Prerequisite: PHT 600, 604, 612, 616.



**PHT 633      Orthopedics II: Extremities      Lec. 4./Credit 4.**

**PHT 634      Neurologic Management I      Lec. 2./Lab 4./Credit 4.**

The educational vision for this course is to develop reflective autonomous physical therapists qualified to maximize functioning and minimize disability in persons with Central Nervous System (CNS) Health Conditions. Teaching and learning strategies implemented facilitate the development of student professional affective, cognitive and psychomotor behaviors required for physical therapist practice. The course is sectioned into two units of study: 1. Healthcare Management of Persons with Brain Conditions; and, 2. Healthcare Management of Persons with Spinal Cord Conditions. Prerequisites: courses in curriculum sequence.

**PHT 635      Cardiopulmonary Physical Therapy      Lec. 3./Lab 3./Credit 4.**

This course builds on the information provided in anatomy, neuroscience, basics skills in physical therapy practice and exercise physiology. It provides expanded exposure to the normal physiology of the cardiac, vascular and pulmonary system. Pathophysiology of specific cardiac and pulmonary conditions are explored as they relate to the functional performance, compensation for disease processes and implications for physical therapy patient/client management over the life span. This course will also provide the students with the knowledge of decision-making strategies for contemporary clinical practice for patients/clients with multiple medical diagnoses. Prerequisites: courses in curriculum sequence.

**PHT 636      Cardiopulmonary      Lec. 4./Credit 4.**

**PHT 640      Case Management Lab III      Lab 1./Credit 1.**

In this third course in the continuum of integration to develop and achieve competency in clinical problem solving, small groups of students are given real or simulated cases with non-critical multi-system disorders. In this course the emphasis is on formulating a diagnosis based on the data collected, adjust and or create interventions based on clinical decision making algorithms, use outcome assessment. Intervention strategies are expected to be supported by evidence gathered from the literature Prerequisites: courses in curriculum sequence.

**PHT 641      Clinical Education II      Credit 4.**

This course is the second full time clinical education experience occurs in the curriculum after students have completed additional coursework in examination and intervention for the adult patient with orthopedic and cardiopulmonary dysfunction. During this clinical experience, students are expected to show competence in review of the medical record; interview of the patient and his family; selection, implementation, and interpretation of tests and measurements; and in establishing a diagnosis. Students should be independent in establishing goals and physical therapy plan of care and in evaluating its effectiveness. Students should be able to document the results of the examination, evaluation, and diagnosis; therapy goals and intervention plans; and the patients' progress toward established outcomes. Students should demonstrate the communication skills needed to be effective in interacting with the patient and his family, team members, and the clinical instructor. In addition, students should be active in self-evaluation and in seeking out resources to meet identified deficiencies. Students are expected to justify his/her clinical decision-making. Students should be able to describe the health care delivery model in the facility and begin to analyze the implications of this model on clinical decisions about the length of stay, interventions, patient education, referral to community resources, and/or to other practitioners. Prerequisites: courses in curriculum sequence.

**PHT 642      PT Seminar III : Ethics      Lec. 2./Credit 2.**

This course provides students a forum to discuss Practice issues and trends in Physical Therapy. Legal and ethical practice will be discussed in relation to ethical theory, practice regulations. Students will have an opportunity to explore problem analysis and clinical decision-making within an ethical framework. The impact of ethics and public policy on health care practice in general will be discussed. Prerequisites: courses in curriculum sequence.

**PHT 643      Musculoskeletal Management I      Lec. 1.5./Lab 1.5./Credit 3.**

The course is designed for learning and teaching entry-level physical therapy students the healthcare Process of Problem Solving for Individuals with Neuromusculoskeletal Disorders. The World Health Organization (WHO) concepts of Health, Functioning and Disability (ICIDH-2)1, together with the APTA Guide to Physical Therapist Practice 2 are used to structure Learning into four (four) study units: UNIT I: Principles of Healthcare for Individuals with Neuromusculoskeletal Disorders UNIT II. Individuals with Head, Neck, Spine & Pelvis Disorders. Prerequisites: courses in curriculum sequence.

**PHT 644      Physical Therapy Procedures III      Lec. 3./Lab 3./Credit 5.**

This course emphasizes the evaluation, testing and treatment procedures for common conditions affecting the pediatric population. Consideration of context, social environment and treatment environment will be discussed. Interdisciplinary treatment approaches for the pediatric patient will be discussed. Lab experiences will include practice on partners as well as demonstration and hands on experience with pediatric patient. In this course students will be expected to use published literature extensively for class discussion. Prerequisite: PHT 610, 616, 632.

**PHT 645      Pediatrics      Lec. 3./Lab 3./Credit 4.**

This course is designed to prepare students to acquire safe, effective, and evidence-based pediatric physical therapy management skills for children with neuro-musculoskeletal, cardiopulmonary, and other pediatric physical therapy related impairments. This course utilizes the National Center for Medical Rehabilitation Research (NCMRR) model and the Guide to Physical Therapist Practice that include evaluation, differential diagnosis, treatment goals and plan, intervention strategies, and documentation of prognosis, progress, and functional outcome measures. This course emphasizes interaction with clients' family and multidisciplinary team members at various settings such as homes, schools, clinics, community centers, and hospitals to maximize the functional carry-over of the intervention. Prerequisites: courses in curriculum sequence.

**PHT 647      Community Health      Lec. 3./Credit 3.**

This course is designed to guide the students in developing and implementing a plan for community involvement with the elderly, children, or the disadvantaged. Community involvement to promote wellness and prevention of movement disorders will be the focus of the professional involvement in these communities. Prerequisites: courses in curriculum sequence.

**PHT 648      Clinical Practicum II      Clin./Credit 5.**

The second clinical affiliation experience allows the student to demonstrate patient evaluation and treatment skills in the areas of orthopedics and neurology in the hospital, skilled nursing facility, outpatient clinic, or rehabilitation center. Emphasis is on the development of critical thinking, communication skills, and documentation. Placement for these clinical experiences will primarily be local, however, some out of the area placements may be necessary. This clinical experience starts with one week of classroom sessions on campus with the ACCE followed by a full time rotation of 4 weeks in physical therapy facilities. Prerequisite: PHY 622, 630, 632.

**PHT 649      Musculoskeletal Management II      Lec. 2./Lab 3./Credit 3**

The course is designed for learning and teaching entry-level physical therapy students the healthcare Process of Problem Solving for Individuals with Neuromusculoskeletal Disorders. The World Health Organization (WHO) concepts of Health, Functioning and Disability (ICIDH-2), together with the APTA Guide to Physical Therapist Practice are used to structure Learning into four (four) study units: UNIT I. Individuals with Lower Quarter Disorders. UNIT II. Individuals with Upper Quarter Disorders. Prerequisites: courses curriculum sequence.

**PHT 650      Specialty Seminar      Sem. 3./Credit 3.**

This course is designed to refine assessment and therapeutic skills in specific PT specialties, cardiopulmonary, orthopedics, aquatics, pediatrics, burns, neurology and geriatrics. This course will consist of a series of lectures/demonstrations by clinical experts. Prerequisite: PHT 616, 622, 632.

**PHT 651      Neurologic Management II      Lec. 1.5./Lab 1.5./Credit 3.**

The educational vision for this course is to develop reflective autonomous physical therapists qualified to maximize functioning and minimize disability in persons with Peripheral Nervous System (PNS) and Neuro-Muscular Health Conditions. Teaching and learning strategies implemented facilitate the development of student professional affective, cognitive and psychomotor behaviors required for physical therapist practice. The course is sectioned into two units of study: 1. Healthcare Management of Persons with Peripheral Nervous System Conditions; and, 2. Healthcare Management of Persons with Neuro-Muscular Conditions. Prerequisites: courses curriculum sequence.

**PHT 652      Research Seminar I      Sem. 2./Credit 2.**

Submission and implementation of research proposal developed under the guidance of a faculty advisor. Prerequisite: PHT 618, 646.

**PHT 653      Physical Therapy Administration and Management      Lec. 3./Credit 3.**

This course will provide students opportunities to develop managerial and supervisory skills in any healthcare setting where PT is provided. The health care system in the United states will be covered. The student will be exposed to topics as financial management, facility planning, writing business proposals, effective communication, human resources, leadership styles, delegation, time management, crisis management, risk management and legal considerations, consultation services, entrepreneurship, and management information systems. Business principles will be presented as they relate to ability to generate a budget, adhere to regulations and interactions with other professionals as team members or as administrators. Prerequisites PHT 622.

**PHT 654      Ethics      Lec. 3./Credit 3.**

This course will introduce students to ethical and bioethical issues that confront health care professionals and practitioners within the practice setting. The course will introduce students to various ethical theories. The course will teach students to identify and analyze ethical problems. It will also familiarize students with ethical and legal considerations, patient-provider relationships and the concepts of moral judgement. Prerequisite: PHT 650.

**PHT 655      Physical Therapy Research II      Lec. 2./Credit 2.**

The purpose of this course is to apply the broad concepts of research methods and design in the framework of evidence-based practice to specific clinical problems. The student will find, organize, critically analyze, and document evidence found in physical therapy and related literature related to diagnosis, prognosis, intervention and outcome for patient/client management. Students will identify an EBP project to be completed in PHT 673 Research III and PHT 668 Research IV.

**PHT 656 Physical Therapy Procedures IV****Lec. 3./Lab 3./Credit 4.**

Assessment and treatment strategies are presented for patients with neuromuscular, cardiopulmonary, musculoskeletal, immune dysfunction in the intensive care and acute period of recovery. Strategies for treatment and prognosis are explored using case studies, which include multiple systems disorders. Patient management issues are expanded to include orthotic prescription, adaptive equipment including wheelchair prescription and adaptive seating and modifications of architectural barriers. Prerequisite: PHT 644, 650.

**PHT 657 Adult Neurorehabilitation Lec. 4./Credit 4.****PHT 658 Professional Issues Lec. 2./Credit 2.**

This course is designed to examine issues regarding PT practice. Students will integrate knowledge obtained in the classroom, the clinic and from the literature and current events to enhance their understanding of the current and future direction of the profession. Prerequisite: PHT 616, 644.

**PHT 659 Case Management Lab IV Lab 3./Credit 1.**

This is the final course in a series of courses designed to enhance problem-solving, critical thinking skills in the examination, diagnosis, prognosis, intervention and outcome assessment of simulated cases with critical and non-critical multi-system involvement. The emphasis of this course will be the incorporation of students' knowledge and skills acquired in the classroom and in the clinic to be competent practitioners. Students are expected to use relevant research to guide clinical decisions and interventions. It is also expected that students are competent in addressing simple and complex problems throughout the lifespan. Competency in communication and collaboration with other health professionals in the evaluation of treatment outcomes, psychosocial and cultural aspects of health care are also expected. At the end of this course students should demonstrate good clinical judgment in the current healthcare environment, and incorporate in the problem-solving exercise all the elements of good physical care practice.

**PHT 660 Clinical Practicum III Clin./Credit 3.**

This course offers an interdisciplinary experience by allowing physical therapy students and nursing students to make dual visits to public health patients. Supervision will be provided by physical therapy and nursing faculty. Students will also be assigned to a home health physical therapist to evaluate and follow 3 patients. Students will have the opportunity to demonstrate ability in differential diagnosis, critical thinking, health care system knowledge, adaptation of physical therapy programs to the patient's environment, home evaluations, treatment planning and documentation, and advanced communication skills with professionals, families, and clients. Prerequisite: PHT 644, 648.

**PHT 661 Clinical Education III****Credits 4.**

This is the third of four full-time clinical experiences. This clinical experience occurs after students have completed all course work on examination, and interventions for the patient with orthopedic, neuromuscular, and cardiopulmonary dysfunction across the lifespan. In addition, students have completed administration and management, professional and ethical and legal issues and research. During this clinical experience, students are expected to show competence and independence in the comprehensive management of the adult patient with a simple musculoskeletal or neurological diagnosis and show competence with occasional guidance from the clinical instructor in the management of patients with complex multi-system diagnoses. Students are expected to seek out evidence for his or her clinical decisions on tests and treatment interventions. Students will also participate in non-directed patient care roles such as education of peers, and other health care professionals and fiscal management and reimbursement, research and consultation. Students are also expected to be active in self-assessment and in seeking resources to eliminate identified deficiencies or weaknesses.

**PHT 662 Advanced Pediatrics Lec. 3./Credit 3.**

This elective is to further evaluation, treatment, interdisciplinary approach and documentation skills in the physical therapy management of pediatric clients who exhibit movement dysfunction. This course will emphasize subjective, objective examination, making a Functional Diagnosis, incorporate family and other resources in the plan of care. Prerequisite: PHT 610, 614, 644, 648.

**PHT 663 Special Topics Lec. 4./Credit 4.**

This course is designed to refine assessment and therapeutic skills in specific PT specialties: alternate therapy, manual therapy, aquatics, pediatrics, geriatrics, health promotion, women's health, and sports medicine. This course will consist of a series of lectures/demonstrations by clinical experts.

**PHT 664 Differential Diagnosis Lec. 3./Credit 3.**

This course is a distance education course including ten units covering the screening and examination of patients/clients and the clinical signs and symptoms of systemic dysfunctions. In this course students are expected to recognize signs and symptoms of disease processes that may masquerade as neuromusculoskeletal dysfunctions. The course will include the differential screening, interview process and overviews of clinical signs and symptoms for each system. This course provides students the skills of differential diagnosis in physical therapy that will prepare them to be competent practitioners in the current healthcare environment of independent practice under direct access laws.

**PHT 665 Comprehensive Exam Part I Lec. 1./Credit 1.**

This course is designed to prepare students for the Licensure Exam. The content outline of the Licensing Exam for physical therapists and the application process for licensure in any state will be reviewed based on publications by the Federation of State Boards of Physical Therapy. Students will establish a plan for the comprehensive review of materials covered in the three-year course of study. The emphasis of the course will be on strategies for test taking skills, practice drills for problem solving and critical thinking using multiple choice exam format.

**PHT 666 Sports Medicine in Physical Therapy Lec. 2./Credit 2.**

This course is designed to introduce the student to general principles of injury prevention, general and specific sports conditioning, and the rehabilitation of athletic injuries. The topics will address the needs of both the recreational and competitive athletes. Prerequisites: PHT 632, 660.

**PHT 668 Research III Lec. 2./Credit 2.**

This course is designed to individually guide students to begin their EBP project, which allows each student to apply EBP to the processes of examination, evaluation, diagnosis, prognosis, and interventions of selected conditions across the lifespan seen in physical therapy.

**PHT 671 Clinical Education IV Cln./Credit 8.**

This is the capstone 8-week clinical experience that occurs after students have completed all courses in the curriculum and 24 weeks of full time clinical experience. During this experience, students are expected to show competence and independence in the comprehensive management of patients across the lifespan with simple and complex multi-system diagnoses. Students are expected to seek out evidence for their clinical decisions in the clinical arena and seek advice from expert clinicians to guide their future career plans and explore areas of physical therapy practice that they plan to pursue. Students at this level are expected to perform at entry-level practice.

**PHT 672 Research Seminar II Sem. 1./Credit 1.**

Consultation in person or through electronic medium and in writing with research advisor about research project. Prerequisite: PHT 652.

**PHT 673 Research IV Lec. 2./Credit 2.**

This course is designed to individually guide students in completing and presenting their EBP projects.

**PHT 674 Research Seminar III Pjt. /Credit 2.**

Finalization of group research project under the guidance of an advisor. Preparation for presentation in state or national conferences for designated group projects. Prerequisite: PHY 672.

**PHT 675 Teaching & Learning Lec. 2./Credit 2.**

This course is designed to provide information on learning and teaching methodology, planning of learning experiences, clinical teaching tools and strategies, formulation of objectives, effective feedback and performance evaluation within the context of adult education. This course will also address the issues of the effects of age and culture on learning styles and health interventions. The course includes lectures, discussion, small group learning experiences and a terminal project requiring application of didactic information.

**PHT 676 Clinical Practicum V Clin./Credit 5.**

This final clinical affiliation experience allows the student to be exposed to advanced skills in patient evaluation and treatment, administrative skills, research, supervision, and teaching. Any clinical skills needing additional attention can be scheduled during this affiliation time. Placement for these clinical experiences will be done by students with assistance from the faculty. This clinical experience will be for 5 weeks full-time at the beginning of the spring semester. Students will be at entry level of practice at the end of this clinical affiliation experience. Prerequisite: PHT 648, 660, 670.

**PHT 677 Clinical Education V Cln./Credit 4.**

Clinical Practice V documents the final 320 hours of clinical practice. During this experience, students are expected to show competence and independence in the comprehensive management of patients across the lifespan with simple and complex multi-system diagnoses. Students are expected to seek out evidence for their clinical decisions in the clinical arena and seek advice from expert clinicians to guide their future career plans and explore areas of physical therapy practice that they plan to pursue. Students at this level are expected to perform as novice autonomous practitioners.

**PHT 678 Independent Study Credit 2.**

Independent study in preparation for licensure examinations.

**PHT 679 Comprehensive Exam Part II Credit 1.**

The successful completion of a computerized final comprehensive exam is required for graduation. The format of the test is similar to the Licensure Exam that students will be required to pass in order to practice physical therapy in any state.

**PHY(Physics)****PHY 110 Seminar Sem. 1./Credit 1.**

Designed for freshman level undergraduates. Provides a discussion of physics topics by students, faculty and invited speakers. Emphasis will be placed on developing presentation skills

**PHY 117 Communications in Research I Sem. 1./Credit 1.**

Designed for freshmen level undergraduates. Emphasis will be placed on developing basic scientific writing skills using standard scientific conventions that complement the Experimental Physics course. Corequisite: PHY 231

**PHY 120-121 Computational Physics I-II Lec. 2./Credit 2.**

Designed for freshman level undergraduates. Basic techniques for computer modeling of physical systems with emphasis on topics in introductory physics. Corequisites: PHY 203H-204H, PHY 230-231



**PHY 160 Elementary Introduction to Nuclear Fusion****Lec. 3./Credit 3.**

Introduction to terminology of nuclear fusion. Definitions of plasma, temperature, Debye shielding, plasma parameters. Elementary concepts of: plasma criterion, mass energy relation, fusion reactions, magnetic fusion, inertial fusion, magnetic fusion devices, tokamak geometry, single particle motions in plasmas, plasmas as fluids, waves in plasmas, equilibrium and stability. Prerequisite: By placement or consent of the instructor.

**PHY 191 Introduction to Research Topics in Physics****Prj./Credit 1-3.**

Designed for freshman level undergraduates. Emphasis will be placed upon introduction to areas of physics research, regular attendance at appropriate seminars, techniques of literature searches, and background study. This course may be taken twice. Prerequisite: Consent of the department chairperson.

**PHY 200 General Physics Lec. 2./Lab 1./Credit 3.**

Fundamental principles of mechanics, heat, sound, electricity, and optics. For education, and non-science majors.

**PHY 201-202 Introductory Physics I-II****Lec. 4./Credit 4.**

The basic principles of mechanics, wave motion, thermal properties of matter, electricity, optics, and a survey of modern physics. Prerequisite: MAT 117; Corequisite: PHY 215-216.

**PHY 203-204 Introductory Physics I-II with****Calculus****Lec. 3./Credit 3.**

Introduction to physics for physics and science majors using more advanced mathematical approaches than PHY 201-202. Vectors, statics, torque, dynamics, Newton's laws, gravity, center of mass, momentum, impulse, work, energy, moment of inertia, angular momentum, elastic properties, fluids, oscillations, wave motion, sound, heat, temperature, and thermodynamics. Foundations of electricity, electric charge, Coulomb's law, Gauss's law, potential, capacitance, Ohm's law, dc circuits, magnetic field, Ampere's law, Faraday's law, Lenz's law, ac circuits. Geometrical and physical optics and introductory quantum physics. Corequisites: MAT 151 and PHY 215 for PHY 203; PHY 216 and MAT 152 for PHY 204.

**PHY 205/ APS 105 Elements of Astronomy****Online/Credit 3.**

An introduction to astronomy suitable for all students. The earth in space. Seasons, orbits, the sun and planets. The history of the earth and planets. NASA's exploration of the solar system with telescopes and spacecraft. Course includes evening observing with telescopes at Turner Observatory.

**PHY 206/ APS 106 Astronomy of Stars and Galaxies****Lec. 3./Credit 3.**

Second semester to PHY 205. The sun and stars. Supernovas and black holes. The universe and its origin and evolution. The Big Bang theory and cosmic inflation. NASA's space telescopes. Course includes evening observing with telescopes at Turner Observatory. Prerequisite: PHY 205.

**PHY 210 Seminar****Sem. 1./Credit 1.**

Designed for sophomore level undergraduates. Provides a discussion of physics topics by students, faculty and invited speakers. Emphasis will be placed on developing presentation skills

**PHY 211-212 Modern Physics I-II (1-2) Lec. 3./Credit 3.**

Relativity, quantum structure of atoms, photoelectric effect, Bohr theory, atomic spectra, Schrodinger's equation, nuclear models, radioactive decay, solid state physics and elementary particles. Corequisites: PHY 220-221, PHY 330-331

**PHY 215-216 Introductory Physics Lab I-II****Lab 2./Credit 1.**

Introduction to experimental physics with experiments to complement the introductory physics courses. Physics I lab treats mechanics, heat and waves and has a corequisite: PHY 201 or 203. Physics II lab treats electricity, magnetism, and geometrical optics and has a corequisite: PHY 202 or 204.

**PHY 217 Communications in Research II****Sem. 1./Credit 1.**

Designed for sophomore level undergraduates. Emphasis will be placed on developing scientific writing skills, conducting literature searches, and scientific referencing to complement the Experimental Physics course. Corequisite: PHY 331

**PHY 220-221 Computational Physics III-IV (1-2)****Lec. 2./Credit 2.**

Designed for sophomore level undergraduates. Advanced techniques for computer modeling of physical systems with emphasis on topics in modern physics. Corequisite: PHY 211- 212, PHY 330-331

**PHY 230-231 Experimental Physics I-II (1-2)****Lab 1./Credit 1.**

Designed for freshman level undergraduates. Introduction to experimental physics, data acquisition and statistical data analysis with emphasis on topics in introductory physics. Corequisites: PHY 120-121, PHY 203H-204H

**PHY 291 Basic Research Topics in Physics****Prj./Credit 1-6.**

Designed for sophomore level undergraduates. Emphasis will be placed upon introduction to basic techniques of conducting research and literature review, regular attendance at selected seminars, and directed work on a research project in physics. This course may be taken twice. Prerequisite: Consent of the research mentor.

**PHY 300 Cooperative Work Study/Internship****Credit 4-12.**

The student is placed in an industrial or governmental laboratory to obtain practical experience in some area of physics. A minimum of nine weeks of full-time equivalent work is required for the Internship Program. A minimum of six months of full-time work is required for the Cooperative Work Study Program, and an additional nine weeks is required for governmental agencies. Written evaluation by a supervisor and a final report for the department chairman are required for each program. Prerequisite: Completion of sophomore level science courses and consent of the department chairman.

**PHY 301-302      Mechanics I-II (1-2)    Lec. 3./Credit 3.**  
 Newton's laws, statics and dynamics of a particle and of rigid bodies, work and stability of equilibrium, oscillatory motion of a particle, systems of particles, central-force problem, accelerated reference frames, rigid body motion. Lagrangian and Hamiltonian dynamics, normal modes. Prerequisites: PHY 204 and MAT 152. Corequisite: MAT 251.

**PHY/ APS 303      Meteorology      Lec. 3./Credit 3.**  
 Topics include the weather and the properties of the Earth's troposphere. Some fundamental aspects of atmospheric science such as scale heights, lapse rates, and hydrostatics are covered in this course. Corequisite: PHY 203 or permission of instructor.

**PHY 305-306      Experimental Physics I-II      Lec. 2./Lab 3./Credit 3.**  
 Special topics chosen from mechanics, sound, heat, light, electronics, and modern physics. Primarily for physics majors. Prerequisites: PHY 204.

**PHY 307      Introduction to Space Sciences      Lec. 3./Credit 3.**  
 Topics include thermospheres, ionospheres, magnetospheres, the sun, stellar atmospheres, solar wind, the influence of the sun on planetary atmospheres, and sun-earth connections. Prerequisites: PHY 202 or PHY 204, PHY 206, MAT 130 or MAT 151.

**PHY 310      Seminar      Sem. 1./Credit 1.**  
 Designed for junior level undergraduates. Provides a discussion of physics topics by students, faculty and invited speakers. Emphasis will be placed on developing presentation skills

**PHY 312      Thermodynamics (2)      Lec. 3./Credit 3.**  
 Thermodynamic systems, equations of state, first and second laws of thermodynamics, kinetic theory, Carnot cycle, heat transfer, statistical mechanics. Prerequisites: PHY 204 and MAT 251.

**PHY 317      Communications in Research III      Sem. 1./Credit 1.**  
 Designed for junior level undergraduates. Emphasis will be placed on developing scientific writing skills, at the level of standard scientific journals, using the American Institute of Physics Style Manual.

**PHY 330-331      Experimental Physics III-IV (1-2)      Lab 1./Credit 1.**  
 Designed for sophomore level undergraduates. Advanced techniques of experimental physics with emphasis on topics in modern physics. Corequisites: PHY 211-212, 217

**PHY 360      Introduction to Nuclear Fusion      Lec. 3./Credit 3.**  
 Concept of plasma, fusion, magnetic fusion, magnetic fusion devices, tokamaks, single particle motions, plasmas as fluids, waves in plasmas, diffusion and resistivity, equilibrium and stability, kinetic theory. Prerequisites: MAT 152 and PHY 204.

**PHY 391      Intermediate Research Topics in Physics      Sem./Prj./Credit 1-9.**  
 Designed for junior level undergraduates. Emphasis will be placed upon conducting directed research in physics with a designated research mentor and regular attendance at selected seminars. Review basic literature search techniques. This course may be taken twice. Prerequisite: Consent of the research mentor.

**PHY 400      Seminar      Sem. 1./Credit 1.**  
 Discussion of current topics in physics by students, faculty, and invited speakers. Students enrolled must take the GRE Subject Test in Physics. Prerequisites: Senior classification, Physics or Applied Physics major.

**PHY 410      Seminar      Sem. 1./Credit 1.**  
 Designed for senior level undergraduates. Provides a discussion of physics topics by students, faculty and invited speakers. Emphasis will be placed on developing presentation skills.

**PHY 491      Senior Research Topics in Physics      Prj./Credit 1-12.**  
 Designed for senior level undergraduates. Emphasis will be placed upon participating in an independent research project or making a major contribution to departmental research with a designated research mentor. The student will produce a publication quality research report or thesis. Regular attendance at the physics seminar series is also required. This course may be taken twice. Prerequisite: Consent of the research mentor.

## PHY - Undergraduate/Graduate

**PHY 500      Capstone Thesis      Sem. 3./Credit 3.**  
 Successful completion of an in-depth technical report based on physics related research projects.

**PHY 501-502      Electricity and Magnetism I-II (1-2)      Lec. 3./Credit 3.**  
 Electrostatics, dielectrics, electrostatic energy, electric currents, Ohms law, Kirchhoff's law, magnetic fields, electromagnetic induction, AC networks, Maxwell's equations, electrostatic and magnetostatic boundary-value problems, vector wave equation, electromagnetic radiation from accelerated charges. Prerequisite: PHY 204 and MAT 251, or the equivalent.

**PHY 505-506      Quantum Mechanics I-II (1-2)      Lec. 3./Credit 3.**  
 General formalism of quantum mechanics: state space, Dirac notation, representations, and matrix mechanics. Angular momentum magnetic moments, identical particles and the exclusion principle: Many-electron atoms, the periodic table, Fermi and Bose gases. Perturbation theory: time independent theory, variational principle, time dependent theory. Prerequisite: PHY 211.

**PHY 507      Statistical Mechanics      Lec. 3./Credit 3.**  
 Introduction to probability, statistical mechanics and thermodynamics. Random variables, joint and conditional probability densities, functions of a random variable, Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics. Partition functions, Lattice vibrations and normal modes. Prerequisite: PHY 312.

**PHY 511 Physical Optics (2) Lec. 3./Credit 3.**  
Review of geometrical optics, physical optics, simple optical instruments, interference, diffraction, absorption, scattering, polarization. Prerequisite: PHY 204 and MAT 251, or the equivalent.

**PHY 515 Advanced Experimental Physics Lec. 3./Credit 3.**  
Laboratory course for selected senior undergraduate and first year graduate students only. Completion of a research project and report under the guidance of a faculty research advisor.

**PHY 521-522 Mathematical Methods of Physics I-II (1-2) Lec. 3./Credit 3.**  
Matrices, complex variables, Fourier series and transforms, Laplace transforms, ordinary and partial differential equations, special functions and polynomials, Green's functions, operators. Prerequisite: MAT 251, or the equivalent.

**PHY 526 Topics in Contemporary Physics Lec. 3./Credit 3.**  
In-depth treatment of selected topics and problems in physics of contemporary interest. Prerequisite: Approval of department chairman.

## **PHY – Graduate Only**

**PHY 600 Graduate Physics Seminar Sem. 1./Credit 1.**  
Seminars on current departmental research and related activities.

**PHY 601-602 Mathematical Methods of Physics I-II Lec. 3./Credit 3.**  
Mathematical methods of physics for graduate physics majors. Matrices, complex variables, Fourier series and transforms, Laplace transforms, ordinary and partial differential equations, special functions and polynomials, Green's function operators, orthogonal functions and expansions, boundary value problems. Prerequisite: Calculus III (MAT 251) and Ordinary Differential Equations (MAT 260).

**PHY 604 Subatomic and Nuclear Physics Lec. 3./Credit 3.**  
Advanced treatment of nuclear energy levels, radioactivity, nuclear decay, isotopes, subatomic particles.

**PHY 605 Theoretical Mechanics Lec. 3./Credit 3.**  
An analytical treatment of the statics and dynamics of particles and rigid bodies. Discussion of generalized coordinates and the Lagrangian

**PHY 607-608 Electromagnetic Theory I-II Lec. 3./Credit 3.**  
Electrostatics and magnetostatics, macroscopic media, Maxwell's equations, relativistic electrodynamics. Radiation from moving charges, electromagnetic waves and wave guides. A treatment of relativistic fields, accelerated charges, quantum radiation, and quantum electrodynamics.

**PHY 611 Thermodynamics and Statistical Mechanics Lec. 3./Credit 3.**  
Thermodynamics and kinetic theory, microcanonical, canonical, and grand canonical ensembles, Bose-Einstein and Fermi-Dirac distributions.

**PHY 613-614 Quantum Theory I-II Lec. 3./Credit 3.**  
Introduction to the physical basis of quantum mechanics. The Schrodinger equation stationary state for single particle systems, time dependent perturbation theory, radiation absorption and emission, identical particle systems, second quantization, Hartree-Fock equation.

**PHY 616-617 Research Problems I-II Credit 1-12.**  
Research on problems leading to a thesis or dissertation.

**PHY 620-621 Solid State Physics I-II Lec. 3./Credit 3.**  
Crystal structure, phonons, plasmons, electron transport properties, free electron model, Fermi surface, superconductivity, phase transitions.

**PHY 624 Physics of Medicine Lec. 3./Credit 3.**  
Numerous applications of physics principles occur in medicine, biology, and physiology that are not directly covered in subspecialties. Examples are fluid flow dynamics encountered in the cardiovascular system, electrolytic solutions and membrane-ion transport phenomena, and absorption and dissolution of soluble gases.

**PHY 625 Diagnostic Imaging Lec. 3./Credit 3.**  
General topics such as ionizing radiation sources, signal sources, cross-sectional image formation, and signal detection, as well as special requirements for procedures such as mammography and computed tomography (CT). Image generation from non-ionizing radiation sources will also be addressed.

**PHY 626 Nuclear Medicine Lec. 3./Credit 3.**  
This course familiarizes students with gamma imaging instrumentation such as PET and SPECT, using scintillation and semi-conducting devices. The student should be able to describe the preparation, handling, and clinical applications of radiopharmaceuticals. Dosimetry and radiation safety will be presented.

**PHY 627 Radiation Therapy Physics and Dosimetry Lec. 3./Credit 3.**  
This course is designed to teach the student the basics of radiological physics and dosimetry, beginning with the effects of ionizing radiation on biological systems. Radioactive decay and radiation interactions will be discussed, with an emphasis on energy transfer and dose deposition. Dosimetry relied heavily on applications of charged particle equilibrium, radiation equilibrium, and / or cavity theory, hence these areas will be covered in detail before practical dosimetry.

**PHY 628 Health Physics – Radiation Protection****Lec. 3./Credit 3.**

This course provides the basic connection between a broad spectrum of topics in microscopic interactions and cellular response. Emphasis is placed on detection apparatus and shielding analysis. This course provides a broad base supportive of the varied environments of medical physics.

**PHY 629 Radiation Biology****Lec. 3./Credit 3.**

The biological consequences of ionizing radiation will be presented, as the effects of ionizing radiation occur in all fields of medical physics. Topics include cellular radiation biology, tissue and organ response, carcinogenesis, and genetic effects.

**PHY 630-633 Clinical Rotation I-IV Credit 4.**

This course provides the student hospital-based experience with commercially available and commonly used diagnostic and treatment instrumentation, including radiation therapy, gamma cameras, PET, CT, MRI, and particle acceleration. Clinical experience is a requisite for sitting ABR certification examinations. Maximum credit in clinical rotations is 16.

**PHY 681 Thesis****Credit 3.****PHY 700 Thesis Registration****Credit 1.**

This course documents continuation of data analysis, interpretation, and progress toward completion of the Master's Thesis in Physics for students in absentia. Credit earned does not count toward degree requirements. S/U grading only. Prerequisite: Registration for PHY 681 (Master's Thesis).

**PHY 702 Master's Comprehensive Examination****Credit 1.**

This credit does not count towards the degree. S/U grading only.

**PHY 703 Ph.D. Qualifying Examination Credit 1.**

Graded S/U only. Passing grade of S is awarded upon successful completion of all four parts of this examination.

**PHY 704-705 Advanced Solid State Physics I-II****Lec. 3./Credit 3.**

Electron transport properties, free electron model, Fermi surface, band theory, electron-phonon interactions, magnetic field effects; phase transitions and critical phenomena, semiconductor theory and devices, optical absorption and excitons.

**PHY 706 Advanced Theoretical Mechanics****Lec. 3./Credit 3.**

Special Relativity in classical mechanics and introduction to continuous systems and fields.

**PHY 707-708 Advanced Nuclear Physics I-II****Lec. 3./Credit 3.**

Topics such as scattering theory, shell model, deformed nuclei, giant resonances, few body systems, many body systems, and QCD effects will be covered.

**PHY 709 Elementary Particle Physics Lec. 3./Credit 3.**

A survey of both the theoretical and experimental foundations of the standard model are presented. Topics include: the fundamental forces of nature, the basic constituents of matter, particle accelerators and detectors, grand unification theory, and high energy astrophysics.

**PHY 710-711 Advanced Mathematical Physics I-II****Lec. 3./Credit 3.**

Advanced mathematical concepts of theoretical and experimental physics. Development of advanced techniques and procedures for the statement of physical problems in mathematical terms and the interpretation of mathematical formulae.

**PHY 712 Studies in Intermediate Energy Physics****Credit 1-6.**

Overviews of the forefronts of Nuclear, Electronuclear (QED), Quantum Chromodynamics (QCD), Accelerator Physics, Astrophysics and other important issues and topics with emphasis on the Continuous Electron Beam Accelerator Facility (CEBAF).

**PHY 713 Laser Physics****Lec. 3./Credit 3.**

The interaction of atoms and radiation, atomic structure, spontaneous and stimulated transitions, absorption and scattering, shapes of spectral lines, term level diagrams, radiative transfer, population inversion, laser oscillation, resonance modes in optical cavities, techniques of laser spectroscopy, wave guides.

**PHY 714 Radiation and Detectors Lec. 3./Credit 3.**

The generation, detection, and measurement of optical radiation, including cavity radiation, emissivity, pyrometry, radiometric measurements, detectors of radiation, sources of noise in detectors, homodyning and heterodyning, and imaging systems.

**PHY 716-717 Advanced Plasma Physics I-II****Lec. 3./Credit 3.**

Selected topics such as plasma waves in magnetic fields, waves in a bounded plasma, applications of magnetohydrodynamics, pinch effects, magnetohydrodynamic waves, waves in cold, warm, hot isotropic, and hot magnetized plasmas, particle interactions in plasmas, Boltzmann and Fokker-Planck equations, transport processes in plasmas.

**PHY 719-720 Advanced Quantum Mechanics I-II****Lec. 3./Credit 3.**

Negative energy sea, Fields and second quantization, Dirac equation, Kline-Gordon equation, path integrals, electron scattering, Feynman rules, many body systems, field theory approaches, and QCD effects will be covered.

**PHY 722 Quantum Electronics I Lec. 3./Credit 3.**

Propagation and interactions in optical waveguides. Waveguide modes; modes of the optical fiber; pulse broadening; stimulated emission in semiconductors, fiber coupling; receivers, noise analysis, coherent communication.



**PHY 723 Nonlinear Optics Lec. 3./Credit 3.**  
Nonlinear polarization: harmonic generation, parametric amplification, self-phase modulation, wavefront conversion, pulse propagation in fibers and propagation in nonlinear media. Picosecond and femtosecond pulse generation and measurement techniques.

**PHY 725 Atomic and Molecular Spectroscopy Lec. 3./Credit 3.**  
Atomic and molecular structure, radiation and scattering processes, optical spectroscopy, laser spectroscopy, high-resolution laser spectroscopy and laser-spectroscopic applications.

**PHY 726 Special Topics in Remote Sensing I-II Sem. 3./Credit 3.**  
Atmospheric radiation, optical propagation, scattering, absorption. Active and passive instruments. Capabilities of lidar techniques, transmitter and receiver design, noise sources. This course may be taken for credit more than one time as the topic changes.

**PHY 728 Quantum Electronics II Lec. 3./Credit 3.**  
Lorentz model and two-level model of the atom; optical Bloch equation and the atomic density matrix, relaxation phenomena and linewidths, optical pulse propagation, nonlinear spectroscopy.

**PHY 731-732 Special Topics in Condensed Matter Physics I-II Sem. 3./Credit 3.**  
In-depth treatment of selected topics in condensed matter physics that address research interests of the department, e.g. optical properties of semiconductors; radiation damage in solids; transport, magnetic and superconducting properties of solids; and crystallography. This course may be taken for credit more than one time as the topic changes.

**PHY 733-734 Special Topics in Optical Physics I-II Sem. 3./Credit 3.**  
Special topics in Optical Physics of current interest to faculty and students, such as quantum optics, optoelectronic systems, laser physics, optical chaos. nonlinear spectroscopy. This course may be taken for credit more than one time as the topic changes

**PHY 735-736 Special Topics in Nuclear Physics I-II Sem. 3./Credit 3.**  
In-depth treatment of selected topics in nuclear physics that address research interests of the department, e.g. antimatter, QCD, relativistic nuclear physics, QED, and galactic radiation. This course may be taken for credit more than one time as the topic changes.

**PHY 737-738 Special Topics in Plasma Physics I-II Sem. 3./Credit 3.**  
In-depth treatment of selected topics in plasma physics that address research interests of the department, e.g. plasma dynamics, surface discharges, transport equations, and kinetic theory. This course may be taken for credit more than one time as the topic changes.

**PHY 740-741 Advanced Studies in Intermediate Energy Physics I-II Lec. 3./Credit 3.**  
In-depth experimental and theoretical topics in the forefront of Nuclear and High Energy Physics,, Astrophysics, and other important issues and topics related to major laboratories and research groups from around the world.

**PHY 743-744 Topics in Advanced Experimental Physics I-II Lec. 3./Credit 3.**  
Three to four laboratory experiments each semester covering topics in advanced electronic and nuclear instrumentation, atomic and molecular physics and laser spectroscopy, development of basic experimental techniques and data analyses, and written and oral presentation of experimental results.

**PHY 745/APS 645 Principles of Atmospheric Physics I Lec. 3./Credit. 3.**  
This course examines the physical processes that occur in the atmosphere. Designed for graduate students who are beginning a program in Atmospheric Sciences and for others, who desire a basic understanding of the fundamental physics of the atmosphere. Atmospheric thermodynamics, first and second laws of thermodynamics, ideal gas law, equilibrium phase change, thermodynamics of moist air, thermodynamic charts and dyrostatic stability of the atmosphere; Cloud physics including nucleation of liquid droplets and ice crystals, the nature and sources of nuclei, particle growth (condensation, coalescence, accretion and aggregation, electrical effects), particle evaporation, and particle mechanics (fall velocity). Atmospheric radiation including the fundamentals of radiative transfer, the sun and solar constant, radiative heat balance of the atmospheric greenhouse processes, and aerosol effects.

**PHY 746/APS 646 Atmospheric Chemistry Lec. 3./Credit. 3.**  
This course will discuss the interaction of sunlight and the Earth's own radiation with the atmosphere, and how basic thermodynamics, kinetics and photochemistry can be applied to many fundamental atmospheric chemical and physical systems. Photochemical production and destruction of ozone, infrared absorption by greenhouse gases, and the cycling of natural and man-made atmospheric carbon, nitrogen and sulfur compounds. We will also explore the unique role that water vapor plays in our atmosphere.

**PHY 749/APS 649 Atmospheric Radiative Transfer Lec. 3./Credit 3.**  
Quantitative description of electromagnetic energy, derivation of the equation of radiative transfer; applications to nadir and limb geometries; scattering, absorption and emission processes, Earth radiation balance considerations, Earth radiation budget satellite data studies. Prerequisite: PHY 745.

**PHY 750/APS 750 Atmospheric Measurements****Lec. 3./Credit 3.**

An overview of the chemistry, physics and structure of the atmosphere, including the stratosphere, mesosphere, and lower atmosphere. Basic principles of atmospheric remote in-situ sensing using satellite limb and nadir emission, solar occultation, lidar sounding and in-situ sensing from aircraft, balloons and rockets. Measurement error analysis methodology. Prerequisite: PHY 749.

**PHY 760      Structure and Dynamics  
of the Earth's Atmosphere      Lec. 3./Credit 3.**

The structure of the global atmospheric circulation and its seasonal variability. Emphasis on terminology, concepts, and familiarity with observational data that illustrate the climatological features of the atmosphere. Topics include: stratospheric sudden warmings, quasi-biennial and semi-annual, thermodynamic and physical properties, synoptic and global scale motion, circulation, vorticity, divergence, geostrophic balance and thermal wind. Zonally-averaged equations of motion will be developed in conventional and transformed-Eulerian mean form.

**PHY 762      Geophysical Fluid Research      Lec. 3./Credit 3.**

Equations for rotating, compressible fluid on a sphere will be developed from first principles: non-inertial reference frames, apparent forces, conservation principles, and scale analysis. Topics include importance of circulation, vorticity, and divergence, vorticity conservation, shallow water and quasi-geostrophic approximations, atmospheric oscillations, Rossby waves, internal gravity waves, inertia-gravity waves and Kelvin waves. Prerequisite: PHY 760.

**PHY 791      Dissertation Research      Credit 1-12.**

Research on problems leading to a dissertation.

**PHY 797      Dissertation Registration      Credit 1.**

This course documents continuation of data analysis, interpretation, and progress toward completion of the doctoral dissertation in physics for students in absentia. Credit earned does not count toward degree requirements. S/U graded only. Prerequisite: Completion of all doctoral degree requirements, except PHY 798.

**PHY 798      Doctoral Final Oral  
Comprehensive Examination      Credit 1.**

Satisfactory completion of this course documents successful defense of the doctoral dissertation in physics. Credit earned does not count toward degree requirements. S/U graded only. Prerequisite: Completion of all course requirements in physics.

**PIA (Piano)****PIA 103-104, 203-204, 303-304, 403-404  
Minor Performance (Small Group)****Stu. 2./Credit 1.**

Small group lessons in minor piano. Special emphasis to be placed on basic technique and literature of the piano or an intermediate level. Proficiency examination is taken at the end of the first year for Music Education Major. Non-majors must have departmental permission to enroll.

**PIA 105-106 Class Piano      Stu. 2./Credit 1.**

Study and development of keyboard performance skill, sight-reading, melody harmonization, improvisation, and transposition.

**PIA 107-108, 207-208, 307-308, 407-408 Major  
Performance Class 1.      Stu. 2./Credit 2-3.**

A four-year course in the major performing medium. Intensive study of advanced performing techniques, performance literature, accompaniment literature, style, and interpretation.

**PIA 205-206 Class Piano      Stu. 2./Credit 1.**

Continuation of keyboard performance skills. All major and minor scales, chords, arpeggios, and appropriate level repertory. Prerequisite: Class Piano 106 or by permission of instructor.

**PIA 507-508 Major Piano Performance Class 1.  
Stu. 1./Credit 2.**

A continuation of major applied study beyond the public recital. Prerequisite: PIA 408.

**POL (Political Science)****POL 201      Introduction to Political Science  
Lec. 3./Online/Credit 3.**

Critical examination of the nature of politics, subject matters, basic concepts, approaches, problems, and research methods.

**POL 202      Introduction to Political Theory  
Lec. 3./Credit 3.**

The major philosophers in the Western tradition from Plato to Marx will be examined and compared to selected thinkers from non-western traditions in order to better understand the relationship between wisdom, knowledge and power.

**POL 203      American National Politics      Lec. 3./Credit 3.**

Study of ideas and realities of American democracy. Topics include constitutional principles, organization and function of national government, and the roles of political parties, pressure groups, and public opinion in the politics.

**POL 204      State and Local Politics      Lec. 3./Credit 3.**

Structure, powers, functions and problems of state and local governments and their role in the federal system.

**POL 205      Government and Politics in Europe  
Lec. 3./Credit 3.**

Comparative study and analysis of political systems of Britain, France, Germany and Italy, focusing primarily upon the differences and similarities in political ideologies, political cultures and political institutions, and policy making processes. The course also examines the emerging administrative and political institutions of the European Union.

**POL 206      Current Issues in Political Behavior  
Lec. 3./Credit 3.**

A study of the current political issues and problems facing the national government. Issues in such areas as affirmative action, the economy, equal rights, foreign relations and national security will be analyzed.

**POL 210 Scope and Methods of Political Science****Lec. 3./Credit 3.**

Study of concepts and methods of social science, especially of political science, philosophy of science, presuppositions, aims and history of procedures and methods; research techniques, sources, bibliography and presentation of investigative results.

**POL 302 Constitutional Law and Civil Rights****Lec. 3./Credit 3.**

Study of constitutional law cases involving political and civil rights.

**POL 303 Presidency****Lec. 3./Credit 3.**

A study of the role of the Presidency in the American political process. Emphasis on formal and informal powers of the Presidency, leadership styles, and factors influencing presidential behavior.

**POL 304 International Politics****Lec. 3./Credit 3.**

Study of the nature of international society, patterns of conflict, and cooperation between and among states and other international actors. Foreign policies of major countries discussed.

**POL 305 Introduction to Political Economy****Lec. 3./Credit 3.**

An analysis of the interaction between political and economic institutions in capitalist, socialist, and Third World nations. Prerequisites: POL 201 and ECO 201 or the consent of instructor.

**POL 306 Political Parties and Interest Groups****Lec. 3./Credit 3.**

Organization and functions of political parties and interest groups in American political processes. Attention given to the role of political parties in elections and decision-making process; and the nature of military-industrial complex.

**POL 307 Contemporary Issues in International Politics****Lec. 3./Credit 3.**

Analysis of important contemporary international issues. Special attention to factors influencing a nation's foreign policy. Emphasis on case studies.

**POL 308 Urban Politics****Lec. 3./Credit 3.**

Examination of political patterns, political processes, and political conflicts in metropolitan area. Interrelationship between urban growth and change in political institutions, political processes, and solutions to problems of large cities.

**POL 309 Law and the Judicial Process****Lec. 3./Credit 3.**

A survey of the role of law and the courts in American political process. The nature and sources of law and justice, judicial institutions, and judicial processes. Prerequisite: POL 203 or the consent of instructor.

**POL 310 Politics of the Global South****Lec. 3./Credit 3.**

Dynamics of modernization and political development in non-Western countries. Impact of industrialization on political process, political instability, and conflict between traditionalism and modernism.

**POL 311 African Political Theory****Lec. 3./Credit 3.**

An historical survey using a Pan-African perspective to examine selected ideas of Africans, as well as prominent African Americans and Afro Caribbeans who have influenced the shape of modern African political thought.

**POL 314 African American Political Theory****Lec. 3./Credit 3.**

Analysis of the history of Black political thought; emphasis on African American social and political writings.

**POL 315 Legislative Process****Lec. 3./Credit 3.**

An analysis of the legislation process in the U.S. Congress and of the role of Congress in the national political process. Topics include the relations between Congress and the executive, the formal and informal structure of Congress, the voting behavior of Congressmen, and the nature of Congressional decision-making in various policy areas.

**POL 316 Political Socialization****Lec. 3./Credit 3.**

Focuses on the process by which political behavior is learned; analyzes the role of socialization agencies throughout the cycle of life.

**POL 317 Feminist Political Theory****Lec. 3./Credit 3.**

Examines the roots of feminist thought and womanism from a non-western and western perspective. The course explores the dynamics of the feminist movement, particularly its implications for women of color.

**POL 318 Legal Theory****Lec. 3./Credit 3.**

This course will examine the central question about the nature of law. What is law? How is it to be defined? What are its essential aspects? The course will examine various theories that have been propounded in the course of human philosophy to explain the nature of law. Critiques of mainstream jurisprudential thought from leftist and minority perspectives will also be considered.

**POL 319 Legal Research****Lec. 3./Credit 3.**

This course will examine legal materials such as general statutes, codes, West Law, and other legal resources. Limited to juniors and seniors.

**POL 320 Women and Politics****Lec. 3./Credit 3.**

Examines the implications of race, gender and class on the political status of women, nationally and internationally. Particular attention is given to the impact of the women's movement on the status of women.

**POL 330 Government and Politics in Africa****Lec. 3./Credit 3.**

Introductory survey of political patterns, political processes, and political ideologies in Africa. The legacy of colonialism, process of modernization, and problems of political instability.

**POL 341 Afro-American Politics****Lec. 3./Credit 3.**

An examination of black political movements; participation of blacks in the American electoral process; the power structure in black communities.

**POL 346 Statistics Lec. 3./Credit 3.**  
An introduction to the logic and techniques of social science research, examination of the structure of scientific inquiry, methods utilized to analyze information, with emphasis placed upon the interpretation of the information.

**POL 350 Comparative Legal Systems Lec. 3./Credit 3.**  
This course focuses on a comparison of western and non-western legal thought and political systems.

**POL 399 Independent Study Lec. 3./Credit 3.**  
Emphasis on independent study. Field research encouraged.

**POL 400 Cooperative Program Credit 3-12.**  
On-the-job observation of the operation of the political system. Students must register for the S/U option. No letter grade (A+ - F) is given for this course. Prerequisite: Permission of the chair.

**POL 401 Service Learning Lec. 3./Credit 3.**  
Community non-profit organization service. Volunteer service to community organization with hours worked out between the student and organization. A minimum of three hours per week for one semester.

**POL 402 Public Personnel Administration Lec. 3./Credit 3.**  
A survey of basic principles and functions of recruitment, placement, promotion, and wage and salary administration in civil servants and political implications of personnel management.

**POL 403 Senior Seminar I Lec. 3./Credit 3.**  
Intensive investigation of contemporary political issues through application of significant contemporary theories, approaches and models used in political science research. Students will begin work on the Senior thesis in this course. Prerequisites: POL 210 and senior standing.

**POL 404 Senior Seminar II Lec. 3./Credit 3.**  
Complete senior thesis under the supervision of faculty mentors. Students will present research findings as the capstone experience in political science. Prerequisite: POL 403.

**POL 405 International Law Lec. 3./Credit 3.**  
Survey of principles of international law concerning functions of states and other international entities, diplomatic relations, and laws of warfare, with special emphasis on the relationship between international law and politics. Prerequisite: POL 304.

**POL 406 International Organization Lec. 3./Credit 3.**  
Study of origins and functions of international organizations together with important principles involved and special problems related to international organization. Emphasis on United Nations. Prerequisite: POL 304.

**POL 407 Introduction in Public Administration Lec. 3./Credit 3.**  
Study of nature and functions of bureaucracy with special reference to public administrative agencies. Special attention to role of administrative agencies in decision-making process and their relations to Congress, interest groups, political parties, and the general public.

**POL 408 Public Policy Lec. 3./Credit 3.**  
A study of how the federal government perceives public issues, processes them, and executes public policies. Various decision-making theories will be examined. Emphasis on case studies. Prerequisite: POL 201 or 203. This class is limited to juniors and seniors.

**POL 409 Race and Public Policy Lec. 3./Credit 3.**  
A study of the policy making process and how race impacts the various factors that influence policy choices in the American government.

**POL 410 Public Finance Lec. 3./Credit 3.**  
Basic concepts and modes of government financing, especially local and state governments. Particular attention will be given to the implications for units of government under black political authority.

**POL 412 Administrative Law Lec. 3./Credit 3.**  
A study of the administrative powers and procedures in the United States and experiences of other democracies, including the United Kingdom and France. A special focus will be made on the legal and administrative methods of achieving responsible bureaucracy.

**POL 425 Legal Writing Lec. 3./Credit 3.**  
This course will focus on general methodologies used in briefing cases and developing legal analysis. This course will provide opportunities for a variety of legal writing experiences. Limited to juniors and seniors.

**POL 430 Topics in U. S. Foreign Policy Lec. 3./Credit 3.**  
Analysis of formation and execution of foreign policy; focus on the role of domestic forces and governmental institutions in policy making and contrasting interpretations of U. S. relations.

**POL 499 Special Topics Lec. 3./Credit 3.**  
Special topics in political science. May be taken more than once as the topic of the course changes.

## **POL - Undergraduate/Graduate**

**POL 501 Seminar in International Politics Lec. 3./Credit 3.**  
Critical analysis of contemporary approaches to the study of international politics. Emphasis on behavioralist approaches and examination of important contemporary issues. Prerequisite: POL 304.

**POL 502 Seminar in Comparative Politics Lec. 3./Credit 3.**  
Critical analysis of contemporary approaches to study of comparative politics. Topics include representative traditional and behavioralist approaches and research methods. Prerequisite: POL 205 or 310.

**POL 503 Problems in Federal Government Lec. 3./Credit 3.**  
Examination of important issues. Topics include executive-legislative relationship, decision-making process in the executive and presidential powers. Prerequisite: POL 203.

**POL 504 Seminar in Contemporary Political Thought Lec. 3./Credit 3.**  
Critical examination of important normative and empirical theories. Prerequisite: POL 202 or 312.



## PSY(Psychology)

### PSY 203 Introduction to Psychology

**Lec. 3./Online/Credit 3.**

Basic topics in psychology are explored, such as learning, motivation, intelligence, personality, perception, abnormality, and others. Emphasis is given to scientific methodology and its application to behavior.

### PSY 205 Social Psychology Lec. 3./Credit 3.

Survey of traditional and contemporary topics with an emphasis on theory and methods of social psychology. Prerequisite: PSY 203.

### PSY 208 Methods of Psychology Lec. 3./Credit 3.

Introductory course in the experimental analysis of behavior. In-depth coverage of the logic of scientific investigation. Prerequisite: PSY 203.

### PSY 300 Abnormal Psychology Lec. 3./Credit 3.

Study of major categories of psychological disturbance, their origin and development. Consideration given to diagnosis and therapeutic techniques. Prerequisite: PSY 203.

### PSY 301 Systems of Psychology Lec. 3./Credit 3.

Historical investigation and critical evaluation of the major systems and theories of psychology. Open to majors only.

### PSY 302 Theories of Personality Lec. 3./Credit 3.

A critical examination of major theoretical approaches to understanding personality, including psychoanalytic, cognitive, and humanistic perspectives. Prerequisite: PSY 203.

### PSY 303 Psychological Testing Lec. 3./Credit 3.

Introduction to basic principles of psychological measurement with investigations of representative tests. Prerequisite: PSY 203, 208 and 346.

### PSY 304 Motivation Lec. 3./Credit 3.

A survey of the major theories of human and/or animal motivation. Prerequisite: PSY 203, 208.

### PSY 305 Learning and Memory Lec. 3./Credit 3.

Study of classical and operant conditioning, verbal and motor learning, forgetting and transfer. Prerequisite: PSY 203, 208.

### PSY 306 Perception Lec. 3./Credit 3.

An analysis of historical, theoretical, psychological, social, and genetic factors involved in sensory and perceptual process. Prerequisites: PSY 208; BIO 103.

### PSY 307 Methods in Psychology II Lec. 2./Lab 2./Credit 3.

Advanced analysis in behavioral, personality, and social research. Practice in experimental and statistical treatments of laboratory and field investigation. Critical analysis of research findings and theory. Prerequisites: PSY 208 and 347.

### PSY 308 Physiological Psychology Lec. 3./Credit 3.

The study of the biological basis of behavior. Topics covered include the anatomy of the nervous system, neural transmission, psychopharmacology, sleep, stress, emotion and psychological disorders and their biological treatments. Prerequisites: PSY 203 and 208; BIO 103 or higher.

### PSY 311 Developmental Psychology Lec. 3./Credit 3.

Studies the physical, cognitive and psychosocial development of the individual from conception to death. Includes an emphasis on a multicultural approach to human development across the lifespan. Prerequisite: PSY 203.

### PSY 319 Using Computers in Psychology Lec./Lab 3./Credit 3.

An introduction to the use of various software packages and computer-related technology in research and practice in psychology. Prerequisite: PSY 208, 346.

### PSY 346 Statistics I - Introduction to Statistical Methods Lec. 3./Credit 3.

Use of statistics in the social sciences. Descriptive and correlational statistics. Prerequisite: MAT 109 or higher.

### PSY 347 Statistics II - Advanced Statistical Methods Lec. 3./Credit 3.

Advanced treatment of statistical data with emphasis on experimental design, multiple and partial correlation, multivariate analysis, and nonparametric statistics. Prerequisite: PSY 346.

### PSY 348 Junior Seminar Lec.3./Credit 3

Exploration of issues related to the profession of psychology and preparation for the graduate school admission process.

### PSY 401 Industrial and Organizational Psychology Lec. 3./Credit 3.

Introduction to the study of human behavior in the work environment with emphasis on social and interpersonal context. Prerequisite: PSY 208.

### PSY 402 Black Psychology Lec. 3./Credit 3.

Survey course addressing the evaluation of psychology for African-Americans from an Afrocentric perspective. Prerequisite: PSY 203 or permission of instructor.

### PSY 404 Topics in Psychology Lec. 3./Credit 3.

An intense investigation of topics of current interest and importance. Topics vary by semester and section numbers indicate the specific title and focus of each course. Topics include Black Child Development (PSY 404-01 Fall Semester), Psychology of Marriage and Family Systems (PSY 404-01 Spring Semester), Forensic Psychology (PSY 404-04), Psychology of Advertising (PSY404-06), Psychology of Parenting (PSY 404-12), Black Marital Relationships (PSY 404-13), Intimate Relationships (PSY 404-15), Sports Psychology (PSY 404-17) and Psychology of Spirituality and Religion (PSY 404-19).

### PSY 406 Mentoring Youth Lec./Lab 3./Credit 3.

Applied course involving a service learning training model as preparation for tutoring, crisis intervention and mentoring of youth. Prerequisite: Permission of instructor.

### PSY 407 Mentoring Youth II Lec./Lab 3./Credit 3.

Applied course involving a service learning training model as preparation for tutoring, crisis intervention and mentoring of youth. Prerequisite: Permission of instructor.

**PSY 408 Senior Seminar Sem. 3./Credit 3.**  
Advanced work in theory and research relating to core issues. Open to majors only. Prerequisite: Completion of 27 hours in Psychology.

**PSY 409 Independent Study Ind/Credit 3.**  
Independent work in an area of special interest. Periodic reports and conferences with a supervising faculty member. Extensive readings in students research area. Prerequisite: PSY 203, 346.

**PSY 410 Field Study Ind/Credit 3.**  
Special opportunities for students majoring in psychology to do part-time applied work during the academic year with community organizations and agencies under the supervision of professionals. Prerequisite: PSY 203 and 303/302/311.

**PSY 412 Internship Trn./Credit 6.**  
A full-time, off-campus psychology experience in a community setting consistent with the student's academic objectives, under appropriate supervision for a period of at least three months and usually conducted in the summer. Prerequisite: PSY 203 and 300/302/311. Permission of the Department Chair.

## **PTM (Professional Tennis Management)**

**PTM 201 Introduction to Professional Tennis Management Lec. 3./Credit 3.**  
An overview of the field of professional tennis management with an in-depth view and evaluation of career opportunities. A study of the relationship between marketing and professional tennis management and an evaluation of the marketing principles involved in the profession.

**PTM 200 Kinesiology of Sport Lec. 3./Credit 3.**  
Study of body movements, muscle action and joint mechanics as related to sport and athletic teams' play and performance. Prerequisite: BIO 101.

**PTM 303 Tennis Racquet Repair Lec. 1./Lab 1./Credit 2.**  
A review of tennis racquet repair techniques using different repair machines. A knowledge of stringing, tension, and the effects of these factors upon playing effectiveness.

**PTM 304 Tennis Teaching Techniques Lec. 1./Lab 1./Credit 2.**  
A concentrated study of techniques of teaching tennis to persons at all age levels. A thorough presentation of teaching all of the basic strokes as well as strategy. A strong emphasis given to the students' ability to demonstrate knowledge "on the court."

**PTM 403 Tournament Administration Lec. 2./Credit 2.**  
An introduction to tournament administration at all levels, including recreation, club, college and professional. A concentration upon its rules for running tournaments and their application problems that arise during the course of tournaments.

**PTM 404 Theories and Techniques of Coaching Tennis Lec. 2./Lab 1./Credit 3.**

A strong concentration upon the techniques of coaching tennis at the school, college and club levels. Emphasis is given to such factors as recruiting, team organization, developing team morale, establishing the team ladder and on the court coaching in a team match. Practicum experience in coaching on school, college or club program is required.

**PTM 406 Cooperative Education Credit 3-6.**  
An intensive six-week internship in the field in which the student works with a tennis professional at a club, resort or a college or school program. Evaluation of performance to be recommended by on-site coordinator.

## **RCT (Recital)**

**RCT 101 Recital Attendance Credit 0.**  
Concerts and recitals occurring on campus by university groups, departmental ensembles, or professional groups provide experiences in performance. Stage decorum, presentation of the performance, musical literature, standards of performance, and audience response will be examined.

## **RDG (Reading)**

**RDG 100 Developmental Reading and Study Skills Lec. 3./Credit 3.**  
Designed to provide students with an opportunity to acquire a foundation for understanding and applying college reading-study skills as essential elements for success in college. Varied techniques, guidelines and procedures for developing cognitive strategies that allow the student to extract, integrate, and apply information from lectures, textbooks, personal notes, and reference readings. A three-credit course, Reading 100 is offered only on an S/U basis and cannot count toward graduation.

**RDG 101 Reading Skills Lec. 3./Credit 3.**  
This course emphasizes analytical thinking and reading skills that are essential for interpreting college-level material. It is designed to strengthen the ability of students to think and read analytically, to promote and stimulate conscious thinking, and to mentally organize information read in order to see the relationship between ideas and apply them effectively.

## **REC (Recreation and Tourism)**

**REC 203 Foundations of Recreation and Tourism Lec. 3./Credit 3.**

This introductory course is designed for students who wish to explore the varied professions of recreation and leisure as a possible career. The course will provide a conceptual analysis of recreation, leisure and play. The history and philosophy of leisure as well as various service delivery settings will be explored.

**REC 204 Recreation Leadership Lec. 3./Credit 3.**  
This course is designed to develop the student's recreation leadership skills. Leadership theory will be discussed; however, the focus of this course will be actual leadership experience with student participation.

**REC 205      Disabilities and Therapeutic Recreation****Lec. 3./Credit 3.**

This course is designed to give an overview of the various special populations that require specialized recreational services. Etiology and residual deficits of various disabilities will be explored with emphasis placed on appropriate recreation programming. Prerequisite: REC 206.

**REC 206      Foundations of Adapted Aquatics****Lec. 3./Credit 3.**

This course will introduce students to models for adapted aquatic programs and sports. Students will learn benefits of adapted aquatic participation, methods for accessing the pool, compensating for mobility restrictions, and utilizing available adaptive equipment. Programmed exercises to extend range of motion, increase strength, improve mobility, and develop the greatest possible stamina will be included.

**REC 231      Recreation Games****Lec. 3./Credit 3.**

This course will investigate the psychology of play and apply it to game leadership. Students will develop game leadership skills and collect a resource file of game and arts and crafts activities. Students will also gain an understanding of the play needs of all age groups.

**REC 232      Clinical Aspects in Therapeutic Recreation****Lec. 3./Credit 3.**

This course will acquaint students with the various allied health professions, accrediting agencies and clinical issues related to the provision of therapeutic recreation in the health care setting. The course will focus on treatment techniques and procedures used by therapeutic recreation specialists. Prerequisite: REC 206.

**REC 310      Recreation Program Principles****Lec. 3./Credit 3.**

This course will provide students with an understanding of recreation program practices including planning, program principles and program evaluation. In addition to theory, students will organize, lead and evaluate a variety of recreation programs. Prerequisite: REC 204.

**REC 311      Adapted Aquatics Analysis and Assessment****Lec. 2./Credit 2.**

This course is designed to introduce students to adapted aquatic therapeutic exercise, with a focus on analysis of characteristics of individuals and groups with special needs, including sensory disabilities, mental disorders, cardiovascular disorders, and muscular-skeletal disorders. Assessment and evaluation processes will include observations, screening, and measurement instruments for the purpose of designing exercise protocols for individuals and groups with special needs. Upon successful completion of this course, students will receive nationally recognized adapted aquatics instructor certification.

**REC 312      Design and Maintenance of Recreation and Tourism Facilities****Lec. 3./Credit 3.**

This course is designed to introduce the process of designing and maintaining the facilities typically found in recreational environments such as playgrounds, picnic areas, ball fields and recreation centers. Emphasis will be placed on actual facilities found in the Tidewater area.

**REC 313      Legal Issues in Recreation and Tourism****Lec. 3./Credit 3.**

This course examines the legal issues that affect recreation and tourism businesses, organizations, and facilities. The course includes a review of the judicial opinions governing recreation management, professional and tourism enterprises. The course uses detailed case studies to examine tort law, collective bargaining, arbitration, antitrust laws, and civil liability including safety issues and criminal law. Note: Meets requirements of NRPA/AAPAR program approval – content area – Legislative and Legal Aspects.

**REC 314      Public Relations and Promotion in Recreation & Tourism****Lec. 3./Credit 3.**

This course provides an introduction to the techniques involved in fostering good public relations and promotional strategies for recreation and tourism businesses, organizations, events, and facilities. Students will become proficient in writing promotional, informational, and news copy for a variety of media. Note: Meets requirements of NRPA/AAPAR program approval – content area – A Administration/Management.

**REC 350      Special Topics in Aquatics****Lec. 3./Credit 3.**

This course is designed to prepare individuals to manage pools, spas, water parks, and outdoor aquatic facilities. Topics covered will include water chemistry and filtration, staff management, event management, emergency action plans, and liability issues. Upon successful completion of this course, students will receive a nationally recognized pool operator's certification.

**REC 390      Dynamics of Tourism****Lec. 3./Credit 3.**

This course provides a fundamental understanding of the dynamics and components to tourism and the tourism industry from the historical and applied perspectives.

**REC 400      Recreation Internship/Seminar****Credit 12.**

This 400-hour internship experience will provide students with the opportunity to apply recreation and leisure knowledge and skills in a professional setting. Students will be supervised by Certified Recreation Professionals. Students will be required to complete several projects related to recreation programming and program leadership. Prerequisites: All REC courses completed.

**REC 401      Financial issues in Recreation & Tourism****Lec. 3./Credit 3.**

This course will cover information on recreation and tourism funding sources; economic feasibility analysis; business plans; recreation enterprise zones; budget preparation and analysis; financial management; and accounting techniques. Note: Meets requirements of NRPA/AAPAR program approval – content area – Administration/Management.

**REC 402      Organization and Administration of  
Recreation and Tourism      Lec. 3./Credit 3.**

This course is designed to introduce students to the principles of organization and administration of recreation agencies. The role of the administrator and manager will be explored by investigating the concepts, problems and responsibilities faced by management staff. Prerequisite: REC 310.

**REC 403      Observations in Recreation and Tourism  
Lec. 3./Credit 3.**

This field placement is designed to provide the student with an opportunity to observe recreation and leisure program delivery in professional settings with a variety of different populations. This field placement is also designed to assist the student in determining potential internship sites, and career choices.

**REC 404      Principles of Commercial and  
Non-Traditional Recreation      Lec. 3./Credit 3.**

This course will acquaint students with the expanding roles of commercial, employee, military and campus recreation. This investigation will not only focus on the leisure service delivery agencies, but also the interrelationships that are present within the business environment. Prerequisite: REC 203.

**REC 405      Internship Seminar      Sem. 1./Credit 1.**

This course is meant to provide a capstone experience for the Recreation Intern to tie together the internship experience with the traditional recreation courses the student has already completed.

**REC 419      Camping and Outdoor Recreation  
Lec. 3./Credit 3.**

The purpose of this course is to examine outdoor education through participating in various outdoor recreation activities. Emphasis will be placed on outdoor survival, environmental issues and leading outdoor recreation programs.

**REC 420      Practicum in Aquatics      Trn. 3./Credit 3.**

This course is designed to provide students with an initial professional experience in an aquatic environment. Students will be required to participate in the aquatic operations and programming of a selected facility.

**REC 499      Independent Study      Ind./Credit 3.**

Readings and research in approved topics under the guidance of a faculty member of the department. Course may be repeated once for credit with a change in subject matter.

## **REL (Religion)**

**REL 101      Orientation to Effective Online Learning  
Online/Credit 1.**

This course will provide an introduction to the online environment. Concepts will be provided that introduce the essential knowledge management skills required to develop search strategies to locate, evaluate, and use information. Students will be introduced to communication tools available through the campus computing environment, resources of the world wide web, the university online catalog (HUWebCat), electronic information resources and services.

**REL 104      Fundamentals of Public Speaking  
(Homiletics)      Online/Credit 3.**

Training in fundamentals of good speech with the aim of establishing pleasing and appropriate habits of speech. Instruction in rhetorical theory with emphasis upon research, organization of materials and the oral language, primarily as used in a teaching/preaching application. Online students make extensive use of student audiotape /videotape presentations. This course will be taken in lieu of COM 103.

**REL 111      Old Testament I      Online/Credit 3.**

A general introduction to all the books of the Old Testament, their cultural background, and the context from which they emerged.

**REL 112      Old Testament II      Online/Credit 3.**

An in-depth study of the literature and religion of ancient Israel in light of archaeological discoveries, research about the ancient Near East, and a variety of interpretations.

**REL 201      The Prophetic Books (Major and  
Minor Prophets)      Lec. 3./Online/Credits 3.**

A study of the writing prophets including an introduction to the origin and development of prophecy among the Hebrews, a study of the prophets themselves, and a thorough investigation of their message.

**REL 202      Life and Teachings of Jesus (2)  
Lec. 3./Credit 3.**

Intensive study of the Biblical record of the life and teachings of Jesus, designed to acquaint the student with the direct teachings and Spirit in which Jesus lived and worked.

**REL 203      Religion in America (1)      Lec. 3./Credit 3.**

Historical and theological perspective of religions in America, beginning with pre-American Puritanism on through to recent developments in liberation theology. Attention given to relationship between America's religious heritage and her social and political development.

**REL 203      Islam      Online/Credit 3.**

History of Islamic thought from the time of Muhammad to the present, including the prophethood of Muhammad, the Qur'an, theology and law, mysticism and philosophy, sectarian movements, modernism and legal reform, and contemporary resurgence.

**REL 204      Pentecostalism      Online/Credit 3.**

This course will analyze the Pentecostal movement as it grew in the 20th Century as trans-cultural religious phenomenon. The course will explore the wider international context of Pentecostalism as it grew in Central and South America. Attention will also be given to how ethnic minorities in the United States have reshaped the practice and the meaning of Pentecostalism, particularly with regard to race and gender. The approach will be historical, anthropological, and theological. Using various Pentecostal texts and articles, we will work toward a clearer understanding of the basic tenets of Pentecostalism, namely "divine healing," "baptism in the Holy Spirit," and "speaking in tongues." We will also investigate how the most recent internationalist shift within the Pentecostal movement has renewed millennialist thought and efforts for Christian ecumenism.



**REL 205      Other Religious Traditions      Online/Credit 3.**  
A critical analysis of religious faith groups indigenous to the United States to include Jehovah Witnesses, Latter Day Saints, the Nation of Islam, New Age, and other groups.

**REL 211      New Testament I      Online/Credit 3.**  
Analyzes the literature of the New Testament in its social and religious setting, with special reference to the ministry and teaching of Jesus, the emergence of the church as a sect within ancient Judaism, and the development of Christian institutions in the Graeco-Roman world.

**REL 212      New Testament II      Online/Credit 3.**  
A critical examination and attempt to understand the New Testament as the written traditions which articulated the faith, expectations, and actions of the early Christians as they responded within Jewish and Greek culture to the historical events of their day, and especially as they responded to the life.

**REL 305      Biblical Exegesis      Online/Credit 3.**  
A study of sound principles for proper interpretation of the Biblical text with emphasis on context, structure, literacy devices, and genre.

**REL 307      World Religions      Lec. 3./Online/Credit 3.**  
Study of Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Focus on the worldview of each tradition and the historical development of that world-view.

**REL 309      American Religious Traditions      Online/Credit 3.**  
An historical survey of religion in America from the Civil War to the present. The course includes study of theological change in Protestantism, the emergence of three kinds of Judaism, controversy and change in American Catholicism, the origins of fundamentalism and Pentecostalism, and various expressions of African-American faith. It attends to the effects of immigration, urbanization, politics, and other social and cultural changes on American religious life.

**REL 310      Basic Insights in the  
Judaean-Christian Tradition      Online/Credit 3.**  
This course will explore the basic theological tenets of Judaism and Christianity to include their similarities and differences.

**REL 310      Basic Insights of the  
Judaean-Christian Tradition      Lec. 3./Credit 3.**  
Historical and systematic presentation of the biblical world view. The organic relationship of faith, ritual, and ethics, in biblical thought.

**REL 321      African American Religions  
in Historical Perspective      Online/Credit 3.**  
This course will examine the relationships between African American religion, black culture and black political thought. Centering our study on a few essential questions regarding the nature and function of the black church, we will explore its effect upon black cultural forms — music (from Gospel to Rap), fiction, poetry, and oratory. We will address a number of themes, including: the relationship between black church and black political leadership, race and religion, feminist theologies, and “Afro-centric Christianity.” We will trace the development of African American religion in various historical contexts: Slavery, the Great Migration, and the Civil Rights era. Although this course will focus on African American Protestantism, we will examine black religion in other forms as well, particularly black Catholicism and the Nation of Islam.

**REL 401      Introduction to Theology      Online/Credit 3.**  
A survey of theology with emphasis upon the practical application of the doctrines to the ministry of the Gospel in contemporary culture. Topics include the following: an overview of various theological perspectives, revelation, biblical inspiration, the Trinity, attributes of God, creation, and providence.

**REL 450      Introduction to Pastoral Care      Online/Credit 3.**  
The course will expose students to the theory and practice of pastoral care. Emphasis will be placed on the development of pastoral skills, as well as theological, cross-cultural, and psychological models of interpretation.

**REL 451      Pastoral Limits and  
Pastoral Authority      Online/Credit 3.**  
A course designed to develop an understanding of the nature of pastoral authority, its relationship to various forms of power, and the form and nature of pastoral leadership. It will explore pastoral boundaries, ethical constraints, and the limits of time, skill, and energy

## **RUS (Russian)**

**RUS 101      Elementary Russian I      Lec. 3./Lab 1./Credit 3.**  
Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed.

**RUS 102      Elementary Russian II      Lec. 3./Lab 1./Credit 3.**  
Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed. Prerequisite: RUS 101 or the equivalent.

**RUS 201      Intermediate Russian I      Lec. 3./Lab 1./Credit 3.**  
Continued development of ability to read, write, speak and understand Russian. Correct pronunciation stressed. Grammar reviewed. Prerequisite: RUS 102 or equivalent.

**RUS 202      Intermediate Russian II      Lec. 3./Lab 1./Credit 3.**  
Continued development of ability to read, write, speak and understand Russian. Correct pronunciation stressed. Grammar reviewed. Prerequisite: RUS 201 or equivalent.

**RUS 301-302 Comprehensive Review  
of Russian Grammar I-II Lec. 3./Credit 3.**

Emphasis on oral and aural practices and composition. Focuses on conversation and essays.

**RUS 303-304 Russian Conversation I-II Lec. 3./Credit 3.**  
Extensive practice in speaking based on diverse reading selections: social, political, technological and others.

**RUS 320-321 Topics in Russian Literature and Culture I-II  
Lec. 3./Credit 3.**

This course exposes students to important issues in Russian Literature through the study of films, arts and music. Focuses on conversation.

**RUS 400 Twentieth Century Russian Literature  
Lec. 3./Credit 3.**

Students will analyze the development of Russian thought in literary works.

**RUS 440 Experiential Learning Lec. 3./Credit 3.**  
Can include study abroad, research abroad, domestic or international internships.

## **SCI (Science)**

**SCI 102 Introduction to Physical Science  
Lec. 3./Credit 3.**

Some concepts and methods of modern physical science; consideration of its role in modern thought and society. Special emphasis will be given to topical themes that relate physical science principles to contemporary issues in science, technology and society.

**SCI 104 Introduction to Physical Science  
Lec. 3./Lab 2./Credit 4.**

Some concepts and methods of modern physical science; consideration of its role in modern thought and society. Special emphasis will be given to topical themes that relate physical science principles to contemporary issues in science, technology and society.

**SCI 300 Earth Science Lec. 3./Lab 3./Credit 4.**  
Including selected concepts of astronomy, geology, meteorology, and oceanography. Approach is to show development of these concepts, their interrelationships, and present status.

**SCI 301 Introduction to Biometry  
Lec. 3./Lab 2./Credit 3.**

Application of parametric and non-parametric statistics to data generated in various areas of biology and environmental science; analysis of growth curves and population fluctuations. Special emphasis on data presentation and decision-making. Programable calculators or computers are used extensively.

**SCI 306 Science for Children Lec. 3./Credit 3.**  
Consideration of principles and practices governing the teaching of science in K-6, survey of recent trends and literature in the field, use of demonstrations, experiments, field experiences. Special emphasis on science content and appropriate teaching techniques utilizing the natural, physical, environmental and earth sciences as departure points.

## **SCI - Graduate Only**

**SCI 602 Special Topics in Physical Science  
Lec. 3./Credit 3.**

Historical examination of scientific method and its implications in articles on research and examination of tools and apparatus.

## **SEA (Space, Earth and Atmospheric Sciences)**

**SEA/APS 304 Earth and Planetary Science Lec. 3./Credit 3.**  
Geology and history of the planets of the solar system. The atmospheres of the Earth and planets, emphasizing Venus, Mars and Jupiter. The greenhouse effect and the ice ages. Recent discoveries involving planets orbiting other stars. Includes a student project involving atmospheric physics and computers. Prerequisite: MAT 130 or 151, PHY 201 or 203, Corequisite: PHY 202 or 204.

**SEA/APS 333 Astrobiology Lec. 3./Credit 3.**  
Topics include the definition of life, the evolution of life on Earth, life in extreme environments, potential locations for life elsewhere in the solar system, and in depth discussions concerning how one searches for life throughout the solar system.

**SEA/APS 345 Atmospheric Physics Lec. 3./Credit 3.**  
Fundamental laws and concepts of thermodynamics and electromagnetic radioactive transfer considered in an atmospheric context. Application of these principles to a number of meteorological problems, including climate models, the global energy balance, atmospheric aerosols, lidar/radar backscatter and remotely sensed temperature fields. Prerequisite: SEA/APS 303, MAT 130 or 151, PHY 202 or 204.

**SEA/APS 350 Modeling the Soil-Plant-Atmosphere  
Continuum Lec. 3./Credit 3.**

A geoscience course discussing the interaction among soil, plant, and atmosphere and focusing on modeling water and heat fluxes. Topics include soil water dynamics, soil and plant evaporation, groundwater pollution, plant growth and development, sensible heat flux, spatial variability, scaling, geostatistics, remote sensing, GIS, and climate change. Prerequisite: MAT 130 or 151, PHY 202 or 204.

**SEA/APS 351 Remote Sensing Lec. 3./Credit 3.**  
The course describes the science of passive and active remote sensing and their application to the geosciences. Remote sensing applications to be discussed include climate change, atmospheric chemistry and dynamics, air and water pollution, land use, and seismic studies. Topics will include conception of an ill-posed problem, retrieval algorithms, error analysis, and data validation. Prerequisite: SEA/APS 345.

**SEA/APS 401 Space, Earth, and Atmospheric Science  
Research Lec. 3./Credit 3.**

Students will perform geoscience research with a mentor. The student will be responsible for writing a short proposal on an atmospheric research project, gathering the necessary data, writing a short research paper, and presenting the research to their peers and interested faculty and staff at a departmental colloquia. Corequisite: SEA/APS 307, 350, 351 or CHE 509.

**SEA/APS 410 Space, Earth, and Atmospheric Science****Data Analysis Techniques Lec. 3./Credit 3.**

Probability and statistics applied to climatology and meteorology. Discrete and continuous probability distributions of meteorological variables examined. Regression analysis applied to satellite data. Smoothing and filtering processes. Introduction to time series analysis. Corequisite: SEA/APS 307, 350, 351 or CHE 509.

**SEA/APS 411 Topics in Space, Earth,****and Atmospheric Science Lec.3./Credit 3.**

A seminar class on a topic related to space, earth and atmospheric sciences. Faculty, students and invited speakers will prepare and present material related to the topic.

**SOC (Sociology)****SOC 205 Introduction to Sociology****Lec. 3./Online/Credit 3.**

Introduction to the scientific study of society and social behavior. Emphasis on culture, social structure, social inequality, social institutions and social change. SOC 205 is a prerequisite to all other courses given by the Department, unless permission of the instructor to waive the prerequisite is obtained.

**SOC 210 Social Problems****Lec. 3./Credit 3.**

A critical study of the institutional and structural sources of contemporary social problems such as economic and political inequality, racism and sexism, war and international conflicts, environmental and institutional crises. Attention given to how social problems particularly affect Blacks and to alternative strategies for solving social problems.

**SOC 215 Introduction to Criminology Lec. 3./Credit 3.**

An introduction to the sociological study of crime. Major sociological theories of crime. Main kinds of crime: street crime, white collar, organized, corporate and political crime. Critical examination of the police, courts, corrections and other social institutions which deal with crime. Attention given to impact of crime on Black Americans. Prerequisite: SOC 205.

**SOC 250 Introduction to Social Research****Lec. 3./Credit 3.**

Introduction to multi-method approaches to social science research. The logic of sociological inquiry and the ethical issues of research. Students begin to collect and analyze data, and to compile research reports.

**SOC 302 Social Inequality****Lec. 3./Credit 3.**

A systematic study of the structure of social inequality in American Society. Examines the consequences of economic, political and social stratification. Attention given to analysis of how class inequality is related to inequalities of race, ethnicity and gender.

**SOC 303 Juvenile Delinquency****Lec. 3./Credit 3.**

An analysis of youthful offenders. Focus on the theory and research in the explanation of law violation among juveniles. Traces historical development of public and private institutions created to control youthful offenders.

**SOC 304 Race and Ethnic Relations Lec. 3./Credit 3.**

The systematic and critical study of racial and ethnic relations, as well as racism, in American society. Of special concern is the treatment of minorities by the dominant culture and the economic and political ramifications of such behavior in society.

**SOC 310 Sociology of the Family****Lec. 3./Credit 3.**

A systematic study of the impact of social structure on the composition and experiences of families. Emphasis placed on the impact of race, socioeconomic status and gender in producing consequences for the structure and viability of the family.

**SOC 312 Cultural Anthropology****Lec. 3./Credit 3.**

A systematic study of nonindustrial, small-scale cultures. Also deals with selected African and American-Indian societies in all their social and material ramifications.

**SOC 314 Urban Problems in Sociological Perspective****Lec. 3./Credit 3.**

This course examines recent trends in the nature of urban life, problems of urban disadvantaged such as poverty and racism, issues of government housing policy, and transportation and the delivery of government services including social welfare, education and criminal justice.

**SOC 315 Sociology of Deviance****Lec. 3./Credit 3.**

An in-depth sociological analysis of the criminal, medical and religious constructions and rationalizations of the social treatment of "abnormal" members in society.

**SOC 320 Sociology of Black Families Lec. 3./Credit 3.**

An examination of the similarities and differences between families with particular emphasis on the structure and status of Black American families. The course will examine single parent households, male-female relationships and the plight of Black children.

**SOC 322 Sociology of Black Women Lec. 3./Credit 3.**

Examines the theoretical and substantive issues of gender and race. The focus will include Black women's perspectives and diverse experiences within the context of the dominant society. Special emphasis is placed on interpersonal relationships and institutional arrangements affecting Black women.

**SOC 324 Sociology of the World Systems****Lec. 3./Credit 3.**

Introduction to the world system. Inequality, conflict and change on a global level. Topics include imperialism, wars, racism, nationalism, religious fundamentalism, immigration, fascism, communism and revolutions. Comparisons between Third World people and African Americans.

**SOC 309 Qualitative Research Methods****Lec. 3./Credit 3.**

Introduction to qualitative approaches to social science research. Examines the theoretical and practical components of the interviews; focus groups; evaluation research, applied social research, and community based action research. Students will collect and analyze data, develop and initiate original research projects.

**SOC 326 Issues in the African Diaspora****Lec. 3./Credit 3.**

Study of selected comparative, historical, and contemporary issues faced by people of African descent throughout the world. Similarities and differences in Black experiences in Africa, the U.S., the Americas, and the rest of the world.

**SOC 328 Sociology of Religion****Lec. 3./Credit 3.**

Critical analysis of the role of religion in American society as a social, political and economic force. Special emphasis is placed on the impact of religious organizations upon social institutions.

**SOC 330 Sociology of Education****Lec. 3./Credit 3.**

The role of educational institutions in the reproduction of social, economic and political networks. Critically examines the construction of educational systems and their impact in American society.

**SOC 346 Statistics****Lec. 3./Credit 3.**

Descriptive and inferential statistics. Prerequisite: SOC 250, MAT 109/110 and junior standing and/or permission of instructor.

**SOC 350 Advanced Research Methods****Lec. 3./Credit 3.**

Advanced course in the use and interpretation of social research. Students review and critique the major social research methods; and design major research projects involving data collection and analysis for senior thesis development. Prerequisites: SOC 250, SOC 346, junior standing or permission of instructor.

**SOC 351 History of Sociological Theory****Lec. 3./Credit 3.**

Sociological theory from early 19th century to the 1960's. An international, non-eurocentric approach. Emphasis on how theorists dealt with race, class and gender.

**SOC 352 Contemporary Sociological Theory****Lec. 3./Credit 3.**

Study of major changes in sociological theory since the 1960's. Emphasis on the development of alternatives to functionalist sociology; the contributions of African-Americans, women, and other minority sociologists; the contributions of Third World Sociologists. Prerequisite: SOC 351.

**SOC 355 Social Gerontology****Lec. 3./Credit 3.**

This course provides an introduction to the field of gerontology. Emphasis is placed on historical and cross-cultural issues in aging, managing chronic diseases and well-being in old age, health and long term care, and resiliency of color women and elders of color.

**NOTE:** All 400-level courses are considered to be advanced in their use of primary source material and amount of individual effort required on the part of the student. Library or other advanced individual research should be assumed at the senior or 400 level. Prerequisite for all 400 level courses: senior standing or permission of instructor.

**SOC 400 Internship****Trn./Credit 3.**

The internship provides students with practical experience and application of sociological skills in community based agencies.

**SOC 401 Sociology of Law****Lec. 3./Credit 3.**

An analysis of the sociological meaning and impact of the law, the agencies which control its use, and the critical analysis of the social constructions of legal reality.

**SOC 402 Political Sociology****Lec. 3./Credit 3.**

A sociological analysis of struggles for political power in the U. S. and internationally. Emphasis on the political significance of race, class, and gender.

**SOC 403 Victimology****Lec. 3./Credit 3.**

Introduces students to the theoretical and substantive issues in victimization. Explores victims and victimization in the context of social, political and economic relations.

**SOC 404 Social Movements****Lec. 3./Credit 3.**

A sociological analysis of the history and significance of social movements. Assesses the achievements of various kinds of social movements.

**SOC 405 Violence Against Women****Lec. 3./Credit 3.**

Provides a critical analysis of violence against women as an institution of social control. Violence is examined in the context of social and political inequality. Issues include rape, battering, sexual harassment and other forms of violence directed towards women. The impact of current legislation is examined.

**SOC 406 Social Psychology****Lec. 3./Credit 3.**

Focusing upon the sociological conception of socialization, this course explores the role of social institutions in the creation of the individual or self.

**SOC 408 Sociology of International Development****Lec. 3./Credit 3.**

Application of concepts derived from grand theory (functionalist and conflict perspectives) to the current global social structure, interdependence and development; an analysis of world leadership and international deviance.

**SOC 311 Critical Race Theory****Lec. 3./Credit 3.**

This course will explore Critical Race Theory as an analytical framework that provides race-based epistemological and methodological approaches to the study of social inequalities. The course will focus on major theoretical, and ideological formulations that critically examine the role of race as a social construct that organizes everyday interactions.

**SOC 412 Current Issues in Global Inequality****Lec. 3./Credit 3.**

In-depth analysis of selected topics in the World System. Focus on current "hot spots" and key issues, such as wars, military intervention, revolutionary movements, crises. Prerequisite: Soc. of the World System or permission of instructor.

**SOC 414 Contemporary Issues in Social Policy****Lec. 3./Credit 3.**

This course focuses on the critical analysis of social policy, addressing issues of racial bias, institutionalized discrimination, poverty, crime and community mental health and aging. The course will examine the role of social policy in dismantling institutional bases of inequality.



**SOC 415     Advanced Criminology     Lec. 3./Credit 3.**  
In-depth review of the sociological study of the problem of crime. Critical analysis of the concept of "society" as the "cause" of crime. Analysis of how social institutions respond to crime.

**SOC 416     Sociology of the African American Experience     Lec. 3./Credit 3.**  
This course will examine origins and implications of Black life. Emergent philosophical models such as Afrocentricity, classical African-American theorists and vanguard methodological and conceptual issues will be explored.

**SOC 420     Independent Study     Ind. 3./Credit 3.**  
Independent study with an instructor concerning a special or focused topic. Prerequisite: Senior standing and permission of instructor.

**SOC 422     Sociology of Sex and Gender     Lec. 3./Credit 3.**  
This course explores women's experiences in society from a sociological perspective. Current research and theory on the social construction of gender in social institutions is examined.

**SOC 453     Senior Thesis     Lec. 3./Credit 3.**  
Students complete research project developed in Advanced Research Methods course under the supervision of a thesis advisor. Oral defense of the thesis required. Prerequisites: SOC 346, 350, 351/352.

**SOC 454     Senior Seminar     Sem. 3./Credit 3.**  
Capstone course that examines the interplay of race, class and gender in sociological analysis. Critical issues in the discipline will be explored.

**SOC 455     Sociology of Race and Racism     Lec. 3./Credit 3.**  
This course explores the meaning of race and racism in the United States, emphasizing how racist dominance is institutionalized, multi-faceted, and all encompassing. It examines how racism aims to control the cultural, economic, educational, political, legal standing, emotional and physical health, and the sexual and social interaction of the oppressed group.

**SOC 456     Medical Sociology     Lec. 3./Credit 3.**  
This course presents information on the development of medical sociology including the complexity of modern illness. Emphasis is placed on the social demography of health, health behavior and lifestyles, and health care delivery and social policy.

**SOC 457     Sociology of Mental Health     Lec. 3./Credit 3.**  
This course provides a sociological approach to studies of mental health, including theories of mental health and illness, societal reactions to mental disorders, mental illness and social status, minority status and mental health, help-seeking behaviors, community care and public policy, and mental disorders and the law.

**SOC 499     Special Topics     Sem.3/Credit 3.**  
Special topics in sociology. May be taken more than once as the topic of the course changes.

## SPA (Spanish)

**SPA 101     Elementary Spanish I     Lec. 3./Lab 1./Credit 3.**  
Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed.

**SPA 102     Elementary Spanish II     Lec. 3./Lab 1./Credit 3.**  
Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed. Prerequisite: SPA 101 or the equivalent.

**SPA 201     Intermediate Spanish I     Lec. 3./Lab 1./Credit 3.**  
The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: SPA 102 or the equivalent.

**SPA 202     Intermediate Spanish II     Lec. 3./Lab 1./Credit 3.**  
The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: SPA 201 or the equivalent.

**SPA 217     Spanish for Business and Industry     Lec. 3./Lab 1./Credit 3.**  
Communication in the world of business. Study of commercial and economic vocabulary, and trade and advertisement practices. Prerequisite: SPA 201 or the equivalent. May be substituted for SPA 202.

**SPA 218     Spanish for Careers in Health Sciences     Lec. 3./Lab 1./Credit 3.**  
A course for students preparing for careers in medicine, dentistry, nursing, or allied health services. Emphasis on the ability to communicate with the patient. Prerequisite: SPA 201. May be substituted for SPA 202.

**SPA 301-302 Advanced Oral and Written Expression I-II     Lec. 3./Credit 3.**  
Intensive practice in speaking. Review and further analysis of grammatical structures and idiomatic expressions. Prerequisite: SPA 202.

**SPA 305     Hispanic Literature in English Translation     Lec. 3./Credit 3.**  
A study of masterpieces of Hispanic literature. May not be taken to fulfill the foreign language requirement.

**SPA 306     Topics in Afro-Hispanic Literature     Lec. 3./Credit 3.**  
A concentration on a specific topic, author, or area of Afro-Hispanic literature. Course may be repeated under different topics. Prerequisite: SPA 202.

**SPA 310     Survey of Hispanic Literature     Lec. 3./Credit 3.**  
Survey of Spanish literature from the Middle Ages to the present. A study of representative Spanish authors and their works. Prerequisite: SPA 202.

**SPA 317      Culture and Business in the Spanish Speaking World      Lec. 3./Credit 3.**

Specific issues related to culture and doing business in Latin America and Spain, includes a survey of Spanish language literature related to business and cultural attitudes. Emphasis on cross-cultural understanding. Prerequisite: SPA 202 or SPA 217.

**SPA 318      Culture and Medicine in the Spanish Speaking World II      Lec. 3./Credit 3.**

Specific issues related to culture and the treatment of Latino patients, includes a survey of Spanish language literature related to medicine and cultural attitudes. Discussion of cross-cultural understanding and avoidance of stereotyping. Prerequisite: SPA 202 or SPA 218.

**SPA 320      Survey of the Spanish Speaking World      Lec. 3./Credit 3.**

A broad survey of the Spanish speaking world beginning with the first millennium of Spanish civilization and the Pre-Columbian civilizations of Latin America through the present day. Prerequisite: SPA 202.

**SPA 321-322 Introduction to Literature      Lec. 3./Credit 3.**

Survey of Spanish literature from the Middle Ages to the present. A study of representative Spanish authors and their works. Prerequisite: SPA 201-202.

**SPA 400      Special Topics Literature Drama of the Golden Age      Lec. 3./Credit 3.**

A study of selected masterpieces of the Golden Age in a variety of genres, including works by Garcilaso de la Vega, Cervantes, Lope de Vega, Calderon de la Barca, Tirso de Molina and Quevedo. Prerequisites: SPA 310.

**Generation of 1898** Survey of Spanish literature of this period, including works by Unamuno, Pio Baroja, Valle Inclan, Azorin, Machado and others. Students will examine primary texts and explore the readings and philosophies of this period. Prerequisite: SPA 310.

**Latin American Novel** A study of selected masterpieces of Peninsular literature based upon representative authors. Prerequisites: SPA 310.

**Modern Peninsular Literature** A study of selected masterpieces of Peninsular literature based upon representative authors. Prerequisite: SPA 310.

**Culture/Civilization Contemporary Mexican Culture** A comprehensive study of Mexico including the Mexican Revolution, political parties, the economy, education, demographics, the family democratization, customs, art, literature and religion. Emphasis on acceleration of oral and written Spanish Proficiency.

**Contemporary Culture in Modern Spain** A comprehensive study of Spain including the Spanish Civil War and the domination of Franco. Continues through Spain's democratic transition and its coexistence with the Spanish Monarchy. Includes a study of economic, social, and artistic issues in Modern Spain.

**Gender and Race in Latin America** A study of Latin American women intellectuals of varied social and racial backgrounds. Includes as a theoretical assumption that race and gender are socially constructed and therefore intersect. Women studied Lydia Cabrera and Gabriela Mistral.

**SPA 405      Advanced Proficiency Practice for Majors      Lec. 3./Credit 3.**

Designed as an intensive course for majors in order to refine and perfect their productive language proficiencies, speaking and writing. Intensive practice in presenting oneself, debating, negotiating, expressing emotion, presenting abstract concepts, and other higher level communicative skills. Infusion of authentic materials to serve as models for practice activities. Corrective work and final oral written project required.

**SPA 406      Afro-Hispanic Literature      Lec. 3./Credit 3.**

A broad survey of Afro-Hispanic literatures by and about peoples of the diaspora and cultures of the Spanish speaking world. Features in-depth study of selected works representative of a variety of Afro-Hispanic authors. Prerequisite: SPA 310.

**SPA 412      Modern Latin American Literature      Lec. 3./Credit 3.**

Study of 20th century Latin American authors. Prerequisite: SPA 310.

**SPA 414      Structure of Spanish      Lec. 3./Credit 3.**

A study of the sound system of Spanish with in-depth work from applied perspectives. Contrastive and comparative analysis of Spanish and English with strong emphasis on pronunciation practice. This course will serve as an introduction to Spanish linguistics. It will consist of a scientific examination of the descriptive phonology and morphology of modern Spanish, as well as its historical sound changes, semantic and lexical development from Latin.

**SPA 417      Advanced Business Oral and Written Communication I      Lec. 3./Credit 3.**

Emphasis on written and oral communication skills in Business Spanish. Includes practice in common business communicative functions including telephone conversations, tele-conferencing, professional presentations, sales calls, etc. Prerequisite: SPA 317.

**SPA 418      Advanced Medical Terminology      Lec. 3./Credit 3.**

Advanced understanding of medical terminology to include anatomy, diseases, pathology, and other specialized vocabulary, also review of cognate formation, idiomatic expressions and grammar.

**SPA 419      Senior Capstone/Case-Studies      Lec. 3./Credit 3.**

**Senior Capstone.** Each student will be guided in the production of a major research project focusing on their concentration. The project will then be defined in public forum and approved by a faculty committee. **Case Studies in Medical Spanish** Students will research in-depth a case or clinical study, complete a research paper in Spanish under the directions of a co-curricular faculty team and make an oral presentation of their work before a panel of faculty members.

**Case Studies in Business Spanish.** Students will research in-depth an international business case study, complete a research paper in Spanish under the direction of a co-curricular faculty team and make an oral presentation of their work before a panel of faculty members.

In depth analysis of the Spanish speaking world beginning with the first millennium of Spanish civilization and the Pre-Columbian civilizations of Latin America. The course then focuses on the encounter of European, Indigenous and African peoples and the resultant cultural fusion concluding with an analysis of contemporary cultural, social and political developments in Spain and Latin America. Prerequisite: SPA 320.

Advanced interviewing skills and practice, use of medical forms, bio-socio-psycho-interviewing, emphasis on oral communication and proficiency. Prerequisite: SPA 418.

Emphasis on written and oral communication skills in Business Spanish. Includes practice in common communicative functions including business correspondences, e-mail, fax, and preparation of professional business reports and avoidance of stereotyping. Prerequisite SPA 417.

A course designed to acquaint the student with new and emerging translation technologies, including special computer and Internet applications and programs. There is a strong grammar component concentrating on idioms, syntax, vocabulary, and structure. Emphasis on writing and communicative proficiency.

Can include study abroad, research abroad, domestic or international internships. This requirement may be waived by the Program Director based upon previous experience, as in the case of heritage speakers, etc.

An introductory course on the exceptional child. Etiology, characteristics, and incidences of exceptionality will be explored in historical perspective. The course is designed to provide an overall concept of educational implications to the exceptional child as well as Special Education as a profession.

Introduction to the complexities and characteristics of mental retardation. Physiological, psychological and educational implications of considered diagnosis and planning are stressed.

Study of the classification of behavior and personality characteristics which have implications for the selection of educational techniques to deal with the child's educational difficulties.

Introduction to the complexities and characteristics of children and youth with learning and behavior disorders. Attention will be given to the classification of behavior, personality, and learning characteristics which have educational implications for the learning and behavior disordered child.

This course is a study of techniques and methods dealing with curriculum organization for the mentally retarded child. Major emphasis will be on curriculum adjustment, specialized methods and techniques of evaluation, demonstration and participation with the mentally retarded. Attention will be given to (1) primary (EMR), (2) intermediate (EMR), (3) secondary (EMR), and (4) severely retarded (TMR).

Supervised clinical/school practice with small groups of children manifesting learning and behavior disorders located in academically oriented self-contained resource room and/or consulting education situations. Practicum involves direct experience with children in a supervised seminar to discuss and evaluate teaching strategies. Prerequisites: All Special Education coursework.

A basic course in manual communication designed for the beginner (Levels 1-2). A minimum expressive and receptive vocabulary of 300 words in signed English in addition to finger spelling.

Emphasis upon cognitive development, principles and techniques for teaching language to the hearing impaired and multihandicapped child.

A study of instructional approaches for education of learning disabled and behavior disordered students. Designed to familiarize students with the selection, evaluation, and adaptation of materials and techniques for teaching special students. The development of the individualized educational plan will be included.

Course content includes development of behavioral objectives, task analysis, and applied behavior analysis for the development of individualized educational plans for exceptional children.

**SPE 405/505      Parent/Professional Relationships      Lec. 1./Credit 1.**

Course content will focus on the characteristics and roles of parents and other professionals in the education of exceptional children. Skills in interpersonal relations with parents and other professionals will be a major component within the course.

**SPE 406/506      The Exceptional Student in the Regular Classroom      Lec. 1./Credit 1.**

Rationale, educational programming, and instructional procedures for educating exceptional children in the regular classroom; emphasis on the role of the regular classroom teacher.

**SPE 408      Diagnostic, Prescriptive Teaching and Planning in Special Education      Lec. 3./Credit 3.**

Emphasizes specific competencies of applying educational assessment to the development of strategies for teaching exceptional children. Instruction leads to demonstrated competence in prescriptive teaching. To be taken in conjunction with practicum.

**SPE 409      Diagnostic Prescriptive Diagnosis and Teaching Practicum      Credit 3.**

Involves one semester (60 to 90 contact hours each semester) of sequenced direct involvement with exceptional children. This practicum will include supervised clinical training in assessment, planning, and prescriptive teaching. Placements will be developed for both individual and small group experiences based on students' professional objectives.

**SPE 411      Student Teaching in Special Education      Credit 6-12.**

A teaching experience in an educational setting according to the students' endorsement. This experience will be in an approved Special Education program under direct supervision of the cooperating teachers and college faculty.

**SPE 416      Psychosocial Implications of Deafness      Lec. 3./Credit 3.**

Psychological, social, and learning problems related to the education of the hearing impaired.

**SPE 418      Intermediate Sign Language      Lec. 1-2./Lab 1./Credit 1-2.**

Intermediate level of sign language. Development of speed and flexibility in expressive and receptive skills, in addition to an introductory survey of signing exact English, seeing essential English, and American Sign Language. Prerequisite: SPE 307 or proficiency as determined by instructor.

**SPE 419      Teaching Procedures for the Hearing Impaired      Lec. 3./Credit 3.**

History of education; social and legal problems relating to the education of the hearing impaired. Principles and methods of teaching reading, social studies, arithmetic and science to the hearing impaired youngster, media development and utilization. Prerequisite: Introduction to Audiology, CDS 331.

## **SPE - Undergraduate/Graduate**

**SPE 500      Independent Study      Credit 3.**

To encourage students to independently explore a specific research topic under the supervision of a faculty member. This will include, but is not be limited to, a unique case study, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to the professional growth of the student.

**SPE 501      Remedial Techniques in Teaching Language Arts      Lec. 3./Credit 3.**

Study of the modification of the content of language arts programs and the methods of presentation to meet the needs of children with learning disabilities and considerable impairment in neurological and educational functioning.

**SPE 502      Guidance of the Underprivileged Child      Lec. 3./Credit 3.**

Emphasis directed toward the development of more effective curricula and teaching strategies in terms of a humanistic understanding of the cultural and other differences represented by the underprivileged child.

**SPE 503      Remedial Reading for Exceptional Children      Lec. 3./Credit 3.**

Basic course in recognizing and addressing various reading problems. Supervised teaching experience using corrective and remedial techniques for children with disabilities.

**SPE 504      Individual Education Plans for Exceptional Children      Lec. 1./Credit 1.**

Course content includes development of behavioral objectives, task analysis, and applied behavior analysis for the development of individualized education plans.

**SPE 505      Parent/Professional Relationships      Lec. 1./Credit 1.**

Course content will focus on the characteristics and roles of other professionals and parents in the education of exceptional children. Skills in interpersonal relations with parents and other professionals will be a major component within the course.

**SPE 506      Mainstreaming: The Exceptional Student in the Regular Classroom      Lec. 1./Credit 1.**

Rationale, educational programming, and instructional procedures for educating exceptional children in the regular classroom; emphasis on the role of the regular class teacher.

**SPE 507      Student Teaching      Credit 3.**

A teaching experience in an educational setting according to the student's concentrative area. Experience will be in an approved special education program under direct supervision of the cooperating teachers and university faculty.



**SPE 508 Diagnostic, Prescriptive Teaching and Planning in Special Education Lec. 3./Credit 3.**

Emphasis is directed toward the development of specific competencies necessary to utilize educational assessment results to prepare individual education plans, and effectively plan lessons for children and youth with special needs. Instruction leads to demonstrated competence in prescriptive teaching. To be taken in conjunction with practicum.

**SPE 509 Practicum in Diagnostic, Prescriptive Teaching and Planning Credit 1.**

Involves a sequence of direct involvement with exceptional children through supervised clinical assessment to educational planning and prescriptive teaching experience.

**SPE 510 Introduction to Early Education for the Children with Disabilities Lec. 3./Credit 3.**

This course provides an introduction to program models which address the education of preschool children with disabilities. Curriculum, legislation, and issues and trends in the education of young children with disabilities are presented.

**SPE 511 Characteristics of Severe/Profound/Multihandicapped Children Lec. 3./Credit 3.**

This course incorporates the study of etiology, characteristics, types of, and prognosis for, severely/ profoundly/multihandicapped populations. A survey of administrative arrangements including institutional school and community programs will be provided along with an overview of research findings applied to the education of the severely/profoundly/multihandicapped individual.

**SPE 515 Applied Behavior Analysis Lec. 3./Credit 3.**

The content of this course will focus on the advanced concepts of applied behavior analysis procedures in instructional design and behavior management. Topics will include training strategies, measurement, data-based programming, and the element of field-based teacher research methods.

**SPE 516 Psychosocial Implications of Deafness Lec. 3./Credit 3.**

This course investigates the psychological, social and learning problems related to the education of individuals with hearing impairments and deafness.

**SPE 517 Remedial Techniques in Reading and Language Lec. 3./Credit 3.**

A study of the modification of content of reading and language arts programs and the methods of presentation to meet the needs of students with learning disabilities and emotional disorders. Emphasis will be placed on focus on theoretical models as well as practical applications in reading and language arts.

**SPE 518 Sign Language for Individuals with Hearing Impairments and Deafness Lec. 3./Credit 3.**

A survey of various methods of manual communication used by individuals with hearing impairments and deafness to enhance comprehension. Study and practice of signed English and finger-spelling in the context of total communication.

**SPE 519 Teaching Procedures for Individuals with Hearing Impaired Lec. 3./Credit 3.**

Principles and methods of teaching reading, social studies, mathematics and science to the children and youth with hearing impairments; media development and utilization. Prerequisite: CDS 331, Introduction to Audiology.

**SPE 520 Teaching Language Development to Individuals with Hearing Impairments Lec. 3./Credit 3.**

This course emphasizes cognitive development, principles and techniques for teaching language to children and youth with hearing impairments and multiple disabilities.

**SPE 521 Survey of Exceptional Children Lec. 3./Credit 3.**

An introductory course on the exceptional child. Etiology, characteristics, and incidences of exceptionality will be explored utilizing current and historical perspectives. The course is designed to provide an overall concept of educational implications for exceptional children as well as implications for special education as a profession.

**SPE 522 Trends and Issues in Special Education Lec. 3./Credit 3.**

This course is designed to explore current trends and issues in special education, and examine the intent and extent of the Individuals with Disabilities Act (IDEA). A review of special education litigation and policies impacting the global society and the educational process will be addressed as well.

**SPE 523 Collaboration and Consultation in Special Education Lec. 3./Credit 3.**

A course designed to study interactive teaming within schools to address the needs of exceptional and at-risk learners. Team, multidisciplinary and interdisciplinary models are discussed along with models for consultation. Emphasis is placed on approaches to teaming, whole-school staff development, and empowerment of parents and professionals for school-based management.

## **SPE – Graduate Only**

**SPE 603 Teaching Language Development for Individuals with Hearing Impairments Lec. 3./Credit 3.**

This course emphasizes cognitive development, principles and techniques for teaching language to children and youth with hearing impairments and multiple disabilities.

**SPE 604 Survey of Exceptional Children Lec. 3./Credit 3.**

An introductory course on the exceptional child. Etiology, characteristics, and incidences of exceptionality will be explored utilizing current and historical perspectives. The course is designed to provide an overall concept of educational implications for exceptional children as well as implications for special education as a profession.

**SPE 605 Principles of Learning Lec. 3./Credit 3.**  
Examination of principles and theories of learning, including behavior modification and classroom management techniques. Investigation of the role of individual and group experience, purposes of the learner, problem-solving experiences, development of critical thinking, etc., in the modification of learning behavior. Analysis of the effect of the learner's attitude on his unique perceptions in the learning process. Interpretation of motivation and its effect on the learner and a study of principles involved in evaluation of effective learning.

**SPE 606 Characteristics of Children with Learning Disabilities Lec. 3./Credit 3.**  
This course provides an introduction to characteristics, assessment procedures, and instructional practices associated with children and youth with specific learning disabilities. Historical accounts of theory and practice associated with specific learning disabilities are also explored.

**SPE 607 Teaching Children with Learning Disabilities Lec. 3./Credit 3.**  
Study of the existing theories and instructional programs for children with learning disabilities. Individualized programming is emphasized. Principles drawn from observation of children in action. Theory underlying practice discussed in relation to cumulative nature of the learning process, analysis of readiness, selection and use of materials, structure in the classroom, behavior and attitude modification.

**SPE 608 Psychoeducational Diagnosis Lec. 3./Credit 3.**  
Study of the use of psychological, educational, social, and physical assessment procedures and the utilization of results in diagnosing learning strengths and challenges. Test administration, interpretation, and the development of diagnostic/prescriptive reports form the course foci.

**SPE 609 Supervised Practicum and Student Teaching of Children with Learning Disabilities Credit 6.**  
Directed practicum in planning, implementing, and evaluating classroom activities for children with learning disabilities. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**SPE 610 Clinical Internship I (Learning Disabilities, Emotional Disabilities) Credit 3-6.**  
Supervised clinical practice with small groups of children identified as having special needs. The practicum will involve direct experience with youngsters with disabilities, and will be supervised by university faculty in each disability category. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**SPE 611 Practicum I (Elementary) Lec. 3./Credit 3.**  
Practicum includes observations and participation in various degrees in grades K-5. Students observe children engaged in learning activities: the use of instructional methods and materials, and behavior management techniques employed by cooperating teachers and university supervisors. Students act as teacher assistants. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**SPE 612 Practicum II (Primary, Junior and Senior) Lec. 3./Credit 3.**  
Supervised experience to meet a special or unique need. Provides students with supervised laboratory experiences in the areas of mental retardation, emotional disturbance and learning disabilities. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**SPE 613 Emotional Disorders of School-Aged Children Lec. 3./Credit 3.**  
This course provides a study of the classification of behavior and personality characteristics which have implications for the selection of educational and clinical strategies to deal with the child's educational progress. The focus of the course is a developmental perspective beginning with normal development and considering children and youth with mild to severe difficulties.

**SPE 614 Curriculum Adaptation Seminar I Sem. 1./Credit 1.**  
This course is to be taken in conjunction with SPE 610. It will focus on developing alternative course content and materials selection for actual students who are experiencing academic difficulty in subject areas.

**SPE 615 Clinical Internship II (Emotional Disturbance and Learning Disabilities) Lec. 3./Credit 3-6.**  
The course is designed to provide direct involvement with children and youth with learning disabilities and/or emotional disorders in public schools. Emphasis is placed on the application of educational curriculum and behavior management strategies employed to meet the unique needs of these disability groups. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**SPE 616 Procedures for Teaching Individuals with Emotionally Disturbance Lec. 3./Credit 3.**  
A methods course designed to integrate teaching theories and practice. This course includes materials taken from psychology of learning, educational diagnosis, social interaction, and behavior management models.

**SPE 617 Curriculum Adaptation Seminar II Sem. 1./Credit 1.**  
This course is to be taken in conjunction with SPE 615. The major focus will be directed toward an awareness of secondary curriculum and specific methods and materials which can be used to teach concepts in the general curriculum to youngsters who are functioning below grade level in subject areas.

**SPE 618      Developmental Assessment and Program  
Planning for Children with Early Childhood  
Disabilities      Lec. 3./Credit 3.**

This course is designed to teach methods for assessing educational development in children with early childhood handicaps. This course also covers the use of assessment data in planning programs for children with early childhood disabilities.

**SPE 621      Seminar I in Teaching Children with Early  
Childhood Disabilities      Sem. 1./Credit 1.**

To be taken with SPE 618. The study engages student interns in an examination of issues relevant to direct interaction with children exhibiting developmental delays. Group discussions, mini-lectures and individual projects form the core of course activity.

**SPE 623      Seminar II in Teaching Children with Early  
Childhood Disabilities      Sem. 1./Credit 1.**

The course is designed to assist student interns when confronted with children with Early Childhood Handicaps (ECH), programs for children with ECH, and parents of children with ECH. The course is to be taken with SPE 618.

**SPE 627      Infant Development of Medical  
Aspects of Exceptionality      Lec. 3./Credit 3.**

The course will focus on human growth and development during pre- and perinatal stages and the early childhood years. Medical aspects of exceptionality as well as the impact of environmental and hereditary risk on growth and development will be examined.

**SPE 629      Supervised Teaching in Special Education  
Credit 3-6.**

A supervised teaching course is to provide credit options for those individuals who wish to obtain additional Special Education endorsements beyond their area specialty. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**SPE 630      American Sign Language (ASL)  
Lec. 3./Credit 3.**

This course will prepare the individuals to communicate more effectively with deaf individuals receptively and expressively through the understanding of conceptual development of signs, syntactical structures and gestures and facial expressions used by the deaf community in sign language communication. Prior approval of the instructor is required for registration in the course. Prerequisite: basic sign language.

**SPE 631      Characteristics of Children with Autism  
Lec. 3./Credit 3.**

A study of the characteristics and etiology of childhood autism. The course will focus on the historical development, test research findings and applied trends and issues.

**SPE 632      Clinical Internship Autism I      Credit 3-6.**  
Supervised clinical/school practicum for teaching children with autism. The practicum will move from orientation and observation to full participation with supervision provided by faculty and site personnel. Permission of advisor is required. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**SPE 633      Clinical Internship Autism II      Credit 3-6.**  
Supervised clinical/school practicum for teaching children with autism. Emphasis will be on full development of behavior management and implementation of methods and materials in teaching children with autism. Prerequisite: Clinical Internship I.

**SPE 634      Seminar I Methods and Materials for Teaching  
Children with Autism      Sem. 1./Credit 1.**  
This course is to be taken in conjunction with Clinical Internship: Autism I. The course is designed to develop and adapt materials and methods to meet the needs of children with autism.

**SPE 635      Seminar II Methods and Materials for Teaching  
Children with Autism      Sem. 1./Credit 1.**  
This course is to be taken in conjunction with Clinical Internship: Autism II. The course is designed to refine skills of developing and adapting materials to meet the needs of children with autism.

**SPE 636      Clinical Internship LD I      Credit 3-6.**  
This course is a supervised clinical school practicum that will provide interns with observation and experience in working with youngsters in learning disabilities settings. Responsibilities gradually increase under the direct guidance of site personnel in consultation with the faculty supervisor. Approval by advisor is required. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**SPE 637      Clinical Internship in Learning Disabilities  
Credit 3-6.**  
This course is advanced supervised clinical/school practicum that will provide the intern with more independent responsibility with youngsters in a learning disabilities setting. Emphasis will be on completing competencies necessary for full professional development. Approval by advisor is required. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**SPE 640      Internship-Early Childhood/Elementary Level  
Trn./Credit 12.**  
Culminating experience involves student in assuming full responsibility for the management and instruction of classes in an elementary school under close clinical and University supervision. Student will be assessed using the format and criteria designed by the department. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**SPE 650      Internship Seminar      Sem. 1./Credit 1.**  
Designed for education majors engaged in student teaching; discussion of problems, review of lesson and unit plans, and other topics associated with the student teaching process. Student must be enrolled in a student teaching or internship course.

## STA (Statistics Graduate)

### **STA 600      Statistics      Lec. 3./Credit 3.**

An interdisciplinary course for graduate students. Procedure of data reduction presentation and measures of central tendency, variability, and relation are presented to develop both an understanding of and an ability to utilize descriptive and inferential statistics. Permission of the instructor.

## **STR (String Instrument - Music Performance)**

### **STR 107-108, 207-208, 307-308, 407-408** **Major Performance Performance Class 1.** **Stu. 2./Credit 2-3.**

A progressive sequence of advanced, individual, and class instruction in string instruments. Emphasis on essential playing skills and performance of a wide range of musical styles. Class instruction on a related instrument in the category of major instrument designed to develop basic musicianship through studies in technique development and the performance of basic representative literature.

## **SWA (Swahili)**

**SWA 101    Elementary Swahili I    Lec. 3./Lab I./Credit 3.**  
Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed.

**SWA 102    Elementary Swahili II    Lec. 3./Lab I./Credit 3.**  
Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed. Prerequisite: SWA 101 or the equivalent.

**SWA 201    Intermediate Swahili I    Lec. 3./Lab I./Credit 3.**  
The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: SWA 102 or the equivalent.

**SWA 202    Intermediate Swahili II    Lec. 3./Lab I./Credit 3.**  
The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: SWA 201 or the equivalent.

## **THE (Theatre)**

### **THE 116-117, 216-217, 316-317, 416-417** **Theatre Arts Practicum      Credit 1.**

A development of practical nonperformance Speech Communication and Theatre Arts projects. In order to receive credit, students must fulfill specific requirements outlined by the faculty member directing the project. Two hours of practicum are required for Speech Communication emphasis majors. Students enrolled in the Theatre Arts emphasis are required to take four hours.

**THE 119      Performance Workshop      Lec. 3./Credit 3.**  
A study and application of improvisational techniques with emphasis on physical and mental awareness of self and environment. Course makes use of intuitive instincts, pantomime, theatre games and concentration exercises for teaching stage presence, confidence and discipline and identifying inhibitions.

**THE 120      Introduction to Theatre      Lec. 3./Credit 3.**  
An introduction to the elements of dramatic literature and its historical, theoretical, sociological and entertainment value in man's culture, from the classical to the contemporary period.

**THE 125      Oral Interpretation      Lec. 3./Credit 3.**  
A study and application of techniques used to present literature orally. The major emphasis will be on vocal effectiveness in conveying meaning, emotion and characterization.

**THE 201      Stagecraft I      Lec. 3./Credit 3.**  
An intensive study of theatre organization and technology. Emphasis is placed on scene construction, lighting, sound, costuming and make-up. Drafting is introduced. One hour lab required.

**THE 202      Stagecraft II      Lec. 3./Credit 3.**  
A study of costuming and make-up. It is a continuation of stagecraft I and completes the core requirements in technical theatre. It includes make-tip creations and an introduction to the use of masks and emphasizes costume and construction and experimentation with various materials to create functional designs. One hour lab required.

**THE 205-206 Theatre History      Lec. 3./Credit 3.**  
A comprehensive survey of the theory and history of theatre from Greek periods to modern periods. It examines outstanding playwrights, productions, designers and actors.

**THE 233      Acting I      Lec. 3./Credit 3.**  
Emphasis on the training of the actor, especially physical and vocal tuning, character analysis, techniques of monologues and scene analysis in contemporary dramatic situations. Students are urged to participate in directing projects.

**THE 252      Playwriting I      Lec. 3./Credit 3.**  
The study of the basic principles of playwriting is the focus of this course. From start to finish, the student will complete a one act play as the final project. The student will learn how to develop plot, character, thought, diction, sound and spectacle in the original drama. Prerequisite: ENG 102.

**THE 301      Costuming and Make-Up      Lec. 3./Credit 3.**  
An examination of the basic principles of costuming for the stage, including its history, design and construction; also, the course examines the basic principles of theatrical make-tip, its materials and methods.

**THE 305      Directing I      Lec. 3./Credit 3.**  
A study of the fundamentals of directing a play. Play selection, script analysis, the artistic approach, the handling of personnel and other related issues are investigated. The directing of a one-act play is required. Students in THE 233 and 333 are available for participation in directing projects.



**THE 306 Directing II Lec. 3./Credit 3.**  
A study of the performance styles and techniques of directing, including the study and production of scenes from period plays.

**THE 319 Improvisational Workshop Lec. 3./Credit 3.**  
A study of acting as a tool for stimulation in short scenes and plays. The study of mime, movement and Commedia dell' Arte are used in the creation of a short play.

**THE 326 Organizational Communication Lec. 3./Credit 3.**  
An analysis of the Communication Audit — the upward, downward and horizontal flow of information. Students will design and implement intervention strategies to enhance communication within changing organizational cultures.

**THE 333 Acting II Lec. 3./Credit 3.**  
Training for the actor specializing in the physical and vocal techniques necessary for executing roles in different acting styles, including Greek, Commedia dell' Arte, Shakespearean, French Neoclassical, Restoration, Melodrama and Epic. Prerequisite: THE 233 or approval of instructor.

**THE 340 Theatre Management Lec. 3./Credit 3.**  
An examination of theatre management, with an emphasis on publicity, public relations, box office management, ticket sales and budgeting.

**THE 345 Black American Theatre Lec. 3./Credit 3.**  
A study of historical and contemporary plays, theatre personnel and actors of Black America. It surveys the dramatic literature and producing organizations of the genre.

**THE 352 Playwriting II Lec. 3./Credit 3.**  
Each advanced student is guided in the development and completion of a full-length play. Prerequisites: ENG 102 and THE 252.

**THE 355 Technical Theatre Workshop I (Stagecraft and Lighting) Lec. 3./Credit 3.**  
An introduction to the construction and rigging of stage scenery and lighting. The basics of lighting and scene design for stage and television are also taught.

**THE 356 Technical Theatre Workshop II Lec. 3./Credit 3.**  
A study of the construction of costumes, masks and special effects for the theatre.

**THE 362 World Drama Lec. 3./Credit 3.**  
An intensive study of the roots of drama in ritual and nondramatic literature and plays from the Ancient Greek period to 1642. Emphasis is on ancient Greek, Roman, Italian, Oriental, Spanish and early English drama. Attention is paid to the plays as literature and as historical artifacts for the theatre.

**THE 364 Modern Drama Lec. 3./Credit 3.**  
An intensive analysis of the works of Ibsen, Strindberg, Chekhov, Shaw, Pirandello and Brecht. The class investigates the role of each playwright in a national theatre, his style and contribution to the development of a comprehensive view of modernism in the theatre.

**THE 400 Cooperative Internship Experience Lec. 3./Credit 3.**  
Coordinated, structured off-campus work experience related to course of study in Theatre Arts. Work programs designated to provide a variety of practical experiences for the student.

**THE 403 Scene Design Lec. 3./Credit 3.**  
A historical survey of spectacle, from the Greeks to the present. Students learn the principles of design and produce settings for current productions. Rendering and model building are required. Drafting is essential.

**THE 404 Costume Design for Theatre and Dance Lec. 3./Credit 3.**  
A historical survey of dress in order to achieve proficiency in designing costumes for various styles of theatrical production. Rendering and costume construction are required. Sewing is essential.

**THE 419 Dramatic Theory and Criticism Lec. 3./Credit 3.**  
A seminar in the history and principles of dramatic criticism. The different forms and genres of literature will also be investigated.

**THE 420-421 Independent Study Lec. 3./Credit 3.**  
A course providing qualified students an opportunity to conduct research in a specific area of Theatre Arts. Areas studied vary with the needs and interests of the student and the faculty member supervising the project.

**THE 422 Senior Project Pjt. 3./Credit 3.**  
Students will write, direct, act, design or choreograph a project under the direction of a Fine and Performing Arts faculty member; a written report on and oral defense of the project are required.

**THE 524-525 Seminar in Contemporary Theatre Lec. 3./Credit 3.**  
A survey of current trends in theatre and related arts. Students investigate techniques for teaching theatre at the primary and secondary education levels. Course suggested for teacher recertification.

## UNV (University Life)

**UNV 101 The Individual and Life Lec. 2./Online/Credit 1.**  
A one-semester required orientation course designed to improve the quality of the freshman experience for entering students by helping them understand the purpose and value of higher education at Hampton University, as well as the larger context in which that education takes place and the multicultural nature of the problems and concerns which it addresses; to develop positive attitudes toward the teaching learning process; and to acquire coping skills essential for successful college life.

**UNV 200 Honors Service Learning Seminar Sem. 1./Credit 1.**  
A seminar course designed to unite academic study and community service. A minimum of 50 hours of community service is required. Both oral and written seminar presentations are required for each student. Prerequisite: Admission to Honors College or permission of Director of Honors College.

**UNV 290 University Honors Seminar I Sem. 1./Credit 1.**  
This seminar course promotes interdisciplinary exchanges that focus on the theme of man's relation to the environment and culture. The topics change and are varied; therefore, a student may take more than one UNV 290 seminar. There is no prerequisite.

**UNV 300 Honors Junior Preparation Sem. 1./Credit 1.**  
In this seminar, students will investigate resources and sharpen skills that are required to become marketable and successful in securing entry and financing for graduate studies and/or the upper echelons of the workforce.

**UNV 340 University Honors Special Topics V Sem. 1./Credit 1-3.**  
This seminar course promotes interdisciplinary exchanges that focus on the theme exploring other nations, religions, or situations beyond our borders.

**UNV 350 University Special Project VI Sem. 1./Credit 1-3.**  
The seminar is a continuation of UNV 340. The focus is on designing an interdisciplinary project that addresses issues/problems raised in UNV 340. Whenever feasible, international travel will be a part of the seminar experience.

**UNV 390 University Honors Seminar II Sem. 1./Credit 1.**  
An interdisciplinary course, this seminar focuses on issues and topics especially related to the concept of diversity. The concepts change and are varied; therefore, a student may take more than one UNV 390 seminar.

**UNV 400 Honors Independent Study Capstone Seminar Sem. 1./Credit 1-3.**  
Using an interdisciplinary research approach, students will select a topic not directly related to their majors to study independently. Prerequisite: Senior Status and admission to Honors College or permission of Director of Honors College.

## **VOI (Voice)**

**VOI 103-104, 203-204, 303-304, 403-404**  
**Minor Performance Stu. 2./Credit 1.**  
Individual lessons in the minor performing medium. Special emphasis on the development of a thorough foundation, posture, breathing, attack, agility, articulation, shading, control of power, and diction. Repertory includes vocalizing, folk songs, and arias chosen from basic vocal literature. Non-majors must have departmental permission to enroll.

**VOI 105-106 Voice Class Stu. 2./Credit 1.**  
Study of voice production and building of thorough foundation: posture, breath control, and diction. Critical observation of classmates.

**VOI 107-108, 207-208, 307-308, 407-408**  
**Major Performance Class 1.Stu. 2./Credit 2-3.**  
Individual instruction with emphasis on the development of vocal techniques; diction—English, French, Italian, and German literature; style and interpretation; and public performance. Class meets three times weekly, plus one hour area workshop.

**VOI 205-206 Voice Class Lec. 2./Credit 1.**  
Continuation of Voice Class 105-106, with continued emphasis on posture, breath control, and diction; and critical observation of self and other students.

**VOI 507-508 Major Voice Performance Class 1.**  
**Stu. L./Credit 2.**  
Continuation of major applied study beyond the public recital. Prerequisite: VOI 408.

# Course Descriptions – University College

## Symbols for Course Descriptions

100, 200, 300 & 400-level courses may be taken by undergraduate students.

500-level courses may be taken by graduate or undergraduate students.

600, 700 and 800 -level courses may only be taken on the graduate level.

### Example Course Description:

#### **PSYC 205 Social Psychology (I)**

**Lec. 3./Lab 0./Online/Credit 3.**

Survey of traditional and contemporary topics with an emphasis on theory and methods of social psychology. Prerequisite: PSYC 203.

### **Symbol:**

PSYC	Course acronym – PSYC for Psychology
205	Course number – undergraduate level course
(I)	Course offered first semester only.
(II)	Course offered second semester only.
Lec. 3.	Three hours lecture per week.
Lab 0.	Zero hours laboratory each week.
Sem. 2.	Two hours seminar each week.
Credit 3.	Number of credit hours for the course.
Cln.	Clinical
Cop.	Co-op
Ind.	Independent Study
Trn.	Internship
Online	Taught in online format
Pjt.	Project
Stu.	Studio
Wks.	Workshop

Please see the latest scheduling guide or online catalog for frequency of course offerings.

## ACCT (Accounting)

### **ACCT 203 Accounting Principles I**

**Lec. 3./Online/Credit 3.**

An introduction to principles and practices with emphasis on the sole proprietorship, servicing and merchandising companies. The accounting cycle is applied to the analysis of transactions resulting in preparation, analysis and interpretation of financial statements. Prerequisite: MATH 117 or higher.

### **ACCT 204 Accounting Principles II**

**Lec. 3./Online/Credit 3.**

An introduction to principles and practices with emphasis on the partnership and corporate forms of business including manufacturing companies. It incorporates managerial concepts in planning, controlling, analyzing and internal reporting as it affects the decision-making process and emphasizes the preparation and analysis of the statement of cash flow. Prerequisite: ACCT 203.

### **ACCT 309 Intermediate Accounting II Lec. 3./Credit 3.**

Study of financial statement format and terminology. Coverage of intermediate accounting principles and presentation underlying assets, liabilities and equity sections of the balance sheet. Prerequisite: ACCT 204.

### **ACCT 415 Cost Accounting Lec. 3./Credit 3.**

A study of procedures for inventory valuation, budgeting, cost control, and development of price and production policy. Students prepare internal financial reports for management decision making. Prerequisite: ACCT 204.

### **ACCT 426 Managerial Accounting Lec. 3./Credit 3.**

Accounting information for use in planning objectives and in controlling operations. A framework for measuring managerial performance as developed through an analytic treatment of cost behavior. Prerequisite: ACCT 204.

## AVNM (Aviation)

### **AVN 354 Aviation Legislation Lec. 3./Credit 3.**

This course is survey of legal concepts concerning aviation as related to operation, contracts, insurance and liability, regulating statutes, and case law. Topics include tort law, FAA regulation, and commercial/business law relative to the aviation industry.

### **AVN 356 Air Transportation Lec. 3./Credit 3.**

Survey of historical developments of and current issues within the air transportation system covering facilities, impact of regulations, problems encountered in commercial air transportation, future requirements, airline operations, economics, and social implications.

**AVN 353    Aviation Management    Lec. 3./Credit 3.**

A holistic view of management requirements and techniques applicable to the aviation industry; problems, current issues and future trends related to aviation operations. Includes management and organizational styles as applied to the industry, changes in the National Airspace System, managerial problems unique to the industry, and proposed acquisition of equipment under the Capital Investment Plan.

**AVN 452    Airline Operations    Lec. 3./Credit 3.**

A managerial-level course centering on expertise required for airline operations, including flight dispatching, high altitude weather, crew teamwork, high altitude operations, crew and passenger safety, and high density airport operations. The course is designed for students intending to seek flight or ground career opportunities within the airline industry.

**BIOL (Biology)****BIOL 101    Nature of Life    Lec. 3./Online/Credit 3.**

A non-majors course in biology wherein fundamental processes and mechanics of living things are discussed within the framework of a unified theory of life.

**BIOL 103    General Biology    Lec. 3./Lab 2./Credit 4.**

Introduction to biological principles as exemplified in a wide range of organisms; basic concepts are discussed with emphasis on methods of inquiry which led to their discovery.

**BMIS (Business Management Information Systems)****BMIS 203    Introduction to Information System    Lec. 3./Credit 3.**

An introduction to the field of computer information system with a review of the entire field and its application in the business world. Included are information management principles and systems, number systems and how they are used in computer; the relationship among the many parts of the computer and how they interact; and the basics of networks. This course also introduces the student to computer use in management sciences and to computer operating systems and how they control the various parts of the computer.

**BMIS 209    Introduction to Computer Programming    Lec. 3./Credit 3.**

Basic programming concepts, data types, control structures, sub-routine, modularization, etc. Simple search techniques. Introduction to file and data structures. Introduction to a high level programming language. Problem solving concepts. Prerequisites: MATH 109 or higher.

**BMIS 302    Business Application Programming    Lec. 3./Credit 3.**

Advanced computer programming. System specification and documentation. Principles of good programming style. Techniques of sorting and searching. Business transaction processing. Complex file management. Prerequisite: BMIS 209.

**BMIS 309    System Analysis and Design I    Lec. 3./Credit 3.**

System development life cycle. Tools and techniques for describing process flows, and data structures. Computer-based tools for systems analysis. Project management, project scheduling and resource management and control. End-user issues, human/machine interfaces. Program specifications. Transitions from analysis to design. Prerequisite: BMIS 209/302.

**BMIS 400    Network Administrative Security    Lec. 3./Credit 3.**

An introduction of the theory, design and application of networks. The course will include the creation and operation of an actual network. It focuses on the Management LAN file, print and communication server activity emphasizing up-time and system back-up. Teaches proper structuring of security system. Present concerns and issue for the purchase and installation of hardware and software upgrades.

**BMIS 401    Concept of Database Management System    Lec. 3./Credit 3.**

Introduction to database concepts. Hierarchical, network, flat file, distributed, and relational database. Database normalization. File security, data integrity and reliability. Access to and manipulation of large database. Querying including SQL. Prerequisites BMIS 209 or permission of the instructor.

**BMIS 403    Concepts of Data Communication    Lec. 3./Credit 3.**

Concepts of telecommunication, data communications, data interfaces and techniques, data security. Introduction to networks, architectures and protocols. Network management. Prerequisites: BMIS 209 or permission of the instructor.

**BMIS 406    System Analysis and Design II    Lec. 3./Credit 3**

Design and implementation. Computer programming and system development concepts. Design of file, testing, implementation. Security and control. Use of computer-aided software engineering (CASE) and fourth generation software development tools in a real-life. A project involving system design. Prerequisite: BMIS 309.

**CHEM (Chemistry)****CHEM 101-102 General Chemistry    Lec. 4./Credit 4.**

A one-year course in general chemistry, organic chemistry, and biochemistry to meet requirements for persons not majoring or minoring in chemistry.

**CHEM 150    General Chemistry Problem Solving    Lec. 3./Credit 3.**

Emphasizes the development and/or improvement of the student's analytical and quantitative skills.

**CHEM 201-202    General Chemistry and Qualitative Analysis    Lec. 3./Lab 3./Credit 4.**

Detailed consideration of compounds, chemical equilibrium, and elementary qualitative analysis. CHEM 201 is the prerequisite for all subsequent chemistry courses. Corequisite: MATH 117 and 118.



## CJMT (Criminal Justice)

**CJMT 205 Introduction to the Criminal Justice System**  
**Lec. 3./Credit 3.**

**CJMT 300 Juvenile Delinquency** **Lec. 3./Credit 3.**

**CJMT 305 Fundamentals of Criminal Law**  
**Lec. 3./Credit 3.**

**CJMT 400 Police Systems and Practices** **Lec. 3./Credit 3.**  
Examines the history and philosophy of law enforcement, the role of law enforcement in today's society, future trends in law enforcement and the role of law enforcement as it relates to various local, state and federal agencies. In addition, the course explores the significant political, social and legal events that have shaped law enforcement.

**CJMT 401 Ethics in Criminal Justice** **Lec. 3./Credit 3.**  
This course has a concentration on the major functions and structure as well as processes that underline ethical issues and types associated within the American Criminal Justice System. This course will explore the structure and nature of the various types of ethical debates within the American judicial system. There will be an assessment of the ethics in criminal justice, as it explores the issues of morality, virtue, honesty, and making ethical decisions in the United States criminal justice system. Assessments of various issues will be examined as they relate to decision making and ethics.

**CJMT 402 Community Resources in Corrections**  
**Lec. 3./Credit 3.**

Focus is on the probation and parole systems, community police practices, and the various programs that deal with offenders. It examines the issues from conviction to release, pre-sentence investigations, sentencing and the issues facing the correctional administrator.

**CJMT 403 Criminal Investigations** **Lec. 3./Credit 3.**

## COMM (Communication)

**COMM 103 Oral Communication** **Lec. 3./Online/Credit 3.**  
A one-semester in Speech Communication involving a participative learning experience. Emphasis will be placed on intrapersonal, interpersonal, and public communication. Class projects, situational exercises, public speaking, group discussion and dyadic and nonverbal communication are used as reinforcement material. Passing grade is "C".

**COMM 250 Interpersonal Communication**  
**Lec. 3./Online/Credit 3.**

A survey of the theories and principles, which explain how people relate to and interact with each other on a one-to-one basis. Methods for developing, improving and ending relationships will be explored.

## CORR (Corrections)

**CORR 300 Survey of Legal, Social & Political Issues**  
**in Corrections** **Lec. 3./Credit 3.**

This course provides an analysis of contemporary questions relating to policies, goals and unresolved developments throughout the correctional system. It includes discussions on such issues as state assistance to corrections, the changing role of correctional officers, controversial directions that now exist, as well as, emerging trends, which promise to affect the future.

**CORR 301 Risk/Crisis Management** **Lec. 3./Credit 3.**  
A comprehensive course which will help the student with identification, analysis and measure of loss possibilities and the principle method of handling such contingencies. In addition, the course will incorporate case studies to help the student understand the structure of a developing crisis and the formulation of plans to handle the crisis.

**CORR 302 Administration of Correctional Institutions**  
**Lec. 3./Credit 3.**

This course is designed to introduce the student to the processes and problems of correctional institutions from the administrator's point of view. Specifically, the course will explore topics such as the control-treatment dilemma, community pressures on institutional programs, political pressures and the ramifications for the administration of correctional institutions and other related topics and problems at the discretion of the instructor.

**CORR 400 Diagnosis and Classification of Corrections**  
**Lec. 3./Credit 3.**

This course is designed so that the student might develop an understanding of interdisciplinary approaches to modern corrections, as well as alternatives to the traditional paths of the correctional system. The development and use of innovative theories and methods for designating, placing and processing criminal offenders is mandated by most states today. Emphasis is placed upon the rationale and practice of diagnostic techniques, data collection, and the methodologies of implementing and evaluating diagnostic and classification systems.

## CSOS (Continuing Studies)

**CSOS 101 American Government Survey**  
**Lec. 3./Credit 3.**

A single 3-credit hour course combining the key themes of American Government I and II.

**CSOS 105 The Living Environment** **Lec. 3./Credit 3.**  
An introduction to the physical, biological and social aspects of the environment.

**CSOS 111 American Government I** **Lec. 3./Credit 3.**  
A comprehensive introduction to U.S. government, including the constitution, the structure and branches of government, the political process, foreign and domestic policy and the legal system.

**CSOS 112 American Government II** **Lec. 3./Credit 3.**  
More in-depth study of the legislative process, the function of the executive and judicial branches, basic principles in the Bill of Rights.

**CSOS 126 Understanding the HU Culture****Lec. 3./Online/Credit 3.**

Upon completion of this course, the student will be able to identify campus resources and learning strategies critical/essential to student success, to gain awareness of the skills and commitment needed for returning to school as adult learners and to develop skills needed to enhance academic, professional and personal success and to become and remain a student.

**CSOS 127 Orientation to Effective Online Learning  
Online/Credit 1.**

Explores the role of software, software paradigms, and software systems. Emphasis on specification and analysis of problems, designing solutions to problems, and the testing of problem solutions. Introduces fundamental concepts of computer organization and operations. Examines hardware (processor, keyboard, disk drives, and printers), operating systems and editors.

**CSOS 200 Stress Management in Fire Administration  
Lec. 3./Credit 3.**

This course provides an in-depth look at the causes and responses to the occupational stress in today's fire service.

**CSOS 201 Introduction to Computers  
Lec. 3./Online/Credit 3.**

This course helps the student understand how computers can be used to enhance his or her personal, academic or professional life. A basic understanding of computer configuration and operation is gained in this course. A hands-on approach is used to introduce the student to operating system software and various application software packages for word processing, spreadsheet, presentation, and database management. Students also learn how to conduct searches on the Internet and to communicate via electronic mail.

**CSOS 206-207 Intro. to Modern English and Amer.  
Literature I & II Lec. 3./Credit 3.**

This literature sequence introduces students to modern English and American literature from the period between William Blake's "Songs of Innocence" through the works of W.B. Yeats and Malcolm X. CSOS 206 examines such writers as Twain, Chopin, Browning, and Dickens. CSOS 207 examines T.S. Eliot, Virginia Wolf, and Toni Morrison among others. Students perform close readings of the works and respond through discussion and writing. Prerequisite: ENGL 101-102 or permission of department chairperson.

**CSOS 213 Computer Application  
Lec. 3./Online/Credit 3.**

The use of computers to become efficient in your personal, academic and professional life. Software packages for word processing, spreadsheet applications and database management will be presented.

**CSOS 214 Internet Navigation and Application  
Lec. 3./Credit 3.**

This course will address the concepts associated with internet access and utilization. Students will acquire basic knowledge of networking and internet utility tools. The course includes online internet activities and will develop a working knowledge of web page design and construction. Prerequisite: CSOS 201 or equivalent computer introductory level course.

**CSOS 219 European Geography Lec. 3./Credit 3.**

A survey of the historical geography, physical environment, social and economic changes, environmental problems, policies and institutions in Europe.

**CSOS 221 American Geography Lec. 3./Credit 3.**

A study of the physical geography of the United States of America as it impacted the historical development of the nation including economic developments, environmental problems and social change.

**CSOS 231 Spreadsheet Management  
Lec. 3./Online/Credit 3.**

This course teaches creating, editing, formatting, and printing a spreadsheet, creating basic and advanced formulas, preparing graphs, filtering and sorting data, working with database queries, and creating and executing macros.

**CSOS 233 PowerPoint Presentations  
Lec. 3./Online/Credit 3.**

This course teaches the creation of computerized presentations with slides, outlines, and speaker notes. Course includes use of text, clip art, and sound, graphs to enhance presentations and output forms of presentations such as slide show, notes, outline, and transparencies.

**CSOS 235 Database Management-Access  
Lec. 3./Online/Credit 3.**

This course teaches planning, defining, and using a database; creating and running queries, creating and updating forms; generating reports, and terminology associated with of data base management.

**CSOS 237 Advanced Word Processing Lec. 3./Credit 3.**

This course teaches advanced word processing features such as creating mail merge files, macros, and graphics. The course also develops competence in the production of complex documents with table of contents, indexes, footnotes, tables, and cross references. Lecture 3 hours per week.

**CSOS 301-302-303 Managing in Organizations Credit 3.**

An introductory course sequence that addresses the subject from three related disciplines: the systems view, the behavioral view and the management practice and processes approach.

**CSOS 305 Contemporary Theory and Practice in  
Psychiatric Nursing Lec. 3./Credit 3.**

Critical study of the effects of history and gender on the concept of caring in nursing with proper emphasis on the philosophy of human care, interpersonal caring, standards of care and sources of knowledge for Caring Practice.

**CSOS 330 Marketing Service Agencies Lec. 3./Credit 3.**

Introduction to marketing fundamentals including basic media relations; marketing principles; developing a marketing plan; successful public education program development; use of marketing, consulting and printing firms and general marketing strategies.

**CSOS 340 Employment Law for Businesses****Lec. 3./Online/Credit 3.**

This course addresses law and employment decisions with a management perspective. It has three objectives: 1) to teach the student how to approach and manage legal employment decisions. 2) To instruct the student regarding the specific legal framework in which management decisions are made. 3) To give the student the ability to effectively argue his or her management decision case with this legal framework.

**CSOS 355 Afro-American Perspectives Lec. 3./Credit 3.**

An upper-level or in-service course focusing on the black American: the heritage and the struggles as one component in a complex society. (Undergraduate or graduate credit possible)

**CSOS 450 Analysis of Afro-American Church Traditions****Lec. 3./Credit 3.**

This course explores the origins of traditions in the Afro-American church. The course will also focus on the interrelatedness of song, prayer and preaching as each contributes to the holistic worship experience in the black church.

**CSOS 490 Christian Ethics Lec. 3./Credit 3.**

The course examines the interpretation of Christian Ethics and its implications with regard to dealing with real ethical dilemmas and stimulates the thought process of ethical decision-making.

**CSOS 495 Topics in Church Music Lec. 3./Credit 3.**

This course will focus on aspects of church music to correlate religious and Biblical study, philosophy, and psychological techniques from an administrative perspective to provide an understanding of the role of music in worship.

**CSOS 500 Public Service Accounting Lec. 3./Credit 3.**

Modern accounting principles and terminology introduced within the context of public service organizations. Methods of presentation, interpretation and analysis will be emphasized.

**CSOS 505 Accounting Applications Lec. 3./Credit 3.**

Focuses on cost behavior, planning, control of costs, capital budgeting, direct variance analysis and other decision-making techniques are explored in a case study.

**CSOS 510 Statistics Lec. 3./Credit 3.**

Presentation of research techniques and multivariate analysis of representative investigations within the field of study. Emphasis on reading and interpreting research, implications for solving problems and recognizing potential topics for further research.

**CSOS 515 Policy Analysis and Design Lec. 3./Credit 3.**

The process of developing and evaluating policy alternatives for achieving goals and making decisions based on a broad understanding of the social, economic, and political environment. A case study approach will be used. Prerequisite: CSOS 510 or Statistics.

**CSOS 520 Human Resource in Municipal Management****Lec. 3./Credit 3.**

A study of the functional duties associated with personnel/human resource administration. Topics include human resource planning, selection, interviewing techniques, performance appraisal, effective and efficient management, discipline, training, wages and salaries, occupational health and safety, equal employment opportunity, and labor relations.

**CSOS 525 Organizational Behavior Lec. 3./Credit 3.**

Orients the professional administrator to concepts applicable to the design and functioning of complex organizations and to understanding human behavior in that setting. Major emphasis is placed on managerial decision-making, quality of work life, conflict resolution and managing change.

**CSOS 530 Management of Operations Lec. 3./Credit 3.**

Provides an opportunity to explore the design, operation and control of manpower and operating systems from a managerial standpoint. Central issues include planning, scheduling of manpower, identifying, and solving other operating problems.

**CSOS 535 Business and Professional Ethics****Lec. 3./Credit 3.**

An analysis of the relationship of morality, legality, absolutism and relativism. Includes discussions of the practices and ethics of individuals in law, government, social agencies, business, medicine and other professions.

**CSOS 600 Promotional Strategies and Management****Lec. 3./Credit 3.**

Application of marketing concepts for non-profit agencies. Utilization of theory and practice, involving service and non-service situations within group organized case studies.

**CSOS 605 Program Planning and Evaluation****Lec. 3./Credit 3.**

Involves the study of short and long-term needs and the agency's responses in the present and future. Includes applied and basic research, demographics, the planning process and the preparation of evaluations. A research report will be prepared and presented.

**CSOS 610 Intergovernmental Relations Lec. 3./Credit 3.**

Contemporary trends and assessment of these trends on a local, state, federal and international level within the public service systems.

**CSOS 615 Strategy and Political Management I****Lec. 3./Credit 3.**

Explores the central managerial task of establishing meaningful, obtainable objectives. Included in the class is an exploration of the tools available for influencing and/or controlling the behavior and performance of outside agencies, examining strategic interaction with staff, peers, supervisors, elected and appointed officials, the press and citizens groups.

**CSOS 616 Strategy and Political Management II****Lec. 3./Credit 3.**

Examines the relationship between mathematical content and pedagogical skills through hands on activities. Investigates geometric concepts in cooperative learning groups.

**CSOS 617 Strategy and Political Management III****Lec. 3./Credit 3.**

Examines the philosophy behind family support in early intervention, provides information and skills for understanding family needs and offers strategies for coping with professional, emotional and logistic challenges.

**ECON (Economics)****ECON 200 Introduction to Economics****Lec. 3./Online/Credit 3.**

Basic non-technical course dealing with the fundamental concept and principles of modern economics.

**ECON 201 Principles of Macroeconomics****Lec. 3./Online/Credit 3.**

A first course on modern market economies. Emphasizes the determination of national income, fluctuations, and growth; the monetary system; the problems of inflation and unemployment; and international trade.

**ECON 202 Principles of Microeconomics****Lec. 3./Online/Credit 3.**

Second principles course on basic tools of market and price theory and their applications to the operations of firms, the consumption and work choices of individuals, and the effects of government taxes and policies. Prerequisite: ECON 201

**ECON 315 Money, Banking and National Income****Lec. 3./Credit 3.**

Role of money and credit in general economic activity; nature and functions of money; structure and organization of monetary and credit systems. Study of Federal Reserve System and United States Treasury in influencing expansion and contraction of credit. Theories of interest, money; national income and its determinants. Prerequisite: ECON 201

**EDMT (Emergency and Disaster Management)****EDMT 300 Homeland Security Organization****Lec. 3./ Credit 3.**

Introduces students to current issues regarding homeland security at the national, regional, state and local levels. Discusses the history of homeland security, including its political history and evolution, particularly as it relates to terrorism. Addresses demands state and local authorities must meet when dealing with national programs and requirements which affect funding and operations on the state and local level during natural or man-made disasters and emergencies.

**EDMT 301 Emergency Planning****Lec. 3./ Credit 3.**

Effective emergency planning is the key to surviving natural and man-made disasters. Risk analysis and the formulation of a comprehensive plan, followed by a vigorous and continuing testing program, are essential elements to surviving an emergency. Topics covered include threat assessment, risk analysis, formulating the plan, staffing the emergency operations center (EEOC), coordinating with supporting agencies, the importance of continuing liaison, managing an actual incident, and conducting an effective follow-up analysis. Various actual case studies are discussed.

**EDMT 305 Emergency and Disaster Incident Command****Lec. 3./ Credit 3.**

This course is a study of the theory and practice of incident command, the various methods of incident command, and specific focus on the Incident Command System (ICS) used in crises, disasters, and emergency management response systems. Cases are studied in order to assist students in understanding the management and leadership complexity associated with modern emergencies and disasters.

**EDMT 400 Border and Coastal Security Lec. 3./ Credit 3.**

A study of the federal, state and local organizations involved in border and coaster security, associated homeland security issues, the various policy and operational strategies used for border and coastal access and security, and contemporary boarder and coaster security concerns. Topics also include immigration and non-U.S. approaches to border and coastal security.

**EDMT 402 Port Security****Lec. 3./ Credit 3.**

Port Security is a survey course designed to provide students with a broad knowledge of port security issues. It will examine several contemporary issues, including; the importance of sea borne trade to the North American and United State economies, the value of mega ports to sea borne trade, the vulnerabilities of ports to disruption and asymmetric attack, critical port security incidents such as the Halifax Explosion, and defensive measures to protect ports from disruption or asymmetric attack.

**EDMT 405 Special Operations in  
Emergency Services****Lec. 3./ Credit 3.**

This course examines the specialized issues associated with emergency medical services—those issues that are not commonplace or part of everyday procedure. Topics include emergency medical services in mass casualty, biological, chemical and radiological incidents. The course also covers unique topics in emergency medical services, to include the employment of services in complex contingencies, such as those faced when fire, police, terrorist, and other emergencies co-exist with the need to provide medical services on-scene and post-disaster.

**EDMT 406 National Disaster Management****Lec. 3./ Credit 3.**

Emphasis is on the planning, recovery, and response systems in place in the United States for natural disasters. The course covers issues of organization, operations, training, and other issues associated with the management of natural disasters.



## EDUS (previously, EDUC - Education)

**EDUS 200 Foundations of Education Lec. 3./Credit 3.**  
Students develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States. Attention is given to the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education. Students also explore the foundations of instructional design based on assessment data. This course also discusses the origin of special education from a historical perspective including major contributors that laid the foundation for the growth and improvement of knowledge and practice in the field. Additionally, applicable laws, rules and regulations, procedural safeguards, program standards and ethical considerations regarding the education of students with disabilities including screening, referral and placement procedures and non-biased evaluation and diagnosis techniques will be explored.

**EDUS 301 Curriculum in the Elementary School Lec. 3./Cln. 1./Credit 3.**

Students develop an understanding of the principles of learning; teaching methods tailored to promote student academic progress; the relationships among assessment, instruction, and monitoring student progress; and methods of improving communication between schools and families. Students shall also complete study in child abuse recognition and intervention.

**EDUS 302 Human Growth and Development Lec. 3./Cln. 1./Credit 3.**

Students gain an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The interaction of children with individual differences – economic, social, racial, ethnic, religious, physical, and mental – is incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, gifted education including the use of multiple criteria to identify gifted students, substance abuse, child abuse, and family disruptions. Educational strategies including instructional and curricular modifications and collaborative options appropriate for students with exceptionalities identified in the Individuals with Disabilities Education Act (IDEA) will be explored.

**EDUS 315 Teaching Developmental Reading Lec. 3./Cln. 1./Credit 3.**

This course is designed to expose students to foundational aspects of reading instruction and the understanding of the complex nature of language acquisition and reading. This course will focus on understanding of sound/symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and a knowledge of phonics, syntax, and semantics interact. Additional skills will include proficiency in a variety of comprehension strategies, as well as the ability to foster appreciation of a variety of literature and independent reading. Course emphasis includes reading theories, related research, balanced reading approaches systematic explicit phonics instruction, techniques and materials for planning, designing, and conducting reading instruction in grades K-8.

**EDUS 441 Student Teaching Internship - Elementary Schools Credit 12.**

A culminating experience that involves students assuming full responsibility for the management and instruction of classes in a elementary school under close clinical and University supervision. Students will be assessed using the format and criteria designed by the department.

**EDUS 502 Diagnostic Teaching of Reading Lec. 2./Lab 2./Credit 3.**

Selection, administration, and evaluation of assessment instruments and instructional techniques appropriate for diagnosing and correcting classroom reading difficulties. Prerequisite: EDUS 315.

**EDUS 517 Classroom and Behavior Management Lec. 3./Credit 3.**

Students develop skills that contribute to an understanding and application of classroom and behavior management techniques and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. The class addresses diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice.

**EDUS 550 Teaching and Learning with Technology Lec. 3./Credit 3.**

Students shall meet each of the six ISTE standards for applying technology in educational settings, including: 1) demonstrating a sound understanding of technology operations and concepts, 2) planning and designing effective learning environments and experiences supported by technology, 3) implementing curriculum plans that include methods and strategies for applying technology to maximize student learning, 4) applying technology to facilitate a variety of effective assessment and evaluation strategies, 5) using technology to enhance their productivity and professional practice, and 6) understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

## EMSM (Emergency Medical Systems)

**EMSM 205 Foundations of EMS Systems Lec. 3./Credit 3.**

Introduces students to the design and operation of EMS systems and the delivery of patient care. The history of EMS, the interface of public and private organizations and a review of the various personnel who comprise these systems are examined in relation to their impact on the health care delivery system.

**EMSM 300 Survey of Social, Legal and Political Issues in EMS Lec. 3./Credit 3.**

Social, political, and legal issues at the local, state and national levels. Designed to provide a conceptual framework for the understanding of contemporary issues in emergency medicine.

**EMSM 302 Teaching Methods and Techniques in EMS Lec. 3./Credit 3.**

Fundamentals of the learning process, information delivery preparation, use of lesson plans and psychomotor skills instruction.

**EMSM 305 Fundamentals of Emergency Service Organization Management Lec. 3./Credit 3.**

Examines emergency medical services organizations management functions and styles. Management functions studies are: planning, organizing, staffing, directing, and controlling. Management examined as both a science and an art with emphasis on knowledge and personal abilities necessary to succeed as a manager.

**EMSM 307 Safety and Risk Management Lec. 3./Credit 3.**

An exploration of management and organizational principles with emphasis on controlling the risk associated with operations in the emergency services. In depth discussion of recognizing and controlling risk, personnel accountability, incident management systems and post-incident analysis as related to the emergency services. Critical analysis of private protection measures available to reduce loss potential.

**EMSM 310 Ethics, Health Care and the Law Lec. 3./Credit 3.**

Review of legal concepts in emergency medical services and their application and impact on the ethical provision of health care in the United States.

**EMSM 400 Quality Assurance Program Design and Implementation Lec. 3./Credit 3.**

Principles of quality assurance in medical services and operational evaluation. Emphasis is placed on accountability, multi-agency involvement and resource allocation.

**EMSM 401 Special Topics in EMS Quality Assurance Lec. 3./Credit 3.**

Review models and case studies in response times, reduction of mortality and morbidity, ambulance placement strategies and cost-benefit analysis. (Prerequisite: EMSM 400)

**EMSM 403 Strategic Planning Lec. 3./Credit 3.**

Planning theory and application as it relates to contemporary issues in emergency medical services delivery and system development.

**EMSM 404 Case Studies in EMS Management Practice Lec. 3./Credit 3.**

Case study review for the application of principles in personnel management, service delivery, risk management and related management areas.

**EMSM 405 Internship Lec. 3./Credit 3.**

Research, writing and hands-on training in selected subject areas. Arranged in conjunction with local, regional or state agencies. Project must be approved by advisor.

**EMSM 406 Injury and Illness Prevention in the Community Lec. 3./Credit 3.**

This course provides a global overview of injury and illness prevention for EMS personnel and the community. This includes a review of epidemiological patterns of illness and injuries emphasizing the role of EMS in prevention and public health.

**EMSM 407 EMS Quality Improvement and Performance Management Lec. 3./Credit 3.**

A study of the principles and practices of quality and performance management in medical services. Topics to be discussed include defining performance measurement; discussing models of quality; collecting and analyzing data; and planning, implementing, and evaluating quality initiatives.

**EMSM 408 EMS Finance Lec. 3./Credit 3.**

Students are given an overview of financial and managerial accounting analysis and reporting as they relate to EMS. The course also defines and describes various EMS revenue streams, reviews budgeting concepts in the context of an EMS operation, and presents information to assist in the understanding of accounting control, planning and decision-making processes.

## **ENGL (English)**

**ENGL 100 Fundamental Writing Lec. 3./Credit 3.**

A concentrated review of grammar, mechanics, sentence structure, usage, and the development of fundamental writing skills. A three-credit course, English 100 is offered only on an S/U basis and cannot count toward the English requirement in General Education.

**ENGL 101-102 Written Communication Lec. 3./Online/Credit 3.**

An introductory sequence in composition, Written Communication contributes to the liberal education of students regardless of their majors. Each course approaches writing as a process and each provides experience in writing with various rhetorical strategies. ENGL 101 emphasizes the expressive and expository. ENGL 102 focuses upon the persuasive and literary, and includes a research paper requirement. "C" is a passing grade for Written Communication.

**ENGL 201 Traditional English Grammar Lec. 3./Credit 3.**

Studies in English grammar, usage, and mechanics designed for those students who need additional review in fundamentals of the English language.

**ENGL 202 Structure of the English Language Lec. 3./Credit 3.**

An introduction to linguistics, including the nature of language as a uniquely human phenomenon, misconceptions about language, language as a metaphor, meaning and language taboos. Prerequisite: ENGL 102-102.

**ENGL 203-204 English Literature I and II Lec. 3./Credit 3.**

Examines English literature from Beowulf to Henry Fielding, giving major emphasis to Chaucer, Shakespeare, Milton and the Augustan. Prerequisite: ENGL 101-102.

**ENGL 209 Children's Literature Lec. 3./Credit 3.**  
Survey of field of literature for children from nursery school through grade eight. Consideration of principles governing choice of literature in these grades; compilation of annotated lists of books suited to typical nursery school and elementary school situations; experience in story-telling and dramatization.

**ENGL 210-211 Introduction to Literature Lec. 3./Online/Credit 3.**  
A two semester introduction to four major literary genres designed to provide an aesthetic appreciation of the selected works and an understanding of the basic methods of literary analysis. ENGL 210 examines American and European short stories and poetry. ENGL 211 examines the novel (American and European) and international drama. Prerequisite: ENGL 101-102 or permission of department chairperson.

**ENGL 215-216 World Literature Lec. 3./Credit 3.**  
Study of selected world masterpieces in relation to the artistic, historical and philosophical contexts from which they emerged. Prerequisite: ENGL 101-102 or permission of department chairperson.

**ENGL 218 Applied Communication Lec. 3./Online/Credit 3.**  
This course develops communication, language arts, and English skills in an applied setting. Emphasis is placed on transferring improved reading, writing, listening, speaking, problem-solving, visual, and nonverbal skills to occupational and personal lives. This course includes occupation-specific applications in business, marketing, technical, trade, and industrial areas.

**ENGL 311-312 American Literature Lec. 3./Credit 3.**  
Survey of selected prose and poetic works most characteristic of major American authors, including Washington Irving, Edgar Allan Poe, Herman Melville, and Walt Whitman in the first part, and Mark Twain, Sherwood Anderson, John Steinbeck, Richard Wright, James Baldwin, and Flannery O'Connor in the second. Prerequisite: ENGL 210-211 or permission of department chairperson.

**ENGL 313-314 African American Literature Lec. 3./Credit 3.**  
A two-semester survey of African American prose and poetry from the eighteenth century to the present. Representative writers include Nat Turner, Ralph Ellison, Gwendolyn Brooks, James Baldwin, and Ernest Gaines. The poetry of Margaret Danner, Conrad Kent Rivers and Nikki Giovanni is covered. Prerequisite: ENGL 210-211 or permission of department chairperson.

**ENGL 316 African-American Literature Lec. 3./Online/Credit 3.**  
A study of African-American literature from the eighteenth century to the present, based on selected works of its most representative authors, with the objective of appraising its place in the life history and heritage of Black American people and its contribution to American literature and culture.

**ENGL 399 Topics in Literature Lec. 3./Credit 3.**  
Thematic approach to literary study through selected genres. Content, approach and readings vary from semester to semester.

**ENGL 400 Language Arts for Young Children Lec. 3./Credit 3.**  
A study of developing language skills in children, with an emphasis on oral language, viewing, listening, writing, and spelling. Content includes cooperative learning strategies, effective group strategies, and a survey of current trends in language arts instruction. Language arts in a multicultural context are included. Prerequisites: EDUS 200, EDUS 302.

## **ENTR (Entrepreneurship)**

**ENTR 210 Introduction to Entrepreneurship Lec. 3./Online/Credit 3.**  
Introduction to the practical and theoretical considerations involved in entrepreneurship. Surveys the preparation of business plans, strategies for financing, market assessment, development and protection of business ideas, management, and strategies for survival for new business ventures.

## **FADM (Fire Administration)**

**FADM 101 Philosophy of Fire Protection Lec. 3./Credit 3.**  
The philosophy and history of fire protection; history of loss of life and property to fire. Review of municipal fire defenses and study of the organization and function of federal, state, county, and private fire protection agencies. Survey of professional fire protection career opportunities.

**FADM 102 Fundamentals of Fire Prevention Lec. 3./Credit 3.**  
Organization and function of fire prevention organizations; inspections; surveying; and mapping procedures. Recognizing fire hazards; engineering a solution to the hazards; and enforcing hazards solutions. Public relations as affected by fire prevention also.

**FADM103 Fire Science I Lec. 3./Credit 3.**  
Fundamentals of fire investigation. Chemistry of fire and fire behavior, including points of origin, ignition sources, properties of combustibles, residues of pyrolysis, and arson evidence.

**FADM 105 Fire Protection Equipment and System I Lec. 3./Credit 3.**  
Introduction to the concept of fire protection systems. Study of extinguishing agents and their application. Concentration on fixed and portable water carbon dioxide, dry chemical, dry powder, and foam halogenated systems.

**FADM200 Fire Protection Equipment and System II Lec. 3./Credit 3.**  
This is a continuation of FADM 105 with special emphasis on sprinkler systems, automatic detection systems, municipal alarm systems and the design requirements for application in fire prevention and fire suppression. Prerequisite: FADM 105.

**FADM201 Fire Hydraulics Lec. 3./Credit 3.**  
Hydrostatics and hydrokinetics, Bernoulli's Theorem, Pascal's Theorem Venturi Action, Hazen-Williams Formula, water distribution systems, pump velocity, discharge, friction loss, engine and nozzle pressures as they relate to the study of fire science. Concentration on theory followed by practical application.

**FADM 300 Survey of Legal, Social and Political Issues**      **Lec. 3./Credit 3.**  
Social variables, political and legal issues at the local, state and national levels.

**FADM 301 Risk Management**      **Lec. 3./Credit 3.**  
Comprehensive course that will help the student with identification, analysis and measure of loss possibilities and the principle method of handling such contingencies.

**FADM302 Systematic Analysis to Public Fire Safety**      **Lec. 3./Credit 3.**  
An overview of system analysis, application and procedures pertaining to fire safety.

**FADM 303 Fire Officer I**      **Lec. 3./Credit 3.**  
Comprehensive course for fire service leadership dealing with the topics of building construction, building codes and ordinances, fire fighting strategy and tactics, chemistry, safety practices and report writing.

**FADM 305 Community Risk Management for Fire and Emergency Services**      **Lec. 3./Credit 3.**  
This course provides a framework for understanding the ethical, sociological, organizational, political and legal components of community risk reduction.

**FADM 306 Fire and Emergency Service Administration**      **Lec. 3./Credit 3.**  
Fire and emergency service administrative structures and processes. This course prepares students to assume administrative positions within fire and emergency service organizations and examines roles and responsibilities of administrators, management and leadership theory and practices, and common administrative functions. Focus on leadership, administration, budgeting and tools for analytical problem solving.

**FADM 310 Public Finance**      **Lec. 3./Credit 3.**  
Basic concepts and modes of government financing, especially local and state governments.

**FADM 400 Teaching Methods and Techniques**      **Lec. 3./Credit 3.**  
Fundamentals of the learning process, information delivery preparation and use of lesson plans. Students will prepare and make presentation on selected topics. Presentations will be video taped to facilitate critique and feedback.

**FADM 401 Fire Investigation and Legal Problems**      **Lec. 3./Credit 3.**  
Investigation of fires, stressing arson investigation, techniques of investigation reports and courtroom demeanor. Legal aspects and problems will be emphasized.

**FADM 402 Technical Report Writing**      **Lec. 3./Credit 3.**  
Practical exercises on preparing reports concerning investigations, problem areas and initiation of new concepts.

**FADM 403 Fire Investigation and Analysis**      **Lec. 3./Credit 3.**

**FADM 405 Disaster Planning and Control**      **Lec. 3./Credit 3.**  
Students in this course learn the concepts and principles of community risk assessment, planning and response to fires, natural and man-made disasters including NIMS ICS, mutual aid and automatic response, training and preparedness, communications, civil disturbances, terrorist threats/incidents, hazardous materials planning, mass casualty incidents and other disasters.

**FADM 406 Regulatory Issues in Fire Emergency Services**      **Lec. 3./Credit 3.**  
This course covers issues relating to a department wide hazardous materials program management, includes issues that are pertinent to officers and managers including regulations and requirements for hazardous materials preparedness, response, storage, transportation, handling and use and the response to terrorist attacks. The course covers federal, state and local emergency response planning and regulatory requirements for hazardous materials.

**FADM 407 Public Policy: Development and Administration**      **Lec. 3./Credit 3.**  
This course examines the impact of public policy on the fire service. It includes a review of the American Legal System with a focus on how laws are enacted, the formation of public policy and the legislative and political process and how the processes may impact the fire service.

**FADM 413 Practicum**      **Lec. 3./Credit 3.**  
Research, writing and hands on training of selected subject areas. Practicum area of concentration must be approved by advisor.

## **FINC (Finance)**

**FINC 290 Personal Finance**      **Lec. 3./Online/Credit 3.**  
An introduction to personal money management. Topics include savings and investment alternatives, budgeting, use of credit, basics of stocks and bonds, insurance as a risk reduction tool, and the role of real estate in a personal portfolio.

**FINC 304 Business Finance**      **Lec. 3./Online/Credit 3.**  
Study of concepts and techniques for determining the need, acquisition, and management of financial resources of the firm. Introduction to analysis of financial statements. Prerequisite: ACCT 204.

**FINC 309 Managerial Finance**      **Lec. 3./Credit 3.**  
Intensive study of the asset side of the balance sheet. Major emphasis is directed toward analyzing the decision process involved in acquiring assets, managing assets, and forecasting the flow and use of assets. Special attention devoted to defining and measuring risk. Prerequisite: FINC 304.

**FINC 450 Principles of Real Estate**      **Lec. 3./Credit 3.**  
General course dealing with real property, including study of contracts, descriptions, real estate mortgages, landlord-tenant relations, and mechanical liens. For departmental seniors only or majors required to take this course. Others must have permission of department chairperson.



## **GEOG (Geography)**

**GEOG 201 World Regional Geography Lec. 3./Credit 3.**  
The physical environment of atmosphere, land, and water provides the setting for systematic study of cultural variations across world political regions.

## **GREK (Greek)**

**GREK 101 – 102 Elementary Greek Online/Credit 3.**  
This course will introduce students to the basics of Koine Greek vocabulary and grammar, for the expressed purpose of reading the Greek New Testament in its original language. An inductive approach employing biblical verses to illustrate grammatical points, will allow exposure to the canonical writing themselves from the start. There will also be discussion of important Greek terms and concepts from the biblical readings.

## **HEAL (Health Education)**

**HEAL 200 Health Education Lec. 2./Online/Credit 2.**  
Designed to help the student to understand himself/herself as a human organism, to become familiar with various influences that affect health, to coordinate experiences for more effective understanding of beautiful living in the world today, and to aid himself/herself in solving personal health problems.

**HEAL 441 Health and Aging Online/Credit 3.**  
A study of the common health problems associated with aging and their causes, and a review of the preventive and corrective measures believed necessary to insure optimal health. To include physical, social, and mental factors and the interrelationships among them.

## **HIST (History)**

**HIST 105 World Civilizations I Lec. 3./Credit 3.**  
Surveys development of human societies from the first literate, urban civilization (3500 BC) to the middle of the 18th century. Themes emphasized include economic, religious, intellectual, social (gender, race, age, families, and communities). Selected historical events in Asia, Africa, Europe, and the Americas will be considered.

**HIST 106 World Civilizations II Lec. 3./Online/Credit 3.**  
Surveys the period from the French Revolution (1789) to present, years when many aspects of the contemporary world were shaped. Themes emphasized include economic, religious, intellectual, social (gender, race, age, families, and communities).

**HIST 107 African-American History Lec. 3./Credit 3.**  
Part of the World Civilization sequence, a survey of the experiences of blacks in the Americas from 1500 to present. Includes material about peoples and institutions of precolonial Africa and the Atlantic slave trade.

**HIST 108 American History Survey: Colonial Period to the Present Lec. 3./Credit 3.**

This course serves as a lecture course that surveys the political, economic, and social characteristics of American development from the colonial period to the present. Virginia studies are included. Instruction and content are multicultural in orientation with particular emphasis on major trends, issues and events.

**HIST 201 History of the United States to 1865 Lec. 3./Credit 3.**

Intensive survey of political, social, economic, and cultural development of the United States from Colonial Period to end of the Civil War.

**HIST 202 History of the U.S. - 1865 to Present Lec. 3./Online/Credit 3.**

The history of the United States beginning with the Civil War through today.

**HIST 308 Historiography of African Diaspora Lec. 3./Credit 3.**

Group discussion of important interpretive works in the history of Africa and the African diaspora, including Latin America and the Caribbean. Purpose is to ensure that all history majors have read key books and articles and understand the fundamental historiographical literature which overlaps single period or area courses.

**HIST 395 Special Topics in History Lec. 3./Credit 3.**  
Selected topics for study or research in seminal fields of history. Specific topic will be announced the session before the course is to be offered.

**HIST 400 Social Studies for Young Children Lec. 3./Credit 3.**

Fundamentals of teaching elementary school social studies will be covered. Includes current trends in social studies instruction, unit development, and the methodology of content delivery. Emphasis on multicultural instruction. Prerequisites: EDUS 200, EDUS 302.

## **HMRT (Human Resources Management)**

**HMRT 315 Training and Development in Organizations Lec. 3./Online/Credit 3.**

Identifying, assessing, developing, conducting, and evaluating planned learning activities for the purpose of increasing employee performance and organizational effectiveness. The process of needs assessment, diagnosis, interventions, and evaluations will be practiced for various client systems. Prerequisite: MGMT 312.

**HMRT 316 Compensation and Benefits Administration Lec. 3./Online/Credit 3.**

Exploration of the process, concepts, and methods used to determining rewards and indirect financial compensation or benefits. Compensation and benefit administration, cost pressures and legal challenges, and survival strategies in a competitive international marketplace will be covered. Prerequisite: MGMT 312.

**HMRT 417 Legal Aspects of Human  
Resource Management**

**Lec. 3./Credit 3.**

Overview of legal issues that are especially relevant to human resource management including Age Discrimination Employment Act 1967, Americans with Disabilities Act 1990. Civil Rights Act 1964, Equal Employment Opportunity Programs, Family and Medical Leave Act 1993, Pregnancy Discrimination Act 1978, Rehabilitation Act 1973, and Sexual Harassment. Examples of equal opportunity and employment laws in other countries that effect multinational corporations and trade will be covered. Prerequisites: MGMT 305, 312, and 321.

**HMRT 499 Human Resources Management Seminar**

**Lec. 3./Online/Credit 3.**

This course is meant to provide a capstone experience for senior students in Human Resource Management. Current issues and other key topics will be covered and student activities will also focus on the successful completion of the Human Resources Certification Institute examination. Prerequisites: Senior Standing in Human Resources Management Program or permission from department chairperson.

**HRMG (previously, HRM - Hotel  
Restaurant Management)**

**HRMG 300 Introduction to Hospitality Management**

**Lec. 3./Credit 3.**

Traces the development of the hotel and restaurant industry. Emphasis is placed upon career opportunities and skills needed.

**HRMG 301 Computer Application in Hotel/  
Restaurant Management**

**Lec. 3./Credit 3.**

The study and application of computer systems as they are used in the hospitality industry.

**HRMG 302 Sanitation and Safety in Hotel/Restaurant  
Management**

**Lec. 3./Credit 3.**

Course covers, in detail, the principles and practices of sanitation and hygiene as applied to the hospitality industry. Successful completion of the course will qualify students for state certification. Emphasis will be placed on the training of supervisory personnel.

**HRMG 303 Menu Planning & Principles of Quantity  
Food Production**

**Lec. 3./Credit 3.**

Course covers menu writing fundamentals and design; quantity food planning, production, service and food merchandising.

**HRMG 304 Hotel and Restaurant Purchasing**

**Lec. 3./Credit 3.**

Principles, policies, procedures, and methods of obtaining commodities and supplies for the various facets of the hospitality industry. Includes all phases of supply, storage, issuing, and maintenance.

**HRMG 305 Hotel and Restaurant Organization  
and Management**

**Lec. 3./Credit 3.**

The study of organization principles and practices in the various sectors of the food and hotel industry to include business and management theory.

**HRMG 306 Hotel Front Office Operations I**

**Lec. 3./Credit 3.**

Analyzes hotel front office procedures. Introduces the student to all phases of the guest service cycle from reservations to account settlements.

**HRMG 307 Restaurant Front Office Operations II**

**Lec. 3./Credit 3.**

Analyzes restaurant front office procedures. Introduces the student to all phases of the guest service cycle from reservations to account settlements.

**HRMG 400 Hotel Housekeeping and**

**Engineering Management Lec. 3./Credit 3.**

An overview of the housekeeping and engineering departments of a hotel. Emphasis is placed on the principles and practices of housekeeping and engineering management to include organization, staffing, scheduling, staff development, cleaning materials and procedures, and preventive maintenance.

**HRMG 401 Principles of Food, Beverage,  
and Labor Cost Control**

**Lec. 3./Credit 3.**

An analysis of various methods of food, beverage, and labor cost control. Both manual and computerized approaches used.

**HRMG 402 Equipment Selection, Design,  
and Layout**

**Lec. 3./Credit 3.**

Equipment selection, purchasing, layouts and design of hotel/motel rooms, lounges, dining areas, conference rooms, food service kitchens, dining rooms, and public areas.

**HRMG 403 Human Resources Management/  
Training in Hotel/Restaurant Management**

**Lec. 3./Credit 3.**

Theory, assessment, planning, application, and evaluation of employee training and development programs.

**HRMG 404 Ethical and Legal Issues in Hotel and  
Restaurant Management**

**Lec. 3./Credit 3.**

Exploration of the law and ethics as it pertains to the hospitality industry. The course will take special note of liabilities for guests, truth in menu, contracts, franchising, and other legislation.

**HRMG 425 Practicum in Hotel and Restaurant  
Management**

**Credit 6.**

Course is designed to give students practical real experiences in the field under supervision.

**HUMN (Humanities)**

**HUMN 201-202 Seminar in Humanities**

**Lec. 3./Online/Credit 3.**

Acquaints students with the thoughts, creations, and actions of man reflected in selected literary, musical, dramatic, and other creative productions of past and present in the fine arts and humanities. Through critical and creative study and/or production, individual students will be encouraged in a knowledge of those human values that have survived the test of time with the goal of obtaining and understanding the creative techniques and disciplines used to transmit those values.

## MATH (Mathematics)

### **MATH 100 Elementary Algebra Lec. 3./Online/Credit 3.**

For students with a deficient background and placement indicate a need for basic work. This course does not carry credit toward any degree at the University and is offered only on S/U basis. Concepts to be covered include arithmetic review, linear equations and inequalities, polynomials, rational expressions, and graphing. Entry level skills for MATH 109.

### **MATH 105 Intermediate Algebra**

**Lec. 3./ Online/Credit 3.**

Review of fundamental operations, algebraic fractions, ration, proportion and variation, exponents and radicals, inequalities, relations, functions, and quadratic equation. Entry level skills for MATH 117.

### **MATH 109 College Mathematics I**

**Lec. 3./Online/Credit 3.**

Solving linear, quadratic, and rational equations and inequalities. Linear, quadratic, polynomial, and rational functions and their graphs. Exponential and logarithmic functions. Systems of linear equations and matrices. Fundamentals of logic and sets, geometry as a logical system. Prerequisite: MATH 100 or by placement.

### **MATH 110 College Mathematics II**

**Lec. 3./Online/Credit 3.**

Mathematics of finance such as interest, percentage, and mortgage. Simple mathematical models and linear programming. Elementary combinatorics, probability and statistical concepts. Role of computers in mathematical problem solving. Prerequisite: MATH 109 or by placement.

### **MATH 117 PreCalculus Mathematics I**

**Lec. 3./Online/Credit 3.**

Equations and inequalities. Function and their inverses. Polynomial functions and theory of equations. Exponential and logarithmic functions. Systems of linear equations: matrices and determinants. Counting principles and Binomial Theorem. Prerequisite: MATH 105 or by placement.

### **MATH 118 PreCalculus Mathematics II Lec. 3./Credit 3.**

Trigonometric functions and their inverses. Analytic trigonometry. Applications of trigonometry. Complex numbers. Polar coordinates. Sequences and series. Prerequisite: MATH 117 or placement.

### **MATH 130 Calculus**

**Lec. 3./Online/Credit 3.**

A one-semester hour course for students with an option or a requirement for a course in calculus. Differentiation and integration of algebraic and elementary transcendental functions: applications from business, life and social sciences. Prerequisite: MATH 117 or placement.

### **MATH 151 Calculus I**

**Lec. 4./Credit 4.**

Introduction to limits, continuity, and derivatives. Rules of differentiation. Differentiation of algebraic, trigonometric, inverse trigonometric, exponential, and logarithmic functions. Differentials and tangent lines. Higher order derivatives. Implicit differentiation. Applications of derivatives. Definite integral. Fundamental theorem of calculus. Integration of elementary functions. Prerequisite: MATH 118 with "C", above, or by placement.

### **MATH 152 Calculus II**

**Lec. 4./Credit 4.**

The calculus of the transcendental functions. Techniques of integration. Applications of the definite integral. Indeterminate limits. Improper integrals. Infinite series. Prerequisite: MATH 151 with grade "C", above, or by placement.

### **MATH 205 Introduction to Statistics**

**Lec. 3./Credit 3.**

Descriptive statistics for ungrouped and grouped data. Concepts of probability. Random variables. Binomial and normal distributions. Sampling distributions. Correlation and regression. Hypothesis testing and estimation. Prerequisite: MATH 109 or above.

### **MATH 310 Modern Geometry**

**Lec. 3./Credit 3.**

Deductive reasoning and nature of proof. Basic concepts and postulates. Incidence geometry. Congruence of segments and angles. Triangles. Circles. Proportion and similarity. Polygon areas and volumes. Introduction to non-Euclidean geometries.

### **MATH 400 Mathematics for Young Children Credit 3.**

Fundamentals of teaching elementary school mathematics will be covered. An emphasis will be placed on inquiry and process as well as conceptual understanding through the use of models and visuals. A laboratory will demonstrate the use of manipulatives in teaching mathematics. Prerequisites: EDUS 200, EDUS 302.

## MGMT (Management)

### **MGMT 200 Introduction to Business**

**Lec. 3./Online/Credit 3.**

The role and function of business enterprises within the free economy. Includes organization, financing, marketing, personnel administration, production, insurance, accounting, and management; also includes corporate lectures to help students choose a business specialty.

### **MGMT 205 Computer Concepts in Business**

**Lec. 3./Online/Credit 3.**

Introduction to computer use with a concentration in business applications. Concepts presented include hardware and software for the use for the computer. Several common business software packages, such as word processing and database, may be used to demonstrate the practical application of the course concepts.

### **MGMT 215 Principles of Statistical Analysis**

**Lec. 3./Online/Credit 3.**

Methods of collecting, organizing, presenting, analyzing, and interpreting large masses of quantitative business and economic data. Emphasis is on the application of statistical techniques to decision making. Prerequisite: MATH 130 or higher or permission of instructor.

**MGMT 216 Quantitative Methods****Lec. 3./Online/Credit 3.**

The statistical topics of multiple regression, nonparametric methods, time series, index numbers, and decision theory are covered. In addition, the quantitative techniques of linear programming, transportation and assignment problems, forecasting, inventory models and others are covered. Prerequisite: MGMT 215.

**MGMT 240 Introduction to Human****Resource Management Lec3./Online/Credit 3.**

This course will cover the broad range of topics associated with HR management from the perspective of the HR professional, the manager, and the employee. It will also serve to familiarize students who hope to become managers or team leaders during their careers with some of the issues they will have to deal with, such as staffing, motivating, and developing team members.

**MGMT 300 Total Quality Management****Lec. 3./Online/Credit 3.**

A survey of the methods used to apply principles of total quality management (TQM) in various organizational settings to improve quality and productivity. Topics include evolution of TQM theory; TQM models, tools and techniques; development of TQM teams; production of graphs and charts; strategies for meeting customer expectations; benchmarking; and comparison of TQM applications. Highlights continuous quality improvement as a way of life in business and organizational systems.

**MGMT 301 Business Organization and Management****Lec. 3./Online/Credit 3.**

Management and management functions; planning, organizing, staffing, directing, and controlling. Management examined as both a science and an art with emphasis on knowledge and personal abilities to be successful as a manager. Prerequisite: Completion of at least 58 semester hours or Junior standing.

**MGMT 305 Business Law I Lec. 3./Online/Credit 3.**

Legal environment of business. Topics include courts, constitutional law, criminal law, contracts, agency, consumer law, environmental law, property law, torts, administrative law, and international law. Prerequisite: Junior standing or completion of 58 semester hours and MGMT 301.

**MGMT 306 Business Law II Lec. 3./Credit 3.**

Legal environment of business. Topics include sales, commercial papers, secured transactions, bankruptcy, antitrust law, and labor law. Prerequisite: MGMT 305 and Junior standing.

**MGMT 312 Personnel/Human Resources Management****Lec. 3./Online/Credit 3.**

Human relations aspects and organization structure of personnel/human resources management, employee recruitment, selection, placement, development, motivation, evaluation, mobility, and service programs, to include rights of minorities and women. Prerequisite: MGMT 301 and Junior standing.

**MGMT 321 Management of International Business****Lec. 3./Online/Credit 3.**

Organization, operation, and management of multinational business; emphasis on problems of communication and control with relation to business operations in foreign countries. Prerequisites: MGMT 301, MGMT 305, ECON 201, and ECON 202 and the completion of at least 58 semester hours or Junior standing.

**MGMT 323 Information/DP Systems Management****Lec. 3./Online/Credit 3.**

Introduction to a managerial approach to information systems concepts and applications, to determining information system requirements and to selecting and implementing information systems, which meet the needs of an organization. The course emphasizes how information systems support key business functions, what information resources are available, how managers are involved in system decision-making in functional business areas and how information technology supports business strategy. Prerequisite: MGMT 205 or equivalent and Junior standing.

**MGMT 330 Management of Small Business****Lec. 3./Credit 3.**

Identifies critical problems of small business enterprises. Develops problem solving processes that define and suggest solutions to problems. Special emphasis on management problems of minority business enterprises. Prerequisite: Junior standing.

**MGMT 340 Business Communication****Lec. 3./Online/Credit 3.**

Correspondence as a function of business. Stresses force and clarity in composing letters, reports, memoranda, advertisements, orders, speeches, and articles that further the general aims of business. Prerequisite: Junior standing.

**MGMT 350 Principles of Supervision****Lec. 3./Online/Credit 3.**

Diverse area of supervision and management. Course provides an understanding of the modern era of supervision, the fundamental concepts of supervision, managing diversity, the functions and skills of supervisors, and the challenges of leadership and decision making.

**MGMT 400 Organizational Behavior****Lec. 3./Online/Credit 3.**

Survey of interpersonal relationships in organizational administration. Emphasis on basic behavioral science research as it contributes to understanding an individual, group, and other organizational behavioral phenomena. Prerequisite: Junior standing.

**MGMT 402 Production/Operations Management****Lec. 3./Online/Credit 3.**

Organization, decision-making, location and processing problems, standards, quality control, purchasing, inventory and production control, product mix, work measurement, and budgetary control in production. Prerequisite: MGMT 215, MGMT 216, and Junior standing.



## **MGMT 412 Labor-Management Relations**

**Lec. 3./Online/Credit 3.**

Historical background of modern labor problems, growth of trade unionism, union policies and activities, principles and practices of collective bargaining, and the role of government. Prerequisite: MGMT 312 and Junior standing.

## **MGMT 414 Business Ethics Lec. 3./Online/Credit 3.**

Business ethics covers the historical and intellectual foundations of ethics and applications to business. The course seeks to heighten the student's awareness of the ethical implications of business decision-making. This is accomplished by involving the student in the creative process of developing analytic and reasoning skills for reflective moral decision-making and conduct. Typical content includes: ethical perspectives and their implications; corporate social responsibility; ethical management of work and people; lying and truth telling in business; ethical issues in business accounting, finance, marketing and investment; and conflicts of interest.

## **MGMT 499 Business Policy and Strategy**

**Lec. 3./Online/Credit 3.**

The application of strategic management concepts in the solution of selected cases in business. Prerequisites: ACCT 203, 204; MGMT 215, 216, 301, 305, 205, 321, 323, 340, 402; ECON, 201, 202; FINC 304; MKTG 305.

## **MKTG (Marketing)**

### **MKTG 305 Principles of Marketing**

**Lec. 3./Online/Credit 3.**

Analysis of the problems involved in the operation of marketing institutions with emphasis on a micro approach. Topics include the design of channels of distribution, pricing, and promotion of goods and services. Prerequisite: ECON 201-202 or the permission of the instructor.

### **MKTG 311 Consumer Behavior Lec. 3./Credit 3.**

Examination of consumer behavior in the marketplace. Particular attention is given to economic influences, as well as, anthropological, psychological, and sociological influences affecting the consumer. Prerequisite: MKTG 305 or permission of the instructor.

## **MUSC (Music)**

### **MUSC 200 Introduction to Music**

**Lec. 3./Online/Credit 3.**

Survey of musical literature through the ages. Development of music in relation to other arts. Influence of sociological, economic, political, geographical, literary, and other factors upon music-illustrated by musical and artistic examples through recordings and other audio-visual devices.

### **MUSC 201 Music of African-Americans Lec. 3./Credit 3.**

Experience African-American musical developments from the onset of western African music culture, the middle passage to all forms of music in America from the spiritual to current trends in music.

## **PDMN (Public Administration)**

### **PDMN 101 Introduction to Law Enforcement**

**Lec. 3./Credit 3.**

Introduces the history and philosophy of law enforcement agencies which involves the administration of criminal justice; processes of justice from detection of crime, parole of offenders, evaluative procedures of current police services, and discussion on career opportunities in police science.

### **PDMN 102 Administration of Justice Lec. 3./Credit 3.**

Universal legal principles, federal, state and local statutes and ordinances, and the role of the various levels of government in administering them.

### **PDMN 103 Introduction to Criminal Law**

**Lec. 3./Credit 3.**

Elements of criminal law with definitions and general penalties, laws of arrest, search and seizure, rights and duties of officers and citizens.

### **PDMN 105 Crime Prevention and Delinquency Control**

**Lec. 3./Credit 3.**

Planning and administration of crime prevention methods; techniques of handling juvenile offenders and victims, prevention and repression of delinquency, diagnosis and referral, organization of community resources, juvenile law and juvenile court. Prerequisites: PDMN 101, 102, 103.

### **PDMN 200 Police Organization and Administration**

**Lec. 3./Credit 3.**

The organization and administration of line, staff and auxiliary functions. A comprehensive examination of current command-level problems and trends in law enforcement organization and management. This includes the formulation of policy and procedure, rules and regulations, development, implementation of procedural and tactical planning and control of activity.

### **PDMN 201 Contemporary Corrections Lec. 3./Credit 3.**

A study of the development of penal philosophies from revenge to rehabilitation. The structure of the American correctional system including probation, institutionalization and parole with consideration of current alternatives to incarceration.

### **PDMN 202 Law Enforcement-Community**

**Lec. 3./Credit 3.**

An examination of factors contributing to cooperation or friction between law enforcement personnel and the community, with emphasis on minority groups, political pressures and cultural problems. Citizen involvement in the criminal justice process, community organization and the social responsibility of law enforcement are examined.

**PDMN 203 Juvenile Delinquency/Justice****Lec. 3./Credit 3.**

Juvenile delinquency in relation to the general problem of crime. Analysis of factors underlying juvenile delinquency, treatment and prevention. The adjudication process for juveniles-philosophy and practice. Prerequisite: PDMN 101.

**PDMN 204 Criminal Investigation Lec. 3./Credit 3.**

Fundamentals investigation, techniques of crime scene recording and search, collection and preservation of physical evidence, modus operandi processes, interview and interrogation, procedures and techniques of investigation of specific crimes, laws affecting law enforcement regarding gathering of evidence, actual crime scene investigation, including autopsy laboratory work. Prerequisites: PDMN 101, 102, 103.

**PDMN 205 Drugs, Society, and Human Behavior****Lec. 3./Credit 3.**

Various phases of the problems created by narcotics and dangerous drugs. Emphasis is placed upon consideration of why people take drugs, the characteristics of narcotic and dangerous drugs. Special emphasis is placed upon the efforts of local, state, national and international effort to control dangerous drugs.

**PDMN 206 The Police and the Community****Lec. 3./Credit 3.**

An examination of the merging role of the modern police officer with emphasis on community relations programs, and the police role in the development of support for the criminal justice system.

**PDMN 207 Security Concepts Lec. 3./Credit 3.**

The historical, philosophical, and legal basis of security. Security as a major factor in criminal justice for the prevention of crime. The relationship between security and public law enforcement. Prerequisite: PDMN 101.

**PDMN 208 Criminal Procedure and Evidence****Lec. 3./Credit 3.**

Constitutional and procedural considerations affecting arrests, search and seizure, A study of Supreme Court cases relative to the fourth, fifth, sixth, and fourteenth amendments which specifies dealing with law enforcement officers, investigative and police powers and limitations in connection with obtaining evidence, and confessions. Also, making searches, seizures, and arrests. Prerequisite: PDMN 101

**PDMN 209 Seminar in Police Problems Lec. 3./Credit 3.**

Emphasis will be placed upon research, writing and discussion of selected subject areas, analysis of contemporary problems. Rural versus urban problems and counter terrorism.

**PDMN 211 Public Administration Lec. 3./Credit 3.**

A survey of the principles and problems of modern governmental administration. This course concentrates on the theory of administration; the making and execution of public policy; relationships among the executive, legislative, bureaucracy, and public; structure and functions of sound administrative organization.

**PSAD (Public Safety Administration)****PSAD 300 Information Technology for Fire and Emergency Service Lec. 3./Credit 3.**

Communications systems used in fire and emergency services such as high frequency voice/data, Internets and Intranets, satellite communications, GPS, and GIS will be the focus of this course. An introduction, examination, equipment assessment, implementation program, and maintenance management module will be provided for each system covered.

**PSAD 302 Project Management Lec. 3./Credit 3.**

This course addresses basic concepts in project management, emphasizing a balance between the technical aspects of project work. Topics include the emerging importance of project management, tools and techniques to plan and schedule projects, the manager's role in coordinating projects, and how managers need to be aware of cultural influences.

**PSAD 401 Public Safety Capstone Lec. 3./Credit 3.**

This course is a capstone experience that provides a structured way to organize facts, information, and ideas from the academic major. Theoretical concepts from the major will be discussed by critically analyzing and evaluating ideas relating to a practical application process. Concepts of faith, belief system, or set of values, examine moral and ethical issues, including responsibility to individuals and the communities are examined.

**PEDU (Physical Education)****PEDU 595 Coaching Clinic Lec. 3./Credit 3.**

An opportunity for practice in planning, organizing and coaching selected varsity sports. In addition, the students will be taught the techniques and strategies of selected sports.

**PHIL (Philosophy)****PHIL 203-204 History of Western Philosophy I & II Lec. 3./Online/Credit 3.**

A systematic treatment of principal philosophical ideas and movements in western thinking from ancient Greece to the Renaissance. Survey of the thought involved in the rise of modern science through existentialism and the contemporary period.

**PHIL 210 Logic and Scientific Method Online/Credit 3.**

This course is designed to improve critical reasoning skills that could be of use in a wide range of disciplines and careers, and to provide an introduction to formal logic. The course examines some of the problems and fallacies which arise in informal reasoning, some of the elements of formal (symbolic) logic and logical concepts used in the analysis and criticism of arguments

**PHIL 304 Contemporary Ethical Problems: Ethics in America Lec. 3./Credit 3.**

Course examines the historical and philosophical development of ethics with particular attention to the moral implications of contemporary ethical problems. Emphasis on the process of decision-making as it relates to the question.

**PHIL 305 Ethics and Leadership Online/Credit 3.**  
Examines the historic development and intellectual foundations of ethics with particular attention to the moral implications of contemporary ethical problems. Emphasis is placed on the process of decision making as it relates to contemporary issues.

**PHIL 420 Contemporary Ethical Problems Lec. 3./Credit 3.**

This course examines contemporary ethical conflicts and provides a grounding in the language, concepts and traditions of ethics. The role played by traditional religious thought is discussed as it relates to the historical and philosophical development of ethics.

**PHIL 440 Analytical Reasoning Lec. 3./Credit 3.**

A study of traditional logic and its application in the area of communication with emphasis on reasoning. Develops techniques in developing and analyzing sound arguments. Covers traditional logic, modern symbolic logic and induction.

## PHYS (Physics)

**PHYS 200 General Physics Lec. 3./Credit 3.**

Fundamental principles of mechanics, heat, sound, electricity, and optics. For education, and non-science majors.

**PHYS 203 Introductory Physics I with Calculus Lec. 3./Credit 3.**

Introduction to the mechanics for engineering and physics majors using more advanced mathematical approaches than Physics 200. Vectors, statics, torque, dynamics, Newton's Laws, gravity, center of mass, momentum, impulse, work, energy, moment of inertia, angular momentum, elastic properties, fluids, temperature thermal stress.

**PHYS 205 Elements of Astronomy Lec. 3./Credit 3.**

An introduction to the origin, characteristics, and evolution of the solar system, the stars, the galaxies, and the universe.

**PHYS 215 Introductory Physics I Lab Lec. 3./Credit 3.**

Introduction to experimental physics with experiments to complement the introductory physics courses. The Lab fee is \$25.00.

## PLSD (Paralegal Studies)

**PLSD 125 Law in Society Lec. 3./Online/Credit 3.**

An overview of the major principles and functions of our legal system, this course introduces the student to various legal fields and special topics. Legal aspects of current topics are discussed to assist students in acquiring an appreciation of the dynamic role of law in our changing society.

**PLSD 126 Legal Research Lec. 3./Online/Credit 3.**

This course will examine in depth the law library, survey the various reference sources available to lawyers in determining applicable law, and discusses isolating legal issues and developing a research strategy.

**PLSD 127 Legal Writing Lec. 3./Online/Credit 3.**

The course provides writing practice, feedback and guidelines for professional reporting and editing. Communication skills, including clear writing, using appropriate and persuasive vocabulary, and understanding legal writing formats.

**PLSD 150 Torts and Personal Injury Lec. 3./Online/Credit 3.**

This course examines personal injury law, intentional injury and injuries resulting from negligence. Focus is placed upon the nature of personal injury litigation, drafting and general handling, assessment of evidence, establishment of damage claims and claims settlement. Medical malpractice is also examined.

**PLSD 305 Law Office Management Lec. 3./Online/Credit 3.**

Approaches to the organization and efficient operation of the law office, management problems in the law office, office structures and systems, accounting and billing procedures, hiring, scheduling, and management of non-attorney personnel, information storage and retrieval systems, form of the law office library, purchasing of law office supplies, client relations.

**PLSD 306 Contemporary Legal Ethics Lec. 3./Online/Credit 3.**

Students learn the rules of ethics, professional responsibilities and conduct developed by the American Bar Association, the standards of professional responsibility and code of ethics set by NALA and NFPA for paralegals. Conflict of interest rules, analysis of UPL (unauthorized practice of law), and the ABA guidelines for the utilization of legal assistant services will also be discussed in relation to the ethical issues and dilemmas faced by paralegals working in traditional legal placements, in law firms and corporations, as well as paralegals working as free lance or independent paralegals.

**PLSD 310 Real Estate Lec. 3./Online/Credit 3.**

The basic laws relating to property and the common types of real estate transactions and conveyances are the primary topics treated in this course. Various instruments such as deeds, contracts, leases, deeds of trust, etc. are studied with emphasis on how these instruments are drafted. Study activities include research projects relating to the subject matter and practice in retrieving and recording information.

**PLSD 320 Litigation and Trial Practices Lec. 3./Online/Credit 3.**

This course includes an analysis and discussion of the following: Common types of litigation, premises of litigation, sources of law, the court system, attorneys, types of lawsuits, usual defenses, discovering procedures, court procedures, trial and post-trial motion procedures. appeal enforcement of judgment, and various types of litigation. Particular attention is given to the roll of the paralegal in assisting the attorney in these matters.

**PLSD 350 Business Organizations****Lec. 3./Online/Credit 3.**

The study of the legal organization of business entities is the primary focus of this course. Emphasis is on the role of the lawyer and the paralegal in the formation of various business organizations. This includes a survey of the fundamental principles of law applicable to each type of business organization and preparation of the related documents.

**PLSD 360 Criminal Law Lec. 3./Online/Credit 3.**

This course is designed to acquaint the paralegal with the criminal justice system and provide a basic understanding of criminal law. Classroom work includes the preparation of search warrants, complaints, motions, information, and indictments. The fundamentals of interviewing and investigating crimes is also discussed. Field experience during this course may be required if appropriate arrangements can be made with the Criminal Court System.

**PLSD 370 Domestic Relations Lec. 3./Online/Credit 3.**

This course is designed to acquaint the paralegal with the legal problems involved in the area of domestic relations. The course covers the legal problems involved in separation, divorce, child custody, adoption, and non-support. Students draft pleadings in domestic relations cases as well as study the law regarding the particular area in which they are working. Students interview clients and draft actual pleadings under the supervision of their teacher. All work is closely supervised.

**PLSD 401 Internship Lec. 3./Online/Credit 3.**

The internship requirement for the paralegal studies program combines the student's academic training with practical experiences within a law firm, corporation, bank, governmental agency, real estate office or any large business with an in-house legal staff. The student's internship tutor (instructor) will meet with the student to outline the requirements of a research project designed to provide the intern with hands-on experience required at the end of the internship session. Student will meet with internship tutor as often as necessary throughout the internship.

**PLSD 405 Wills, Trusts and Estates****Lec. 3./Online/Credit 3.**

This course will cover the requirements, formalities, drafting and execution of wills and trust, probating wills, intestacy law and administration of wills and estates.

**PLSD 410 Constitutional Law Lec. 3./Online/Credit 3.**

An examination of the American constitutional system. Principles and practices of judicial review and interpretation in constitutional cases are studied and particular reference to the decisions of the United States Supreme Court. There is an examination of selected Congressional Powers, the authority of the President, and constitutional limitations on the exercise of governmental Powers and the distribution of power between federal and state governments. The course also focuses on the guarantees of individual rights, with coverage of freedom of expression, religious liberty, due process and equal protection of the laws.

**PLSD 412 Introduction to Administrative Law****Lec. 3./Credit 3.**

The theory and mechanics of the administrative process including: the Constitutionally mandated structure of the government and the differences among formal adjudication. How to evaluate the work of the executive and regulatory agencies and how the agencies' work meshes with and is influenced by the work of the legislature and the courts.

**PLSD 413 Debtor/Creditor Relations Lec. 3./Credit 3.**

Use and application of legal rules and procedures under the Uniform Commercial Code as it relates to security interest, liens, financing statements and related debtor creditor's rights remedies and protection. Debt collection and creditors' rights are explored.

**PLSD 414 Bankruptcy Lec. 3./Credit 3.**

An introduction to the study of the Federal Bankruptcy Code. Emphasis will be on personal bankruptcy, particularly Chapter 7 and 13 of the Code. Students will learn how to prepare petition, as well as, the various steps in the proceeding.

**POLS (Political Science)****POLS 201 Introduction to Political Science****Lec. 3./Online/Credit 3.**

Critical examination of nature of politics, subject matters, basic concepts, approaches, problems, and research methods.

**POLS 203 American National Politics Lec. 3./Credit 3.**

Study of ideas and realities of American democracy. Topics include constitutional principles, organization and function of national government, and the roles of political parties, pressure groups, and public opinion in the politics.

**POLS 301 Constitutional History of the United States (HIS 318) Lec. 3./Credit 3.**

Development of American constitutional thought and practice. Emphasis on divergent interpretations of the Constitution.

**POLS 303 The Presidency Lec. 3./Credit 3.**

A study of the role of the Presidency in the American Political process. Emphasis on formal and informal powers of the Presidency, leadership styles, and factors influencing Presidential behavior.

**POLS 307 Contemporary Issues in International Politics Lec. 3./Credit 3.**

Analysis of important contemporary international issues. Special attention to factors influencing a nation's foreign policy. Emphasis on case studies.

**POLS 403 Senior Seminar I Lec. 3./Credit 3.**

Intensive investigation of contemporary political issues through application of significant contemporary theories, approaches, and models used in political science research. Students will begin work on the Senior thesis in this course.



**POLS 404 Senior Seminar II Lec. 3./Credit 3.**  
Complete senior thesis under the supervision of faculty mentors. Students will present research findings as the capstone experience in political science. Prerequisite: POLS 403.

**POLS 405 International Law Lec. 3./Credit 3.**  
Survey of principles of international law concerning functions of states and other international entities, diplomatic relations, and laws of warfare, with special emphasis on the relationship between international laws and politics. Prerequisite: POLS 304.

**POLS 406 International Organization Lec. 3./Credit 3.**  
Study of origins and functions of international organizations together with important principles involved and special problems related to international organization. Emphasis on United Nations. Prerequisite: POLS 304.

**POLS 407 Introduction to Public Administration Lec. 3./1Credit 3.**  
Study of nature and functions of bureaucracy with special reference to public administrative agencies. Special attention to role of administrative agencies in decision-making process and their relations to Congress, interest groups, political parties, and the general public. Prerequisite: POLS 201.

**POLS 408 Public Policy Lec. 3./Credit 3.**  
A study of how the federal government perceives public issues, processes them, and executes public policies. Various decision-making theories will be examined. Emphasis on case studies. Prerequisite: POLS 201 or 203. This class is limited to Juniors and Seniors.

**POLS 409 Race and Public Policy Lec. 3./Credit 3.**  
A study of the policy making process and how race impacts the various factors that influence policy choices in the American government.

**POLS 411 Public Finance Lec. 3./Credit 3.**  
Basic concepts and modes of government financing, especially local and state governments. Particular attention will be given to the implications for units of government under black political authority.

**POLS 412 Administrative Law Lec. 3./Credit 3.**  
A study of the administrative powers and procedures in the United States and experiences of other democracies, including the United Kingdom and France. A special focus will be made on the legal and administrative methods of achieving responsible bureaucracy.

## **PSYC (Psychology)**

**PSYC 203 Introduction to Psychology Lec. 3./Online/Credit 3.**  
Learning, motivation, perception, and intelligence, with emphasis upon scientific method and its application behavior.

**PSYC 205 Social Psychology Lec. 3./Online/Credit 3.**  
Survey of traditional and contemporary topics with an emphasis on theory and methods of social psychology. Prerequisite: PSYC 203.

**PSYC 300 Abnormal Psychology Lec. 3./Credit 3.**  
Study of major forms of psychological disturbances, their origin, and development. Consideration given to diagnosis and therapeutic techniques. Prerequisite: PSYC 203.

**PSYC 401 Industrial and Organizational Psychology Lec. 3./Credit 3.**  
An introduction to the study of human behavior in the work environment, with emphasis on social and interpersonal context. Prerequisite: PSYC 205.

**PSYC 402 Black Psychology Lec. 3./Credit 3.**  
Survey course addressing the evaluation of psychology for African-Americans from an Afrocentric perspective. Prerequisite: PSYC 203 or permission of instructor.

## **RELG (Religion)**

**RELG 104 Fundamentals of Public Speaking (Homiletics) Online/Credit 3.**  
Training in fundamentals of good speech with the aim of establishing pleasing and appropriate habits of speech. Instruction in rhetorical theory with emphasis upon research, organization of materials and the oral language, primarily as used in a teaching/preaching application. Online students make extensive use of student audiotape /videotape presentations. This course will be taken in lieu of COM 103.

**RELG 111 Old Testament I Online/Credit 3.**  
A general introduction to all the books of the Old Testament, their cultural background, and the context from which they emerged.

**RELG 112 Old Testament II Online/Credit 3.**  
An in-depth study of the literature and religion of ancient Israel in light of archaeological discoveries, research about the ancient Near East, and a variety of interpretations.

**RELG 200 Introduction to Religious Studies Lec. 3./Credit 3.**  
This course will introduce students to basic concepts and methods of Religious Studies. Students will examine the developmental process of each religion to be studied and will discuss the historical and geographical settings of each religion.

**RELG 201 The Prophetic Books (Major and Minor Prophets) Lec. 3./Online/Credits 3.**  
A study of the writing prophets including an introduction to the origin and development of prophecy among the Hebrews, a study of the prophets themselves, and a thorough investigation of their message.

**RELG 202 Life and Teachings of Jesus Lec. 3./Credit 3.**  
Intensive study of the Biblical record of the life and teachings of Jesus, designed to acquaint the student with the direct teachings and Spirit in which Jesus lived and worked.

History of Islamic thought from the time of Muhammad to the present, including the prophethood of Muhammad, the Qur'an, theology and law, mysticism and philosophy, sectarian movements, modernism and legal reform, and contemporary resurgence.

This course will analyze the Pentecostal movement as it grew in the 20th Century as trans-cultural religious phenomenon. The course will explore the wider international context of Pentecostalism as it grew in Central and South America. Attention will also given to how ethnic minorities in the United States have reshaped the practice and the meaning of Pentecostalism, particularly with regard to race and gender. The approach will be historical, anthropological, and theological. Using various Pentecostal texts and articles, we will work toward a clearer understanding of the basic tenets of Pentecostalism, namely "divine healing," "baptism in the Holy Spirit," and "speaking in tongues." We will also investigate how the most recent internationalist shift within the Pentecostal movement has renewed millennialist thought and efforts for Christian ecumenism.

A critical analysis of religious faith groups indigenous to the United States to include Jehovah Witnesses, Latter Day Saints, the Nation of Islam, New Age, and other groups.

Analyzes the literature of the New Testament in its social and religious setting, with special reference to the ministry and teaching of Jesus, the emergence of the church as a sect within ancient Judaism, and the development of Christian institutions in the Graeco-Roman world.

A critical examination and attempt to understand the New Testament as the written traditions which articulated the faith, expectations, and actions of the early Christians as they responded within Jewish and Greek culture to the historical events of their day, and especially as they responded to the life.

A study of sound principles for proper interpretation of the Biblical text with emphasis on context, structure, literacy devices, and genre.

Study of Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Focus on the world-view of each tradition and the historical development of that world-view.

An historical survey of religion in America from the Civil War to the present. The course includes study of theological change in Protestantism, the emergence of three kinds of Judaism, controversy and change in American Catholicism, the origins of fundamentalism and Pentecostalism, and various expressions of African-American faith. It attends to the effects of immigration, urbanization, politics, and other social and cultural changes on American religious life.

A guided study course covering similarities and differences in the basic concepts and rites of major world religions. Historical and systematic presentation of the biblical view. Influence of religion on individuals and society.

This course will explore the basic theological tenets of Judaism and Christianity to include their similarities and differences. Historical and systematic presentation of the biblical world view. The organic relationship of faith, ritual, and ethics, in biblical thought.

Students will be given the background and theoretical framework for study of the belief in the existence of one God.

This course will examine the relationships between African American religion, black culture and black political thought. Centering our study on a few essential questions regarding the nature and function of the black church, we will explore its effect upon black cultural forms — music (from Gospel to Rap), fiction, poetry, and oratory. We will address a number of themes, including: the relationship between black church and black political leadership, race and religion, feminist theologies, and “Afro-centric Christianity.” We will trace the development of African American religion in various historical contexts: Slavery, the Great Migration, and the Civil Rights era. Although this course will focus on African American Protestantism, we will examine black religion in other forms as well, particularly black Catholicism and the Nation of Islam.

A survey of theology with emphasis upon the practical application of the doctrines to the ministry of the Gospel in contemporary culture. Topics include the following: an overview of various theological perspectives, revelation, biblical inspiration, the Trinity, attributes of God, creation, and providence.

The course will expose students to the theory and practice of pastoral care. Emphasis will be placed on the development of pastoral skills, as well as theological, cross-cultural, and psychological models of interpretation.

A course designed to develop an understanding of the nature of pastoral authority, its relationship to various forms of power, and the form and nature of pastoral leadership. It will explore pastoral boundaries, ethical constraints, and the limits of time, skill, and energy

## SCIN (Science)

### SCIN 102 Introduction to Physical Science

**Lec. 3./Online/Credit 3.**

Some concepts and methods of modern physical science; consideration of its role in modern thought and society. Special emphasis will be given to topical themes that relate physical science principles to contemporary issues in science, technology and society.

### SCIN 104 Introduction to Physical Science

**Lec. 3./Lab 2./Credit 4.**

Some concepts and methods of modern physical science; consideration of its role in modern thought and society. Special emphasis will be given to topical themes that relate physical science principles to contemporary issues in science, technology and society.

### SCIN 300 Earth Science Lec. 3./Lab 3./Credit 4.

Including selected concepts of astronomy, geology, meteorology, and oceanography. Approach is to show development of these concepts, their interrelationships, and present status.

### SCIN 301 Introduction to Biometry

**Lec. 3./Lab 2./Credit 3.**

Application of parametric and non-parametric statistics to data generated in various areas of biology and environmental science; analysis of growth curves and population fluctuations. Special emphasis on data presentation and decision-making. Program-mable calculators or computers are used extensively.

### SCIN 400 Science for Elementary Teachers Credit 3.

Fundamentals of teaching elementary schools science will be covered. Emphasis on methodology of instruction, presentation, experimentation and current trends in the discipline. Prerequisites: EDUS 200, EDUS 302.

## SCIN - Graduate

### SCIN 602 Special Topics in Physical Science

**Lec. 3./Credit 3.**

Historical examination of scientific method and its implications in articles on research and examination of tools and apparatus.

## SOCI (Sociology)

### SOCI 205 Introduction to Sociology

**Lec. 3./Online/Credit 3.**

Systematic study of evolution and development of group life, its nature, structure, and function. Emphasis upon culture socialization, collective behavior, stratification, control and conflict.

### SOCI 305 Introduction to Criminal Justice

**Lec. 3./Credit 3.**

Reviews the official handling of law violation. Focus is the procedures for detection, arrest, adjudication, incarceration and explanation of law violators. Explores juvenile and adult violations.

### SOCI 310 Sociology of the Family I Lec. 3./Credit 3.

A systematic study of the impact of social structure on the composition and experiences of families. Emphasis placed on the impact of race, socioeconomic status and gender in producing consequences for the structure and viability of the family.

### SOCI 311 The Sociology of Family II Lec. 3./Credit 3.

A systematic study of the changing trends in the modern family life, including a consideration of courtship, marriage, and economic and emotional problems. Prerequisite: SOCI 205

### SOCI 312 Cultural Anthropology Lec. 3./Credit 3.

A systematic study of non-industrial, small-scale culture. It also deals with selected African, and American Indian societies in all their social and material ramifications.

## SPAN (Spanish)

### SPAN 101-102 Elementary Spanish I-II

**Lec. 3./Lab 1./Online/Credit 3.**

Introductory course designed to develop the four skills: listening, speaking, reading, and writing. Essentials of grammar stressed.

### SPAN 201-202 Intermediate Spanish I-II

**Lec. 3./Lab 1./Online/Credit 3.**

The continued development of listening, speaking, reading, and writing skills. Includes reading in the arts and sciences. Prerequisite: SPAN 101-102 or the equivalent

### SPAN 204 Language Development Lec. 3./Credit 3.

Intensive training in Spanish oral self-expression.

### SPAN 301-303 Spanish: Advanced Oral and Written Expression I-II Lec. 3./Credit 3.

Intense oral practice. Review and further analysis of grammatical structures and idiomatic expressions. Prerequisite: SPAN 101-102.

### SPAN 303-304 Hispanic Civilization I-II

**Lec. 3./Credit 3.**

Study of the culture, geography, history, and art of Spain and Latin America. Prerequisite: SPAN 201-202.

## UNVI (University Life)

### UNVI 101 The Individual and Life Online/Credit 1.

A one semester required orientation course designed to help those matriculating at Hampton University to understand the purpose and value of the Hampton University experience.

## Non-Credit Programs (Continuing Education Units – CEU)

### NPRO (Non-Profit Leadership and Management) CEUs 1.5.

This online program is designed to equip students with the skills required to start, build and manage faith-based community outreach, government, not-for-profit, and non-profit organizations.

**NPRO 100 Strategic Planning-The Power of the Vision****CEUs : 1.5**

This course is the prerequisite to all classes under the Certificate in Non-Profit Leadership and Management program. It is an introduction to social entrepreneurship and the non-profit sector. This course is designed to help students understand the strategic planning process. During this course, each student will develop a mission statement for their non-profit organization, assess the strengths/weaknesses of the non-profit organization, and then complete a two (2) year strategic plan with timelines to enhance the overall workings of the organization.

**NPRO 105 Resource Development-  
Fundraising & Beyond****CEUs : 1.5**

This course is a basic overview of resource development and fundraising methods as a financial means to operate your organization and programs. Students will examine the principles, strategies and techniques of fundraising. Topics include: What is fundraising? What is the Board's role in fundraising? What is the Development Officer's role and responsibilities in planning and implementing fundraising strategies? Various funding sources will be examined from foundations to corporations to federal grants to event management. Additionally, online fundraising and fundraising software will be briefly addressed. At the conclusion of this course, each student will apply their knowledge of fundraising techniques by creating a short-term strategic fundraising plan utilizing the methods that most apply to their organization. Prerequisite: NPRO 100

**NPRO 110 Human Resource Development  
in Non-Profit Organizations****CEUs : 1.5**

This course explores basic concepts of the effective management of people as individuals and in teams working in non-profit organizations. The differences in recruiting, selecting and developing both paid and volunteer staff will be examined. At the conclusion of the course, each student will understand how to conduct an effective selection and interview process as well as develop a plan to provide ongoing staff development through various methods. Prerequisite: NPRO 100

**NPRO 115 Outcome Measurement-  
Are you making a Difference?****CEUs : 1.5**

This course provides nonprofit organizations with resources to use in applying outcome based evaluation as a standardized governance and management tool for planning and to determine what they are really trying to achieve. It clarifies fundamental concepts and terms used in an outcome based evaluation. The course will examine outcomes and methods to apply in the evaluation process. Students will learn and apply the basic steps of developing a logistic model for outcome based evaluation that can be used in any nonprofit program. Prerequisite: NPRO 100

**NPRO 120 Budgets and Financial Controls****CEUs : 1.5**

This course is for individuals with little or no financial management background and no experience managing a non-profit program budget. Students will be exposed to governmental budget circulars and how to interpret them since a vast majority of grants that non-profits receive are governed by them. Various methods of financial controls will also be examined. At the conclusion of the course, each student will design a budget and develop financial controls that will assure that sound accounting principles are met. Prerequisite: NPRO 100

**NPRO 125 Grant Writing****CEUs : 1.5**

This course explores basic concepts of grant writing. The essentials of grant research (including the internet); needs analysis and understanding the key components for a common proposal will be examined. At the conclusion of the course, each student will have an in depth outline for writing their first grant and will participate in a grant writing group project with their colleagues. Prerequisites: NPRO 100, 115, and 120

**ENTR (Entrepreneurship Certificate)**

This online program is designed to equip students with the skills required to start, build and manage successful enterprises.

**ENTR 210 Entrepreneurship****CEUs: 1.0 each module**

The entrepreneurship course is designed for small business owners as well as those planning to start a business. This series of modules will take students through the steps required to create a winning business plan and guide your business idea into a successful reality. You will also gain an understanding of the Internet and the computer programs necessary to maintain a small business. Students complete modules at their own pace. The six modules are as follows: Module 1: The Beginning Entrepreneur, Avoiding the Pitfalls / Decision Time; Module 2: Researching the Product / Selecting the Employees; Module 3: Profile: An Effective Entrepreneur; Module 4: Starting the Business; Module 5: Preparing the Business Plan; and Module 6: Integrating Technology into a Small Business / Creating an Ethical Business Environment.

One Continuing Education Unit CEU is ten (10) contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction. CEU's cannot be substituted for academic credit.



# Course Descriptions - Hampton University Online

## **Symbols for Course Descriptions**

100, 200, 300 & 400-level courses may be taken by undergraduate students.

500-level courses may be taken by graduate or undergraduate students.

600, 700 and 800 -level courses may only be taken on the graduate or professional level.

## **Example Course Description:**

### **PSY0 205 Social Psychology (1)**

**Lec. 3./ Lab 0.Online/Credit 3.**

Survey of traditional and contemporary topics with an emphasis on theory and methods of social psychology. Prerequisite: PSY0 203.

## **Symbol:**

PSYO	Course acronym – PSYO for Psychology Online
205	Course number – undergraduate level course
(1)	Course offered first semester only.
(2)	Course offered second semester only.
Lec. 2.	Two hours lecture per week.
Lab 0.	Zero hours laboratory each week.
Sem. 2.	Two hours seminar each week.
Credit 3.	Number of credit hours for the course.
Cln.	Clinical
Cop.	Co-op
Ind.	Independent Study
Online	Taught in online format
Trn.	Internship
Pjt.	Project
Stu.	Studio
Wks.	Workshop

Please see the latest scheduling guide or online catalog for frequency of course offerings.

## **ACCO (Accounting – Online)**

### **ACCO 203 Accounting Principles I**

**Lec. 3./Online/Credit 3.**

An introduction to principles and practices with emphasis on the sole proprietorship, servicing and merchandising companies. The accounting cycle is applied to the analysis of transactions resulting in preparation, analysis and interpretation of financial statements. Prerequisite: MATO 117 or higher.

### **ACCO 204 Accounting Principles II**

**Lec. 3./Online/Credit 3.**

An introduction to principles and practices with emphasis on the partnership and corporate forms of business including manufacturing companies. It incorporates managerial concepts in planning, controlling, analyzing and internal reporting as it affects the decision-making process and emphasizes the preparation and analysis of the statement of cash flow. Prerequisite: ACCO 203.

## **ARAO (Arabic – Online)**

### **ARAO 101 Elementary Arabic I Lec. 3./Online/Credit 3.**

Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed.

### **ARAO 102 Elementary Arabic II Lec. 3./Online/Credit 3.**

Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed. Prerequisite: ARA 101 or the equivalent.

### **ARAO 201 Intermediate Arabic I**

**Lec. 3./Online/Credit 3.**

The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: ARA 102 or the equivalent.

### **ARAO 202 Intermediate Arabic II**

**Lec. 3./Online/Credit 3.**

The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: ARA 201 or the equivalent.

### **ARAO 301-302 Oral and Written Expression I-II**

**Lec. 3./Online/Credit 3.**

These courses are intended to refine students' proficiency of the Modern Arabic Language through the study of authentic works: newspapers, articles, literary works, media information, current events, other topics of interest. Focus is communicative.

### **ARAO303 Reading and Composition**

**Lec. 3./Online/Credit 3.**

Exposes students to modern texts and essays.

**ARAO 304 Advanced Arabic Lec. 3./Online/Credit 3.**  
Introduces students to the cultures and history of the Arabic speaking region. Students discuss areas such as politics, sociology, economics and history. Emphasis on expanding grammar, and vocabulary.

**ARAO 321 Topics in Arabic Prose Lec. 3./Online/Credit 3.**  
Students will acquire knowledge of social, intellectual and political concerns through the study of the works of important writers, for example, Nagib Mahfouz, Taha Husein, and Ehsa Abd El Qudus.

**ARAO 404 Colloquial Arabic Dialect Lec. 3./Online/Credit 3.**  
Introduces many dialects of the Islamic world. Emphasis on conversation

**ARAO 440 Experiential Learning Lec. 3./Online/Credit 3.**  
Can include study abroad, research abroad, domestic or international internships

## **ARTO (Art – Online)**

**ARTO 200 Understanding the Arts Lec. 3./Online/Credit 3.**  
An orientation of cultural arts for the major/non-art major. Analysis, criticism, evaluation, and aesthetic considerations.

**ARTO 305 Art History Survey I (1) Lec. 3./Online/Credit 3.**  
Illustrated lecture course covering chronological development of art from the prehistoric through Renaissance periods. Emphasis upon recognition of style and relationship of art to the age in which it was produced.

**ARTO 306 Art History Survey II (2) Lec. 3./Online/Credit 3..**  
History of art from Renaissance to the present day. Emphasis upon the recognition of style and relationship of art to the age in which it was produced.

## **AVNO (Aviation - Online)**

**AVNC/AVNO 153: Aviation Foundations I Lec. 3./Credit 3.**  
Provides an overview of aviation, and introduces students to the many opportunities and challenges of the profession. The course covers the fundamentals of flight aerodynamics and technology, and an introduction to aircraft systems and operations. Also, safety of flight, human factors, aeronautical chart interpretation, basic navigation, an introduction airspace, and aviation weather factors are covered.

**AVNC/AVNO 102 Aviation Foundations II. Lec. 3./Online/Credit 3.**  
Combined with AVNC/AVNO/AVNO201 this course meets the requirement for a FAA Private Pilot Ground School. Included are the study of aviation weather, airplane performance, navigation, flight computers, aviation physiology, aeronautical decision making, Federal Air Regulations and cross-country flight planning. Flight Education majors must successfully complete the Private Pilot FAA knowledge examination.

**AVNC/AVNO 162 Private Pilot Skill Enhancement Lec. 3./Credit 3.**  
Preparation for the successful completion of the Federal Aviation Administration's Private Pilot written and practical examinations. Includes flight maneuvers, practical test standards, flight environment procedures, general aviation aircraft systems, practical navigation and weather, air traffic control communications, and Federal Aviation Regulations. Students are required to pass the Federal Aviation Administration Private Pilot knowledge test. Co requisite: AVN 163.

**AVNC/AVNO 163 Private Pilot Laboratory I Lab 8./Credit 1.**  
First of a two-semester flight laboratory, which includes dual flight instruction in basic private pilot maneuvers, solo flight, introduction to cross-country navigation, pre-flight procedures, pilot decision-making, and safety. Students must acquire a minimum of 25 flight hours and complete a solo flight. Co requisite: AVN 112. Flight fees: approximately \$3500.

**AVNC/AVNO 164 Private Pilot Laboratory II Lab 8./Credit 1.**  
Second of a two-semester flight laboratory, which includes dual flight instruction in advanced private pilot maneuvers, cross-country navigation, competency in communicating with air traffic control, flight planning. Students must pass the Federal Aviation Administration's Private Pilot flight examination and receive appropriate certification. Flight fees: approximately \$3500.

**AVNC/AVNO 272 Tower Operations I w/lab Lec. 3./Lab 2./Credit 5.**  
This course thoroughly covers air traffic control tower procedures, phraseology, aircraft separation on same and intersecting runways, airport traffic patterns, aircraft recognition, and control tower positions, responsibilities, and equipment. Laboratory simulations utilizing an airport layout and control tower cab mockup to support fundamental tower operations comprising taxi, take-off and landing of aircraft. Includes phraseology, procedures, and separation of aircraft flying under visual conditions. Lab fee \$250.

**AVNC/AVNO 253 Flight Safety Lec. 3./Credit 3.**  
Factors and procedures relating to aviation safety, techniques for accident prevention, procedures used in accident investigations, the human factors (physiological and psychological), the effect of weather.

**AVNC/AVNO 354 Aviation Legislation      Lec. 3./Credit 3.**  
This course is survey of legal concepts concerning aviation as related to operation, contracts, insurance and liability, regulating statutes, and case law. Topics include tort law, FAA regulation, and commercial/business law relative to the aviation industry.

**AVNC/AVNO 356 Air Transportation      Lec. 3./Credit 3.**  
Survey of historical developments of and current issues within the air transportation system covering facilities, impact of regulations, problems encountered in commercial air transportation, future requirements, airline operations, economics, and social implications.

**AVNC/AVNO 165      Instrument Ground School      Lec. 3./Credit 3.**  
Preparation for the FAA Instrument written examination. Includes concepts and procedures of instrument and weather flying, IFR procedures and FAA regulations, radio navigation, and instrument approaches.

**AVNC/AVNO 212 261      Commercial Pilot Certification      Lec. 3./Credit 3.**  
Preparation for the FAA Commercial Pilot written exam and Commercial Pilot Certification. Includes advanced aerodynamics, aircraft performance, precision maneuvers, extended cross-country and night flight, FAA regulations, introduction to advanced systems, and transition to more sophisticated aircraft.

**AVNC/AVNO 167      Instrument Rating Laboratory I      Lab 8./Credit 2.**  
Flight instruction in preparation for completion of requirements for the FAA Instrument Rating. Includes attitude instrument flying, basic instrument flight patterns, partial panel, VOR procedures, DME arcs, GPS and ADF procedures, localizer tracking and holding. Corequisite: AVN 165. Flight fees: approximately \$4000.

**AVNC/AVNO 216      Instrument Rating Laboratory II      Lab 8./Credit 2.**  
Flight instruction in preparation for completion of requirements for the FAA Instrument Rating. Includes: VOR/VOR-DME approaches, GPS and ADF approaches, localizer and ILS instrument approaches, cross-country procedures and emergencies, maneuvers review and FAA Practical Test. To successfully complete this laboratory, the FAA Instrument Rating must be earned. Prerequisite: AVN 315. Flight fees: approximately \$4000.

**AVNC/AVNO 361      Certified Flight Instructor      Lec. 3./Credit 3.**  
This course is preparation for the FAA Flight Instructor Certificate. Topics include flight instruction methodology, instructor responsibilities, and flight maneuvers necessary for instructing private and commercial students.

**AVNC/AVNO 263      Commercial Pilot Laboratory I      Lab 8./Credit 2.**  
Flight instruction in preparation for FAA Commercial Pilot Certification. Includes: maneuvers and landings review, introduction to complex airplanes, commercial performance flight maneuvers, cross-country navigation review, day and night solo cross country navigation, and instrument review. A total of 60 flight hours should be flown to complete this laboratory.

**AVNC/AVNO 264      Commercial Pilot Laboratory II      Lab 8./Credit 2.**  
Flight instruction in preparation for FAA Commercial Pilot Certification. Includes advanced aerodynamics, aircraft performance, precision maneuvers, extended cross-country and night flight in complex airplanes, FAA regulations, introduction to advanced systems, and complex maneuvers review in preparation for the FAA practical (flight) check. To successfully complete this laboratory the FAA Commercial Pilot Certificate must be earned.

**AVN 451/AVNO 451 Cooperative Work Study      Credit 3-12.**  
This a work study program under the agreement with an organization within the aviation industry. Students must meet eligibility requirements and be recommended by the Department Chair.

**AVN 253/AVNO 253 Flight Safety      Lec. 3./Credit 3.**  
Factors and procedures relating to aviation safety, techniques for accident prevention, procedures used in accident investigations, the human factors (physiological and psychological), the effect of weather.

**AVN 354/AVNO 354      Aviation Legislation      Lec. 3./Credit 3.**  
This course is survey of legal concepts concerning aviation as related to operation, contracts, insurance and liability, regulating statutes, and case law. Topics include tort law, FAA regulation, and commercial/business law relative to the aviation industry.

**AVN 356/AVNO      356 Air Transportation      Lec. 3./Credit 3.**  
Survey of historical developments of and current issues within the air transportation system covering facilities, impact of regulations, problems encountered in commercial air transportation, future requirements, airline operations, economics, and social implications.

**AVN 353/AVNO 353 Aviation Management      Lec. 3./Credit 3.**  
A holistic view of management requirements and techniques applicable to the aviation industry; problems, current issues and future trends related to aviation operations. Includes management and organizational styles as applied to the industry, changes in the National Airspace System, managerial problems unique to the industry, and proposed acquisition of equipment under the Capital Investment Plan.

**AVN 450/AVNO 450 Crew Resource Management II****Lec. 2./Lab 2./Credit 3.**

This course is a survey of advanced strategies for the use of controller resources and communications abilities in an air traffic control environment. Students will demonstrate their abilities to fully use the human and hardware resources available to them. The course presumes technical proficiency and focuses on the interactive skills necessary to be a successful controller. Includes identification of available crew resources, effective resource management strategies, teamwork, leadership and managerial skills. Emphasis is placed on coping with specific controller-controller, supervisor-controller, and controller-pilot scenarios and transferability of these skills to the work place. Prerequisite: permission of the instructor and physical ability.

**AVN 272/AVNO 272 Tower Operations I w/lab****Lec. 3./Lab 2./Credit 5.**

This course thoroughly covers air traffic control tower procedures, phraseology, aircraft separation on same and intersecting runways, airport traffic patterns, aircraft recognition, and control tower positions, responsibilities, and equipment. Laboratory simulations utilizing an airport layout and control tower cab mockup to support fundamental tower operations comprising taxi, take-off and landing of aircraft. Includes phraseology, procedures, and separation of aircraft flying under visual conditions. Lab fee \$250.

**AVN 126/AVNC 126 Tower Lab I.****Lab 6./Online/Credit 3.**

Laboratory simulations utilizing an airport layout and control tower cab mockup to support fundamental tower operations comprising taxi, takeoff and landing of aircraft. Includes phraseology, procedures, and separation of aircraft flying under visual conditions. Pre- or Co requisite: AVN 325/AVNC 125.

**AVN 271/AVNC 271 Terminal Operations I w/lab****Lec. 3./Lab 2./Credit 5.**

Fundamental terminal operations utilizing radar procedures and equipment. Includes control and separation of aircraft in the terminal area with emphasis on the safe, expeditious flow of arriving and departing traffic transitioning between enroute centers and the control tower environment. Also the significance and use of Low and High Altitude Enroute Charts and Approach Procedures and the hemispheric cruising altitude rules. Utilizes radar air traffic control simulators by which students will apply their knowledge, skill, and understanding of terminal procedures. Lab fee \$250.

**AVN 141/AVNC 141 Terminal Lab I.****Lab 6./Online/Credit 3.**

Fundamental laboratory simulations in support of AVN 340. Utilizes radar air traffic control simulators by which students will apply their knowledge, skill, and understanding of terminal procedures. Pre- or Co requisite: AVN 340/AVNC 140.

**AVN 451/AVNO 451 Cooperative Work Study Credit 3-12.**

This a work study program under the agreement with an organization within the aviation industry. Students must meet eligibility requirements and be recommended by the Department Chair.

**AVN 453/AVNO 453****Special Topics in Aviation****Lec. 3./Credit 3.**

A treatment of advanced topics of interest in aviation not routinely covered by existing courses. May be repeated when topics vary. Prerequisite: Permission of the department chair and course

**AVN 402/AVNO 402 Airport Management****Lec. 3./Online/Credit 3.**

A comprehensive study of airport operations and management, includes analysis of the role of the airport manager in planning, finance and administration, public relations, social, political, and environmental considerations, operational requirements and facility maintenance.

**AVN 382/AVNO 382 Airport Planning Lec. 3./Credit 3.**

A managerial level course focused on the principles of airport planning with emphasis on federal, state, and municipal interactions. This course covers essential elements of current airport planning trends, including airport master planning and layout plans, financial sustainability, and environmental planning, such as hazardous wildlife issues, airport noise, and compatible land use. Students will be introduced to the organizational, political, and financial administration of public and private civil use airports.

**AVN 452/AVNO 452 Airline Operations Lec. 3./Credit 3.**

A managerial-level course centering on expertise required for airline operations, including flight dispatching, high altitude weather, crew teamwork, high altitude operations, crew and passenger safety, and high density airport operations. The course is designed for students intending to seek flight or ground career opportunities within the airline industry.

**AVN 480/AVNO 480:Airport Design Lec. 3./Credit 3.**

A managerial level course focused on the principles of airport design. This course covers essential elements of airport design trends, including geometric design and layout of the airfield and terminal facilities, obstruction analysis, signage and lighting, forecasting, airside and landside interface, and capacity and delay effects. This course also focuses on environmental design issues, such as local wildlife habitats and hazards, noise abatement issues, and land use. Students will study the airport design elements as they relate to safety and security, economic impacts of airport operations, airport performance standards, and current political trends and issues of direct concern to airport operations such as regulations of the Department of Homeland Security, the Transportation Security Administration, and the Federal Aviation Administration.

**AVN 272/AVNC 272 Tower Operations I w/lab****Lec. 3./Lab 2./Credit 5.**

This course thoroughly covers air traffic control tower procedures, phraseology, aircraft separation on same and intersecting runways, airport traffic patterns, aircraft recognition, and control tower positions, responsibilities, and equipment. Laboratory simulations utilizing an airport layout and control tower cab mockup to support fundamental tower operations comprising taxi, take-off and landing of aircraft. Includes phraseology, procedures, and separation of aircraft flying under visual conditions. Lab fee \$250.



**AVN 226/AVNC 226 Tower Lab II.****Lab 6./Online/Credit 3.**

Laboratory simulations utilizing an airport layout and control tower cab mockup to support Tower Operations II. Students utilize procedures, phraseology, and separation criteria to apply their knowledge and understanding of the more complex control tower operations. Pre- or Co requisite: AVN/AVNC 425. Prerequisite: AVN 326/AVNC 126.

**AVN 371/AVNC 371 Terminal Operations II w/lab****Lec. 3./Lab 2./Credit 5.**

This course prepares students for advanced terminal operations utilizing radar and non-radar procedures and separation. It includes emergency radar procedures, operations within Class B and C airspace, simultaneous parallel runway operations, and the utilization of the more complex airspace around larger airports and satellite airports. Students will complete advanced laboratory simulations in support to apply knowledge and understanding of complex radar procedures, and the ability to safely control traffic in a terminal environment. Lab fee \$250.

**AVN 454/AVNO 454 Senior Practicum/Capstone****Sem./Prj./Credit 3.**

Designed as a capstone course for all aviation courses of study. Emphasis will be placed upon participating in an assessment designed for the student's area of study which may include any or all of the following: comprehensive oral and/or written examination, comprehensive project, FAA or other industry certification, independent research project, or assigned by academic adviser and approved by department chair.

**BIOO (Biology – Online)****BIOO 101 Nature of Life Lec. 3./Online/Credit 3.**

A non-major course in biology wherein fundamental processes and mechanics of living things are discussed within the framework of a unified theory of life. Special emphasis will be given to topical themes that relate biological principles to contemporary issues in science, technology and society.

**BIOO 103 General Bio****Lec. 3./Lab 2./Online/Credit 4.**

Introduction to biological principles as exemplified in a wide range of organisms; basic concepts are discussed with emphasis on methods of inquiry which led to their discovery.

**BIOO 224-225 Anatomy and Physiology****Lec. 3./Lab 2./Online/Credit 4.**

A two-semester course which deals with essentials of human anatomy in relation to functions of the organ systems. Prerequisite: BIOO 103.

**BIOO 302 Human Anatomy****Lec. 2./Lab 4./Online/Credit 4.**

Study of development and structure of organs and organ systems of the human body with some emphasis upon their functional adaptations. Prerequisite: BIOO 220 or consent of department chair.

**BIOO 304 General Microbiology****Lec. 3./Lab 3./Online/Credit 4.**

General survey of morphology, taxonomy, and physiology of bacteria and related micro-organisms. Prerequisites: BIOO 210 and 220; two courses in chemistry.

**BIOO 336 Human Physiology****Lec. 2./Lab 3./Online/Credit 3.**

Intricate functions of human body, stressing principles of homeostasis and maintenance of normal health and well-being. Prerequisites: BIOO 220, CHEO 201-202 or consent of department chair.

**BLAO (Business Leadership and Administration – Online)****BLAO 701R Organizational Behavior****Lec. 3./Online/Credit 3.**

Human behavior in organizations, and the role of the personnel manager; exploring the behavior of the individual, the small group, and improving, sustaining, and maintaining human resources of the organization in a changing environment; includes recruitment selection, manpower planning, appraisal and evaluation, training and development, wage and salary administration, health and safety, labor relations and counseling and transfer.

**BLAO 702R Organization Theory and Practice****Lec. 3./Online/Credit 3.**

Theories and applications of knowledge of behavior in the organizational setting to include individual, group and organizational processes. The course typically covers motivation, group dynamics, decision-making, leadership, and the design and development of organizations.

**BLAO 703R Advanced Computer Applications****Lec. 3./Online/Credit 3.**

Introduction to using computerized statistical research applications.

**BLAO 704R Advanced Topics in Research****Lec. 3./Online/Credit 3.**

Course involves the review of current research issues in global enterprise. The research process and structure will be emphasized and linked to relevant topics and will be explored to emphasize challenges in the business environment.

**BLAO 705 Strategy and Policy Leadership****Lec. 3./Online/Credit 3.**

Policy and strategy formulation at the general manager's level. Significant use of the case method to study management of the overall enterprise. Prerequisite: Summer residency.

**BLAO 705R Behavioral Research Methods****Lec. 3./Online/Credit 3.**

Emphasis is on designing qualitative research proposals, interviewing, and collecting, analyzing, interpreting and reporting qualitative data. A variety of qualitative techniques are explored.

**BLAO 706 Teaching Methodology****Lec. 1./Online/Credit 1.**

This course is designed to provide information on learning methodology, planning of learning experiences, clinical teaching tools and strategies, formulation of objectives, effective feedback and performance evaluation within the context of adult education. This course will also address the issues of the effects of age and culture on learning styles and health interventions. The course includes lectures, discussion, small group learning experiences and a terminal project requiring application of didactic information. Prerequisite: Summer residency.

**BLAO 706R Empirical Research Methods****Lec. 3./Online/Credit 3.**

An exploration of quantitative research methods with emphasis on survey analysis and in the non-parametric statistical techniques that are used to interpret surveys. A variety of quantitative techniques are addressed.

**BLAO 707 Ethics and Leadership Lec. 3./Online/Credit 3.**

This course focuses on the moral implications of ethical leadership. The course is designed to engage the student in questions related to the study of ethics and its relationship to the practice of leadership and ethical decision making.

**BLAO 707R Pre-proposal Presentation****Lec. 3./Online/Credit 3.**

Course is dedicated to the development of the proposed dissertation topic. Selection of the dissertation committee and an understanding of the dissertation process. Prerequisite: BLA 760, 761.

**BLAO 708 Dimensions of Leadership****Lec. 3./Online/Credit 3.**

Students examine the role of the leader in multi-national organizations with a focus on the role of the leader in the future. Students evaluate current theories about leadership concepts and determine future relevance on a global basis.

**BLAO 709 Emerging Leadership Theory****Lec. 3./Online/Credit 3.**

Students will analyze emerging leadership practices designed to develop organizational agility and responsiveness. Emphasis is placed on how organizations are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches.

**BLAO 710 Contemporary Issues in Leadership****Lec. 3./Online/Credit 3.**

This course explores controversial issues in leadership. The focus is on business results that encompass organizational learning; stakeholder satisfaction; and overall budgetary, financial, and market performance.

**BLAO 711 Leadership: Building Sustainable Organizations****Lec. 3./Online/Credit 3.**

This course focuses on globalization, individual and group behaviors, organizational culture and change, systems thinking, innovation, social responsibility, and sustainability. Students explore these basic dimensions of leadership as they affect the employee, the organization, the community, and the environment.

**BLAO 712 Leading Change Lec. 3./Online/Credit 3.**

The course will allow students to become familiar with theories and models which focus on effective change, innovation and organizational alignment. Students will have the opportunity to examine and apply practical tools for individual and organizational change through case studies and class projects. Prerequisite: BLAO 707, 708.

**BLAO 713 Ethics and Leadership Lec. 3./Online/Credit 3.**

Through case studies and applied knowledge used in analytical projects, the student will build skills and knowledge for leading organizations with ethical integrity and social accountability. The course includes financial planning, budgeting, and other trends such as balancing risks. The course helps prepare learners to be key ethical players who are effective in leading an organization's financial capabilities, based on sound financial and economic principles. Prerequisite: BLAO 710.

**BLAO 714 Strategic Leadership Lec. 3./Online/Credit 3.**

This course will help students to develop their strategic thinking by challenging them to identify, evaluate, and address strategic issues at the organizational, departmental, and individual levels. Current approaches to the development and implementation of strategic plans will be explored including financial, environmental, and cultural considerations. Prerequisite: BLAO 705, 710, 713.

**BLAO 715 Advanced Leadership Concepts****Lec. 3./Online/Credit 3.**

Emphasis is on identifying and solving organizational problems and recommending new business models that will increase organizational performance. The course integrates theoretical and practical applications for effectively leading organizations in a constantly changing world. Students will study leadership models that have helped move people in organizations toward a clear vision and mission. Prerequisite: BLAO 709, 712, 714.

**BLAO 716 Advanced Research Methods in Leadership****Lec. 3./Online/Credit 3.**

Course enhances theoretical understanding and practical knowledge of the advanced qualitative, quantitative, and critical/rhetorical research methods applied to leadership studies. Prerequisite: BLAO 715.

**BLAO 720 Financial Accounting and Reporting Research****Lec. 3./Online/Credit 3.**

This course is a comprehensive review of accounting and reporting topics. Students will be exposed to research tools used by accounting professionals including, but not limited to, the new codified FASB pronouncements and IFRS statements.

**BLAO 721 Contemporary Issues in Accounting Seminar****Sem. 3./Online/Credit 3.**

This course examines current issues confronting accountants, businesses and their stakeholders. Issues such as new FASB Statement implementation, unique business entities and creative business mechanisms will be examined.

**BLAO 722 Accounting Theory Lec. 3./Online/Credit 3.**

This course focuses on the theoretical structures of accounting for assets, income definition, recognition and measurement of income, influence of professional standards, and the future of the profession. Prerequisite: BLAO 720.

**BLAO 723 Tax Planning and Research**

**Lec. 3./Online/Credit 3.**

This course is an in-depth study of the tax-planning process and research tools that are available to both the professional business manager and tax practitioner.

**BLAO 724 Special Topics in Taxation**

**Lec. 3./Online/Credit 3.**

This course focuses on advanced problems determined by current developments and issues in taxation, as well as, special topics relative to taxation. This course provides students with the opportunity to integrate and apply their tax knowledge through problem solving. Prerequisite: BLAO 723.

**BLAO 725 Seminar in Accounting Research**

**Sem. 3./Online/Credit 3.**

Research on auditing, financial and managerial accounting, and taxation using theoretical perspectives and research methods from the social sciences and business disciplines. Prerequisite: BLAO 722, 723.

**BLAO 730 Financial Economics Lec. 3./Online/Credit 3.**

The objective of this course is to undertake a rigorous study of the theoretical foundations of modern financial economics. The course will cover the central themes of modern finance including individual investment decisions under uncertainty, stochastic dominance, mean variance theory, capital market equilibrium and asset valuation, arbitrage pricing theory, option pricing, incomplete markets, and the potential application of these themes.

**BLAO 731 Corporate and Financial Institutions**

**Lec. 3./Online/Credit 3.**

This course provides student with an overview of the contributions in the modern theory of corporate finance and financial institutions. Advanced theory and empirical investigations; financial decisions of the firm, dividends, capital structure, mergers and takeovers. The topics covered may include capital structure, distribution policy, financial intermediation, initial and seasoned public offerings, market for corporate control, product market corporate finance interactions, corporate reorganization and bankruptcy, moral hazard, and some selected topics.

**BLAO 732 Behavior Finance Lec. 3./Online/Credit 3.**

This course involves the use of psychology to guide alternative theories of financial markets. There is an examination of the preferences and trading decisions of individual investors. It includes an analysis of corporate decision making. Topics covered include capital structure, investment, dividend and merger decisions.

**BLAO 733 Theory of Finance Lec. 3./Online/Credit 3.**

This course develops an understanding of current financial theory and its implications for financial problem solving. Develops an understanding of the analytical framework for making decisions in the areas of financial planning and control, sources of financing and their relation to the firm. Prerequisite: BLAO 731.

**BLAO 734 Concepts of Investment Decisions**

**Lec. 3./Online/Credit 3.**

This course will make students familiar with the techniques for making investment decisions and valuing securities. The course will develop the concepts of asset pricing such as valuation by arbitrage, arbitrage pricing theory, portfolio selection, means variance analysis, the Capital Asset Pricing Model, and inter-temporal capital asset pricing. Prerequisite: BLAO 730.

**BLAO 735 Advanced Topics in Finance**

**Lec. 3./Online/Credit 3.**

Application of financial models and concepts to case studies involving financial aspects of the firm. Case analyses are designed to make use of integrative and critical thinking skills. Knowledge of financial management concepts from lower level courses is assumed. Prerequisite: BLAO 733, 734.

**BLAO 740 Managerial Economics**

**Lec. 3./Online/Credit 3.**

Managerial Economics is a model building and problem-solving course. Economic analysis is used in decision-making context. The course bridges the gap between purely abstract microeconomic theory and managerial practice. Various quantitative methods are integrated with basic microeconomic concepts that are relevant to decision-making within both the private and public sectors. The importance of marginal analysis is stressed throughout.

**BLAO 741 Issues in Operations Management**

**Lec. 3./Online/Credit 3.**

This course covers manufacturing and service industries and deals with a multitude of activities needed to produce or process goods and services in the private and public sectors. The course emphasizes the production and operations activities of businesses and public agencies.

**BLAO 742 Seminar in Strategic Management**

**Sem. 3./Online/Credit 3.**

This course offers special topics dealing with important issues in strategic management. The course emphasizes global and technological perspectives of strategic management issues.

**BLAO 743 International Management**

**Lec. 3./Online/Credit 3.**

This course offers an in-depth study of problems of operating across multiple political and cultural boundaries. Topics include theory and practice of international business, global competition, organizing for global operations, market entry, innovations and comparative management. Prerequisite: BLAO 742.

**BLAO 744 Organizational Change Theory****Lec. 3./Online/Credit 3.**

This course provides the conceptual frameworks and tools to lead and orchestrate organizational change. Several leading theories and models used in management of organizational change are presented. The course includes detailed analyses of organizations as systems, organizational leadership and change. Students will complete a self-assessment on his/her change leadership capabilities. Prerequisite: BLAO 701, 702, 705.

**BLAO 745 Advanced Decision Support Systems****Lec. 3./Online/Credit 3.**

This course offers an analysis of techniques involved in the development of computer-based systems designed to help managers in decision making and problem-solving processes. Topics include assessment of technology available, discussion of the design and implementation of such systems. Prerequisite: BLAO 744.

**BLAO 750 Marketing Management****Lec. 3./Online/Credit 3.**

An analysis of all aspects of the marketing functions and the firm, including such basic managerial tasks as analysis of consumer demand, selection of market targets, deciding on strategies, and combining the various marketing tools in the marketing mix, i.e., product offerings, pricing, promotion, and distribution.

**BLAO 751 Emerging Issues in Marketing****Lec. 3./Online/Credit 3.**

This course exposes students to the role of marketing in a modern organization. Students will examine the intellectual underpinnings of marketing as a discipline by examining the development of marketing theories from both a historical as well as philosophical basis.

**BLAO 752 Product Planning Seminar****Sem. 3./Online/Credit 3.**

This seminar examines useful quantitative models and methods relevant to product planning and pricing, and promotion. Topics include analysis and measurement of multi-attribute preference structures, information search, product positioning, brand and customer equity, new product introduction, market structuring, and new product diffusion. Prerequisite: BLAO 750, 751.

**BLAO 753 Behavioral Research in Marketing****Lec. 3./Online/Credit 3.**

This seminar emphasizes coverage of the major research work carried out in consumer behavior. It will expose students to the cutting edge in consumer behavior, psychology and neuroscience and give students a good grasp of what it takes to be a successful academic in the field of consumer behavior. Prerequisite: BLAO 752.

**BLAO 754 Quantitative Research in Marketing: Strategic Models and Methods Lec. 3./Online/Credit 3.**

This seminar will review major contributions and recent developments in marketing with a particular emphasis on the strategic interactions between firms. It examines how firms craft their product, pricing, advertising, sales force, and channel strategies to create and sustain competitive advantage. A main purpose of the course is to generate new ideas, new research topics, and new applications for existing concepts and theories.

**BLAO 755 Theories of Attitude and Persuasion****Lec. 3./Online/Credit 3.**

This course will provide an overview of recent research on attitudes and persuasion. Content will include broad coverage of the issues of major importance to attitude theory, but will focus on more recent issues and controversies that have captured the interest of researchers in the field. Students who take this course will become familiar with research methods and major issues in attitudes research and will have a better understanding of how individuals form, maintain, and change their evaluations. Prerequisite: BLAO 753, 754.

**BLAO 800 Dissertation I Ind. 8./Online/Credit 8.**

The course is dedicated to the passing the comprehensive examinations, submitting and defending the dissertation proposal, and the development of a journal article that can be published in the School of Business's Journal of Business and Finance Research. Includes an extensive written requirement. Prerequisite: Completion of all coursework.

**BLAO 810 Dissertation II Lec. 3./Online/Credit 3.**

Students register during the period of work in process for a maximum of 24 credit hours toward the successful completion and defense of the dissertation research. Includes an extensive written online requirement. May be repeated for credit as necessary to complete the dissertation process. Prerequisite: BLAO 800.

**CHEO (Chemistry – Online)****CHEO 101-102 General Chemistry****Lec. 3./ Lab 3./Online/Credit 4.**

A one-year course in general chemistry, organic chemistry, and biochemistry to meet requirements for persons not majoring in chemistry.

**CHIO (Chinese – Online)****CHIO 101 Elementary Chinese I Lec. 3./Lab 1./Credit 3.**

Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed.

**CHIO 102 Elementary Chinese II Lec. 3./Lab 1./Credit 3.**

Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed. Prerequisite: CHI 101 or the equivalent.

**CHIO 201 Intermediate Chinese I Lec. 3./Lab 1./Credit 3.**

The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: CHI 102 or the equivalent.

**CHIO 202 Intermediate Chinese II****Lec. 3./Lab 1./Credit 3.**

The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: CHI 201 or the equivalent.



**CHIO 301-302      Advanced Chinese Conversation I-II**  
**Lec. 3./Online/Credit 3.**

These courses will review basic Chinese grammar, vocabulary and written characters to improve speaking, writing and reading while gaining knowledge of the culture and the society. Emphasis is on communicative competence.

**CHIO 303-304      Advanced Chinese Reading I-II**  
**Lec. 3./Online/Credit 3.**

This course exposes students to authentic materials relating to current issues, political, cultural and economic as well. Introduces students to elements of discussion.

**CHIO 320      Ancient Chinese Civilization and Culture**  
**Lec. 3./Online/Credit 3.**

Introduces students to ancient Chinese civilization and culture.

**CHIO 321      Topics in Chinese Literature and Culture**  
**Lec. 3./Online/Credit 3.**

This course exposes students to important issues through the study of works of important writers of the twentieth century.

**CHIO 440      Experiential Learning**  
**Lec. 3./Online/Credit 3.**

Can include study abroad, research abroad, domestic or international internships

## **COMO (Communication – Online)**

**COMO 103      Oral Communication**  
**Lec. 3./Online/Credit 3.**

A one-semester course in Speech Communication involving a participative learning experience. Emphasis will be placed on intrapersonal, interpersonal and public communication. Class projects, situational exercises, public speaking, group discussion and dyadic and nonverbal communication are used as reinforcement material. Passing grade is "C."

**COMO 250      Interpersonal Communication**  
**Lec. 3./Online/Credit 3.**

A survey of the theories and principles, which explain how people relate to and interact with each other on a one-to-one basis. Methods for developing, improving and ending relationships will be explored.

## **COUO (Counseling – Online)**

**COUO 602 Abnormal Behavior and Psychopathology**  
**Lec 3/Credit 3**

An introductory study of principles of mental health, including prevention, intervention, consultation, education, and advocacy. Discussion of causes and processes in the development and treatment of mental disorders. Specific principles and models of biopsychosocial assessments, case conceptualization, and theories of human development and concepts of psychopathology leading to diagnoses and appropriate treatment plans will be discussed. Basic classifications, indications, and contraindications of psychopharmacological medications will be discussed.

**COUO      603 Counseling with Diverse Populations**  
**Lec 3/Credit 3**

Addresses the effects of racism, sexism, power, privilege, culture, age, religion, disability, and ethnicity on personality development and behavior with implications for seeking clinical mental health counseling. Discusses multicultural and pluralistic trends to include attitudes, beliefs, understandings, and acculturative experiences to include spirituality. Counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body will be discussed.

**COUO      604 Life Span Development**  
**Lec 3/Credit 3**

Theories of individual and family development and transitions across the life span will be discussed. Topics will include human behavior, neurobiological behavior, personality, and strategies for facilitating optimum development. Theories and models of individual, cultural, couple, family, and community resilience will be discussed.

**COUO      606 Treating the Substance Abuser**  
**Lec 3/Credit 3**

Theories and etiology of addictions and addictive behaviors will be discussed. An overview of issues relating to treating addictions is provided. Common drugs of abuse, symptoms of abuse and dependence, assessment tools, and treatment methods are examined. Specific ethical and legal standards will be discussed.

**COUO      610 Ethics and Legal Aspects of Counseling**  
**Lec 3/Credit 3**

Provides an overview of the history and philosophy of the counseling profession, including significant events, professional roles, professional organizations and credentialing, advocacy, and ethical and legal standards. Provides an understanding of counseling and consultation processes to include characteristics and behaviors to influence helping processes, introduction to counseling theories and system perspectives along with legal perspectives. Counseling supervision models, practices and processes will be introduced and discussed. Discusses the integration of technological strategies and applications within counseling and consultation processes. Examines current system of intervention and engages student in analysis from the perspective of its usefulness to counseling. This course will include reflective exercises for self-assessment, experiential experiences with counselors, and a growth model for professional development.

**COUO 612 Occupational and Educational Information****Lec 3/Credit 3**

An introduction to career development theory and practice, and assessment measures utilized in career counseling is provided. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development will be discussed. Transitions throughout life will be discussed. Career development program planning, resources, information systems, and techniques will be discussed. In addition, factors influencing career choice and job satisfaction, occupational trends, changes in the workplace, and appropriate counseling interventions are discussed. Also, a specific focus will be provided for legal and ethical issues facing all counselors.

**COUO 614 Community Mental Health and Welfare Services****Lec 3/Credit 3**

Introduction of professionals to community social welfare and other agencies (private and public) functioning in the areas of family service, public and private assistance, mental hygiene, protective and correctional care, pastoral care, and health services. Application of research and program evaluation will be discussed. Course will focus on visiting and experiencing these diverse functions.

**COUO 616 Theory and Practice of Counseling and Psychotherapy****Lec 3/Credit 3**

A detailed introduction and critical evaluation of contemporary theories of counseling used to address educational, vocational, and personal problems. Behavioral, solution-focused/brief therapy will be focused upon to meet the needs of contemporary society. Aspects of crisis management will form the focus of the brief therapy. Interviewing and counseling skills, system perspective, and consultation will be discussed. This course is designed for counselors, teachers, administrators, clergymen, and others who counsel individuals in a variety of settings. Specific ethical and legal standards will be discussed. The student will perform 10 hours in a community setting observing counseling practices.

**COUO 619 Group Process in Counseling****Lec 3/Credit 3**

This is an experiential course on the leadership, dynamics, methods, theories and techniques used for group counseling. Planning and implementing groups for a variety of populations and purposes, developing group facilitation skills, and increasing self-awareness are emphasized. Didactic focus is on psycho-educational groups. The student will perform 10 hours in small group settings.

**COUO 621 Advanced Group Counseling****Lec 3/Credit 3**

Development of group leadership skills through group experiences in class and in the field. In-depth studies of group counseling theories. Develop a systems perspective that provides an understanding of family and other systems theories and major models of related interventions. Systems theory and consultation will be discussed as it relates to the group setting.

**COUO 622 Assessment and Appraisal in Counseling****Lec 3/Credit 3**

Survey of tests of ability, interest, aptitude and personality that are most useful to the counselor will be introduced. A historical perspective concerning the nature and meaning of assessment will be provided. Statistical concepts to include scales of measurement, measures of central tendency, reliability and validity will be introduced. Norm-referenced and criterion-referenced tests will be discussed. Assessment and evaluation will be approached from both the individual and group perspective.

**COUO 624 Theories of Learning, Personality, and Temperament****Lec 3/Credit 3**

Evaluation of major learning, personality, and temperament developmental theories across the lifespan, cultures, ethnicities, race, socioeconomic status, and gender. Specific focus will be given to environmental factors influence on development and their influences on developmental outcomes such as behavior problems and cognitive development. Strategies for facilitating optimum development will be discussed.

**COUO 630 Analysis of Behavioral Data****Lec 3/Credit 3**

Inferential procedures in treatment of research data. The use of existing national data sets will be emphasized. The importance of research and opportunities and difficulties in conducting research in the counseling and health professions will be discussed. The use of research to improve counseling effectiveness and health programs will be discussed. This course will use statistical software packages to exploit data analyses. This course will be taught in conjunction with NUR 670.

**COUO 671 Introduction to Research and Program Evaluation****Lec 3/Credit 3**

Introductory course that provide an understanding of research methods, statistical analyses, needs assessment, and program evaluation. The course includes discussions regarding the importance of research in the counseling profession, research methods, the use of technology and statistical methods, needs assessment, and the use of research to improve counseling effectiveness. Ethical and legal aspects of research will be discussed.

**COUO 699 Independent Study****Credit 3-6****COUO 702 Master's Comprehensive Examination****Credit 1**

This examination is pass/fail.

**COUO 710 Ethics and Legal Aspects of Counseling****Lec 3/Credit 3**

Provides an overview of the history and philosophy of the counseling profession, including significant events, professional roles, professional organizations and credentialing, advocacy, and ethical and legal standards. Provides an understanding of counseling and consultation processes to include characteristics and behaviors to influence helping processes, introduction to counseling theories and system perspectives along with legal perspectives. Counseling supervision models, practices and processes will be introduced and discussed. Discusses the integration of technological strategies and applications within counseling and consultation processes. Examines current system of intervention and engages student in analysis from the perspective of its usefulness to counseling. This course will include reflective exercises for self-assessment, experiential experiences with counselors, and a growth model for professional development.

**COUO 721 Research and Program Evaluation****Lec 3/Credit 3**

The focus of the course will be needs assessment. Single-case designs, action research, quantitative and qualitative research methods will be discussed. Introduction to program evaluation and outcome-based research will be provided. The course will be experiential in developing a program evaluation within the community.

**COUO 722 Advanced Counseling Theory and Techniques****Lec 3/Credit 3**

Foundations of mental health counseling will be discussed to include ethical and legal considerations (AMHCA Code of Ethics). Critical review of theories and practice of the techniques and principles of counseling will be conducted. Career development, group work, crisis/disaster response, systems and consultation will be discussed. Evaluation of counseling effectiveness will be discussed.

**COUO 723 Introduction to Structural Equation Modeling****Lec 3/Credit 3**

Introductory course into higher levels of statistical procedures that provides an overview of the development of structural equation modeling, the major statistical software programs to conduct analyses, and limitations and strengths of structural equation modeling.

**COUO 725 Grant Writing****Lec 3/Credit 3**

This course focuses on the mechanics of grantsmanship, including public and private sources. Students will conduct Internet searches weekly as they determine a myriad of different funding sources. Students will explore the "how-to" of writing research, training and demonstration grants. A completed proposal suitable for submission will be required of all enrollees. Peers and selected faculty members will conduct critiques of the proposals. This course will be taught in conjunction with NURO 725.

**COUO 799 Independent Study****Credit 3-6****COUO 801 Counseling Leadership and Advocacy****Lec 3/Credit 3**

Theories, skills, and models of counseling leadership and advocacy will be discussed. Multicultural issues as they relate to social change theories, and current topical and political issues in counseling will be discussed.

**COUO 805 Human Sexuality Counseling****Lec 3/Credit 3**

Provides an understanding of basic treatment techniques for sexual dysfunction, sexual disorders, and sexual diseases. Human sexuality issues and their impact on family and couple functioning, and strategies for their resolution will be discussed. Attention given to legal and ethical issues in the areas of sexual function and reproduction rights.

**COUO 814 Quantitative Methods I****Lec 3/Credit 3**

This course focuses on the design of descriptive and correlational research. Emphasis is placed on the collection and statistical analyses of quantitative data and use of statistical software. Note: This course will be held simultaneously with NUR 714.

**COUO 815 Quantitative Methods II****Lec 3/Credit 3**

This course focuses on the design of experimental research. Emphasis is placed on the collection and statistical analyses of quantitative data and use of statistical software. Note: This course will be held simultaneously with NUR 715.

**COUO 816 Qualitative Methods of Research****Lec 3/Credit 3**

This course focuses on qualitative methods of research. Emphasis is placed on the collection and analysis of qualitative data by using case study, survey, phenomenologic, grounded theory; and ethnographic, and historical methods of inquiry. This course will be held simultaneously with NURO 716.

**COUO 822 Advanced Counseling Theory and Techniques****Lec 3/Credit 3**

Foundations of mental health counseling will be discussed to include ethical and legal considerations (AMHCA Code of Ethics). Critical review of theories and practice of the techniques and principles of counseling will be conducted. Career development, group work, crisis/disaster response, systems and consultation will be discussed. Evaluation of counseling effectiveness will be discussed. This course will be taught in conjunction with COUO 722.

**COUO 823 Theories and Practice of Counseling Education****Lec 3/Credit 3**

Topics will include theories and practice of instructional theory and methods relevant to counselor education. Pedagogy relevant to current social and cultural issues will be discussed.

**COUO 824 Theories and Practice****of Counseling Supervision****Lec 3/Credit 3**

Topics will include theories and practice of counselor supervision to include ethical and legal considerations. Supervision of the Masters level practicum will form an integral part of the course.

**COUO 825 Grant Writing****Lec 3/Credit 3**

This course focuses on the mechanics of grantsmanship, including public and private sources. Students will conduct Internet searches weekly as they determine a myriad of different funding sources. Students will explore the “how-to” of writing research, training and demonstration grants. A completed proposal suitable for submission will be required of all enrollees. Peers and selected faculty members will conduct critiques of the proposals. This course will be taught in conjunction with NURO 725.

**COUO 826 Research and Program Evaluation****Lec 3/Credit 3**

The focus of the course will be needs assessment. Single-case designs, action research, quantitative and qualitative research methods will be discussed. Introduction to program evaluation and outcome-based research will be provided. The course will be experiential in developing a program evaluation within the community.

**COUO 827 Doctoral Candidate Qualifying Examination****Credit 0-1**

The purpose of the qualifying examination is to demonstrate an understanding of knowledge in relevant, related fields of study, which under girds the student’s dissertation research. This comprehensive examination must be successfully completed. This is a pass/fail examination.

**COUO 828 Counseling Practicum Tutorial 3/Credit 3**

The advanced supervised practicum provides for the development of counseling skills under supervision and translate these skills in a teaching environment. This practicum of 100 clock hours will allow students to be the lead instructor for a graduate level course in counseling under the direct supervision of a full-time faculty member. Classes will be limited to approximately five students. Specific ethical and legal standards will be discussed.

**COUO 829 Counseling Education and Supervision Internship I Tutorial 3/Credit 3**

Student must complete a supervised internship of a minimum of 300 clock hours that will only begin after completion of the required practicum. The internship will be a planned program of advanced professional experience at the college level or a community agency setting. The internship assignment will be controlled by a university supervisor. This internship will consist of providing individual and group supervision to Master of Arts Counseling students or teaching graduate level counseling courses. These activities will also include participating in scholarly activities of research, presenting or co-presenting at conferences, and involvement in professional organizations. Classes will be limited to approximately five students. Specific ethical and legal standards will be discussed.

**COUO 830 Counseling Education and Supervision Internship II Tutorial 3/Credit 3**

Student must complete a supervised internship of a minimum of 300 clock hours that will only begin after completion of the required practicum. The internship will be a planned program of advanced professional experience at the college level or a community agency setting. The internship assignment will be controlled by a university supervisor. This internship will consist of providing individual and group supervision to Master of Arts Counseling students or teaching graduate level counseling courses. These activities will also include participating in scholarly activities of research, presenting or co-presenting at conferences, and involvement in professional organizations. Classes will be limited to approximately five students. Specific ethical and legal standards will be discussed.

**COUO 831 Dissertation Seminar****Credit 1**

The course is designed to assist students in identifying and developing their dissertation proposal. Students will complete the first draft of the first three chapters composing their dissertation proposal. Students not completing the first three chapters to the satisfaction of the course instructor and complete their dissertation proposal defense will not successfully complete this course. Students will be required to attend all dissertation proposal defenses and dissertation defenses in Counseling. This is a pass/fail course.

**COUO 832 Dissertation I****Credit 3**

The course can be taken in one credit increments until the completion of the dissertation but all credits must be used. The number of credits must be approved and may be altered by the Graduate Program in Counseling. The doctoral candidate’s dissertation committee will oversee the student’s work toward completion. Students must take a minimum of 12 credit hours prior to graduation. Each semester a student is working on their dissertation under the supervision of the chairperson of their dissertation committee, the student must register for a minimum of 3 credits in COU 831 or COU 899. The dissertation constitutes the final phase of the program and represents an original contribution to the counseling field.

**COUO 833 Dissertation II****Credit 3**

The course can be taken in one credit increments until the completion of the dissertation but all credits must be used. The number of credits must be approved and may be altered by the Graduate Program in Counseling. The doctoral candidate’s dissertation committee will oversee the student’s work toward completion. Students must take a minimum of 12 credit hours prior to graduation. Each semester a student is working on their dissertation under the supervision of the chairperson of their dissertation committee, the student must register for a minimum of 3 credits in COU 831 or COU 899. The dissertation constitutes the final phase of the program and represents an original contribution to the counseling field.



**COUO 834 Dissertation III****Credit 3**

The course can be taken in one credit increments until the completion of the dissertation but all credits must be used. The number of credits must be approved and may be altered by the Graduate Program in Counseling. The doctoral candidate's dissertation committee will oversee the student's work toward completion. Students must take a minimum of 12 credit hours prior to graduation. Each semester a student is working on their dissertation under the supervision of the chairperson of their dissertation committee, the student must register for a minimum of 3 credits in COU 831 or COU 899. The dissertation constitutes the final phase of the program and represents an original contribution to the counseling field.

**COUO 835 Dissertation IV****Credit 3**

The course can be taken in one credit increments until the completion of the dissertation but all credits must be used. The number of credits must be approved and may be altered by the Graduate Program in Counseling. The doctoral candidate's dissertation committee will oversee the student's work toward completion. Students must take a minimum of 12 credit hours prior to graduation. Each semester a student is working on their dissertation under the supervision of the chairperson of their dissertation committee, the student must register for a minimum of 3 credits in COU 831 or COU 899. The dissertation constitutes the final phase of the program and represents an original contribution to the counseling field.

**COUO 836 Dissertation Defense****Credit 0-1**

The doctoral candidate's dissertation committee will oversee the student's work. The course is the culmination of the Ph.D. program.

**COUO 899 Independent Study****Credit 3-6****CRJO (Criminal Justice and Criminology – Online)****CRJO 332 Corrections****Lec. 3./Online/Credit 3.**

The course demonstrates an understanding of the operations of the correctional institution; discusses various alternatives to incarceration; the treatment and rehabilitation of offenders; explores current and future trends in institutional corrections; and addresses the need for correctional systems in today's society. The focus of this course is to introduce the student to correctional systems. Emphasis is placed on the historical development of correctional systems and practices, treatment of offenders, goals of corrections, and special needs of offenders in today's systems.

**CRJO 407 Forensics and Crime Scene Investigation****Lec. 3./Online/Credit 3.**

This elective course examines the basic concepts of forensic science through advanced scientific crime solving techniques such as establishing identity through human remains. Topics include forensic anthropology; odontology; radiology; serology; DNA tracing; medical examiner procedures; wound ballistics; and trauma examinations. Emphasis is placed on physical evidence, information sources, interviews and interrogations, eyewitness identifications, crime scene reconstruction, homicide investigations, burglaries, robberies, sex crime investigations, specialized investigations, and managing criminal investigations. Prerequisite: CHEO 101-102.

**CRJO 409 The Criminalistics of Cybercrime****Lec. 3./Online/Credit 3.**

An exploration of the links between computers, deviance, and social control. This will include analysis of the technological, social, and geo-political context from which cybercrime and information warfare have emerged and the nature, extent and causes of digital deviance, such as hacking and cyber-terrorism. Societal and political reactions to cybercrime are considered, as are social policy questions of privacy and freedom on the Internet.

**CRJO 410 Issues in Law Enforcement****Lec. 3./Online/Credit 3.**

This elective course is a study of the organization, management, and administration of law enforcement agencies. Topics include police administration in the political arena, organizational theory, police organizational structure, leadership, organizational communication, police subsystem tasks, decision-making, performance evaluation, and organizational improvement. ( i.e. racial profiling, police discretion, police brutality, police corruption).

**CRJO 411 Homeland Security Lec. 3./Online/Credit 3.**

This course provides a survey of the management issues posed by emergencies of all kinds, such as bomb threats, earthquakes, explosions, labor disputes, and oil spills. Issues such as risk analysis, standards, counter-measures, and emergency public relations will be studied, along with case histories. Methods and techniques used to prevent and reduce losses due to theft and casualty. Consideration of the security survey; communication and surveillance systems; control of personnel and visitors; the use, supervision, and training of security forces; handling civil disturbances in public buildings; and other emergencies is given.

**CRJO 416 Terrorism and National Security Management****Lec. 3./Online/Credit 3.**

This course is designed to address issues in national security management. Topics introduced will include worldwide terrorism, terrorist violence, governmental reaction to specific demands and threats with the objective of weakening established governments. The course will also identify various terrorist groups worldwide that are intent on destroying life and property by the use of explosives, weapons and other violent means.

**CRJO 417 Law Enforcement in Security****Lec. 3./Online/Credit 3.**

This course provides a survey of objectives and tactical issues and methods employed by those persons empowered to establish and enforce security programs. Emphasis is placed on the enforcement of required security programs involving transportation, including airports and air carriers. Specific subjects covered include the role of the law enforcement officer in security, and in emergency response, counter-terrorism, and witness interviewing.

**CRJO 418    Emergency Preparation and Security Management    Lec. 3./Online/Credit 3.**

This course studies the various elements involved with planning for and responding to workplace, transportation, and natural disasters and emergencies. This course will adopt an all-hazards approach to the general and technical aspects of disaster planning and response including the incident management system, alarm, warning, and communications systems, evacuation, medical response, search and rescue, media and information management, and business recovery.

**CRJO 499    Senior Practicum    Lec. 3./Online/Credit 3.**  
Capstone course designed to provide students with an opportunity to demonstrate their knowledge and apply theory to practice through a practical experience in a professional environment.

## **CSOO (Continuing Studies – Online)**

**CSOO 126    Understanding the HU Culture    Lec. 3./Online/Credit 3.**

Upon completion of this course, the student will be able to identify campus resources and learning strategies critical/essential to student success, to gain awareness of the skills and commitment needed for returning to school as adult learners and to develop skills needed to enhance academic, professional and personal success and to become and remain a student.

**CSOO 127    Orientation to Effective Online Learning    Lec. 1./Online/Credit 1.**

Explores the role of software, software paradigms, and software systems. Emphasis on specification and analysis of problems, designing solutions to problems, and the testing of problem solutions. Introduces fundamental concepts of computer organization and operations. Examines hardware (processor, keyboard, disk drives, and printers), operating systems and editors.

**CSOO 170    Diversity & Global Awareness    Lec. 3./Online/Credit 3.**

This course will explore issues of cultural diversity in the United States through the study of cultural, social or scientific contributions of women and ethnic minority groups, examinations of their experiences in the United States, and exploration of successful and unsuccessful interactions among and between different cultural groups. The course will also explore the values, elements, and social processes of cultures other than those in the United States. Students will be able to recognize and articulate the relationship of the American cultural system to global human goals and welfare.

**CSOO 201    Introduction to Computers    Lec. 3./Online/Credit 3.**

This course helps the student understand how computers can be used to enhance his or her personal, academic or professional life. A basic understanding of computer configuration and operation is gained in this course. A hands-on approach is used to introduce the student to operating system software and various application software packages for word processing, spreadsheet, presentation, and database management. Students also learn how to conduct searches on the Internet and to communicate via electronic mail.

**CSOO 213    Computer Application    Lec. 3./Online/Credit 3.**

The use of computers to become efficient in your personal, academic and professional life. Software packages for word processing, spreadsheet applications and database management will be presented.

**CSOO 214    Internet Navigation and Application    Lec. 3./Online/Credit 3.**

This course will address the concepts associated with internet access and utilization. Students will acquire basic knowledge of networking and internet utility tools. The course includes online internet activities and will develop a working knowledge of web page design and construction. Prerequisite: CSOO 201 or equivalent computer introductory level course.

**CSOO 231    Spreadsheet Management    Lec. 3./Online/Credit 3.**

This course teaches creating, editing, formatting, and printing a spreadsheet, creating basic and advanced formulas, preparing graphs, filtering and sorting data, working with database queries, and creating and executing macros.

**CSOO 233    PowerPoint Presentations    Lec. 3./Online/Credit 3.**

This course teaches the creation of computerized presentations with slides, outlines, and speaker notes. Course includes use of text, clip art, and sound, graphs to enhance presentations and output forms of presentations such as slide show, notes, outline, and transparencies.

**CSOO 235    Database Management-Access    Lec. 3./Online/Credit 3.**

This course teaches planning, defining, and using a database; creating and running queries, creating and updating forms; generating reports, and terminology associated with of data base management.

**CSOO 237    Advanced Word Processing    Lec. 3./Online/Credit 3.**

This course teaches advanced word processing features such as creating mail merge files, macros, and graphics. The course also develops competence in the production of complex documents with table of contents, indexes, footnotes, tables, and cross references.

**CSOO 240    Introduction to Human Resource Management    Lec. 3./Online/Credit 3.**

Introduces employment, selection, and placement of personnel, usage levels and methods, job descriptions, training methods and programs, and employee evaluation systems. Includes procedures for management of human resources and uses case studies and problems to demonstrate implementation of these techniques.

**CSOO 340 Employment Law for Businesses****Lec. 3./Online/Credit 3.**

This course addresses law and employment decisions with a management perspective. It has three objectives: 1) to teach the student how to approach and manage legal employment decisions. 2) To instruct the student regarding the specific legal framework in which management decisions are made. 3) To give the student the ability to effectively argue his or her management decision case with this legal framework. challenges.

**CSOO 499 Senior Capstone Lec. 3./Online/Credit 3..**

This course will provide a culminating experience for students to explore and analyze current critical issues. Issues or problems will be studied in the context of religious, ethical, sociological, psychological, and business implications. Prerequisite: Completion of major courses and Senior standing.

**ECOO (Economics – Online)****ECOO 200 Introduction to Economics****Lec. 3./Online/Credit 3.**

Basic non-technical course dealing with the fundamental concept and principles of modern economics.

**ECOO 201 Principles of Macroeconomics****Lec. 3./Online/Credit 3.**

A first course on modern market economies. Emphasizes the determination of national income, fluctuations, and growth; the monetary system; the problems of inflation and unemployment; and international trade.

**ECOO 202 Principles of Microeconomics****Lec. 3./Online/Credit 3.**

Second principles course on basic tools of market and price theory and their applications to the operations of firms, the consumption and work choices of individuals, and the effects of government taxes and policies.

**EDUO (Education – Online)  
Graduate Only****EDUO 531 Educational Tests and Measurements****Lec. 3./Credit 3.**

Philosophical bases for study of pupil behavior and performance. Mathematical nature of measurement and standardized tests; construction and standardization of group tests; functions and definitions of aptitude tests, intelligence, and achievement tests; interest inventories and personality tests. Sampling statistical measures, understanding of use, administration, and interpretation of personality, aptitude, and achievement tests.

**EDUO 550 Teaching and Learning with Technology****Lec. 3./Credit 3.**

Students shall meet each of the six ISTE standards for applying technology in educational settings, including: 1) demonstrating a sound understanding of technology operations and concepts, 2) planning and designing effective learning environments and experiences supported by technology, 3) implementing curriculum plans that include methods and strategies for applying technology to maximize student learning, 4) applying technology to facilitate a variety of effective assessment and evaluation strategies, 5) using technology to enhance their productivity and professional practice, and 6) understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

**EDUO 560 Multi-Ethnic Approach to****Literature for Children****Lec. 3./Credit 3.**

This course is designed to provide students with experience to develop skill, dispositions, and understanding of a multi-ethnic approach to teaching children literature. Special emphasis requires students to demonstrate competencies through authentic, documentary course projects and varied activities.

**EDUO 600 Public School Finance****Lec. 3./Credit 3.**

Problems of educational finance; theory, practice, and control; federal-state local relations in finance, budgeting, salary schedules, retirement, and school bonds.

**EDUO 601 Social Foundations of Education****Lec. 3./Credit 3.**

Designed to aid student in assessing role of education in society, with consideration of social and economic changes in their bearings on school practices; major psychological and philosophical concepts.

**EDUO 602 Human Development in Childhood  
through Adolescence****Lec. 3./Credit 3.**

Emphasis upon physical, social, and mental changes. Utilization of insights from sociology, anthropology, and natural sciences; pertinent research findings in developing background for understanding children and adolescents.

**EDUO 618 Reading Instruction for All Students:****Theory and Practice****Sem. 3./Credit 3.**

A study of the developmental reading, including current approaches, strategies, and materials of instruction. Emphasis on development.

**EDUO 621 Secondary School Administration****Lec. 3./Credit 3.**

Major problems and issues in organization, administration, and supervision of secondary schools. Nature and function of administration. Examination of recent trends in school administration and supervision.

**EDUO 623 Teaching Reading in Content Areas****Lec. 3./Credit 3.**

Philosophy of developmental reading; types of reading encountered in content areas. Emphasis on teaching-learning strategies to deal with content and process simultaneously.

**EDUO 632 Legal Aspects of School Administration****Lec. 3./Credit 3.**

Legal characteristics of public schools. Authority, powers, and responsibilities of teachers. Aspects of school finances, curriculum, property. Emphasis upon statutes and judicial decisions relating to education.

**EDUO 640 Internship-Early Childhood/Elementary Level Trn./Credit 12.**

Culminating experience involves student in assuming full responsibility for the management and instruction of classes in an elementary school under close clinical and University supervision. Student will be assessed using the format and criteria designed by the department. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**EDUO 641 Elementary School Administration****Lec. 3./Credit 3.**

Analysis of current practices in organization, administration, and supervision of elementary school.

**EDUO 645 Personnel Administration in the Public Schools****Lec. 3./Credit 3.**

An in-depth study of the goals of the school personnel department to attract, develop, retain and motivate personnel to accomplish the school's goals and objectives; assist members to achieve life-time professional development and growth.

**EDUO 650 Internship Seminar Sem. 1./Credit 1.**

Designed for education majors engaged in student teaching: discussion of problems, review of lesson and unit plans, and other topics associated with the student teaching process. Student must be enrolled in a student teaching or internship course.

**EDUO 651 Elementary School Curriculum****Lec. 3./Credit 3.**

Basic concepts of curriculum, modern trends in developing educational programs for children. Critical study of reorganization, construction, and administration of elementary curriculum in light of relevant educational principles and objectives.

**EDUO 652 School Public Relations Lec. 3./Credit 3.**

Examination of public relations in school administration. Critical study of practices in current use.

**EDUO 662 Internship in Administration Lec. 3./Credit 3.**

Designed for prospective school administrators. Opportunities to observe and participate in operating policy. Student spends 15 hours per week working under the direction of a public school administrator. Approval by dean required.

**EDUO 666 Language Development – Communicative Arts****Lec. 3./Credit 3.**

A consideration of the objectives, methods and materials of instruction issues, trends, and research related to oral language, written expression, listening skills and reading.

**EDUO 671 Secondary School Curriculum****Lec. 3./Credit 3.**

Principles underlying the revision and reorganization of high school curriculum and critical survey of current practices in implementing programs focused upon meeting needs of adolescents.

**EDUO 673 Supervision of Instruction Lec.3./Credit 3.**

Purpose and principles of instructional supervision at both elementary and secondary levels characteristics of effective supervision; planning, directing, and evaluating instructional programs; and treatment of organization, personnel, and materials.

**EDUO 680 Survey of Computers and Data Analyses****Lec. 3./Credit 3.**

Emphasis on computer and data analyses through examination of the computer system-components, processes, and care. Introduction of hardware and software integration into K-12 curriculum related to promote student learning, administration and management, research and evaluation, statistics, peripheral interface, and personal productivity. Mathematical nature of data analyses to include sampling and statistical measures.

**EDUO 681 PK – 12 School Finance Lec. 3./Credit 3.**

Principles and issues related to fiscal operations of school management to include use of school facilities and space. Problems of educational finance; theory, practice, and control; federal, state, local relations in finance, budgeting, salary schedules, retirement, and school bonds. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDUO 682 Education Program Evaluation and Planning****Lec. 3./Credit 3.**

Introductory course that provides an understanding of research methods, statistical analyses, needs assessment, and program evaluation. The course includes discussions regarding the importance of research in the education profession, research methods, the use of technology and statistical methods, understanding published research, and the use of research to improve educational effectiveness. Ethical and legal aspects will be discussed.

**EDUO 683 School Organizational Systems and Theory****Lec. 3./Credit 3.**

Process of strategic planning to include development of goals and objectives with measurable outcomes. Using behavioral science, emphasis will be placed on understanding systems theory, organizational development, and the change process of systems, organizations, and individuals. Development of effective communication skills to implement consensus building and negotiations will be discussed. The development of the current school system and education will be discussed. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.



**EDUO 684 Secondary School Leadership (Grades 7-12)****Lec. 3./Credit 3.**

Major problems and issues in organization, administration, and supervision of secondary schools with specific emphasis on developmental stage of students. Nature and function of administration. Examination of recent trends in school administration and supervision at the secondary school level. Adolescent development issues and the role of leadership with professional ethics will be discussed. Principles of school security and safety will be discussed.

**EDUO 685 Legal Aspects of School Administration****Lec. 3./Credit 3.**

Legal characteristics of schools and the history of the legal process in public and private education in the United States and Virginia. Authority, powers, and responsibilities of teachers and administrators. Aspects of school finances, curriculum, property. Emphasis upon statutes and judicial decisions relating to education to include current issues. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDUO 686 Elementary School Leadership (Grades PK-6)****Lec. 3./Credit 3.**

Major problems and issues in organization, administration, and supervision of elementary schools with specific emphasis on developmental stage of students. Nature and function of administration. Examination of recent trends in school administration and supervision at the elementary school level. Child development issues and the role of leadership with professional ethics will be discussed. Principles of school security and safety will be discussed.

**EDUO 687 Human Resource Leadership in Schools and Districts****Lec. 3./Credit 3.**

An in-depth study of the goals of the school personnel department to attract, develop, retain and motivate personnel to accomplish the school's goals and objectives; assist members to achieve life-time professional development and growth to include adult learning. Topics of personnel issues, pay, fringe benefits, records, professional negotiations, insurance, fringe benefits, and school counseling programs from a leadership perspective will be discussed. This course will include a 10 hour practicum experience.

**EDUO 688 Curriculum Planning and Design****Lec. 3./Credit 3.**

Basic concepts of curriculum development and modern trends in developing educational programs for children. Critical study of reorganization, construction, and administration of elementary and secondary curriculum for teaching and student learning in light of relevant educational principles, objectives, and global issues. Human growth and development will be investigated to include motivational and learning theories applied to effective curriculum planning and design. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDUO 689 School and Community Relations and Diversity****Lec. 3./Credit 3.**

Examination of public relations in school administration in a multicultural community. Critical study of practices, emerging issues and trends that impact the school community. Understanding community resources and partnerships of school, family, business, government and higher education institutions. The importance of community relations, the diverse school community, and marketing strategies will be discussed. The importance of education and equity in a democratic society with economic impact will be discussed. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDUO 690 Supervision of Instruction****Lec. 3./Credit 3.**

Purpose and principles of instructional supervision at both elementary and secondary levels characteristics of effective supervision; planning, directing, and evaluating instructional programs; and treatment of organization, personnel, and materials. Applied learning, motivational theories, diversity, emerging theories and trends that impact the school community, and community resources and partnerships will be discussed. Principles of school security and safety will be discussed. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDUO 691 Internship in Administration****Trn./Credit 9.**

Designed for prospective school administrators. Opportunities to observe and participate in operating policy. Student will complete a minimum of 400 clock hours of a structured and supervised internship to include multiple sites with diverse populations.

**EDUO 702 Master's Comprehensive Examination****Lec. 0./Credit 0-1.**

This credit will not count towards the degree. Pass/Fail grading only.

**EDUO 610 Current Issues in Education****Sem. 3./Credit 3.**

Students analyze educational reform movements, the school environment, and instructional research findings as related to classroom strategies and the development of a professional identity.

**EDUO 611 Techniques and Problems in Educational Research****Lec. 3./Credit 3.**

Develop skills necessary to read, analyze, interpret and criticize the range of educational research designs including experimental, correlational, survey, descriptive, case study, ethnography, narrative, policy and longitudinal research.

**EDUO 710 Leadership Theory & Practice in Educational Organizations****Lec. 3./Online/Credit 3.**

The course is the foundation course for the Doctoral Program in Educational Leadership. Leadership will be defined, demystified, and distinguished from management and administration. The roles and expectations of leaders will be explored, and the competencies required for leadership will be identified. Issues of power, authority, and ethics are studied. Candidates will develop a theoretical position regarding their personal administrative style.

**EDUO 711 Dynamics of Managing Organizational Performance Lec. 3./Online/Credit 3.**

The main goal of this course is to give aspiring educational leaders the knowledge of concepts and practices to effectively manage, measure, and improve organizational performance. Sample topics include establishing and communicating organizational expectations, the manager as coach and motivator, measurement methodologies, and performance improvement methods. Students will have an opportunity to increase their ability to be a better manager by developing greater understanding of the dynamics of personality and perception, attitudes and values, motivation, group work, leadership, power and politics, conflict, and organizational culture and change. Readings and class discussions, integrated with case studies, exercises, self-assessments, and other experiential activities will reveal links between theory, research, and practice.

**EDUO 712 Higher Education Finance Lec. 3./Online/Credit 3..**

The purpose of this course is to provide the student with an overview of the financial and budget elements that are essential to a higher education institution's existence. This course draws upon basic and applied literature in the economics and finance of higher education, including work on processes of individual choice (e.g., students' sensitivity to tuition and aid levels), on federal, state, and institutional approaches to financing higher education and students, and on financial management, including budgeting and cost-effectiveness analysis. Studies in fund raising, alumni relations, and foundation management are also included.

**EDUO 713 School District Finance and Budgeting Lec. 3./Online/Credit 3.**

This course offers a study of the processes by which financial decisions are made by local school districts, with special emphasis on the roles of district administrators in the budgeting process. Included are the techniques of constructing and managing the budget, while addressing issues of need and equity in the school community. Also covered are the sources of school revenues and an introduction to the process and principles of facility planning.

**EDUO 714 Strategy and Strategic Planning Lec. 3./Online/Credit 3.**

This course offers a presentation of the principles and practices involved in strategic planning, including those of problem-solving and goal-setting as pre-requisites to strategic planning, as applicable to various institutional and school settings. Included in the course are issues relating to the perspective, prospects, and preparations needed for effective strategic planning.

**EDUO 715 Dynamics of Innovation and Change in Educational Systems Lec. 3./Online/Credit 3.**

This course focuses on the development of leadership skills that will provide students with the ability to innovate and implement change in schools and colleges. Specific topics will involve students in the study of organizational and social change, intervention theory, organizational design, group dynamics, interpersonal communication, and the use of self in leadership. Factors encompassed in politics of change, being a change agent, integrating staff development and school improvement, and changing organizational culture will also be explored.

**EDUO 716 History of Higher Education Lec. 3./Online/Credit 3.**

This course explores the administrative development of American higher education from 1636 to the present, including internal trends and external forces. It adopts the widely acknowledged view that knowledge of the history of higher education is important for successfully providing leadership and performing other professional responsibilities. History provides important perspectives for routinely resolving critical leadership issues and problems. This is the case because institutions and institutional systems over time develop customs, values and traditions that continually affect students, faculty, administrators and other stakeholders. History identifies institutional customs, values and traditions, and analyzes their origins and consequences.

**EDUO 717 History of PK-12 Educational Reform Lec. 3./Online/Credit 3.**

This course surveys the history of American education from the Colonial Era to the present. It treats the changing character of education in the context of broader social and cultural developments. The course attempts to provide both knowledge of the history of American education and an appreciation of historical perspectives as ways of understanding contemporary education. Students will consider the creation, purposes, effects, and evolution of public schools in the United States, especially at the elementary and secondary level, as well as look at conflict over school structure, goals, and governance. By putting these debates in the context of American economic, social, and cultural history, students will also ask about the effects of public schooling on particular groups that have experienced discrimination and will see what changes arose from such conflicts.

**EDUO 718 Policy and Politics in Education Lec. 3./Online/Credit 3.**

This course surveys local, state, and federal legal, political, economic, and social factors that contribute to the processes of educational policy development, implementation, and evaluation. It explores current policy and governance issues. Students will examine a variety of recent reform efforts at both the federal and state levels, with particular attention to No Child Left Behind and the debates around its reauthorization, and to the emergence of a select group of high performing charter schools and the views of their critics. Finally, students will consider questions of politics, with an eye towards how to move ideas into action. Includes a fieldwork requirement.

**EDUO 719 Diversity and Equity in Education****Lec. 3./Online/Credit 3.**

The course addresses changing demographics in our society that have created the need for educational and business leaders who are culturally competent change agents and policy makers, especially as they consider the impact that cultural variables such as race, ethnicity, gender, and age have on the overall performance of people within an organization. This course will focus on the Association of Multicultural Counseling and Development (AMCD) guidelines for the development of cultural competence. Course content deals with diversity both among the student body and the work force. It addresses the ways that people are alike and explores issues of difference. It focuses on the power that valuing difference can have in establishing quality interpersonal relations, in taking advantage of the cultural richness that can result from diversity, and in creating mutual respect among groups. It examines how the educational leaders might overcome resistance to change in this regard. Students will demonstrate the acquisition of specific multicultural awareness, knowledge and skills competencies that are necessary to become culturally competent policy makers within educational organizations. Emphasis will be placed on the student's ability to create environments within their institutions that foster the highest level of performance by those individuals who learn and work within the institution.

**EDUO 720 Assessment, Evaluation and Accountability****Lec. 3./Online/Credit 3.**

This course is designed for the study of educational problem solving and accountability and their relationship to needs assessment techniques, evaluation methodologies, and data driven decision-making processes. It will explore strategies and tools to collect, analyze, organize, and present comprehensible and useful data. Data driven decision-making exercises will address problems and issues in a variety of educationally related scenarios.

**EDUO 721 Collaboration and Constituencies****Lec. 3./Online/Credit 3.**

Students explore community attitudes, cultures, communication strategies, and resources to understand, evaluate and improve internal and external college/school-community relations. Students will explore community resources to form college/school partnerships for student success and community recognition and will learn how to set attainable goals for mutual beneficial outcomes. Includes a fieldwork requirement.

**EDUO 722 College Student Development****Lec. 3./Online/Credit 3.**

This course will review research and literature on college students from freshman through graduate school. It will include a discussion of student subcultural patterns and a survey of the major areas of higher education law regarding the college student. The course will conclude with a study of the organization and administrative functioning components, concepts, and models of student personnel administration systems using a historical and topical approach.

**EDUO 723 Legal Issues in Higher Education****Lec. 3./Online/Credit 3.**

This course serves as an overview of the legal issues that confront college and university personnel. Pertinent federal and state statutes as well as case law will be used to instruct about legal rights and responsibilities of university and college administrators. The legal relationships between the institution and the faculty, the student, the state government, and the federal government will be explored. In addition, the course focuses on the nature of framing issues, analyzing situations and cases, and providing sensible (sometimes innovative) recommendations/solutions.

**EDUO 724 Organization and Governance****in Higher Education Lec. 3./Online/Credit 3.**

Focus on the administration of institutions of higher learning. Emphasis will be placed on higher education structure and characteristics, intra-institutional and extra-institutional forces affecting the governance of higher education, power delineations and struggles, and principles of problem solving. Taught with NURO 730.

**EDUO 725 Supervision and Professional Development****Lec. 3./Online/Credit 3.**

This course offers an overview of personnel functions in educational environments with a focus on recruitment, selection, orientation, evaluation, and development; interpersonal skills; motivational theories; and the utilization of technology in the personnel process. Students examine educators' professional learning in organizations and its contributions to organizational change, learning, and renewal.

**EDUO 726 Legal Issues in PK-12 Education****Lec. 3./Online/Credit 3.**

This course surveys the legal aspects of public K-12 education, including: legal structure; employee rights; employee discipline; curriculum; students' rights; student discipline, special education; torts; contracts, religion. The impact of federal and state constitutions, statutes, and court decisions on education are also reviewed

**EDUO 727 Instructional Improvement****Lec. 3./Online/Credit 3.**

This course promotes visionary P-12 instructional leadership with capacity to improve academic achievement. It surveys research-based models for educational improvement, particularly in high needs areas: literacy, second language learning, mathematics, science, and technology. Includes a fieldwork requirement.

**EDUO 730 Qualifying Examination****Online/Credit 0.**

The qualifying examination is a written examination. The purpose is evaluate the candidate's grasp of essential factors related to leadership and management and socio-political and cultural contexts of educational leadership. Students must pass this exam before being allowing to undertake coursework the cognate area of interest.

**EDUO 731 Qualitative Research Methods****Lec. 3./Online/Credit 3.**

The ability to carry out, interpret, understand and digest research in diverse contexts and with diverse populations is critical for successful educational leaders. The course provides learning experiences to continue to understand qualitative research methodologies, data collection techniques, analysis and communicating results. Some topics include: structured class inquiry, data collection, and data analysis; design of original qualitative studies; writing of research results. Emphasis on relationship between research and practice.

**EDUO 732 Quantitative Research Methods I****Lec. 3./Online/Credit 3.**

This course focuses on the design of descriptive and correlational education-related research. Emphasis is placed on the collection and statistical analysis of quantitative data and use of statistical software. Taught with NURO 714

**EDUO 733 Quantitative Research Methods II****Lec. 3./Online/Credit 3.**

This course focuses on the design of experimental education-related research. Emphasis is placed on the collection and statistical analysis of quantitative data and the use of statistical software. Taught with NURO 715

**EDUO 734 Action Research in Education****Lec. 3./Online/Credit 3.**

Action research is a qualitative approach to research that involves reactionary reflections and self-study with the support of a researcher who may be a more knowledgeable peer or expert. The researcher describes their practice-based reality, reflects upon it, analyzes that reality and through research and study of theory devise an action plan that is applied. In this way, practice becomes a dynamic process in which reflection and practice interacts to produce change. Course participants will actively engage in action research on a topic of their choosing and report on the outcomes of their study.

**EDUO 737 Ph.D. Comprehensive Examination****Online/Credit 0.**

The purpose of the comprehensive examination is to demonstrate an understanding of knowledge in relevant, related fields of study, which undergirds the student's dissertation research.

**EDUO 738 Internship****Trn./Online/Credit 3.**

This course prepares doctoral students for academic scholarship. Topics include expectations and standards for scholarly discourse, critical and analytic thinking skills, logical argument, scholarly writing for publication, and the development of a scholarly research agenda. Doctoral students are immersed in practical experiences in conducting research relevant to educational leadership. Students will participate in faculty-supervised research projects involving the design and implementation of a study, including the collection and analysis of data and the development of appropriate research reports that focus on improving educational practice. This course will place significant emphasis on research knowledge dissemination by preparing doctoral students to present research at national and international conferences and publish research results in peer reviewed academic journals.

**EDUO 738 Internship II****Trn./Online/Credit 3.**

This course provides opportunity for doctoral students to engage in a planned program of advanced professional experiences designed to apply theoretical and conceptual knowledge regarding contemporary educational issues in a field-based setting. Through a collaboratively developed field-based internship experience, students will participate in a variety of authentic and research-based activities designed to provide a global overview of state and national standards, domains, and competencies necessary to lead schools and improve educational organizations. These field-based experiences occur under the joint supervision of a school leader and a university professor. The field-based internship requires 45 hours.

**EDUO 739 Dissertation Research Seminar****Sem. 3./Online/Credit 3.**

This course is designed to prepare doctoral students in leadership studies to develop and implement a field project that incorporates leadership and policy theories learned in previous courses. Various approaches and issues associated with design and implementation of a field project will be examined. Through exploration of the literature, critique of theories, and direct hands-on exercises, students will be able to build competency in integrating leadership theories and research methods into their own field project. Using her/his individual study to institute change in an organization, students will develop skills: to analyze the cultural characteristics of their educational organization and describe the organizational behavior patterns reflective of the existing cultural characteristics; to identify a significant organizational change to be made or problem to be studied in her/his institution; to write a cogent statement or question to guide the project; and to choose appropriate methodology for data collection and analysis.

**EDUO 740 Dissertation Research****Pjt./Online/Credit 1-6.**

Designed for candidates who are preparing a doctoral dissertation. Must be repeated until dissertation is complete. The preparation of the dissertation should begin early in the program and evolve over the course of study. The dissertation should reflect high-level analytical and research competence, and represent an original contribution to the field. The dissertation constitutes the final phase of the program. The first semester after completion of the coursework, students must register for three (3) credit hours of Dissertation Research. Each subsequent semester, students must register for three (3) credit hours until the dissertation is complete.

**EDUO 728 History of STEM Education****Lec. 3./Credit 3.**

A multidisciplinary course designed to provide insights about the fundamental concepts and basis for STEM education programs. Standards for the school subjects of science, technology, engineering education and mathematics literacy will be reviewed. Connections between these subjects will be explored. The course will also examine current problems, issues, research, and practice related to the teaching of STEM (science, technology, engineering and mathematics) subjects in school settings.



**EDUO 741 History of Mathematics****Lec. 3./Credit 3.**

This course surveys the historical development of mathematics. Mathematical pedagogy, concepts, critical thinking and problem solving are studied from a historical perspective. The course aims at serving the needs of a wide student audience as well as connecting the history of mathematics to other fields such as the sciences, engineering, economics and social sciences.

**EDUO 729 History of Special Education****Lec. 3./Credit 3.**

Theories of educational leadership will be explored. Federal regulations and state rules pertinent to special education programming will be examined. Students will participate in simulations, presentations and group discussions designed to provide information about, and insight into, effective leadership and management of special education programs and services.

**EDUO 742 STEM Curriculum and Instruction****Lec. 3./Credit 3.**

This course will provide an interdisciplinary approach to integrating STEM into practice across the disciplines. The course will involve the participation in problem-based and project-based learning activities, mathematics and science inquiries learning tasks, and using technology to gain and display information. Students will practice backwards design to develop their own STEM learning activity. Graduate students will implement their activity in a classroom and monitor student learning outcomes.

**EDUO 743 Learning Sciences and Technology****Lec. 3./Credit 3.**

This course provides a fundamental understanding of learning sciences, an interdisciplinary field dedicated to studying learning and how learning may be facilitated in designed environments. Students will design a technology-based learning environment and conduct an evaluation of the embedded theories in an existing environment of their choice, such as digital media, games, or other innovative technologies.

**EDUO 744 Special Education Admin., Teacher Supervision and Evaluation****Lec. 3./Credit 3.**

This course is designed to prepare administrators and prospective administrators for organizing and administering educational programs for students with disabilities. Major topics include a review of current trends in special education, state and federal guidelines and regulations, legal and financing aspects of special education, program planning, and administration of special services.

**EDUO 745 Special Education Law and Finance****Lec. 3./Credit 3.**

Federal and state laws governing the administration of special education programs and services will be discussed in detail. Review and analysis of special education funding sources and formulas at the local, state, and national levels will also be highlighted. Students will examine the impact and application of the laws, and strategies for complying with them in the P-12 setting.

**EDUO 746 Special Education Curriculum and Instructional Strategies****Lec. 3./Credit 3.**

An examination of the leadership role of the special education administrator in curriculum, instruction and assessment for students with disabilities. Students will engage in the study of current state curriculum content standards, the delivery of curriculum through effective instruction, and the assessment of student achievement.

**EDUO 747 Current Issues in Special Education****Lec. 3./Credit 3.**

This course is designed to explore current trends and issues in special education, and examine the intent and extent to which federal and state laws. A review of current special education litigation and policies impacting the global society and the education process will be addressed as well. Same course as SPE 522.

**EDUO 749 Grant Writing****Lec. 3./Credit 3.**

This course focuses on the mechanics of grantsmanship, including public and private sources. Students will conduct Internet searches weekly as they determine a myriad of different funding sources. Students will explore the "how-to" of writing research, training and demonstration grants. A completed proposal suitable for submission will be required of all enrollees. Peers and selected faculty members will conduct critiques of the proposals. This course may be taught in conjunction with NURO 725 and/or COUO 825.

**EDUO 750 Special Topics in Educational Management****Lec. 3./Credit 3.**

A seminar focusing on a variety of topics related to the advancement of knowledge in family nursing science. Topics arranged through student and faculty research interest. This is a Nursing Cognate course.

**EDUO 736 Independent Study****Credit 3.**

This course provides students with the opportunity to collaborate with a faculty member conducting ongoing research. An individual teaching-learning research contract specifies the amount of time, particular tasks and level required to earn the desired grade for the number of credits earned. Contracts must be negotiated during the first week of class.

**ENGO (English – Online)****ENGO 100 Fundamental Writing****Lec. 3./Online/Credit 3.**

A concentrated review of grammar, mechanics, sentence structure, usage, and the development of fundamental writing skills. A three credit course, English 100 is offered only on an S/U basis and cannot count toward the English requirement in General Education.

### **ENGO 101 Written Communication**

**Lec. 3./Online/Credit 3.**

An introductory sequence in composition, Written Communication contributes to the liberal education of students regardless of their majors. Each course approaches writing as a process and each provides experience in writing with various rhetorical strategies. ENGO 101 emphasizes the expressive and expository. "C" is a passing grade for Written Communication. Prerequisite: Passage of a placement exam or ENGO 100.

### **ENGO 102 Written Communication**

**Lec. 3./Online/Credit 3.**

An introductory sequence in composition, Written Communication contributes to the liberal education of students regardless of their majors. Each course approaches writing as a process and each provides experience in writing with various rhetorical strategies. ENGO 102 focuses upon the persuasive and literary, and includes a research paper requirement. "C" is a passing grade for Written Communication.

### **ENGO 214 Selections in Literature Lec. 3./Credit 3.**

Study of selected works designed to offer basic acquaintance with literature and to encourage independent study and leisure reading.

### **ENGO 215 - 216 World Literature**

**Lec. 3./Online/Credit 3.**

Study of selected world masterpieces in translation, as they relate to artistic, historical and philosophical contexts from which they emerged.

### **ENGO 218 Applied Communication**

**Lec. 3./Online/Credit 3.**

This course develops communication, language arts, and English skills in an applied setting. Emphasis is placed on transferring improved reading, writing, listening, speaking, problem-solving, visual, and nonverbal skills to occupational and personal lives. This course includes occupation-specific applications in business, marketing, technical, trade, and industrial areas.

### **ENGO 316 African-American Literature**

**Lec. 3./Online/Credit 3.**

A study of African-American literature from the eighteenth century to the present, based on selected works of its most representative authors, with the objective of appraising its place in the life history and heritage of Black American people and its contribution to American literature and culture.

## **ENSO (Environmental Science – Online)**

### **ENSO 204 Introduction to Environmental Science**

**Lec. 3./Credit 3.**

A basic ecology course investigating the interaction between organisms and their biotic and abiotic environment, focusing on human populations and their effects on the natural environment.

## **ENTO (Entreneurship – Online)**

### **ENTO 210 Introduction to Entrepreneurship**

**Lec. 3./Online/Credit 3.**

Introduction to the practical and theoretical considerations involved in entrepreneurship. Surveys the preparation of business plans, strategies for financing, market assessment, development and protection of business ideas, management, and strategies for survival for new business ventures.

## **FINO (Finance – Online)**

### **FINO 290 Personal Finance Lec. 3./Online/Credit 3.**

An introduction to personal money management. Topics include savings and investment alternatives, budgeting, use of credit, basics of stocks and bonds, insurance as a risk reduction tool, and the role of real estate in a personal portfolio.

### **FINO 304 Business Finance Lec. 3./Online/Credit 3.**

Study of concepts and techniques for determining the need, acquisition, and management of financial resources of the firm. Introduction to analysis of financial statements. Prerequisite: ACCO 204.

## **FREO (French – Online)**

### **FREO 101-102 Elementary French**

**Lec. 3./Lab 1./Online/Credit 3.**

Introductory course designed to develop the four skills listening, speaking, reading and writing. Oral proficiency and communicative competence stressed.

### **FREO201-202 Intermediate French Lec. 3./Lab 1./Credit 3.**

The continued development of listening, speaking, reading and writing skills. Includes reading of authentic French, Quebecois and African texts. Prerequisites: FREO 102 or the equivalent.

### **FREO 217 French for Business and Industry**

**Lec. 3./Lab 1./Credit 3.**

Communication in the Francophonic world of business. Study of commercial and economic vocabulary, and trade and advertising practices of Europe, Africa, and Quebec. Prerequisite: FRE 201 or the equivalent. May be substituted for FREO 202.

### **FREO 301-302 Advanced Oral and Written Expression**

**Lec. 3./Online/Credit 3.**

Intensive practice in speaking. Review and further analysis of grammatical structures and idiomatic expressions. Prerequisite: FREO 202 or the equivalent.

### **FREO 303-304 Civilization of France and Francophone Countries**

**Lec. 3./Online/Credit 3.**

A broad survey of French civilization and francophone cultures. Emphasis first semester on the history of France from early periods to modern times. Emphasis second semester on the twentieth century, including colonialism, decolonization and the French presence in Africa, the Americas and Asia. Prerequisite: FREO 202 or the equivalent.

**FREO 305 French Literature in English Translation**  
**Lec. 3./Online/Credit 3.**

A study of selected masterpieces of French Literature. May not be taken to fulfill foreign language requirement of major requirement.

**FREO 306 Afro-French Literature**  
**Lec. 3./Online/Credit 3.**

A concentration on a specific topic, author, area in the literature of French-speaking Africa and the Caribbean. Three class hours a week. Either semester. Prerequisite: FREO 202 or equivalent.

**FREO 321-322 Introduction to Literature**  
**Lec. 3./Online/Credit 3.**

A survey of French Literature through the study of selected works. First semester includes survey of Middle Ages, the Renaissance, and the 17th century. Second semester surveys of 17th through the 20th. Prerequisite: FREO 202 or the equivalent.

**FREO 440 Experiential Learning**  
**Lec. 3./Online/Credit 3.**

Can include study abroad, research abroad, domestic or international internships.

## **GEOO (Geography)**

**GEOO 201 World Regional Geography**  
**Lec. 3./Online/Credit 3.**

The physical environment of atmosphere, land, and water provides the setting for systematic study of cultural variations across world political regions.

## **GERO (German – Online)**

**GERO 101-102 Elementary German I - II**  
**Lec. 3./Lab 1./Credit 3.**

Introductory course designed to develop the four skills listening, speaking, reading and writing. Oral proficiency and communicative competence stressed.

**GERO 201-202 Intermediate German I - II**  
**Lec. 3./Lab 1./Credit 3.**

The continued development of listening, speaking, reading and writing skills. Includes reading of authentic German texts.. Prerequisites: GER 102 or the equivalent.

**GERO 300 Readings in Scientific German**  
**Lec. 3./Lab 1./Credit 3.**

Open to students majoring in science. Prerequisite: GER 202 or the equivalent.

**GERO 301 German Literature in English Translation**  
**Lec. 3./Online/Credit 3.**

Study of selected works of contemporary writers.

**GERO 303 German Civilization**  
**Lec. 3./Online/Credit 3.**

History of German culture geography, history, art and social customs. Prerequisite: GER 202 or consent of the instructor.

**GERO 301-302 Advanced German Conversation I - II**  
**Lec. 3./Online/Credit 3.**

Extensive practice in spoken and written German based on various prose readings. Intensive grammar and vocabulary review.

**GERO 321 Topics in German Literature and Culture**  
**Lec. 3./Online/Credit 3.**

This course exposes students to important political and social issues through the study of literary works, films, arts and music. Focuses on conversation.

**GERO 440 Experiential Learning**  
**Lec. 3./Online/Credit 3.**

Can include study abroad, research abroad, domestic or international internships.

## **GREO (Greek – Online)**

**GREO 102-102 Elementary Greek**  
**Lec. 3./Online/Credit 3.**

This course will introduce students to the basics of Koine Greek vocabulary and grammar, for the expressed purpose of reading the Greek New Testament in its original language. An inductive approach employing biblical verses to illustrate grammatical points, will allow exposure to the canonical writing themselves from the start. There will also be discussion of important Greek terms and concepts from the biblical readings.

## **HEAO (Health Education – Online)**

**HEAO 200 Health Education**  
**Lec. 2./Online/Credit 2.**

Designed to help the student to understand himself/herself as a human organism; to become familiar with various influences that affect health; to coordinate experiences for more effective understanding of healthful living in the world of today; and to aid himself/herself in solving personal health problems. Fall and spring semesters.

**HEAO 441 Health and Aging**  
**Lec. 3./Online/Credit 3.**

A study of the common health problems associated with aging and their causes, and a review of the preventive and corrective measures believed necessary to insure optimal health. To include physical, social, and mental factors and the interrelationships among them.

## **HEBO (Hebrew – Online)**

**HEBO 101-102 Elementary Hebrew**  
**Lec. 3./Online/Credit 3.**

This course will introduce students to the basics of Biblical Hebrew vocabulary and grammar, for the expressed purpose of reading the Hebrew Bible / Old Testament in its original language. An inductive approach employing biblical verses to illustrate grammatical points, will allow exposure to the canonical writing themselves from the start. There will also be discussion of important Hebrew terms and concepts from the biblical readings.

## **HISO (History – Online)**

### **HISO 105 World Civilizations I**

**Lec. 3./Online/Credit 3.**

Surveys development of human societies from the first literate, urban civilizations (3500 B.C.) to the middle of the 18th century. Themes emphasized include economic, religious, intellectual, social (gender, race, age, families, communities), ecological, political, and military history. Selected historical events in Asia, Africa, Europe, and the Americas will be considered.

### **HISO 106 World Civilizations II**

**Lec. 3./Online/Credit 3.**

Surveys the period from the French Revolution (1789) to the present, years when many aspects of the contemporary world were shaped. Themes emphasized include economic, religious, social (gender, race, age, families, communities).

### **HISO 107 Survey of African-American History**

**Lec. 3./Online/Credit 3.**

Part of the World Civilization sequence, a survey of the experiences of Blacks in America from 1500 to the present. Includes material about peoples and institutions of pre-colonial Africa and the Atlantic slave trade.

### **HISO 202 History of the U.S. - 1865 to Present**

**Lec. 3./Online/Credit 3.**

The history of the United States beginning with the Civil War through today.

### **HISO 331 Twentieth-Century Europe**

**Lec. 3./Online/Credit 3.**

Focuses upon the causes and results of world wars, depressions, totalitarian ideologies, Cold War, decolonization movement, contemporary scene, and American influence.

### **HISO 360 Latin America to Independence**

**Lec. 3./Online/Credit 3.**

Examination of Latin American history from Native American origins through independence. Particular attention is paid to pre-Columbian civilizations, Spanish and Portuguese colonization, and struggles for national independence.

### **HISO 361 Latin America Since Independence**

**Lec. 3./Online/Credit 3.**

Examination of Latin American history from independence to the present. Particular attention will be paid to inter-American relations and the problems of Latin American nations in the modern world.

### **HISO 410 American Foreign Policy**

**Lec. 3./Online/Credit 3.**

History of U.S. foreign policy from 1890 to present.

## **HMRO (Human Resources Management – Online)**

### **HMRO 315 Training and Development in Organizations**

**Lec. 3./Online/Credit 3.**

Identifying, assessing, developing, conducting, and evaluating planned learning activities for the purpose of increasing employee performance and organizational effectiveness. The process of needs assessment, diagnosis, interventions, and evaluations will be practiced for various client systems. Prerequisite: MGMO 312.

### **HMRO 316 Compensation and Benefits Administration**

**Lec. 3./Online/Credit 3.**

Exploration of the process, concepts, and methods used to determining rewards and indirect financial compensation or benefits. Compensation and benefit administration, cost pressures and legal challenges, and survival strategies in a competitive international marketplace will be covered. Prerequisite: MGMO 312.

### **HMRO 417 Legal Aspects of Human Resource Management**

**Lec. 3./Online/Credit 3.**

Overview of legal issues that are especially relevant to human resource management including Age Discrimination Employment Act 1967, Americans with Disabilities Act 1990, Civil Rights Act 1964, Equal Employment Opportunity Programs, Family and Medical Leave Act 1993, Pregnancy Discrimination Act 1978, Rehabilitation Act 1973, and Sexual Harassment. Examples of equal opportunity and employment laws in other countries that effect multinational corporations and trade will be covered. Prerequisites: MGMO 305, 312, and 321.

### **HMRO 499 Human Resources Management Seminar**

**Sem. 3./Online/Credit 3.**

This course is meant to provide a capstone experience for senior students in Human Resource Management. Current issues and other key topics will be covered and student activities will also focus on the successful completion of the Human Resources Certification Institute examination. Prerequisites: Senior Standing in Human Resources Management Program or permission from department chairperson.

## **HUMO (Humanities – Online)**

### **HUMO 201-201 Seminar in Humanities I-II**

**Lec. 3./Online/Credit 3.**

Acquaints students with the thoughts, creations, and actions of man reflected in selected literary, musical, dramatic, and other creative productions of past and present in the fine arts and humanities. Through critical and creative study and/or production, individual students will be encouraged in a knowledge of those human values that have survived the test of time with the goal of obtaining and understanding the creative techniques and disciplines used to transmit those values.



## JAPO (Japanese – Online)

**JAPO 101 Elementary Japanese I Lec. 3./Lab I./Credit 3.**  
Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed.

**JAPO 102 Elementary Japanese II Lec. 3./Lab I./Credit 3.**  
Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed. Prerequisite: JAP 101 or the equivalent.

**JAPO 201 Intermediate Japanese I Lec. 3./Lab I./Credit 3.**  
The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: JAP 102 or the equivalent.

**JAPO 202 Intermediate Japanese II Lec. 3./Lab I./Credit 3.**  
The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: JAP 201 or the equivalent.

**JAPO 301-302 Intermediate Japanese Conversation I-II Lec. 3./Online/Credit 3.**  
This course will provide extensive practice for conversation, reading and writing systems: Katakana, Hiragana and Kanji. Emphasis on developing communicative skills.

**JAPO 303-304 Advanced Japanese Reading I-II Lec. 3./Online/Credit 3.**  
The course introduces students to the reading of authentic materials (newspapers, periodicals, extracts of literary texts, media information), and to elements of discussion. Emphasis continues to be on the development of communicative skills.

**JAPO 305-306 Advanced Japanese Conversation I-II Lec. 3./Online/Credit 3.**  
The course focuses on the development of sophisticated practice of conversation. Students will acquire the necessary terminology to discuss various cultural aspects: society, history, politics, economy and art.

**JAPO 320-321 Topics in Japanese Literature/Culture I-II Lec. 3./Online/Credit 3.**  
This course exposes students to important issues through the study of the works of important writers through the twentieth century.

**JAPO 440 Experiential Learning Lec. 3./Online/Credit 3.**  
Can include study abroad, research abroad, domestic or international internships.

## MATO (Mathematics - Online)

**MATO 100 Elementary Algebra Lec. 3./Online/Credit 3.**  
For students whose background and placement indicate a need for basic work. This course does not carry credit toward any degree at the University. Concepts to be covered include arithmetic review, linear equations and inequalities, polynomials, rational expressions and graphing. Entry level skills for MATO 109.

**MATO 105 Intermediate Algebra Lec. 3./Online/Credit 3.**  
This course is for students whose background and/or placement indicates a need for algebra. It may be taken as an elective course, but will not count towards the mathematical competency requirements. Concepts to be covered include linear equations and inequalities, polynomial and rational expressions, radicals, complex numbers, quadratics and graphing exponential and logarithmic functions. Entry level skills for MATO 117.

**MATO 109 College Mathematics I Lec. 3./Online/Credit 3.**  
Sets and simple logic. Solving linear, rational and quadratic equations, inequalities. Graphing linear equations and inequalities, quadratic equations. Exponential and logarithmic functions. Solving systems of equations. Linear programming. Prerequisite: MAT 1000 or by placement.

**MATO 110 College Mathematics II Lec. 3./Online/Credit 3.**  
Mathematics of finance such as interest, installment buying, mortgage. Measurement, geometry and the metric system. Elementary concepts of probability and statistics. Prerequisite: MATO 109 or by placement.

**MATO 117 PreCalculus Mathematics I Lec. 3./Online/Credit 3.**  
Equations and inequalities. Function and their inverses. Polynomial functions and theory of equations. Exponential and logarithmic functions. Systems of linear equations: matrices and determinants. Counting principles and Binomial Theorem. Prerequisite: MATO 105 or by placement.

**MATO 130 Calculus Lec. 3./Online/Credit 3.**  
A one-semester hour course for students with an option or a requirement for a course in calculus. Differentiation and integration of algebraic and elementary transcendental functions: applications from business, life and social sciences. Prerequisite: MATO 117 or placement.

**MATO 205 Introduction to Statistics Lec. 3./Online/Credit 3.**  
Descriptive statistics for ungrouped and grouped data. Concepts of probability. Random variables. Binomial and normal distributions. Sampling distributions. Correlation and regression. Hypothesis testing and estimation. Prerequisite: MATO 109 or above.

## **MGMO (Management – Online)**

### **MGMO 200 Introduction to Business**

**Lec. 3./Online/Credit 3.**

The role and function of business enterprises within the free economy. Includes organization, financing, marketing, personnel administration, production, insurance, accounting, and management; also includes corporate lectures to help students choose a business specialty.

### **MGMO 205 Computer Concepts in Business**

**Lec. 3./Online/Credit 3.**

Introduction to computer use with a concentration in business applications. Concepts presented include hardware and software for the use for the computer. Several common business software packages, such as word processing and database, may be used to demonstrate the practical application of the course concepts.

### **MGMO 215 Principles of Statistical Analysis**

**Lec. 3./Online/Credit 3.**

Methods of collecting, organizing, presenting, analyzing, and interpreting large masses of quantitative business and economic data. Emphasis is on the application of statistical techniques to decision making. Prerequisite: MATO 130 or higher or permission of instructor.

### **MGMO 216 Quantitative Methods**

**Lec. 3./Online/Credit 3.**

The statistical topics of multiple regression, nonparametric methods, time series, index numbers, and decision theory are covered. In addition, the quantitative techniques of linear programming, transportation and assignment problems, forecasting, inventory models and others are covered. Prerequisite: MGMO 215.

### **MGMO 240 Introduction to Human Resource**

**Management**

**Lec3/Online/Credit 3.**

This course will cover the broad range of topics associated with HR management from the perspective of the HR professional, the manager, and the employee. It will also serve to familiarize students who hope to become managers or team leaders during their careers with some of the issues they will have to deal with, such as staffing, motivating, and developing team members.

### **MGMO 300 Total Quality Management**

**Lec. 3./Online/Credit 3.**

A survey of the methods used to apply principles of total quality management (TQM) in various organizational settings to improve quality and productivity. Topics include evolution of TQM theory; TQM models, tools and techniques; development of TQM teams; production of graphs and charts; strategies for meeting customer expectations; bench marking; and comparison of TQM applications. Highlights continuous quality improvement as a way of life in business and organizational systems.

### **MGMO 301 Business Organization and Management**

**Lec. 3./Online/Credit 3.**

Management and management functions; planning, organizing, staffing, directing, and controlling. Management examined as both a science and an art with emphasis on knowledge and personal abilities to be successful as a manager. Prerequisite: Completion of at least 58 semester hours or Junior standing.

### **MGMO 305 Business Law I**

**Lec. 3./Online/Credit 3.**

Legal environment of business. Topics include courts, constitutional law, criminal law, contracts, agency, consumer law, environmental law, property law, torts, administrative law, and international law. Prerequisite: Junior standing or completion of 58 semester hours and MGMO 301.

### **MGMO 312 Personnel/Human Resources Management**

**Lec. 3./Online/Credit 3.**

Human relations aspects and organization structure of personnel/human resources management, employee recruitment, selection, placement, development, motivation, evaluation, mobility, and service programs, to include rights of minorities and women. Prerequisite: MGMO 301 and Junior standing.

### **MGMO 321 Management of International Business**

**Lec. 3./Online/Credit 3.**

Organization, operation, and management of multinational business; emphasis on problems of communication and control with relation to business operations in foreign countries. Prerequisites: MGMO 301, MGMO 305, ECOO 201, and ECOO 202 and the completion of at least 58 semester hours or Junior standing.

### **MGMO 323 Information/DP Systems Management**

**Lec. 3./Online/Credit 3.**

Introduction to a managerial approach to information systems concepts and applications, to determining information system requirements and to selecting and implementing information systems, which meet the needs of an organization. The course emphasizes how information systems support key business functions, what information resources are available, how managers are involved in system decision-making in functional business areas and how information technology supports business strategy. Prerequisite: MGMO 205 or equivalent and Junior standing.

### **MGMO 340 Business Communication**

**Lec. 3./Online/Credit 3.**

Correspondence as a function of business. Stresses force and clarity in composing letters, reports, memoranda, advertisements, orders, speeches, and articles that further the general aims of business. Prerequisite: Junior standing.

### **MGMO 350 Principles of Supervision**

**Lec. 3./Online/Credit 3.**

Diverse area of supervision and management. Course provides an understanding of the modern era of supervision, the fundamental concepts of supervision, managing diversity, the functions and skills of supervisors, and the challenges of leadership and decision making.

**MGMO 400 Organizational Behavior****Lec. 3./Online/Credit 3.**

Survey of interpersonal relationships in organizational administration. Emphasis on basic behavioral science research as it contributes to understanding an individual, group, and other organizational behavioral phenomena. Prerequisite: Junior standing.

**MGMO 402 Production/Operations Management****Lec. 3./Online/Credit 3.**

Organization, decision-making, location and processing problems, standards, quality control, purchasing, inventory and production control, product mix, work measurement, and budgetary control in production. Prerequisite: MGMO 215, MGMO 216, and Junior standing.

**MGMO 412 Labor-Management Relations****Lec. 3./Online/Credit 3.**

Historical background of modern labor problems, growth of trade unionism, union policies and activities, principles and practices of collective bargaining, and the role of government. Prerequisite: MGMO 312 and Junior standing.

**MGMO 412 Business Ethics****Lec. 3./Online/Credit 3.**

Business ethics covers the historical and intellectual foundations of ethics and applications to business. The course seeks to heighten the student's awareness of the ethical implications of business decision making. This is accomplished by involving the student in the creative process of developing analytic and reasoning skills for reflective moral decision-making and conduct. Typical content includes: ethical perspectives and their implications; corporate social responsibility; ethical management of work and people; lying and truth telling in business; ethical issues in business accounting, finance, marketing and investment; and conflicts of interest.

**MGMO 499 Business Policy and Strategy****Lec. 3./Online/Credit 3.**

The application of strategic management concepts in the solution of selected cases in business. Prerequisites: ACCO 203, 204; MGMO 215, 216, 301, 305, 205, 321, 323, 340, 402; ECOO, 201, 202; FINO 304; MKTO 305.

**MHAO (Health Administration – Online)  
– Graduate Only****MHAO 609 Organizational Theory, Behavior and Practice****Lec. 3./Online/Credit 3.**

Exploration of concepts and theories of organizational behavior as it relates to health systems. Designing leadership strategies that focus on those components that comprise effective functioning in selected organizations will be studied. Emphasis will be placed on oral, written and interpersonal communication skills. NURO 512- Organizational Behavior/Group & Role Theory undergirds content for this course.

**MHAO 610 Epidemiology: Principles and Applications****Lec. 3./Online/Credit 3.**

Presentation of the principles and concepts in planning for responding to issues facing the public health in the communities. The determinants, risk factors, biostatistics and preventive evaluative measures emphasized and opportunities for field studies will be provided.

**MHAO 611 Managed Care and Health Insurance****Lec. 3./Online/Credit 3.**

Trends affecting managed care and insurance options will be studied. The risk of not adhering to medical regime and cost of insurances and other options for care will be explored. How do trends in care and cost of insurances and other financial issues affect the services of the underserved are studied.

**MHAO 612 Health Policy and Planning****Lec. 3./Online/Credit 3.**

Provides a basis for understanding the influence of politics and special interest groups on the operation and effectiveness of health systems. The legislative process and policy making will be emphasized. The process of planning and obtaining approval for health systems in the community will be included. Health policy formulation, implementation, and evaluation will be explored. NURO 713- Family Nursing: Planning and Policy Leadership undergirds content for this course.

**MHAO 613 Health Finance and Accounting****Lec. 3./Online/Credit 3.**

Examines financial operations through theory and techniques of corporate management in health systems. Cash flow, financial accounting, financial analysis and other aspects in managing providers and payers. NURO 648 - Financial Management for Nurse Administrators undergirds content for this course.

**MHAO 614 Health Law****Lec. 3./Online/Credit 3.**

A focus on the legal and ethical issues associated with the practice of health administration. Case law and analysis will be used in presentation of principles as they apply to the administration of hospitals and health care systems. Bioethical issues and their implications in decision making for care will be emphasized.

**MHAO 615 Ethics for Health Care Professionals****Lec. 3./Online/Credit 3.**

This course will explore the major schools of thought represented in ethics for health care providers. Theories of moral development, moral reasoning, ethical decision-making, and professional codes of ethics will be presented and applied within case study analysis and discussion.

**MHAO 616 Health System Operations:****Fiscal Management Lec. 3./Online/Credit 3.**

Provides an overview of early to current American hospitals, Long term care and free standing systems. Specific focus will include governing bodies, organizational structure, services, fiscal aspects, accreditation and license process.

**MHAO 617 Strategic Planning Lec. 3./Online/Credit 3.**  
Organizations of all types must have a process for reviewing goals and focusing on outcomes. Strategic planning is a way to study performance and subsequent outcomes to determine strategies to maintain, improve, or change goals and objectives. The process will focus on superior performance, marketability, and opportunities to be fiscally sound in managing organizations.

**MHAO 618 Executive Leadership and Management Lec. 3./Online/Credit 3.**  
Explores the development of effective leadership utilizing theoretical principles, models, key concepts of leadership and the effect of human behavior. Analyze the role of health care executives in a dynamic health system.

**MHAO 619 Health Information Management Systems Lec. 3./Online/Credit 3.**  
Focuses on the integration of technology and clinical systems in health care organizations such as electronic health records. Strategic decisions about financial impact, actual cost (budget) and trends, and how information technology improves quality, efficiency and safety of health care.

**MHAO 620 Executive Skills Seminar Sem. 1./Online/Credit 1.**  
An applied seminar which allows students to focus on leadership development and personal effectiveness. Executive leadership and behavior expected of program graduates will be emphasized.

**MHAO 621 Health Care Quality and Safety Lec. 3./Online/Credit 3.**  
Health care quality and safety has had international impact on the global communities. Understanding the meaning of quality as it relates to safety will be explored for individuals, groups, and communities across racial and ethnic populations. The desired outcomes of indicators of quality also will be explored across the lifespan for the groups studied.

**MHAO 622 Health Administration: Practicum I Online/Credit 4.**  
Focuses on the application of concepts from organizational theory, organizational behavior and organizational development as an interconnected domain. Explores alternative approaches in problem solving, personnel issues and operational management of a health facility.

**MHAO 623 Health Administration: Practicum II Online/Credit 4.**  
Continues the focus of Health Administration I with the addition of the impact of internal and external stakeholders and other variables affecting decision making.

**MHAO 624 Capstone Research Project Pjt./Online/Credit 3.**  
Students will complete a scholarly research project that focuses on an identified problem or issue in the health care system. It will culminate in a tangible research report suitable for publication. The project will be developed and implemented under the guidance of course faculty.

**MHAO 626 Grant Writing Lec. 3./Online/Credit 3.**  
This class will be structured to foster an interdisciplinary team approach between administrators and nurses in a health care system. Students will register for the course in their discipline. Focuses on the development of grant proposals for government, private and foundation funding. Students will be required to explore funding sources and develop an approach for a proposal to the funding agency. A completed proposal suitable for submission will be required.

## **MKTO (Marketing – Online)**

**MKTO 305 Principles of Marketing Lec. 3./Online/Credit 3.**  
Analysis of the problems involved in the operation of marketing institutions with emphasis on a micro approach. Topics include the design of channels of distribution, pricing, and promotion of goods and services. Prerequisite: ECON 201-202 or the permission of the instructor.

## **MUSO (Music – Online)**

**MUSO 200 Introduction to Music Lec. 3./Online/Credit 3.**  
Survey of musical literature through the ages. Development of music in relation to other arts. Influence of sociological, economic, political, geographical, literary, and other factors upon music-illustrated by musical and artistic examples through recordings and other audiovisual devices.

**MUSO 202 Music of African-Americans II, History of Jazz Lec. 3./Credit 3.**  
In-depth study of jazz from the musical, historical and social points of view. Open to all students.

**MUSO 205 History of Music I Lec. 3./Credit 3.**  
The study of music of non-Western cultures, of plainsong and the emergence of polyphony in the Middle Ages, and of the polyphonic music of the Renaissance with critical analysis of literature.

## **NURO (Nursing – Online)– Undergraduate Only**

**NURO 307 Conceptual Approaches to Pathophysiology Lec.3./Online/Credit 3.**  
A study of pathophysiologic concepts, utilizing a system's approach. Focuses on alterations in adaptive processes which occur during illness throughout the life span and which affect the individual's ability to function in society. Prerequisites: For Registered nurse students only.



**NURO 308 Introduction to Online Learning****Lec.2./Online/Credit 2.**

An introduction to the requirements for successful participation in the RN to BS online curriculum. The course will provide a foundation for the student's academic and professional success as a scholar-practitioner and social change agent. Course activities focus on the practical application of writing and critical-thinking skills and the integration of professional practice with professional and academic excellence as they relate to practice in nursing.

**NURO 312 Health Assessment for Registered Nurses****Lec.3./Online/Credit 3.**

Study of primary health care concepts as they relate to the biological, psychological, and sociocultural assessment of individuals and families in meeting basic needs of individuals in a multicultural society. Emphasis is placed on techniques of data collection through health histories and physical examinations for the establishment of a database for the nursing process. Prerequisite: For Registered nurse students only.

**NURO 315 Transition Theory Lec. 2./Online/Credit 2.**

The study of concepts and theories related to the individual as an open system with bio-psycho- socio-cultural and political needs along the wellness-illness continuum. Utilization of the nursing process in the application of concepts related to pathophysiology, growth and development, epidemiology, chemotherapeutics, research, teaching-learning, communication and physical assessment and their relationship to meeting the basic needs of individuals and families. Study of the past, present and emerging role of the nurse and its relationship to social changes affecting the nursing profession. Exploration and application of concepts and theories of the philosophy and conceptual framework of the baccalaureate curriculum and professional nursing practice. Focus on meeting the basic health needs of persons with simple and complex medical-surgical interferences, common maladjustments during the childbearing and childrearing stages and psychopathological deficits. Prerequisite: State licensure to practice professional nursing (RN). Corequisite: NUR 316. For Registered nurse students only.

**NURO 316 Transition Theory Practicum****Lec.2./Credit 2./Online/Lab**

Clinical application of concepts and theories of the philosophy and conceptual framework of the baccalaureate-nursing curriculum. Utilization of the nursing, teaching learning and research processes. Validation of entry-level skills and competencies of registered nurses in a variety of clinical settings. Prerequisite: State licensure to practice professional nursing (RN). Corequisite: NUR 315. For Registered nurse students only.

**NURO 328 Nursing Informatics Lec.3./Online/Credit 3.**

Examine the critical appraisal and use of information technology in nursing practice in various healthcare settings. Students learn about core and supporting models and theories for nursing informatics as well as its foundation in science. They explore the use of information technology to support decisions that promote safety and quality in patient-centered care, and they assess concerns about protecting information and system integrity. Students engage in practical assignments through which they become familiar with various informatics-related functions and their impact on nurses in healthcare. They also summarize and reflect on their learning experiences. Prerequisites: For Registered nurse students only.

**NURO 400 Major Health Issues and Problems of the Elderly Lec.3./Online/Credit 3.**

Study of normal processes of aging. Exploration of major health problems. Discussion of communication techniques and approaches to promoting independence. Interaction with non-institutionalized elderly. Nursing Elective. Open to all majors.

**NURO 415 Community Health Nursing****Lec.4./Online/Credit 4.**

Major focus is on the nursing process in the community health care service. The concept of prevention of illness and maintenance of health on the wellness-illness continuum is stressed. Communication skills for use in collaborative relationships with individuals, families, other health team members, and groups are expanded. Major emphasis is on health teaching, counseling, and the expanded nursing role within the community for meeting basic needs of clients. Corequisite: NURO 417. For Registered nurse students only. For majors only.

**NURO 417 Community Health Nursing Practicum****Lec.4./Credit 4./Lab 12**

Major focus is on the nursing process in the community health care system. The concept of prevention of illness and maintenance of health on the wellness-illness continuum is applied. Use of communication skills in collaborative relationships with individuals, families, other team members, and groups is expanded. Students use health teaching and counseling skills while implementing an expanded nursing role within the community to meet basic needs of clients. Corequisite: NURO 415. For Registered nurse students only. For majors only.

**NURO 418 Issues in Research Seminar****Lec. 2./Online/Credit 2.**

Students will critique research in terms of its implications for nursing practice and health care policy. Opportunities will be provided to discuss ways to implement research findings in practice settings. A senior research project and paper will be required. Prerequisite: PSYO 346 or MATO 205, NURO 345, 346, 355, 356 for beginning nursing students and PSYO 346 or MATO 205 for registered nurse students. Offered both semesters for beginning nursing students and summer for registered nurse students. For majors only.

**NURO 423 Nursing Leadership and Management for the Registered Nurse Lec.4./Online/Credit 4.**

Investigation and analysis of trends and issues in the delivery of health care to meet the basic needs of individuals, families, groups, and communities. Theories and concepts of leadership and management are assessed while viewing organizations as social systems. Roles of the nurse are explored in the context of education, service, research, and practice. The nursing process and problem-solving techniques are utilized to resolve situational problems. Prerequisites: For Registered nurse students only.

**NURO 424 Nursing Leadership and Management for the Registered Nurse: Practicum Lec.4./Credit 4./Online/Lab12**

Application of theories and concepts of leadership and management within a social system. Facilitate group work while understanding the theory underlying the action taken. Application of problem solving techniques as an integrative approach to conflict resolution and decision-making. Must be taken concurrently with NURO 4XX. For Registered nurse students only.

**NURO 428 Transcultural Nursing Lec.3./Online/Credit 3.**

An introduction to the theory of transcultural nursing, this course is designed to assist nursing students in learning about culture, belief systems, values, and practices that are specific to identified cultures, in order to better understand and provide nursing care that is both culturally competent and culturally sensitive in nature. This course will provide the nurse with the foundation to provide culturally congruent care. Course activities will explore the evolution and current best practice in transcultural nursing. Prerequisite: For Registered nurse students only.

## **NURO (Nursing – Online) Graduate**

**NURO 510 Conceptual Approaches to Nursing Practice Lec. 2./Online/Credit 2.**

Introduction to the articulation of nursing philosophy with a conceptual framework for nursing practice. The analysis of actual and potential health problems using selected concepts. Fall and Spring Semesters.

**NURO 512 Organizational Behavior/ Group & Role Theory Lec. 2./Lab 4./Online /Credit 4.**

Exploration and analysis of commonalities inherent in Advanced Nursing Practice in various roles. Systems, role, organizational behavior, Teaching-Learning, and change theories provide the basis for synthesizing a conceptual framework of practice as Master Nurse Clinician, as an educator, administrator, or nurse practitioner with an organized health care system. A study of factors influencing effective group function is emphasized. Special emphasis on individual, family and communication theories, leadership roles, group process and the facilitation of changes in small groups. Fall and Spring Semesters.

**NURO 514 Concepts and Techniques of Primary Care Nursing Lec. 2./Lab 8./Online /Credit 4.**

Builds on skills and knowledge pertaining to the conceptual framework. Provides an opportunity to collect and analyze data with a variety of advanced skills and techniques that expand the nursing process for individual clients. Prerequisite: undergraduate physical assessment course. Fall and Spring Semesters.

**NURO 530 Maternal-Fetal Pharmacology Lec. 3./Online/Credit 3.**

Students are advised to take this course before they begin the clinical sequence whenever possible although it is not a prerequisite to the clinical sequence. The School of Nursing has rolling admissions to even students who are full-time are usually able to take this course in the summer before beginning school full-time in the Fall. Part time students have no difficulty in taking NURO 531 prior to the clinical sequence. This course provides information about the pharmacology and management of drugs during the antenatal period and focuses on the principles of pharmacology as they apply to advanced nursing care of women, including uncomplicated, low-risk pregnancy. An emphasis of this course is the interrelationship of drug actions to physiologic and pathologic states during pregnancy. Summer Session.

**NURO 531 Physiological Aspects of Reproduction and Development: Lec. 3./Online/Credit 3.**

This course focuses on bio-physiologic processes such as the genetic and endocrine basis of reproduction and maternal physiologic adaptations associated with pregnancy. Fetal growth and development and biologic basis of development are essential components of the course. NURO 531 is a prerequisite for all clinical courses. Summer Session I.

## **NURO (Nursing – Online) Graduate Only**

**NURO 604 Curriculum Development in Nursing Education Lec. 3./Online/Credit 3.**

Fundamental principles of curriculum development as they apply to nursing education. Program planning and evaluation of associate degree and baccalaureate degree nursing education programs. Prerequisites: NURO 510, 512; Corequisites: 610 or 612 or 614. Spring Semester.

**NURO 605 Teaching of Nursing Lec. 2./Lab 8./Online/Credit 4.**

Development and analysis of selected teaching skills directed at predetermined levels of functioning in the cognitive, affective and psychomotor domains. Experience in clinical and classroom settings provides opportunities for developing and increasing skill in the total teaching-learning process. Placement in associate degree and baccalaureate programs. Prerequisites: NURO 610, 612 or 614, and NURO 604. Fall Semester.

**NURO 606 Nursing Administration****Lec. 4./Online/Credit 6.**

Application of administrative processes and problem-solving techniques in a selected area within the health care setting. Emphasis on fiscal management, resource management, and accountability, utilizing a framework for ethical decision-making by nursing administrators in an increasingly complex health care delivery system. Prerequisites: NURO 510; NURO 512:MBAO 609/NURO 648; MBAO 648; EDUO 611 and STAO 600. Corequisites: NURO 600, 611, 681 or 683; 612 or 614. Spring Semester.

**NURO 607 Advanced Nursing Administration****Lec. 3./Online/Credit 5.**

Designed to facilitate role development relevant to management of selected health care agencies. Allows the learner, while practicing in an agency designed to meet the complex health care needs of a diverse society, to refine critical analysis and problem-solving skills which are enhanced through use of small group communication skills and through interchange of ideas with nurse executives. Includes a preceptorship with selected agency preceptors such as Chief Executive Officers of nurse managed organizations or businesses. Collaborative projects are conducted with a nursing mentor. Prerequisites: NURO 606, 611 and 612 or 614. Fall Semester.

**NURO 608 Pathophysiology Lec. 3./Online/Credit 3.**

Course is designed for understanding the basic concepts of diseases processes in the human body. Knowledge of disease processes will be helpful in the development of a treatment plan that includes realistic goals and is consistent with the prognosis of the disease. Part I: General Pathology - Basic problems of disease processes that may involve any organ of the body. Part II: Systemic pathology which deals with the pathophysiologic processes that affect specific tissues and organ systems of the body. A clinical pathological approach. Spring Semester. Three (3) credit hours. Spring Semester.

**NURO 609 Nursing Colloquium Lec. 3./Online/Credit 3.**

Identification and analysis of economic, social, political and educational forces that influence the health of the persons, affect the health care delivery system, and produce changes in nursing. Fall Semester.

**NURO 610 Community Mental Health/Psychiatric Nursing I****Lec. 2./Lab 2./Online/Credit 4.**

Advanced concepts of community mental health as related to families. Interventions by the nurse with families in crises, using a selected theoretical model of family therapy. The practicum affords supervised opportunities to assist families on the health continuum. Practicum hours to be arranged. Prerequisites: NURO 512, 510, 514. Corequisite: NURO 600. Spring Semester.

**NURO 611 Community Mental Health/Psychiatric Nursing II Lec. 2./Lab 8./Online/Credit 4.**

Focuses upon the secondary and tertiary levels of prevention in mental health. Reviews the dynamics of psychopathological behavior in human beings. Emphasis is placed on advanced concepts of psychotherapeutic intervention in personal and social systems in an agency. Prerequisite: NURO 610. Fall Semester.

**NURO 612 Community Health Nursing I****Lec. 2./Lab 8./Online/Credit 4.**

Analysis of concepts of the conceptual framework relevant to community health nursing practice. Advanced theory of family and community are utilized. Corequisite: NURO 600. Prerequisites: NURO 510, 512, 514. Spring Semester.

**NURO 613 Community Health Nursing II****Lec. 2./Lab 8./Online/Credit 4.**

Advanced theory in community health settings with concentration or social system organizational theory, and change. Implementation of advanced concepts in community health nursing. Various health care agencies and systems explored. Prerequisite: NURO 612. Fall Semester.

**NURO 614 Advanced Adult Nursing I****Lec. 2./Lab 8./Online/Credit 4.**

Focuses on the secondary level of prevention in medical/surgical nursing. Utilization of concepts and theories from the conceptual framework as well as specified advanced concepts in medical/surgical nursing. Major emphasis on nursing strategies to assist adult clients and their families with acute cardiopulmonary dysfunctions. Prerequisites: NURO 510, 512, 514, and 608 or BIOO 609. Corequisite: NURO 600. Spring Semester.

**NURO 615 Advanced Adult Nursing II****Lec. 4./Online/Credit 4.**

Focuses on the tertiary level of prevention in medical/surgical nursing. Application of a systems approach to groups of clients with chronic neuroendocrine dysfunctions within various community settings. Emphasizes nursing strategies based on a conceptual framework congruent with the student's philosophy of nursing. Prerequisite: NURO 614. Fall Semester.

**NURO 616 Preceptorship in Gerontological Nursing****Online/Credit 5.**

Focuses on the theory and clinical practice in nursing management of common, minor acute and stable long-term health problems of aged individuals and aged, complex multiproblem families in selected primary ambulatory care settings. Prerequisites: BIOO 609/NURO 608 and NURO 514. Registration by permission of Gerontological Nursing faculty. Spring Semester.

**NURO 617 Advanced Preceptorship in Gerontological Nursing Lec. 4./Online/Credit 4.**

Advanced specialization in primary ambulatory care of specific aged individuals and families in selected community gerontological health care settings. Health planning in interdisciplinary health care teams encouraged with community assessment. Prerequisite: NURO 616. Registration by permission of Gerontological Nursing faculty. Summer Session.

**NURO 618 Preceptorship in Family Nursing****Online/Credit 5.**

Focuses on theory and clinical practice in nursing management of common, minor, acute and stable long-term health alterations of individuals and complex multiproblem families in selected ambulatory settings. Health promotion and maintenance in collaboration with physicians and other health professionals emphasized. Prerequisites: NURO 514 and BIOO 609. Registration by permission of Family Nursing faculty. Spring Semester.

**NURO 619 Advanced Preceptorship in Family Nursing****Lec. 4./Online/Credit 4.**

Advanced specialization in primary care ambulatory nursing of specific individuals in all developmental stages in selected ambulatory health care settings. Health planning in interdisciplinary health care team encouraged with community assessment. Prerequisite: NURO 618. Registration by permission of Family Nursing faculty. Summer Session.

**NURO 620 Preceptorship and Primary****Gerontological Nursing Online/Credit 4.**

This course provides for the operationalizing of the role of a Gerontological Nurse Practitioner. An external interdisciplinary network assists during weekly seminars. Professional practice standards, role potential, leadership, power, political and other professional and health care delivery issues and trends explored. Prerequisite: NURO 617. Registration by permission of Gerontological Nursing faculty. Fall Semester.

**NURO 621 Practice Management in Family Nursing****Online/Credit 4.**

Designed to facilitate role development relevant to nurse practitioner evaluation and management of selected clients with health alterations and primary health care needs. Students refine critical analysis and problem-solving skills. Prerequisites: Registration by permission of Family Nursing faculty. Fall Semester.

**NURO628 Multiculturalism and Biomedical****Ethics in Healthcare Online/Credit 3.**

This course is designed to sensitize students to the differences and similarities between people of various cultures with regard to health and illness. Students will also be encouraged to clarify personal values and develop an appreciation for the values that underpin health decisions made by consumers of health care.

**NURO 630 Advanced Pharmacotherapeutics****in Primary Care Lec. 3./Online/Credit 3.**

Focuses on concepts, principles, and applications of pharmacotherapeutics used by the family nurse practitioner in the management of common, minor, acute, and stable long-term illnesses. Emphasizes pharmacologic factors and client issues relevant to complex decision-making regarding therapeutic modalities in pharmacotherapeutic management of clients.

**NURO 635 Frameworks of Women's Health****Lec. 3./Online/Credit 3.**

This course examines the philosophical basis of women's health and its evolution as a practice and research field in nursing, emphasizing historical, political and sociocultural context. Fall Semester (3 credit; 2 credits didactic, 1 credit preceptorship).

**NURO 638 Health Care of Childbearing Women****Lec. 3./Lab 1./Online/Credit 4.**

This course has a focus on the health of normal pregnant women within the context of the family. In this course, communication skills are developed in both written and oral presentation. Content on role issues and differences between collaboration, consultation, and referral to other health care providers are explored. Knowledge regarding how best to collaborate with other health care and social service agencies is taught. Students are helped to begin to define their role as Advanced Practice Women's Health Nurse Practitioners and are given skills in using research in clinical practice and identifying the conceptual framework from which they provide care. Information on the physiology of normal pregnancy is presented as well as on antenatal assessment and non-invasive fetal surveillance. Management of the essentially uncomplicated pregnancy is emphasized. This information is a necessary foundation for all students and is an economical way to offer needed content. Content of this course has been enhanced to strengthen the antenatal content and to insure that the core curriculum concepts are introduced. Spring semester. One (1) clinical day per week.

**NURO 639 Health Care of Women****Lec. 4./Lab 1./Online/Credit 5.**

This course focuses on theories, concepts, knowledge, decision making, and clinical skills for comprehensive health promotion, health maintenance, illness prevention, early illness detection, and restoration of health for common problems of adolescents, young, middle aged, and aged women. The students will develop proficiency in the assessment, diagnosis, and management of women's health. Content in each age group will focus on developmental tasks, reproductive health concerns, including preconceptual, conceptual control, and fertility, age-specific health problems, and family issues. Develops the student's competencies in providing comprehensive women's health care including assessment of health status and intervention with the family system. This course provides opportunities for collection and analysis of data with a variety of advanced differential diagnostic skills and techniques that expand the use of the graduate nursing process for women. Preceptorship will be scheduled in a variety of settings with an emphasis on providing comprehensive health care to women. Seminar. One (1) clinical day (8 hours). Spring Semester.



**NURO 642 Health Problems of Childbearing Women****Lec. 3./Lab 2./Online/Credit 5.**

This course provides advanced specialization in women's health nursing. Emphasizes the provision of women's health from adolescence through childbearing in clinical settings by the learner in consultation with faculty and preceptors. Women's Health Nurse Practitioner's role is defined as the student practices in collaboration with obstetricians/gynecologists and other health care providers in the application of theories of management. Critical examination of current women's health research. Emphasis is on the integration and application of knowledge about nursing theories related to the family as systems of care. Selected theories/conceptual frameworks and current research findings related to human development, women, and families will be emphasized. Students will explore group dynamics of women and the family system, communication theories, group processes, and the facilitation of change. Emphasis will also be placed on application of these findings to advanced nursing practice with women and families. Seminar.. Two to eight hour clinical days per week. Summer Session.

**NURO 643 Low-Risk Childbearing Family****Lec. 3./Lab 1./Online/Credit 3.**

This course focuses on providing the theoretical basis for the nurse in an advanced practice role who will be managing the care of women experiencing a low-risk pregnancy. This course provides basic information necessary to students and is a cost effective way of providing this information. Emphasis is placed on the role of the advanced practice nurse in managing care. – One clinical day per week. Prerequisites NURO 642, 639, 638, 635. Fall Semester.

**NURO 650 Women's Health Nursing Seminar****Sem. 3./Online/Credit 3.**

This course is a critical analysis and examination of current women's health issues. It is a synthesis of knowledge gained and applied by the students over the course of the program. Application, synthesis, and evaluation are stressed. Students will actively participate in this lecture course. Role realignment will be emphasized with practicing Women's Health Practitioners in a variety of clinical settings. The course emphasizes health history, physical assessment, role realignment, mental status, family theory, women's health crisis intervention, health promotion, communication, management of acute and chronic health problems, collaboration, and utilization of community resources. – Lecture. Fall Semester.

**NURO 670 Statistics for Health Professionals****Lec. 3./Online/Credit 3.**

An interdisciplinary course for graduate students in the health professions. Procedure of data reduction presentation and measures of central tendency, variability and relationships are presented to develop both an understanding of an ability to utilize descriptive and inferential statistics. Includes application of computerized data generating and data-analytic programs.

**NURO 678 Family Health Nursing: Theory & Practice****Lec. 3./Online/Credit 3.**

This graduate level family health nursing course focuses on defining and describing the family as a unit of care. Emphasis is placed on the exploration of the family structure and organization, family roles and communication, family nursing as a concept, family nursing theory, family health research, and the impact of politics and public policies on families.

**NURO 681 Master's Thesis Research****Credit 4.**

This course is based on a scholarly investigation of a problem involving the use of nursing research approaches and techniques. Prerequisites: EDUO 611, NURO 610, 612 or 614, STAO 600. Fall and Spring Semesters.

**NURO 682 Thesis Seminar****Sem. 1./Online/Credit 1.**

Thesis advisement of students for completion of thesis. Registration by permission of the instructor. Prerequisites: Approved thesis proposal. Fall , Spring, and Summer Sessions.

**NURO 683 Research Methods in Nursing****Lec. 3./Prb. 1./Online/Credit 4.**

Presents a review of the nursing research process as well as an in-depth analysis and an opportunity for designing, implementing, and reporting the results of a research project. Students are required to implement a small research design through collaboration with group members. In addition, didactic presentations cover the philosophy of nursing research, the nature of scientific thinking, methods of nursing research, research literature in nursing, and the role of nursing research in enhancing clinical nursing practice. Prerequisites: EDUO 611, STAO 600, NURO 610, 612 or 614.

**NURO 689 Advanced Pediatric Pathophysiology****Lec. 1./Online/Credit 1.**

This lecture course provides the Pediatric Nurse Practitioner (PNP) student the opportunity to study the pathophysiology and assessment parameters of the major body systems for infants, children, and adolescents. Approaches to wellness and disease management are identified within the scope of practice for Pediatric Nurse Practitioners. Prerequisites: Admission to the Pediatric Nurse Practitioner specialty, or permission of the instructor. Summer Session.

**NURO 690 Advanced Child Health Assessment****Lec. 3./Online/Credit 3.**

This lecture course focuses on the knowledge and skills needed by the pediatric nurse practitioner in primary health care settings to systematically collect and evaluate health assessment data to determine the health status of children from birth through adolescence. Prerequisites: NURO 689; STAO 600. Co-requisites: NURO 510, 514, 630. Fall semester.

**NURO 691    Advanced Practice Nursing I:  
Management of Acute Problems and Illnesses**

**Lec. 3./Online/Credit 3.**

This lecture course focuses on the identification of strategies appropriate for the diagnosis and management of common acute problems and illnesses of children from birth through adolescence in the primary health care setting. Theories and concepts from the natural and social sciences that are applicable to the role of the Pediatric Nurse Practitioner are utilized. Critical thinking and diagnostic reasoning are used as a framework when determining primary health care needs. Spring Semester.

**NURO 692    Child Health Maintenance and Promotion**  
**Lec. 2./Online/Credit 2.**

This lecture course provides the knowledge and skills needed to develop, implement, and evaluate health maintenance and health promotion services for the child and his or her family. Counseling and management of common developmental issues and problems are discussed. Role characteristics of the Pediatric Nurse Practitioner (PNP), including advocacy, accountability, and responsibility are emphasized. Spring Semester.

**NURO 693    Seminar in Advanced Pediatric Nursing**  
**Sem. 2./Credit 2.**

This seminar course provides an opportunity to address contemporary issues and developmental concerns related to primary care of infants, children, and adolescents and their families. Social, cultural, and familial influences and variations are discussed. Spring Semester.

**NURO 694    Advanced Pediatric Nursing I: Practicum**  
**Credit 2.**

This clinical course provides the Pediatric Nurse Practitioner (PNP) student the opportunity to apply theories and concepts which support the development of the advanced practice role. Critical thinking and diagnostic reasoning will be utilized. The focus will be to provide diagnosis and management of common, acute problems and illnesses, and health maintenance and promotion services to children of all ages and to their families in the primary health care setting. Eight (8) clinical hours per week. Spring Semester.

**NURO 695    Advanced Pediatric Nursing II: Management  
of Chronic Problems and Illnesses**  
**Lec. 2./Online/Credit 2.**

This lecture course focuses on the identification of strategies appropriate for the diagnosis and management of common chronic problems and illnesses of children from birth through adolescence in the primary health care setting. Theories and concepts from the natural and social sciences that are applicable to the role of the Pediatric Nurse Practitioner (PNP) are utilized. Critical thinking and diagnostic reasoning are used as a framework when determining primary health care needs. Summer Session.

**NURO 696    Advanced Pediatric Nursing II**  
**Sem. 2./Online/Credit 2.**

This seminar course provides a forum for discussion of the management of common, chronic, developmental, and/or behavioral pediatric problems. Analysis of these complex pediatric problems related to primary care of infants, children, and adolescents and their families are the basis for discussion. Summer Session.

**NURO 697    Advanced Pediatric Nursing II: Practicum**  
**Credit 2.**

This clinical course provides the Pediatric Nurse Practitioner (PNP) student the opportunity to apply theories and concepts which support the development of the advanced practice role. Critical thinking and diagnostic reasoning will be utilized. The focus will be to provide diagnosis and management of common, chronic problems and illnesses, and health maintenance and promotion services to children of all ages and to their families in the primary health care setting. Eight (8) clinical hours per week. Summer Session.

**NURO 698    Advanced Pediatric Nursing III: Practicum**  
**Credit 6.**

This clinical course provides the Pediatric Nurse Practitioner (PNP) student the opportunity to apply theories and concepts which support the development of the advanced practice role. Critical thinking and diagnostic reasoning will be utilized. The focus will be to provide diagnosis and management of common, acute and chronic problems and illnesses, and health maintenance and promotion services to children of all ages and to their families in the primary health care setting. Twenty-four (24) clinical hours per week. Fall Semester.

**NURO 699    Independent Study in Nursing**  
**Ind./Online/Credit 1-6.**

Independent study as directed by graduate nursing faculty. Research focus or pursuit of an area of special clinical or library study may be individually contracted. Prerequisites: Registration with approval of instructor and departmental chairperson. One (1) consultation hour per week. Independent study and clinical hours weekly commensurate with credit hours contracted. Fall, Spring, or Summer Session.

**NURO 700    Thesis Registration** **Credit 0.**

**NURO 702    Master's Comprehensive Examination**  
**Credit 1.**

This credit will not count towards the degree.

**NURO 703    Ph.D. Qualifying Examination** **Credit 0.**

The qualifying examination consists of both written and oral examinations. The purpose is to present a definition and substantial discussion of a concept relevant to practice and research. Fall Semester.

**NURO 710 Family Nursing: Historical and Cultural Perspectives**      **Lec. 3./Online/Credit 3.**

This course focuses on the history of family nursing practice and provides opportunities for an exploration of the influence of culture on family health-related behaviors. Emphasis is placed on the exploration of the contributions of the evolution of nursing practice to the health of families. Students will explore the development of family nursing theory by means of culturally appropriate nursing research methods. Researchable questions emerging from family nursing practice will be identified. Course emphasis will be on minority families. Fall Semester.

**NURO 711 Family Nursing: Philosophical, Conceptual and Theoretical Perspectives**      **Lec. 3./Online/Credit 3.**

This course focuses on the contemporary philosophical, conceptual, and theoretical perspective that undergird family nursing research. Emphasis is placed on exploration of the impact of contemporary philosophies of science and nursing science, conceptual models of nursing, and nursing theories on the design and conduct of family nursing research.

**NURO 712 Family Nursing: Theory and Concept Analysis**      **Lec. 3./Online/Credit 3.**

This course considers contemporary nursing research as it pertains to the current state of the art and directions for future study. Discussions will include advanced analysis of methodology, assumptions, and theoretical structures that underpin the work. Culturally appropriate methods will be emphasized.

**NURO 713 Family Nursing: Planning and Policy Leadership**      **Lec. 3./Online/Credit 3.**

A critical examination of the role of nursing leadership is presented in light of current health care issues. Among the topics to be considered are demographic distributors of nursing services, legislative and legal forces as they affect the professions, nursing organization as a power for change, educational preparation for practice, and systems of accountability.

**NURO 714 Quantitative Methods I**      **Lec. 3./Online/Credit 3.**

This course focuses on the design of descriptive and correlational family-related and family nursing research. Emphasis is placed on the collection and statistical analysis of quantitative data and use of statistical software.

**NURO 715 Quantitative Methods II**      **Lec. 3./Online/Credit 3.**

This course focuses on the design of experimental family-related and family nursing research. Emphasis is placed on the collection and statistical analysis of quantitative data and the use of statistical software.

**NURO 716 Nursing Research: Interpretative Methods**      **Lec. 3./Online/Credit 3.**

This course focuses on interpretative methods of family nursing research. Emphasis is placed on the collection and analysis of qualitative data by using case study, survey, phenomenologic, grounded theory; and ethnographic, and historical methods of inquiry.

**NURO 717 Nursing Research: Instrument Development**      **Lec. 3./Online/Credit 3.**

This course focuses on the design and psychometric testing of culturally-sensitive instruments. Emphasis is placed on methods used to determine the validity and reliability of instruments to measure family-related and family nursing phenomena.

**NURO 718 Analysis and Evaluation of Theory Generating and Theory Testing Research**      **Lec. 3./Online/Credit 3.**

This course focuses on the analysis and evaluation of family-related and family nursing research designed to generate or test theories. Emphasis is placed on identification of the conceptual-theoretical-empirical structures for minority family-related and family nursing research.

**NURO 720 Dissemination and Utilization of Family Nursing Research**      **Lec. 3./Online/Credit 3.**

This course focuses on the theoretical and practical aspects of disseminating and utilizing the findings of family-related and family nursing research. Emphasis is placed on the leadership role of doctorally-prepared nurse researchers in developing and applying theories of research dissemination and utilization. This is a Nursing Cognate course.

**NURO 721 Vulnerable Populations: A Family Perspective**      **Lec. 3./Online/Credit 3.**

This course focuses on the phenomenon of vulnerability among families throughout the world. Emphasis is placed on family coping strategies and includes an analysis of family risk factors and resilience in health and illness. An interdisciplinary course. This is a Nursing Cognate course.

**NURO 722 Special Topics in Family Nursing**      **Lec. 3./Online/Credit 3.**

A seminar focusing on a variety of topics related to the advancement of knowledge in family nursing science. Topics arranged through student and faculty research interest. This is a Nursing Cognate course.

**NURO 723 Family Research**      **Lec. 3./Online/Credit 3.**

This course will include an analysis of nursing and other theories in relationship to research of families. Methodological issues related to research of families will be discussed, as will the analysis of family data and measurement issues common to research of families. The seminar will conclude with an agenda for future directions in research of families. This is a Nursing Cognate course.

**NURO 724 Special Topics in Family Research and Family Development Theory**      **Lec. 3./Online/Credit 3.**

This course offers a critical review of theory and research literature on family systems, analysis of methods and instruments and consideration of the specific projects of invited family researchers. This is a Nursing Cognate course.

**NURO 725 Grantsmanship Lec. 3./Online/Credit 3.**

This course focuses on the mechanics of grantsmanship, including public and private sources. Internet searches will be conducted weekly by students as they determine the myriad of different funding sources. Students will explore the "how-to" of writing research, training and demonstration grants. A completed proposal suitable for submission will be required of all enrollees. Critiques of the proposals will be conducted by peers and selected faculty members.

**NURO 730 Organization and Governance in Higher Education Lec. 3./Online/Credit 3.**

Focus on the administration of institutions of higher learning. Emphasis will be placed on higher education structure and characteristics, intra-institutional and extra-institutional forces affecting the governance of higher education, power delineations and struggles, and principles of problem solving.

**NURO 731 Curriculum Development in Nursing Education Lec. 3./Online/Credit 3.**

Designed to provide students with an in-depth study of the principles, theories, and models of curriculum development related to nursing education. Emphasis will be placed on program planning and evaluation of baccalaureate and higher degree programs.

**NURO 732 Seminar in Higher Education Policy, Planning, and Leadership Lec. 3./Online/Credit 3.**

A critical examination of the role of leadership in higher education and nursing education is explored, including an in-depth analysis or policies. Students will plan ideal nurse education programs in conjunction with national network of nursing education mentors. Students will also contract for independent assignments related to their career goals.

**NURO 733 Advanced Internship in Nursing Education Lec. 3./Online/Credit 3.**

A mentored teaching experience in a baccalaureate or higher degree nursing program appropriate to the student's planned career goals. The internship will focus on the use of innovative teaching-learning strategies and multimedia technology approaches; provides the opportunity for students to pursue an area of skill development under the guidance of master teachers. One hour of didactic mentoring and 2 credit hour (6 contact hours) of teaching activities per week

**NURO 799 Independent Study in Nursing Credit 1 – 6.** Independent study as directed by doctoral nursing faculty. Pursuit of individual research project. Student contracts for one to six semester hours. May use as 3 credits of cognate only.

**NURO 800 Dissertation Seminar I Sem. 3./Online/Credit 3.**

This course focuses on development of the dissertation research proposal. Emphasis is placed on the elements of integrative reviews of theoretical and empirical literature and outlining the conceptual-theoretical-empirical structure for the research.

**NURO 801 Dissertation Seminar II Sem. 3./Online/Credit 3.**

This course focuses on the continued development of the dissertation research proposal. Emphasis is placed on refinement of the conceptual-theoretical-empirical structure for the research.

**NURO 802 Ph.D. Comprehensive Examination Credit 0.**

The purpose of the comprehensive examination is to demonstrate an understanding of knowledge in relevant, related fields of study, which undergirds the student's dissertation research.

**NURO 803 Dissertation Research Credit 6.**

Must be repeated until dissertation is complete. The preparation of the dissertation should begin early in the program and evolve from a study of family or family-related issues. The dissertation should reflect high-level analytical and research competence, and represent an original contribution to the field. The dissertation constitutes the final phase of the program. The first two (2) semesters after completion of the coursework, students must register for six (6) credit hours of Dissertation Research each semester. Each subsequent semester, students must register for one (1) to three (3) credit hours until the dissertation is complete.

**PEDO (Physical Education – Online)****PEDO 105 Physical Fitness Concepts Lec.2./Online/Credit 2.**

This course is designed to acquaint the student with basic knowledge and understanding of concepts associated with physical fitness and activity as they relate to optimal healthful living. Laboratory experiences involving participation in and assessment of physical fitness levels, principles of physical fitness, cardiovascular endurance, strength training, and flexibility programs are emphasized.

**PHIO (Philosophy – Online)****PHIO 203-204 History of Western Philosophy I & II Lec.3./Online/Credit 3.**

A systematic treatment of principal philosophical ideas and movements in western thinking from ancient Greece to the Renaissance. Survey of the thought involved in the rise of modern science through existentialism and the contemporary period.

**PHIO 210 Logic and Scientific Method Lec. 3./Online/Credit 3.**

Study of both traditional logic and modern developments with particular stress upon their applications in area of communication and in natural and social sciences.

**PHIO 301 Contemporary Moral Problems Online/Credit 3.**

This course focuses on developing the student's ability to engage in principled moral reasoning through an examination of classical and contemporary texts on ethics and discussions of particular moral dilemmas. Topics will be drawn from both the public and private sectors, including abortion, sexual harassment, distributive justice, capital punishment, and affirmative action.



**PHIO 304 Contemporary Ethical Problems:  
Ethics in America Lec. 3./Online/Credit 3.**

Course examines the historical and philosophical development of, ethics with particular attention to the moral implications of contemporary ethical problems. Emphasis on the process of decision-making as it relates to the question.

**PHIO 305 Ethics and Leadership Online/Credit 3.**

Examines the historic development and intellectual foundations of ethics with particular attention to the moral implications of contemporary ethical problems. Emphasis is placed on the process of decision.

## **PLSO (Paralegal Studies – Online)**

**PLSO 125 Law in Society Lec. 3./Online/Credit 3.**

An overview of the major principles and functions of our legal system, this course introduces the student to various legal fields and special topics. Legal aspects of current topics are discussed to assist students in acquiring an appreciation of the dynamic role of law in our changing society.

**PLSO 126 Legal Research Lec. 3./Online/Credit 3.**

This course will examine in depth the law library, survey the various reference sources available to lawyers in determining applicable law, and discusses isolating legal issues and developing a research strategy.

**PLSO 127 Legal Writing Lec. 3./Online/Credit 3.**

The course provides writing practice, feedback and guidelines for professional reporting and editing. Communication skills, including clear writing, using appropriate and persuasive vocabulary, and understanding legal writing formats.

**PLSO 150 Torts and Personal Injury Lec. 3./Online/  
Credit 3.**

This course examines personal injury law, intentional injury and injuries resulting from negligence. Focus is placed upon the nature of personal injury litigation, drafting and general handling, assessment of evidence, establishment of damage claims and claims settlement. Medical malpractice is also examined.

**PLSO 305 Law Office Management Lec. 3./Online/Credit 3.**

Approaches to the organization and efficient operation of the law office, management problems in the law office, office structures and systems, accounting and billing procedures, hiring, scheduling, and management of non-attorney personnel, information storage and retrieval systems, form of the law office library, purchasing of law office supplies, client relations.

**PLSO 306 Contemporary Legal Ethics Lec. 3./Online/Credit 3.**

Students learn the rules of ethics, professional responsibilities and conduct developed by the American Bar Association, the standards of professional responsibility and code of ethics set by NALA and NFPA for paralegals. Conflict of interest rules, analysis of UPL (unauthorized practice of law), and the ABA guidelines for the utilization of legal assistant services will also be discussed in relation to the ethical issues and dilemmas faced by paralegals working in traditional legal placements, in law firms and corporations, as well as paralegals working as free lance or independent paralegals.

**PLSO 310 Real Estate Lec. 3./Online/Credit 3.**

The basic laws relating to property and the common types of real estate transactions and conveyances are the primary topics treated in this course. Various instruments such as deeds, contracts, leases, deeds of trust, etc. are studied with emphasis on how these instruments are drafted. Study activities include research projects relating to the subject matter and practice in retrieving and recording information.

**PLSO 320 Litigation and Trial Practices Lec. 3./Online/Credit 3.**

This course includes an analysis and discussion of the following: Common types of litigation, premises of litigation, sources of law, the court system, attorneys, types of lawsuits, usual defenses, discovering procedures, court procedures, trial and post-trial motion procedures. appeal enforcement of judgment, and various types of litigation. Particular attention is given to the roll of the paralegal in assisting the attorney in these matters.

**PLSO 350 Business Organizations Lec. 3./Online/Credit 3.**

The study of the legal organization of business entities is the primary focus of this course. Emphasis is on the role of the lawyer and the paralegal in the formation of various business organizations. This includes a survey of the fundamental principles of law applicable to each type of business organization and preparation of the related documents.

**PLSO 360 Criminal Law Lec. 3./Online/Credit 3.**

This course is designed to acquaint the paralegal with the criminal justice system and provide a basic understanding of criminal law. Classroom work includes the preparation of search warrants, complaints, motions, information, and indictments. The fundamentals of interviewing and investigating crimes is also discussed. Field experience during this course may be required if appropriate arrangements can be made with the Criminal Court System.

**PLSO 370 Domestic Relations Lec. 3./Online/Credit 3.**

This course is designed to acquaint the paralegal with the legal problems involved in the area of domestic relations. The course covers the legal problems involved in separation, divorce, child custody, adoption, and non-support. Students draft pleadings in domestic relations cases as well as study the law regarding the particular area in which they are working. Students interview clients and draft actual pleadings under the supervision of their teacher. All work is closely supervised.

**PLSO 401 Internship Lec. 3./Online/Credit 3.**

The internship requirement for the paralegal studies program combines the student's academic training with practical experiences within a law firm, corporation, bank, governmental agency, real estate office or any large business with an in-house legal staff. The student's internship tutor (instructor) will meet with the student to outline the requirements of a research project designed to provide the intern with hands-on experience required at the end of the internship session. Student will meet with internship tutor as often as necessary throughout the internship.

**PLSO 405 Wills, Trusts and Estates Lec. 3./Online/Credit 3.**

This course will cover the requirements, formalities, drafting and execution of wills and trust, probating wills, intestacy law and administration of wills and estates.

**PLSO 410 Constitutional Law Lec. 3./Online/Credit 3.**

An examination of the American constitutional system. Principles and practices of judicial review and interpretation in constitutional cases are studied and particular reference to the decisions of the United States Supreme Court. There is an examination of selected Congressional Powers, the authority of the President, and constitutional limitations on the exercise of governmental Powers and the distribution of power between federal and state governments. The course also focuses on the guarantees of individual rights, with coverage of freedom of expression, religious liberty, due process and equal protection of the laws.

## **POLO (Political Science – Online)**

**POLO 201 Introduction to Political Science Lec. 3./Online/Credit 3.**

Critical examination of nature of politics, subject matters, basic concepts, approaches, problems, and research methods.

**POLO 205 Government and Politics in Europe Lec. 3./Online/Credit 3.**

Comparative analysis of political systems of Britain, France, Germany the Soviet Union, focusing primarily upon the differences and similarities in political ideologies, political cultures and political institutions.

**POLO 304 International Politics Lec. 3./Online/Credit 3.**

Study of the nation of international society, patterns of conflict, and cooperation between and among states and other international actors. Foreign policies of major countries discussed.

**POLO 305 Introduction to Political Economy Lec. 3./Online/Credit 3.**

An analysis of the interaction between political and economic institutions in capitalist, socialist, and Third world nations.

**POLO 307 Contemporary Issues in International Politics Lec. 3./Online/Credit 3.**

Analysis of important contemporary international issues. Special attention to factors influencing a nation's foreign policy. Emphasis on case studies.

**POLO 310 Politics of the Third World Lec. 3./Online/Credit 3.**

Dynamics of modernization and political development in non-Western countries. Impact of industrialization on political process, political instability, and conflict between traditionalism and modernism.

**POLO 405 International Law Lec. 3./Online/Credit 3.**

This course focuses on contemporary legal issues in the international arena, key principles, the role of conventions and treaties as international instruments of law, and the policies of nation-states on specific subjects of interest related to international law. Foremost in importance is the aim to enable students to analyze basic premises and principles of international law and to develop an awareness of the major international legal problems.

**POLO 406 International Organizations Lec. 3./Online/Credit 3.**

This course examines the development and administration of both governmental and non-governmental international organizations such as United Nations, The World Trade Organization, The International Monetary Fund and the World Bank, the European Union, The African Union, Mercosur, NATO, International Criminal Court and the North American Free Trade Agreement among others. It will provide knowledge of the main theoretical approaches used to understand international organizations and their functions and will look closely at many of these organizations through the study of their institutions, policies, intervention in crises and recent key leadership.

**POLO 408 Public Policy Lec. 3./Online/Credit 3.**

A study of how government perceives public issues, processes them and executes public policies. Various decision-making theories will be examined. Emphasis on case studies.

## **PSYO (Psychology – Online)**

**PSYO 203 Introduction to Psychology Lec. 3./Online/Credit 3.**

Basic topics in psychology are explored, such as learning, motivation, intelligence, personality, perception, abnormality, and others. Emphasis is given to scientific methodology and its application to behavior.

**PSYO 205 Social Psychology Lec. 3./Online/Credit 3.**

Survey of traditional and contemporary topics with an emphasis on theory and methods of social psychology. Prerequisite: PSYO 203.

**PSYO 208 Methods of Psychology Lec. 3./Online/Credit 3.**

Introductory course in the experimental analysis of behavior. In-depth coverage of the logic of scientific investigation. Prerequisite: PSY 203.

**PSYO 311 Human Growth and Development Lec. 3./Online/Credit 3.**

Basic process of biological and psychological development. Theory and research concerning child development through adolescence. Prerequisite: PSYO 203.

Use of statistics in the social sciences. Descriptive and correlational statistics. Taken simultaneously in sequence with Methods of Psychology PSYO 208. Prerequisite: MATO 109.

An introduction to the study of human behavior in the work environment, with emphasis on social and interpersonal context. Prerequisite: PSYO 205.

Training in fundamentals of good speech with the aim of establishing pleasing and appropriate habits of speech. Instruction in rhetorical theory with emphasis upon research, organization of materials and the oral language, primarily as used in a teaching/preaching application. Online students make extensive use of student audiotape /videotape presentations. This course will be taken in lieu of COMO 103.

A general introduction to all the books of the Old Testament, their cultural background, and the context from which they emerged.

An in-depth study of the literature and religion of ancient Israel in light of archaeological discoveries, research about the ancient Near East, and a variety of interpretations.

A study of the writing prophets including an introduction to the origin and development of prophecy among the Hebrews, a study of the prophets themselves, and a thorough investigation of their message.

Intensive study of the Biblical record of the life and teachings of Jesus, designed to acquaint the student with the direct teachings and Spirit in which Jesus lived and worked.

History of Islamic thought from the time of Muhammad to the present, including the prophethood of Muhammad, the Qur'an, theology and law, mysticism and philosophy, sectarian movements, modernism and legal reform, and contemporary resurgence.

This course will analyze the Pentecostal movement as it grew in the 20th Century as trans-cultural religious phenomenon. The course will explore the wider international context of Pentecostalism as it grew in Central and South America. Attention will also be given to how ethnic minorities in the United States have reshaped the practice and the meaning of Pentecostalism, particularly with regard to race and gender. The approach will be historical, anthropological, and theological. Using various Pentecostal texts and articles, we will work toward a clearer understanding of the basic tenets of Pentecostalism, namely "divine healing," "baptism in the Holy Spirit," and "speaking in tongues." We will also investigate how the most recent internationalist shift within the Pentecostal movement has renewed millennialist thought and efforts for Christian ecumenism.

A critical analysis of religious faith groups indigenous to the United States to include Jehovah Witnesses, Latter Day Saints, the Nation of Islam, New Age, and other groups.

Analyzes the literature of the New Testament in its social and religious setting, with special reference to the ministry and teaching of Jesus, the emergence of the church as a sect within ancient Judaism, and the development of Christian institutions in the Graeco-Roman world.

A critical examination and attempt to understand the New Testament as the written traditions which articulated the faith, expectations, and actions of the early Christians as they responded within Jewish and Greek culture to the historical events of their day, and especially as they responded to the life.

A study of sound principles for proper interpretation of the Biblical text with emphasis on context, structure, literacy devices, and genre.

Study of Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Focus on the world-view of each tradition and the historical development of that world-view.

An historical survey of religion in America from the Civil War to the present. The course includes study of theological change in Protestantism, the emergence of three kinds of Judaism, controversy and change in American Catholicism, the origins of fundamentalism and Pentecostalism, and various expressions of African-American faith. It attends to the effects of immigration, urbanization, politics, and other social and cultural changes on American religious life.

**RELO 307/310      The Religious Quest I/II**  
**Lec. 3./Online/Credit 3.**

A guided study course covering similarities and differences in the basic concepts and rites of major world religions. Historical and systematic presentation of the biblical view. Influence of religion on individuals and society.

**RELO 310      Basic Insights of the Judaeo-Christian Tradition**  
**Lec. 3./Online/Credit 3.**

This course will explore the basic theological tenets of Judaism and Christianity to include their similarities and differences. Historical and systematic presentation of the biblical world view. The organic relationship of faith, ritual, and ethics, in biblical thought.

**RELO 321      African American Religions in Historical Perspective**  
**Lec. 3./Online/Credit 3.**

This course will examine the relationships between African American religion, black culture and black political thought. Centering our study on a few essential questions regarding the nature and function of the black church, we will explore its effect upon black cultural forms — music (from Gospel to Rap), fiction, poetry, and oratory. We will address a number of themes, including: the relationship between black church and black political leadership, race and religion, feminist theologies, and "Afro-centric Christianity." We will trace the development of African American religion in various historical contexts: Slavery, the Great Migration, and the Civil Rights era. Although this course will focus on African American Protestantism, we will examine black religion in other forms as well, particularly black Catholicism and the Nation of Islam.

**RELO 401      Introduction to Theology**  
**Lec. 3./Online/Credit 3.**

A survey of theology with emphasis upon the practical application of the doctrines to the ministry of the Gospel in contemporary culture. Topics include the following: an overview of various theological perspectives, revelation, biblical inspiration, the Trinity, attributes of God, creation, and providence.

**RELO 450      Introduction to Pastoral Care**  
**Lec. 3./Online/Credit 3.**

The course will expose students to the theory and practice of pastoral care. Emphasis will be placed on the development of pastoral skills, as well as theological, cross-cultural, and psychological models of interpretation.

**RELO 451      Pastoral Limits and Pastoral Authority**  
**Lec. 3./Online/Credit 3.**

A course designed to develop an understanding of the nature of pastoral authority, its relationship to various forms of power, and the form and nature of pastoral leadership. It will explore pastoral boundaries, ethical constraints, and the limits of time, skill, and energy.

**RELO 499      Senior Capstone      Lec. 3./Online/Credit 3.**

The senior capstone project allows a student to demonstrate mastery of the religious studies content and integrate that knowledge with practical experience. The capstone project should also demonstrate the students' analytical and interpretive skills and serve as a summative expression of what a student has learned in the Bachelor of Arts program. To make sure that each student meets outcomes, goals, and objectives of the program, the capstone project requires the approval of the program's advisor.

**RUSO (Russian – Online)**

**RUSO 101      Elementary Russian I**  
**Lec. 3./Lab 1./Online/Credit 3.**

Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed.

**RUSO 102      Elementary Russian II**  
**Lec. 3./Lab 1./Online/Credit 3.**

Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed. Prerequisite: RUSO 101 or the equivalent.

**RUSO 201      Intermediate Russian I**  
**Lec. 3./Lab 1./Online/Credit 3.**

Continued development of ability to read, write, speak and understand Russian. Correct pronunciation stressed. Grammar reviewed. Prerequisite: RUSO 102 or equivalent.

**RUSO 202      Intermediate Russian II**  
**Lec. 3./Lab 1./Online/Credit 3.**

Continued development of ability to read, write, speak and understand Russian. Correct pronunciation stressed. Grammar reviewed. Prerequisite: RUSO 201 or equivalent.

**RUSO 301-302      Comprehensive Review of Russian Grammar I-II**  
**Lec. 3./Online/Credit 3.**

Emphasis on oral and aural practices and composition. Focuses on conversation and essays.

**RUSO 303-304      Russian Conversation I-II**  
**Lec. 3./Online/Credit 3.**

Extensive practice in speaking based on diverse reading selections: social, political, technological and others.

**RUSO 320-321      Topics in Russian Literature and Culture I-II**  
**Lec. 3./Online/Credit 3.**

This course exposes students to important issues in Russian Literature through the study of films, arts and music. Focuses on conversation.

**RUSO 400      Twentieth Century Russian Literature**  
**Lec. 3./Online/Credit 3.**

Students will analyze the development of Russian thought in literary works.



**RUSO 440 Experiential Learning Lec. 3./Online/Credit 3.**  
Can include study abroad, research abroad, domestic or international internships.

## **SCIO (Science – Online)**

**SCIO 102 Introduction to Physical Science Lec. 3./Online/Credit 3.**

Some concepts and methods of modern physical science; consideration of its role in modern thought and society. Special emphasis will be given to topical themes that relate physical science principles to contemporary issues in science, technology and society.

## **SOCO (Sociology – Online)**

**SOCO 205 Introduction to Sociology Lec. 3./Online/Credit 3.**

Introduction to the scientific study of society and social behavior. Emphasis on culture, social structure, social inequality, social institutions and social change. SOC 205 is a prerequisite to all other courses given by the Department, unless permission of the instructor to waive the prerequisite is obtained.

**SOCO 215 Introduction to Criminology Lec. 3./Online/Credit 3.**

An introduction to the sociological study of crime. Major sociological theories of crime. Main kinds of crime: street crime, white collar, organized, corporate and political crime. Critical examination of the police, courts, corrections and other social institutions which deal with crime. Attention given to impact of crime on Black Americans. Prerequisite: SOC 205.

**SOCO 250 Introduction to Social Research Lec. 3./Online/Credit 3.**

Introduction to multi-method approaches to social science research. The logic of sociological inquiry and the ethical issues of research. Students begin to collect and analyze data, and to compile research reports.

**SOCO 303 Juvenile Delinquency Lec. 3./Online/Credit 3.**  
An analysis of youthful offenders. Focus on the theory and research in the explanation of law violation among juveniles. Traces historical development of public and private institutions created to control youthful offenders.

**SOCO 305 The Criminal Justice System Lec. 3./Online/Credit 3.**

An overview and introduction to the criminal justice system. The major components of police, courts and corrections are examined.

**SOCO 324 Sociology of the World Systems Lec. 3./Online/Credit 3.**

Introduction to the world system. Inequality, conflict and change on a global level. Topics include imperialism, wars, racism, nationalism, religious fundamentalism, immigration, fascism, communism and revolutions. Comparisons between Third World people and African Americans.

**SOCO 346 Statistics Lec. 3./Online/Credit 3.**  
Descriptive and inferential statistics. Prerequisite: SOCO 250, MATO 109/110 and junior standing and/or permission of instructor.

**SOCO 400 Internship Trn./Credit 3.**  
The internship provides students with practical experience and application of sociological skills in community based agencies.

**SOCO 403 Victimology Lec. 3./Online/Credit 3.**  
Introduces students to the theoretical and substantive issues in victimization. Explores victims and victimization in the context of social, political and economic relations.

**SOCO 405 Violence Against Women Lec. 3./Online/Credit 3.**

Provides a critical analysis of violence against women as an institution of social control. Violence is examined in the context of social and political inequality. Issues include rape, battering, sexual harassment and other forms of violence directed towards women. The impact of current legislation is examined.

**SOCO 415 Advanced Criminology Lec. 3./Online/Credit 3.**

In-depth review of the sociological study of the problem of crime. Critical analysis of the concept of "society" as the "cause" of crime. Analysis of how social institutions respond to crime.

## **SPAO (Spanish – Online)**

**SPAO 101 Elementary Spanish I Lec. 3./Lab I./Credit 3.**  
Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed.

**SPAO 102 Elementary Spanish II Lec. 3./Lab I./Credit 3.**  
Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communication competence stressed. Prerequisite: SPAO 101 or the equivalent.

**SPAO 201 Intermediate Spanish I Lec. 3./Lab I./Credit 3.**

The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: SPAO 102 or the equivalent.

**SPAO 202 Intermediate Spanish II Lec. 3./Lab I./Credit 3.**

The continued development of listening, speaking, reading and writing skills. Includes reading of authentic texts. Prerequisite: SPAO 201 or the equivalent.

**SPAO 301-302 Advanced Oral and Written Expression I-II Lec. 3./Online/Credit 3.**

Intensive practice in speaking. Review and further analysis of grammatical structures and idiomatic expressions. Prerequisite: SPAO 202.

**SPAO 310 Survey of Hispanic Literature****Lec. 3./Online/Credit 3.**

Survey of Spanish literature from the Middle Ages to the present. A study of representative Spanish authors and their works. Prerequisite: SPAO 202.

**SPAO 320 Survey of the Spanish Speaking World****Lec. 3./Online/Credit 3.**

A broad survey of the Spanish speaking world beginning with the first millennium of Spanish civilization and the Pre-Columbian civilizations of Latin America through the present day. Prerequisite: SPAO 202.

**SPAO 400 Special Topics: Contemporary Culture in Modern Spain****Lec. 3./Online/Credit 3.**

A comprehensive study of Spain including the Spanish Civil War and the domination of Franco. Continues through Spain's democratic transition and its coexistence with the Spanish Monarchy. Includes a study of economic, social, and artistic issues in Modern Spain.

**SPAO 412 Modern Latin American Literature****Lec. 3./Online/Credit 3.**

Study of 20th century Latin American authors. Prerequisite: SPAO 310.

**SPAO 440 Experiential Learning Credit 0-3.**

Can include study abroad, research abroad, domestic or international internships. This requirement may be waived by the Program Director based upon previous experience, as in the case of heritage speakers, etc.

**STAO (Statistics – Online) Graduate Only****STAO 600 Statistics Lec. 3./Online/Credit 3.**

An interdisciplinary course for graduate students. Procedure of data reduction presentation and measures of central tendency, variability, and relation are presented to develop both an understanding of and an ability to utilize descriptive and inferential statistics. Permission of the instructor.

**UNVO (University Life – Online)****UNVO 101 The Individual and Life****Lec. 1./Online/Credit 1.**

A one semester required orientation course designed to help those matriculating at Hampton University to understand the purpose and value of the Hampton University experience.

# College of Virginia Beach Courses

## **Symbols for Course Descriptions**

100, 200, 300 & 400-level courses may be taken by undergraduate students.

500-level courses may be taken by graduate or undergraduate students.

600, 700 and 800 -level courses may only be taken on the graduate level.

## **Example Course Description:**

### **BIOV 304    General Microbiology**

**Lec. 3./Lab 3./Credit 4.**

General survey of morphology, taxonomy, and physiology of bacteria and related micro-organisms. Prerequisites: BIOV 210 and 220; two courses in Chemistry.

#### **Symbol:**

BIOV	Course acronym – BIOV for Biology – College of Virginia Beach
304	Course number – undergraduate level course
(1)	Course offered first semester only.
(2)	Course offered second semester only.
Lec. 3.	Three hours lecture per week.
Lab 3.	Three hours laboratory each week.
Sem. 2.	Two hours seminar each week.
Credit 3.	Number of credit hours for the course.
Ind.	Independent Study
Cop.	Co-op
Trn.	Internship
Online	Taught in online format
Cln.	Clinical

Please see the latest scheduling guide or online catalog for frequency of course offerings.

## **ACCV (Accounting)**

### **ACCV 203    Accounting Principles I    Lec. 3./Credit 3.**

An introduction to principles and practices with emphasis on the sole proprietorship, servicing and merchandising companies. The accounting cycle is applied to the analysis of transactions resulting in preparation, analysis and interpretation of financial statements. Prerequisite: MATV 117 or higher.

### **ACCV 204    Accounting Principles II    Lec. 3./Credit 3.**

An introduction to principles and practices with emphasis on the partnership and corporate forms of business including manufacturing companies. It incorporates managerial concepts in planning, controlling, analyzing and internal reporting as it affects the decision-making process and emphasizes the preparation and analysis of the statement of cash flow. Prerequisite: ACCV 203.

## **BIOV (Biology)**

### **BIOV 101    Nature of Life    Lec. 3./Credit 3.**

A non-major course in biology wherein fundamental processes and mechanics of living things are discussed within the framework of a unified theory of life. Special emphasis will be given to topical themes that relate biological principles to contemporary issues in science, technology and society.

### **BIOV 103    General Biology    Lec. 3./Lab 2./Credit 4.**

Introduction to biological principles as exemplified in a wide range of organisms; basic concepts are discussed with emphasis on methods of inquiry which led to their discovery.

### **BIOV 224-225    Anatomy and Physiology I-II    Lec. 3./Lab 2./Credit 4.**

A two-semester course which deals with essentials of human anatomy in relation to functions of the organ systems. Prerequisite: BIOV 103.

### **BIOV 304    General Microbiology    Lec. 3./Lab 3./Credit 4.**

General survey of morphology, taxonomy, and physiology of bacteria and related micro-organisms. Prerequisites: BIOV 210 and 220; two courses in Chemistry.

## **CDSV (Communicative Sciences and Disorders)**

### **CDSV 620    Language Acquisition and Development    Lec. 3./Credit 3.**

An in-depth study of language learning and its impact upon the developing child, with emphasis on problems of delay and the breakdown of language functions. An investigation of research related to normative data, language development and usage. Registration by permission of instructor. Prerequisite: Undergraduate course work in normal language development.

## COMV (Communication)

### **COMV 103 Oral Communication Lec. 3./Credit 3.**

A one-semester course in Speech Communication involving a participative learning experience. Emphasis will be placed on intrapersonal, interpersonal and public communication. Class projects, situational exercises, public speaking, group discussion and dyadic and nonverbal communication are used as reinforcement material. Passing grade is "C."

## COUV (Counseling)

### **COUV 615 Counseling and Assessment for Those with Special Needs Lec. 3./Credit 3.**

Introductory overview of the rehabilitation process and specific concerns of individuals with special needs. Designed to familiarize the student with inventories, aptitude tests and special tests for disabilities and transitions to new careers. Principles, procedures, and techniques for counseling those within the rehabilitative process and those with special needs will be discussed. Systems approach and spirituality issues will be discussed. A focus will be provided about life planning and learning strategies for knowing self, gathering relevant information, and making decisions about what to do with this information. Systems approach and spirituality issues will be discussed.

## CRJV (Criminal Justice)

### **CRJV 332 Corrections Lec. 3./Credit 3.**

The course demonstrates an understanding of the operations of the correctional institution; discusses various alternatives to incarceration; the treatment and rehabilitation of offenders; explores current and future trends in institutional corrections; and addresses the need for correctional systems in today's society. The focus of this course is to introduce the student to correctional systems. Emphasis is placed on the historical development of correctional systems and practices, treatment of offenders, goals of corrections, and special needs of offenders in today's systems.

### **CRJV 407 Forensics and Crime Scene Investigation Lec. 3./Credit 3.**

This elective course examines the basic concepts of forensic science through advanced scientific crime solving techniques such as establishing identity through human remains. Topics include forensic anthropology; odontology; radiology; serology; DNA tracing; medical examiner procedures; wound ballistics; and trauma examinations. Emphasis is placed on physical evidence, information sources, interviews and interrogations, eyewitness identifications, crime scene reconstruction, homicide investigations, burglaries, robberies, sex crime investigations, specialized investigations, and managing criminal investigations. Prerequisite: CHE 101-102.

### **CRJV 409 The Criminalistics of Cybercrime**

**Lec. 3./Credit 3.**

An exploration of the links between computers, deviance, and social control. This will include analysis of the technological, social, and geo-political context from which cybercrime and information warfare have emerged and the nature, extent and causes of digital deviance, such as hacking and cyber-terrorism. Societal and political reactions to cybercrime are considered, as are social policy questions of privacy and freedom on the Internet.

### **CRJV 410 Issues in Law Enforcement Lec. 3./Credit 3.**

This elective course is a study of the organization, management, and administration of law enforcement agencies. Topics include police administration in the political arena, organizational theory, police organizational structure, leadership, organizational communication, police subsystem tasks, decision-making, performance evaluation, and organizational improvement. ( i.e. racial profiling, police discretion, police brutality, police corruption).

### **CRJV 411 Homeland Security Lec. 3./Credit 3.**

This course provides a survey of the management issues posed by emergencies of all kinds, such as bomb threats, earthquakes, explosions, labor disputes, and oil spills. Issues such as risk analysis, standards, counter-measures, and emergency public relations will be studied, along with case histories. Methods and techniques used to prevent and reduce losses due to theft and casualty. Consideration of the security survey; communication and surveillance systems; control of personnel and visitors; the use, supervision, and training of security forces; handling civil disturbances in public buildings; and other emergencies is given.

### **CRJV 416 Terrorism and National Security Management Lec. 3./Credit 3.**

This course is designed to address issues in national security management. Topics introduced will include worldwide terrorism, terrorist violence, governmental reaction to specific demands and threats with the objective of weakening established governments. The course will also identify various terrorist groups worldwide that are intent on destroying life and property by the use of explosives, weapons and other violent means.

### **CRJV 417 Law Enforcement in Security Lec. 3./Credit 3.**

This course provides a survey of objectives and tactical issues and methods employed by those persons empowered to establish and enforce security programs. Emphasis is place on the enforcement of required security programs involving transportation, including airports and air carriers. Specific subjects covered include the role of the law enforcement officer in security, and in emergency response, counter-terrorism, and witness interviewing.



**CRJV 418    Emergency Preparation and Security Management    Lec. 3./Credit 3.**

This course studies the various elements involved with planning for and responding to workplace, transportation, and natural disasters and emergencies. This course will adopt an all-hazards approach to the general and technical aspects of disaster planning and response including the incident management system, alarm, warning, and communications systems, evacuation, medical response, search and rescue, media and information management, and business recovery.

**CRJV 499    Senior Practicum    Lec. 3./Credit 3.**

Capstone course designed to provide students with an opportunity to demonstrate their knowledge and apply theory to practice through a practical experience in a professional environment.

## **CSCV (Computer Science)**

**CSCV 120    Introduction to Computers    Lec. 3./Online/Credit 3.**

This course helps the student understand how computers can be used to enhance his or her personal, academic or professional life. A hands-on approach is used to introduce students to various software packages for word processing, spreadsheet applications, and database management. Students also learn how to conduct searches on the Internet and to communicate via electronic mail.

## **ECOV (Economics)**

**ECOV 201    Macroeconomics    Lec. 3./Credit 3.**

A first course on modern market economies. Emphasizes the determination of national income, fluctuations, and growth; the monetary system; the problems of inflation and unemployment; and international trade.

**ECOV 202    Principles of Microeconomics    Lec. 3./Credit 3.**

Second principles course on basic tools of market and price theory and their applications to the operations of firms, the consumption and work choices of individuals, and the effects of government taxes and policies. Prerequisite: ECOV 201.

## **EDUV (Education)**

**EDUV 531    Educational Tests and Measurements    Lec. 3./Credit 3.**

Philosophical bases for study of pupil behavior and performance. Mathematical nature of measurement and standardized tests; construction and standardization of group tests; functions and definitions of aptitude tests, intelligence, and achievement tests; interest inventories and personality tests. Sampling statistical measures, understanding of use, administration, and interpretation of personality, aptitude, and achievement tests.

**EDUV 550    Teaching and Learning with Technology    Lec. 3./Credit 3.**

Students shall meet each of the six ISTE standards for applying technology in educational settings, including: 1) demonstrating a sound understanding of technology operations and concepts, 2) planning and designing effective learning environments and experiences supported by technology, 3) implementing curriculum plans that include methods and strategies for applying technology to maximize student learning, 4) applying technology to facilitate a variety of effective assessment and evaluation strategies, 5) using technology to enhance their productivity and professional practice, and 6) understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

**EDUV 560    Multi-Ethnic Approach to Literature for Children    Lec. 3./Credit 3.**

This course is designed to provide students with experience to develop skill, dispositions, and understanding of a multi-ethnic approach to teaching children literature. Special emphasis requires students to demonstrate competencies through authentic, documentary course projects and varied activities.

**EDUV 600    Public School Finance    Lec. 3./Credit 3.**

Problems of educational finance; theory, practice, and control; federal-state local relations in finance, budgeting, salary schedules, retirement, and school bonds.

**EDUV 601    Social Foundations of Education    Lec. 3./Credit 3.**

Designed to aid student in assessing role of education in society, with consideration of social and economic changes in their bearings on school practices; major psychological and philosophical concepts.

**EDUV 602    Human Development in Childhood through Adolescence    Lec. 3./Credit 3.**

Emphasis upon physical, social, and mental changes. Utilization of insights from sociology, anthropology, and natural sciences; pertinent research findings in developing background for understanding children and adolescents.

**EDUV 611    Techniques and Problems of Educational Research    Lec. 3./Credit 3.**

Develop skills necessary to read, analyze, interpret, and criticize the range of educational research designs including experimental, correlation, survey, descriptive, case study, ethnography, narrative, policy, and longitudinal research.

**EDUV 618    Reading Instruction for All Students: Theory and Practice    Sem. 3./Credit 3.**

A study of the developmental reading, including current approaches, strategies, and materials of instruction. Emphasis on development.

**EDUV 621 Secondary School Administration****Lec. 3./Credit 3.**

Major problems and issues in organization, administration, and supervision of secondary schools. Nature and function of administration. Examination of recent trends in school administration and supervision.

**EDUV 623 Teaching Reading in Content Areas****Lec. 3./Credit 3.**

Philosophy of developmental reading; types of reading encountered in content areas. Emphasis on teaching-learning strategies to deal with content and process simultaneously.

**EDUV 632 Legal Aspects of School Administration****Lec. 3./Credit 3.**

Legal characteristics of public schools. Authority, powers, and responsibilities of teachers. Aspects of school finances, curriculum, property. Emphasis upon statutes and judicial decisions relating to education.

**EDUV 640 Internship-Early Childhood/Elementary Level****Trn./Credit 12.**

Culminating experience involves student in assuming full responsibility for the management and instruction of classes in an elementary school under close clinical and University supervision. Student will be assessed using the format and criteria designed by the department. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**EDUV 641 Elementary School Administration****Lec. 3./Credit 3.**

Analysis of current practices in organization, administration, and supervision of elementary school.

**EDUV 645 Personnel Administration****in the Public Schools****Lec. 3./Credit 3.**

An in-depth study of the goals of the school personnel department to attract, develop, retain and motivate personnel to accomplish the school's goals and objectives; assist members to achieve lifetime professional development and growth.

**EDUV 650 Internship Seminar****Sem. 1./Credit 1.**

Designed for education majors engaged in student teaching: discussion of problems, review of lesson and unit plans, and other topics associated with the student teaching process. Student must be enrolled in a student teaching or internship course.

**EDUV 651 Elementary School Curriculum****Lec. 3./Credit 3.**

Basic concepts of curriculum, modern trends in developing educational programs for children. Critical study of reorganization, construction, and administration of elementary curriculum in light of relevant educational principles and objectives.

**EDUV 652 School Public Relations****Lec. 3./Credit 3.**

Examination of public relations in school administration. Critical study of practices in current use.

**EDUV 662 Internship in Administration Lec. 3./Credit 3.**

Designed for prospective school administrators. Opportunities to observe and participate in operating policy. Student spends 15 hours per week working under the direction of a public school administrator. Approval by dean required.

**EDUV 666 Language Development –****Communicative Arts****Lec. 3./Credit 3.**

A consideration of the objectives, methods and materials of instruction issues, trends, and research related to oral language, written expression, listening skills and reading.

**EDUV 671 Secondary School Curriculum****Lec. 3./Credit 3.**

Principles underlying the revision and reorganization of high school curriculum and critical survey of current practices in implementing programs focused upon meeting needs of adolescents.

**EDUV 673 Supervision of Instruction Lec.3./Credit 3.**

Purpose and principles of instructional supervision at both elementary and secondary levels characteristics of effective supervision; planning, directing, and evaluating instructional programs; and treatment of organization, personnel, and materials.

**EDUV 680 Survey of Computers and Data Analyses****Lec. 3./Credit 3.**

Emphasis on computer and data analyses through examination of the computer system-components, processes, and care. Introduction of hardware and software integration into K-12 curriculum related to promote student learning, administration and management, research and evaluation, statistics, peripheral interface, and personal productivity. Mathematical nature of data analyses to include sampling and statistical measures.

**EDUV 681 PK – 12 School Finance****Lec. 3./Credit 3.**

Principles and issues related to fiscal operations of school management to include use of school facilities and space. Problems of educational finance; theory, practice, and control; federal, state, local relations in finance, budgeting, salary schedules, retirement, and school bonds. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDUV 682 Education Program Evaluation and Planning****Lec. 3./Credit 3.**

Introductory course that provides an understanding of research methods, statistical analyses, needs assessment, and program evaluation. The course includes discussions regarding the importance of research in the education profession, research methods, the use of technology and statistical methods, understanding published research, and the use of research to improve educational effectiveness. Ethical and legal aspects will be discussed.

**EDUV 683 School Organizational Systems and Theory****Lec. 3./Credit 3.**

Process of strategic planning to include development of goals and objectives with measurable outcomes. Using behavioral science, emphasis will be placed on understanding systems theory, organizational development, and the change process of systems, organizations, and individuals. Development of effective communication skills to implement consensus building and negotiations will be discussed. The development of the current school system and education will be discussed. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDUV 684 Secondary School Leadership (Grades 7-12)****Lec. 3./Credit 3.**

Major problems and issues in organization, administration, and supervision of secondary schools with specific emphasis on developmental stage of students. Nature and function of administration. Examination of recent trends in school administration and supervision at the secondary school level. Adolescent development issues and the role of leadership with professional ethics will be discussed. Principles of school security and safety will be discussed.

**EDUV 685 Legal Aspects of School Administration****Lec. 3./Credit 3.**

Legal characteristics of schools and the history of the legal process in public and private education in the United States and Virginia. Authority, powers, and responsibilities of teachers and administrators. Aspects of school finances, curriculum, property. Emphasis upon statutes and judicial decisions relating to education to include current issues. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDUV 686 Elementary School Leadership (Grades PK-6)****Lec. 3./Credit 3.**

Major problems and issues in organization, administration, and supervision of elementary schools with specific emphasis on developmental stage of students. Nature and function of administration. Examination of recent trends in school administration and supervision at the elementary school level. Child development issues and the role of leadership with professional ethics will be discussed. Principles of school security and safety will be discussed.

**EDUV 687 Human Resource Leadership in Schools and Districts****Lec. 3./Credit 3.**

An in-depth study of the goals of the school personnel department to attract, develop, retain and motivate personnel to accomplish the school's goals and objectives; assist members to achieve life-time professional development and growth to include adult learning. Topics of personnel issues, pay, fringe benefits, records, professional negotiations, insurance, fringe benefits, and school counseling programs from a leadership perspective will be discussed. This course will include a 10 hour practicum experience.

**EDUV 688 Curriculum Planning and Design****Lec. 3./Credit 3.**

Basic concepts of curriculum development and modern trends in developing educational programs for children. Critical study of reorganization, construction, and administration of elementary and secondary curriculum for teaching and student learning in light of relevant educational principles, objectives, and global issues. Human growth and development will be investigated to include motivational and learning theories applied to effective curriculum planning and design. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDUV 689 School and Community Relations and Diversity****Lec. 3./Credit 3.**

Examination of public relations in school administration in a multicultural community. Critical study of practices, emerging issues and trends that impact the school community. Understanding community resources and partnerships of school, family, business, government and higher education institutions. The importance of community relations, the diverse school community, and marketing strategies will be discussed. The importance of education and equity in a democratic society with economic impact will be discussed. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDUV 690 Supervision of Instruction Lec. 3./Credit 3.**

Purpose and principles of instructional supervision at both elementary and secondary levels characteristics of effective supervision; planning, directing, and evaluating instructional programs; and treatment of organization, personnel, and materials. Applied learning, motivational theories, diversity, emerging theories and trends that impact the school community, and community resources and partnerships will be discussed. Principles of school security and safety will be discussed. Ethical and legal aspects will be discussed. This course will include a 10 hour practicum experience.

**EDUV 691 Internship in Administration Trn./Credit 9.**

Designed for prospective school administrators. Opportunities to observe and participate in operating policy. Student will complete a minimum of 400 clock hours of a structured and supervised internship to include multiple sites with diverse populations.

**EDUV 702 Master's Comprehensive Examination****Lec. 0./Credit 0-1.**

This credit will not count towards the degree. Pass/Fail grading only.

**ENGV (English)****ENGV 100 Fundamental Writing Lec. 3./Credit 3.**

(For students whose diagnostic/placement score and other data indicate a need for additional preparation to required entrance level for ENGV 101.) A concentrated review of fundamental writing skills, including organization and development of ideas, grammar, mechanics, and style. This course offered only on an S/U basis cannot count toward the English requirement in General Education and does not count toward graduation. Successful completion of English 100 is a prerequisite to the English 101-102 sequence. Limited class size: 15.

## **ENGV 101-102 Written Communication I - II**

**Lec. 3./Credit 3.**

Introductory sequence in composition, contributing to the liberal education of students, regardless of their majors. Approaches writing as a process and provides experience in writing with various aims and rhetorical strategies. ENGV 101 emphasizes the expressive and expository aims. ENGV 102, focusing upon the persuasive and literary aims, includes the development of a research paper. Prerequisites: Satisfactory completion ("S") of ENGV 100 (for those placed in this course) is a prerequisite for ENGV 101; satisfactory completion of ENGV 101 ("C" or better) is a prerequisite for ENGV 102.

## **FINV (Finance)**

### **FINV 304 Business Finance**

**Lec. 3./Credit 3.**

Study of concepts and techniques for determining the need, acquisition and management of financial resources of the firm. Introduction to analysis of financial statements. Prerequisites: ACCV 203, MGTV 215, ECOV 201, MATV 117.

## **HEAV (Health Education)**

### **HEAV 200 Health Education**

**Lec. 2./Credit 2.**

Designed to help the student to understand himself/herself as a human organism; to become familiar with various influences that affect health; to coordinate experiences for more effective understanding of healthful living in the world of today; and to aid himself/herself in solving personal health problems. Fall and spring semesters.

## **HISV (History)**

### **HISV 105 World Civilization I**

**Lec. 3./Credit 3.**

Surveys development of human societies from the first literate, urban civilizations (3500 B.C.) to the middle of the 18th century. Themes emphasized include economic, religious, intellectual, social (gender, race, age, families, communities), ecological, political and military history. Selected historical events in Asia, Africa, Europe, and the Americas will be considered.

### **HISV 106 World Civilizations II**

**Lec. 3./Credit 3.**

Surveys the period from the French Revolution (1789) to the present, years when many aspects of the contemporary world were shaped. Themes emphasize include economic, religious, social (gender, race, age, families, communities), ecological, political and military history. Selected historical events in Asia, Africa, Europe, and the Americas will be considered.

### **HISV 107 Survey of African-American History**

**Lec. 3./Credit 3.**

Part of the World Civilization sequence, a survey of the experiences of Blacks in America from 1500 to the present. Includes material about peoples and institutions of pre-colonial Africa and the Atlantic slave trade.

### **HISV 516 Multicultural Education and Diversity**

**Lec. 3./Credit 3.**

Examination of origin and experiences, cultural patterns of inter-group relations of members of major ethnic groups in the United States.

## **HMKV (Hotel Resort Management)**

### **HMKV 201 Introduction to Hospitality Resort Management**

**Lec. 3./Credit 3.**

This course is designed to provide students with a comprehensive, fundamental understanding of how hotels are managed from the rooms perspective. Through practical hands-on experiences, students will be exposed to operational line-level positions in the rooms division including: housekeeping, reservations, front desk, and bellstand. Lectures will begin with an overview of the lodging industry and will focus on the managerial aspects of the rooms division. Topics covered will include: revenue management, forecasting, budgeting, measuring performance, transient versus group displacement, pricing and inventory management, service quality, ethics, and technology. Guest lecturers will provide students with insight to various career opportunities in the operations or rooms related areas.

### **HMKV 236 Culinary Theory and Practice**

**Lec. 3./Credit 3.**

This course is designed to introduce the student to food and beverage operations through three major components: fundamental food composition and properties, food products and preparation, and food safety. Students will prepare recipes, menus, and production schedules. Students will develop the ability to recognize properly prepared foods through preparing, tasting and evaluating foods. They will also plan menus, develop recipes, and produce them in a final project.

### **HMKV 255 Hospitality Development and Planning**

**Lec. 3./Credit 3.**

An introduction to the issues and opportunities inherent in the development and planning of hospitality facilities, specifically hotels and restaurants. Course components include the project development sequence, conceptual and space planning, architectural design criteria, construction management, and the interpretation of architectural design and consultant drawings. The emphasis is on setting appropriate facilities requirements, understanding industry practice, and implementing properties decisions within a balanced design, operations, and financial framework.

### **HMKV 305 Restaurant Management**

**Lec. 3./Credit 3.**

Surveys managerial challenges that face restaurant managers and owners including how to brand and market a restaurant, recipe costing and pricing, and customer satisfaction. You will also develop research focusing on improving restaurant operations.

### **HMKV 307 Hotel Retail Operations and Sales**

**Lec. 3./Credit 3.**

This course helps you develop an understanding of retail marketing management, the process through which organizations analyze, plan, implement and control programs to develop and maintain beneficial exchanges with target buyers. Effective retail marketing is critical for the long-term success of any hospitality organization because this function ensures that the firm attracts, retains, and grows customers by creating, delivering, and communicating superior customer value.



**HMKV 311 Hospitality Marketing and Customer Behavior Lec. 3./Credit 3.**

Strategic travel marketing principles for the hospitality industry are examined. Emphasis is placed on travel research and its applications. Domestic and international marketing of travel services are explored. This course requires students to conduct in person interview with sales and marketing directors of major area hotels, convention bureaus, state and county tourism offices and airports.

**HMKV 355 Hospitality Facilities Operations Lec. 3./Credit 3.**

An overview of the operation of hospitality facilities, including operating costs for various types of facilities, types and characteristics of major building systems, and the responsibilities of the engineering-maintenance department. The renovation needs of hospitality facilities are examined and key managerial aspects of renovations considered.

**HMKV 399 Independent Study Ind./Credit 3.**

**HMKV 428 Service and Casino Operations Management Lec. 3./Credit 3.**

The course introduces statistical and operations research methods appropriate for the hospitality industry. A key requirement of the course is an ability to communicate the results of the analyses in a clear manner. Topics include: probability, decision analysis, modeling, forecasting, quality management, process design, waiting lines, project management. Topics in casino management, operations and the environment of gaming service are also explored.

**HMKV 430 Food Service Operation Lec. 3./Credit 3.**

An introduction to the principles of food and beverage management, beginning with an overview of the food service industry at large. Attention is focused on major industry segments, business practices and trends. Detailed consideration is given to the components of the food service system: marketing, menu planning, logistical support, production, service, controls and quality assurance. Product and systems differentiation in various industry segments are emphasized throughout.

**HMKV 431 Beverage Management and Control Lec. 3./Credit 3.**

Emphasis will be placed on beverage management control in the food industry. The course looks at an overview of the production operations management function as applied to food service operation.

**HMKV 460 Internship Trn./Credit 3.**

Upper divisional standing and permission of program coordinator. Full-time affiliation as an intern with a hotel or resort.

**HMKV 475 Information Technology for Hospitality Managers Lec. 3./Credit 3.**

This course is composed of two blocks: Block 1. Lecture - the goal of this block is to provide the students with a broad-based knowledge of Information Technology (IT) management issues. Block 2. Lab - the goal of this block is to provide the students with advanced Excel model building skills and concepts.

**HMKV 489 Economic, Socio-Cultural and Environmental Impacts of Tourism Development Lec. 3./Credit 3.**

The impact of tourism development in various localities is examined. Case studies from areas with fragile ecosystems and primary cultures are examined. Most of these studies will examine areas in the Caribbean, Asia, the Pacific Ocean, as well as Native American Reservations.

**HMKV 492 Internship Trn./Credit 3.**

**HMKV 495 Practical Experience Trn./Credit 3.**

The course is developed in two overlapping components. The first component develops the student's business plan for the creation of a hotel or resort. The second component is composed of part-time employment with a local hotel or resort establishment to develop practical based skills.

**HMKV 499 Marketing Management for the Hospitality Industry Lec. 3./Credit 3.**

This course helps you develop an understanding of marketing management, the process through which organizations analyze, plan, implement and control programs to develop and maintain beneficial exchanges with target buyers. Effective marketing management is critical for the long-term success of any hospitality organization because this function ensures that the firm attracts, retains, and grows customers by creating, delivering, and communicating superior customer value.

## **HUMV (Humanities)**

**HUMV 201 Humanities I Lec. 3./Credit 3.**

The first of a required two-semester interdisciplinary course that is organized around a theme, Enduring Human Values and Cultural Connections. The course introduces sophomores students to western and non-western cultural legacies through the study of works of art, music, and literature from Antiquity through the Renaissance.

**HUMV 202 Humanities II Lec. 3./Credit 3.**

The second of a required two-semester interdisciplinary course that is organized around a theme, Enduring Human Values and Cultural Connections. The course introduces sophomore students to western and non-western cultural legacies through the study of works of art, music, and literature from the Late Sixteenth Century through the Twentieth-first Century.

## **MATV (Mathematics)**

**MATV 110 College Mathematics I Lec. 3./Credit 3.**

Sets and simple logic. Solving linear, rational and quadratic equations, inequalities. Graphing linear equations and inequalities, quadratic equations. Exponential and logarithmic functions. Solving systems of equations. Linear programming. Prerequisite: MATV 100 or by placement.

**MATV 117 Precalculus Mathematics I Lec. 3./Credit 3.**  
Functions and their graphs. Polynomial and rational functions, exponential and logarithmic functions. Systems of linear and non-linear equations. Sequences and series. Prerequisite: MATV 105 or by placement.

**MATV 130 Calculus Lec. 3./Credit 3.**  
A one-semester course for students with an option or a requirement for a course in calculus. Differentiation and integration of algebraic, exponential, and logarithmic functions. Applications from business, life, and social sciences. Prerequisite: MATV 117, or by placement.

**MATV 205 Introduction to Statistics Lec. 3./Credit 3.**  
Descriptive statistics for ungrouped and grouped data. Concepts of probability. Random variables. Binomial and normal distributions. Sampling distributions. Correlation and regression. Hypothesis testing and estimation. Prerequisite: MATV 109 or above.

## **MGTV (Management)**

**MGTV 215 Principles of Statistical Analysis Lec. 3./Credit 3.**  
Methods of collecting, organizing, presenting, analyzing, and interpreting business and economic data. These include descriptive statistical methods such as mean, standard deviation and distribution, and inferential statistical methods such as confidence interval, hypothesis testing, one way ANOVA and simple regression. Emphasis will be placed on the application of statistical analysis in decision making. Prerequisite: MATV 117.

**MGTV 216 Quantitative Methods Lec. 3./Credit 3.**  
Techniques for Decision Making in Business including: correlation and multiple regression analysis; decision analysis; time series and indices; decision trees; applications of various linear programming methods. Algorithms will be applied to finance, advertising, transportation, marketing, accounting and management problems. Use of computer software packages. Prerequisite: MGTV 215 and MATV 130.

**MGTV 301 Business Organization and Management Lec. 3./Credit 3.**  
A survey and foundation course in management that typically covers the development of management as a discipline and current theories and practices of leading, organizing, decision-making, communications, and controlling applicable to the business enterprise.

**MGTV 305 Legal Environment of Business I Lec. 3./Credit 3.**  
The nature, structure, and process of our legal system. Representative topics include courts: business and its global legal environment, the court system, alternative dispute resolution, business ethics, constitutional law, administrative law, international law, torts and strict liability, torts and crime related to business, contracts, business organization, consumer protection law, and environmental law. Prerequisite: MGTV 301.

**MGTV 323 Information/DP Systems Management Lec. 3./Credit 3.**  
Introduction to information systems concepts and applications, determining information system requirements, and selecting and implementing information systems which meet the needs of an organization. The course emphasizes how information systems technology supports key business functions; what information resources are available; how managers are involved in the system design, and how information technology supports business strategy. Prerequisite: MGTV 205 or equivalent, including proficiency test.

**MGTV 340 Business Communication Lec. 3./Credit 3.**  
Emphasizes correspondence as a function of business. Stresses: format, clarity, and style in composing letters, reports, memoranda, and speeches to further the general aims of business. Incorporates extensive use of technology for professional presentations.

**MGTV 400 Organizational Behavior Lec. 3./Credit 3.**  
Survey of behavioral science theories and research contributing to understanding the individual and groups in organizations. Representative topics include: motivation, group and intergroup behavior, leadership, power and influence, decision-making, job design, organizational change and development. Prerequisite: Junior standing.

## **MKTV (Marketing)**

**MKTV 305 Principles of Marketing Lec. 3./Credit 3.**  
Analysis of the problems involved in the operations of marketing institutions with emphasis on a micro approach. Topics include the design of channels of distribution, pricing, and promotion of goods and services.

## **NURV (Nursing)**

**NURV 105 Introduction to the Nursing Profession Lec. 2./Credit 2.**  
Introduction to concepts related to the individual as an open system; bio-psychosocio-cultural-political needs; wellness-illness continuum; growth and development; ego defense mechanisms and the research process for use of the nursing process to meet the needs of well individual clients. Study of the past, present and emerging role of the nurse and their relationship to social changes affecting the nursing profession. Orientation to the philosophy and conceptual framework of the baccalaureate nursing curriculum. Prerequisite: None. Fall semester.

**NURV 202 Nutrition and Dietetics Lec. 2./Credit 2.**  
Principles of nutrition in health and illness; practical application of these principles and consideration of individual differences in nutritional requirements. Prerequisite: None. Fall semester. Open to all majors.

**NURV 215 Foundations of Nursing Lec. 4./Credit 4**  
This course focuses on assisting persons of all ages to meet their basic needs. Students will concentrate on concepts of the nursing process, health teaching, relationship-centered communication, ethical-legal issues and caring. The integration of concepts related to mental health, nutrition, pharmacology, and pathophysiology will begin in this course. Students also will begin the process of developing health care skills for self and others. Prerequisites: NURV 105, 217, 218, 221, 230, BIOV 224-225, CHEV 101. Corequisite: NURV 216. Fall semester.

**NURV 216 Foundations of Nursing: Practicum Lab 9./Credit 3.**  
Clinical application of the nursing process, use of therapeutic communication, health teaching and selected nursing techniques in meeting basic needs of self and others in the community. Students will be expected to actively participate in the design and implementation of a life-long, personal, self-care plan. It is expected that each student's learning experiences will be unique, integrating interests, community resources and course requirements. Corequisite: NURV 215. Fall semester.

**NURV 217 Health Assessment Lec. 3./Credit 3.**  
Study of primary health care concepts as they relate to the biological, psychological, and sociocultural assessment of individuals and families in meeting basic needs of individuals in a multicultural society. Emphasis is placed on techniques of data collection through health histories and physical examinations for the establishment of a database for the nursing process. Prerequisites: BIOV 224-225, CHEV 101. Corequisite: NUR 218. Fall semester. For majors only.

**NURV 218 Health Assessment: Practicum Lab 3./Credit 1.**  
Application of primary health care principles and techniques of data collection for the assessment of individuals and families in meeting basic needs of individuals in a multicultural society. Data are collected through the health history and physical examination to establish a database for the nursing process. Corequisite: NURV 217. Fall semester. For majors only.

**NURV220 Therapeutic Communications for Health Professional Lec. 3./Credit 3.**  
This is a transdisciplinary course offered spring and fall semesters for majors in the health disciplines. Provider communication roles, definitions of therapeutic communication, professional and non-professional communication patterns, stress and communication, as well as cultural, legal and ethical aspects of communication, will be explored. Nursing Elective. Open to all majors.

**NURV 221 Medical Terminology for Health Professionals Lec. 2./Credit 2.**  
A comprehensive learning experience which is self paced and designed to assist students in health-care professions, achieve mastery level in the use of medical terminology. Students will use the scavenger hunt approach to find answers to questions in the workbook as well as gain experiences in computerized instruction and testing. Prerequisite: One semester of Anatomy or Physiology. Open to all majors.

**NURV 222 Introduction to Health Law Lec. 3./Credit 3.**  
This course will explore the various legal issues that affect the health-care provider today. Emphasis on ethical dilemmas, confidential record management, living wills, power-of-attorney, organ donation and how to avoid litigation in the workplace will be discussed. Actual malpractice health-care cases and experts in the legal profession will be utilized. Nursing Elective. Open to all majors.

**NURV 223 Issues in Child Growth and Development for Health Professionals Lec. 3./Credit 3.**  
This course focuses on the role that theories and principles of growth and development play in the psychosocial, cognitive, and emotional development of infant, toddler, preschooler, school-aged child, and adolescent. The course is designed for all health-care professionals who practice in all clinical areas and roles who wish to promote the understanding and adjustment of children and their families as they encounter events in the healthcare system. Using a developmental approach and application of theory into practice, emphasis will be on helping the child cope with and interpret both expected and stressful events in healthcare settings, utilizing age-appropriate strategies, such as effective communication and therapeutic play activities. Nursing Elective. Open to all majors

**NURV 224 Cultural Assessment for Health Professionals Lec. 3./Credit 3.**  
This course examines the role that culture plays in the person's health-care practices, health care beliefs, and health care needs. The course is designed for all health care professionals who practice in all clinical areas and roles who wish to nourish awareness of, and sensitivity for the cultural needs of clients and their families. Emphasis will be on health beliefs and practices manifested by people from different backgrounds who are members of various ethnic/cultural communities. Students will be given the opportunity to examine their own culture, beliefs, and attitudes in respect to health and illness. Nursing Elective. Open to all majors.

**NURV 225 Family Health: Women's Health in Contemporary Society Lec. 3./Credit 3.**  
This survey course will emphasize issues unique to the health of women. Particular emphasis will be placed on investigation of contemporary health problems of women with emphasis on health promotion and disease prevention strategies that women can employ. Students will investigate community resources available to support women's health and identification of situations where professional intervention is indicated. Topics such as the superwoman syndrome, stress management, substance abuse, reproductive issues, menopause, cosmetic surgery and domestic violence will be examined. Nursing Elective. Open to all majors.

**NURV 226 Family Health: Complementary Healthcare Practices Lec. 3./Credit 3.**

This course will survey issues surrounding complementary or alternative health care practices within the context of the model of traditional health care. Use of complementary practices as means of consumer empowerment and participation in self care will be examined. Students will identify a wide variety of complementary methods of health care and discuss the risks and benefits of the methods. The place of complementary healthcare practices in contemporary health care will be investigated. Topics will include areas such as herbal and vitamin supplements, acupressure, magnetics, yoga, hypnosis, music therapy, relaxation techniques, energy fields and guided imagery. Nursing Elective. Open to all majors.

**NURV 230 Computations in Pharmacotherapeutics Laboratory Lab 3./Credit 1.**

Application of basic mathematical skills and formulas related to computation of drug dosages to meet the needs of well and ill individual clients. Content includes calculation of oral, parenteral and pediatric dosages, conversion between the metric and Apothecaries' systems to implement the nursing process. Prerequisite: None. Fall semester. For majors only.

**NURV 231 Alternative/Complementary Nutrition Therapies Seminar Sem. 3./Credit 3.**

Fundamental health seminar related to alternative and complementary nutrition therapies. This course will survey the evaluation of health-care claims, mechanisms and literature search on a wide variety of unconventional nutrition therapies used for disease prevention and treatment. Special emphasis will be placed on wellness and health promotion through practical application of knowledge and problem-based learning projects. Nursing elective. Open to all majors.

**NURV 232 Food Additives Lec. 3./Credit 3.**

This course will provide an evaluation of the chemical and physical nature of food additives. The course will survey the functions and effects on the chemical, structural, biological, and nutritional properties of foods. Upon completion of the course, the student will be able to describe the purpose of the various food additives, identify pros and cons of food additive usage, identify interactions with medications and describe current research relating to food additives and supplements. Nursing elective. Open to all majors.

**NURV 233 Concepts of Professional Nursing Lec. 4./Credit 4.**

A transition course for licensed practical nurses which covers concepts of professional nursing theoretical rationale for basic nursing interventions, application of basic mathematical skills, formulas and fundamentals of drug therapies. Study of the past, present and emerging role of the nurse and their relationship to social changes affecting the nursing profession. Orientation to the philosophy and conceptual framework of the baccalaureate nursing curriculum. Prerequisites: State licensure as a licensed practical nurse, NURV 217, 218, 221, 230, BIOV 224-225, CHEV 101. Corequisite: NUR 234. Fall semester. For majors only.

**NURV 234 Concepts of Professional Nursing: Practicum Lab 9./Credit 3.**

A practicum course which provides for clinical application of nursing concepts as a science and a process. Corequisite: NURV 233. Fall semester. For majors only.

**NURV 299 Independent Study Lec. 3./Credit 3.**

This course provides sophomore students with the opportunity to collaborate with a faculty member conducting ongoing research. An individual teaching-learning research contract specifies the amount of time, particular tasks and level required to earn the desired grade for the number of credits earned. Contracts must be negotiated during the first week of class. Nursing Elective. Open to all majors.

**NURV 300 Special Topics in Nursing Lec. 2./Credit 2.**

A tutorial for the five major nursing courses and the Professional Development seminar. Content for each section will be specific to the related nursing courses. The following section numbers correspond to the respective corequisite courses: Section 01 – NURV 345, Section 02 – NURV 355, Section 03 – NURV 455, Section 04, NURV 445, Section 05 – NURV 215 and Section 07 – NURV 419 (by permission only). Prerequisite: Same as major nursing course. Corresponding semester of major course offering. For majors only.

**NURV 307 Conceptual Approaches to Pathophysiology Lec. 3./Credit 3.**

A study of pathophysiologic concepts, utilizing a system's approach. Focuses on alterations in adaptive processes which occur during illness throughout the lifespan and which affect the individual's ability to function in society. Prerequisites: Successful completion of all pre-professional general education courses, and all 100 and 200 level nursing courses. Fall semester. For majors only.

**NURV 318 Concepts of Community Health Lec. 2./Credit 2.**

Study of the community as a social system, the basic concepts of community health systems and epidemiology will be discussed. Major focus is on the role of the nurse in the administration of community health care. Nursing Elective. Open to all majors.

**NURV 319 Death and Society Lec. 3./Credit 3.**

An interdisciplinary study of death from a biological-psychological-social-cultural-political point of view including attitudes toward death, definitions of death, causes, grief expressions, preparations for death, and death rituals in contemporary society. Nursing Elective. Open to all majors.

**NURV 320 Scientific Writing for Health Professions Lec. 3./Credit 3.**

Specifically designed to enhance skills in critical thinking and appraisal of information needed in the communication of scientific data. Emphasis will be on the transdisciplinary use of technologies and informatics in healthcare environments. Nursing Elective. Open to all majors.



**NURV 321 Teaching for Health Professionals****Lec. 3./Credit 3.**

Emphasis is on teaching-learning principles, evaluation of learning needs related to health, planning of learning activities, development of teaching materials, and evaluation of learning outcomes. Nursing Elective. Open to all majors.

**NURV 322 Human Sexuality: A Primer  
for Health Professionals****Lec. 3./Credit 3.**

This multidisciplinary course focuses on health awareness, understanding youth communication, and talking with youth about sex, drugs, and AIDS. Activities will assist in facilitating preteens and teenagers in becoming more aware of their values. The course is designed to be fun but informative. The content is appropriate for persons who are interested in educating either self and peers or others regarding sexual responsibilities and developing advocacy skills. Nursing Elective. Open to all majors.

**NURV 323 Multidisciplinary Approaches  
to Health Care Ethics****Lec. 3./Credit 3.**

This multidisciplinary course examines the shared ethical basis for the practice of nursing, physical therapy, pharmacy and speech and hearing therapy. Normative ethical theory is examined in relation to codes of ethics relevant to each of these areas of practice. In addition, historical and current codes of ethics for nursing, physical therapy, pharmacy and speech and hearing therapy will be examined to assess their impact and relevance for practice. Ethical issues will be examined and discussed in relation to ethical theory and the legal and ethical requirements for professional practice. The impact of knowledge development, culture, and worldview on ethical decision-making is addressed. Ethical frameworks for problem analysis and decision-making are explored. Ethics and public policy is addressed. Nursing Elective. Open to all majors.

**NURV 324 Contemporary Spirituality Lec. 2./Credit 2.**

This course provides the forum for students to explore the meaning of spirituality in everyday living for self and how other individuals across the lifespan might exhibit their own spirituality. Emphasis will be on the contribution and perspectives that religion, history, art, health care and the behavioral sciences give to contemporary spirituality. The primary focus will be on the student's own critical reflection of therapeutic discourse in class, journaling, and the development of one's own concept of spirituality and its components. The concept of the impact of family and community will be discussed. Nursing Elective. Open to all majors.

**NURV 330 Pharmacotherapeutics and  
the Process of Nursing****Lec. 2./Credit 2.**

Study of pharmacotherapeutics and its relationship to the promotion, maintenance and/or attainment of health in the satisfaction of the basic needs of well and ill clients in a multicultural society. The content integrates nursing process with pharmacological principles and fundamentals of drug therapy. In addition, the research process as it impacts the nursing process is given emphasis. Prerequisite: Successful completion of all pre-professional general education courses, and all 100 and 200 level nursing courses. Fall semester. For majors only.

**NURV 340 Disaster Preparedness****Lec. 3./Credit 3.**

This course focuses on introducing the upper level nursing student to disaster preparedness and response as a member of the health-care community. Emphasis will be placed on the team approach to participating in many aspects of a coordinated disaster plan and response. Nursing elective. Open to all majors.

**NURV 345 Adult Health Nursing I****Lec. 4./Credit 4.**

The major focus of this course is utilization of the nursing process in meeting the health care needs of adult clients experiencing medical-surgical interferences. The concept of forming partnerships that promote health in families, populations and communities will be emphasized. In

this course students will focus on the concepts of multicultural, community-based health care, transdisciplinary health-care concepts, wellness program planning and therapeutic communication. Prerequisites: Successful completion of all pre-professional general education courses, and all 100 and 200 level nursing courses. Corequisite: NURV 346. Spring semester. For majors only.

**NURV 346 Adult Health Nursing I: Practicum****Lab 12./Credit 4.**

The application of nursing principles, for self and client care including therapeutic touch, therapeutic presence, and relaxation; assessment and development of wellness plans/programs; development and use of various teaching-learning materials; group dynamics and counseling techniques; participation in target group and/or community activities; and following families experiencing health alterations. Corequisite: NURV 345. Spring semester. For majors only.

**NURV 355 Nursing Care of the Childbearing  
and Childrearing Family****Lec. 4./Credit 4.**

Major emphasis is on the developmental tasks of childbearing and childrearing families and children from infancy to adolescence. Major interferences and maladjustments will be addressed with emphasis on meeting the needs of the family and children along the wellness-illness continuum. Prerequisites: Successful completion of all pre-professional general education courses, and all 100 and 200 level nursing courses. Corequisite: NURV 356. Fall semester. For majors only.

**NURV 356 Nursing Care of the Childbearing and  
ChildrearingFamily: Practicum****Lab 12./Credit 4.**

The application of nursing principles and utilization of the nursing process to meet the healthcare needs of the childbearing and childrearing family in a variety of health care settings. Students will use information technology, the development and use of various teaching-learning materials, group dynamics, assessment and development of wellness plans and counseling techniques. Students will follow families experiencing health alterations. Corequisite: NURV 355. Fall semester. For majors only.

**NURV 390 Nursing Internship: Practicum****Lab 9./Credit 3.**

Emphasis is on a supervised educational experience designed to facilitate beginning role transition of rising seniors in practicing nursing in tertiary health care systems. Opportunities are provided for the application of sound clinical judgment and critical thinking skills throughout the nursing process in the management of patient care; demonstration of understanding and competence in technical skills and procedures related to selected areas and the development of time management and delegation skills. Synthesis of theoretical knowledge with clinical along with knowledge from previous and concurrent courses is expected to be demonstrated. Prerequisite: Successful completion of all pre-professional general education courses, and all 100 and 200 level nursing courses. Summer semester. For majors only.

**NURV 399 Independent Study****Ind./Credit 3.**

This course provides junior students with the opportunity to collaborate with a faculty member conducting ongoing research. An individual teaching-learning research contract specifies the amount of time, particular tasks and level required to earn the desired grade for the number of credits earned. Contracts must be negotiated during the first week of class. Nursing Elective. Open to all majors.

**NURV 400 Major Health Issues and Problems of the Elderly****Lec. 3./Credit 3.**

Study of normal processes of aging. Exploration of major health problems. Discussion of communication techniques and approaches to promoting independence. Interaction with non-institutionalized elderly. Nursing Elective. Open to all majors.

**NURV 418 Issues in Research Seminar Lec. 2./Credit 2.**

Students will critique research in terms of its implications for nursing practice and health care policy. Opportunities will be provided to discuss ways to implement research findings in practice settings. A senior research project and paper will be required. Prerequisite: PSYV 346 or MATV 205, successful completion of all 100 and 200 level courses, and NURV 345, 346 for beginning nursing students and PSYV 346 or MATV 205 for registered nurse students. Summer term for beginning nurse students and fall semester for Registered nurse students.

**NURV 419 Professional Development Seminar****Lec. 2./Credit 2.**

Emphasis will be on basic organizational assessment, leadership and health-care management from the perspectives of voluntary agencies, health care provider organizations and service delivery. A synthesis course utilizing the nursing process in coordinating care for a variety of clients at various states along the wellness-illness continuum. Selected cases are used for developing the professional nurse's role in managing care to individual, families and groups. Must be taken the semester of graduation. Successful completion of all 100, 200 and 300 level nursing courses. Spring semester. For majors only.

**NURV 442 Leadership and Management in Nursing****Lec. 2./Credit 2.**

Investigation and analysis of theoretical and applied concepts of leadership and management principles of nursing in the delivery of health care to meet the basic needs of human beings, families, groups, and communities. Emphasis is placed on knowledge, skills and attitudes of the nurse leader/manager through skill building, communication, delegation, conflict resolution, staffing, resource allocation, risk management, evidenced based practice and quality improvement. This course focuses on the student nurse role in transitioning into nursing leadership roles and beginning nursing practice. Corequisites: NURV 443. For majors only.

**NURV 443 Leadership and Management in Nursing****Lab 6/Credit 2.**

This precepted experience is designed to promote transition into professional nursing practice. Emphasis is placed on collaboration with members of the health care team, application of leadership and management roles, apply critical thinking and ethical decision making in the delivery of safe and effective care. Utilize the nursing process in the evaluation of nursing care, allocation of resources while refining skills, knowledge and attitudes gained in prior nursing courses. Corequisites: NURV 442. For majors only.

**NURV 445 Community/Mental Health Nursing****Lec. 4./Credit 4.**

Emphasis is on the etiology and control of major health problems, at risk populations, health policy, organizational leadership and management, and nursing research. Opportunities will be provided to investigate relationships between bio-psycho-socio-cultural-political-spiritual-factors and the health of the community, and automated databases for epidemiologic and outcome evaluation purposes. Prerequisite: Successful completion of all 300 level nursing courses. Corequisite: NURV 446. Fall semester. For majors only.

**NURV 446 Community/Mental Health Nursing: Practicum****Lab 12./Credit 4.**

This course places major emphasis on early case finding and referral of individuals and groups for treatment and, when necessary, rehabilitation. The interface between hospitals, urgent care centers, adult care homes, and other governmental and private health care agencies will be explored. Refining assessment, care and collaborative professional skills of nurses will be expected. Corequisite: NUR 445. Fall semester. For majors only.

**NURV 455 Adult Health Nursing II Lec. 4./Credit 4.**  
Focus is on the care of adult clients experiencing major complex and life threatening medical-surgical alterations in health utilizing the nursing process and related theories. Concepts of acute care, nursing research, decision making, and professional accountability are emphasized. Course content includes crises interventions Pre-requisites: Successful completion of all 300 level nursing courses. Corequisite: NURV 456. Spring semester. For majors only.

**NURV456 Adult Health Nursing II: Practicum Lab 12./Credit 4.**  
Focuses on the implementation of the nursing process in caring for adult clients with medical-surgical alterations in the acute care setting. The additional concepts of the etiology and control of major health problems, conflict resolution, care coordination, organizational leadership and management, and nursing research will be included. Corequisite: NURV 455. Spring semester. For majors only.

## **PEDV (Physical Education Activities)**

**PEDV 113 Conditioning Lec. 2./Credit 1.**

**PEDV 117 Personal Defense I Lec. 2./Credit 1.**

**PEDV 118 Personal Defense II Lec. 2./Credit 1.**

**PEDV 121 Golf I Lec. 2./Credit 1.**

**PEDV 122 Golf II Lec. 2./Credit 1.**

## **PSYV (Psychology)**

**PSYV203 Introduction to Psychology Lec. 3./Credit 3.**  
Basic topics in psychology are explored, such as learning, motivation, intelligence, personality, perception, abnormality, and others. Emphasis is given to scientific methodology and its application to behavior.

**PSYV 311 Human Growth and Development Lec. 3./Credit 3.**

Basic process of biological and psychological development. Theory and research concerning child development through adolescence. Prerequisite: PSYV 203.

**PSYV 346 Statistics I - Introduction to Statistical Methods Lec. 3./Credit 3.**  
Use of statistics in the social sciences. Descriptive and correlational statistics. Taken simultaneously in sequence with Methods of Psychology PSYV 208. Prerequisite: MATV 109.

## **SCIV (Physical Science)**

**SCIV 102 Introduction to Physical Science Lec. 3./Credit 3.**

Some concepts and methods of modern physical science; consideration of its role in modern thought and society. Special emphasis will be given to topical themes that relate physical science principles to contemporary issues in science, technology and society.

## **SPAV (Spanish)**

**SPAV 101-102 Elementary Spanish Lec. 3./Lab 1./Credit 3.**

Introductory course designed to develop the four skills: listening, speaking, reading and writing. Oral proficiency and communicative competence stressed.

**SPAV 201-202 Intermediate Spanish Lec. 3./Lab 1./Credit 3.**

The continued development of listening, speaking, reading and writing skills. Includes readings of authentic Afrohispanic, Latin American, and Spanish texts. Prerequisite: SPA 102V or the equivalent.

## **SPEV (Special Education)**

**SPEV 508 Diagnostic, Prescriptive Teaching and Planning in Special Education Lec. 3./Credit 3.**

Emphasizes specific competencies of applying educational assessment to the development of strategies for teaching exceptional children. Instruction leads to demonstrated competence in prescriptive teaching. To be taken in conjunction with practicum.

**SPEV 515 Applied Behavior Analysis Lec. 3./Credit 3.**  
The content of this course will focus on the advanced concepts of applied behavior analysis procedures in instructional design and behavior management. Topics will include training strategies, measurement, data-based programming, and the element of field-based teacher research methods.

**SPEV 517 Remedial Techniques in Reading and Language Lec. 3./Credit 3.**

A study of the modification of content of reading and language arts programs and the methods of presentation to meet the needs of learning disabled and emotionally disturbed students, focus on the theoretical bases as well as practical applications in reading and language arts.

**SPEV 521 Survey of Exceptional Children Lec. 3./Credit 3.**

Identification and analysis of current issues, problems in the field of developmentally handicapped. Exploration of topics for an independent study project. Synthesis of course work and experience; implication for the future.

**SPEV 522 Trends and Issues in Special Education Lec. 3./Credit 3.**

This course is designed to explore current trends and issues in special education, and examine the intent and extent of the Individuals with Disabilities Act (IDEA). A review of special education litigation and policies impacting the global society and the educational process will be addressed as well.

**SPEV 523 Collaboration and Consultation  
in Special Education Lec. 3./Credit 3.**

A course designed to study interactive teaming within schools to address the needs of exceptional and at-risk learners. Team, multi-disciplinary and interdisciplinary models are discussed along with models for consultation. An emphasis is placed on approaches to teaming, whole-school staff development, and empowerment of parents and professionals for school-based management.

**SPEV 606 Characteristics of Children  
with Learning Disabilities Lec. 3./Credit 3.**

Study of the concepts associated with minimal brain dysfunction from early childhood through adolescence. Analysis of the nature and extent of perceptual motor and conceptual impairments.

**SPEV 608 Psychoeducational Diagnosis  
Lec. 3./Credit 3.**

Study of curricular adjustment procedures as determined by the psychological, education, social, and physical data concerning the individual. The focus is upon methods of diagnosing the learning strengths and limitations of the individual through testing procedures.

**SPEV 610 Clinical Internship I (Learning Disabilities,  
Emotional Disorders) Trn. /Credit 3-6.**

The course is a supervised clinical/school practicum with small groups of youngsters with exceptional characteristics. The practicum will involve direct experience with these youngsters with supervision provided by college faculty in each specialty area.

**SPEV 613 Emotional Disorders of School-Aged Children  
Lec. 3./Credit 3.**

This course provides a study of the classification of behavior and personality characteristics which have implications for the selection of educational and clinical strategies to deal with the child's educational progress. The focus of the course is a developmental perspective beginning with normal development and considering children and youth with mild to severe difficulties.

**SPEV 614 Curriculum Adaptation Seminar I  
Sem. 1./Credit 1.**

This course is to be taken in conjunction with SPEV 610. It will focus on developing alternative course content and materials selection for actual students who are experiencing academic difficulty in subject areas.

**SPEV 615 Clinical Internship II (Emotional Disorders,  
Learning Disabilities) Trn./Credit 3-6.**

The main focus of this course will be direct involvement with the education program of handicapped youngsters in public school settings. Emphasis will be on the application of behavior management skills and adapting educational curriculum to the specific needs of these youngsters. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**SPEV 616 Procedures for Teaching  
the Emotionally Disturbed Lec. 3./Credit 3.**

A methods course designed to integrate teaching theories and practice. This course includes materials taken from psychology of learning, educational diagnosis, social interaction, and behavior management models.

**SPEV 617 Curriculum Adaptation Seminar II  
Sem. 1./Credit 1.**

This course is to be taken in conjunction with SPEV 615. The major focus will be directed toward an awareness of secondary curriculum and specific methods and materials which can be used to teach concepts in the general curriculum to youngsters who are functioning below grade level in subject areas.

**SPEV 640 Internship-Early Childhood/Elementary Level  
Trn./Credit 12.**

Culminating experience involves student in assuming full responsibility for the management and instruction of classes in an elementary school under close clinical and University supervision. Student will be assessed using the format and criteria designed by the department. Prerequisite: Successful admission to the Teacher Preparation Program and satisfactory performance on required test(s).

**SPEV 650 Internship Seminar Sem. 1./Credit 1.**

Designed for education majors engaged in student teaching; discussion of problems, review of lesson and unit plans, and other topics associated with the student teaching process. Student must be enrolled in a student teaching or internship course.

## **SOCV (Sociology)**

**SOCV 205 Introduction to Sociology Lec. 3./Credit 3.**

Introduction to the scientific study of society and social behavior. Emphasis on culture, social structure, social inequality, social institutions and social change. SOCV 205 is a prerequisite to all other courses given by the Department, unless permission of the instructor to waive the prerequisite is obtained.

## **UNV (University)**

**UNV 101 The Individual and Life Lec. 2./Credit 1.**

A one-semester required orientation course designed to improve the quality of the freshman experience for entering students by helping them understand the purpose and value of higher education at Hampton University, as well as the larger context in which that education takes place and the multicultural nature of the problems and concerns which it addresses; to develop positive attitudes toward the teaching learning process; and to acquire coping skills essential for successful college life.



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