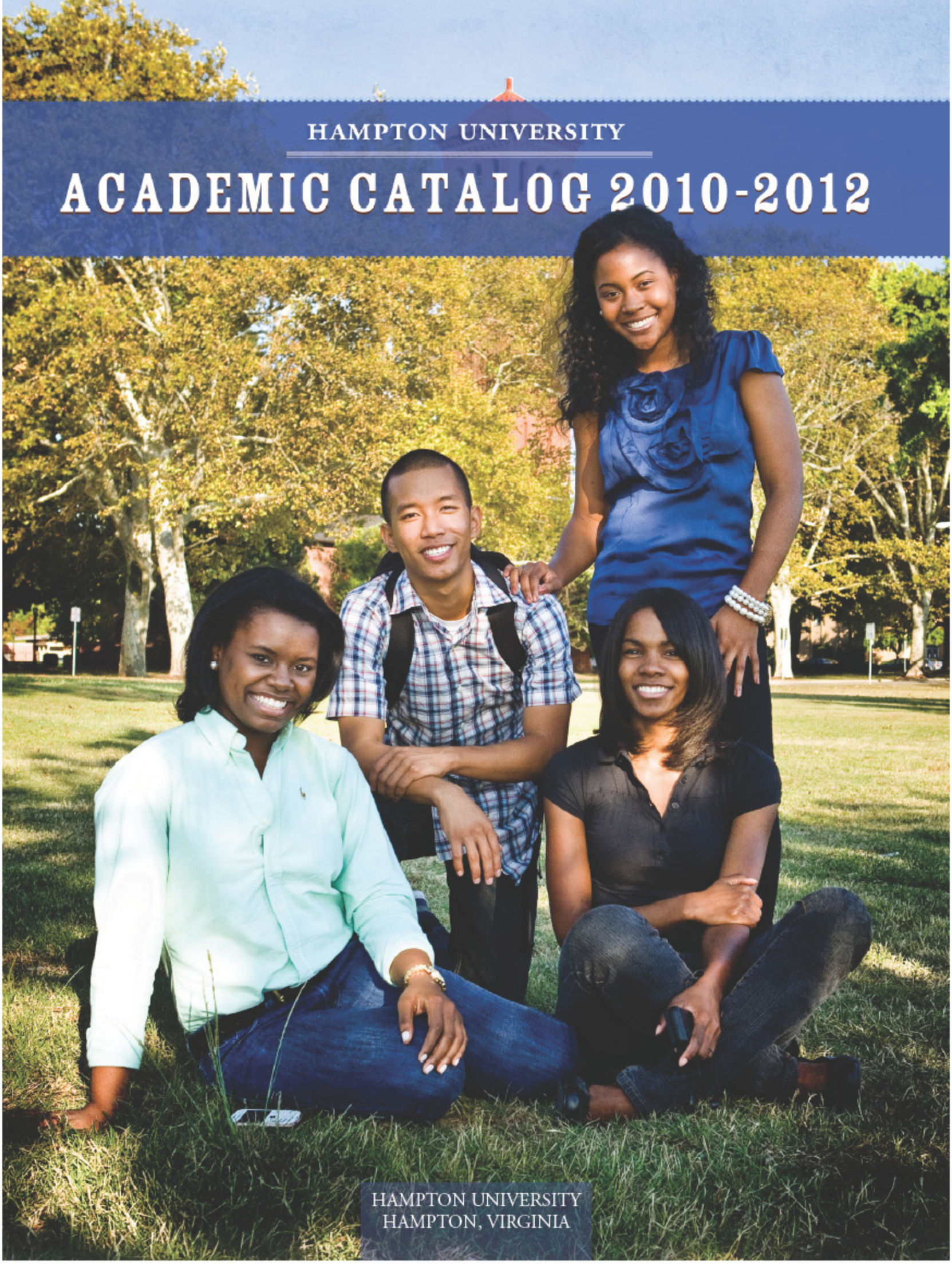
HAMPTON UNIVERSITY

ACADEMIC CATALOG 2010-2012



HAMPTON UNIVERSITY
HAMPTON, VIRGINIA

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, College of Education and Continuing Studies, 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 College of Education and Continuing Studies, 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, as the University reserves the right to change the requirements, regulations, rules, and fees set forth herein at anytime 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:

l. 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, postsecondary 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 accommodate 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, 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, 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 School of Nursing, the Department of Architecture and the Department of Music.

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 363,206 volumes; 62,538 bound periodicals; more than 640,000 microforms; and vertical file materials in excess of 40,000 items. The library regularly receives more than 900 print periodicals, including journals, proceedings, magazines and newspapers. In addition, microfilm editions of major newspapers are received on a continual basis.

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 the Southeastern Library Network (SOLINET), 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, web tutorials and an online Blackboard course 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.

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, aviation, 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. All five of the aviation programs are accredited by the Aviation Accreditation Board International. 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 National Council for Accreditation of Teacher Education.

Academic Organization

Hampton Institute (The Undergraduate College), 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 College of Education and Continuing Studies. The Undergraduate College is comprised of six Schools: Business, 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 College of Education and Continuing Studies through the Hampton University Online virtual campus.

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 College of Education and Continuing Studies. 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 *Management (General Management, Management Information Systems) *Marketing (Marketing, Professional Tennis Management)
School of Engineering and Technology		
	Master of Architecture	*Architecture
	Bachelor of Science	*Aviation (Aviation Computer Science, Aviation Electronic Systems, 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	†*Advertising
		*Broadcast Journalism
		†*Electronic Media Production
		*Print Journalism
		*Public Relations

† *The Scripps Howard School of Journalism and Communications is currently only accepting students in Broadcast Journalism, Print Journalism and Public Relations.*

School of Liberal Arts

	Bachelor of Arts	Art (Comprehensive Art, Graphic Design)
		Criminology (online)
		*English (English Arts, English Education [6-12], English Expression)
		*History
		International Studies (International Relations, Latin American and Caribbean Studies [online only])
		*Modern Foreign Languages (Spanish)
		*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)
	Bachelor of Science	*Criminal Justice and Criminology [online only]
		Music Recording Technology

School of Nursing

	Bachelor of Science	Nursing (Traditional Baccalaureate, LPN to BS, RN to BS)

School of Pharmacy

	N/A	Pre-Professional Pharmacy
	Doctor of 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

School of Science	Bachelor of Arts	Communicative Sciences and Disorders
	Bachelor of Science	Biochemistry
		*Biology (Biology, Molecular Biology, Biology Education

		[6-12]) *Chemistry *Computer Information Systems *Computer Science *Marine Science *Mathematics (Mathematics, Mathematics Education [6-12]) *Physics (Premed Physics, Physics) **Space, Earth and Atmospheric Sciences
Leadership Institute	N/A	******Leadership Studies

College of Education and Continuing Studies

Division of Professional Education

Degree	**Major (Emphasis)**
Bachelor of Arts	Interdisciplinary Studies for Elementary Education [PK-6]
Bachelor of Science	Health & Physical Education [PK-12] Kinesiology Recreation & Tourism Management Sport Management **Aquatics

Division of Continuing Studies

Degree	**Major (Emphasis)**
Bachelor of Arts	General Studies (General, Early/Primary Education) Paralegal Studies
Bachelor of Science	Business Management (Hotel and Restaurant Management) Public Safety Administration (Criminal Justice, Emergency and Disaster Management, Emergency Medical Systems Management, Fire Administration Systems Organization and Management (Human Resources Management)

Hampton University Online

Degree	**Major (Emphasis)**
Bachelor of Arts	General Studies Paralegal Studies International Studies Religious Studies
Bachelor of Science	Business Management Criminal Justice Systems Organization and Management Registered Nurse to Bachelor of Science
Master of Health Administration	Nursing
Master of Science	Education in Curriculum and Instruction (to begin soon) Nursing (Administration, Education, Practitioner)

Doctor of Nursing Practice	Nursing
Doctor of Philosophy	Business Administration Educational Management Nursing (Family Health, Nurse Educator)

College of Virginia Beach

Degree	**Major (Emphasis)**
Bachelor of Science	Nursing
Master of Arts	***Educational Leadership

The Graduate College

Degree	**Major (Emphasis)**
Master of Arts	Biology Communicative Sciences and Disorders Counseling (College Student Development/Student Affairs, Community Agency, School, Pastoral) Education (Elementary Education, Montessori Education, Gifted Education) **Educational Leadership
Master of Business Administration	Business Administration
Master of Health Administration	Health Administration [online only]
Master of Science	Applied Mathematics (Statistics & Probability, Computational, Nonlinear Science) Atmospheric Sciences Biology (Biology, Biology/Environmental Science) Chemistry Computer Science Medical Science Nursing (Administration, Education, Practitioner) Physics (Medical, Nuclear and Optical) Planetary Sciences
Master in Teaching:	Endorsements in Biology [6-12] English [6-12] Mathematics [6-12] Music [PK-12]
Specialist in Education	Counseling (College Student Development/Student Affairs, Community Agency, Guidance, Pastoral)
Doctor of Nursing Practice	Nursing (Nurse Practitioner) [online only]
Doctor of Physical Therapy	Physical Therapy
Doctor of Philosophy	Atmospheric Sciences Business Administration [online only] Educational Management [online only] Nursing [online only] Physics (Medical, Nuclear and Optical)

		Planetary Sciences

Professional Programs

	Degree	Majors (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.***

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

Online programs are offered through the unit listed above in collaboration with the Division of Continuing Studies within the College of Education and Continuing Studies.

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 2010-2011

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.

Statement of Expenses for School Year 2010-2011

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

New Students	**On-Campus (includes room and meals)**	**Off-Campus**
Application Fee (Non-refundable)	$ 35.00	$ 35.00
Matriculation Fee (Non-refundable)	100.00	100.00
Total for Official Acceptance	$ 135.00	$ 135.00
All Students		
Tuition (10 to 17 hrs.)	$ 16,238.00	$ 16,238.00
*Room Charge	4,186.00	-
**Board Charge (Meal Plan-Option 1)	3,862.00	-
Comprehensive Fee	1,836.00	1,836.00
Total Cost for School Year	$ 26,122.00	$ 18,074.00

** Additional charge will be made yearly for the following residence halls: DuBois Hall, CEC, Modulars, 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 2010-2011

Applicable to Professional Pharmacy Students

	On-Campus (includes room and meals)	**Off-Campus**
New Students		
Application Fee (Non-refundable)	$ 35.00	$ 35.00
Matriculation Fee (Non-refundable)	100.00	100.00
	$135.00	$135.00
Professional - Lower Level		
First & Second Professional Year:		
Tuition (10-17 hours)	$ 18,890.00	$ 18,890.00

Technology Fee	1,690.00	1,690.00
*Room Charge	4186.00	-
**Board Charge (Meal Plan-Option 1)	3,862.00	-
Comprehensive Fee	1,836.00	1,836.00
Total Cost for School Year	$ 30,464.00	$ 22,416.00

Professional - Upper Level
Third & Fourth Professional Year:

Tuition	$ 23,700.00	$ 23,700.00
Technology Fee	1,690.00	1,690.00
*Room Charge	4,186.00	-
**Board Charge (Meal Plan-Option 1)	3,862.00	-
Comprehensive Fee	1,836.00	1,836.00
Total Cost for School Year	$ 35,274.00	$ 27,226.00

** Additional charge will be made yearly for the following residence halls: DuBois Hall, CEC, Modulars, 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 2010-2011
- Hampton University Online

Undergraduate

Tuition	$425.00 per semester hourRegistration Fee: $100.00 per session
Application Fee:	$50.00
Late Registration Fee:	$150.00

Graduate

Tuition	$600.00 per semester hour
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 2010-2011 – 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	$ 410.00
(10 – 17 Hours)/per semester	$8,119.00
Graduate Tuition Rate per Hour	

(In excess of 17 hours)	$ 270.00

Statement of Expenses for School Year 2010-2011
– 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	$ 220.00	727.00
Tuition (12 to 17 credit hours)	4,212.50	12,192.50
Tuition (Each credit hour above 17)	140.00	470.00
Comprehensive Fee (Undergraduate) per		
semester hour, up to eleven hours	32.00	32.00
semester (over 11 credit hours)	396.00	396.00
Late Fee	400.00	400.00
Non Pre-Registration Fee	100.00	100.00
Nursing Fee (Per Term)	200.00	200.00
Graduate	**SCHOOL YEAR 2010-2011**	
Tuition per credit hour, up to nine hours	$ 317.00	658.00
Tuition (10 to 17 credit hours)	5,488.50	11,059.00
Tuition (Each credit hour above 17)	210.00	420.00
Comprehensive Fee (Graduate) per		
semester hour, up to eleven hours	32.00	32.00
semester (over 11 credit hours)	396.00	396.00
Late Fee	400.00	400.00
Non Pre-Registration Fee	100.00	100.00
Nursing Fee (Per Term)	200.00	200.00

Payment of Fees:

The total cost for the 2010-2011 school year, and the dates payments are due, are outlined on the website 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 $30.00 per year. Application for this deferred payment plan must be received by the University on or before July 1, 2010, 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, 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. 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 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. his 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 2 - February 6, 2010. 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 Men/Women. These students will be required to pay an additional non-refundable fee of $400.00 by May 28, 2010. The room reservation and assignment will be canceled for those students who do not pay the $400.00 by May 28, 2010 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 $918.00 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.

Rooms:

The cost for on-campus housing for the 2010-2011 school year is $4,186.00. This charge includes bed linens and blankets. The $4,186.00 will be billed in two installments of $2,093.00 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 $5,186.00 payable in two installments of $2.593.00 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, $100.00; Modular Dorms, $175.00; CEC, $100.00/$200.00; McGrew Towers, $175.00; White, $175.00; Holmes, $175.00. The charge for a single occupancy room is $500.00.** 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 Men/Dean of Women.

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 Deans of Men and Women. 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 $3,862.00 for 19 meals a weeks. This charge for meals will be billed to each on-campus student on a semester basis of $1,931.00. With the Option 1 meal plan the student will receive $100.00 Gourmet Dollars per year; $50.00 for the Fall 2010 semester, $50.00 for the Spring 2011 semester.
2. The students will be charged $4,180.00 for 15 meals a weeks. This charge for meals will be billed to each on-campus student on a semester basis of $2,090.00. With the Option 2 meal plan the student will receive $300.00 Gourmet Dollars per year; $150.00 for the Fall 2010 semester, $150.00 for the Spring 2011 semester.
3. This plan provides Off-campus students the option of a meal plan. Students will be charged $1,840 for 5 meals a week. This charge for meals will be made on a semester basis of $920 for the Fall 2010 semester and $920 for Spring 2011. This plan does not come with gourmet dollars.

Non-Pre-Registration:

A $100.00 Non-Preregistration 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-Preregistration 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 $16,238.00 per year. On a semester basis, $8,119.00 is due and payable at the beginning of the first semester, and $8,119.00 is due and payable at the beginning of the second semester. Students entering for the first time in the second semester will pay $8,119.00 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 $270.00

per semester hour. Regular students taking fewer than 10 semester hours will be charged at the rate of $410.00 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 $410.

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 $400 to about $500 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 $270.00 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 $410 plus the number of semester hours of credit times the individual hourly tuition rate of $410 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 $410 per course, plus $10 registration fee.

Student Group Insurance:

This optional insurance is available to all undergraduate students at a cost of $160.00 per year. It covers hospitalization, medicine and treatment of injuries ***with limitations***. A waiver must be received on or before October 1, 2010 *if insurance is not desired*.

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 from the Office of Human Resources.

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 academic regalia	$ 42.00
Bachelor's degree	$ 50.00
Bachelor's academic regalia	$ 42.00
Master's degree	$ 50.00
Master's academic regalia	$ 52.00
Doctoral Degree	$ 50.00
Doctoral academic regalia	$ 50.00
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.

Days	**Refund Percentage**
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 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/studentservices/financialaid/gen_info/faq.cfm# 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.

When to Apply

Students should apply after January 1st of each year. Complete and correct applications received via the federal processor on or before MARCH 1 are given priority consideration. To ensure that you meet the priority filing date, please complete and submit the FAFSA no later than February 1. 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 March 1. 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.
- be enrolled as a regular student in an eligible program.
- must have a demonstrated financial need (as determined by the federal processor)for financial aid.
- sign a Statement of Educational Purpose/certification statement on refunds and default.
- register with Selective Service, if required.
- make satisfactory academic progress.
- 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). Funds available are prorated among eligible students. Those with the greatest demonstrated need are awarded the most aid.

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.

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
Full-Time		
BS, BA degree (4-yr. Program)	5	10
BS, BA degree (5-yr. Program)	6	10
Part-Time		
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	1.5	20
2	4	1.7	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	1.0	10
2	1.5	20
3	1.6	30
4	1.7	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, satisfactory 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 prorata 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. **Repeated 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	1.0
20	1.5
30	1.6
47	1.7
48-up	2.0

A student must achieve a minimum semester grade point average of 2.0 each semester enrolled beyond the fourth (4th) 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 Suspended 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 before being reinstated to the financial aid programs. The student must also complete a minimum of 12 credit hours and earn a minimum semester grade point average of 2.0 each semester thereafter, in order to remain on the programs.

Note: Part-time students who have been academically suspended 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.

Returning Students will be reviewed on previous academic records in order to determine eligibility for 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:

a. The student must have a cumulative grade point average (GPA) of 3.0 or better.

b. The student must complete, with passing grades, at least 80% of the total number of GPA Hours carried for the academic year.

c. 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. **Repeated 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 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 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 to graduate students must be approved by the Dean of the Graduate 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.

Professional 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 Director.
2. Students must submit all necessary documents (grade change, latest grade report) to the director with the appeal request.
3. The student's request for appeal will be reviewed within two weeks of receiving the request and all necessary documents (appeals will be not be reviewed during periods of registration).
4. Students will be notified of the decision regarding reinstatement or continued denial of financial aid.
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 the Office of Financial Aid and Scholarships for information on the 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. Other conditions may apply.

Other

Other sources of support may be available to graduate students through schools or departments in specific disciplines at Hampton University.

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 College of Education and Continuing Studies 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.

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. Repeated courses will be calculated in the cumulative grade point average. However, a course may be counted only once toward the degree, regardless of the number of times taken. All grades earned are used in the calculation of the Cumulative Grade Point Average for graduate and professional students. Effective Fall 2006, undergraduate students may repeat any course taken 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 will be calculated in the cumulative GPA. This policy is applicable only to courses taken at Hampton University.

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 schedules 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 expeced 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 or the appropriate office of either the Dean of Men or Women. That office will, in turn, notify the student's instructors that it received notice of the absence.
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.

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, he or she is considered unofficially withdrawn. 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 Institute. 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 "C-", or less. The appropriately approved, posted transaction will appear on the student's record when the current term is completed.

The cumulative grade point average of each student will be calculated on work (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. 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.

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 in the Undergraduate College - 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 Undergraduate College expects the 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 Undergraduate College 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 Undergraduate College, 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 and dismisses at the same time those academically deficient students separating from the Undergraduate College at the end of the previous fall and summer sessions.

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.

Student Affairs and Services

Student Affairs is the group of student development services which is concerned with meeting the needs of students outside of the formal classroom. The Vice President for Student Affairs serves as the chief student affairs officer. The Vice President is responsible for providing leadership and facilitating the development of policies, procedures and programs to fully integrate into the all-college mission of maximum student development, such student personnel services as residence hall living, health services, career center services, assessment and counseling services, testing services, freshman studies, and student activities. 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.

At Hampton University, the student development services include residence hall living, Student Health Center services, Student Activities and the Student Center, Career Center, Testing Services, Freshman Studies and the Pre-College Program and the Student Counseling Center. Student Support Services, Talent Search and Upward Bound, the Federal Trio Programs, are also administered in Student Affairs. There are additional student services, which are administered in other areas of the University. However, the Student Affairs staff has a close, cooperative relationship with the offices of Admission, Registrar, Financial Aid, Food Services, and with 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 Student Affairs for personal decorum. The Vice President for Student Affairs 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 Women and Dean of Men

The Dean of Men and Dean of Women are responsible for the respective men's and women's divisions. The purpose of the divisions is to provide support services such as housing, counseling, guidance, residential programming, training in social and cultural values, maintenance of student locator systems (specifically local addresses) for all students at Hampton University. They have the authority and responsibility for all aspects of student life and welfare. The deans are under the direct supervision of the Vice President for Student Affairs in the Division of Student Affairs. The deans are responsible for the programs in student development for the women's and men's divisions. The deans jointly share in administering the program in

discipline and behavioral intervention, with emphasis on assisting students as they become acclimated to acceptable standards of student conduct and University community interaction. The deans provide leadership in planning, establishing and operating the residence hall housing programs for all students. The deans manage all aspects of the operational budgets of their respective divisions, in support of the overall student life program. The deans are required to provide leadership and supervision for residential, graduate and office staff, student resident assistants and a cadre of volunteers in several capacities. The deans are members of the Student Development Leadership Team (SDLT) of student affairs directors, serve on committees, supervise and provide team leadership for special projects and assist with university-wide activities, such as registration, formal academic occasions, conference utilization of residential facilities and other tasks as directed by the Vice President for Student Affairs, the Provost and the President of the University.

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 Women and Dean of Men, 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.

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.

The Student Center Board

The Student Center 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, and planning of the Student Center Activities Calendar.

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 practitioners, 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, graduate, education and continuing studies, 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 healthcare 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 absolvement of Hampton University 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 encouraged 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. This program is optional; however, the parent/student must notify the Business Office of their decision not to participate in our insurance program. The notification must be received by September 1st of each academic year.

Career Counseling and Planning Center

Located in the Wigwam Building, the Career Counseling and Planning Center 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 Job Development Office. This office is responsible for posting job announcements and for assisting students and alumni with their resumes and cover letters. The e-Recruiting System 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. Discover 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 company reference library that has current company binders, annual reports, videos, CD's, job vacancy and internsip information. 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

The Freshman Studies Program is primarily responsible for freshmen. Its major objective is to provide a comprehensive core of academic support programs to facilitate the delivery of services that significantly influence the academic achievement of students. Freshman students are provided educational, career, social/personal counseling, academic advisement, and assistance with registration. Freshman students on academic probation, reduced workload, undecided/undeclared majors and all Hampton Scholarships are monitored on a weekly basis 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 who are freshmen or first semester sophomores. 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 modules whose subject matter and mode of presentation are designed to unite students in such a way that their experiences at Hampton University become meaningful, coherent and fulfilling. The students, mentors/instructors and student assistants meet once 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 units.

Orientation Week Program

Entering freshmen and transfer students are required to participate in an intensive 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. Through a program of structured activities, students learn about the University and the University becomes more aware of and responsive to the needs of its new students.

The Student Counseling Center

The Student Counseling Center, staffed by professional counselors who are understanding and experienced in dealing with students' problems and concerns, assists students with

emotional, personal, social and academic concerns. Individual and group counseling, seminars, and workshops are provided to help students cope with the demands of college. Students receive assistance with such issues as adjustment, home and family difficulties, peer pressure, self-esteem, conflicts, anger control/management, crisis intervention, substance abuse, academic difficulties, stress management, sexual abuse/assault relationships with mates, homesickness, anxiety, depression, grief and loss. A network of community resources and referral agencies has been established to support the mental health needs of students. Student Counseling Center sponsored peer support groups such as the Peer Counselors, and Summer Peer Helpers are also available to assist students. Confidentiality and student privacy are protected under state and federal laws. Students may schedule appointments by visiting or calling the Center.

Academic Counseling

The Academic Counseling component of the Student Counseling Center provides services for upperclass students. Each student visiting the Center is assigned an individual counselor who provides encouragement as well as proven strategies and techniques that lead to academic success. Assistance is provided through individual and group counseling, academic success workshops, seminars, and class visitations. Some of the topics addressed in these sessions include 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 or those on academic probation.

Learning to Learn (EDU 295)

Students whose cumulative grade point averages fall below 2.00 are required to take Learning to Learn. This course is designed to enhance the skills of students in many areas, including generating questions, reading for comprehension, scheduling course work, studying for exams, and writing term papers. Individual conferences are provided for learners to validate weekly progress with their instructors. Learners are expected to transfer Learning to Learn techniques to other academic courses.

Trio Programs

Student Support Services

Student Support Services is an educational assistance program funded by the United States Department of Education. Its primary purpose is to provide support services to increase the retention and graduation rates of eligible students enrolled at the University. To qualify for the program a student must be a citizen or a national of the United States and meet one of the following eligibility requirements:

1. first-generation college student,
2. low-income individual, or
3. an individual with a disability.

The program is designed to aid students in the realization and development of their potential, self-concepts and interests. It also encourages students to extend their educational training beyond the undergraduate level or to pursue a viable career.

Student Support Services provides the following:

- Counseling for academic, career, personal, social, and financial concerns.
- Tutoring to help strengthen students' performance in various disciplines.
- Seminars to motivate participants and provide pertinent information and knowledge.
- Cultural enrichment activities to broaden the education and cultural experience of participants through historical tours, graduate school visits and attendance at plays and concerts.

Educational Talent Search

Educational Talent Search (ETS) is a federally-funded program designed to assist participants in completing high school and continuing into post-secondary education training. ETS serves 900 clients annually and two-thirds of all clients must be low-income and/or potential first generation college graduates. Students are recruited from a target area that includes the cities of Hampton and Newport News, Williamsburg, Suffolk and the counties of Isle of Wight, York and James City.

Upward Bound Program

The Upward Bound Program has been housed at Hampton University since 1966. The program is designed to generate in program participants the skills and motivation necessary to complete a program of secondary education and to enter and to succeed in a program of post secondary education. The participants must be enrolled in a Hampton or Newport News, Virginia public high school. The participants must have academic need and demonstrate potential for success in education beyond high school.

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'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 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 102H, 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, 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 registration information for examinations such as the Graduate Record Examination (GRE), Law School Admission Test (LSAT), National Counselors Exam (NCE), and the National Teacher Examination (Praxis). 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 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 offices of the Dean of Men or Women review the referral form and make a recommendation to the Vice President for Student Affairs 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.
- Please 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 in which judiciary body to hear the case, the respective Dean of Men/Women 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 Center 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 Pre-Alumni Council

The Pre-Alumni Council was organized in November 1960. Council membership is designed to include pre-alumni clubs from several states and nations, the International Students Association, and of the four undergraduate classes. The Executive Council of the Pre-Alumni Council consists of the President, Vice President and Recording Secretary of each state and of the International Students Association; the President and Vice President of each undergraduate class and the President of the Student Government Association. The Pre-Alumni Council operates under the auspices of the Office of Alumni Affairs.

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 Dean of Women's Office 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.

Resident Assistants Association

The Resident Assistants Association is comprised of the body of students who serve as Resident Assistants in the residence halls.

The Association works closely with the Coordinators of the Resident Assistants Program and the respective Deans of Women and Men in providing the residence life program and essential services. The membership helps to foster the development of leaders' collegial relations and other learning activities for the Resident Assistants. The Association encourages the individuals

to aspire to the highest ideals and expectations to persons who serve in residence life, and professional settings or possible careers in department literature, professional association journals and through active participation in state, regional, and national conferences.

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 s Office of Admission with High School Day 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 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 such departments as Sociology, Psychology, English, Business, Education, or Human Ecology who have taken at least six hours of credit in Mass Media, 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 and 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.

Men's and women's intramural programs offer opportunities for classes, residence halls, clubs and organizations to participate in such activities as volleyball, soccer, field hockey, basketball, table tennis, track, swimming, softball, dancing, horseshoes, badminton, weight-lifting, tennis and gymnastics.

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 College of Education and Continuing Studies. 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 1821Princeton, NJ 08540. Information may also be accessed via the Internet at 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 College of Education and Continuing Studies.

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 College of Education and Continuing Studies 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. Nondepartmental 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 College of Education and Continuing Studies.

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 six Schools: Business, 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 program in Education and other areas are presented in the College of Education and Continuing Studies and College of Virginia Beach sections of this catalog. Degree program requirements are presented under the school and department or program.

Hampton Institute — The Undergraduate College

School/Unit	Major and/or Minor
Honors College	Honors Program
Leadership Institute	Leadership Studies
School of Business	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	*Advertising Broadcast Journalism *Electronic Media Production Print Journalism Public Relations

**The Scripps Howard School of Journalism and Communications is currently only accepting students to Broadcast and Print Journalism and to Public Relations programs.*

School of Liberal Arts	AROTC Art Criminal Justice and Criminology English History International Studies Modern Foreign Languages (Spanish) Music Music Recording Technology Political Science Psychology Sociology Theatre Arts
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 Marine Science, Mathematics NROTC Physics Space, Earth and Atmospheric Sciences

† 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 (cashiers 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 spring semester must be completed by December 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 920 on SAT.
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 (cashiers 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 July 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 60 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 2.30 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 44-48 semester hours.
7. Courses in the major field, related subjects, and free electives totaling a minimum of 74 semester hours.
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 literacy 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 Pass/Fail. 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

Cultures and Civilization 12 hrs.

History 106: World Civilizations II .....3 hrs.
Surveys the period from the French Revolution (1789) to the present, years when many aspects of the contemporary world were shaped.

One-semester course to be chosen from:

History 105: World Civilizations I .....3 hrs.
Surveys development of human societies from the first, literate urban civilizations (3500 BC) to the middle of the 18th century.

or,

History 107 Survey of African American History:.....3 hrs.
Part of the World Civilization sequence, a survey of the experiences of Blacks in America from 1500 to the present.

Arts and Humanities 6 hrs.

In addition to the required course: Humanities 201 (HUM 201) plus one course selected from the following courses: Art 200, 305, 306, or 407; English 214, 215, 323, 328, or 329, Foreign Language (above 202), Humanities 202; Music 200, 201, 202, 205, or 305; Philosophy 203, 204, 210, 301, 304, or 305; Theatre 120, 205, 206.

English 101-102 Written Communication I-II 6 hrs.
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.

Foreign Language 0-12 hrs.
Included in discipline core in selected departments.

Major ..... Requirement (Hrs.)
Accounting.....6
Art (completion of intermediate level) 3-12
Banking.....6
Biochemistry (completion of intermediate level) 3-12
Biology (completion of intermediate level)..... 3-12
Chemistry (completion of intermediate level)..... 3-12
Communicative Sciences and Disorders.....6
Criminal Justice and Criminology 6
Economics.....6
English 12
Entrepreneurship.....6
Finance.....6
History 6
International Relations (300 & 400 Level).....18
Management.....6
Marine Science (completion of introductory level)..... 3-6
Marketing.....6
Mathematics (completion of intermediate level)..... 3-12

Music (completion of introductory level)..... 3-6
Political Science (completion of intermediate level).. 3-12
Psychology.....6
Sociology 12
Theatre Arts 6

Freshman Orientation 1 hr.
University 101: The Individual and Life ..... 1 hr.
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.

Concepts of Mathematics 6 hrs.
(Mathematics 109-110 or above)

Mathematics 109: College Mathematics I .....3 hrs.
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.

Mathematics 110: College Mathematics II.....3 hrs.
Mathematics of finance such as interest, installment buying, mortgage. Measurement, geometry and the metric system. Elementary concepts of probability and statistics.

Science and Technology 6-8 hrs.
Included in discipline core in selected departments or chosen from Life Science and Physical Science courses listed below. The student must consult the academic advisor to determine if laboratory courses are required.

One course chosen from

Life Science ..... 3-4 hrs. w/lab
Selected from Biology (101, 103, 105, 106) and Environmental Science 204*

Plus

One course chosen from Physical Science .. 3-5 hrs w/lab.
Selected from Chemistry (150, 201), Environmental Science (202, 204) Physics (201**, 203**), Science (102, 104), SEA (101, 105***, 106).

*Note that ESC 211 and 212 are 1-credit labs that may accompany ESC 204 (3)
**Note that PHY 215 is the laboratory that accompanies Physics 201 and 203.
*** SEA 105 was formerly PHY 205.

Social 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) and Sociology (205, 210, 215, 305, 315, 320, 322, 324, 326, 328, 401, 402, 405, 406, 412, 414, 416, 422, 499).

Oral Communication 3 hrs.

COM 103 Oral Communication ..... 3 hrs.
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..... 4 hrs.

Health Education 200 Health Education.....2 hrs.
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 .....2 hrs.
Two physical education activities selected from Physical Education service courses numbered from 104 through 231.

Totals **44 - 56 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 Advertising, Broadcast Journalism, Electronic Media Production, Print Journalism and Public Relations 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 Space, Earth, and Atmospheric 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 Division of Professional Education in the College of Education and Continuing Studies.

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 who have demonstrated high academic achievement are recognized at the end of each semester on the Dean's Lists. 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 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 shall continuously engage in research and grantsmanship to provide a curriculum that is appropriate for a successful business practice.

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, 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 awarded in Accounting, Economics, Entrepreneurship, Finance, Investment Banking, Management and Marketing 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

Programs in the School of Business are housed in several buildings on the Hampton University campus. The School's administrative offices are located in Buckman Hall, which also houses the School's two microcomputer laboratories and the departments of Business Administration, Entrepreneurial Studies, Management and Marketing. 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 theory 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), Society for the Advancement of Management (SAM), Students In Free Enterprise (SIFE), the Economics Club, 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. Because of the extensive use of computer-related assignments, the School of Business also encourages freshman students to purchase a personal computer for their use.

Taking 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 Section: Taking Courses at Another Institution for guidelines that apply to non-business courses.

Residency Requirements

With the exception of students pursuing the five-year MBA degree, the first two years of study in the Business School are identical. 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 65 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

The following courses are used by all business majors to satisfy general education requirements: ENG 101-102; COM 103; CSC 120, HIS 105 (<u>or</u> 107), HIS 106; UNV 101; HUM 201-202; ECO 201-202 (Related Courses used to fulfill Social Science requirements); MAT 117 (or higher), MAT 130 (or higher); BIO 101 (or higher); SCI 102 (or chemistry or physics course); two PED electives; and HEA 200 for a total of 44 semester hours. The Core Business Requirements are ACC 203, 204; MGT 215, 216, 301, 305, 323, 400; FIN 304; MKT 305 for a total of 30 semester hours. Six credit hours of a modern foreign language and three credit hours of an approved communications course are required for all programs in the School of Business. A programming language will satisfy one course (Three Credit Hours) of foreign language in the fields of Information Systems, Marketing, Accounting and Business Administration. The remaining courses required for graduation are distributed between major, business-related and non-business electives as indicated on the approved curriculum outlines. School of Business majors are required to earn credit for <u>all graduation requirements</u>, excluding free electives, under the letter grade system. Accordingly, students must <u>not</u> 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, CSC 120, MAT 117 and 130, ECO 201 and 202, all core courses, business electives, and all major courses.

Department of Investment Banking, Accounting and Finance

The mission of the Department of Investment Banking, Accounting 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, Finance, and Investment Banking, 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 Investment Banking, Accounting 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 125 credit hours. Those students who are from states that require 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 newly established five-year MBA program as a freshman or by pursuing our two-year MBA degree.

Curriculum Outline – Accounting

Freshman Year	**Semester** 1st	2nd
Biology 101	3	-
English 101-102	3	3
Communication 103	-	3
Computer Science 120	-	3
Health Education 200	2	-
History 105/107, 106	3	3
Mathematics 117 or higher	3	-
Mathematics 130 or higher	-	3
Physical Education	1	1
University 101	1	-
Total	16	16

Sophomore Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Economics 201-202	3	3
Foreign Language Electives	3	3
Humanities 201-202	3	3
Management 215-216	3	3
Physical Science Elective	-	3
Total	15	18

Junior Year	**Semester** 1st	2nd
Accounting 309-310	3	3
Accounting 415	-	3
Accounting 419	-	3
Communication Elective*	-	3
Finance 304	3	-
Management 301	3	-
Management 305, 323	3	3
Marketing 305	3	-
Total	15	15

Senior Year	**Semester** 1st	2nd
Accounting 416	3	-
Accounting 417, 426	3	3
Business Related Electives*	3	6
Management 400	3	-
Non-Business Electives*	3	6
Total	15	15

Total Credits.....125

Assuming the Communication Elective is not MAT 340.

Curriculum Outline - Finance

Freshman Year	**Semester** 1st	2nd
Biology 101	3	-
Communication 103	-	3
Computer Science 120	-	3
English 101-102	3	3
Health Education 200	2	-
History 105/107, 106	3	3
Mathematics 117 or higher	3	-
Mathematics 130 or higher	-	3
Physical Education	1	1
University 101	1	-
Total	16	16

Sophomore Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Economics 201-202	3	3
Foreign Language Electives	3	3
Humanities 201-202	3	3
Management 215-216	3	3
Physical Science Elective	-	3
Total	15	18

Junior Year	**Semester** 1st	2nd
Accounting 309	3	-
Economics 315, 302	3	3

Finance 304, 309	3	3
Management 301, 323	3	3
Management 305, 340	3	3
Marketing 305	-	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Business Electives	3	3
Finance 310, 422	3	3
Finance 403	3	-
Finance Electives	3	3
Management 400	3	-
Non-Business Electives	-	6
Total	15	15

Total Credits.....125

Curriculum Outline – Investment Banking

Freshman Year	**Semester** 1st	2nd
Communication 103	-	3
Computer Science 120	-	3
English 101-1 02	3	3
Health Education 200	2	-
History 105/107, 106	3	3
Mathematics 117	3	-
Mathematics 130	-	3
Physical Education	1	1
Physical Science Elective	3	-
University 101	1	-
Total	16	16

Sophomore Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Biological Science Elective	-	3
Economics 201-202	3	3
Foreign Language Electives	3	3
Humanities 201-202	3	3
Management 215-216	3	3
Total	15	18

Junior Year	**Semester** 1st	2nd
Accounting 309	3	-
Computer Science 151-152	4	3
Economics 302, 315	3	3
Finance 304, 309	3	3
Management 301, 323	3	3
Marketing 305	-	3
Total	16	15

Senior Year	**Semester** 1st	2nd
Business Related Elective	-	3
Business Related Elective	-	3
Finance 310,409	3	3
Finance403, 431,	3	3
Finance 499	-	3
Management 305	3	-
Management 340	3	-
Management 400	3	-
Total	15	15

Total Credits.....126

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.

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.

The Economics Program may be taken with a minor in Entrepreneurship.

Curriculum Outline - Economics

Freshman Year	**Semester** 1st	2nd
Biology 101	3	-
Communication 103	-	3
Computer Science 120	3	-
English 101-102	3	3
Health Education 200	-	2
History 105/107, 106	3	3
Mathematics 117 or higher	3	-
Mathematics 130 or higher	-	3
Science 102	-	3
University 101	1	-
Total	16	17

Sophomore Year	**Semester** 1st	2nd
Accounting 203-204	3	3

Economics 201-202	3	3
Entrepreneurship 210	-	3
Humanities 201, 202	3	3
Management 215, 216	3	3
Non-Business Elective	3	-
Physical Education	1	1
Total	16	16

Junior Year	**Semester** 1st	2nd
Communication Elective	3	-
Economics 301, 302	3	3
Economics 315, 318	3	3
Management 301	3	-
Management 305, 323	3	3
Marketing 305	-	3
Finance 304	-	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Business Related Electives	3	3
Economics 435	-	3
Economics 440, 438	3	3
Foreign Language Electives	3	3
Management 400	3	-
Non-Business Electives	3	3
Total	15	15

Total Credits.....125

Entrepreneurship Program

The Entrepreneurship Program prepares students for independent leadership, new venture creation, business ownership or challenging employment opportunities in order to achieve personal success.

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 in family owned businesses,
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, communications effectiveness and proficiency with microcomputers.

Curriculum Outline - Entrepreneurship

Freshman Year	**Semester** 1st	2nd
Biology 101	3	-
Computer Science 120	3	-
Communication 103	-	3
English 101- 102	3	3
Health Education 200	-	2
History 105/107, 106	3	3
Mathematics 117 or higher	3	-
Mathematics 130 or higher	-	3
Science 102	-	3
University 101	1	-
Total	16	17

Sophomore Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Communication Elective	3	-
Economics 201-202	3	3
Entrepreneurship 210	-	3
Humanities 201-202	3	3
Management 215-216	3	3
Physical Education	1	1
Total	16	16

Junior Year	**Semester** 1st	2nd
Economics 318	-	3
Entrepreneurship 315	3	-
Entrepreneurship 350	3	-
Entrepreneurship 395	3	-
Finance 304	3	-
Management 301, 305	3	3
Management 323	-	3
Marketing 305	-	3
Non-Business Elective	-	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Business Related Electives	3	3
Entrepreneurship 401	3	-
Entrepreneurship 410, 420	3	3
Foreign Language Electives	3	3
Management 400	-	3
Non-Business Electives	3	3
Total	15	15

Total Credits.....125

Department of Management

The Business Management major 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. With workforce management becoming an increasingly prominent field throughout industries and work places worldwide, the 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.

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

Freshman Year	**Semester** 1st	2nd
Biology 101	3	-
Communication 103	-	3
Computer Science 120	3	-
English 101-102	3	3
Health Education 200	-	2
History 105/107, 106	3	3
Mathematics 117 or higher	3	-
Mathematics 130 or higher	-	3
Physical Science Elective	-	3
University 101	1	-
Total	16	17

Sophomore Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Economics 201-202	3	3

Humanities 201-202	3	3
Management 215-216	3	3
Management 340	-	3
Non-Business Elective	3	-
Physical Education	1	1
Total	16	16

Junior Year	**Semester** 1st	2nd
Business Related Electives	3	3
Finance 304	-	3
Management 301, 300	3	3
Management 305, 312	3	3
Management 323, 321	3	3
Marketing 305	3	-
Total	15	15

Senior Year	**Semester** 1st	2nd
Business Related Electives	3	6
Foreign Language Electives	3	3
Management 400	3	-
Management 402, 499	3	3
Non-Business Electives	3	3
Total	15	15

Total Credits.....125

Curriculum Outline - Business Management
(Management Information Systems Emphasis)

Freshman Year	**Semester** 1st	2nd
Biology 101	3	-
Communication 103	-	3
Computer Science 120	3	-
English 101-102	3	3
Health Education 200	-	2
History 105/107, 106	3	3
Mathematics 117 or higher	3	-
Mathematics 130 or higher	-	3
Physical Education	1	-
Science 102	-	3
University 101	1	-
Total	17	17

Sophomore Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Computer Science 200/MIS 209	-	3
Economics 201-202	3	3
Foreign Language Elective	3	3
Humanities 201-202	3	3
Management 215-216	3	3
Physical Education	1	-

Total	16	18

Junior Year	**Semester** 1st	2nd
Computer Science 316/ MIS 302	3	-
Finance 304	-	3
Management 301, 312	3	3
Management 305, 340	3	3
Management 323/CIS 310	3	-
Management Info. Systems 309/CIS 320	3	-
Marketing 305	-	3
Non-Business Elective	-	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Computer Science 323/MIS 401	3	-
Computer Science 325/MIS 403	3	-
Management 321	3	-
Management 400	3	-
Management 402, 499	3	3
Management Info. Systems 406 /CIS 410	-	3
Non-Business Elective	-	3
Related Electives	-	6
Total	15	15

Total Credits.....128

Department of Marketing

The Department of Marketing 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 Department seeks to strengthen the student's abilities to communicate effectively, solve problems, make decisions, analyze, and critically assess concepts and issues in marketing. The Department strives to provide an environment that continues to develop the intellectual, emotional and professional growth of its students.

Marketing Minor Requirements:

The Minors in marketing can be achieved with the completion of eighteen (18) designated academic credit hours. Business majors may select 5 courses from the following list: Consumer Behavior (MKT 311), Sales Management (MKT 328), Retail Management (MKT 307), International Marketing (MKT 411), Marketing Management (MKT 427), Marketing Research and Analysis (MKT 428). Non-business majors are required to complete Principles of Marketing (MKT 305), Consumer Behavior (MKT 311) and Sales Management (MKT 328). Non-business majors may then select 2 courses from the following list: Retail Management (MKT 307), International Marketing (MKT 411), Marketing Research and Analysis (MKT 428). Prerequisites must be satisfied before taking any course in the minor. Students must earn a minimum grade of C to receive credit for all courses in the minor.

Marketing Major Degree Requirements:

The Department of Marketing offers two programs 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

Freshman Year	**Semester** 1st	2nd
Computer Science 120	3	-
English 101-102	3	3
Foreign Language Electives	3	3
Health Education 200	-	2
History 105/107, 106	3	3
Mathematics 117 or higher	3	-
Mathematics 130 or higher	-	3
Science 102	-	3
University 101	1	-
Total	16	17

Sophomore Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Biology Elective	-	3
Communication 103	3	-
Economics 201-202	3	3
Humanities 201-202	3	3
Management 215-216	3	3
Physical Education	1	1
Total	16	16

Junior Year	**Semester** 1st	2nd
Finance 304	-	3
Management 301	3	-
Management 305	3	-
Management 323, 400	3	3
Management 340	3	-
Marketing 305, 311	3	3
Marketing 328	-	3
Marketing 411	-	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Business Related Electives	6	6
Marketing Elective (307 or 417)	3	-
Marketing 428, 427	3	3
Non-Business Electives	3	6
Total	15	15

Total Credits.....125

Professional Tennis Management Emphasis

The School of Business (Marketing Department), in collaboration with the College of Education and Continuing Studies (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)

Freshman Year	**Semester** 1st	2nd
Computer Science 120	3	-
English 101-102	3	3
Foreign Language Electives	3	3
Health Education 200	-	2
History 105/107, 106	3	3
Mathematics 117 or higher	3	-
Mathematics 130 or higher	-	3
Professional Tennis Management 200	-	3
University 101	1	-
Total	16	17

Sophomore Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Biology 101	-	3
Communication 103	3	-
Economics 201-202	3	3
Humanities 201-202	3	3
Management 215, 216	3	3
Professional Tennis Management 201	3	-
Total	18	15

Junior Year	**Semester** 1st	2nd
Finance 304	3	-
Management 301, 323	3	3
Management 305	-	3
Management 340	3	-
Marketing 305, 307	3	3
Marketing 311	-	3
Marketing 328	-	3
Professional Tennis Management 303-304	2	2
Total	14	17

Senior Year	**Semester** 1st	2nd
Business Related Electives	3	3
Management 400	3	-
Marketing 417, 411	3	3
Marketing 427-428	3	3

Professional Tennis Management 403	2	-
Professional Tennis Management 404, 406	3	3
Total	17	12

Total Credits.....126

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. In addition, 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 created in Fall 2000, includes 162 academic hours of coursework with an imbedded undergraduate degree in Business Administration. Competencies in the five-year MBA are achieved through an interdisciplinary approach that 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 needed 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 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.

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. As a result, with few rare exceptions, 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 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.

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

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. Official scores from the Graduate Management Admission Test (GMAT) will be required to admission to the graduate level of this program.

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

Curriculum Outline – Five-Yr. B.S. / M.B.A. Program

Freshman Year	**Semester** 1st	2nd
Communication 103	-	3
Computer Science 120	3	-
Engineering 101	2	-
English 101-102	3	3
Health Education 200	-	2
History 105/107, 106	3	3
Leadership Application Program 101	-	1
Masters in Business Admin. 300, 201	2	3
Mathematics 117, 130	3	3
University 101	1	-
Total	17	18

Sophomore Year	**Semester** 1st	2nd
Biology 101	3	-
Economics 201-202	3	3
Humanities 201-202	3	3
Leadership Application Program 214, 224	2	2
Management 215, 301	3	3
Masters in Business Admin. 202, 203	3	3
Physical Education 137 (Tennis I)	1	-
Physics 200	-	3
Total	18	17

Summer – Rising Junior	**Semester**	
Masters in Business Admin. 211		1
Total	1	

Junior Year	**Semester** 1st	2nd
Entrepreneurship 401	3	-
Finance 304	3	-
Foreign Language	3	3
Free Elective	-	3
Leadership Application Program 314, 324	2	2

Marketing 427	-	3
Masters in Business Admin. 313, 323	3	3
Masters in Business Admin. 314-315	3	3
Physical Education 121 (Golf)	1	-
Total	18	17

Senior Year* **	**Semester** 1st	2nd
Business Elective (Mgmt. Behavior)	3	-
Business Elective (Graduate level) †	-	3
Free Elective	3	-
Leadership Application Prog. 515, 525	1	1
Masters in Business Admin. 513	-	3
Masters in Business Admin. 500	3	-
Masters in Business Admin. 502, 503/504	3	3
Masters in Business Admin. 506	3	-
Total	17	10

Summer – 1st Year Graduate Student	**Semester**
Masters in Business Admin. 511	1
Total	1

Fifth Year	**Semester** 1st	2nd
Business Electives (Graduate level) †	3	3
Business Electives	-	3
Leadership Application Program 615	1	-
Masters in Business Admin. 681, 610	3	3
Masters in Business Admin. 690	-	3
Masters in Business Admin. 630	3	-
Masters in Business Admin. 600, 601	3	3
Total	13	15

Total Credits.....162

****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 3.0 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.*

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. In addition, the program responds to current MBA or technical graduate students aspiring to become consultants or professors. The program appeals to existing professionals at universities who aspire to advanced degrees to enhance leadership roles in administrative positions. The School of Business will offer 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), 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. Supplemental information is provided in the Student Advisory Handbook issued to each student admitted to the School of Engineering and Technology.

Each of the departments in the School of Engineering and Technology has special attributes. For example, 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 a common two-year curriculum with concentrations in Aviation Management and Aviation Administration.

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:

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

Accreditation and Professional Degree Requirements

The degree program in architecture is five and one-half years in duration and leads to the Master of Architecture first professional degree, and is accredited by 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 US professional degree programs in architecture, recognizes two types of degrees: the Bachelor of Architecture and the Master of Architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards.

Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree, and when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

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: l) 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 to Fourth Year Studio

Architecture students must have completed all studio and related prerequisites before being admitted to the fourth-year design studio at Hampton University. Students admitted to the fourth-year design studio must have earned a 2.0 GPA in major courses.

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 173 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 117-118, 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.

Requirements for Personal Computer

Students entering the third-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 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 Design Studio and an Architecture Elective. 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 - Architecture

First Year	**Semester** 1st	2nd
Architecture 101-102	5	5
Architecture 207	-	3
Art Elective	-	3
Computer Science 120	3	-
English 101-102	3	3
Health Education 200	2	-
Mathematics 117-118	3	3
Physical Education Activity	-	1
University 101	1	-
Total	17	18

Second Year	**Semester** 1st	2nd
Architecture 200	3	-
Architecture 201-202	5	5
Architecture 203-204	3	3
Architecture 208, 213	3	3
Art Elective	-	3
Communication 103	-	3
Physical Education Activity	-	1
Physics 201	4	-
Total	18	18

Third Year	**Semester** 1st	2nd
Architecture 303-304	6	6
Architecture 309-310	3	3
Architecture 314-315	3	3
Architecture 317	-	3
Elective	3	-
Humanities 201-202	3	3
Total	18	18

Summer One

Architecture 305	3
Architecture 306	3
Total	6

Fourth Year	**Semester** 1st	2nd
Architecture 405-406	6	6
Architecture 411	-	3
Architecture 414	3	-
Architecture 517-518	3	3
Electives	3	3
Social Science Electives	3	3
Total	18	18

Summer Two

Internship .....non-credit

Fifth Year	**Semester** 1st	2nd
Architecture 601-602	6	6
Architecture 617-618	3	3
Architecture Electives*	3	3
Total	12	12

Total Credits.....173

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
ARC 207	Architectural History I
ARC 208	Architectural History II
ARC 213	Building Science
ARC 317	Architectural Design theory I
ARC 309	Structures I
ARC 314	Building Science II
ARC 517	Professional Practice/Reading I

2 Architectural Electives

Total credits in minor 43

Department of Aviation

The Department of Aviation offers Bachelor of Science degree programs in the following areas: Aviation Computer Science, Aviation Electronic Systems, Flight Education, and Aviation Management (with a concentration in either Air Traffic Control Management, or Aviation Administration). The objectives of the programs are (1) to prepare students for meaningful aviation careers within government and the aerospace industry, and (2) to enable students to bring to aviation a strong sense of social awareness and responsibility to the public.

Accreditation

All Aviation programs are accredited by the Aviation Accreditation Board International.

Facilities

In addition to ample modern classrooms, facilities include two electronic air traffic control radar laboratories, a control tower laboratory, an airplane simulator laboratory and a student computer laboratory. All laboratory facilities are available for student practice and self-study, as well as for course assignments.

Special Programs

The department continues to seek out 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 and those who intend to pursue a career in Air Traffic Control must pass a medical examination administered under the auspices of the Federal Aviation Administration. 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.
- PHI 210 Ethics and Critical Thinking is an acceptable substitute for MGT 205.
- The statistics courses: MAT 205, 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.

A minimum grade of "C" is required to apply courses having the identifiers listed below towards a degree, depending upon degree concentration:

Aviation Computer Science:.....AVN, CSC
Aviation Electronic Systems:.....AVN, EGR, ELN
Aviation Management: .....AVN, Business Electives
Flight Education.....AVN

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 201	Aviation Foundations I	3
AVN 202	Aviation Foundations II	3
AVN 301	Flight Safety	3
AVN 302	Aviation Legislation	3
AVN 304	Air Transportation	3
AVN 325	Tower Operations I	3
	Total Hrs	18

Aviation degree requirements are reflected in the following Curriculum Outlines for the aviation concentrations. Each program below leads to the Bachelor of Science degree in Aviation with the designated concentration.

Curriculum Outline - Aviation Computer Science

Freshman Year	**Semester** 1st	2nd
Aviation 201, 202	3	3
Computer Science 120	-	3
Computer Science 151, 152	4	3
English 101-102	3	3
Health Education 200	-	2
Mathematics 117-118	3	3
Physical Education Activities	1	1
University 101	1	-
Total	15	18

Sophomore Year	**Semester** 1st	2nd
Aviation 325, 302	3	3
Communication 103	-	3
Computer Science 204-251	3	3
Mathematics 151-152	4	4
Physics 203-204	3	3
Physics 215-216	1	1
Psychology 203	3	-
Total	17	17

Junior Year	**Semester** 1st	2nd
Aviation 301, 305	3	3
Aviation 304, 310	3	3
Aviation Elective	-	3
Computer Science 215	3	-
History 105, 106	3	3
Humanities 201, 202	3	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Aviation 402	-	3
Aviation Capstone*	6	-
Aviation/Computer Science Elective	3	3
Computer Science Elective (Upper Level)	3	-
Life Science Elective	-	3
Mathematics 305	-	3
Social Science Elective	-	3
Total	12	15

Total Credits.....124

** Cooperative Work Study (AVN/CSC 300, AVN 400) or research (AVN 499).*

Curriculum Outline - Aviation Electronic Systems

Freshman Year	**Semester** 1st	2nd
Aviation 201-202	3	3
Engineering 101-102	2	3
English 101-102	3	3
History 105/107	3	-
Mathematics 151-152*	4	4
Physical Education Activities	1	1
Physics 203	-	3
Physics 215	-	1
University 101	1	-
Total	17	18

Sophomore Year	**Semester** 1st	2nd
Aviation 304	3	-
Biology 101	-	3
Communication 103	-	3
Computer Science 120	3	-
Engineering 213, 208	3	4
Engineering 215, 218	2	3
Engineering 220	-	1
Health Education 200	-	2
Mathematics 260	3	-
Physics 204	3	-
Physics 216	1	-
Total	18	16

Junior Year	**Semester** 1st	2nd
Aviation 301, 302	3	3
Electrical Engineering 302, 307	3	3
Electrical Engineering 303, 403	3	3
Electrical Engineering 310, 312	1	1
Electrical Engineering 311, 431	1	1
Humanities 201, 202	3	3
Psychology 203	-	3
Total	14	17

Senior Year	**Semester** 1st	2nd
Aviation 408, 407	3	3
Aviation Elective	-	3
Electrical Engineering 306, 304	3	3
Electrical Engineering 313	1	-
Electrical Engineering 409	2	-
Electrical Engineering 412	4	-
Electrical Engineering 434	1	-
History 106	-	3
Social Science Elective	-	3
Total	14	15

Total Credits.....129

**Mathematics placement is dependent upon the student's preparation*

Curriculum Outline - Common Core - Aviation Management

Freshman Year	**Semester** 1st	2nd
Aviation 201-202	3	3
Computer Science 120	-	3
English 101-102	3	3
Health Education 200	2	-
History 105/107, 106	3	3
Mathematics 117-130	3	3
Physical Education Activities	1	1
University 101	1	-
Total	16	16

Sophomore Year	**Semester** 1st	2nd
Aviation 325, 302	3	3
Biology 101	3	-
Chemistry 150	-	3
Communication 103	3	-
Humanities 201, 202	3	3
Management 215, 205	3	3
Psychology 203	-	3
Total	15	15

Curriculum Outline – Aviation Management - Aviation Administration Concentration

Junior Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Aviation 301, 310	3	3
Aviation 304, 305	3	3
Aviation Elective or Management 370	3	-
Economics 201, 202	3	3
Management 301	-	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Aviation 300/400/499	-	6
Aviation 408, 402	3	3
Aviation Elective	3	-
Finance 304	3	-
Management 305, 412	3	3
Management 312	-	3
Science Elective	3	-
Total	15	15

Total Credits.....122

Curriculum Outline – Aviation Management - Air Traffic Control Management Concentration

Junior Year	**Semester** 1st	2nd
Aviation 301, 310	3	3
Aviation 305, 340	3	3
Aviation 326, 341	3	3
Aviation Elective	3	3
Economics 201, 202	3	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Aviation 304	3	-
Aviation 408, 402	3	3
Aviation 425, 440	3	3
Aviation 426, 441	3	3
Aviation Elective or Management 370	-	3
Management 301, 305	3	3
Total	15	15

Total Credits.....122

**Mathematics placement is dependent upon the student's preparation.*

Curriculum Outline - Flight Education

Freshman Year	**Semester** 1st	2nd
Aviation 201-202	3	3
Aviation 215	-	1
Chemistry 150	3	-
Computer Science 120	-	3
English 101-102	3	3
Health Education 200	2	-
History 105/107, 106	3	3
Life Science Elective	-	3
University 101	1	-
Total	15	16

Sophomore Year	**Semester** 1st	2nd
Aviation 203, 311	3	3
Aviation 216, 315	1	1
Humanities 201, 202	3	3
Mathematics 117-130	3	3
Communication 103	3	-
Psychology 203	-	3
Physical Education Activities	1	1
Total	14	14

Junior Year	**Semester** 1st	2nd
Aviation 301, 302	3	3

Aviation 312, 310	3	3
Aviation 316	1	-
Aviation 325	3	-
Aviation 335, 336	1	1
Aviation elective	-	3
Physics 201	4	-
Physics 215	1	-
Mathematics 205	-	3
Management 205	3	-
Total	16	16

Senior Year	**Semester** 1st	2nd
Aviation 304	3	-
Aviation 321	3	-
Aviation 415, 416	1	1
Aviation 406, 407	3	3
Aviation Elective	-	3
Physics 303	-	3
Management 301, 400	3	3
Sociology elective	3	-
Total	16	13

Total Credits.....120

**Mathematics placement is dependent upon the student's preparation*

Curriculum Outline - Flight Education (Military Option)

Freshman Year	**Semester** 1st	2nd
Aviation 201-202	3	3
Aviation 215	-	1
Computer Science 120	-	3
English 101-102	3	3
History 205/222, 106	3	3
Life Science Elective	-	3
Physical Education Activities/NAV 111-112	1	1
Physical Science Elective	3	-
University 101	1	-
Total	14	17

Sophomore Year	**Semester** 1st	2nd
Aviation 203, 311	3	3
Aviation 216, 315	1	1
Communication 103	3	-
Health Education 200/NAV 211-212	2	-
Humanities 201, 202	3	3
Mathematics 117-130	3	3
Psychology 203	-	3
Total	15	13

Junior Year	**Semester** 1st	2nd
Aviation 301, 302	3	3
Aviation 312, 310	3	3
Aviation 316	1	-
Aviation 325	3	-
Aviation 337	1	-
Aviation elective	-	6
Mathematics 205	-	3
Physics 201	4	-
Physics 215	1	-
Total	16	15

Senior Year	**Semester** 1st	2nd
Aviation 304	3	-
Aviation 406, 407	3	3
Aviation Elective	-	3
Leadership (LEA/MSC/NAV 300, or higher)	-	3
Management 301, 400	3	3
Philosophy 210	3	-
Sociology elective	-	3
Space, Earth, Atmosphere 101	3	-
Total	15	15

Total Credits.....120

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 scientific 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

Freshman Year	**Semester** 1st	2nd
Chemistry 201-202	4	4
English 101-102	3	3
Engineering 101-102	2	3
Mathematics 151-152	4	4
Physics 203, 204	3	3
Physics 215, 216	1	1
University 101	1	-
Total	18	18

Sophomore Year	**Semester** 1st	2nd
Biology 105	4	-
Chemical Engineering 201-202	2	3
Chemical Engineering 303	-	3
Chemistry 301-302	4	4
Communication 103	-	3
Computer Science 120	-	3
Engineering 208	-	3
Engineering 219	3	-
Health Education 200	2	-
Mathematics 260	3	-
Total	18	19

Junior Year	**Semester** 1st	2nd
Chemical Engineering 304, 306	4	4
Chemical Engineering 307, 308	4	3
Chemistry Advanced Elective†	-	4
Engineering 307	3	-
History 105/107, 106	3	3
Humanities 201, 202	3	3
Total	17	17

Senior Year	**Semester** 1st	2nd
Chemical Engineering 405	3	-
Chemical Engineering 407-408	3	3
Chemical Engineering 409	1	-
Chemical Engineering 411, 412	2	2
Chemical Engineering 420	-	1
Engineering 226, 303	3	3
Social Science Electives	3	3
Technical Electives	3	3
Total	18	15

Total Credits.....140

† 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 breath 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) 347-7700and 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-five 45 credit hours of required electrical engineering courses. These are: ELN 228, 302, 303, 304, 307, 310, 311, 312, 403, 409, 411, 412, 413, 420, 431, 434 and 436. Students must also take nine (9) credit hours of technical electives, fourteen (14) credit hours in Mathematics, three (3) 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 135 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

Freshman Year	**Semester** 1st	2nd
Chemistry 201-202	4	4
English 101-102	3	3
Engineering 101-102	2	3
History 105/107	3	-
Mathematics 151-152	4	4
Physics 203, 204	3	3
Physics 215, 216	1	1
University 101	1	-
Total	18	18

Sophomore Year	**Semester** 1st	2nd
Communication 103	3	-
Computer Science 120	3	-
Electrical Engineering 228	-	3
Engineering 208	-	3
Engineering 213, 218	3	3
Engineering 219	3	-
Engineering 220	-	1
Health Education 200	-	2
History 105/107, 106	3	3
Mathematics 260	3	-
Total	18	15

Junior Year	**Semester** 1st	2nd
Economics 201/202	3	-
Electrical Engineering 302	3	-
Electrical Engineering 303-304	3	3
Electrical Engineering 307	-	3
Electrical Engineering 310	1	-
Electrical Engineering 311-312	1	1
Electrical Engineering 403	-	3
Electrical Engineering 411	-	3
Electrical Engineering 431	-	1
Electrical Engineering 435	-	1
Humanities 201-202	3	3
Mathematics 305	3	-
Total	17	18

Senior Year	**Semester** 1st	2nd
Electrical Engineering 306	3	-
Electrical Engineering 313	1	-
Electrical Engineering 408, 412	3	4
Electrical Engineering 409, 413	2	2

Electrical Engineering 420	1	-
Electrical Engineering 433	1	-
Electrical Engineering 434-436	1	1
Social Science Elective	-	3
[1] Technical Electives	3	6
Total	15	16

Total Credits.....135

[1]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.

ComputerEngineering 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

Freshman Year	**Semester** 1st	2nd
Chemistry 201-202	4	4
Engineering 101-102	2	3
English 101-102	3	3
Mathematics 151-152	4	4
Physics 203, 204	3	3
Physics 215, 216	1	1
University 101	1	-
Total	18	18

Sophomore Year	**Semester** 1st	2nd
Communication 103	3	-
Computer Science 120	3	-
Computer Science 151-152	4	3
Electrical Engineering 228	-	3
Engineering 208	-	3
Engineering 213, 218	3	3
Engineering 219, 220	3	1
Health Education 200	-	2
History 105/107	-	3
Mathematics 260	3	-
Total	19	18

Junior Year	**Semester** 1st	2nd
Economics 201/202	-	3
Electrical Engineering 302	3	-
Electrical Engineering 303 - 304	3	3
Electrical Engineering 310	1	-
Electrical Engineering 311 - 312	1	1

Electrical Engineering 307	-	3
Electrical Engineering 403	-	3
Electrical Engineering 431	-	1
History 106	3	-
Humanities 201, 202	3	3
Mathematics 305	3	-
Total	17	17

Senior Year	**Semester** 1st	2nd
Electrical Engineering 415	3	-
Electrical Engineering 417, 420	3	1
Electrical Engineering 482, 483	2	2
Electrical Engineering 488, 489	1	1
Electrical Engineering 515	3	-
Social Science Elective	-	3
[1] Technical Electives	3	7
Total	15	14

Total 136

[1]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 offers a Bachelor of Arts degree program in journalism and communications with sequences in broadcast journalism, print journalism, and public relations.

To strengthen and expand the School's sequences, Dr. William R. Harvey, the University President, 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 2004-05 academic year, to meet the demands of changing technology, an increasingly diverse society and Hampton University's mission to educate African Americans to become leaders in their professions. Under the new curriculum, students are required to complete an 18-credit hour journalism and communications core; this core is designed to assure that students have a strong conceptual foundation. That is, the School intends to prepare students not only to enter careers in journalism and communications, but to be able to critique and, eventually, improve the work of media professionals.

Students are required to complete a track of courses in one of three sequences –broadcast journalism, print journalism or public relations — with an additional 24 credit hours of courses in journalism and communications. All majors are also required to complete at least 80 credit hours outside of the school, with at least 65 of those hours in the liberal arts and sciences. In fulfilling that requirement, students complete the university's 44-credit hour general education core as well as additional courses in English, computer science, economics, philosophy and political science.

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 second 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 that area.

Throughout the curriculum, students learn to write, edit and to use the technology appropriate to their major. 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 laboratory courses in which students practice the skills they will need in their professions. For example, in public relations courses, students learn to conduct research, prepare brochures, write press releases, serve as spokespersons and develop campaigns for actual clients. In the journalism courses students learn to report on a multicultural society to assure that many "voices" are heard in the public dialogue and to cover news accurately, fairly and quickly on deadlines. The aim is to prepare students to compete strongly in the job market and to succeed in their fields.

The School has partnerships with national and local news and communications organizations to give students opportunities for internships.

The School maintains accreditation from the Southern Association of Colleges and Schools and from The Accrediting Council on Education in Journalism and Mass Communications (Stauffer-Flint Hall, 1435 Jayhawk Blvd, Lawrence, KS 66045-7575 [785.864.3973]).

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 four computer labs; six 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.

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") on JAC 111.
4. Pass JAC 101 and JAC 110 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 128 credit hours, of which 80 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 organization appropriate to the student's major
5. Complete a portfolio that demonstrates that 1) the student has mastered the basic skills 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 18-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 404: Ethics in Journalism and Communications

Two of these 400-level courses: JAC 400 (Persuasion and Propaganda), JAC 405 (Media Law), JAC 406 (Media Management), JAC 407 (Media Criticism) and JAC 408 (American Media History)

Students finish the curriculum by completing coursework in one of the following three sequences:

Broadcast Journalism – 15 hours

JAC 210: Reporting and News Writing
JAC 265: Introduction to Radio/TV Production
JAC 340: Broadcast News Writing
JAC 440: Broadcast News Production
JAC 495: Senior Capstone
Plus: 9 hours of electives in journalism and communications

Print Journalism – 12 hours

JAC 210: Reporting and News Writing
JAC 310: Advanced Reporting and News Writing for the Print Media
JAC 410: News Editing
JAC 495: Senior Capstone
Plus: 12 hours of electives in journalism and communications

Public Relations – 15 hours

JAC 210: Reporting and News Writing
JAC 220: Principles of Public Relations
JAC 320: Public Relations Writing and Production
JAC 420: Research for Public Relations
JAC 495: Senior Capstone
Plus: 9 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 80 of their 128 credit hours outside of the school, including 68 credit hours in the liberal arts and sciences. That includes the university's requirement to complete a 44-credit hour general education core. To satisfy that core, all of the students in the school must complete the following:

BIO 101
COM 103 (with a grade of C or better)
CSC 120 (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
HIS 106
HIS 105 or HIS 107
HUM 201
HUM 202
MAT 109 (or a higher level math course)
MAT 110 (or a higher level math course)
Two 1-credit PED activity courses
PSY 203
SCI 102
SOC 205
UNV 101

Additional Requirements

Additionally, students in the School of Journalism and Communications are required to complete the following:

An additional 3-credit hour English elective
ECO 200, 201 or 202

PHI 210
POL 201

An additional 9 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 80 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 believes 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 18 credit hours.
- Students must satisfy the School's required entrance requirements.
- 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.

Broadcast 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

Print 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 310: Advanced Reporting and News Writing for the Print Media
JAC 410: News Editing

Public Relations

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
Plus one of these courses:
JAC 320: Public Relations Writing and Production
JAC 400: Persuasion and Propaganda
JAC 420 Research for Public Relations

School of Liberal Arts

The School of Liberal Arts is the primary liberal education unit for the Undergraduate College. The school is responsible for the preparation of personnel in several professions, including music, and social services. The School of Liberal Arts provides quality undergraduate preparation for successful advanced graduate and professional study in several disciplines and areas of the arts, humanities, social and behavioral sciences, law, and several other areas of interest. Much of the liberal arts undergirding that supports all undergraduate programs at Hampton University is provided by the School of Liberal Arts.

The major objectives of the School of Liberal Arts at all levels are to provide students with a comprehensive immersion in the fundamentals of learning, experiences that develop and hone critical and analytical thinking, opportunities to deepen and enhance written and oral expression, and integration into the human history of thought and ideas. A second objective is to enable students to employ the basics of learning and ethics in the moral pursuit of professional competencies as well as advanced academic knowledge and its application to human affairs.

The School of Liberal Arts is comprised of two divisions inclusive of eight departments and the Program in Humanities.

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.

School Facilities

The School of Liberal Arts is housed in several buildings on the Hampton University campus. The School's administrative offices are located in Armstrong Hall, which also houses the departments of English, Fine and Performing Arts, Music, Modern Foreign Languages, the Humanities program, Little Theater, Dett Auditorium, and the Writing Technology Laboratory. 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, Psychology, and Sociology. Phenix Hall houses the Behavioral Sciences Research Center and the Career Opportunity Research (COR) Program.

Division of Arts and Humanities

The Division of Arts and Humanities includes the departments of English, Fine and Performing Arts, and Music, Modern Foreign Languages, and the Program in Humanities. 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

Most immediately, the Department of English is charged to develop the ability of entering students to write sufficiently well to pursue whatever course of study they elect. Beyond that, the department offers a wide range of courses for majors and advanced students in literature, composition, creative writing, linguistics and cultural studies.

English 101-102, the written communication component of the Hampton University general education program, also 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.

English majors may choose between two distinct curricula. The English Arts curriculum is more traditional, academic and critically oriented. English Expression focuses more closely upon types of writing and the writing process as such. In addition to the core courses common to both, each sequence provides ample opportunity for students to select courses that reflect their particular interests and aspirations.

The department also offers a minor in English and sponsors an interdisciplinary program in Cinema Studies. Each gives the non-English major an opportunity to engage the subject in a structured, rigorous fashion while at the same time allowing for the exploration of individual interests.

As part of its commitment to improving writing across the curriculum, the department maintains a well equipped writing technology laboratory that offers tutoring for a full range of writing problems. The lab 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.

Admission/Retention Policy

English majors must earn a cumulative GPA of at least 2.0 at the end of each academic year and a grade of at least "C" 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. Failure to meet these requirements results in dismissal from the English major.

Writing Research Papers (English 220) serves as the baseline course for value-added assessment in the Department and must be taken no later than the sophomore year. Advanced Writing (English 320), normally taken junior year, is an additional point of reference for student progress and development. The 400-level Senior Thesis is the capstone course in the major and the primary means of exit assessment. Depending upon a student's curriculum, the chief focus of Senior Thesis is a major critical paper or writing project which must be defended successfully before a faculty committee as a requirement for graduation, which must be defended successfully before a faculty committee as a requirement for graduation.

Special Activities

The English 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 and Film Society and *Saracen*, the Hampton University literary journal, 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. Sigma Tau Delta, the International English Honor Society, confers distinction for high achievement in English language and literature and promotes interest in the discipline by sponsoring speakers, a faculty-student mentorship program, writers' conferences, and related activities.

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.

Curriculum Outline – English Arts

Freshman Year	**Semester** 1st	2nd
Communication 103	-	3
English 101-102	3	3
English 210-211	3	3
History 106, 105/107	3	3
Int. Foreign Language (202)*	3	-
Mathematics 109-110, or higher	3	3
Physical Education	-	1
University 101	1	-
Total	16	16

Sophomore Year	**Semester** 1st	2nd
Biology 101 (or 103 or 105)	3	-
Computer Science 120	3	-
English 203-204	3	3
English 201, 220	3	3
English 215/216	-	3
Health Education 200	2	-
Humanities 201-202	3	3
Physical Education	-	1
Science 102 (or 104)	-	3
Total	17	16

Junior Year	**Semester** 1st	2nd
Electives	3	3
English 300	3	-
English 311-312	3	3
English 313-314	3	3
English 320	-	3
English Elective**	-	3
Social Science Elective	3	-
Total	15	15

Senior Year	**Semester** 1st	2nd
Elective	3	-
Electives	3	3
English 322	3	-
English 419-420	3	3
English Electives	3	3
Social Science Elective	-	3
Total	15	12

Total Credits.....122

*Depending upon a student's preparation, it might well require more than one semester to satisfy the foreign language requirement. If student has already fulfilled this requirement, this slot can be filled with a free elective.

** Required English electives are to be taken from, English 215 or 216 (whichever was *not* used to satisfy the specific English 215/216 requirement above), 303-304, 315-316, 399 (may be taken *one* time to satisfy English elective requirement), 403-404, 409-410, 422. See course listings in the current Catalog for prerequisites.

Curriculum Outline – English Expression

Freshman Year	**Semester** 1st	2nd
Communication 103	3	-
English 101-102	3	3
English 210-211	3	3
History 106, 105/107	3	3
Int. Foreign Language (202)*	-	3
Mathematics 109-110 or higher	3	3
Physical Education	-	1
University 101	1	-
Total	16	16

Sophomore Year	**Semester** 1st	2nd
Biology 101 (or 103 or 105)	3	-
Computer Science 120	-	3
English 203-204	3	3
English 220, 201	3	3
English Expression Elective**	3	-
Health Education 200	2	-
Humanities 201-202	3	3
Physical Education	1	-
Science 102 (or 104)	-	3
Social Science Elective	-	3
Total	18	18

Junior Year	**Semester** 1st	2nd
Elective	3	-
English 215/216	-	3
English 300	3	-
English 311-312	3	3
English 313-314	3	3
English 320	-	3
English Expression Electives**	3	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Elective	-	3
Electives	3	3
English 322	3	-
English 417-418	3	3
English Expression Elective**	3	-

Social Science Elective.....- 3
Total 12 12

Total Credits.....122

*Depending upon a student's preparation, it might well require more than one semester to satisfy the foreign language requirement. If student has already fulfilled this requirement, this slot can be filled with a free elective.

** Required English Expression electives are to be taken from the following list: English 202, 206, 207, 218, 319, 341, 398, 399, 401-402, 422, Theatre 120.

Minor in English Arts:

Course	**Credit**
English 210 Introduction to Literature I	3
English 211 Introduction to Literature II	3
Choose One Course from the following:	3
English 218 Applied Communication	
English 220 Writing Research Papers	
English 320 Advanced Writing	
Choose One Course from the following:	3
English 303 Ethnic Literature I	
English 304 Ethnic Literature II	
English 311 American Literature I	
English 312 American Literature II	
English 313 African-American I	
English 314 African-American II	
Choose One Course from the following:	3
English 203 English Literature I	
English 204 English Literature II	
English 215 World Literature I	
English 216 World Literature II	
English 322 Shakespeare	
Choose One Course from the following	3
English 341 Scriptwriting for Cinema	
English 399 Topics in Literature	
English 414 Introduction to Motion Pictures	
English 422 Film Criticism	
English Elective*	3
Total	**21**

** English elective may be taken from among any courses in the department at or above the 200 level and for which the student has the appropriate prerequisites.*

Interdisciplinary Program in Cinema Studies – English Department

The program in Cinema Studies is designed primarily for majors 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 program is also designed to provide essential preparation for students wishing to pursue graduate studies in film at an institution providing a comprehensive degree program.

Students in any School or Department may take courses as free electives at any time; however, a more structured selection is also possible. In consultation with the Program Director,

an individual curriculum can be mapped out for the student according to interests, major, and related intentions. Upon successful completion of the plan, students will receive a certificate of completion in cinema studies indicating that they have achieved this academic goal. Students must maintain a grade-point average of 2.5 or higher within the certificate program; no courses with a grade lower than "C" will count toward the certificate.

The program in Cinema Studies has a *minimum* requirement of 18 semester hours but will accommodate more if prerequisites and interests dictate in the student's curriculum (all courses are listed on the certificate) and their major provides free elective space. No more than one *major* course will count toward the certificate, and then only if the course is directly affiliated with academic investigation of motion pictures.

All students in the program will take six hours of core courses providing them with the universal foundation of cinema history, cinema processes and cinema terminology. The student must then complete a minimum of six semester hours in courses related to the theory and technology of film as well as six more hours related to actual cinema production in a substantive way.

Breakdown: Core Courses, 6 semester hours; Theory Courses, 6 semester hours; Production Courses, 6 Semester hours. TOTAL 18 Semester Hours.

Course Requirements

Core Courses – 6 Hours

All students entering the Cinema Studies Program will take these courses.

ENG 414 Introduction to Motion Pictures
ENG 341 Script Writing for Cinema

Theory Courses – 6 Hours

The student will select two courses from this category (may or may not be sequential but should be logically connected given the student's aims). All departmental pre-requisite requirements still apply except by permission of the instructor.

ART 200 Understanding the Arts
ENG 205 Written Expression in the Arts
ENG 300 Literary Criticism
ENG 314 African-American Literature
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

Production/Creative Courses – 6 Hours
The student will take two courses from this list.

ART 315 Introductory Painting
ART 330 Graphic Design I
ART 350-351 Photography I-II
ART 501-502 Special Project in Art
ENG 400 Independent Study
ENG 401-402 Creative Writer's Workshop
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 Improvisional Workshop
THE 355-356 Technical Theatre Workshop I – II

The Bachelor of Arts in English – Master in Teaching Program (Secondary English Education Emphasis)

The Bachelor of Arts in English - Master in Teaching (BA-MT) degree is designed for students who desire a career in 6-12 English Education. This five-year program, offered in collaboration between the Department of English and the Division of Professional Education in the College of Education and Continuing Studies, 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 - English - B.A./M.T. (Secondary English)

Freshman Year	**Semester** 1st	2nd
Biology 103	-	4
Communication 103	3	-
English 101-102	3	3
English 210-211	3	3
History 106, 105/107	3	3
Mathematics 109 (or higher) -110 (or higher)	3	3
Physical Education Activity	-	1
University 101	1	-
Total	16	17

Sophomore Year	**Semester** 1st	2nd
Education 200	-	3
English 201-202	3	3
English 203-204	3	3
English 215-216	3	3
English 220	3	-
Intermediate Foreign Language 202	3	-
Humanities 201-202	3	3
Sociology 205	-	3
Total	18	18

Junior Year	**Semester** 1st	2nd
Computer Science 120	-	3
Education 302, 300	3	3
English 300	3	-
English 303/304	3	-
English 311-312	3	3
English 313, 320	3	3
Health Education 200	2	-
Science 104	-	4
Total	17	16

Senior Year	**Semester** 1st	2nd
Education 517, 506	3	3
Education 556, 550	4	3
English 322	3	-
English 419-420	3	3
English Elective	-	3
Geography Elective	-	3
Political Science 305	3	-
Physical Education Activity	-	1
Total	16	16

Fifth Year	**Semester** 1st	2nd
Education 608	3	-
Education 610	3	-
Education 623	3	-
Education 647	-	9
Total	9	9

[1]**Total Credits 152**

[1] 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.

Department of Fine and Performing Arts

The Department of Fine and Performing Arts 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.

Curriculum Outline - Graphic Design Emphasis

Freshman Year	**Semester** 1st	2nd
Art 200	-	3
Biology 101	3	-
Computer Science 120	-	3
English 101-102	3	3
Health Education 200	2	-
History 105/107, 106	3	3
Mathematics 109-110	3	3
Science 102	-	3
University 101	1	-
Total	15	18

Sophomore Year	**Semester** 1st	2nd
Art 215-216	2	2
Art 224	-	3
Art 330-331	3	3
Communication 103	3	-
Humanities 201-202	3	3
Physical Education	1	1
Social Sciences (Psychology 203, Political Science 201, or Sociology 205)	3	3
Total	15	15

Junior Year	**Semester** 1st	2nd
Art 305-306	3	3
Art 317	3	-
Art 325-326	3	3
Art 430, 402	3	3
Electives	3	6
Total	15	15

Senior Year	**Semester** 1st	2nd
Art Electives (Art 350 rec.)	6	3
Art Seminar 500	-	3
Electives	9	6

Total	15	12

Total Credits.....120

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 Historically 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.

Curriculum Outline - Comprehensive Art Emphasis

Freshman Year	**Semester** 1st	2nd
Art 200	-	3
Biology 101	3	-
Computer Science 120	-	3
English 101-102	3	3
Health Education 200	2	-
History 105/107, 106	3	3
Mathematics 109-110	3	3
Science 102	-	3
University 101	1	-
Total	15	18

Sophomore Year	**Semester** 1st	2nd
Art 215-216	2	2
Art 224	-	3
Art 315-316	3	3
Communication 103	3	-
Humanities 201-202	3	3

Physical Education	1	1
Social Sciences (Psychology 203, Political Science 201 or Sociology 205)	3	3
Total	15	15

Junior Year	**Semester** 1st	2nd
Art 305-306	3	3
Art 317, 327	3	3
Art 335-336	3	3
Art Elective	3	-
Free Electives	3	6
Total	15	15

Senior Year	**Semester** 1st	2nd
Art Electives (Art 350 rec.)	6	3
Art Seminar 500	-	3
Free Electives	9	6
Total	15	12

Total Credits.....120

Area 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. The area of Theatre Arts exists to provide the best available preparation for those students who wish to pursue the craft of 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

A Senior Project is defined as a major project in Theatre Arts designed to demonstrate the student's ability to synthesize and apply the knowledge gained during his/her study within the Department. A pre-requisite to undertaking the senior project is participation in a minimum of three departmental productions in either a technical or performance capacity. Successfully completing THE 350 is also a prerequisite for this course. Senior Theatre Arts majors must complete the project as part of their exit assessment. The Senior Project is performed in partial fulfillment of the requirements for graduation. Therefore, the project must be awarded a minimum grade of "C" before the student can graduate.

Theatre Minor Requirements:

Freshmen Year	**Semester** 1st	2nd
THE 201 Stagecraft	3	-
THE 205 Theatre History	3	-
THE 233 Acting I	3	-
THE 305 Directing I	3	-

Sophomore Year	**Semester** 1st	2nd
THE 364 Modern Drama	-	3
Electives (Selected from the Theatre Offerings: Acting II, Directing II, Black American Theatre, Costume Design, Practicum, etc.)	3	-

Total Credits.....18 hours

Curriculum Outline - Theatre Performance Emphasis

Freshman Year	**Semester** 1st	2nd
Communication 103	-	3
Computer Science 120	3	-
English 101,102	3	3
Foreign Language	3	3
Mathematics 109, 110	3	3
Theatre Practicum 116-417	1	1
Theatre 120, 119	3	3
University 101	1	-
Total	17	16

Sophomore Year	**Semester** 1st	2nd
Biology 101	3	-
Communication 121	3	-
Health Education 200	-	2
History 105 or 107	3	-
History 106	-	3
Humanities 201,202	3	3
Physical Education	1	-
Science 102	-	3
Social Sciences (Psychology 203, or Sociology 205)	3	3
Theatre 125	-	3
Total	16	17

Junior Year	**Semester** 1st	2nd
Communication 350	-	3
Music 201	-	3
Physical Education	1	-
Theatre 201	3	-

Theatre 205	3	-
Theatre 233	3	-
Theatre 305-306	3	3
Theatre 319, 333	3	3
Theatre/Communication Elective	-	3
Total	16	15

Senior Year	**Semester** 1st	2nd
Free Elective	3	3
Theatre 252	3	-
Theatre 345	-	3
Theatre 352	-	3
Theatre 364	3	-
Theatre 419	-	3
Theatre 422	3	-
Theatre/Communication Elective	3	3
Total	15	15

Total Credits.....124

Curriculum Outline - Technical Theatre Emphasis

Freshman Year	**Semester** 1st	2nd
Communication 103	-	3
Computer Science 120	3	-
English 101,102	3	3
Foreign Language	3	3
Mathematics 109,110	3	3
Theatre 116- 417	1	1
Theatre 119, 120	3	3
University 101	1	-
Total	17	16

Sophomore Year	**Semester** 1st	2nd
Biology 101	3	-
History 105/107, 106	3	3
Humanities 201,202	3	3
Physical Education	1	1
Science 102	-	3
Social Sciences (Psychology 203 or Sociology 205)	3	3
Theatre 201, 125	3	3
Total	16	16

Junior Year	**Semester** 1st	2nd
Communication 121	-	3
Communication 350	-	3
Health Education 200	2	-
Theatre 205	3	-
Theatre 233, 345	3	3

Theatre 252, 356	3	3
Theatre 305	3	-
Theatre 355	3	-
Theatre/Communication Elective	-	3
Total	17	15

Senior Year	**Semester** 1st	2nd
Free Elective	-	6
Theatre 364	3	-
Theatre 403	3	-
Theatre 404	-	3
Theatre 419	-	3
Theatre 422	3	-
Theatre/Communication Elective	6	3
Total	15	15

Total Credits.....124

Department of Modern Foreign Languages

The Department of Modern Foreign Languages offers a Bachelor of Arts degree program in Spanish and collaborates with the Department of Political Science and History to offer a Bachelor of Arts degree program in International Studies. Students have several options to fulfill their major requirements in foreign language through the department. Service courses in French, Spanish, German and Japanese are offered through the Intermediate levels 201-202. Each of the elementary and intermediate level language courses (101-102-201-202) have a laboratory component that students are required to attend. Students who wish to broaden their liberal education may take additional courses beyond the 200 level in Spanish and French. Often, special programs are offered in other languages such as Arabic, Chinese and Swahili. These courses are offered as teaching and enrollment allow and generally are offered only in sequence, Part I in the fall and Part II in the spring. Students who are interested in pursuing these languages should inquire about these courses with the department.

Placement

Students will be placed in foreign language courses according to the following criteria:

1. Students with less than two years of high school foreign language enroll in 101.
2. Students with two or more years of the language should take the placement test to determine appropriate placement.

Proficiency levels are designated according to ACTFL (Association of College Teachers of Foreign Languages) Guidelines. These guidelines can be found in the department or on the ACTFL website. Students with questions are encouraged to ask foreign language professors about placement.

The Spanish Major Program

The Department of Modern Foreign Languages offers a major in Spanish that is designed to prepare students to compete better in the global job market by enabling them to function professionally in the language field.

The major in Spanish consists of a required thirty-hour sequence that includes an 18 hour core, a Senior Capstone (or Case Studies) Course, and a nine-hour concentration option. Students may select from four emphases: language, literature, culture, and professional purposes (medical or business). The curriculum also includes credits earned through experiential learning in a Spanish language context. To fulfill this requirement, majors must participate in pre-approved

study abroad, service learning or internship programs in Spanish. This requirement can be waived by the chairperson based upon previous experience, as in the case of heritage speakers.

The Department of Modern Foreign Languages is committed to language proficiency as well as to cultural competency. Rigor is built into the academic program through the oral and written exit proficiency requirements. The program satisfies the admissions criteria for the leading graduate programs in Spanish and meets the state teacher licensure standards for Virginia and states sharing reciprocity with Virginia (students must complete required education component).

In order to maximize students' career opportunities and enhance their professional development, maximum flexibility is built into the program. The generous number of electives within the major allows students to pursue in-depth study, a second foreign language, and/or major in other fields such as International Business, English, Marketing, History, Political Science or Journalism and Communications.

Entry, Continuation and Exit Requirements

A student may declare a projected Spanish major upon admission to the University. First year students will consult with the Spanish faculty about course/program sequences, requirements, procedures and expectations. The Office of Freshman Studies will also advise students about initial courses, academic support and counseling. Students will have completed SPA 101-102, SPA 201-202, Basic and Intermediate Spanish, or have equivalent proficiency. Four years of High School Spanish will place student out of these courses.

Continuation in the Spanish major requires at least a 2.0 cumulative grade point average, completion of major requirements with a grade of "C" or better, and completion of major requirements in 300-400 level courses. 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. Failure to meet these requirements will result in probationary status. Students may apply or petition for re-entry to the chairperson. Students may take the Proficiency Exam earlier with approval.

Exit requirements include the maintenance of a 2.0 cumulative grade point average with a 2.5 GPA in all Spanish courses and a grade of not less than a "C" in all major requirements. All majors must complete one of the concentration options. They must also complete experiential learning and the Senior Capstone Seminar/Case Studies Course and defend their paper before the Spanish faculty.

The Spanish Minor Program:

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. Meeting the requirements for the minor should be independent of meeting the major requirements for graduation.

Program Highlights

Students may take advantage of the computer facilities in the Modern Foreign Languages Laboratory located in the Harvey Library.

Afro-Hispanic Culture is a component of this program at all levels. All majors are required to take SPA 406 Afro-Hispanic Literature.

Student Organizations

Alpha Mu Gamma, National Collegiate Foreign Language Honor Society – This organization 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 can become members with a 3.0 GPA and high final grades in any college courses.

Curriculum Outline – Bachelor of Arts in Spanish*

Freshman Year	**Semester** 1st	2nd
Computer Science 120	-	3
Elective in Major	3	-
English 101-102	3	3
Foreign Language Elective	3	3
History 106, 107/105	3	3
Mathematics 109-110 (or higher)	3	3
Physical Education	-	1
University 101	1	-
Total	16	16

Sophomore Year	**Semester** 1st	2nd
Biology 101	3	-
Communication 103	-	3
Elective in Major	3	-
Elective	-	3
Health Education 200	2	-
Humanities 201-202	3	3
Physical Education	1	-
Social Science Elective	-	3
Spanish 301-302	3	3
Total	15	15

Junior Year	**Semester** 1st	2nd
Elective	6	6
Science 102 or 104	3	-
Social Science Elective	-	3
Spanish 310	3	-
Spanish 320	-	3
Spanish 405	3	-
Spanish 440	-	0-3
Total	15	12-15

<u>Senior Year</u> (Literature Option)**	**Semester** 1st	2nd
Elective	9	7
Spanish 400, 400	3	3
Spanish 406	3	-
Spanish 412	-	3
Spanish 419	-	3
Total	15	16

Total Credits.....120 Hrs.

**This four year schedule represents a suggested sequence. Courses may be taken at any time students can schedule them keeping in mind prerequisite requirements.*

***Other Concentration Options:*

Language –SPA 406 Afro-Hispanic Literature, SPA 414 The Structure of Spanish, SPA 430 Advanced Translation Technologies, SPA 400 Topics in Literature or Civilization, SPA 419 Senior Capstone

Culture – SPA 406 Afro-Hispanic Literature, SPA 420 Hispanic Culture to 1600, SPA 421 Hispanic Culture 1600 to Present, SPA 400 Topics in Culture, SPA 419 Senior Capstone

Professional Purposes –

Medical: SPA 406 Afro-Hispanic Literature, SPA 418 Advanced Medical Terminology, SPA 422 Advanced Medical Communication, SPA 318 Culture and Medicine in the Spanish Speaking World, SPA 419 – Case Studies Seminar

Business: SPA 406 Afro-Hispanic Literature, SPA 317 Culture and Business in the Spanish Speaking World, SPA 417 Advanced Business Oral and Written Communication I, SPA 423 Advanced Business Oral and Written Communication II, SPA 419 Case Studies Seminar.

Program in International Studies

The Department of Modern Foreign Languages in collaboration with the Department of Political Science and History offer a Bachelor of Arts degree program in International Studies with two concentrations: International Relations and Latin American and Caribbean Studies. This program is available online. 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 good candidates for graduate study in international law, foreign relations, and diplomacy. This interdisciplinary program focuses on mastering subject areas that connect the global community: history, geography, politics, socio-cultural, economy, culture and languages.

The requirements for the Bachelor of Arts in International Studies consist of 45 hours of General Education, 18 hours of International Studies or Major Core, 24 hours in Area of Concentration, 18 hours of a Modern Foreign Language, and 18 hours of Electives in any international related courses. The language requirement may be met through examination, the transfer of language study credit from another university, or by taking courses on campus. 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, and must earn a "C" or above in all courses in the major (required or elective) while matriculating at Hampton University. To receive the Bachelor of Arts degree in International Studies from Hampton University, majors must complete a total of 125 credit hours (123 credit hours for the accelerated online program). In doing so, students must fulfill the University's core requirements, including the School of Liberal Arts and the departmental requirements.

A "C" is the minimum passing grade for all courses in the required major core, concentration, foreign language concentration, ENG 101, ENG 102, COM 103 and CSC 120. General Education requirements include:

BIO 101 or higher
COM 103
CSC 120
ENG 101, ENG 102,

HEA 200
HIS 106, HIS 105 or 107
MAT 109 or higher
MAT 110 or higher
HUM 201, HUM 202
PED (two activity courses, although this is waived in the online degree program)
SCI 102 or higher
SOC 205 or PSY 203
SOC SCI Elective
UNV 101

Curriculum Outline – International Studies (International Relations Concentration)

Freshman Year	**Semester** 1st	2nd
Computer Science 120	3	-
English 101-102	3	3
Health Education 200	2	-
History 105/107, 106	3	3
Mathematics 109-110 or higher	3	3
Physical Education Activity**	1(0)	1(0)
Psychology 203 or Sociology 205	-	3
Social Science Elective	-	3
University 101	1	-
Total	16(15)	16(15)

Sophomore Year	**Semester** 1st	2nd
Biology 101 (or 103)	3	-
Communication 103	3	-
Foreign Language 301-302	3	3
Geography 201	3	-
Humanities 201-202	3	3
International Studies 220	-	3
Political Science 205	-	3
Science 102, or higher	-	3
Sociology 324	3	-
Total	18	15

Junior Year	**Semester** 1st	2nd
Economics 201	-	3
English 215 or 216	-	3
Foreign Language 310, 321	3	3
History 331, 410	3	3
Management 321	3	-
Political Science 304, 307	3	3
Political Science 408	3	-
Total	15	15

Senior Year	**Semester** 1st	2nd
Foreign Language 320, 440	3	3
International Studies 435	3	-
International Studies Elective*	9	9
Political Science 405	-	3
Total	15	15

Total Credits.....125 (123)**

**Selected from any discipline with international related courses (English, Music, Fine and Performing Arts, Sociology, Psychology, Business, Others with consent of advisor).*

***Physical Education Activity courses are waived for ONLINE program only.*

Curriculum Outline – International Studies (Latin American and Caribbean Concentration)

Freshman Year	**Semester** 1st	2nd
Computer Science 120	3	-
English 101-102	3	3
Health Education 200	2	-
History 105/107, 106	3	3
Mathematics 109-110 or higher	3	3
Physical Education Activity**	1(0)	1(0)
Psychology 203 or Sociology 205	-	3
Social Science Elective	-	3
University 101	1	-
Total	16(15)	16(15)

Sophomore Year	**Semester** 1st	2nd
Biology 101, or higher	3	-
Communication 103	-	3
Foreign Language 301-302	3	3
Geography 201	3	-
Humanities 201-202	3	3
International Studies 220	-	3
International Studies 302	-	3
Science 102, or higher	-	3
Sociology 324	3	-
Total	15	18

Junior Year	**Semester** 1st	2nd
Foreign Language 306-310***	3	3
History 360-361	3	3
History 410	-	3
International Studies 310, 321	3	3
Political Science 304, 305	3	3
Political Science 310	3	-
Total	15	15

Senior Year	**Semester** 1st	2nd

Foreign Language 412***, 440	3	3
International Studies 402, 440	3	3
International Studies Elective*	9	9
Total	15	15

Total Credits.....125 (123*)

**Selected from any discipline with international related courses (English, Music, Fine and Performing Arts, Sociology, Psychology, Business, Others with consent of advisor).*

***Physical Education Activity courses are waived for ONLINE program only.*

****Course number varies with foreign language and must be approved by advisor.*

Department of Music

The Department of Music offers three programs: a Bachelor of Arts in Music (Performance), a Bachelor of Science in Music (Music Recording Technology), and a Bachelor of Arts in Music-Master in Teaching (Music Education). 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. The Department of Music is a full member of the National Association of Schools of Music.

Admissions

The student who wishes to major in music is required to take an entrance examination consisting of the following two parts: a written aptitude test, administered during Freshman Orientation Week; and an audition designed to show the performance ability of the prospective student on his or her chosen major performance instrument.

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 tape should be sent to the Department of Music. Transfer students are required to take an examination for placement in music theory and in major 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 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, 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. Students will required to attend a minimum of six (6) semesters and twelve (12) on-campus musical activities each of the six semesters.

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-minors who take private lessons will be assessed $35.00 per one hour applied lesson and $17.70 per half-hour lesson each week for the semester. The fee will be assessed on a semester basis. Practice for each use of piano-organ practice facilities is $50.00 per semester.

Class-Related Activities in Music

Students at Hampton University may enroll in Major Ensembles (University Orchestra, Marching Band, Symphonic Winds, Concert Band, University Choir, Concert Choir) Gospel Choir, or other ensembles including Vocal Jazz and Madrigals. The music major must limit herself or himself to three ensembles per semester (credit or non-credit).

- 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 with an 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 and Commencement. (2) The Concert Choir is a required Major Ensemble for Voice, Piano, and Organ majors. This group is the primary touring choir for the University. Comprised of no more than 35 singers, the group makes two tours annually. (3) The Gospel Choir (HIS CHOSEN SOUNDS) tours on weekends, and membership is limited. The Gospel Choir and the University Choir 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 Theater 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.)

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 performance opportunities as well as for future graduate study.

Course Requirements

Required in Major Area (Bachelor of Arts in Music) 68 hrs.

Music 119-120, 121-122, 204, 211-212 w/lab, 305-306, 309-310, 311, 401, 444 or 445, 24 credit hours of Major Performance (107-408), 4 credit hours of Minor Performance (PIA or VOI* 103/105, 104/106, 203/205, 204/206), 4 credit hours of Major Ensemble (Band/Choir/Orchestra for two years), 4 credit hours of Small Ensemble (ORC 205, two years in related ensembles), 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 .....9 hrs.

Required in General Education.....54 hrs.

*Biology 101 (or 103) and Science 104 (or 102) 7 hrs.
Communication 103.....3 hrs.
Computer Science 120 .....3 hrs.
English 101-102 .....6 hrs.
Foreign Language .....6 hrs.
Health Education 200.....2 hrs.
History 106 & 105 or 107 .....6 hrs.
Humanities 201-202.....6 hrs.
Mathematics 109-110 .....6 hrs.
Physical Education.....2 hrs.
Social Sciences (selected from SOC 205,
PSY 203, POL 201) .....6 hrs.
University 101.....1 hr.

**One laboratory course is required in physical science or biology.*

Total Credits.....131 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.

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 Theater (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
† Minor Performance Sequence

Major Ensemble Sequence

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

† *The Music Recording Technology program does not require Major Performance 408.*

* *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
History 106	-	3
[1]Major Performance 107-108	3	3
Major Ensemble (BAN/CHO/ORC)	1	1
Mathematics 109-110	3	3
Min. Per. PIA/VOI 103/105, 104/106	1	1
[2]Music 119-120	1	1
[2]Music 121-122	2	2
Music 204	2	-
Recital Attendance 101, 101	0	0
University 101	1	-
Total	17	17

Sophomore Year	**Semester** 1st	2nd
Communication 103	3	-
[3]Computer Science 120	-	3
History 105/107	3	-
Humanities 201-202	3	3
Major Ensemble (BAN/CHO/ORC)	1	1
Major Performance 207-208	3	3
Min. Per. PIA/VOI 203/205, 204/206	1	1
Music 211-212	2	2
Music 222-233	1	1
Recital Attendance 101, 101	0	0
Science 104 (or Biology 103)	-	4
Total	17	18

Junior Year	**Semester** 1st	2nd
Biology 101 (or Science 102)	3	-
Elective	-	3
Foreign Language	3	3
Major Performance 307-308	3	3
Music 305-306	3	3
Music 309-310	2	2
Music 311	2	-
Orchestra 205 (Small Ensemble)	1	1
Physical Education	-	1
Recital Attendance 101, 101	0	0
Total	17	16

Senior Year	**Semester** 1st	2nd
Electives	3	3
Health Education 200	2	-
Major Performance 407-408	3	3
Music 401	-	2
Music 444 or 445	2	-
Music Education 302	2	-
Orchestra 205 (Small Ensemble)	1	1
Physical Education	-	1
Recital Attendance 101, 101	0	0
Social Science Elective	3	3
Total	16	13

Total Credits.....131

[1]Audition required.
[2]Diagnostic music theory test required.
[3]A minimum grade of "C" is required for Computer Science 120.

The Bachelor of Arts in Music – Master in Teaching Program (Music Education Emphasis)

The Bachelor of Arts in Music-Master in Teaching (BA-MT) degree is designed for students who desire a career in K-12 Music Education. This five-year program, offered in collaboration between the Department of Music and the Department of Education, 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.

Course Requirements

Required in Major Area (Bachelor of Arts in Music - Master in Teaching) 72 hrs.

Music 119-120, 121-122, 211-212 w/lab, 305-306, 309-310, 311, 401,444, or 445, 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 .....36 hrs.
Education 200, 300, 302, 506, 517, 550, 608, 610, 623, 648

Required in General Education.....54 hrs.
*Biology 101 (or 103) and Science 104 (or 102) 7 hrs.
Communication 103.....3 hrs.
Computer Science 120 .....3 hrs.
English 101-102 .....6 hrs.
Foreign Language .....6 hrs.
Health Education 200.....2 hrs.
History 106 & 105 or 107 .....9 hrs.
Humanities 201-202.....6 hrs.
Mathematics 109-110 .....6 hrs.
Physical Education.....2 hrs.
Social Sciences .....6 hrs.
University 101.....1 hr.

**One laboratory course is required in physical science or biology.*

Total Credits .....162 hrs.

Curriculum Outline –B.A. Music – M.T. (Music Education Emphasis, Pre K-12)

Freshman Year	**Semester** 1st	2nd
English 101-102	3	3
History 105/107, 106	3	3
Major Ensemble (BAN/CHO/ORC)	1	1
[1]Major Performance 107-108	2	2
Minor Performance PIA/VOI 103/105, 104/106	1	1
Mathematics 109-110	3	3
[2]Music 119-120	1	1
[2]Music 121-122	2	2
Physical Education Activity	-	1
Recital Attendance 101, 101	0	0
University 101	1	-
Total	17	17

Sophomore Year	**Semester** 1st	2nd
Communication 103	-	3

[3]Computer Science 120	3	-
Education 200	-	3
Health Education 200	2	-
Humanities 201-202	3	3
Major Ensemble (BAN/CHO/ORC)	1	1
Major Performance 207-208	2	2
Minor Performance PIA/VOI 203/205, 204/206	1	1
Music 211-212	2	2
Music 222-233	1	1
Music Education 202, 201	1	1
Music Education 207	3	-
Physical Education Activity	-	1
Recital Attendance 101, 101	0	0
Total	19	18

Junior Year	**Semester** 1st	2nd
Education 302, 300	3	3
Education 506	-	3
Major Ensemble (BAN/CHO/ORC)	1	1
Major Performance 307-308	2	2
Music 305-306	3	3
Music 311	2	-
Music Education 204	1	-
Music Education 302-303/304	2	2
Recital Attendance 101, 101	0	0
Science w/Lab (SCI 104 or BIO 103)	-	4
Social Science	3	-
Total	17	18

Senior Year	**Semester** 1st	2nd
Education 517, 550	3	3
Foreign Language	3	3
Major Ensemble (BAN/CHO/ORC)	1	1
Major Performance 407-408	2	2
Music 401	2	-
Music Education 203	-	1
[5]Music Education 205/206	-	1
[4]Music Education 318, 416/417/418	2	2
Music Education 530, 535	3	3
Recital Attendance 101, 101	0	0
Science (BIO 101 or SCI 102)	-	3
Social Science	3	-
Total	19	19

Fifth Year	**Semester** 1st	2nd
Education 608	3	-
Education 610	3	-
Education 623-648	3	9
	-	
Total	9	9

[6]Total Credits 162

[1]Audition required.
[2]Diagnostic music theory test required.
[3]A minimum grade of "C" is required for CSC 120.

[4]*Instrumental majors will take MUE 417; String Majors will take MUE 418; Piano, Organ, and Voice majors will take MUE 416.*

[5]*Instrumental, String, and Voice majors will take MUE 205; Organ and Piano majors will take MUE 206.*

[6] *Note that EDU 506, 508, 517, 550 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.*

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 includes electrical engineering and audio recording. The combining of electrical engineering with music ensures that graduates are proficient audio engineers as well as accomplished musicians.

Course Requirements

Required in Major Area (Bachelor of Science in Music) 52 hrs.

Music 119-120, 121-122, 204, 211-212 w/lab, 305-306, 401, 407, 408, 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.....33 hrs.
Music Recording Technology 225-226,
325-326, 327, 425-426, 427, 429.....21 hrs.
Engineering 101, 213, 218, 220.....9 hrs.
Computer Science 120.....3 hrs.
Required in General Education.....49 hrs.
Communication 103.....3 hrs.
English 101-102.....6 hrs.
Health Education 200.....2 hrs.
History 106 & 105 or 107.....6 hrs.
Humanities 201-202.....6 hrs.
Mathematics 117-118.....6 hrs.
Physical Education.....2 hrs.
Science (Physics 201-202, 215).....9 hrs.
Social Science (Sociology 205, plus elective)...6 hrs.
University 101.....1 hr.

Total Credits.....134 hrs.

Curriculum Outline – Bachelor of Science in Music (Music Recording Technology Emphasis)

Freshman Year	**Semester** 1st	2nd
[1]Applied Major Performance 107-108	2	2
[2]Computer Science 120	-	3

Engineering 101	2	-
English 101-102	3	3
Major Ensemble (BAN/CHO/ORC)	1	1
Mathematics 117-118	3	3
Minor Perf. (PIA/VOI 103 or 105)	1	-
[3]Music 119-120	1	1
[3]Music 121-122	2	2
Music 204	-	2
Piano 104/106	-	1
Recital Attendance 101, 101	0	0
University 101	1	-
Total	16	18

Sophomore Year	**Semester** 1st	2nd
Applied Major Performance 207-208	2	2
Communication 103	-	3
Engineering 213	3	-
History 106	-	3
Major Ensemble (BAN/CHO/ORC)	1	1
Mathematics 151*-152	4	4
Music 211-212	2	2
Music 222-233	1	1
Music Recording Tech. 225-226	3	2
Physics 201-202	4	4
Physics 215	1	-
Recital Attendance 101, 101	0	0
Total	17	18

Junior Year	**Semester** 1st	2nd
Applied Major Performance 307-308	2	2
Engineering 218	-	3
Engineering 220	-	1
History 105/107	3	-
Humanities 201-202	3	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
Total	16	15

Senior Year	**Semester** 1st	2nd
Applied Major Performance 407	2	-
Health Education 200	-	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
Physical Education Activities	1	1
Recital Attendance 101, 101	0	0

Sociology 205	3	-
Social Science Elective	-	3
Total	14	14

Summer (2nd, 3rd or 4th Year)

Music Recording Tech. 429 4

Total Credits 134

[1]Audition required.
[2]A minimum grade of "C" is required for Computer Science 120.
[3]Diagnostic music theory test required.
*Mathematics placement may indicate a need for pre-calculus courses.

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.
Minor Performance 103, 104, 203, 204 (1 hr. ea.)	4 hrs.
PIA 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.
Total	**34 hrs**.

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*

Division of Social and Behavioral Sciences

The Division of Social and Behavioral Sciences includes the departments of Military Science, Political Science and History, Psychology, and Sociology. 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.

Military Science Program

The mission of the Military Science Department's Reserve Officer Training Program is to commission the future officers of the United States Army. This is done by providing each student with an understanding of the fundamental concepts and principles of military art and science; cultivating a basic understanding and specialized knowledge of tactics and techniques common to land warfare; developing a strong sense of personal integrity, honor, and individual responsibility; and ultimately instilling an appreciation of the requirements for national security. These take place while the student successfully completes all requirements for his/her chosen academic major. Students attaining both objectives (completion of an approved university academic curriculum and completion of the ROTC academic and training program) will be eligible for commissioning and have a sound basis for future professional growth and effective performance in the United States Army upon graduation.

The ROTC curriculum has two parts. The first part, or basic course, consists of the freshman and sophomore year classes and field training. Those students with ROTC scholarships acquire an obligation to serve on active duty. The second part, or advanced course, consists of the junior year classes and training leading to a six-week ROTC advanced summer camp. Senior year classes and field training feature a transition to officership. At the completion of the senior year, the cadet is commissioned. Throughout the program all contracted students receive compensation during school, camps and other directed training events on or off campus.

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 of ROTC.

Enrollment in the advanced course is dependent upon:

1. Satisfactory completion of the basic course, or the basic summer camp (a six-week training course at a military installation, normally attended before the junior year, designed to qualify the student for the two-year ROTC program); having received advanced placement for the basic course by virtue of prior military service; having completed three or more years of junior ROTC; having participated in the Reserve components with at least completion of Basic Training.
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) and approval by the appropriate institution official.

Students who have had prior military service (veterans), who have received credit for junior ROTC participation, or who have participated in the Reserve components with at least completion of Basic Training, may be granted placement credit subject to the approval of the PMS and college officials.

All students of American citizenry are accepted into the program as "enrolled" ROTC cadets. Foreign students may participate with approval of their embassy and the Professor of Military Science (PMS). Students other than ROTC cadets, including foreign students, may in some cases be authorized to take certain military science classes. They must be in good standing, be

attending school full-time, and have the approval of the PMS and appropriate institution officials. These students are not authorized for subsistence allowance.

Courses in Military Science are tuition-free. Textbooks and equipment necessary for the conduct of military science classes are furnished without expense to the student. All enrolled cadets are furnished government uniforms on a loan basis. Lost articles are charged to the student. All Military Science courses require a leadership lab.

Two-year guaranteed reserve forces duty and three-year ROTC scholarships are available on a competitive basis to qualified cadets who are strongly motivated toward a commission in the Army. Scholarships pay for tuition, comprehensive fees, $300 for books, and provide a monthly subsistence allowance of $250 to be used at the student's discretion.

Course Sequence – Military Science

Freshman Year
Military Science 101-102.....2 hrs.

Sophomore Year
Military Science 201-202.....5 hrs.

Junior Year
Military Science 301-302.....6 hrs.

Senior Year
Military Science 401-402.....6 hrs.

Total Credits.....18 hrs.

Department of Political Science and History

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.

Political Science Program

The Department of Political Science and History offers students the opportunity to study politics at the local, national, and international levels. The Department offers a program of study for the Bachelor of Arts degree in Political Science and collaborates with the Department of Modern Foreign Languages to provide a program of study leading to the Bachelor of Arts in International Studies, as described above.

Students pursuing the degree in Political Science are required to take twenty-four (24) credit hours of core Political Science courses (201, 202, 203, 204, 210, 304, 403 and 404). 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, 309,

318, 319, 425), International Studies (307, 405, 406), American Government (303, 308, 341, 430), Comparative Politics (205, 305, 310, 320, 330, 350), Political Behavior (206, 306, 316), Public Administration (402, 407, 408, 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.

Student Organizations

Political Science/Pre-Law Club
Pi Sigma Alpha (Political Science Honor Society)
Phi Alpha Delta (Pre-Law Honor Society)

Political Science Minor Requirements:

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 the minor in Political Science.

Curriculum Outline – Political Science

Freshman Year	**Semester** 1st	2nd
Communication 103	3	-
Computer Science 120	-	3
English 101-102	3	3
Health Education 200	2	-
History 105 or 107, 106	3	3
Mathematics 109 or higher,110 or higher	3	3
Physical Education	1	1
Political Science 201	-	3
University 101	1	-
Total	16	16

Sophomore Year	**Semester** 1st	2nd
Biology 103 (with lab)	4	-
Foreign Language (Elementary)	3	3
Humanities 201-202	3	3
Political Science 202	3	-
Political Science 203, 210	3	3
Psychology 203 or Sociology 205	-	3
Science 104 (with lab)	-	4
Total	16	16

Junior Year	**Semester** 1st	2nd
Economics 201, 202	3	3
Foreign Language (Intermediate)	3	3
Political Science 204, 304	3	3
Political Science 205, 309	3	3

Psychology/Sociology 346	-	3
Social Science Elective	3	-
Total	15	15

Senior Year	**Semester** 1st	2nd
Free Electives	6	6
Political Science 403, 404	3	3
Political Science Electives	6	6
Total	15	15

Total Credits.....124

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).

History Minor Requirements:

The History Minor requires 21 credit hours to include the following.
HIS 201, 202, 218, 305, 308, 330, 499

Course Requirements – History

Required in Major Department.....48 hrs.
(Exclusive of HIS 105, 106)

History 201-202; 203; 218; 308; 311; 332-333; 390; 399; 425; three (3) hours of either 319, 320, 330 or 331; three (3) hours of American history, six (6) hours of Asian, African or Latin American history, plus three (3) hours of European history. All major courses must be taken at Hampton University. A "C" is the minimum passing grade for all required History courses.

Required in Related Area.....12 hrs.
Social Science Electives .....12 hrs.

Required in Other Areas.....60 hrs.
Communication 103 (C or better required).....3 hrs.
Computer Science 120 .....3 hrs.
Electives.....13 hrs.
English 101-102 (C or better required).....6 hrs.
Foreign Language .....6 hrs.
Health Education 200.....2 hrs.
History 105-106 (C or better required).....6 hrs.
Humanities 201-202.....6 hrs.
Mathematics 109-110 .....6 hrs.
Physical Education.....2 hrs.
Science (Biological and Physical) .....6 hrs.
University 101.....1 hr.
Total .....120 hrs.

Curriculum Outline – History

Freshman Year	**Semester** 1st	2nd
Communication 103	-	3
Computer Science 120	3	-
English 101-102	3	3
Health Education 200	2	-
History 105, 106	3	3
Mathematics 109-110 or higher	3	3
Physical Education	1	1
Political Science 201	-	3
University 101	1	-
Total	16	16

Sophomore Year	**Semester** 1st	2nd
Biology 101 or higher	-	3
Foreign Language (101-102 or higher)	3	3
History 201-202	3	3
History 203	3	-
History 218	3	-
Humanities 201-202	3	3
Science 102 or higher	-	3
Total	15	15

Junior Year	**Semester** 1st	2nd
Economics 201	-	3
Elective	3	-
Geography 201	3	-
History 308	-	3
History 311	-	3
History (319, 320, 330 or 331)	-	3
History 332-333	3	3
History 399	3	-
Sociology 205	3	-
Total	15	15

Senior Year	**Semester** 1st	2nd
American History Elective	3	-
Asian, African or Latin Asian, African or Latin American History	3	3
Electives	3	7
European History Elective	3	-
History 390	-	3
History 425	3	-
Total	15	13

Total Credits.....120

Department of 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 is offered which demonstrates 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, graduate education. Given that the doctoral degree is considered to be the entry level degree for the profession and selection for these programs is extremely 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 several 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.

Departmental Requirements

The Psychology major consists of 39 hours in the discipline with 12 hours of related requirements. All students wishing to major in psychology must enroll in the special sections of the introductory course (PSY 203) reserved for them. The other core curriculum courses include Social Psychology (PSY 205), Methods of Psychology (PSY 208), Introduction to Statistical Methods and Advanced Statistical Methods (PSY 346 and 347), Systems of Psychology (PSY 301), Physiological Psychology (PSY 308), Abnormal Psychology or Theories of Personality (PSY300/302) and Senior Seminar (PSY 408). At least 12 hours of Psychology electives are required. In addition to 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 is 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 during 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 nine courses in psychology with a grade of “C” or better will be allowed to enroll in Senior Seminar (PSY 408).

Curriculum Outline – Psychology

Freshman Year	**Semester** 1st	2nd
Biology 103 (w/Lab)	-	4
Communication 103	3	-
English 101-102	3	3
Health Education 200	2	-
History 106, 105/107	3	3

Mathematics 109*, 105*	3	3
Physical Education	1	1
Psychology 203 (for majors)	-	3
University 101	1	-
Total	16	17

Sophomore Year	**Semester** 1st	2nd
Computer Science 120	-	3
Foreign Language 101 or higher	3	3
Humanities 201-202	3	3
Mathematics 117	3	-
Physical Science Course w/Lab**—	-	4
Philosophy 210	3	-
Psychology 208	3	-
Psychology 346	3	-
Sociology 205	-	3
Total	18	16

Junior Year	**Semester** 1st	2nd
Free Electives	3	3
Psychology 205, 301	3	3
Psychology 308	3	-
Psychology 347	3	-
Psychology 300 or 302	-	3
Psychology Elective	-	3
Social Science Elective (Approved list)	-	3
Total	12	15

Senior Year	**Semester** 1st	2nd
Free Electives	6	8
Psychology 408	3	-
Psychology Elective	3	6
Total	12	14

Total Credits.....120

**Two semesters of mathematics (6 hours) are required of all Psychology Majors, including MAT 109 or higher and MAT 117 or higher. However, students who do not meet the University Mathematics Department criteria for exemption from MAT 105 will be required to take MAT 105 prior to enrollment in MAT 117. Mathematics 110 is excluded from acceptable courses. (Note: MAT 105 will not count as a free elective.)*

*** One of the following: Science 104: Intro to Physical Science w/lab, Chemistry 101 or 201 and Environmental Science (ESC 203), Physics 201 plus 215*

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 Systems of Psychology (PSY 301). The remaining nine credits may be chosen from other selected psychology courses; however, only three of these remaining credits may come from any applied course. The recommended sequence is as follows:

Semester

	1st	2nd
Freshman Year		
PSY 203	-	3
Sophomore Year		
PSY 208, 346	3	3
Junior Year		
PSY Elective	3	3
Senior Year		
PSY Elective	3	-
PSY 301	-	3

Department of Sociology

The Department of Sociology offers a program of study leading to the Bachelor of Arts degree in Sociology and a program of study leading to the Bachelor of Science in Criminology and Justice. The degree program in Sociology has three concentrations available. Online degree program in Criminal Justice is offered in collaboration with Hampton University Online housed in the College of Education and Continuing Studies. Each program is presented separately below. Please note that all 400-level Sociology 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 400 level. Prerequisite for all 400 level courses: junior or senior standing or permission of instructor.

The role of the Department of Sociology at Hampton University is unique. It provides both customary and African-American approaches to the study of society. Since the work of W. E. DuBois, E. Franklin Frazier, and Charles S. Johnson, studies of the experiences of blacks and other people of color have become more prevalent. The issues that confront Americans and American society require scholars with intellectual and pragmatic skills and commitments that transcend the conventional model. Hence, the Department of Sociology at Hampton University is committed to an analysis of the interplay between race, class, and gender with concentration in the areas of social inequality, criminology, international studies, and social policy.

Bachelor of Arts in Sociology

The Department of Sociology offers the Bachelor of Arts (B.A.) degree with an emphasis in Social Inequality (including courses in Race and Ethnic Relations, Sociology of Race and Racism, Sociology of Sex and Gender, and Sociology of Black Women), International Studies (including courses in Issues in the African Diaspora, Sociology of the World Systems, Sociology of International Development, Current Issues in Global Inequality, Political Sociology and Social Movements), and Social Policy (including courses in Sociology of Law, Contemporary Issues in Social Policy, Sociology of Education, Urban Problems in Sociological Perspective, Medical Sociology and Sociology of Mental Health). A concentration in one of the emphasized areas (social inequality, international studies, and social policy) requires a completion of 9 to 12 credit hours. Some courses are cross-listed within specific areas of concentration. For example, Current Issues in Global Inequality fulfills a course requirement in either the social inequality or international studies area of concentration.

The Department has assumed national prominence from its visibility in the discipline. The American Sociological Association, through the Ford Foundation, selected Hampton University's Department of Sociology as a national site for its MOST Program in 1991. To motivate and to increase the numbers of minority scholars in higher education, the MOST Program provided funding to undergraduates in order for them to attend a summer institute at a major research institution. Students with a 3.0 cumulative grade point average are also eligible for a scholarship with the National Institute of Mental Health's Career Opportunities in Research COR program. Since 1995, COR students have been provided tuition and a research

assistantship for two years as they acquire research training at Hampton University and at major research institutions during the summer.

The International Sociological Honor Society (Alpha Kappa Delta) and the National Criminal Justice Honor Society (Alpha Phi Sigma) are based in the Department of Sociology, and socialize students into professional organizations with opportunities for presentations at professional meetings and publications. The department Internship Program facilitates the intersection of theory and praxis through voluntary service with a community-based organization, while the Independent Study Program encourages the critical analysis of sociological readings and the development of a research design with an instructor concerning a special or focused topic. Lastly, the Sociology Club is open to all majors serving to integrate students into a positive departmental and university spirit as well as socialization.

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 121 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. 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 Sociological 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.

Sociology Minor Requirements:

The undergraduate advisor must approve the student's minor area of study. Students receiving a minor in sociology must complete a total of 24 credit hours and must receive a "C" or higher in all minor courses. Students must complete 15 hours of required course work and nine hours of other sociology courses. The required courses are (1) SOC 205 Introduction to Sociology; (2) SOC 210 Social Problems, (3) SOC 250 Introduction to Social Research; (4) SOC 302 Social Inequality; and either (5) SOC 351 Classical Social Theory or SOC 352 Contemporary Social Theory.

Curriculum Outline - Sociology

Freshman Year	**Semester** 1st	2nd
Biology 101 (or 103)	3	-
Computer Science 120	-	3
English 101-102	3	3
Health Education 200	2	-
History 106, 105/107	3	3
Mathematics 109-110 or higher	3	3
Science 102	-	3
Sociology 205	-	3
University 101	1	-
Total	15	18

Sophomore Year	**Semester** 1st	2nd
Communication 103	3	-
Foreign Language	3	3
Humanities 201-202	3	3
Physical Education Activity	1	1
Political Science 201	-	3
Psychology 203	-	3
Sociology 210	3	-
Sociology 250	3	-
Sociology 302	-	3
Total	16	16

Junior Year	**Semester** 1st	2nd
Economics 201	-	3
Free Elective	3	-
*International Studies or 2nd-Year Foreign Language	3	3
Sociology 346-350	3	3
Sociology 351-352	3	3
Sociology Electives	3	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Free Electives	2	3
Social Science Electives	3	3
Sociology 453-454	3	3
Sociology Electives	6	6
Total	15	15

Total Credits.....121

**At least one of the two international courses must be in sociology.*

<u>Criminal Justice and Criminology</u>

The Bachelor of Science degree in Criminal Justice and Criminology within the Department of Sociology is designed to provide local, state, national and international leadership on core issues related to crime and its control. This degree program is provided in an online format in collaboration with Hampton University Online housed in the College of Education and Continuing Studies. The Department will be recognized as a prominent center of research, scholarship and teaching, with academic, theoretical and direct policy relevance. The Department will be recognized both nationally and internationally as a leader in the field of criminal justice and criminology education.

Students who have met the University Core Curriculum or the General Education lower division requirements and who have a grade point average (GPA) of 2.0 and above will qualify for admission to the program (meeting these requirements will not guarantee admission to the program). Students interested in the Bachelor of Science in Criminal Justice and Criminology degree program must apply to the University. A senior thesis is required and it is designed to prepare students to conduct research in criminal justice and criminology and actively participate in the development of knowledge.

Declaration of Major

Intent to pursue the Bachelor of Science Degree in Criminal Justice and Criminology must be declared during the fall semester of the sophomore year. Consultation with the Department Chairman and completion of an intent form are required.

Criminal Justice and Criminology Minor Requirements:

A six course minor in Criminal Justice and Criminology is available to baccalaureate degree-seeking students who are interested in careers in the criminal justice field. Students may select any six Criminal Justice and Criminology classes (18 credits). At the time of graduation, it is the student's responsibility to contact the department from which the student wishes to receive the minor. This will ensure that the minor is posted on the transcript.

Curriculum Outline – Criminal Justice and Criminology

Freshman Year	**Semester** 1st	2nd
Chemistry 101-102	4	4
Computer Science 120	-	3
English 101-102	3	3
Health Education 200	2	-
History 106, 105/107	3	3
Mathematics 105-109	3	3
Sociology 205	-	3
University 101	1	-
Total	16	19

Sophomore Year	**Semester** 1st	2nd
Communication 103	3	-
Foreign Language 101-102	3	3
Humanities 201-202	3	3
Mathematics 117	3	-
Physical Education Activity	1	1
Psychology 203	-	3
Sociology 215	3	-
Sociology 303, 305	3	3
Social Science Elective	-	3
Total	19	16

Junior Year	**Semester** 1st	2nd
Criminal Justice and Criminology 332, 407	3	3
Criminal Justice and Criminology 409	-	3
Economics 201	-	3
Free Elective	-	3
Sociology 346, 350	3	3
Sociology 403	3	-
Sociology 405	3	-
Sociology Elective	3	-
Total	15	15

Senior Year	**Semester** 1st	2nd
Criminal Justice and Criminology 410, 416	3	3
Criminal Justice and Criminology 411, 417	3	3

Criminal Justice and Criminology 418	-	3
Free Electives	3	3
Sociology 415	3	-
Sociology 453	3	-
Social Science Elective	-	3
Total	15	15

Total Credits.....130

Online Accelerated Criminal Justice Program

The Bachelor of Science in Criminal Justice is offered online in collaboration with Hampton University Online, housed in the College of Education and Continuing Studies and is provided in a three-year accelerated course sequence and be offered at the College of Virginia Beach. The Online Criminal Justice degree program is designed to prepare students to actively participate in the development of knowledge in the area 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 who seek to increase their professional knowledge and skills. The program is based on a multi-disciplinary study of the behavioral sciences as they apply to specialized areas.

Curriculum Outline – Online Accelerated Criminal Justice

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	-
Total	17	16

First Year Summer Term

General Elective	3
Health Education 200	2
Humanities 201	3
Mathematics 117	3
Physical Education Activity	1
Sociology 215	3
Total	15

Second Year	**Semester** 1st	2nd
Communication 103	3	-
Criminal Justice and Criminology 332, 407	3	3
Criminal Justice and Criminology Elective	-	3
Foreign Language 101-102	3	3
Psychology 203	-	3
Sociology 250	3	-
Sociology 303, 346	3	3
Total	15	15

Second Summer Term

Humanities 202	3

Physical Education Activity	1
Sociology 305	3
Sociology 400	3
Total	10

Third Year	**Semester** 1st	2nd
Criminal Justice and Criminology 409, 416	3	3
Criminal Justice and Criminology 410, 417	3	3
Criminal Justice and Criminology 411, 418	3	3
Criminal Justice and Criminology 499, 499	3	3
Criminal Justice and Criminology Elective	3	3
General Elective	-	3
Total	15	18

Total Credits.....121

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 National League for Nursing Accrediting Commission, Inc. (NLNAC) and 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 admission to take the national licensure examination to practice professional nursing. This examination is administered by the National Council of State Boards of Nursing, Inc. 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

Students must remain eligible to meet the *clinical clearance requirements*, which include 1) criminal background check; 2) annual physical examination with health history; 3) current immunizations; 4) liability insurance (please check with the School of Nursing faculty and the Office of Student Academic Support Services to verify the amount of coverage required); and 5) cardiopulmonary resuscitation (CPR) certification from the American Red Cross (BLS Professional Rescuer) or American Heart Association (BLS for Health Care Providers). All *clinical clearance requirements* must remain current from August to August or January to January to ensure eligibility for clinical practicums. Students who do not meet the *clinical clearance requirements* will not be allowed to participate in clinical experiences necessary to meet requirements of the course.

Student Health Status: Physical Examinations and Immunizations

The nursing student must submit satisfactory credentials regarding his or her health status. 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, must be maintained in the School of Nursing. Health statements from the previous year may not be resubmitted. Health statement forms may be obtained from the Office of Student Academic Support Services. Students will not be permitted to attend a clinical course if their health records are not current. 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 PROOF of liability insurance to cover the periods of enrollment in practicum courses. 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. This policy must show evidence of coverage, list the start and end dates of coverage, and the amount of coverage. Applications are available in the Office of Student Academic Support Services. 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 Red Cross (BLS Professional Rescuer) or American Heart Association (BLS for Health Care Providers) prior to beginning any clinical course. No online certifications will be accepted.

Criminal Background Checks

A criminal background check must be completed annually. The criminal background check form with the correct code is available on the School of Nursing website. Results must be printed and submitted to the Office of Student Academic Support Services.

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, are counseled by School of Nursing faculty and staff so that they can be assisted in meeting their individual goals as they complete 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 programs is a two-tier process: students must be admitted to the Lower Division and to the Upper Division. The acceptance letter of enrollment into Hampton University satisfies admission to the Lower Division, but does not automatically qualify students for acceptance into the Upper Division.

Lower Division

Students admitted to the Department of Undergraduate Nursing Education are initially admitted as Lower Division nursing majors. The University Office of Admissions accepts applicants who meet requirements for admission to the University with nursing as a declared major.

1. Students who meet University admission criteria will be admitted to the Lower Division. If a student is enrolled at the University as an undecided major or is listed as a major within another department, he or she must apply to the School of Nursing and be evaluated in order to declare nursing as a major.
2. All transfer students seeking admission to the baccalaureate nursing program's Lower Division are subject to the same admission policies governing non-transfer undergraduate students.
3. Any student who has completed courses at an accredited college or university may request transfer credit for general education courses only. Students must provide an official transcript listing the courses(s) and a catalog course description from the college or university where the course was taken. Only grades of "C" or higher are acceptable for transfer credit. Nursing courses completed at other institutions are not eligible for transfer credit.
4. Students who have been enrolled in another nursing program must have left that prior program in good academic standing and not failed a required nursing course to be eligible to apply for admission to the Lower Division.
5. 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 and be reevaluated for admission to the School of Nursing.

Upper Division

The School of Nursing accepts applicants who fully meet Upper Division admission requirements. Any student applying for admission to the School of Nursing's Upper Division must meet established academic requirements. A student must complete a separate application for admission to the Upper Division of the Department of Undergraduate Nursing Education.

Applications to the Upper Division must be submitted to the School of Nursing, Office of Student Academic Support Services, Hampton University, Hampton, Virginia 23668. All Upper Division application-related documents must be received by the deadline of March 1st for the fall semester and October 1st for the spring semester. Students should obtain applications from the Office of Student Academic Support Services and return applications to this office. Applicants not admitted to the School of Nursing's Upper Division are required to reapply each semester if they wish to be considered for admission to the Upper Division.

Requirements for Admission to the Upper Division

1. Successful completion of all Lower Division courses.
2. An earned cumulative University grade point average of 2.7 or higher.
3. An earned grade of at least "C" in all courses in the major area of study, English, communication/speech, nutrition, and all required mathematics and science courses.
4. Required mathematics and science courses may not be repeated more than once to achieve a passing grade of "C" or higher.
5. An earned grade point average of 2.0 or higher is required in all required mathematics and science courses.
6. Obtain a required score on a secured academic assessment examination. The examination will be administered in NUR(V) 105.

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. Students are also permitted to complete a credit by examination in the Lower Division nutrition course. 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. 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 (7) 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. Active duty military and veterans who were previously military corpsmen/medics may elect to seek advanced placement credit for foundational nursing courses, specifically NUR(V) 215 and NUR(V) 216, by successfully completing credit by examination and demonstrating competency. There is an application fee for the challenge examination process as well as a fee for the course credits to be applied to the transcript.

Academic Retention and Progression

1. All nursing courses must be taken in numerical sequential order (e.g., 300-level courses must be taken before 400-level courses).
2. Theory nursing courses with related practicum courses must be taken concurrently.
3. A student enrolled in the Lower Division of the baccalaureate nursing program is admitted to the Upper Division upon review of the application if there is full compliance with all stated requirements.
4. A grade of "C-minus" (C^-) or lower in any nursing course is considered failing in the School of Nursing.
5. At the discretion of the School of Nursing, a student receiving a grade of C^- in any one nursing course may be given the opportunity to repeat the course in which the C^- grade was received if the student has demonstrated academic progress up to the time of the failure.
6. Students who have earned a grade of C^- or less in a required nursing course must repeat that course the following semester of enrollment prior to enrolling in another required nursing course.
7. Students who earn a grade of C^- or less in NUR(V) 215/216, 345/346, 355/356, 445/446, or 455/456 will be required to enroll in the designated section of the NUR(V) 300 Special Topics in Nursing course (tutorial). These tutorial course sections must be taken simultaneously with the repeated nursing courses.
8. All students are required to complete a Student Profile Data Form each semester.

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. NUR(V) 105 (Introduction to the Nursing Profession), NUR(V) 202 (Nutrition and Dietetics), and nursing elective courses are not considered in the evaluation process when determining dismissal from the School of Nursing.
3. 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 minimum of 124 credit hours of coursework as specified in the 4-year curriculum outline for beginning nursing students.

A minimum of 123 semester credit hours as listed in the curriculum outline for registered nurse students.

A minimum of 124 semester credit hours as listed in the curriculum outline for licensed practical 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. Students should have access to a car for transportation.

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 photo and application fees for the national licensure examination required to become a registered nurse.

Clinical Experience

Students receive clinical 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 instructors 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

Freshman Year	**Semester** 1st	2nd
Biology 103	4	-
Biology 224/302	-	4
Communication 103	-	3
English 101-102	3	3
History 105/107, 106	3	3
Mathematics 109	3	-
Nursing 105	2	-
Physical Education (Activity Courses)	1	1
Psychology 203	-	3
University 101	1	-
Total	17	17

Sophomore Year	**Semester** 1st	2nd
Biology 225/336	4/3	-
Biology 304	-	4
Computer Science 120	3	-
Humanities 201-202	3	3
Nursing 202	3	-
Nursing 215	-	4
Nursing 216	-	3
Nursing 217	-	2
Nursing 218	-	1
Nursing 230	1	-
Sociology 205	3	-

Total	17/16	17

Junior Year	**Semester** 1st	2nd
Nursing 307	3	-
Nursing 330	2	-
Nursing 345, 355	4	4
Nursing 346, 356	4	4
Nursing Elective	-	3
Psychology 311	-	3
Psychology 346 or Math 205	3	-
Total	16	14

Senior Year	**Semester** 1st	2nd
Elective	3	-
Nursing 403	-	2
Nursing 404	-	2
Nursing 418, 419	2	2
Nursing 445, 455,	4	4
Nursing 446, 456	4	4
Total	13	14

***Total Credits.....125/124**

*Total credits will depend upon whether BIO 225 (4 credits) or BIO 336 (3 credits) is taken.

Students are admitted to the UPPER DIVISION when LOWER DIVISION requirements are met and advanced credits have been completed. Credits may be gained for non-nursing courses through the use of ACT-PEP or CLEP examinations according to University policy. Students may be awarded advance placement credits as their records may warrant. Advance placement for nursing courses may not exceed 26 credit hours. Total credits for graduation is 125/124 credit hours.

Curriculum Outline for Registered Nurse Students

First Year	**Semester** 1st	2nd
Biology 103, 224/302	4	4
Communication 103	-	3
Computer Science 120	3	-
English 101-102	3	3
History 105/107	-	3
Mathematics 109	3	-
Psychology 203	-	3
Sociology 205	3	-
University 101	1	-
Total	17	16

Second Year	**Semester** 1st	2nd
Biology 225/336	4/3	-
Biology 304	-	4
Elective	-	3
History 106	-	3

Humanities 201, 202	3	3
Nursing 202	3	-
Physical Education (Activity Courses)	1	1
Psychology 311	3	-
Psychology 346/Mathematics 205	3	-
Total	17/16	14

Summer

Nursing 403	2
Nursing 404	2
Nursing 418	2
Total	6

Third Year	**Semester** 1st	2nd
Nursing 420, 415	4	4
Nursing 421, 417	4	4
Nursing 422	4	-
Nursing Elective (Graduate Level)	-	5
Total	12	13

***Total Credits.....124/123**

*Total credits will depend upon whether BIO 225 (4 credits) or BIO 336 (3 credits) is taken.

Credits may be gained for non-nursing courses through the use of ACT-PEP or CLEP examinations according to University policy. Students may be awarded advance placement credits as their records may warrant. Advance placement for nursing courses may not exceed 26 credit hours. Total credits for graduation for the Registered Nurse Sequence is 124/123 credit hours.

Curriculum Outline for Licensed Practical Nurse Students

First Year	**Semester** 1st	2nd
Biology 103, 304	4	4
Communication 103	-	3
Computer Science 120	3	-
English 101-102	3	3
History 105/107, 106	3	3
Mathematics 109	3	-
Nursing 202	-	3
Physical Education (Activity)	-	1
University 101	1	-
Total	17	17

Summer Session

Biology 224-225 or 302-336	8/7
Nursing 233	4
Nursing 234	3
Total	15/14

Second Year	**Semester** 1st	2nd
Humanities 201-202	3	3
Nursing 217	-	2
Nursing 218	-	1
Nursing 307	3	-
Nursing 345, 355	4	4
Nursing 346, 356	4	4
Psychology 203, 311	3	3
Total	17	17

Summer Session

Elective	3
Physical Education (Activity)	1
Psychology 346 or Mathematics 205	3
Total	7

Third Year	**Semester** 1st	2nd
Electives*	4	4
Nursing 403	-	2
Nursing 404	-	2
Nursing 418, 419	2	2
Nursing 445, 455,	4	4
Nursing 446, 456,	4	4
Sociology 205	3	-
Total	17*	18*

***Total Credits.....125/124**

*Total credits will depend upon whether BIO 225 (4 credits) or BIO 336 (3 credits) is taken. Up to eight credits of advanced placement electives are granted to Licensed Practical Nurse students.

Credits may be gained for non-nursing courses through the use of ACT-PEP or CLEP examinations according to University policy. Students may be awarded advance placement credits as their records warrant. Advance placement for nursing courses may not exceed eight (8) credit hours. Total credits for graduation for the Licensed Practical Nurse Sequence is 125/124 credit hours.

The Bachelor of Science and Master of Science degree programs are fully accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC). For further information about the accreditation status of the program, please contact the National League for Nursing Accrediting Commission, Inc. at the following address:

National League for Nursing Accrediting Commission, Inc.
61 Broadway 33rd Floor
New York City, N.Y. 10006
800-669-1656 ext. 153
Fax: 212-812-0390
Website: http://www.nlnac.org/

The Bachelor of Science and Master of Science degree 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/

Department of Graduate Nursing Education

The School of Nursing, through the Graduate College, offers a Master of Science degree with three areas of role development: education, administration, and nurse practitioner and a Master of Health Administration degree programThere are three nurse practitioner areas of specialization at the Master of Science degree level: pediatric, 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. In addition, the School of Nursing offers a Doctor of Nursing Practice for Nurse Practitioners and the Doctor of Philosophy (Ph.D.) degree in nursing with a focus on families and family-related research or with a nurse educator option. There is a track available for doctoral students interested in nursing education. Individuals who have earned a master's degree in nursing are eligible to apply to the Doctor of Nursing Practice or to the Doctor of Philosophy degree program. Details are provided in the Graduate College section of this catalog.

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 73 semester hours. Students are allowed to transfer the required pre-professional pharmacy courses from an accredited college or university, except Profession of Pharmacy I, II and III. 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. Professional courses do not transfer.

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. Applications will be evaluated based on previous high school performance and standardized test scores. An overall GPA of 3.0 and at least 1,000 on the SAT (combined verbal and math only) are required to be considered. Courses in the pre-pharmacy curriculum include the following: general and organic chemistry, biology, physics, calculus, biology, English, speech, social science, history and humanities. Pre-pharmacy 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 Feb 1 of the anticipated year of admission. Applicants must take the PCAT by October of the previous year to meet the Feb 1 deadline.
5. If accepted, 80 hours of Pre-Admission Experience is due by August 1 of the anticipated year of admission.
6. 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 admissions.

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://www.hamptonu.edu/academics/schools/pharmacy/prospects/apps_forms.htm. 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[1,2]

Freshman Year	**Semester** 1st	2nd
Biology 105-106	4	4
Chemistry 201-202	4	4
Communication 103	3	-
English 101-102	3	3
Mathematics 117-130	3	3
[3]Pharmacy 102 (Profession I)	-	1
Social Science	-	3
University 101	1	-

Total	18	18

Sophomore Year	**Semester** 1st	2nd
Chemistry 301-302	4	4
History 106, 105/107	3	3
Humanities 201-202	3	3
[3]Pharmacy 201-202 (Profession II-III)	1	1
Physical Education	1	1
Physics 201-202	4	4
Physics 215-216 (Physics Lab I-II)	1	1
Total	17	17

[1]Pre-professional courses may be taken at Hampton University or any other accredited college or university, except Profession of Pharmacy I, II and III. Hampton University will determine appropriate course content and comprehensiveness.

[2]**Other Requirement**: CSC 120 Introduction to Computers (3.0 credit hours) must be completed prior to entrance into the professional program.

[3]Hampton University students only.

Curriculum Outline - Doctor of Pharmacy - Professional Program

First Professional Year	**Semester** 1st	2nd
Pharmacy 203 Profession of Pharmacy IV	2	-
Pharmacy 301-302 Pharmaceutical Care I-II	3	3
Pharmacy 311 Physiological Chemistry	3	-
Pharmacy 314 Medicinal Chemistry I	-	4
Pharmacy 321 Anatomy/Physiology	5	-
Pharmacy 321 Anatomy/Physiology Lab	0	-
Pharmacy 332 Biostatistics & Epidemiology	-	3
Pharmacy 361-362 Pharmaceutics/Biopharm I-II	5	5
Pharmacy 361-362 Pharmaceutics Lab I-II	0	0
Total	18	15

Summer Session

Pharmacy 370 Community IPPE 1
(Introductory Pharmacy Practice Experience – 5 weeks, 200 hours)

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
Total	18	18

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	2	-
Pharmacy 573 Patient Assessment Lab	0	-
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
Total	18	18

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) 40

Course Number	Title	Credit Hours
[5]Pharmacy 670	Community Pharmacy Externship	5
[5]Pharmacy 671	Institutional Pharmacy Externship	5
[5]Pharmacy 672	Community/Institutional Pharmacy Externship II	5
[6]Pharmacy 683	Geriatrics	5
[6]Pharmacy 685	Administration/Management	5
[4]Pharmacy 690	Internal Medicine I	5
[4]Pharmacy 691	Ambulatory Care I	5
[4]Pharmacy 692	Ambulatory Care II	5
[6]Pharmacy 693	Pediatrics	5
[6]Pharmacy 694	Psychiatry	5
[6]Pharmacy 695	Drug Information	5
[4]Pharmacy 696	Elective	5
[4]Pharmacy 699	Internal Medicine II	5

[4] Required
[5] Select two APPE courses from PHA 670, 671, 672.
[6] 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, Marine Science, Mathematics and Physics. Master's degree programs are offered in Applied Mathematics, Atmospheric Science, Biology, Chemistry, Communicative Sciences and Disorders, Computer Science, 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 Continuing Studies 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 Chemistry, 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).

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. The minimum grade requirement is in effect for all required School of Science courses taken during Fall 2001 and beyond. 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 Club, which is open to all Hampton University students contemplating medical and 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 Center for Advanced Medical Imaging (CAMI), the Center for Atmospheric Science (CAS), the Center for Fusion Research and Training (CFRT), Center for Lidar and Atmospheric Sciences Students (CLASS), the Center for the study of the Origin and Structure of Matter (COSM) and the Center for Particle Physics (CPP).

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. Our records indicate that Hampton students who entered post-baccalaureate health degree programs (excluding Nursing and Psychiatry) had taken majors in the following fields: 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 and physics. 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 and physics before attempting the examination. The typical tests include the Medical School Admission Test (MCAT), Dental Aptitude Test (DAT), and Veterinary College Admissions Test (VCAT). 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 is a member 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 three major labs and a well equipped server center. Lab 126 has thirty HP Vectra Vli8 computers. Lab 127 maintains (23) Dell Pentium 4, 2.00 GHZ processor computers. There are (5) Sun Blade 100, (3) operating Solaris 8.01 and (2) LINUX. Each Sun Blade is powered with an Ultra SPARC IIE Processor with 256Ram. Each Lab has a Network capable printer, the Lexmark OPTRA N with two 500-sheet trays providing print support. The Network and Information Security Lab consists of (8) desktops with (2) Heavy Duty LAN Stations designed for ergonomics. An HP 1000 serves as the hub of the cluster. One wireless 24 portable station roll-away kit provides support for in-class online instruction.

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. Additionally, the department of mathematics has two classrooms equipped with 15 PCs each.

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 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 Electron Microscopic Facility is housed in Turner Hall, it houses a Siemens 101 Transmission Electron Microscope and a JEOL Scanning Electron Microscope. 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 Center for the Study of the Origin and Structure of Matter 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 houses outreach programs at the local, state, and national levels to enhance science teaching from K through postgraduate levels. Special ongoing community-based programs are developed and operated by the Center to enhance the science capabilities of minority students so that greater numbers might gain access to science and technology careers. The principal objectives of the center are (1) to prepare students to teach science at the elementary and middle levels of education, (2) to prepare students for graduate study in science education, and (3) to provide enrichment activities for students at the secondary level. The Center coordinates and implements pre-college science enrichment programs and activities for elementary, middle and secondary school students and teachers throughout the Commonwealth of Virginia. Academic enrichment and skills development activities are provided through the Pre-College programs and participation in programs for high school students and teachers.

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 Sciences, Computer Science, Physics and Planetary Sciences. The Doctor of Philosophy (Ph.D.) degree is offered in Atmospheric Sciences, Physics and Planetary Sciences.

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 Sciences, or in Planetary Sciences and provides an undergraduate minor in Space, Earth, and Atmospheric Sciences (SEAS). 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 Space, Earth, and Atmospheric Sciences (SEAS) requires 18 credit hours from the following list of courses:

9-12 hours selected from: SCI 102; ESC 202; SEA/APS 101, 105, 106, 303 (or PHY 303), 304, 333, 345, 399.
3-6 hours selected from: CHE 509; SEA/APS/PHY 307; 351, 411.
3-6 hours selected from: SEA/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 where students are exposed to a variety of ways 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 careers in molecular, genetic, microbial, botanical, ecological and organismal research, as well as those with an interest in medical and health-related professional careers.

Three curriculum outlines are offered that lead to the Bachelor of Science degree in biology: Cellular and Molecular Biology; Organisms, Ecology and Biodiversity, and an education track. The student may consult his or her 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. All biology majors must complete a competency examination at the end of the sophomore year and have passed it by the end of the junior year. Biology majors will follow either the Biology Scholars Curriculum or the Biology Curriculum depending upon their placement in mathematics. Only freshmen who place in Calculus I (MAT 151) or above will be placed in the Biology Scholars Curriculum. Prior to their Junior year, all undergraduate Biological Science majors elect to complete a concentration in **Cellular and Molecular Biology** or **Organisms, Ecology and Biodiversity**. Novel activities, courses and course content are continually introduced in both curricula to ensure transmission 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, COM 103 and CSC 120).

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.

Curriculum Outline - B.S. Biology Scholars (Common 1st Two Years)

Freshman Year	**Semester** 1st	2nd
Biology 105, 106	4	4
Chemistry 201-202	4	4
English 101-102	3	3
Health Education 200	-	2
Mathematics 151-152	4	4
Physical Education Activity	1	-

University 101	1	-
Total	17	17

Sophomore Year	**Semester** 1st	2nd
Biology 210, 220	4	4
Chemistry 301-302	4	4
Foreign Language (Intermediate)	3	3
History 106	-	3
Humanities 201-202	3	3
Mathematics 205	3	-
Total	17	17

Freshman or Sophomore Summer Term	**Credits**
Communication 103	3
Computer Science 120	3
History 105/107	3
Physical Education Activity	1
Total	10

Biology Scholars must maintain a minimum GPA (grade point average) of 3.0 throughout their undergraduate curriculum. All Biology Scholars must participate in at least one research experience (internal or external) during their Hampton University tenure and present their work at the School of Science Research Day.

Curriculum Outline - B.S. Biology - (Common 1st Two Years)

Freshman Year	**Semester** 1st	2nd
Biology 105, 106	4	4
English 101-102	3	3
Foreign Language (Intermediate)	3	3
History 106, 105/107	3	3
Mathematics 117-118	3	3
Physical Education Activity	-	1
University 101	1	-
Total	17	17

Sophomore Year	**Semester** 1st	2nd
Biology 210, 220	4	4
Chemistry 201-202	4	4
Communication 103	-	3
Computer Science 120	-	3
Health Education 200	2	-
Humanities 201-202	3	3
Mathematics 130*	3	-
Physical Education Activity	1	-
Total	17	17

* Two semesters of calculus (MAT 151-152) may be substituted for MAT 130.

Upon entering the junior year, all biology majors must select one of the following two concentrations 1) Cellular and Molecular Biology, 2) Organisms, Ecology and Biodiversity.

Curriculum Outline - Cellular and Molecular Biology

Sophomore Summer Term	**Credits**
Chemistry 301	4
Chemistry 302	4
Total	8

Junior Year	**Semester** 1st	2nd
Biology 304, 412	4	3
Biology 305	3	-
Chemistry 303-304	4	4
Mathematics 205	-	3
Physics 201-202	4	4
Physics 215-216	1	1
Total	16	15

Senior Year	**Semester** 1st	2nd
Biology 408, 408	2	2
Biology 413-414	1	1
Biology 425-425	1	1
Biology 512, 503	3	4
Biology Electives	3	3
Social Science Electives	3	3
Total	13	14

Total Credits.....131

Curriculum Outline - Organisms, Ecology and Biodiversity

Junior Year	**Semester** 1st	2nd
Biology 304, 305	4	3
Biology 450, 420	3	4
Chemistry 301-302	4	4
Physics 201-202	4	4
Physics 215-216	1	1
Total	16	16

Senior Year	**Semester** 1st	2nd
Biology 413-414	1	1
Biology 503	4	-
Biology Electives from List I	3	3
Biology Electives from List II	2-3	2-3
Biology Elective from List I or II	-	3
Mathematics 205	3	-
Social Science Electives	3	3
Total	16-17	12-13

Total Credits.....124-126

* Biology Elective List I (Ecology, Evolution and Biodiversity) BIO 400, 408, 430, 504, 505, 509, 515, 516, 517, 518, 519, 521, 524, 525, 526, 538, 540, 541,542, 543, 544; CHE 509; ESC 301, 510; MAS 400; SEA 333.
* Biology Elective List II (Related Electives): BIO 301, 302, 306, 336, 391, 403, 404, 405, 406, 408, 410, 412, 422, 423, 424, 425, 430, 501, 502, 505, 506, 510, 512, 513, 514, 520, 523, 546, CHE 303, 304 or 501, 502.

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 6-12 Biology Education. 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 Continuing Studies, 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 - Biology - B.S./M.T. (Secondary Biology)

Freshman Year	**Semester** 1st	2nd
Biology 105, 106	4	4
English 101-102	3	3
Intermediate Foreign Language	3	3
Health Education 200	-	2
History 106, 105/107	3	3
Mathematics 117-118	3	3
University 101	1	-
Total	17	18

Sophomore Year	**Semester** 1st	2nd
Biology 210, 220	4	4
Chemistry 201-202	4	4
Communication 103	-	3
Education 200	3	-
Humanities 201, 202	3	3
Mathematics 130, 205	3	3
Physical Education Activity	1	1
Total	18	18

Summer Session

Biology 304	4
History 108	3
Social Science Elective	3
Total	10

Junior Year	**Semester** 1st	2nd
Biology 305, 450	3	3
Biology Elective	-	3
Chemistry 301, 302	4	4
Computer Science 120	3	-
Education 302, 300	3	3
Physics 201, 202	4	4
Physics 215, 216	1	1

Total	18	18

Senior Year	**Semester** 1st	2nd
Biology 413, 414	1	1
Biology 420	-	4
Biology 503	-	4
Biology Elective	3	3
Biology Elective	4	-
Education *506, *517	3	3
Education *552, *550	4	3
Geography 201	3	-
Total	18	18

Total: 140 Undergraduate/13 Graduate Credits

Fifth Year	**Semester** 1st	2nd
Education 608	3	-
Education 610	3	-
Education 623	3	-
Education 647	-	9
Total	9	9

***Total Credits 171**

* *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.*

Graduate Program 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 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. Further detail is provided in the *Graduate College* section of this catalog.

Department of Chemistry

The Department of Chemistry offers two undergraduate programs leading to the degree of Bachelor of Science and one graduate program leading to the degree of Master of Science in Chemistry. The programs are approved by the Committee on Professional Training of the American Chemical Society. The curriculum is 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. The Department has also incorporated courses and research activities addressing environmental issues at the undergraduate and graduate levels.

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, Luminescence systems, AAS and AES spectrometers, LC-MS, Capillary Electrophoresis, CE-MS, X-ray crystallographic system, 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 with support from the Packard Foundation. The Facility houses a superconducting NMR, FTIR, AAS, UV-VIS Spectrophotometer and a bench-top GC-ITD system. A departmentally operated Water Quality Measurement Laboratory, a facility certified by the Commonwealth of Virginia, 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 for general computing purposes, chemistry tutorials, Internet access, instrument simulations, molecular modeling and research purposes. 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

A limited number of scholarships is available in the Department of Chemistry and all chemistry students are invited to compete for them. There are University-wide scholarships and other opportunities in special programs such as Minority Access to Research Careers (MARC); Minority Biomedical Research Support (MBRS); Historically Black Colleges and Universities-Undergraduate Program (HBCU-UP) and faculty research programs. Students who receive financial support through some of the special programs are required to enroll in undergraduate or graduate research courses.

International Research Training

Established in 1994 with a grant from the National Institutes of Health, the International Research Training (IRT) program provides students with an opportunity to live and engage in scientific undertakings in foreign countries. By doing so, the participants not only learn how to operate in different cultural and social settings, but also gain new scientific skills and experiences, as well as learn about global issues. The program has been conducted at the University of Dar es Salaam in Tanzania, Egerton University in Kenya, and the University of Benin in Benin City, Nigeria. Participants spend ten weeks during the summer conducting research in Natural Products and Environmental Health. Some aspects of the research are continued at Hampton University during the academic year.

The Undergraduate Program in Chemistry

The undergraduate programs in chemistry lead to the Bachelor of Science degree and are presented below. In order to successfully complete the programs, 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 suggested time for doing this is during the fall semester.

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 the essential knowledge, skills and abilities that are a foundation for a career in Forensic Science. The curricula for the regular chemistry degree 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.

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), Polymer Chemistry (CHE 410), Biochemistry (CHE 501), or Environmental Chemistry (CHE 509). The recommended sequence is as follows:

Freshman Year	**Semester** 1st	2nd
Chemistry 201-202	4	4
Mathematics 118	3	-

Sophomore Year	**Semester** 1st	2nd
Chemistry 301-302	4	4
Mathematics 151-152	4	4

Junior Year	**Semester** 1st	2nd
Chemistry 313	4	-

Senior Year **Semester**

	1st	2nd
Chemistry 401	4	-
Chemistry Elective	3	-

Curriculum Outline – B.S. Chemistry (American Chemical Society Certification)

Freshman Year	**Semester** 1st	2nd
Chemistry 201-202	4	4
Computer Science 120	-	3
English 101-102	3	3
Health Education 200	2	-
History 106, 105/107	3	3
Mathematics 118-151	3	4
Physical Education	1	1
University 101	1	-
Total	17	18

Sophomore Year	**Semester** 1st	2nd
Chemistry 301-302	4	4
Chemistry 313	4	-
Communication 103	-	3
Mathematics 152-251	4	4
Physics 201-202	4	4
(or Physics 203-204)	(3)	(3)
Physics 215-216	1	1
Total	17	16

Junior Year	**Semester** 1st	2nd
Biology 105-106	4	4
Chemistry 401-402	4	4
Foreign Language* (Intermediate Level)	-	3
Humanities 201, 202	3	3
Mathematics 260	3	-
Social Science Electives	3	3
Total	17	17

Senior Year	**Semester** 1st	2nd
Chemistry 405-406	1	1
Chemistry 407	3	-
Chemistry 408	-	4
Chemistry 419,	4	-
Chemistry 501-502	4	4
Chemistry Elective**	-	3
Computer Science 221	3	-
Total	15	12

Total Credits.....127-129

*Completion of Intermediate Level Modern Foreign Language is required (3 - 12 credit hours).

**Chemistry Elective must be chosen from advanced chemistry courses: CHE 410, 415, 509, 510 and ESC 510 (accept for the Forensic Chemistry Concentration) to complete a minimum of 47 credit hours in chemistry.

Curriculum Outline – B.S. Chemistry (American Chemical Society Certification- Forensic Chemistry Concentration)

Freshman Year	**Semester** 1st	2nd
Chemistry 201-202	4	4
Computer Science 120	-	3
English 101-102	3	3
Foreign Language* (Intermediate Level)	3	-
History 106, 105/107	3	3
Mathematics 118-151	3	4
Physical Education	1	1
University 101	1	-
Total	18	18

Sophomore Year	**Semester** 1st	2nd
Chemistry 301-302	4	4
Communication 103	3	-
Computer Science 221	-	3
Humanities 201, 202	3	3
Mathematics 152-251	4	4
Physics 203-204	3	3
Physics 215-216	1	1
Total	18	18

Sophomore Year (Summer)	**Credits**
Chemistry 314**	3

Junior Year	**Semester** 1st	2nd
Biology 105-106	4	4
Chemistry 313	4	-
Chemistry 401-402	4	4
Health Education 200	-	2
Mathematics 205	-	3
Sociology 205, 215	3	3
Total	15	16

Junior Year (Summer)	**Credits**
Chemistry 315**	3

Senior Year	**Semester** 1st	2nd
Biology 422***	3	-
Chemistry 405-406	1	1
Chemistry 419	4	-
Chemistry 420-421	3	4
Chemistry 501-502	4	4
Sociology 305	-	3

Total	15	12

Total Credits.....129

* Completion of intermediate level modern foreign language is required (3 - 12 credit hours).
** CHE 314-315 fulfills the required internship experience for forensic chemistry students.
*** Chemistry elective is restricted to BIO 422 (Microtechniques) for forensic chemistry students.

The Undergraduate Program in Biochemistry

The undergraduate program in biochemistry leads to the Bachelor of Science degree and is presented below. 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.

Curriculum Outline – B.S. Chemistry (American Chemical Society Certification)

Freshman Year	**Semester** 1st	2nd
Chemistry 201-202	4	4
Computer Science 120	-	3
English 101-102	3	3
*Intermediate Foreign Language (202)	3	-
History 106, 105/107	3	3
Mathematics** 118-151	3	4
Physical Education	1	1
University 101	1	-
Total	18	18

Sophomore Year	**Semester** 1st	2nd
Chemistry 301-302	4	4
Communication 103	3	-
Computer Science 221	-	3
Humanities 201, 202	3	3
Mathematics 152-251	4	4
Physics 203-204	3	3
Physics 215-216	1	1
Total	18	18

Junior Year	**Semester** 1st	2nd
Biology 105-106	4	4
Chemistry 303-304 (Biochemistry I-II)	4	4
Chemistry 401	4	-
Chemistry 313	4	-
Health Education 200	-	2
Mathematics 305	-	3
Social Science Elective	-	3
Total	16	16

Senior Year	**Semester** 1st	2nd
Biology 305, 430	3	3

Chemistry 405-406	1	1
Chemistry 501-502	4	4
Chemistry 509	-	3
Chemistry 506 (Physical Biochemistry)	3	-
Chemistry Elective***	(3)	(3)
Social Science Elective	-	3
Total	11(14)	14(17)

Total Credits.....129

* Foreign language is required at the intermediate level (MFL 202 or above). Students are responsible for making sure that they meet the prerequisites for MFL 202; in which case they may have to take lower level MFL course(s) first.

** The mathematics sequence begins with MAT 118.

**Chemistry Elective must be selected from: CHE 408 Instrumental Analysis, CHE 415 Research, or Special Topics, such as, CHE 508 Bio-organic Chemistry, CHE 512 Bio-inorganic Chemistry, BIO 424 Cancer Biology, and BIO 512 Cell Biology.

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, and hearing disorders, and to provide clinical experiences in the recognition, assessment/diagnosis and treatment of speech, language and hearing disorders. The Department of Communicative Sciences and Disorders offers graduate training in the specialization of speech-language pathology. The undergraduate program prepares students for graduate study in the fields of speech-language pathology and audiology. The department is fully accredited by the Council on Academic Accreditation of the American Speech-Language Hearing Association. The major objectives of the undergraduate curriculum are

1. to disseminate existing knowledge of speech, language and hearing disorders using a multi-disciplinary approach;
2. to provide clinical experience in the appropriate procedures for recognition, assessment/diagnosis, and treatment of organic and nonorganic speech, language and hearing disorders;
3. to prepare students for successful study at the graduate level in speech 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 program 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; 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

Special Communication Skills Program

During the summer session, two specialized five-week speech and language therapy programs are provided for preschool and school-age children. Clinic I includes individual and group speech/language therapy, motor and sensory stimulation, creative play, and cognitive activities. An additional activity is a weekly parents' group for counseling and home-based instruction. The emphasis for Clinic II is intensive individual speech and/or language therapy.

Therapy Apprenticeship Program

In this program, third-year undergraduate students are assigned to work as therapy assistants to senior and graduate clinicians in order for them to observe the management of speech, language and/or hearing problems prior to the clinical practicum year.

Academic Requirements for Clinical Practicum

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 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

Freshman Year	**Semester** 1st	2nd
Biology 103	4	-
Communication Disorders 201	-	3
Computer Science 120	-	3
English 101-102	3	3
History 105/107, 106	3	3
Mathematics 109-110	3	3
Physical Education Activities	1	1
University 101	1	-
Total	15	16

Sophomore Year	**Semester** 1st	2nd
Communication 103	3	-
Communication Disorders 224	3	-
Communication Disorders 227, 228	3	3
Communication Disorders 300	-	3
Health Education 200	-	2
Humanities 201, 202	3	3
Physical Science Elective/Science 102	-	3
Psychology 203	3	-

Special Education 307	-	3
Total	15	17

Junior Year	**Semester** 1st	2nd
Communication Disorders 301, 305	3	3
Communication Disorders 310, 311	1	1
Communication Disorders 315-316	3	3
Communication Disorders 331-332	3	3
Foreign Language*	3	3
Psychology 311, 346	3	3
Total	16	16

Senior Year	**Semester** 1st	2nd
Communication Disorders 425-426*	4	4
Communication Disorders 429	-	3
Communication Disorders 430	3	-
Communication Disorders 432	3	-
Communication Disorders 436	3	-
Communication Disorders Elective*	-	3
Social Science Electives	3	3
Total	16	13

Total Credits.....124

*Students are to take 6 credits of a foreign language beginning at the level.

**One hundred twenty-five (125) clock hours of supervised clinical practicum are required for the completion of the course.

***Undergraduate course electives include CDS 431, 438, 499, 500, 501, and 507.

Graduate Program in Communicative Sciences and Disorders

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 course work 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 application areas for employment or further education in computer and information sciences. Course work leading to the Master of Science degree in Computer Science 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 Computing Facilities

The Department of Computer Science maintains its own Computer Center. The Center consists of three major labs and a well equipped server center. Lab 126 has thirty HP Vectra Vli8 computers. Lab 127 maintains (23) Dell Pentium 4, 2.00 GHZ processor computers. There are (5) Sun Blade 100, (3) operating Solaris 8.01 and (2) LINUX. Each Sun Blade is powered with an Ultra SPARC IIE Processor with 256Ram. Each Lab has a Network capable printer, the Lexmark OPTRA N with two 500-sheet trays providing print support. The Network and Information Security Lab consists of (8) desktops with (2) Heavy Duty LAN Stations designed

for ergonomics. An HP 1000 serves as the hub of the cluster. One wireless 24 portable station roll-away kit provides support for in-class online instruction. Open daily from 6:00 a.m. - 12:00 a.m.

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, AT&T Bell Laboratories, NASA-Langley Research Center, the Office of Naval Research, and the Department of Defense.

Affiliations

The Department sponsors a certified student chapter of the Association for Computing Machinery. Membership (local and national) is open to all full-time Computer Science and Computer Information Systems majors. The Department also sponsors Upsilon Pi Epsilon (Computer Science honor society) for all Computer Science/Information Systems majors with a GPA of 3.0 or above. Any student having completed 64 semester hours of course work (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 CSEMS Program;
2. Lockheed Martin scholarships and internship programs;
3. Student Laboratory Monitors/Tutors;
4. Research positions with Computer Science faculty;
5. 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

Freshman Year	**Semester** 1st	2nd
Computer Science 120	3	-
Computer Science 151-152	4	3
English 101-102	3	3
History 106, 105/107	3	3
Mathematics* 151-152	4	4
Physical Education Activity	-	1
Social Science Elective	-	3
University 101	1	-

Total	18	17

Sophomore Year	**Semester** 1st	2nd
Biology 103-210/220	4	4
Computer Science 204-205	3	3
Computer Science 215	3	-
Computer Science 251-252	3	3
Humanities 201, 202	3	3
Physical Education Activity	1	-
Social Science Elective	-	3
Total	17	16

Junior Year	**Semester** 1st	2nd
Communication 103	3	-
Computer Science 301, 308	3	3
Computer Science Electives	3	3
Health Education 200	-	2
Mathematics 208, 305	3	3
Physics 203, 204	3	3
Physics 215, 216	1	1
Total	16	15

Senior Year	**Semester** 1st	2nd
Computer Science 404-405	3	3
Computer Science 510, 425	3	2
Computer Science Advanced Electives**	3	6
English 218	3	-
Technical Elective***	3	-
Total	15	11

Total Credits.....125

* Any student not qualifying for MAT 151 (Calculus 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 any 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:

Freshman Year	**Semester** 1st	2nd
Computer Science 151-152	4	3

Sophomore Year	**Semester** 1st	2nd
Computer Science 251, 204	3	3

Junior Year	**Semester** 1st	2nd
Computer Science 215	-	3
Senior Year		
Computer Science elective (300 level or higher)	3	-

Information Assurance Program

The Information Assurance curriculum reflects existing advanced technology and provides Hampton University students with knowledge of state-of-the-art computer security and information assurance technology. Information Assurance is one of the most important areas in Information Technology, computing and general high technology areas. These courses provide the means for the Department of Computer Science to maintain its cutting edge and allow our students to obtain knowledge of various topics in security and IA. Completion of these courses can lead to the receipt of accreditation from the National Security Telecommunications and Information Systems Security (NSTISSI No. 4011 Information Security Professionals) and the Committee on National Security Systems (CNSS N0. 4012 National Manager). Students completing the appropriate courses will receive certificates from NSTISSI or CNSS as relevant. The information assurance courses will be open to any Hampton University student meeting the prerequisite (CSC 582, Junior standing). All students will be briefed that all listed courses must be taken in order to receive CNSS 4012 certification in a timely manner. The courses will be offered in strict rotation as follows:

Fall semester

CSC 382	Introduction to Information Assurance
CSC 484	Systems Security Administration, Management and Certification
CSC 485	Risk Management

Spring semester

CSC 483	Advanced Computer and Network Security
CSC 486	Systems Security for Senior Management

The Computer Information Systems Major

This 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 COBOL programming. 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, marketing, and psychology.

Minor in Computer Information Systems

The Computer Information Systems minor requires 19 credit hours as listed below. The recommended sequence is as follows:

Freshman Year	**Semester** 1st	2nd
Computer Science 151-152	4	3
Sophomore Year	**Semester** 1st	2nd
Computer Science 251	3	-
Computer Information Science 310	-	3

Junior Year	**Semester** 1st	2nd
Computer Science 570	-	3
Computer Science 571	-	3

Curriculum Outline - B. S. Computer Information Systems

Freshman Year	**Semester** 1st	2nd
Biology 103	-	4
Computer Science 151-152	4	3
English 101-102	3	3
Health Education 200	2	-
History 105/107, 106	3	3
Mathematics 117, 130	3	3
Physical Education Activities	1	1
University 101	1	-
Total	17	17

Sophomore Year	**Semester** 1st	2nd
Communication 103	3	-
Computer Science 120	3	-
Computer Science 204-205	3	3
Computer Science 215	3	-
Computer Science 251-252	3	3
Economics 201	-	3
Humanities 201-202	3	3
Science 104	-	4
Total	18	16

Junior Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Computer Info. Systems 310, 320	3	3
Computer Science 301, 308	3	3
Computer Science 323, 200	3	3
Economics 202	3	-
Mathematics 205	-	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Computer Info. Systems 410	3	-
Computer Science 325, 425	3	2
Computer Science 404-405	3	3
English 218	3	-
Finance 304	-	3
Management 305	3	-
Marketing 305	-	3
Psychology 203	-	3

Total 15 14

Total Credits.....127

Graduate Study 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. 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 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 science, 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.

There are two basic tracks of concentration in the degree program: the marine science and the environmental science track. For both tracks, there is a basic core of required courses. The principal difference between the two tracks is the selection of science-area electives during the senior year. The Environmental Science Track has an increased emphasis on mathematics and physics area courses. The minor in Marine and Environmental Science combines both tracks.

The principal objectives of the curricula are to (1) prepare undergraduate students for graduate or professional schools and (2) provide students, including in-service teachers, with a variety of marine and environmental science electives. Marine science courses (designator MAS) and environmental science courses (designator ESC) are both offered through the Center.

The Center is housed within a waterfront building with six research laboratories, a teaching laboratory, electronic class room, conference room and faculty offices. In addition, the department operates a laboratory on the Eastern Shore of Virginia. There are three research vessels that support academic and research activities. The R/V Pirates Cove, a 33-foot dead rise boat; the Aquaria, a 37-foot research vessel designed for trawling and handling of heavy sampling devices, and the Chesapeake, a 53-foot ketch-rigged sailboat. A variety of smaller power boats and canoes are available to explore the small inlets and creeks in the area.

The courses in Marine and Environmental Science include laboratory and field components to provide hands-on training. One of the unique opportunities of the program is the internship experience that prepares students for a career in Marine and Environmental Science. For example, the MAST Program invites students to spend three weeks aboard the R/V Chesapeake doing a combination of marine science, marine policy and gaining seamanship skills on the Chesapeake Bay

Scholarships are now available for qualifying, incoming freshmen, as well as, continuing majors, and, stipends for majors or minors who are willing to conduct student research within the discipline.

Other Graduation Requirements

All biology, chemistry, computer science, environmental science, marine 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: BIO 450, ESC 202, 204/211, 301, 511, 514, MAS 300 (or ESC 513), MAS 301, 304 (or 414) and 400.

Marine and Environmental Science Minor Requirements:

The Marine and Environmental minor requires 20 credit hours. Eight of these hours are fulfilled with required courses (ESC 204 Introduction to Environmental Science, ESC 211 Laboratory Techniques in Environmental Science and MAS 301 Introduction to Marine Science). The remaining twelve hours result from the selection of course(s) from various groups, specifically, one course from MAS 304 Chemical and Physical Oceanography and MAS 414 Instrumental Techniques in Marine Science; two courses from ESC 202 Introduction to Physical Oceanography, ESC 301 Biometry and ESC 402 Management of Marine Resources, plus one from MAS 400 Marine Biology and MAS 401 Coastal Processes. The recommended sequence is as follows:

Freshman Year	**Semester** 1st	2nd
Environmental Science 204		3
Environmental Science 211	-	1

Sophomore Year	**Semester** 1st	2nd
Marine Science 301	4	-
Environmental Science 202 or 301 or Marine Science 402	-	3/4

Junior Year	**Semester** 1st	2nd
Environmental Science 202 or 301 or Marine Science 402	-	3/4
arine Science 304 or 414	3	(3)
Marine Science 400 or 401	3/4	
	-	
Total:	**20 - 22 hours**	

Curriculum Outline - B. S. Marine Science

Freshman Year	**Semester** 1st	2nd
Biology 103	-	4
English 101-102	3	3
Environmental Science 202, 204/211	4	4
Foreign Language* 102	-	3
Health Education 200	2	-
History 105/107	3	-
Mathematics* 118, 130/151	3	3/4
Physical Education Activity	1	-
University 101	1	-
Total	17	17/18

Sophomore Year	**Semester** 1st	2nd
Biology 220, 210	4	4
Chemistry 201-202	4	4

Environmental Science 301	-	3
Humanities 201, 202	3	3
Marine Science 301	4	-
Physical Education Activity	1	-
Total	16	14

Junior Year	**Semester** 1st	2nd
Biology 450	-	3
Chemistry 301-302	4	4
Communication 103	-	3
Computer Science 120	3	-
Environmental Science 511	-	1
History 106	3	-
Marine Science 400	4	-
Physics/Space, Earth and Atm. Sci. 303	-	3
Total	14	14

Senior Year	**Semester** 1st	2nd
Environmental Science 514	-	4
Marine Science 300/Environmental Science 513	3	-
Marine Science 304/414	3	-
Marine Science 401	3	-
Physics** 201(203)-202(204)	4(3)	4(3)
Physics 215-216	1	1
Science Elective***	-	3
Social Science Electives	3	3
Total	17/16	15/14

Total Credits.....125/122

* MAT 118 and Foreign Language 102 have prerequisites (MAT 117 and Foreign Language 101) that must be satisfied.

** Physics 203-204 may be taken if Mathematics 151 is completed.

*** Must be 200-level or higher, or appear on an approved 100-level course list (e.g. MAT 152).

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, 251, 260, 310, 311, 312, 320, 416, 417, 425, 426, 431, plus two mathematics electives (Mathematics courses level 300 or above except MAT 300, 305, 323, 360, 423, 424, 520, 521, 522). 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). Mathematics majors must show competency through the intermediate level of one modern foreign language. 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.

The recommended sequence is as follows:

Freshman Year	**Semester** 1st	2nd
MAT 151	-	4

Sophomore Year	**Semester** 1st	2nd
MAT 152 & MAT 251	4	4

Junior Year	**Semester** 1st	2nd
*Mathematics Courses	3	3

Senior Year	**Semester** 1st	2nd
*Mathematics Courses	3	3

*Mathematics courses chosen from 206, 208, 260, 305, 310, 315, 320, 330, 403, 411, 416, 417, 430, 431, 445 and 450.

Curriculum Outline - B.S. Mathematics

Freshman Year	**Semester** 1st	2nd
Communication 103	-	3
Computer Science 120	3	-
English 101-102	3	3
Health Education 200	-	2
History 106, 105/107	3	3
Mathematics 151-152*	4	4
Physical Education	1	1
University 101	1	-
Total	15	16

Sophomore Year	**Semester** 1st	2nd
Computer Science	3	3

Humanities 201-202	3	3
Mathematics 206-208	3	3
Mathematics 251-260	4	3
Social Science Electives	3	3
Total	16	15

Junior Year	**Semester** 1st	2nd
Biology 101 or 103	3	-
Foreign Language** (Inter.)	3	3
Mathematics 310, 320	3	3
Mathematics 311-312	3	3
Mathematics Elective***	-	3
Physics 203-204	3	3
Physics 215-216	1	1
Total	16	16

Senior Year	**Semester** 1st	2nd
Electives	3	3
Mathematics 416-417	3	3
Mathematics 425-426	1	1
Mathematics 431	-	3
Mathematics Elective***	3	-
Technical Electives****	3	3
Total	13	13

Total Credits.....120

* Mathematics placement is dependent upon the student's preparation.

** Foreign language must be completed at the intermediate level. Students who have had three years of a modern foreign language in high school should qualify for intermediate level courses.

***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.

****Technical Electives must be approved by student's advisor and chairperson.

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 are disenrolled from 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..

† 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
Total	7	8

Sophomore Year	**Semester** 1st	2nd
Computer Science	-	3
English 102	3	-
Naval Science 201, 202	3	3
Naval Science 211-212	1	1
Total	7	7

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
Total	8	8

Senior Year	**Semester** 1st	2nd
American Military History***	3	-
Naval Science 401, 402	2	2
Naval Science 411-412	1	1
Total	6	3

Total Credits.....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)

Freshman Year	**Semester** 1st	2nd
Naval Science 101	2	-
Naval Science 102/History 205	-	3
Naval Science 111-112	1	1
Total	3	4

Sophomore Year	**Semester** 1st	2nd
Naval Science 211-212	1	1
Naval Science 401*	2	-
Total	3	1

Junior Year	**Semester** 1st	2nd
Naval Science 311-312	1	1
Total	1	1

Senior Year	**Semester** 1st	2nd
Naval Science 402	-	2
Naval Science 411-412	1	1
Total	1	3

Total Credits..... 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)

Freshman Year	**Semester** 1st	2nd
Naval Science 101	2	-
Naval Science 102/History 205	-	3
Naval Science 111-112	1	1
Total	3	4

Sophomore Year	**Semester** 1st	2nd
Naval Science 211-212	1	1
Naval Science 310	-	3
Naval Science 401	2	-
Total	3	4

Junior Year	**Semester** 1st	2nd

Naval Science 311-312	1	1
Naval Science 410	3	-
Total	4	1

Senior Year	**Semester** 1st	2nd
American Military History*	3	3
Naval Science 402	-	2
Naval Science 411-412	1	1
Total	4	6

Total Credits.....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 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. Physics faculty, staff, and students conduct research on-campus in the Graduate Physics Research Facility and in the Olin Building, and off-campus at the Thomas Jefferson National Accelerator Facility and at the National Aeronautics and Space Administration-Langley Research Center (NASA-LARC) that are located nearby. 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. This minimum grade requirement takes effect for all physics majors in August 2001.

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.
Additionally, the student must choose at least three elective courses from the following list of courses: Physics 212 and 331, 205 (or SEA 205), 301, 312, 501, 505.
Other suitable courses may be substituted for elective courses with approval of the chair.

Curriculum Outline - Physics

Freshman Year **Semester**

	1st	2nd
Computer Science 120	3	-
English 101-102	3	3
Mathematics* 151-152	4	4
Physical Education	-	1
Physics 110-117	1	1
Physics 120-121	2	2
Physics 203H-204 H	3	3
Physics 230-231	1	1
University 101	1	-
Total	18	15

Sophomore Year	**Semester** 1st	2nd
Biology 101	-	3
Chemistry 201	4	-
Communication 103	-	3
Mathematics 251, 260	4	3
Physical Education	1	-
Physics 210-217	1	1
Physics 211, 212	3	3
Physics 220-221	2	2
Physics 330 -331	1	-1
Total	16	16

Junior Year	**Semester** 1st	2nd
Health Education 200	2	-
History 105/107 -106	3	3
Humanities 201-202	3	3
Physics 301-302	3	3
Physics 310-317	1	1
Physics 501-502	3	3
Technical Elective**	-	3
Total	15	16

Senior Year	**Semester** 1st	2nd
Physics 410-312	1	3
Physics 491-500	3	3
Physics 505-506	3	3
Social Science Electives	3	3
Technical Electives**	6	3
Total	16	15

Total Credits.....127

* Mathematics placement is based upon the student's academic preparation.

* Technical Electives include any elective course above the required entry level in aviation, biology, chemistry, computer science, education, engineering, marine science, mathematics, naval science, space, earth, and atmospheric sciences, and physics.

Curriculum Outline – Physics (for PreMed Students)

Freshman Year **Semester**

	1st	2nd
Computer Science 120	3	-
English 101-102	3	3
Mathematics* 151-152	4	4
Physical Education	-	1
Physics 110-117	1	1
Physics 120-121	2	2
Physics 203-204 H	3	3
Physics 230-231	1	1
University 101	1	-
Total	18	15

Sophomore Year	**Semester** 1st	2nd
Chemistry 201-202	4	4
Communication 103	-	3
Mathematics 251, 260	4	3
Physical Education	1	-
Physics 210-217	1	1
Physics 211 - 212	3	3
Physics 220-221	2	2
Physics 330 -331	1	1
Total	16	17

Junior Year	**Semester** 1st	2nd
Biology 105-106	4	4
Chemistry 301-302	4	4
Health Education 200	-	2
Humanities 201-202	3	3
Physics 301-302	3	3
Physics 310-317	1	1
Total	15	17

Senior Year	**Semester** 1st	2nd
History 105/107 - 106	3	3
Physics 410-312	1	3
Physics** 491-500	3	3
Physics 501-502	3	3
Physics 505-506	3	3
Social Science Electives	3	3
Total	16	18

Total Credits.....132

* Mathematics placement is based upon the student's academic preparation.

** Students who have completed all required biology and chemistry courses and have taken the MCAT by the end of their junior year may substitute PHY 491 and PHY 500 with two courses in biochemistry, physical chemistry, anatomy or physiology.

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 awarded 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.

Freshman Year	**Semester** 1st	2nd
Leadership 201, 202	2	2
Total	2	2

Sophomore Year	**Semester** 1st	2nd
Leadership 302, 304	2	2
Leadership 305 (or 303 Junior Year)	-	1
Total	2	3

Junior Year	**Semester** 1st	2nd
Leadership 301	3	-
Leadership 305 (or 303)	2	(3)
Total	5	(3)

Senior Year	**Semester** 1st	2nd

Leadership 400, 401	2	2
Total	2	2

Total Credits.....18

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. Honors College is the primary component of this category. The second category, Academic Scholars Option, is for students who are offered scholarships and/or awards based on prior achievement.

A primary component of Hampton University's Honors Program, 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.

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 Honors College

Scholastic Performance

A student in Honors College 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.

Academic Scholars Option

Academic Scholarship Awards are made annually in five categories - Trustee, Presidential, Hampton Scholars, Achievement, and Merit. 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

The College of Education and Continuing Studies

The College of Education and Continuing Studies is an innovative learning community where faculty and staff of diverse cultures and perspectives work collaboratively to educate and motivate learners of all ages and to generate and disseminate knowledge that will improve and enrich the lives of individuals, families, and communities in a global society. To this end, we strive to provide a student-centered, intellectually challenging learning environment; to engage in meaningful research and service activities that address compelling social purposes; and to maintain and enhance our position as leaders in our respective fields. The College offers both academic credit and non-credit programs, in the classroom and online, through its two distinct divisions: the Division of Professional Education and the Division of Continuing Studies.

The Division of Professional Education houses the Department of Education and the Department of Health, Physical Education and Recreation and the program in education. This Division offers a Bachelor of Arts degree in Interdisciplinary Studies for Elementary Education and Bachelor of Science degrees in Health and Physical Education, Recreation and Tourism, Sport Management and an undergraduate minor in Aquatics. All licensure programs meet Virginia State Certification requirements and are state-approved programs. The undergraduate program information is provided in the Department of Education portion of this section of this Catalog. The Division of Professional Education collaborates with the College of Virginia Beach and the Graduate College to offer a Master of Arts degree program in Educational Leadership and the following graduate programs on the main campus: the Master in Teaching degree program in English, mathematics and music plus three Master of Arts degree programs in Education (Elementary Education, Montessori Education and Gifted Education). The graduate programs are described in the Graduate College and College of Virginia Beach sections of this Catalog.

Programs are provided through the Division of Continuing Studies that lead to certificates in corrections, criminal justice, general studies, hotel restaurant management, human resource management and paralegal studies; the Associate of Arts degree in general studies; Bachelor of Arts degree in general studies, paralegal studies and religious studies; the Bachelor of Science degree in business management, systems organization management (also with human resources management concentration), and public safety administration (also with concentrations in criminal justice, emergency and disaster management, emergency medical systems and fire administration). 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. The Division understands community needs and has a well-defined strategy for strengthening the job skills of persons at the local and international levels. By having the ability to (1) operate independently, (2) identify the needs of the local labor market, and (3) respond to those needs, the Division of Continuing Studies has carved out a niche for its continuing education program that is unrivaled in the Hampton Roads area.

Division of Professional Education

The Division of Professional Education is a central part of the College of Education and Continuing Studies. The Division houses the Department of Education and the Department of Health, Physical Education, and Recreation.

Department of Education

The goal of the Department of Education is to equip students with the knowledge, skills, and dispositions that will prepare them to become effective educators. The future educators that we prepare are reflective, collaborative teachers and leaders who are dedicated to impacting K-12 education in an increasingly diverse, technological, and global society and who promote a lifelong commitment to learning. The Division accomplishes this goal by offering high-quality

programs that provide experiences designed to respect the diversity of children, their families, and communities.

The Department offers 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 elementary and secondary school teachers.

All students interested in professional education programs are encouraged to begin preparation for the Praxis I test upon entry to the university. The Student Success Center serves as a great resource to assist students in preparing for the test, which is required for program entry.

Students in the Department 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 Department 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 Department 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 Department 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.

Professional 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, and history and social sciences to prepare candidates to deliver instruction in all of these areas. A total of 126 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 to the Teacher Education Program during the sophomore or junior year.

Entry:

Upon completion 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 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 109 and 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 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 Virginia Reading Assessment (VRA), 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 ..... 35 hrs.
Education 200, 301, 302, 315, 438, 441, 502, 517, 550

Interdisciplinary Major Requirements..... 46 hrs.
Economics 200 3
English 209, 303, 320.....9
Environmental Science 204.....3
History 314, 315 6
Beginning Foreign Language 6
Mathematics 520, 521, 522 9
Political Science 316 3
Science 306.....3
Sociology 310.....3

General Education Requirements ..... 47 hrs.
Biology 101 3
Communication 103 3
Computer Science 120..... 3
English 101-102 6
Geography 201 3
Health 200 2
History 106, 105/107..... 6
Humanities 201-202 6
Mathematics 109-110 6
Physical Education Activity Electives (2)..... 2
Political Science 203 3
Science 102..... 3
University 101 1

Total Credits.....127

Curriculum Outline – Interdisciplinary Studies for Elementary Education – B.A.

Freshman Year	**Semester**	
	1st	2nd
Communications 103	3	-
Computer Science 120	-	3
English 101-102	3	3
Beginning Foreign Language	3	3
History 106, 105/107	3	3
Mathematics 109-110	3	3
Physical Education Activity	1	1
University 101	1	-
Total	17	16

Sophomore Year	**Semester**	
	1st	2nd
Biology 101	-	3
Economics 200	-	3
Education 200	-	3
English 209	3	-
Environmental Science 204	-	3

Geography 201	3	-
Health Education 200	2	-
Humanities 201-202	3	3
Political Science 203	3	-
Science 102	3	-
Total	17	15

Junior Year		**Semester**
	1st	2nd
Education 301*, 315	3	3
Education 302, 550	3	3
English 320	3	-
History 108, 315	3	3
Math 520-521	3	3
Political Science 316	-	3
Sociology 310	3	-
Total	18	15

Senior Year		**Semester**
	1st	2nd
Education 438	2	-
Education 502*, 441**	3	12
Education 517	3	-
English 303	3	-
Mathematics 522	3	-
Science 306	3	-
Total	17	12

Total Credits.....127

*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.) 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 in to the Pre-professional Stage of the Master in Teaching program.

Upon acceptance into the Pre-professional Stage of the program, candidates are provided an opportunity to begin graduate coursework. Upon successfully completing the Pre-professional requirements, candidates are eligible for the Professional Stage which includes admission into the graduate college and admittance to candidacy for the Master in Teaching degree.

The M.T. program also offers an option for non-Hampton University students.

Entry, Continuation, and Completion

Entry:

Applicants are to meet the following criteria in order to be officially accepted into the Pre-professional stage of 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 109 and 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 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 Professional stage 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 extends to acceptance into the Graduate College and the Professional stage of the program. In the Professional stage of the program, candidates are required to maintain a 3.0 grade point average in graduate courses and complete all other Graduate College requirements.

Candidates who do not achieve passing scores on state required assessments will not be allowed to student teach.

Completion:

Exit requirements from the Professional stage of 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)

Freshman Year	**Semester** 1st	2nd
Biology 105, 106	4	4
English 101-102	3	3
Intermediate Foreign Language	3	3
Health Education 200	-	2
History 106, 105/107	3	3
Mathematics 117-118	3	3
University 101	1	-
Total	17	18

Sophomore Year	**Semester** 1st	2nd
Biology 210, 220	4	4
Chemistry 201-202	4	4
Communication 103	-	3
Education 200	3	-
Humanities 201, 202	3	3
Mathematics 130, 205	3	3
Physical Education Activity	1	1
Total	18	18

Summer Session	
Biology 304	4
History 108	3
Social Science Elective	3
Total	10

Junior Year	**Semester** 1st	2nd
Biology 305, 450	3	3
Biology Elective	-	3
Chemistry 301, 302	4	4
Computer Science 120	3	-
Education 302, 300	3	3
Physics 201, 202	4	4
Physics 215, 216	1	1
Total	18	18

Senior Year Semester

	1st	2nd
Biology 413, 414	1	1
Biology 420	-	4
Biology 503	-	4
Biology Elective	3	3
Biology Elective	4	-
Education *506, *517	3	3
Education *552, *550	4	3
Geography 201	3	-
Total	18	18

Total: 140 Undergraduate/13 Graduate Credits

Fifth Year (Professional Stage) **Semester**

	1st	2nd
Education 608	3	-
Education 610	3	-
Education 623	3	-
Education 647	-	9
Totals:	**9/16**	**9/15**

Total Graduate Credits: 31

Total Credits - 5-yr program: 171

* *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.*

Curriculum Outline - English - B.A./M.T. (Secondary English)

Freshman Year **Semester**

	1st	2nd
Biology 103	-	4
Communication 103	3	-
English 101-102	3	3
English 210-211	3	3
History 106, 105/107	3	3
Mathematics 109 (or higher) -110 (or higher)	3	3
Physical Education Activity	-	1
University 101	1	-
Total	16	17

Sophomore Year **Semester**

	1st	2nd
Education 200	-	3
English 201-202	3	3
English 203-204	3	3
English 215-216	3	3
English 220	3	-
Int. Foreign Language 202	3	-
Humanities 201-202	3	3

Sociology 205	-	3
Total	18	18

Junior Year

	Semester 1st	Semester 2nd
Computer Science 120	-	3
Education 302, 300	3	3
English 300	3	-
English 303/304	3	-
English 311-312	3	3
English 313, 320	3	3
Health Education 200	2	-
Science 104	-	4
Total	17	16

Senior Year

	Semester 1st	Semester 2nd
Education [1]517, [1]506	3	3
Education [1]556, [1]550	4	3
English 322	3	-
English 419-420	3	3
English Elective	-	3
Geography Elective	-	3
Political Science 305	3	-
Physical Education Activity	-	1
Total	16	16

Total: 121 Undergraduate/13 Graduate Credits

Fifth Year (Professional Stage)

	Semester 1st	Semester 2nd
Education 608	3	-
Education 610	3	-
Education 623	3	-
Education 647	-	9
Totals:	**9/16**	**9/15**

Total Graduate Credits: 31

Total Credits- 5-yr program: 152

[1] 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.

Curriculum Outline - Mathematics - B.S./M.T. (Secondary Level, 6-12)

Freshman Year

	Semester 1st	Semester 2nd
Biology 101	-	3
Communication 103	3	-
English 101-102	3	3
[1]Foreign Language (Intermediate)	3	3
History 106, 105/107	3	3
[2]Mathematics 151-152	4	4

Physical Education Activity	-	1
Physical Education Activity	-	1
University 101	1	-
Total	17	18

Sophomore Year	**Semester** 1st	2nd
Computer Science 151, 120	4	3
Education 200	-	3
History 108	-	3
Humanities 201-202	3	3
Mathematics 206-208	3	3
Mathematics 251-260	4	3
Sociology 205	3	-
Total	17	18

Junior Year	**Semester** 1st	2nd
Education 302, 300	3	3
Mathematics 310, 320	3	3
Mathematics 311-312	3	3
Mathematics 315, 340	3	3
Physics 203-204	3	3
Physics 215-216	1	1
Total	16	16

Senior Year	**Semester** 1st	2nd
Computer Science 152 (or higher)	-	3
Education [3]508, [3]550	4	3
Education [3]517, [3]506	3	3
Health Education 200	-	2
Mathematics 416-417	3	3
Mathematics 425-426	1	1
Mathematics 431, 450/504	3	3
Political Science 201	3	-
Total	17	18

Total: 124 Undergraduate/13 Graduate Credits

Fifth Year (Professional Stage)	**Semester** 1st	2nd
Education 608	3	-
Education 610	3	-
Education 623	3	-
Education 647	-	9
Totals:	**9/16**	**9/15**

Total Graduate Credits: 31

Total Credits – 5-yr Program 155

[1] Foreign language must be completed at the intermediate level. Students who have had three years of a modern foreign language in high school should qualify for intermediate level courses Mathematics placement is dependent upon the student's preparation.

[2] 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.

[3] 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.

Curriculum Outline –Music - B.A./M.T. (Pre K-12)

Freshman Year	**Semester** 1st	2nd
English 101-102	3	3
History 105/107, 106	3	3
Major Ensemble (BAN/CHO/ORC)	1	1
[1]Major Performance 107-108	2	2
Minor Performance PIA/VOI 103/105, 104/106	1	1
Mathematics 109-110	3	3
[2]Music 119-120	1	1
[2]Music 121-122	2	2
Physical Education Elective	-	1
Recital Attendance 101, 101	0	0
University 101	1	-
Total	17	17

Sophomore Year	**Semester** 1st	2nd
Communication 103	-	3
[3]Computer Science 120	3	-
Education 200	-	3
Health Education 200	2	-
Humanities 201-202	3	3
Major Ensemble (BAN/CHO/ORC)	1	1
Major Performance 207-208	2	2
Minor Performance PIA/VOI 203/205, 204/206	1	1
Music 211-212	2	2
Music 222-233	1	1
Music Education 202, 201	1	1
Music Education 207	3	-
Physical Education Elective	-	1
Recital Attendance 101, 101	0	0
Total	19	18

Junior Year	**Semester** 1st	2nd
Education 302, 300	3	3
Education [6]506	-	3
Major Ensemble (BAN/CHO/ORC)	1	1
Major Performance 307-308	2	2
Music 305-306	3	3
Music 311	2	-
Music Education 204	1	-
Music Education 302-303/304	2	2
Recital Attendance 101, 101	0	0
Science w/Lab (SCI 104 or BIO 103)	-	4

Social Science	3	-
Total	17	18

Senior Year

	Semester 1st	Semester 2nd
Education [6]517, [6]550	3	3
Foreign Language	3	3
Major Ensemble (BAN/CHO/ORC)	1	1
Major Performance 407-408	2	2
Music 401	2	-
Music Education 203	-	1
[5]Music Education 205/206	-	1
[4]Music Education 318, 416/417/418	2	2
Music Education [6]530, [6]535	3	3
Recital Attendance 101, 101	0	0
Science (BIO 101 or SCI 102)	-	3
Social Science	3	-
Total	19	19

Total: 129 Undergraduate/15 Graduate Credits

Fifth Year (Professional Stage)

	Semester 1st	Semester 2nd
Education 608	3	-
Education 610	3	-
Education 623, 648	3	9
Totals:	**9/16**	**9/15**

Total Graduate Credits: 33

Total Credits – 5-yr Program 162

[1]Audition required.
[2]Diagnostic music theory test required.
[3]A minimum grade of "C" is required for CSC 120.
[4]*Instrumental majors will take MUE 417; String Majors will take MUE 418; Piano, Organ, and Voice majors will take MUE 416.*
[5]*Instrumental, String, and Voice majors will take MUE 205; Organ and Piano majors will take MUE 206.*
[6] Note that EDU 506, 517, 550; 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.

Master in Teaching – Professional Stage

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.
- Successful completion of the Praxis I and the Praxis II examination in the specialty area and other required state tests.

Master in Teaching Course Sequence - Secondary Biology

Course	Description	Credit Hours Semester I	Credit Hours Semester II
1st year			
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	-
2nd year			
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
	Totals:	**16**	**15**

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

Course	Description	Credit Hours Semester I	Credit Hours Semester II
1st year			
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	-
2nd year			
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
	Totals:	**16**	**15**

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

Course	Description	Credit Hours Semester I	Credit Hours Semester II
1st year			
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
2nd year			
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
	Totals:	**16**	**15**

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

Course	Description	Credit Hours Semester I	Credit Hours Semester II
1st year			
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	-
2nd year			
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
Totals:		**18**	**15**

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 Education

The Master of Arts in Education program is targeted to meet the needs of individuals who already possess initial teacher licensure. Distinct tracks are offered in the following three areas: Elementary Education, Montessori Education and Gifted Education. This program is only available through the Graduate College in collaboration with the Division of Professional Education in the College of Education and Continuing Studies.

Admissions requirements include the following:

- Application for Admission to the Graduate College
- Payment of Application Fee (currently $35.00)
- Two letters of recommendation
- Official GRE Scores
- Copy of teaching license

The course requirements are listed below for each track.

Master of Arts in Education – Elementary Education Track

Courses	Title	Semester Hours
EDU 503	Educational Innovations	3
EDU 516	Study of Child Behavior	3
EDU 518	Analytical Study of Teaching	3
EDU 530	Technology and Educational Media	3
EDU 610	Current Issues in Education	3
EDU 611	Techniques/Problems in Educational Research	3
EDU 612	Education Research Methods	3
EDU 666	Language Development	3
EDU 703	Thesis I	3
EDU 704	Thesis II	3
	Total Credits 30	

Master of Arts in Education – Montessori Education Track[1]

Courses	Title	Semester Hours
EDU 503	Educational Innovations	3
EDU 516	Study of Child Behavior	3
EDU 530	Technology and Educational Media	3
EDU 610	Current Issues in Education	3
EDU 612	Education Research Methods	3
EDU 624	Montessori Theory	3
EDU 625	Montessori Pedagogy	3
EDU 626	Montessori Leadership	3
EDU 666	Language Development	3
EDU 703	Thesis I	3
EDU 704	Thesis II	3
	Total Credits 33	

[1] Students who choose this track must have completed the Virginia Montessori Teacher Education Center's certification program.

Master of Arts in Education – Gifted Education

Courses	Title	Semester Hours
EDU 530	Technology and Educational Media	3
EDU 610	Current Issues in Education	3
EDU 611	Techniques/Problems in Educational Research	3
EDU 612	Education Research Methods	3
EDU 642	Social and Emotional Development of Individuals with Gifts	3
EDU 643	Curriculum and Instruction in Gifted Education	3
EDU 644	Special Populations in Gifted Education	3
EDU 656	Psychology and Education of Individual with Gifts	3
EDU 657	Practicum in Gifted Education	3
EDU 703	Thesis I	3
EDU 704	Thesis II	3
	Total Credits 33	

Master of Arts in 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. This program is available through the Graduate College in collaboration with the College of Virginia Beach.

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)

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
	Total Credits 42	

Master of Science in Education in Curriculum and Instruction (Online)

The Master of Science in Education in Curriculum and Instruction program has a professional development emphasis and is designed for teachers who want to take on leadership roles in their schools, but not become school administrators. This program will be initiated soon. In the era of "highly qualified," the program provides teachers with needed knowledge and training for this designation without moving to the level of National Board Certification. Since it is an online degree program, it helps teachers learn how to use new technologies and to infuse them into their instructional strategies. Practicing teachers who wish to continue their education, often require or prefer the flexibility of online learning. Furthermore, the online aspect also allows teachers who live outside the immediate local area of the university to participate. In fact, teachers across the country and/or world are key candidates for this program. This program is only available through the Graduate College in collaboration with the Division of Professional Education in the College of Education and Continuing Studies and Hampton University Online.

Prospective students must hold PK-12 licensure in any field, including school counseling or leadership. Additionally, all graduate college admission criteria apply. This program will be offered 100% online. Students will engage in residency study within the context of PK-12 schools, not on the campus of Hampton University. A learning community approach will insure that students get to know their peers and instructors.

The online Master of Science in Education in Curriculum and Instruction begins with seven core courses that provide educators with a solid foundation in such realms as classroom management, positive classroom environment, and developing curriculum that reaches diverse learners. Educators learn to create and negotiate contexts that meet the needs of all their students. The core courses are followed by five additional courses. Students may select a specialization area or may select five electives from among all courses offered.

Master of Science in Education in Curriculum and Instruction

Courses		**Title**	**Semester Hours**
Core Courses			
EDUO	601	The Foundation: A Framework for Teaching	3
EDUO	602	Creating and Managing a Successful Classroom	3
EDUO	603	Pursuing Excellence: Professional Responsibility of the Teacher	3
EDUO	604	Character Education in the Classroom	3
EDUO	605	Introduction to Diversity in the Classroom: Teaching Diverse Learners	3
EDUO	606	Designing the Curriculum for High-Stakes Testing	3
EDUO	607	Instructional Assessment Practices and Procedures	3
EDUO		Elective or Specialization Courses (See list below)	15
		Total Credits 36	
Specialization in Differentiated Instruction			
EDUO	610	Introduction to Differentiated Instruction	3
EDUO	611	Assessment Practices, Policies, and Procedures	3
EDUO	612	Differentiated Instruction: Meeting the Needs of All Students	3
EDUO	613	Processes and Resources for Teaching Diverse Learners	3
EDUO	620	21st Century Technology in the Classroom	3

Total Credits for Specialization.....15

Specialization in Educational Technology

EDUO	620	21st Century Technology in the Classroom	3
EDUO	621	Best Practices for Teaching 21st Century Students	3
EDUO	622	Bridging the Gap for Students with Learning Disabilities Using Technology and Innovation	3
EDUO	623	Teaching, Learning, and Leading in the Digital Age	3
EDUO	624	Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape	3

Total Credits for Specialization.....15

Specialization in English as a Second Language

EDUO	614	Differentiated Instruction for the English Language Learner	3
EDUO	630	Setting the Stage for ELLs across the Curriculum	3
EDUO	631	Teaching ELLs across the Curriculum: ESL, Sheltered, and Culturally Responsive Instruction	3
EDUO	632	Developing a Classroom to include English Language Learners	3
EDUO		Elective Course	3

Total Credits for Specialization.....15

Specialization in Special Education Response to Intervention

EDUO	612	Differentiated instruction: Meeting the Needs of All Students	3
EDUO	622	Bridging the Gap for Students with Learning Disabilities Using Technology and Innovation	3
EDUO	641	Introduction to Response to Intervention (RTI) and The 3-Tiered	3
EDUO	642	Implementing the Response to Intervention (RTI) Model: Roles and Responsibilities of Administrators, Parents and Educators	3
EDUO	643	Aiding Students with Learning Disabilities	3

Total Credits for Specialization.....15

Specialization in Gifted and Talented

EDUO	650	Teaching Strategies for Gifted Students in the Classroom	3
EDUO	651	Developing a School-wide Cluster Grouping Model	3
EDUO	652	Teaching in a Mixed Ability Classroom	3
EDUO	653	The Inclusive Classroom: Strategies for Effective Instruction	3
EDUO		Elective Course	3

Total Credits for Specialization.....15

Doctor of Philosophy in Educational Management (Online)

The Doctor of Philosophy in Educational Management program is offered on line through the Graduate College and Hampton University Online. The program is designed to serve the advanced educational needs of an emerging generation of top educational leaders by providing an executive hybrid program that allows individuals to pursue their degree without career interruption. The new program is designed to meet all state and national standards for certification in education, where available. The degree program will be cohort based, with 15-20

students making up each cohort. This program is an extension of the specialized leadership training offered through the Executive Leadership Summit (Higher Education) and the national Educational Policy Fellows Program (PK-12). Those aspiring to higher levels of leadership have sought out Hampton University for such training opportunities and often inquire about formal degree programs that will enhance their credentials. Currently, there is no doctoral program in higher education at an historically black college or university in the country. This program addresses that gap.

The accelerated 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. This unique program in executive educational leadership and management was developed to provide an attractive and viable alternative to 'traditional" doctoral programs in educational leadership. As an alternative doctoral model, the program is designed to:

- Provide candidates with an advanced curriculum that focuses on relevant and current topics and issues in executive educational leadership.
- Focus on the core leadership competencies, dispositions, and applied research that executive educational leaders need to be effective in educational settings.
- Provide opportunities for candidates to focus their dissertation on actual problems in educational organizations, making the dissertation relevant and practical, and thereby encouraging organizational support.
- Provide candidates with access to a network of successful educational leaders and organizations to support their intellectual, professional, and career development.

Completion of the program will result in the awarding of a PhD degree requiring approximately 66 credits beyond the master's degree, including a significant focus on research. Most coursework is offered in thematic seminars in which emphasis is placed on identifying and developing solutions to real-life problems. This program uses the following strategies:

- A cohort-based approach in which the 15-20 students take all courses together;
- A hybrid delivery model using Web-based instruction and intensive summer institutes;
- A theory-into-practice model in which current research is applied to problems being faced in the field; and,
- A research project demonstrating the ability to gather and analyze complex problems facing practitioners.

Additionally, this program provides for the interactions between students and faculty to determine the precise content and problems of practice that will be pursued under three broadly defined themes: Leadership and Management; Sociopolitical and Cultural Contexts of Education; and Teaching and Learning. Courses in each core and cognate areas are outlined below.

I. Leadership and Management Core (15 credit hours)
   EDUO 710 Connecting Leadership Theory and Practice in Educational Organizations
   EDUO 711 Dynamics of Managing Organizational Performance
   EDUO 712 Resource Allocation, Fundraising and Advancement
   EDUO 714 Strategy, Strategic Planning, and Program Evaluation
   EDUO 715 Dynamics of Innovation and Change in Educational Systems

II. Sociopolitical and Cultural Contexts of Education Core (15 credit hours)
   History course by cognate area – Choose one
      EDUO 716 History of Higher Education
      EDUO 717 History of PK-12 Educational Reform or History of Counseling
   EDUO 718 Policy, Ethics, and Politics in Education
   EDUO 719 Diversity, Equity, and Cultural Competence in Education
   EDUO 720 Assessment, Evaluation and Accountability
   EDUO 721 Collaboration and Constituencies

III. Educational Cognate Areas (Select one, 12 credit hours each)

Higher Education
EDUO 722 College Student Development
EDUO 723 Legal Issues in Higher Education
EDUO 724 Organization and Governance
EDUO 610 Current Issues in Higher Education

PK-12 Administration (District-level leadership and beyond)
EDUO 725 Supervision and Professional Development
EDUO 726 Legal Issues in PK-12 Education
EDUO 727 Supporting Instructional Improvement
EDUO 610 Current Issues in PK-12 Education

IV. Research (9 credit hours)
EDUO 611 Techniques and Problems in Educational Research'
EDUO 731 Quantitative Research Methods
EDUO 732 Qualitative Research Methods

V. Internship and Dissertation (15 credit hours)
EDUO 738 Internship (6 credits)
EDUO 739 Dissertation Research Seminar (3 credits)
EDUO 740 Dissertation (minimum, 6 credits)

Admission Requirements

The admission into the Doctor of Philosophy in Educational Management program is open to all students seeking an advanced degree. Preferred students would hold teacher licensure or other educational certification for the PK-12 cognate area or possess some higher education experience for the higher education cognate. Students lacking a master's degree in Education must take the GRE and score of 450 or higher or the MAT with a minimum score for 42, two letters of recommendation, and a prepared Statement of Career/Professional plans. On a case by case basis, candidates who come into the program with an Educational Specialist degree will receive consideration in terms of accepted hours.

Additional Information Regarding Cognate Areas

K-12 Cognate (superintendent track)

- Focus on challenges and addressing the major issues facing K-12 leaders, such as, quality, outcomes, assessment, teacher quality, access, finances, technology, school choice, charter movement.
- Geared toward education administrators focused on obtaining leadership and practical research skills necessary to effectively lead at the highest organizational levels in K-12
- Two year program delivered primarily online. Two-week long Summer Residency each summer will provide face to face course content, mentoring, dissertation supervision and networking. Comprehensive exams and Dissertation defense will take place on campus as wall.
- Comprehensive exam, capstone internship and dissertation required.
- Cohort model provides that students will matriculate together through entire sequence, resulting in deeper support student network and efficient monitoring system for school administration.
- Internships are geared toward implementing action research dissertations addressing current issues and challenges in K-12 education. Internships will occur with research project focus collaborating with practicing superintendent.

Higher Education Concentration

- Focus on the challenges and addressing the rapidly evolving postsecondary environment including-finances, technology, access, sustainability, quality and outcomes.

- Geared toward practitioners seeking upper level positions in higher education and opportunities in academia.
- Two-year program delivered primarily online. Two-week long Summer Residency each summer will provide face to face course content, mentoring, dissertation supervision and networking. Comprehensive exams and Dissertation defense will take place on campus as well.
- Comprehensive exam, capstone internship and dissertation required.
- Cohort model provides that students will matriculate together through entire sequence, resulting in deeper support student network and efficient monitoring system for school administration.
- Internships are geared toward implementing action research dissertations addressing current issues and challenges in higher education.

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 and 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	730	Doctoral Qualifying Examination	0	
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	
		Total:	**66**	

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	730	Doctoral Qualifying Examination	0
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
		Total:	**66**

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 three undergraduate degree programs leading to the Bachelor of Science degree in Health and Physical Education with teacher endorsement at the PreK-12 levels, in Recreation and Tourism Management, and in 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. The Health and Physical Education program is accredited by the Department of Education in Virginia and the National Council for Accreditation of Teacher Education (NCATE).

The major offers course work 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 sophomore or junior year.

Entry:

Upon completion of the sophomore year, candidates apply for admission into the Division of Professional Education. Applicants are to meet the following criteria in order to be officially accepted into the Department of Education 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 109 and 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 .....81 hrs.

Education 200, 302, 314, 371, 440, 441, 517, 550.....30 hrs.
Health Education 204, 211, 323, 550.....12 hrs.
Health/Physical Education Electives .....9 hrs.
Physical Education 201, 202, 203, 214, 215, 230, 301, 306, 365, 407, 427, 440.....30 hrs.

General Education Requirements .....48 hrs.

Biology 103, 336 .....7 hrs.
Communication 103 .....3 hrs.
Computer Science 120.....3 hrs.
English 101-102 .....6 hrs.
Health Education 200 .....2 hrs.
History 105/107, 106.....6 hrs.
Humanities 201-202 .....6 hrs.
Mathematics 109-110 .....6 hrs.
Physical Education Activities (2 swimming required).....2 hrs.
Psychology 203 .....3 hrs.
Sociology 205.....3 hrs.
University 101 .....1 hr.

Total Credits 129 hrs.

Curriculum Outline – Health and Physical Education, PreK - 12

Freshman Year	**Semester** 1st	2nd
Biology 103	-	4
Communication 103	3	-
Computer Science 120	-	3
English 101-102	3	3
Health Education 200	2	-
History 106, 105/107	3	3
Mathematics 109 (or higher)-110 (or higher)	3	3
University 101	1	-
Total	15	16

Sophomore Year	**Semester** 1st	2nd
Biology 336	-	3
Education 200	3	-
Health Education 211	-	3
Health/Physical Education Elective†	-	3
Humanities 201-202	3	3
Physical Education 203	2	-
Physical Education 214, 215	2	1
Physical Education 221	2	-
Physical Education (Swimming)	1	1
Psychology 203	3	-
Sociology 205	-	3
Total	16	17

Junior Year	**Semester** 1st	2nd
Education 302	3	-
Education 314	3	-
Education 517	-	3
Health Education 204	-	3
Health Education 550	-	3
Health/Physical Education Elective†	-	3
Physical Education 201	2	0
Physical Education 202	2	-
Physical Education 301	3	-
Physical Education 306	3	-
Physical Education 365	-	3
Physical Education 427	-	3
Total	16	18

Senior Year	**Semester** 1st	2nd
Education 371, 440	3	6
Education 550 , 441	3	6
Health Education 323	3	-
Health/Physical Education Elective†	3	-
Physical Education 230	3	-
Physical Education 407	2	-
Physical Education 440	-	2
Total	17	14

Total Credits.....129

† 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.).

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 .....69 hrs.

Health Education: HEA 211 .....3 hrs.
Physical Education: PED 203, 365, 405, Physical Education Activity: two Team Sports, two Individual/dual Sports, one Swimming, one elective .....11 hrs.
Recreation: REC 203, 204, 230, 310, 312, 313, 314, 390, 400, 401, 402, 403, 404, 405, 419.....55 hrs.

Required in Related Areas .....9 hrs.

English 218 .....3 hrs.
Free Electives.....6 hrs.

General Education Requirements .....47 hrs.

Biology 101 .....3 hrs.
Communication 103 .....3 hrs.
Computer Science 120.....3 hrs.
English 101-102 .....6 hrs.
Health Education 200 .....2 hrs.

History 105/107, 106 ..... 6 hrs.
Humanities 201-202 ..... 6 hrs.
Mathematics 109-110 (or higher) ..... 6 hrs.
Physical Education Activities (104, 113) ..... 2 hrs.
Physical Science ..... 3 hrs.
Psychology 203 ..... 3 hrs.
Sociology 205 ..... 3 hrs.
University 101 ..... 1 hr.

Total Credits ..... 125 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, 105/107	3	3
Mathematics 109 (or higher), 110 (or higher)	3	3
[1]Physical Education Elect. (Individual/Dual Sport)	-	1
[2]Physical Education Elect (Team Sport)	1	-
[3]Physical Science Elective	-	3
University 101	1	-
Total	16	16

Sophomore Year	**Semester** 1st	2nd
Computer Science 120	3	-
English 218	-	3
Humanities 201-202	3	3
Physical Education 113, 104 (Fitness)	1	1
Physical Education 203	2	-
Physical Education 405	2	-
Psychology 203	-	3
Recreation 203, 204	3	3
Recreation 314	-	3
Sociology 205	3	-
Total	15	16

Junior Year Semester	1st	2nd
Elective	-	3
Physical Education 230, 365	3	2
Physical Education 405	3	-
[1]Physical Education Elect. (Individual/Dual Sport)	-	1
[2]Physical Education Elect. (Team Sport)	1	-
[4]Physical Education Activity (Swimming)	-	1
Recreation 310, 312	3	3
Recreation 313, 390	3	3
Recreation 403, 419	3	3
Total	16	16

Senior Year Semester

	1st	2nd
Elective	3	-
Health Education 211	3	-
Physical Education Elective	1	-
Recreation 401, 400	3	12
Recreation 402	3	-
Recreation 404	3	-
Recreation 405	1	-
Total	17	12

Total Credits.....124

[1] Individual/Dual Sport: PED 101, 111, 112, 117, 118, 121, 137, 138, 140, 147, 149, or other individual/dual sport.
[2] Team Sport: PED 109, 129, 131, 143, 152, or other team sport.
[3] Physical Science Elective: CHE 150, CHE 201, ESC 202, ESC 204, PHY 201, PHY 203, SCI 102, SCI 104, SEA 101, SEA 105, SEA 106.
[4] 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. The Sport Management program is accredited by The International Assembly for Collegiate Business Education (IACBE), "the premier professional accreditor for business programs in student-centered colleges and universities throughout the world." 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 .....43 hrs.
Physical Education 225, 240, 340, 341, 345, 360, 491, 492, 493, 494 plus two Sport Management elective courses from PED 342, 362, 364, 367, 395, 405.

Required in Related Areas .....33 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 ..... 3 hrs.

General Education Requirements ..... 48 hrs.
Biology 103 ..... 4 hrs.
Communication 103 ..... 3 hrs.
Computer Science 120 ..... 3 hrs.
English 101-102 ..... 6 hrs.
Health Education 200 ..... 2 hrs.
History 105/107, 106 ..... 6 hrs.
Humanities 201-202 ..... 6 hrs.
Mathematics 109-110 ..... 6 hrs.
Physical Education Activities ..... 2 hrs.
Psychology 203 ..... 3 hrs.
Science 102 ..... 3 hrs.
Sociology 205 ..... 3 hrs.
University 101 ..... 1 hr.

Total Credits ..... 124 hrs.

Curriculum Outline - Sport Management

Freshman Year	**Semester** 1st	2nd
Biology 103	4	-
Communication 103	3	-
Computer Science 120	-	3
English 101-102	3	3
Health Education 200	-	2
History 106	-	3
Mathematics 109-110	3	3
Physical Education Activity	1	-
[1]Physical Science	-	3
University 101	1	-
Total	15	17

Sophomore Year	**Semester** 1st	2nd
Accounting 203	-	3
Economics 200/201	3	-
Elective	-	3
History 105/107	3	-
Humanities 201-202	3	3
Physical Education 225, 240	3	3
Physical Education 360	-	3
Physical Education Activity	1	-
Psychology 203	-	3
Sociology 205	3	-
Total	16	18

Junior Year	**Semester** 1st	2nd
Computer Science/Management 323	-	3
English 218 or Management 340	3	-
Finance 304	-	3
Management 301	3	-
Management 305, 312	3	3
Marketing 305	3	-
Physical Education 340	-	3
Physical Education 345	-	3
[2]Physical Education Elective (Sport Mgt)	3	-
Total	15	15

Senior Year	**Semester** 1st	2nd
Elective	3	-
Physical Education 341	3	-
Physical Education 491	3	-
Physical Education 492	3	-
Physical Education 493, 494	1	12
[2]Physical Education Elective (Sport Mgt)	3	-
Total	16	12

Total Credits.....124

[1] Physical Science Elective: CHE 150, CHE 201, ESC 202, ESC 204, PHY 201, PHY 203, SCI 102, SCI 104, SEA 101, SEA 105, SEA 106.

[2] 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.

The Division of Continuing Studies

The Division of Continuing Studies is comprised of the Accelerated Evening Programs and Hampton U Online units. The Division 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. The Division offers academic credit and non-credit programs, both online and in the traditional classroom. The Division of Continuing Studies 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. The Division 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. The Division of Continuing Studies has carved out a niche for its programs that is unrivaled in the Hampton Roads area.

Since its inception in 1984, the Division of Continuing Studies' 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," the Division embraces economic development for the 21st century by making it an integral part of the Division's mission and purpose.

Facilities

The main campus of the Division of Continuing Studies 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

The Langley Air Force Base Branch was established in 1948 to satisfy the educational needs of the military personnel, their dependents and Department of Defense (DOD) personnel assigned at Langley Air Force Base (LAFB), as well as the surrounding communities. The Langley Branch offers a Business Management program with several concentrations. In addition, specialized programs are designed to meet specific needs for the military personnel stationed at Langley Air Force Base. The Langley Branch office is located approximately 12 miles from the Hampton University main campus. More information on the Langley Branch can be found at: www.hamptonu.edu/academics/continuing_ed/langley.htm.

Contact Information:

Main Campus:	Hampton University Division of Continuing Studies P. O. Box 6162 Hampton, VA 23668 (757) 727-5773 (757) 727-5949 (fax) continuinged@hamptonu.edu
Langley Air Force Base Branch:	Langley Air Force Base 450 Weyland Road, Room 120 Langley AFB, VA 23665-2599 (757) 764-2191 or (757) 766-1369 or (757) 766-0089
College of Virginia Beach:	College of Virginia Beach 253 Town Center Drive

Virginia Beach, VA 23462
10th Floor North Elevator
(757)637-2200

Accelerated Evening Programs (AEP)

Academic Calendar

The Division of Continuing Studies operates in a variety of sessions during the Academic Year. The predominant schedule is in five sessions during a calendar year starting in August in nine-week sessions, however, other terms are available for selected programs. Consult the College Education and Continuing Studies website for more information about course scheduling and availability.

Admissions

All applicants desiring admission to the Division of Continuing Studies 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 the Division of Continuing Studies and $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 college);
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. Two letters of reference are required with one preferably from an educator who has knowledge of the applicant's academic abilities, and the other from a non-relative, who can offer insight on the applicant's character (Religious Studies only).
7. Applicants requesting institutional academic credit for applicable life experiences must also submit a Life Experience Credits Assessment Form. Forms may be obtained from the Division of Continuing Studies.

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*

Each student upon admission to the Division of Continuing Studies 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: www.hamptonu.edu/studentservices/health/shs_medical_form.htm 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 Division of Continuing Studies 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 the Division of Continuing Studies.

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 the College of Education and Continuing Studies after the lapse of six months.

Academic Credits are non-transferable between the Division of Continuing Studies and the Undergraduate College (Hampton Institute). In unusual circumstances, students may, with the signed approval of their Dean, the Provost, and the President, be granted an exception to this policy. However, such students shall be permitted to transfer no more than six (6) credit hours. *Active Duty Military students enrolled in the Division of Continuing Studies are allowed to transfer up to 60 credit hours to the Undergraduate College (Hampton Institute).

Student Referrals from within Hampton University

It is not the purpose of the Division of Continuing Studies to serve as a substitute for students who would normally be in full-time day programs at Hampton University. The Division of Continuing Studies 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 the Division of Continuing Studies from the Undergraduate College must have written approval of the Dean, the Provost, and the President.

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 the Division of Continuing Studies. 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 the Division of Continuing Studies 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 15 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 the Division of Continuing Studies 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 the Division of Continuing Studies 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 Division of Continuing Studies

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 the Division of Continuing Studies. 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 the Division of Continuing Studies:

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, the Division of Continuing Studies 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.

Servicemembers Opportunity Colleges (SOC)

The Division of Continuing Studies at Hampton University participates in the Servicemembers Opportunity Colleges (SOC) Program. The Dean of the College of Education and Continuing Studies 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 the Division of Continuing Studies in order to qualify for the SOC agreement.

Academic Policies and Regulations

The Division of Continuing Studies 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 Division of Continuing Studies 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. The Division of Continuing Studies 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 Division of Continuing Studies "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 Division of Continuing Studies "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 the Division of Continuing Studies, and must ensure that all required signatures appear on the form. Completed withdrawal forms must be submitted to the Division of Continuing Studies 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 the Division of Continuing Studies. 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. No credit will be awarded for courses with grades of "C-" or less. 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 the Division of Continuing Studies 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

All Division of Continuing Studies 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 in the Division of Continuing Studies**.

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 the Division of Continuing Studies 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 the College of Education

and Continuing Studies, 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 the Division of Continuing Studies 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, Division of Continuing Studies.

Academic Support Services

The Division of Continuing Studies 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, the Division 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, the Division of Continuing Studies 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 Academic Support Center (757-727-5617).
3. Developmental Skills Courses that provide students with assistance in strengthening writing and mathematics deficiencies.
4. Career Counseling and Planning Center services to assist in securing permanent employment upon graduation as described in the *General Information* section. This office also assists is 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 as described in the *General Information* section. Division of Continuing Studies students have access to the resources of the University libraries. The 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, 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 and the Department of Music.

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. Fort Monroe: Post Library, Building 7, Fort Monroe, 788-2909 or 788-2451.
4. Fort Monroe: Headquarters, U.S. Army TRADOC Technical Library, Room 6, Building 133, Fort Monroe, 788-2821.
5. Langley Air Force Base: Bateman Library, 42 Ash Ave, Langley Air Force Base, 764-2906.
6. 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 New 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: Kirn 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 the Division of Continuing Studies are those published in the Division of Continuing Studies 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 Division of Continuing Studies.
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 the Division of Continuing Studies 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 Hampton Division of Continuing Studies.
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.
7. All students who are enrolled in degree programs with the Division of Continuing Studies will be given a Writing Competency Examination when they have completed total of 30 credit hours (inclusive of transfer credit hours).

Writing Competency Examination Policy

The Writing Competency Examination measures the mastery of basic writing skills (English grammar, spelling, punctuation and ability to write a logical essay.) This examination is administered to all students who have accumulated at least 30 semester hours. The cost for taking the examination is $25.00. Students failing to successfully pass the Writing Competency Examination are required to re-take the examination during the next scheduled test date. Students failing the re-take examination will be required to enroll in a non-credit English 100 Fundamental Writing course. Successful completion of this examination is a graduation requirement.

Comprehensive Examination Policy

The Comprehensive Examination measures the student's mastery of key components of his/her academic major. This examination is administered to graduating seniors who have accumulated at least 112 semester hours. This examination will be administered by the Division of Continuing Studies three times a year, once in the fall, spring and summer. The cost of the Comprehensive Examination is $50.00. Students are eligible to retake the examination at one month intervals if they receive an unsatisfactory score. There is no charge for the first retake of the examination. Successful completion of this examination is a graduation requirement.

The General Education Sequence

The program of General Education, including courses required for all freshmen and the pattern of area distribution for upperclassmen, follows:

Freshman Studies.....15 hrs.
Continuing Studies 201 .....3 hrs.
English 101-102.....6 hrs.
History 106.....3 hrs.
History 202.....3 hrs.

Area I (Arts and Humanities).....21 hrs.
Humanities 201 .....3 hrs.
*Humanities 202 or course from
approved list of substitutions .....3 hrs.
Foreign Language .....12 hrs.
Communication 103 .....3 hrs.

Area II (Social Sciences).....6 hrs.
Social Sciences.....6 hrs.
(Options selected from Economics, Ethnic Studies, Geography, Military Science, Political Science, Psychology or Sociology)

Area III (Pure and Applied Sciences) .....12 hrs.

Mathematics:
Mathematics 109* .....3 hrs.
Mathematics 110.....3 hrs.

Science:
Biology 101.....3 hrs.
Science 102 .....3 hrs.

Area IV (Health and Physical Education) ...2 hrs.
Health Education 200.....2 hrs.

Total Hours.....56 hrs.

**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%.

Application for Graduation

Seniors are required to submit an Application for Graduation to the College of Education and Continuing Studies 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 2010-2012

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

$ 210.00 per credit hour
$ 10.00 Registration Fee (per session)
$ 35.00 Application Fee
$ 25.00 Late Registration

Graduate Course Credit

$ 235.00 per credit hour
$ 10.00 Registration Fee (per session)
$ 35.00 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
$ 100.00 Portfolio Evaluation
$ 25.00 Late Registration Fee (per session)

Continuing Education Unit (CEU)

Courses offered by the Division of Continuing Studies 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 Course

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 Continuing Studies 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 Division of Continuing Studies registrar. A student may order transcripts by written request to the Division of Continuing Studies 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 The Division of Continuing Studies, PO Box 6162, Hampton, VA 23668
- Email** continuinged@hamptonu.edu or
- Fax** 757-727-5949
- By request through the National Transcript Center

* 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. The Division of Continuing Studies is a participating member of the National Transcript Center. This service ensures a secure electronic transfer of students' academic transcript(s) to Hampton University.

Financial Assistance

Eligible students enrolled in the Division of Continuing Studies 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

The Division of Continuing Studies provides assistance to veterans and active duty service personnel who will utilize Veterans Administration educational benefits. Such persons should contact the Division of Continuing Studies 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 the Division of Continuing Studies 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 Division of Continuing Studies 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.

Academic Curriculum

The Division of Continuing Studies offers academic and noncredit programs both online and in the classroom. The programs offered include:

- **Bachelor Degree Programs:** Business Management (Hotel Restaurant 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 (Human Resource Management).

- **Associate Degree Programs:** General Studies and Business Management.
- **Certificate Programs (Academic):** Criminal Justice, Hotel Restaurant Management, Human Resource Management, and Paralegal Studies.
- **Certificate Programs (Non-Credit):** Entrepreneurship.

Certificate Programs

Certificate in Criminal Justice Course Requirements

The Certificate in Criminal Justice prepares students for entry-level careers in the criminal justice field, assists in the upgrading of training for those currently employed in criminal justice occupations, and informs those citizens interested in studying criminal justice. Upon completion of the program, students develop competence in investigative techniques, court procedures, penal and jail operations, and prevention and repression of delinquency. Career opportunities are numerous for persons interested in a legal career. Opportunities exist at every level of government and private industry.

Certificate Program in Criminal Justice Suggested Sequence

Session I		**Credits**
PDMN 101	Introduction to Law Enforcement	3
PDMN 102	Administration of Justice	3
Session II		
PDMN 103	Introduction to Criminal Law	3
PDMN 105	Crime Prevention and Delinquency Control	3
Session III		
PDMN 200	Police Organization and Administration	3
PDMN 201	Contemporary Corrections	3
Session IV		
HUMN 201	Seminar in Humanities I	3
SCIN 102	Introduction to Physical Science	3
Session V		
POLS 201	Introduction to Political Science	3
PSYC 203	Introduction to Psychology	3

Total Credits: .....30 hrs.

Certificate in General Studies

The Certificate Program in General Studies is a thirty-semester credit hour program designed to prepare individuals interested in the liberal arts with exposure to the humanities, the social sciences, and the pure and applied sciences. The Certificate Program in General Studies provides students with a means of learning and utilizing traditional liberal arts skills such as critical thinking, effective writing and focused reading. Students may transfer completed credits in this program to the Bachelor of Arts in General Studies degree.

Certificate Program in General Studies Suggested Sequence

Session I		**Credits**
ENGL 101	Written Communication I	3

COMM 103 Oral Communication
or COMM 250 Interpersonal Communication 3

Session I

ENGL 102 Written Communication II 3
HIST 106 World Civilizations II
or HIST 202 History of the U.S.-1865 to present.....3

Session III

HUMN 201 Seminar in Humanities 3
ECON 200 Introduction to Economics
or PSYC 203 Introduction to Psychology 3

Session IV

HUMN 202 Seminar in Humanities 3
POLS 201 Introduction to Political Science
or SCIN 102 Introduction to Physical Science 3

Session V

SOCI 205 Introduction to Sociology
or BIOL 101 Nature of Life 3
MUSC 200 Introduction to Music
or CSOS 201 Introduction to Computers.....3

Total Credits: 30 hrs.

Certificate in Hotel Restaurant Management

Course Requirements

The Certificate Program in Hotel and Restaurant Management is designed to satisfy the requirements of people who would prefer certification in this field without the necessity of pursuing a baccalaureate degree or those who may have previously earned a baccalaureate or graduate degree. Academic credits successfully earned may be transferred to a four-year degree program in Hotel and Restaurant Management. The certificate program requires the completion of a minimum of forty-five semester hours and qualifies the individual for employment in the hospitality management field.

Certificate Program in Hotel Restaurant Management Suggested Sequence

Session I **Credits**

ENGL 101 Written Communication I 3
HRMG 300 Introduction to Hospitality Management.....3

Session II

HRMG 301 Computer Application in Hotel/Restaurant Management.....3
HRMG 302 Sanitation/Safety in Hotel/Restaurant Management.....3

Session III

HRMG 303 Menu Planning and Principles of Quantity Food Production.....3
HRMG 304 Hotel and Restaurant Purchasing.....3

Session IV

HRMG 305 Hotel/Restaurant Organization and Management.....3
HRMG 306 Hotel Front Office Operations 3

Session V

HRMG 400 Hotel Housekeeping and Engineering Management.....3
HRMG 401 Principles of Food, Beverage and Labor Cost Control 3

Session VI

HRMG 402 Equipment Selection, Design and Layout.....3
HRMG 403 Human Resources Management and Training in Hotel and Restaurant Management.....3

Session VII

HRMG 404 Ethical and Legal Issues in Hotel and Restaurant Management.....3
HRMG 425 Practicum in Hotel and Restaurant Management.....6

Total Credits.....45 hrs.

Certificate in Human Resource Management

Course Requirements

The Human Resource Management Certificate is designed to meet the diverse goals of the student and thus, several different types of students will find the certificate program attractive in meeting their individual needs. The program is designed to attract the newly promoted professional, the professional seeking preparation for career advancement as well as the student seeking to enter the job market. In addition, the program is geared towards preparing students for the Human Resource Management Certification examinations.*(See note below) Students may elect to take one course or earn the certificate by completing the eight courses. If the student later decides to pursue a 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.

Certificate Program in Human Resource Management Suggested Sequence

Session I **Credits**

MGMT 312 Personnel/Human Resources Management....3
MGMT 340 Business Communication.....3

Session II

MGMT 400 Organizational Behavior 3
MGMT 412 Labor Management Relations 3

Session III

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 499 Human Resource Management Seminar.....3

HMRT 417 Legal Aspects of HMRT 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 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

Session II

PLSD 127 Legal Writing 3
PLSD 150 Torts & Personal Injury.....3

Session III

PLSD 360 Criminal Law 3
PLSD 350 Business Organization.....3

Session IV

PLSD 320 Litigation and Trial Practice.....3
PLSD 310 Real Estate.....3

Session V

PLSD 370 Domestic Relations 3
PLSD 401 Internship.....3

Total Credits.....30 hrs.

NOTE: Internship is designed to provide students with hands-on participation with paralegal activity.

Associate of Science Degree in Business Management

The Associate degree in Business Management is a 63-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.

Freshman Year	**Credits**
Biology 101	3
Communication 103	3
Continuing Studies 201	3
English 101	3
English 102	3
History 106	3
Management 200	3
Management 201	3
Management 215	3
Mathematics 117	3
Mathematics 130	3
Total Hours	33

Sophomore Year	**Credits**
Accounting 203	3
Accounting 204	3
Continuing Studies 240	3
Economics 201	3
Economics 202	3
English 218	3
Finance 290	3
Humanities 201	3
Entrepreneurship 210	3
Management 205	3
Total Hours	30

Total Credits.....63 hrs.

Bachelor's Degree Programs

Programs are provided through the Division of Continuing Studies that lead to the Bachelor of Science degree in Business Management (including, specialization in Hotel and Resort Management), Public Safety Administration (including specialization in Emergency and Disaster Management, Emergency Medical Systems Management, and Fire Administration), Systems Organization and Management (including a Human Resources Management concentration). The Bachelor of Arts can be earned in General Studies (including a Early/Primary Education emphasis), in Paralegal Studies, and in 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 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 Course Requirements

Required in Major .....27 hrs.
Management 301, 312, 321, 323, 340, 400, 402, 412, 499.....27 hrs.

Required in Related Areas .....45 hrs.
Accounting 203-204.....6 hrs.
Continuing Studies 201.....3 hrs.
Management 205, 215, 216, 305.....12 hrs.
Economics 201-202 (Meet the Social Science Requirements)..6 hrs.
Finance 290.....3 hrs.
Finance 304.....3 hrs.
Marketing 305.....3 hrs.
Related Electives.....9 hrs.

General Education Requirements .....53 hrs.
Biology 101.....3 hrs.
Communication 103.....3 hrs.
English 101-102 (Must be taken the first year) .....6 hrs.
Health Education 200.....2 hrs.
History 202, 106.....6 hrs.
Humanities 201-202.....6 hrs.
Mathematics 117, 130.....6 hrs.
Science 102 .....6 hrs.
Spanish 101-102.....6 hrs.

Social Science: **(**Fulfilled by the Related Courses,
Economics 201-202)
Spanish 201-202.....6 hrs.

Non-Business Electives:
Elective .....3 hrs.

Total Credits .....122 hrs.

Bachelor of Science Degree in Business Management Suggested Sequence

Freshman Year	**Semester** 1st	2nd
Biology 101	3	-
Continuing Studies 201	3	-
Elementary Foreign Language 101-102	3	3
English 101-102	3	3
Health 200	-	2
History 202	3	-
History 106	-	3
Management 205	-	3
Mathematics 117	3	-

Mathematics 130	-	3
Total	18	17

Sophomore Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Communication 103	3	-
Management 215, 216	3	3
Economics 201-202	3	3
Humanities 201-202	3	3
Intermediate Foreign Language	3	3
Science 102	-	3
Total	18	18

Junior Year	**Semester** 1st	2nd
Finance 290	3	-
Finance 304 or Fire Administration 309	3	-
Management 301, 312	3	3
Management 305, 323	3	3
Marketing 305	3	-
Non-Business Elective	-	3
Related Electives	-	3
Total	15	12

Senior Year	**Semester** 1st	2nd
Management 321, 402	3	3
Management 340, 412	3	3
Management 400, 499	3	3
Related Electives	3	3
Total	12	12

Total Credits.....122 hrs.

Additional Requirements: Writing Competency Examination (after 30 credit hours) and Comprehensive Examination (after 112 hours)

Bachelor of Science Degree in Business Management with a Specialization in Hotel and Restaurant Management

This degree program 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 prepare for careers in the hotel/restaurant industry, and public and private sectors.

Freshman Year	**Semester** 1st	2nd
Biology 101	3	-
Continuing Studies 201	3	-
Elementary Foreign Language I-II	3	3
English 101-102	3	3
Health Education 200	-	2

History 202, 106	3	3
Mathematics 117-130	3	3
Science 102	-	3
Total	18	17

Sophomore Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Communication 103	3	-
Economics 201-202	3	3
Hotel Resort Management 300	-	3
Humanities 201, 202	3	3
Intermediate Foreign Language I-II	3	3
Management 215	3	-
Total	18	15

Junior Year	**Semester** 1st	2nd
Electives	3	3
Finance 304	-	3
Hotel Restaurant Management 301, 304	3	3
Hotel Restaurant Management 302, 305	3	3
Management 323	3	-
Marketing 305	3	-
Total	15	12

Senior Year	**Semester** 1st	2nd
Management 321	3	-
Management 400, 412	3	3
Hotel Restaurant Management 400, 404	3	3
Hotel Restaurant Management 402	3	-
Hotel Restaurant Management 403	3	-
Hotel Restaurant Management 425	-	6
Total	15	12

Total Credits: .....122 hrs.

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.

Course Requirements

Required in Major .....39 hrs.
Accounting 203-204.....6
Finance 304.....3
Management 200, 215, 301, 305, 312, 321, 400, 412, 499.....27
Marketing 305.....3

Required in Related Areas.....21 hrs.
Economics 201-202 6
Philosophy 203-204 6
Psychology 203, 205.....6
Social Science Elective.....3

General Education Requirements .....47 hrs
Biology 101.....3
Communication 103.....3
Continuing Studies 201.....3
English 101-102 (Must be taken the first year) 6
Health Education 200.....2
History 202, 106.....6
Humanities 201-202.....6
Mathematics 117*, 130*.....6
Science 102 3
Social Science: (Fulfilled by the Related Courses, Economics 201-202**)**
Spanish 101-102, 201-202 12

Electives .....12 hrs.

Total Credits.....122 hrs.

Bachelor of Science Degree in Systems Organization and Management - Suggested Sequence

Freshman Year	**Semester** 1st	2nd
Biological Science 101	-	3
Communication 103	3	-
Continuing Studies 201	3	-
Elementary Foreign Language	3	3
English 101-102	3	3
History 106	3	-
Mathematics 117-130*	3	3
Science 102	-	3
Total	18	15

Sophomore Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Economics 201-202	3	3
Health Education 200	2	-
History 202	3	-
Humanities 201-202	3	3
Intermediate Foreign Language*	3	3
Elective (Social Science)	-	3
Total	17	15

Junior Year	**Semester** 1st	2nd
Elective	-	3
Finance 304	3	-
Management 200	3	-
Management 301, 305	3	3
Management 312	3	-
Management 321	-	3
Management 400	-	3
Marketing 305	-	3
Psychology 203, 205	3	3
Total	15	18

Senior Year	**Semester** 1st	2nd
Electives**	6	3
Management 215	3	-
Management 412	-	3
Management 499	-	3
Philosophy 203, 204	3	3
Total	12	12

Total Credits.....122 hrs.

* 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.

Additional Requirements: Writing Competency Examination (after 30 credit hours) and Comprehensive Examination (after 112 hours)

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.

Course Requirements

Required in Major ..... 54hrs.
Accounting 203-204.....6
Finance 304.....3
Human Resource Management 315, 316, 417, 499.....12
Management 200, 215, 301, 305, 312, 321, 400,
412, 414, 499.....30
Marketing 305.....3

Required in Related Areas ..... 9 hrs.
Economics 201-202 6
Psychology 203.....3

General Education Requirements ..... 50 hrs
Biology 101.....3
Communication 103.....3
Continuing Studies 201.....3
English 101-102 (Must be taken the first year) 6
Health Education 200.....2
History 202, 106.....6
Humanities 201-202.....6
Mathematics 117*, 130* 6
Science 102 3
Spanish 101-102, 201-202 12
Social Science: (Fulfilled by the Related Courses,
Economics 201-202)

Electives ..... 9 hrs.

Total Credits..... 122 hrs.

*For a complete listing of certification requirements, visit the Society for Human Resources Management (SHRM) website at www.shrm.org or write Society for Human Resources Management, 1800 Duke Street, Alexandria, VA 23314-3499 or call 1.800.283.7476.

Bachelor of Science Degree in Systems Organization and Management- Human Resource Management Concentration - Suggested Sequence

Freshman Year	**Semester** 1st	2nd
Biology 101	-	3
Communication 103	3	-
Continuing Studies 201	3	-
Elementary Foreign Language*	3	3
English 101-102	3	3
History 106,	3	-
Mathematics 117-130*	3	3
Science 102	-	3
Total	18	15

Sophomore Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Economics 201-202	3	3
Health Education 200	2	-
History 202	-	3
Humanities 201-202	3	3
Intermediate Foreign Language*	3	3

Psychology 203	-	3
Total	14	18

Junior Year	**Semester** 1st	2nd
Electives	3	3
Finance 304	3	-
Management 200, 215	3	3
Management 301, 312	3	3
Management 305	-	3
Management 321	-	3
Management 340	-	3
Marketing 305	3	-
Total	15	18

Senior Year	**Semester** 1st	2nd
Elective	-	3
Human Resource Management 315, 316, 417 (or CSO 340) and 499	6	6
Management 400	3	-
Management 412, 414	3	3
Total	12	12

Total Credits.....122 hrs.

*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.

Additional Requirements: Writing Competency Examination (after 30 credit hours) and Comprehensive Examination (after 112 hours).

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.

Criminal Justice Concentration – 21 hours

CJMT 205 Introduction to the Criminal Justice System
CJMT 300 Juvenile Delinquency
CJMT 305 Fundamentals of Criminal Law
CJMT 400 Police Systems and Practices
CJMT 401 Ethics in Criminal Justice
CJMT 402 Community Resources in Corrections
CJMT 403 Criminal Investigations

Emergency and Disaster Management Concentration – 21 hours

EDMT 300 Homeland Security Organization
EDMT 301 Emergency Planning
EDMT 305 Emergency and Disaster Incident Command
EDMT 400 Border and Coastal Security
EDMT 402 Port Security
EDMT 405 Special Operations in Emergency Services
EDMT 406 National Disaster Management

Emergency Medical Systems Concentration – 21 hours

EMSM 205 Foundations of EMS Systems
EMSM 305 Fundamentals of Emergency Service Organization Management
EMSM 307 Safety and Risk Management
EMSM 404 Case Studies in EMS Management Practice
EMSM 406 Injury and Illness Prevention in the Community
EMSM 407 EMS Quality Improvement and Performance Management
EMSM 408 EMS Finance

Fire Administration Concentration – 21 hours

FADM 101 Philosophy of Fire
FADM 305 Community Risk Management for Fire and Emergency Services
FADM 306 Fire and Emergency Service Administration
FADM 403 Fire Investigation and Analysis
FADM 405 Disaster Planning and Control
FADM 406 Regulatory Issues in Fire and Emergency Services
FADM 407 Public Policy: Development and Administration

Bachelor of Science Degree in Public Safety Administration Suggested Sequence

Freshman Year	**Semester**	
	1st	2nd

Biology 101	3	-
Communication 103	3	-
Continuing Studies 201	3	-
English 101-102	3	3
French or Spanish 101-102	3	3
History 106	-	3
Mathematics 109, 110	3	3
Science 102	-	3
Total	18	15

Sophomore Year	**Semester** 1st	2nd
Emergency Medical Systems 205	-	3
Health Education 200	2	-
History 202	3	-
Humanities 201-202	3	3
French or Spanish 201-202	3	3
Mathematics 205	3	-
Public Administration 211	3	-
Psychology 203	-	3
Sociology 205	-	3
Total	17	15

Junior Year	**Semester** 1st	2nd
Emergency and Disaster Management 305	-	3
Emergency Medical Systems 305	3	-
Fire Administration 300, 305	3	3
Journalism and Communications 220	3	-
Management 312, 340	3	3
Philosophy 305	-	3
Public Safety Administration 300, 302	3	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Criminal Justice 400	-	3
Elective	-	3
Elective	-	3
Elective	-	3
Elective	-	3
Emergency Medical Systems 403	3	-
Management 400	3	-
Management 412	3	-
Political Science 409	3	-
Public Safety Administration 401	3	-
Total	15	12

Total Credits.....122 hrs.

B. S. in Public Safety Administration (Criminal Justice Concentration) - Suggested Sequence

Freshman Year	**Semester** 1st	2nd

Biology 101	3	-
Communication 103	3	-
Continuing Studies 201	3	-
English 101-102	3	3
French or Spanish 101-102	3	3
History 106	-	3
Mathematics 109, 110	3	3
Science 102	-	3
Total	18	15

Sophomore Year	**Semester** 1st	2nd
Criminal Justice 205	-	3
Health Education 200	2	-
History 202	3	-
Humanities 201-202	3	3
French or Spanish 201-202	3	3
Mathematics 205	3	-
Public Administration 211	3	-
Psychology 203	-	3
Sociology 205	-	3
Total	17	15

Junior Year	**Semester** 1st	2nd
Criminal Justice 300	-	3
Criminal Justice 305	-	3
Emergency Medical Systems 305	3	-
Fire Administration 300	3	-
Journalism and Communications 220	3	-
Management 312, 340	3	3
Philosophy 305	-	3
Public Safety Administration 300, 302	3	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Criminal Justice 400	-	3
Criminal Justice 401	-	3
Criminal Justice 402	-	3
Criminal Justice 403	-	3
Emergency Medical Systems 403	3	-
Management 400	3	-
Management 412	3	-
Political Science 409	3	-
Public Safety Administration 401	3	-
Total	15	12

Total Credits.....122 hrs.

B. S. in Public Safety Administration (Emergency and Disaster Management Concentration) - Suggested Sequence

Freshman Year	**Semester** 1st	2nd

Biology 101	3	-
Communication 103	3	-
Continuing Studies 201	3	-
English 101-102	3	3
French or Spanish 101-102	3	3
History 106	-	3
Mathematics 109, 110	3	3
Science 102	-	3
Total	18	15

Sophomore Year	**Semester** 1st	2nd
Emergency and Disaster Managment 305	-	3
Health Education 200	2	-
History 202	3	-
Humanities 201-202	3	3
French or Spanish 201-202	3	3
Mathematics 205	3	-
Public Administration 211	3	-
Psychology 203	-	3
Sociology 205	-	3
Total	17	15

Junior Year	**Semester** 1st	2nd
Emergency and Disaster Management 300	-	3
Emergency and Disaster Management 301	-	3
Emergency Medical Systems 305	3	-
Fire Administration 300	3	-
Journalism and Communications 220	3	-
Management 312, 340	3	3
Philosophy 305	-	3
Public Safety Administration 300, 302	3	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Emergency and Disaster Management 400	-	3
Emergency and Disaster Management 402	-	3
Emergency and Disaster Management 405	-	3
Emergency and Disaster Management 406	-	3
Emergency Medical Systems 403	3	-
Management 400	3	-
Management 412	3	-
Political Science 409	3	-
Public Safety Administration 401	3	-
Total	15	12

Total Credits.....122 hrs.

B. S. in Public Safety Administration (Emergency Medical Systems Concentration) - Suggested Sequence

Freshman Year	**Semester** 1st	2nd

Biology 101	3	-
Communication 103	3	-
Continuing Studies 201	3	-
English 101-102	3	3
French or Spanish 101-102	3	3
History 106	-	3
Mathematics 109, 110	3	3
Science 102	-	3
Total	18	15

Sophomore Year	**Semester** 1st	2nd
Emergency Medical Systems 301	-	3
Health Education 200	2	-
History 202	3	-
Humanities 201-202	3	3
French or Spanish 201-202	3	3
Mathematics 205	3	-
Public Administration 211	3	-
Psychology 203	-	3
Sociology 205	-	3
Total	17	15

Junior Year	**Semester** 1st	2nd
Emergency Medical Systems 305, 307	3	3
Emergency Medical Systems 310	-	3
Fire Administration 300	3	-
Journalism and Communications 220	3	-
Management 312, 340	3	3
Philosophy 305	-	3
Public Safety Administration 300, 302	3	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Emergency Medical Systems 403, 404	3	3
Emergency Medical Systems 406	-	3
Emergency Medical Systems 407	-	3
Emergency Medical Systems 408	-	3
Management 400	3	-
Management 412	3	-
Political Science 409	3	-
Public Safety Administration 401	3	-
Total	15	12

Total Credits.....122 hrs.

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	**Semester** 1st	2nd
Biology 101	3	-
Communication 103	3	-
Continuing Studies 201	3	-
English 101-102	3	3
French or Spanish 101-102	3	3
History 106	-	3
Mathematics 109, 110	3	3
Science 102	-	3
Total	18	15

Sophomore Year	**Semester** 1st	2nd
Fire Adminstration 101	-	3
Health Education 200	2	-
History 202	3	-
Humanities 201-202	3	3
French or Spanish 201-202	3	3
Mathematics 205	-	3
Public Administration 211	3	-
Psychology 203	3	-
Sociology 205	-	3
Total	17	15

Junior Year	**Semester** 1st	2nd
Emergency and Disaster Management 305	3	-
Fire Administration 300, 305	3	3
Fire Administration 306	-	3
Journalism and Communications 220	3	-
Management 312, 340	3	3
Philosophy 305	-	3
Public Safety Administration 300, 302	3	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Emergency Medical Systems 403	3	-
Fire Administration 401	-	3
Fire Administration 405	-	3
Fire Administration 406	-	3
Fire Administration 407	-	3
Management 400	3	-
Management 412	3	-
Political Science 409	3	-
Public Safety Administration 401	3	-
Total	15	12

Total Credits.....122 hrs.

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	**Semester** 1st	2nd
Communication 103	-	3
Continuing Studies 201 (Intro to Computers)	3	-
Elementary Foreign Language	3	3
English 101-102	3	3
Health Education 200	2	-
History 106, 202	3	3
Mathematics 109-110*	3	3
Total	17	15

Sophomore Year	**Semester** 1st	2nd
Biology 101	-	3
Economics 200	3	-
Elective	-	3
Humanities 201-202	3	3
Intermediate Foreign Language	3	3
Music 200	3	-
Philosophy 203	3	-
Political Science 201	-	3
Total	15	15

Junior Year	**Semester** 1st	2nd
Communication 250	3	-
Computer Elective (CSO 213, 214, or 233)	-	3
Electives	3	3
Management 301, 312	3	3
Philosophy 204	3	-
Psychology 203	3	-
Science 102	-	3
Sociology 205	-	3

Total	15	15

Senior Year	**Semester** 1st	2nd
Electives	9	9
Psychology 205, 401	3	3
Religion 307, 310	3	3
Total	15	15

Total Credits.....122 hrs.

*****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 Arts in General Studies (Early/Primary Education)

General Studies for Early/Primary Education majors will complete a professional education program that prepares candidates for successful teaching in PK-3 classroom settings. The program emphasizes candidate knowledge in the core content areas of mathematics, natural science, English, and history and social sciences to prepare candidates to deliver instruction in all of these areas. A total of 123 credit hours are 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 General Studies for Early/Primary Education Program is a process that begins with the declaration of a projected major upon admission to the University. The General Studies for Early/Primary Education Academic Advisor will utilize the approved course/program sequence to advise the student on initial courses appropriate to the program through the freshman year. The Academic Advisor will provide a complete description of the General Studies for Early/Primary Education program, program requirements, procedures, and expectations.

Students will make application for admission to the Teacher Education Program during the sophomore or junior year

***Entry*:**

Upon completion of the sophomore year, candidates apply for admission into the Division of Professional Education. Applicants are to meet the following criteria in order to be officially accepted into the Department of Education 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
   MATH 109 and 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 whether they have been accepted or denied admission into the Department of Education. A letter and a copy of the application review will be mailed to the candidates. If students are not admitted into the Program, they will need to complete any unmet requirements listed on the application review form.

Continuation:

Continuation in the General Studies for Early/Primary 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 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 General Studies for Early/Primary 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 and state required assessments will not be allowed to student teach.

Completion:

Exit requirements for the General Studies for Early/Primary 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 Teaching Internship
4. Successful completion of the Exit Portfolio

Course Requirements- General Studies for Early/Primary Education

Major Requirements 33 hrs.

Economics 200..... 3
English 209, 400 6
History 108, 400..... 6
Math 400 3
Psychology 300, 402..... 6
Science 300, 400 6
Sociology 310 3

Professional Education Requirements .. 33 hrs.

Education 200, 301, 302, 315, 441,
502, 517, 550

General Education Requirements ..... 57 hrs.

Biology 103..... 4
Communication 103..... 3
Continuing Studies 201..... 3
English 101, 102 6
Foreign Language 12
Geography 201..... 3

Health Education 200..... 2
History 106, 105/107 6
Humanities 201-202..... 6
Mathematics 109-110..... 6
Psychology 203..... 3
Science 102 3

Total Credits.....123 hrs.

Bachelor of Arts Degree in General Studies for Early/Primary Education
Suggested Sequence

Freshman Year	**Semester** 1st	2nd
Continuing Studies 201 (Intro to Computers)	3	-
Elementary Foreign Language	3	3
English 101-102	3	3
Health Education 200	-	2
History 105/107, 106	3	3
[1]Mathematics 109-110	3	3
Science 102	-	3
Total	15	17

Sophomore Year	**Semester** 1st	2nd
Biology 103	4	-
Communication 103	-	3
Economics 200	3	-
Geography 201	-	3
History 108, 202	-	3
Humanities 201-202	3	3
Intermediate Foreign Language	3	3
Philosophy 203	3	-
Total	16	15

[2]**Junior Year**	**Semester** 1st	2nd
Education 200, 301	3	3
Education 302, 315	3	3
English 209, 400	3	3
History 400	3	3
Psychology 300	3	-
Science 300	-	3
Sociology 310	-	3
Total	15	15

[3]**Senior Year**	**Semester** 1st	2nd
Education 502, 517	3	3
Education 550, 441	3	12
Mathematics 400	3	-
Psychology 402	3	-
Science 400	3	-
Total	15	15

Total Credits.....123 hrs.

[1] Students must have proficiency in the MATH 100 level as evidenced by scores on the mathematics placement examination or passing satisfactory MATH 100 prior to enrolling in MATH 109.

[2] Students must pass Praxis I before beginning their junior year. Students must pass the Praxis II, VCLA and VRA before beginning their student teaching assignments.

[3] Additional Requirements: Writing Competency Examination (after 30 credit hours) and Comprehensive Examination (after 112 hours).

Bachelor of Arts Degree in Paralegal Studies

The Bachelor of Arts in Paralegal Studies is a four-year degree program. It 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 position in law firms, government agencies, legal services office, corporations, professional and trade associations, banks, real estate organization organizations, and other public-and private-sector businesses.

The purpose of the paralegal studies program at the Division of Continuing Studies 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.

The Bachelor of Arts degree program in Paralegal Studies offers students the following objectives: to provide future paralegals and attorneys with a sound legal education; to provide future paralegals and attorneys with an enhanced understanding of individuals and society with a knowledge of the liberal arts; to provide students with an opportunity to increase both their experience and their employability through participation in hands-on legal internships.

Language Requirement for Paralegal Studies Majors

Each paralegal degree-seeking student must complete twelve (12) semester hours of a foreign language before a degree can be conferred.

Prerequisites

All paralegal students (degree and certificate seeking) must complete with a final grade of "C" or better PLS 125 Law in Society, PLS 126 Legal Research, and PLS 127 Legal Writing before enrolling in any other paralegal courses.

Required in Major .....30 hrs.
Paralegal Studies 125, 126, 127, 150, 310, 320, 350, 360, 370, 401

Required in Related Areas.....51 hrs.
Management 200, 215, 340.....9
Humanities 201-202.....6
Continuing Studies 201.....3
Paralegal Studies 305, 306, 405, 410.....12
Economics 200.....3
Freshman Studies.....15
Sociology 205 3

Required in Other Areas ..... 26 hrs.

Biology 101 3
Foreign Language 101-102, 201-202 12
Health Education 200 2
Mathematics 109-110 6
Science 102 3

Electives ..... 15 hrs.

Total Credits ..... 122 hrs.

A minimum grade of "C" is required in all major courses.

Bachelor of Arts Degree in Paralegal Studies Suggested Sequence

Freshman Year	**Semester** 1st	2nd
Communication 103	-	3
Continuing Studies 201 (Intro to Computers)	3	-
Elementary Foreign Language	3	3
English 101-102	3	3
Health Education 200	2	-
History 106, 202	3	3
Mathematics 109-110	3	3
Total	17	15

Sophomore Year	**Semester** 1st	2nd
Biology 101	-	3
Economics 200	3	-
Humanities 201-202	3	3
Intermediate Foreign Language	3	3
Management 200	-	3
Paralegal Studies 125-126	3	3
Science 102	3	-
Sociology 205	3	-
Total	18	15

Junior Year	**Semester** 1st	2nd
Elective	3	-
Management 215 or Math 205	3	-
Paralegal Studies 127	3	-
Paralegal Studies 150, 305	3	3
Paralegal Studies 310, 320	3	3
Paralegal Studies 350	-	3
Paralegal Studies 405	-	3
Total	18	12

Senior Year	**Semester** 1st	2nd
Electives	3	3
Elective (Management)	3	-
Elective (Social Science)	-	3
Management 340	-	3

Paralegal Studies 306	3	-
Paralegal Studies 360, 370	3	3
Paralegal Studies 410, 410	3	3
Total	15	15

Total Credits.....122 hrs.

Additional Requirements: Writing Competency Examination (after 30 credit hours) and Comprehensive Examination (after 112 hours

Hampton University Online

Online education is a basic component of lifelong personal and intellectual development for many individuals. The College of Education and Continuing Studies 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 the College of Education and Continuing Studies 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 Arts, Master of Health Administration, Doctor of Nursing Practice, 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
Associates of Arts	Business Management General Studies
Bachelor of Arts	General Studies International Studies Paralegal Studies
Religious Studies	
Bachelor of Science	Business Management Criminal Justice Nursing (Registered Nurse to BS) Systems Organization and Management

Master of Health Administration	Nursing
Master of Science	Education in Curriculum and Instruction (to begin soon) Nursing (Administration, Education, Practitioner)
Doctor of Nursing Practice	Nursing
Doctor of Philosophy	Business Administration Educational Management 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 (undergraduate major) or special (undergraduate non-degree) and may enroll as either full-time or part-time. Students interested in the B.A. in Religious Studies or B.S. in Nursing 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 www.huonline.hamptonu.edu 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. In addition, the program is geared towards preparing students for the Human Resource Management Certification examinations. 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

Total Credit Hours..... 24 Hrs.

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

Total Credit Hours..... 30 Hrs.

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 63-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 **Semester**

	1st	2nd
Biology 101	3	-
Communication 103	-	3
Continuing Studies 111, 201 (Intro to Computers)	0	3
Economics 201	-	3
English 101-102	3	3
History 106	3	-
Management 200, 201	3	3
Mathematics 117-130	3	3
Total	15	18

Sophomore Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Continuing Studies 240	3	-
Economics 202	3	-
English 218	-	3
Entrepreneurship 210	-	3
Finance 290	3	-
Humanities 201	3	-
Management 205	-	3
Management 215	-	3
Total	15	15

Total Credits.....63 hrs.

Minimum grade of "C" is required in all Major and all related courses and in CSOO 201, ENGO 101-102 and COMO 103. A minimum grade of "C" is required in all transfer courses.

Associate of Science 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 Science Degree in General Studies - Suggested Sequence

Freshman Year	**Semester** 1st	2nd
Biology 101	3	-
Continuing Studies 111, 201 (Intro to Computers)	0	3
English 101-102	3	3
Free Elective	3	-
History 106	3	-
Mathematics 109-110	3	3
Philosophy 203	-	3
Psychology 203	-	3
Total	15	15

Sophomore Year **Semester**

	1st	2nd
History 202	3	-
Continuing Studies 213	3	-
Free Elective	3	3
Humanities 201, 202	3	3
Philosophy 204	-	3
Political Science 201	-	3
Psychology 205	3	-
Sociology 205	-	3
Total	15	15

Total Credits.....60 hrs.

Minimum grade of "C" is required in all Major and all related courses including CSOO 201, ENGO 101-102. A minimum grade of "C" is required in all transfer courses

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

Freshman Year	**Semester**	
	1st	2nd
Biology 101	3	-
Continuing Studies 201	3	-
Elementary Foreign Language 101-102	3	3
English 101-102	3	3
Health 200	-	2
History 202	3	-
History 106	-	3
Management 205	-	3
Mathematics 117	3	-
Mathematics 130	-	3
Total	18	17

Sophomore Year	**Semester**	
	1st	2nd
Accounting 203-204	3	3

Communication 103	3	-
Management 215, 216	3	3
Economics 201-202	3	3
Humanities 201-202	3	3
Intermediate Foreign Language	3	3
Science 102	-	3
Total	18	18

Junior Year	**Semester** 1st	2nd
Finance 290	3	-
Finance 304 or Fire Administration 309	3	-
Management 301, 312	3	3
Management 305, 323	3	3
Marketing 305	3	-
Non-Business Elective	-	3
Related Electives	-	3
Total	15	12

Senior Year	**Semester** 1st	2nd
Management 321, 402	3	3
Management 340, 412	3	3
Management 400, 499	3	3
Related Electives	3	3
Total	12	12

Total Credits.....122 hrs.

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

First Year	**Semester** 1st	2nd
Biology 101	3	-
Communication 103	-	3
English 101-102	3	3
History 105/107, 106	3	3
Mathematics 105, 109	3	3
Physical Education 105	-	2
Physical Science 102	-	3
Sociology 205	3	-

University 101	1	-
Total	16	17

Second Year	**Semester** 1st	2nd
Criminal Justice 332, 407	3	3
Criminal Justice Elective	-	3
Foreign Language 101-102	3	3
General Elective	3	-
Psychology 203	-	3
Sociology 250	3	-
Sociology 303, 346	3	3
Total	15	15

Summer Terms I-II

Computer Science 120	3	-
General Education Elective	3	-
Health Education 200	-	2
Humanities 201, 202	3	3
Mathematics 117	3	-
Sociology 215, 305	3	3
Sociology 400	-	3
Total	15	11

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
Total	15	18

Total Credits.....122 hrs.

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	**Semester** 1st	2nd
Biology 101	-	3
Communication 103, 250	3	3
Continuing Studies 201 (Intro to Computers)	3	-
English 101-102	3	3
Health Education 200	2	-
History 106, 202	3	3
Mathematics 109-110*	3	3
Total	17	15

Sophomore Year	**Semester** 1st	2nd
Economics 200	3	-
Free Elective	-	3
French/Spanish 101-102	3	3
Humanities 201-202	3	3
Intermediate Foreign Language	3	3
Music 200	3	-
Political Science 201	-	3
Total	15	15

Junior Year	**Semester** 1st	2nd
Computer Elective (CSO 213, 214, or 233)	-	3
Electives	3	3
Management 301, 312	3	3
Philosophy 203	3	-
Philosophy 204	3	-
Psychology 203	3	-
Science 102	-	3
Sociology 205	-	3
Total	15	15

Senior Year	**Semester** 1st	2nd
Electives	9	9
Psychology 205, 401	3	3
Religion 307, 310	3	3
Total	15	15

Total Credits.....122 hrs.

*****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 Arts in International Studies

The Bachelor of Arts in International Studies is designed to prepare its students with the knowledge and skills necessary for participating creatively in the international arena as concerned global citizens, effective interlocutors, and informed policy makers. This major includes training in foreign languages as well as interdisciplinary courses in International Relations incorporating political science, history, sociology, and economics. International Studies students will be required to take 18 credit hours of a foreign language of their choice.

The requirements for the Bachelor of Arts in International Studies consist of 45 hours of General Education, 18 hours of International Studies or Major Core, 24 hours of Area of Concentration, 18 hours of a Foreign Language, and 18 hours of Electives in any international related courses. The language requirement may be met through examination, the transfer of language study credit from another university, and by taking courses on campus.

There are two concentrations: International Relations and Latin American and Caribbean Studies.

Curriculum Outline – International Studies (International Relations Concentration)

Freshman Year	**Semester** 1st	2nd
Continuing Studies 201	3	-
English 101-102	3	3
Health Education 200	2	-
History 105/107, 106	3	3
Mathematics 109-110	3	3
Psychology 203 or Sociology 205	-	3
Social Science Elective	-	3
University 101	1	-
Total	15	15

Sophomore Year	**Semester** 1st	2nd
Biology 101	3	-
Communication 103	3	-
Geography 201	3	-
Humanities 201-202	3	3
International Studies 220	-	3
Modern Foreign Language 301-302	3	3
Political Science 205	-	3
Science 102	-	3
Sociology 324	3	-
Total	18	15

Junior Year	**Semester** 1st	2nd
Economics 201	-	3
English 215 or 216	-	3
Foreign Language 310, 321	3	3
History 331, 410	3	3
Management 321	3	-
Political Science 304, 307	3	3

Political Science 408	3	-
Total	15	15

Senior Year	**Semester** 1st	2nd
Foreign Language 320, 440	3	3
International Studies 435	3	-
International Studies Elective*	9	9
Political Science 405	-	3
Total	15	15

Total Credits.....123 Hrs.

A "C" is the minimum passing grade for all REQUIRED MAJOR CORE, AREA OF CONCENTRATION, FOREIGN LANGUAGE CONCENTRATION, ENGO 101, ENGO 102, COMO 103 and CSCO 120.

**Free Electives can be selected from any discipline with international related courses, such as:English, Music, Fine and Performing Arts, Sociology, Psychology, Business Others with consent of advisor*

Curriculum Outline – International Studies (Latin American and Caribbean Concentration)

Freshman Year	**Semester** 1st	2nd
Continuing Studies 201	3	-
English 101-102	3	3
Health Education 200	2	-
History 105/107, 106	3	3
Mathematics 109-110	3	3
Psychology 203 or Sociology 205	-	3
Social Science Elective	-	3
University 101	1	-
Total	15	15

Sophomore Year	**Semester** 1st	2nd
Biology 101, or higher	3	-
Communication 103	-	3
Geography 201	3	-
Humanities 201-202	3	3
International Studies 220	-	3
International Studies 302	-	3
Modern Foreign Language 301-302	3	3
Science 102	-	3
Sociology 324	3	-
Total	15	18

Junior Year	**Semester** 1st	2nd
Foreign Language 306-310***	3	3
History 360-361	3	3
History 410	-	3
International Studies 310, 321	3	3

Political Science 304, 305	3	3
Political Science 310	3	-
Total	15	15

Senior Year	**Semester** 1st	2nd
Foreign Language 412***, 440	3	3
International Studies 402, 440	3	3
International Studies Elective*	9	9
Total	15	15

Total Credits.....123 Hrs.

Minimum grade of "C" is required in all Major and all related courses including CSOO 201, ECOO 200, ENGO 101-102 and COMO 103. A minimum grade of "C" is required in all transfer courses.

**Free Electives can be selected from any discipline with international related courses, such as:English, Music, Fine and Performing Arts, Sociology, Psychology, Business; others with consent of advisor.*

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	**Semester** 1st	2nd
Communication 103	-	3
English 101-102	3	3
French/Spanish 101-102	3	3
Health Education 200	2	-
History 106, 202	3	3
Mathematics 109-110	3	3
Total	14	15

Sophomore Year	**Semester** 1st	2nd
Biology 101	-	3
Continuing Studies 201 (Intro to Computers)	-	3
Economics 200	3	-
French/Spanish 201-202	3	3

Humanities 201-202	3	3
Management 200	-	3
Paralegal Studies 125-126	3	3
Paralegal Studies 127	-	3
Science 102	3	-
Sociology 205	3	-
Total	18	21

Junior Year	**Semester** 1st	2nd
Elective	3	-
Management 215 or Math 205	3	-
Paralegal Studies 150, 305	3	3
Paralegal Studies 310, 320	3	3
Paralegal Studies 350	-	3
Total	12	9

Senior Year	**Semester** 1st	2nd
Electives	3	3
Elective (Management)	3	-
Elective (Social Science)	-	3
Management 340	-	3
Paralegal Studies 306	3	-
Paralegal Studies 360, 370	3	3
Paralegal Studies 410, 410	3	3
Paralegal Studies 405	-	3
Total	15	18

Total Credits 122 hrs.

Minimum grade of "C" is required in all Major courses and in ENGO 101-102 and COMO 103. A minimum grade of "C" is required in all transfer courses.

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	**Semester** 1st	2nd
Continuing Studies 127, 201 (Intro to Computers)	1	3
English 101-102	3	3
Health Education 200	2	-
History 105/107	-	3
Philosophy 210	-	3

Religion 111, 112	3	3
Religion 201	3	-
Religtion 211, 212	3	3
University 101	1	-
Total	16	18

Sophomore Year	**Semester** 1st	2nd
Elective	-	3
Health Education 441	3	-
History 106	-	3
Humanities 201-202	3	3
Religion 104, 202	3	3
Religion 307	-	3
Science 102	3	-
Total	12	15

Junior Year	**Semester** 1st	2nd
Electives	6	9
Mathematics 110	3	-
Philosophy 301, 304	3	3
Religion 450	-	3
Social Science Elective	3	-
Total	15	15

Senior Year	**Semester** 1st	2nd
Electives	9	12
French/Spanish/Hebrew/Greek 101 – 102	3	3
Psychology 203	3	-
Total	15	15

Total Credits.....121 hrs.

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

Freshman Year **Semester**

	1st	2nd
Biological Science 101	-	3
Communication 103	3	-
Continuing Studies 201	3	-
Elementary Foreign Language	3	3
English 101-102	3	3
History 106	3	-
Mathematics 117-130*	3	3
Science 102	-	3
Total	18	15

Sophomore Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Economics 201-202	3	3
Health Education 200	2	-
History 202	3	-
Humanities 201-202	3	3
Intermediate Foreign Language*	3	3
Elective (Social Science)	-	3
Total	17	15

Junior Year	**Semester** 1st	2nd
Elective	-	3
Finance 304	3	-
Management 200	3	-
Management 301, 305	3	3
Management 312	3	-
Management 321	-	3
Management 400	-	3
Marketing 305	-	3
Psychology 203, 205	3	3
Total	15	18

Senior Year	**Semester** 1st	2nd
Electives**	6	3
Management 215	3	-
Management 412	-	3
Management 499	-	3
Philosophy 203, 204	3	3
Total	12	12

Total Credits.....122 hrs.

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, princip 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	**Semester** 1st	2nd
Biology 101	-	3
Communication 103	3	-
Continuing Studies 201	3	-
Elementary Foreign Language*	3	3
English 101-102	3	3
History 106,	3	-
Mathematics 117-130*	3	3
Science 102	-	3
Total	18	15

Sophomore Year	**Semester** 1st	2nd
Accounting 203-204	3	3
Economics 201-202	3	3
Health Education 200	2	-
History 202	-	3
Humanities 201-202	3	3
Intermediate Foreign Language*	3	3
Psychology 203	-	3
Total	14	18

Junior Year	**Semester** 1st	2nd
Electives	3	3
Finance 304	3	-
Management 200, 215	3	3
Management 301, 312	3	3
Management 305	-	3
Management 321	-	3
Management 340	-	3
Marketing 305	3	-
Total	15	18

Senior Year	**Semester** 1st	2nd
Elective	-	3
Human Resource Management 315, 316, 417 (or CSO 340) and 499	6	6
Management 400	3	-

Management 412, 414	3	3
Total	12	12

Total Credits.....122 hrs.

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 Nursing (RN to BS)

The RN-BS online program is designed for registered nurses from diploma and associate degree academic programs with an unencumbered license to practice as a registered nurse in any state. This program includes five (5) credits of graduate level coursework. Students can petition the Graduate College for acceptance of these credit hours to meet some required courses in the master's sequence, provided the earned grade is B or above and credits for those courses were not counted as part of the required 123/124 credits needed for completion of the RN-BS sequence. Advanced placement credit may be gained for non-nursing courses through the use of ACT-PEP or CLEP examinations, and transfer from other colleges or universities. Advanced placement for nursing courses may not exceed 29 credit hours. Students may be awarded advanced placement credits as their records may warrant. Upon completion of the RN-BS online sequence students may continue in the HU-Online RN-MS program. Requirements for that program will follow the standard admission criteria for any student applying to the graduate college.

Curriculum Outline for Registered Nurse Students

First Year	**Semester** 1st	2nd
Biology 103, 224/302	4	4
Communication 103	-	3
Continuing Studies 201	3	-
English 101-102	3	3
History 105/107	-	3
Mathematics 109	3	-
Psychology 203	-	3
Sociology 205	3	-
University 101	1	-
Total	17	16

Second Year	**Semester** 1st	2nd
Biology 225/336	4/3	-
Biology 304	-	4
Free Elective	-	3
History 106	-	3
Humanities 201, 202	3	3
Nursing 202	3	-
Physical Education (Activity Courses)	1	1
Psychology 311	3	-
Psychology 346/Mathematics 205	-	3
Total	14/13	17

Summer

Nursing 403	2

Nursing 404	2	
Nursing 418	2	
Total	6	

Third Year	**Semester** 1st	2nd
Nursing 420, 415	4	4
Nursing 421, 417	4	4
Nursing 422	4	-
Nursing Elective (Graduate Level)	-	5
Total	12	13

***Total Credits.....124/123**

*Total credits will depend upon whether BIO 225 (4 credits) or BIO 336 (3 credits) is taken.

Students are admitted to the UPPER DIVISION when LOWER DIVISION requirements are met and advanced credits have been completed. Credits may be gained for non-nursing courses through the use of ACT-PEP or CLEP examinations according to University policy. Students may be awarded advance placement credits as their records may warrant. Advance placement for nursing courses may not exceed 26 credit hours. Total credits for graduation for the Registered Nurse sequence is 124/123 credit hours.

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 Program

Requirement	**Description**	**Credit Hours**
First Summer Residency		
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
	Subtotal 1st Summer Residency:	**12**
Requirement	**Description**	**Credit Hours**
First Fall Semester		
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
	Subtotal 1st Fall Semester:	**13**
Requirement	**Description**	**Credit Hours**
First Spring Semester		
Elective	Minor Coursework	3
Elective*	Major Coursework	3
Elective*	Major Coursework	3
Elective*	Major Coursework	3
	Subtotal 1st Spring Semester:	**12**

Requirement Second Summer Residency	Description	Credit Hours
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
	Subtotal 2nd Summer Residency:	**12**
Requirement Second Fall Semester	**Description**	**Credit Hours**
Business Administration 800	Dissertation I	8
	Subtotal 2nd Fall Semester:	**8**
Requirement Second Spring Semester	**Description**	**Credit Hours**
Business Administration 810**	Dissertation II	4*
	Subtotal 2nd Spring Semester:	**4**
	Total:	**61-81**

*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.

Education

Master of Science in Education in Curriculum and Instruction (Online)

The Master of Science in Education in Curriculum and Instruction program has a professional development emphasis and is designed for teachers who want to take on leadership roles in their schools, but not become school administrators. This program will be initiated soon. In the era of "highly qualified," the program provides teachers with needed knowledge and training for this designation without moving to the level of National Board Certification. Since it is an online degree program, it helps teachers learn how to use new technologies and to infuse them into their instructional strategies. Practicing teachers, who wish to continue their education, often require or prefer the flexibility of online learning. Furthermore, the online aspect also allows teachers who live outside the immediate local area of the university to participate. In fact, teachers across the country and/or world are key candidates for this program. This program is only available through the Graduate College in collaboration with the Division of Professional Education in the College of Education and Continuing Studies and Hampton University Online.

Prospective students must hold PK-12 licensure in any field, including school counseling or leadership. Additionally, all graduate college admission criteria apply. This program will be offered 100% online. Students will engage in residency study within the context of PK-12 schools, not on the campus of Hampton University. A learning community approach will insure that students get to know their peers and instructors.

The online Master of Science in Education in Curriculum and Instruction begins with seven core courses that provide educators with a solid foundation in such realms as classroom management, positive classroom environment, and developing curriculum that reaches diverse learners. Educators learn to create and negotiate contexts that meet the needs of all their

students. The core courses are followed by five additional courses. Students may select a specialization area or may select five electives from among all courses offered.

Master of Science in Education in Curriculum and Instruction

Courses		**Title**	**Semester Hours**
Core Courses			
EDUO	601	The Foundation: A Framework for Teaching	3
EDUO	602	Creating and Managing a Successful Classroom	3
EDUO	603	Pursuing Excellence: Professional Responsibility of the Teacher	3
EDUO	604	Character Education in the Classroom	3
EDUO	605	Introduction to Diversity in the Classroom: Teaching Diverse Learners	3
EDUO	606	Designing the Curriculum for High-Stakes Testing	3
EDUO	607	Instructional Assessment Practices and Procedures	3
EDUO		Elective or Specialization Courses (See list below)	15
		Total Credits	**36**
Specialization in Differentiated Instruction			
EDUO	610	Introduction to Differentiated Instruction	3
EDUO	611*	Assessment Practices, Policies, and Procedures	3
EDUO	612	Differentiated Instruction: Meeting the Needs of All Students	3
EDUO	613	Processes and Resources for Teaching Diverse Learners	3
EDUO	620	21st Century Technology in the Classroom	3
		Total Credits for Specialization	**15**
Specialization in Educational Technology			
EDUO	620	21st Century Technology in the Classroom	3
EDUO	621	Best Practices for Teaching 21st Century Students	3
EDUO	622	Bridging the Gap for Students with Learning Disabilities Using Technology and Innovation	3
EDUO	623	Teaching, Learning, and Leading in the Digital Age	3
EDUO	624	Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape	3
		Total Credits for Specialization	**15**
Specialization in English as a Second Language			
EDUO	614	Differentiated Instruction for the English Language Learner	3
EDUO	630	Setting the Stage for ELLs across the Curriculum	3
EDUO	631	Teaching ELLs across the Curriculum: ESL, Sheltered, and Culturally Responsive Instruction	3
EDUO	632	Developing a Classroom to include English Language Learners	3
EDUO		Elective Course	3
		Total Credits for Specialization	**15**

*EDUO 611 may be renumbered.

Specialization in Special Education Response to Intervention

EDUO	612	Differentiated instruction: Meeting the Needs of All Students	3
EDUO	622	Bridging the Gap for Students with Learning Disabilities Using Technology and Innovation	3
EDUO	641	Introduction to Response to Intervention (RTI) and The 3-Tiered	3
EDUO	642	Implementing the Response to Intervention (RTI) Model: Roles and Responsibilities of Administrators, Parents and Educators	3
EDUO	643	Aiding Students with Learning Disabilities	3

Total Credits for Specialization..... 15

Specialization in Gifted and Talented

EDUO	650	Teaching Strategies for Gifted Students in the Classroom	3
EDUO	651	Developing a School-wide Cluster Grouping Model	3
EDUO	652	Teaching in a Mixed Ability Classroom	3
EDUO	653	The Inclusive Classroom: Strategies for Effective Instruction	3
EDUO		Elective Course	3

Total Credits for Specialization..... 15

Graduate Nursing Education

The Master of Science degree is available online for the pediatric nurse practitioner area. 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. Specific admission requirements and other information are printed in the Graduate College section of this catalog.

Master of Health Administration Degree

The Master of Health Administration (MHA) degree is provided through Hampton University Online in collaboration with the Department of Graduate Nursing Education and the Graduate College. The need for innovative management leaders in the health care industry is critical to the overall operation of the health care system. An online offering facilitates the education and training of interested persons thus increasing the number of available candidates for the work force. It provides an opportunity for individuals already in the workforce to complete an education while continuing to maintain employment and care for personal needs.

Two sequences of study are provided below. The first course sequence is designed for students who do not have five continuous years of experience in the health care field. The second course sequence is designed for Health Administration professionals already working in the field and have a minimum of five (5) continuous years of experience and is ideal for those professionals needing a master's degree for career advancement.

Master of Health Administration Course Sequence (Online)

Requirement	Description	Credit Hours Semester I	Credit Hours Semester II
1st Year			
Business Admin 605	Quantitative Application in Decision Making	-	3
Business Admin 650	Managerial Economics	3	-
Health Admin 609*	Organizational Theory, Behavior & Practice	3	-
Health Admin 610	Epidemiology: Principles and Application	3	-
Health Admin 611	Managed Care and Health Insurance	3	-
Health Admin 612*	Health Policy and Planning	-	3
Health Admin 613*	Health Finance and Accounting	-	3
Elective	Health or Business Administration, Nursing	-	3
	Subtotals:	12	12
Summer			
Health Admin 614	Health Law	3	
Health Admin 615	Ethics for Health Care Professionals	3	
	Subtotal:	6	
2nd Year			
Business Admin 625	Marketing Management	-	3
Business Admin 648	Human Resources Administration	3	-
Health Admin 616	Hospital Operations: Fiscal Management	3	-
Health Admin 617	Strategic Planning	3	-
Health Admin 618	Executive Leadersip and Management	3	-
Health Admin 619	Health Information Management Systems	-	3
Health Admin 620	Executive Skills Seminar	-	1
Health Admin 621	Health Care Quality and Safety	-	3
	Subtotal:	12	10
3rd Year			
Business Admin 622	Health Administration: Practicum I	4	-
Business Admin 623	Health Administration: Practicum II	-	4
	Subtotal:	4	4
	Total Credits: 60		

*Nursing 512 Organizational Behavior/Group and Role Therapy; Nursing 648 Financial Management for Nurse Administrators, and Nursing 713 Family Nursing: Planning and Policy Leadership undergird course content for these courses.

The course sequence printed below is designed for Health Administration professionals already working in the field and who have a minimum of five (5) continuous years of experience.

Master of Health Administration Course Sequence (Online) for Experienced Health Administration Professionals

Requirement	Description	Credit Hours Semester I	Credit Hours Semester II
1st Year			
Business Admin 605	Quantitative Application in Decision Making	-	3
Business Admin 650	Managerial Economics	3	-
Health Admin 610	Epidemiology: Principles and Application	3	-
Health Admin 612*	Health Policy and Planning	3	-

Health Admin 613*	Health Finance and Accounting	-	3
Health Admin 614	Health Law	-	3
Health Admin 621	Health Care Quality and Safety	-	3
	Subtotals:	9	12

2nd Year

Business Admin 625	Marketing Management	-	3
Business Admin 648	Human Resources Administration	3	-
Health Admin 616	Hospital Operations: Fiscal Management	3	-
Health Admin 617	Strategic Planning	3	-
Health Admin 618	Executive Leadersip and Management	3	-
Health Admin 619	Health Information Management Systems	-	3
Health Admin 624	Capstone Research Project	-	3
Health Admin 626	Grant Writing	-	3
	Subtotal:	12	12

Total Credits: 45**

*Nursing 512 Organizational Behavior/Group and Role Therapy; Nursing 648 Financial Management for Nurse Administrators, and Nursing 713 Family Nursing: Planning and Policy Leadership undergird course content for these courses.

**Advanced credit (15 credits) will be applied as experiential learning after the completion of 21 credits for the following courses: Health Admin 609, 611, 615, 620, 622, and elective (1).

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.
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 (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

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, Pediatric, 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 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 online for Pediatric Nurse Practitioners only, 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 Pediatric Nursing, with a functional area as a 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 Nurse Practitioner role development courses are Nursing 689 through 698 for the Pediatric 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).

[1] 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.

[1] 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.

Master of Science – Pediatric (PNP) Nurse Practitioner Course Sequence

Requirement	Description	Credit Hours Semester I	Credit Hours Semester II
Summer Session			
Statistics 600	Statistics	3	
Nursing 689	Advanced Pediatric Pathophysiology	1	
1st Year			
Nursing 510	Conceptual Approaches to Nursing Practice	2	-
Nursing 514	Concepts and Techniques of Primary Care Nursing	4	-
Nursing 630	Advanced Pharmacotherapeutics in Primary Care Nursing	3	-
[1]Nursing 681	Master's Thesis Research	-	4
-or Nursing 683	Research in Nursing		
Nursing 690	Advanced Child Health Assessment	3	-
Nursing 691	Acute Pediatric Problems and Illnesses	-	3
Nursing 692	Child Health Maintenance and Promotion	-	2
Nursing 693	Seminar in Advanced Pediatric Nursing I	-	2
Nursing 694	Advanced Pediatric Nursing I Practicum	-	2
	Subtotals:	12	13
Summer Session			
Nursing 695	Chronic Pediatric Problems and Illnesses	2	
Nursing 696	Seminar in Advanced Pediatric Nursing II	2	
Nursing 697	Advanced Pediatric Nursing Practicum II	2	
2nd Year			
Nursing 609	Nursing Colloquium	3	
Nursing 698	Advanced Pediatric Nursing Practicum III	6	
	Subtotal:	9	
	Total Credits:.....44		

[1] 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.

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) 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	Description	Credit Hours Semester I	Credit Hours Semester II
1st Year			
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
	Subtotals:	9	9
2nd Year			
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
	Subtotal:	9	9

3rd Year

Nursing 800	Dissertation Seminar I	3	-
Nursing 801	Dissertation Seminar II	-	3
Nursing 802	Ph.D. Comprehensive Examination	-	0
Cognate	See List	3	3
	Subtotal:	6	6

4thYear

*Nursing 803	Dissertation Seminar Research	*6

Total Credits: 54-60

*Must be repeated until dissertation research is completed.
With completion of dissertation, credits could range from 54-60 credit hours.

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 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.

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
- Student and visitor lounge and on-site catering services

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 Southside Hampton Roads. Being part of the region's largest business and commercial hub, the Town Center, the College of Virginia Beach is strategically positioned to positively effect business development as well as academic advancement.

Hampton University
College of Virginia Beach
253 Town Center Drive
Virginia Beach, Virginia 23462
(757) 637-2200 office
(757) 227-5979 fax
www.hamptonu.edu/cofvb

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 student 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* 2008-2009.

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, 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 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) 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 in Hampton.

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. The Hotel/Resort Management program is the only one of its kind in the Hampton Roads area. Additional programs are expected to be added in the future. Admissions to either program require 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
Chemistry101-102	4	4
Computer Science 120	-	3
English 101-102	3	3
History106, 105/107	3	3
Mathematics 105, 109	3	3
Sociology 205	3	-
University 101	1	
Total	17	16

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
Total	15	10

Second Year	**Semester** 1st	2nd
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
Total	15	15

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
Total	15	18

Total Credits.....121 hrs.

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. High school graduates and transfer students, such as 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 give evidence of current license to practice nursing. Admissions, retention, progression, dismissal and, graduation policies are identical to those printed in the *School of Nursing* section of the *Undergraduate and Professional Programs* section for the main campus program.

Three-Year Curriculum Outline for Beginning Nursing Students

First Year	**Semester** 1st	2nd
Biology 103-304	4	4
Communication 103	-	3
English 101-102	3	3
History 105/107, 106	3	3
Mathematics 109	3	-
Nursing 105, 202	2	3
Physical Education Activities	1	1
University 101	1	-
Total	17	17

Summer 1

Biology 224-225 or 302-336	8/7
Nursing 230	1
Nursing 215	4
Nursing 216	3
Total	16/15

Second Year	**Semester** 1st	2nd
Nursing 217	-	2
Nursing 218	-	1
Nursing 307	3	-
Nursing 330	2	-
Nursing 345, 355	4	4
Nursing 346, 356	4	4
Psychology 203, 311	3	3
Sociology 205	-	3
Total	16	17

Summer 2

Computer Science 120	3
Nursing 390 (Internship)	3
Psychology 346/Mathematics 205	3
Total	9

Third Year	**Semester** 1st	2nd
Elective	3	-
Humanities 201-202	3	3
Nursing 403	-	2
Nursing 404	-	2
Nursing 418, 419	2	2
Nursing 445, 455,	4	4
Nursing 446, 456,	4	4
Total	16	17

***Total Credits.....125/124**

*Total credits will depend upon whether BIO 225 (4 credits) or BIO 336 (3 credits) is taken.

Students are admitted to the UPPER DIVISION when LOWER DIVISION requirements are met and advanced credits have been completed.

Total credits for graduation is 125/124 credit hours.

Curriculum Outline for Registered Nurse Students

First Year	**Semester** 1st	2nd
Biology 103, 224/302	4	4/3
Communication 103	-	3
Computer Science 120	3	-
English 101-102	3	3
History 105/107	-	3
Mathematics 109	3	-
Psychology 203	-	3
Sociology 205	3	-
University 101	1	-
Total	17	16

Second Year	**Semester** 1st	2nd
Biology 225/336	4/3	-
Biology 304	-	4
Elective	-	3
History 106	-	3
Humanities 201, 202	3	3
Nursing 202	3	-
Physical Education (Activity Courses)	1	1
Psychology 311	3	-
Psychology 346/ Mathematics 205	3	-
Total	17/16	14

Summer

Nursing 403	2
Nursing 404	2
Nursing 418	2
Total	6

Third Year	**Semester**

	1st	2nd
Nursing 420, 415	4	4
Nursing 421, 417	4	4
Nursing 422	4	-
Nursing Elective (Graduate Level)	-	5
Total	12	13

***Total Credits.....124/123**

* Total credits will depend upon whether BIO 225 (4 credits) or BIO 336 (3 credits) is taken.

Credits may be gained for non-nursing courses through the use of ACT-PEP or CLEP examinations according to University policy. Students may be awarded advance placement credits as their records may warrant. Advance placement for nursing courses may not exceed 29 credit hours. Total credits for graduation for the Registered Nurse Sequence is 124/123 credit hours.

Curriculum Outline for Licensed Practical Nurse Students

First Year	**Semester** 1st	2nd
Biology 103, 304	4	4
Communication 103	3	-
Computer Science 120	3	-
English 101-102	3	3
History 105/107, 106	3	3
Mathematics 109	-	3
Nursing 202	-	3
Physical Education (Activity Course)	-	1
University 101	1	-
Total	17	17

Summer 1

Biology 224-225 or 302-336	8/7
Nursing 233	4
Nursing 234	3
Total	15/14

Second Year	**Semester** 1st	2nd
Humanities 201, 202	3	3
Nursing 217	-	2
Nursing 218	-	1
Nursing 307	3	-
Nursing 345, 355	4	4
Nursing 346, 356	4	4
Psychology 203, 311	3	3
Total	17	17

Summer 2

Electives	11	
Physical Education (Activity)	1	
Psychology 346 or Sociology 346	3	-
Total	15	

Third Year	Semester 1st	2nd
Nursing 403	-	2
Nursing 404	-	2
Nursing 418, 419	2	2
Nursing 445, 455	4	4
Nursing 446, 456	4	4
Sociology 205	3	-
Total	13	14

***Total Credits.....125/124**

*Total credits will depend upon whether BIO 225 (4 credits) or BIO 336 (3 credits) is taken.

Credits may be gained for non-nursing courses through the use of ACT-PEP or CLEP examinations according to University policy. Students may be awarded advance placement credits as their records warrant. Advance placement for nursing courses may not exceed eight (8) credit hours. Total credits for graduation for the Licensed Practical Nurse Sequence is 125/124 credit hours.

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
- 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	0

Total Credits.....42

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 teaching and research 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, the National Aeronautics and Space Administration – Langley Research Center (NASA-LaRC), 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), the Center for Fusion Research and Training (CFRT), the Center for the study of the Origin and Structure of Matter (COSM).

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 Provost, academic deans, directors, 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	Communicative Sciences and Disorders Counseling (College Student Development, Student Affairs, Community Agency, School, Pastoral) [1]Education Administration and Supervision Education (Elementary Education, Montessori Education, Gifted Education)
Master of Business Administration	Business Administration
Master of Health Administration	Nursing (Online)
Master of Science	Applied Mathematics (Statistics & Probability, Computational, Nonlinear Science) Atmospheric Sciences Biology (Biology, Biology/Environmental Science) Chemistry Computer Science Education in Curriculum and Instruction (Online) Medical Science Nursing (Administration, Education, Practitioner) Physics (Medical, Nuclear, Optical and Plasma) Planetary Sciences
Master in Teaching:	Endorsements in Biology [6-12] English [6-12] Mathematics [6-12] Music [PK-12]
Specialist in Education	Counseling (Community Agency, School)
Doctor of Nursing Practice	Nursing
Doctor of Physical Therapy	Physical Therapy
Doctor of Philosophy	Atmospheric Sciences Business Administration (Online) Educational Management (Online) Nursing (Family Health, Nurse Educator) Physics (Medical, Nuclear, Optical and Plasma) Planetary Sciences

[1] 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 college or university;
- Have an undergraduate major or sufficient undergraduate preparation in the field in which they plan to do graduate study;
- 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 personal and professional 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 525 on the TOEFL examination.

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 from the department or advisor.

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 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 give satisfactory evidence of capability will be withdrawn. 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 re-entry may not be accepted toward degree requirements upon the recommendation of the Graduate Program Coordinator and Dean of the Graduate College. All students applying for re-entry 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 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.
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/studentservices/health/health_svcreq.htm. A student who fails to comply with these stipulations will be prohibited from registering for 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 450 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. Graduate students in the medical science program may demonstrate English proficiency on the MCAT (minimum of 6 on Verbal Reasoning and N on essay) 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	Education
Atmospheric Science	Master in teaching
Biology	Medical Science
Business	Nursing
Chemistry	Physics
Communicative Sciences & Disorders	Physical Therapy
Computer Science	Planetary Science
Counseling	

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 semester hours of graduate level courses are considered to be enrolled as full-time students.

Payment of Fees

The cost of registration for the 2010-2011 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, 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, 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 at 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

At least 24 semester hours must be completed in residence, 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 from the start of the semester in which the student was admitted to candidacy. Work to be counted for the master's degree must be completed within seven (7) successive calendar years of the student's initial registration in graduate study at Hampton University. Extension of time beyond the seven-year limit must have the approval of the advisor and the Graduate Council.
3. All requirements for the Ph.D. must be completed within seven (7) years after initial enrollment in the Graduate College.

Transfer of Credits

A student entering a program without an appropriate master's degree may transfer up to nine (9) semester hours of acceptable core graduate course work towards a masters or doctoral degree. A student entering the doctoral program with an appropriate master's degree may transfer up to 27 semester hours of required core courses, at the discretion of the department. Transfer credit that is officially accepted must be entered on the student's official transcript at the University no later than the end of the first semester of enrollment as a regular degree-seeking student. Coursework successfully completed in a graduate school of acceptable standing 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.
- Credits to be transferred are approved by the Graduate College.

Only bonafide resident credits will be accepted for transfer credit to a degree program. Credits earned in extension courses are not acceptable. Students planning to take a course outside the Graduate College should consult their advisors and file with the Graduate Office an Application for Permission to Take Courses at Another Institution. No Continuing Education Units (CEUs) are transferable. Transfer credit is officially accepted and entered on the record at the time the student is admitted. Credits 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 or 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 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 graduate program director, with the dean of the Graduate College, may request to waive or substitute course work for departmental requirements with 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 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;
- 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 course work, 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 course work 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. 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. Guidelines for thesis preparation are shown in the Graduate College Thesis 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 course work 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.

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 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. 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 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 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. An earned grade point average of at least 3.0
4. Completion of the approved program of study presented under the heading Department of Graduate Nursing 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. An earned grade point average of at least 3.0
4. Completion of the approved program of study presented under the heading Department ofPhysical 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 prior to the semester or summer session during which the degree is to be awarded.
2. No "Incomplete" course work.
3. An earned grade point average of at least 3.0
4. 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. An approved dissertation committee and research topic
5. An earned grade point average of at least 3.0.

The Doctoral Qualifying Examination

The Doctoral Qualifying 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. Students who entered the program without an appropriate master's degree must sit for the examination by the end of the second year of enrollment in the program and must satisfactorily complete it by the end of the third year. Students who enter the program with an

appropriate master's degree must sit for the examination before the end of the first year of residence. The student must be enrolled in the Ph.D. Qualifying Examination course, be in good academic standing, and have received permission from the department, to be allowed to sit 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 Final Comprehensive Examination administered by the dissertation committee.

Upon completion all dissertations will be made publicly available through the Hampton University library to further the university's mission of research and scholarship. 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**	
		Plan A	Plan B
Mathematics 504	Advanced Linear Algebra	3	3
Mathematics 511	Advanced Ordinary Differential Equations	3	3
Mathematics 513	Elements of Real Analysis	3	3
Mathematics 515	Functions of a Complex Variable	3	3
Mathematics 681	Thesis	4	-
Mathematics 702	Master's Comprehensive Examination	-	1
600-Level Electives	As approved by the Department	15	18
Electives	As approved by the Department	3	6
	Total Credits:	**34**	**37**

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 Sciences, or in Planetary Sciences. 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 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 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 sciences, planetary sciences, 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 TOEFFL examination.

Master of Science Degree Programs in Atmospheric 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 Sciences

Requirement	Description	Credit Hours
APS 645	Atmospheric Physics	3
APS 649	Atmospheric Radiative Transfer	3
APS 660	Introduction to Structure and Dynamics of the Earth's Atmosphere	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
	Total	**30**

Master of Science – Planetary Sciences

Requirement	Description	Credit Hours
APS 604	Principles of Planetary Science	3
APS 607	Space Weather	3
APS 645	Atmospheric Physics	3
APS 649	Atmospheric Radiative Transfer	3
APS 662	Geophysical Fluid Dynamics	3
APS 697	Research	3
APS 698	Thesis	3
Electives	Selected from atmospheric and planetary sciences and related areas	9
	Total	**30**

Doctor of Philosophy Degree Programs in Atmospheric and Planetary Sciences

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 Sciences

Core Courses	**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 Structure and Dynamics of the Earth's Atmosphere	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
	Total	**74**

Degree Plan - Doctor of Philosophy in Planetary Sciences

Core Courses	**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 604	Principles of Planetary Science	3
APS 607	Space Weather	3
APS 791	Dissertation Research	36

APS 798	Final Oral Exam	1
Electives	Selected from atmospheric and planetary sciences and related areas	15
	Total	**74**

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
Area Distribution Courses*			
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**		4	9
Biology 681	Thesis	4	-
Biology 702	Master's Comprehensive Examination	-	1
	Total Credits	**32**	**34**

* 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	Credit Hours 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
Area Distribution Courses*			
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
	Total Credits:	**34**	**30**

* 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	Credit Hours 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
	Total Credits:	**30**	**34**

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 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.

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 692	Strategy & Business Policy	3
Business Electives	Graduate Level Business Electives	9
Graduate Courses	Selected from 2nd semester, 4th year	7
	Total Credits:	**36**

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 692	Strategy & Business Policy	3
Business Electives	Graduate Level Business Electives	9
	Total Credits:	**36**

Introductory Requirements:

Courses	**Description**	**Credits**
Master of Business Admin 609 or equivalent	Accounting Concepts	3
Master of Business Admin 560 or equivalent	Economic Concepts (Micro and Macro)	3
Management 605 or equivalent	Quantitative Applications in Decision Making	3
	Total Introductory Hours:	**9**

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 Program

Requirement	**Description**	**Credit Hours**
First Summer Residency		
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**
First Fall Semester		
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**
First Spring Semester		
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**
Second Summer Residency		
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**
Second Fall Semester		
Business Leadership & Administration 800	Dissertation I	8
	Subtotal 2nd Fall Semester:	**8**
Requirement	**Description**	**Credit Hours**
Second Spring Semester		
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.

Chemistry

The graduate program in chemistry is a thesis-based 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, allowing 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, X-ray crystallographic system, 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 with support from the Packard Foundation. The Facility houses a

superconducting NMR, FTIR, AAS, UV-VIS Spectrophotometer and a bench-top GC-ITD system. A departmentally operated Water Quality Measurement Laboratory, a facility certified by the Commonwealth of Virginia, 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 for general computing purposes, chemistry tutorials, Internet access, instrument simulations, molecular modeling and research purposes. 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.

Cooperative Graduate Degree Program in Chemistry

The Cooperative Graduate Degree Program in Chemistry is a multi-year cooperative graduate degree program between Hampton University and four Ph.D. granting institutions: Virginia Tech, the University of Rochester, the University of Tennessee at Knoxville, and Massachusetts Institute of Technology. Under this program, promising minority students complete the M.S. degree program at Hampton and then transfer to one of the Ph.D. institutions for doctoral work. The intermediate level educational experience provided by the master's program at Hampton serves as an effective mechanism for developing the skills needed for success in doctoral programs. Grants procured from the National Science Foundation (NSF), the Sloan Foundation and other sources are used to support the participants while at Hampton University. Participant support during doctoral work is provided by the respective Ph.D. institution.

Student recruitment is done jointly by Hampton University and the participating Ph.D. institutions. Acceptance into the M.S. program at Hampton University means acceptance into the doctoral program at one of the Ph.D. institutions. Core courses taken at Hampton University are accepted by the other institution's core course requirements. Thesis and dissertation committees have joint memberships of H.U. and the Ph.D. institution's faculty. Participants spend the first summer at one of the Ph.D. institutions for summer research. All participants serve as Teaching Assistants for one year.

International Research Training

Established in 1994 with a grant from the National Institutes of Health, the International Research Training (IRT) program provides students an opportunity to live and engage in scientific undertakings in foreign countries. By doing so, the participants not only learn how to operate in different cultural and social settings, but also gain new scientific skills and experiences, as well as learn about global issues. The program has been conducted at the University of Dar es Salaam, Tanzania; Egerton University in Kenya, and the University of Benin in Benin City, Nigeria. Participants spend ten weeks during the summer conducting research in Natural Products and Environmental Health. Some aspects of the research are continued at Hampton University during the academic year.

Master of Science – Chemistry

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
	Total Credits:	**39**

Elective Courses	**Course Description**	**Credit Hours**
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 (required elective)	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 28 hours of prerequisite course work. 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 biological/physical sciences and mathematics, of which there must be one course in the biological sciences and one course in the physical sciences and one course in college-level mathematics; 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, evaluation and treatment of children and adults with disorders of speech, language, and hearing. 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 (CAA) of the American Speech-Language-Hearing Association. A minimum of 49 credit hours is required for the degree.

Master of Arts – Communicative Sciences and Disorders

Requirement	Description	Credit Hours
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	3
Commun. Sciences & Dis. 700	Independent Research II	3
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, 305, 310, 331, 429/529, 431 and 438.

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.

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 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. This "core" set of courses is listed in the curriculum for the Computing Sciences Accreditation Board (CSAB) which sets the standards for undergraduate curricula. The following minimum requirements must be met before 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

Requirement	Description	Credit Hours
Computer Science 501	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 either Computer Science 681-Research Seminar or Computer Science 682-Teaching 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 681/682	Research/Teaching 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
	Total Credits:	**36**	**36**

Electives

Computer Science 513	Graphics	3
Computer Science 561	Compilers and Interpreters	3
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 681	Teaching Seminar I	3
Computer Science 682	Research 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 Agency or School Counseling. A Pastoral Counseling track is provided through the Community Agency Counseling program. The Specialist in Education (Ed.S.) degree is provided for well qualified students with concentrations in Community Agency and School Counseling. The mission of the graduate program in counseling is 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. Also, Hampton University offers an accelerated concentration in Student Affairs with specific entry requirements.

Mission Statement for the Graduate Program in 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 Graduate Program in Counseling

Potential students will submit all required documents to the Hampton University Graduate College. 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. Some students may be admitted without an undergraduate background in psychology and will be required to take COU 602, Abnormal Behavior and Psychopathology, as a prerequisite, which will be in addition to these required courses.

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 Graduate Program in Counseling are eligible to take the National Certifying Exam (NCE) and, if successful, become Board Eligible NCCs. 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 or www.counseling.org/cacrep/2001standards and www.nbcc.org, respectively.

Master of Arts in Counseling Core Courses

Core Course	**Description**	**Credit Hours**
Counseling 601	Growth Experiences and Profession	1
Counseling 603	Counseling with Diverse Populations	3
Counseling 604	Life Span Development	3
Counseling 606	Treating the Substance Abuser	3
Counseling 612	Occupational and Educational Information	3
Counseling 613	Diagnosis and Treatment	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	0-1
Statistics 600	Statistics	3
	Total	**31**

*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 601, Growth Experiences and Profession
- Counseling 612, Occupational and Educational Information
- Counseling 616, Theory and Practice of Counseling and Psychotherapy
- Counseling 619, Group Process in Counseling
- Counseling 622, Assessment and Appraisal

Prior to successfully completing the above 13 credits, students will be evaluated for a change of status to a candidate for graduation. Some students may be admitted without an undergraduate background in psychology and will be required to take COU 602, Abnormal Behavior and Psychopathology, as a prerequisite, which will be in addition to these required courses. 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.

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 $40 for the Counselor Preparation Comprehensive Examination. The Counselor Preparation Comprehensive Examination is used by the NBCC as a preparatory examination for the National Certifying 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 courses (COU 601, 616, 619, 620, and 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: 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.

Courses	Description	Credit Hours
Counseling 618	Counseling Practicum	3
Counseling 631	Foundations of School Counseling, Ethics, and Techniques	3
Counseling 633*	Contextual Dimensions of School Counseling	3
Counseling 639*	School Counseling Internship	6
Counseling 640*	School Counseling	3
	Sub-total	18
	Total with Common Core Courses	**49**

*Denotes that a Key Assessment is administered in this course.

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.

Courses	Description	Credit Hours

Counseling 614	Community Mental Health and Welfare Services	3
Counseling 618	Counseling Practicum	3
Counseling 641	College Student Development, Ethics, and Techniques	3
Counseling 642	Student Affairs Program	3
Counseling 649	College Student Development Internship	6
	Sub-total	18
	Total with Common Core Courses	**49**

Master of Arts Degree in Counseling: Community 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.

Courses	**Description**	**Credit Hours**
Counseling 614	Community Mental Health and Welfare Services	3
Counseling 618	Counseling Practicum	3
Counseling 620	Marriage and Family Counseling	3
Counseling 651	Community Counseling, Ethics, and Techniques	3
Counseling 659	Community Agency Internship	6
	Sub-total	18
	Total with Common Core Courses	**49**

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.

Courses	**Description**	**Credit Hours**
Counseling 611	Pastoral Helping Relationships	3
Counseling 620	Marriage and Family Counseling	3
Counseling 660	Spirituality in Counseling, Ethics, and Techniques	3
Counseling 663	Pastoral Counseling Practicum	3
Counseling 669	Pastoral Counseling Internship	6
	Sub-total	18
	Total with Common Core Courses	**49**

Specialist in Education 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.

Prior to 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 Graduate Program in Counseling. Each student will be provided a list of the Graduate Program in Counseling personal and professional counselor competencies and this list of personal and professional counselor competencies will be used to evaluate the students' progress throughout their matriculation. 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 - Community Agency (Pastoral Counseling Concentration)

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. For more information on marriage and family therapy, see www.iamfc.org. Under Community Agency Counseling, a focus is provided for Pastoral Counseling.

Courses	**Description**	**Credit Hours**
Counseling 602	Abnormal Psychology and Psychopathology	3
Counseling 605	Human Sexuality Counseling	3
Counseling 610	Ethics and Legal Aspects of Counseling	3
Counseling 621	Systems Theory	3
Counseling 624	Theories of Learning, Personality, and Temperament	3
Counseling 625	Existential Theory and Psychotherapy	
Counseling 630	Analysis of Behavioral Data	3
Counseling 721	Research and Program Evaluation	3
Counseling 722	Advance Counseling Theory and Assessment	3
Counseling 725	Grant Writing	3

Total Credits: 30

Ed. S. Degree in Counseling: School Counseling Concentration

Entry into this program requires a Master of Arts degree in School Counseling from an accredited university or college In order to attain licensure in the Commonwealth of Virginia, the candidate must complete 60 hours of graduate study. 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 school counseling, see www.schoolcounselor.org.

Courses	Description	Credit Hours
Education 531*	Educational Tests and Measurement	3
Counseling 602	Abnormal Psychology and Psychopathology	3
Counseling 610*	Ethics and Legal Aspects of Counseling	3
Counseling 614*	Community Mental Health and Welfare Services	3
Counseling 624*	Theories of Learning, Personality, and Temperament	3
Counseling 630	Analysis of Behavioral Data	3
Counseling 721*	Research and Program Evaluation	3
Counseling 722*	Advance Counseling Theory and Assessment	3
Counseling 725	Grant Writing	3
Special Education 521	Survey of Special Education	3
	Total Credits: 30	

*Denotes that a Key Assessment is administered in this course.

Education

Graduate programs in Education are offered at the Hampton University and College of Virginia Beach campuses and offered online through Hampton University Online These programs include-the Master in Teaching degree program in biology, English, mathematics, and music and the Master of Arts in Education on the main campus, a Master of Arts in Educational Leadership at the College of Virginia Beach. The program in Education collaborates with the Graduate College and Hampton University Online to offer online degree programs leading to the Master of Science in Education in Curriculum and Instruction and to the Doctor of Philosophy in Educational Management. The doctoral program was initiated during the 2010-2011 academic year and the master's degree program will start soon. The programs offered through the College of Virginia Beach are described in the College of Virginia Beach section of this Catalog. All licensure programs meet Virginia State Certification requirements and are state-approved programs. Only a summary of the graduate portion of the Master in Teaching degree programs is provided below since detailed entry-level admission, progression and retention information for this five-year, baccalaureate to graduate degree, program is provided in the Department of Education portion in the College of Education and Continuing Studies section of this Catalog. 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.

Master of Arts in Education

The Master of Arts in Education program is targeted to meet the needs of individuals who already possess initial teacher licensure. Distinct tracks are offered in the following three areas: Elementary Education, Montessori Education and Gifted Education. This program is only available through the Graduate College in collaboration with the Division of Professional Education in the College of Education and Continuing Studies.

Admissions requirements include the following:

- Application for Admission to the Graduate College
- Payment of Application Fee (currently $35.00)
- Two letters of recommendation
- Official GRE Scores
- Copy of teaching license

The course requirements are listed below for each track.

Master of Arts in Education – Elementary Education Track

Courses	Title	Semester Hours
EDU 503	Educational Innovations	3
EDU 516	Study of Child Behavior	3
EDU 518	Analytical Study of Teaching	3
EDU 530	Technology and Educational Media	3
EDU 610	Current Issues in Education	3
EDU 611	Techniques/Problems in Educational Research	3
EDU 612	Education Research Methods	3
EDU 666	Language Development	3
EDU 703	Thesis I	3
EDU 704	Thesis II	3

Total Credits.....30

Master of Arts in Education – Montessori Education Track[1]

Courses	Title	Semester Hours
EDU 503	Educational Innovations	3
EDU 516	Study of Child Behavior	3
EDU 530	Technology and Educational Media	3
EDU 610	Current Issues in Education	3
EDU 612	Education Research Methods	3
EDU 624	Montessori Theory	3
EDU 625	Montessori Pedagogy	3
EDU 626	Montessori Leadership	3
EDU 666	Language Development	3
EDU 703	Thesis I	3
EDU 704	Thesis II	3

Total Credits.....33

[1] Students who choose this track must have completed the Virginia Montessori Teacher Education Center's certification program.

Master of Arts in Education – Gifted Education

Courses	Title	Semester Hours
EDU 530	Technology and Educational Media	3
EDU 610	Current Issues in Education	3
EDU 611	Techniques/Problems in Educational Research	3
EDU 612	Education Research Methods	3
EDU 642	Social and Emotional Development of Individuals with Gifts	3
EDU 643	Curriculum and Instruction in Gifted Education	3
EDU 644	Special Populations in Gifted Education	3
EDU 656	Psychology and Education of Individual with Gifts	3
EDU 657	Practicum in Gifted Education	3
EDU 703	Thesis I	3

EDU 704	Thesis II	3

Total Credits.....33

Master of Arts in 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. This program is available through the Graduate College in collaboration with the College of Virginia Beach.

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)

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

Total Credits.....42

Master of Science in Education in Curriculum and Instruction (Online)

The Master of Science in Education in Curriculum and Instruction program has a professional development emphasis and is designed for teachers who want to take on leadership roles in their schools, but not become school administrators. This program will be initiated soon. In the era of "highly qualified," the program provides teachers with needed knowledge and training for this designation without moving to the level of National Board Certification. Since it is an online degree program, it helps teachers learn how to use new technologies and to infuse them into their instructional strategies. Practicing teachers who wish to continue their education, often require or prefer the flexibility of online learning. Furthermore, the online aspect also allows teachers who live outside the immediate local area of the university to participate. In fact, teachers across the country and/or world are key candidates for this program. This program is only available through the Graduate College in collaboration with the Division of Professional Education in the College of Education and Continuing Studies and Hampton University Online.

Prospective students must hold PK-12 licensure in any field, including school counseling or leadership. Additionally, all graduate college admission criteria apply. This program will be offered 100% online. Students will engage in residency study within the context of PK-12 schools, not on the campus of Hampton University. A learning community approach will insure that students get to know their peers and instructors.

The online Master of Science in Education in Curriculum and Instruction begins with seven core courses that provide educators with a solid foundation in such realms as classroom management, positive classroom environment, and developing curriculum that reaches diverse learners. Educators learn to create and negotiate contexts that meet the needs of all their students. The core courses are followed by five additional courses. Students may select a specialization area or may select five electives from among all courses offered.

Master of Science in Education in Curriculum and Instruction

Courses		**Title**	**Semester Hours**
Core Courses			
EDUO	601	The Foundation: A Framework for Teaching	3
EDUO	602	Creating and Managing a Successful Classroom	3
EDUO	603	Pursuing Excellence: Professional Responsibility of the Teacher	3
EDUO	604	Character Education in the Classroom	3
EDUO	605	Introduction to Diversity in the Classroom: Teaching Diverse Learners	3
EDUO	606	Designing the Curriculum for High-Stakes Testing	3
EDUO	607	Instructional Assessment Practices and Procedures	3
EDUO		Elective or Specialization Courses (See list below)	15
		Total Credits	**36**
Specialization in Differentiated Instruction			
EDUO	610	Introduction to Differentiated Instruction	3
EDUO	611	Assessment Practices, Policies, and Procedures	3
EDUO	612	Differentiated Instruction: Meeting the Needs of All Students	3
EDUO	613	Processes and Resources for Teaching Diverse Learners	3
EDUO	620	21st Century Technology in the Classroom	3
		Total Credits for Specialization	**15**
Specialization in Educational Technology			
EDUO	620	21st Century Technology in the Classroom	3
EDUO	621	Best Practices for Teaching 21st Century Students	3
EDUO	622	Bridging the Gap for Students with Learning Disabilities Using Technology and Innovation	3
EDUO	623	Teaching, Learning, and Leading in the Digital Age	3
EDUO	624	Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape	3
		Total Credits for Specialization	**15**
Specialization in English as a Second Language			
EDUO	614	Differentiated Instruction for the English Language Learner	3

EDUO	630	Setting the Stage for ELLs across the Curriculum	3
EDUO	631	Teaching ELLs across the Curriculum: ESL, Sheltered, and Culturally Responsive Instruction	3
EDUO	632	Developing a Classroom to include English Language Learners	3
EDUO		Elective Course	3

Total Credits for Specialization..... 15

Specialization in Special Education Response to Intervention

EDUO	612	Differentiated instruction: Meeting the Needs of All Students	3
EDUO	622	Bridging the Gap for Students with Learning Disabilities Using Technology and Innovation	3
EDUO	641	Introduction to Response to Intervention (RTI) and The 3-Tiered	3
EDUO	642	Implementing the Response to Intervention (RTI) Model: Roles and Responsibilities of Administrators, Parents and Educators	3
EDUO	643	Aiding Students with Learning Disabilities	3

Total Credits for Specialization..... 15

Specialization in Gifted and Talented

EDUO	650	Teaching Strategies for Gifted Students in the Classroom	3
EDUO	651	Developing a School-wide Cluster Grouping Model	3
EDUO	652	Teaching in a Mixed Ability Classroom	3
EDUO	653	The Inclusive Classroom: Strategies for Effective Instruction	3
EDUO		Elective Course	3

Total Credits for Specialization..... 15

Master 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.
- Successful completion of the Praxis I and the Praxis II examination in the specialty area and other required state tests.

Master in Teaching Course Sequence - Secondary Biology

Course	Description	Credit Hours Semester I	II
1st year			
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	-
2nd year			
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
Totals:		**16**	**15**

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

Course	Description	Credit Hours Semester I	II
1st year			
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	-
2nd year			
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
Totals:		**16**	**15**

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

Course	Description	Credit Hours Semester I	Credit Hours Semester II
1st year			
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
2nd year			
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
Totals:		**16**	**15**

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

Course	Description	Credit Hours Semester I	Credit Hours Semester II
1st year			
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	-
2nd year			
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
Totals:		**18**	**15**

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.

<u>Doctor of Philosophy in Educational Management</u> (Online)

The Doctor of Philosophy in Educational Management program offered on line through the Graduate College and Hampton University Online. The program is designed to serve the advanced educational needs of an emerging generation of top educational leaders by providing an executive hybrid program that allows individuals to pursue their degree without career interruption. The new program is designed to meet all state and national standards for certification in education, where available. The degree program will be cohort based, with 15-20 students making up each cohort. This program is an extension of the specialized leadership training offered through the Executive Leadership Summit (Higher Education) and the national Educational Policy Fellows Program (PK-12). Those aspiring to higher levels of leadership have sought out Hampton University for such training opportunities and often inquire about formal degree programs that will enhance their credentials. Currently, there is no doctoral program in higher education at an historically black college or university in the country. This program addresses that gap.

The accelerated 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. This unique program in executive educational leadership and management was developed to provide an attractive and viable alternative to 'traditional" doctoral programs in educational leadership. As an alternative doctoral model, the program is designed to:

- Provide candidates with an advanced curriculum that focuses on relevant and current topics and issues in executive educational leadership.
- Focus on the core leadership competencies, dispositions, and applied research that executive educational leaders need to be effective in educational settings.
- Provide opportunities for candidates to focus their dissertation on actual problems in educational organizations, making the dissertation relevant and practical, and thereby encouraging organizational support.
- Provide candidates with access to a network of successful educational leaders and organizations to support their intellectual, professional, and career development.

Completion of the program will result in the awarding of a PhD degree requiring approximately 66 credits beyond the master's degree, including a significant focus on research. Most coursework is offered in thematic seminars in which emphasis is placed on identifying and developing solutions to real-life problems. This program uses the following strategies:

- A cohort-based approach in which the 15-20 students take all courses together;
- A hybrid delivery model using Web-based instruction and intensive summer institutes;
- A theory-into-practice model in which current research is applied to problems being faced in the field; and,
- A research project demonstrating the ability to gather and analyze complex problems facing practitioners.

Additionally, this program provides for the interactions between students and faculty to determine the precise content and problems of practice that will be pursued under three broadly defined themes: Leadership and Management; Sociopolitical and Cultural Contexts of Education; and Teaching and Learning. Courses in each core and cognate areas are outlined below.

I. Leadership and Management Core (15 credit hours)
   EDUO 710 Connecting Leadership Theory and Practice in Educational Organizations
   EDUO 711 Dynamics of Managing Organizational Performance
   EDUO 712 Resource Allocation, Fundraising and Advancement
   EDUO 714 Strategy, Strategic Planning, and Program Evaluation
   EDUO 715 Dynamics of Innovation and Change in Educational Systems

II. Sociopolitical and Cultural Contexts of Education Core (15 credit hours)
History course by cognate area – Choose one
EDUO 716 History of Higher Education
EDUO 717 History of PK-12 Educational Reform or History of Counseling
EDUO 718 Policy, Ethics, and Politics in Education
EDUO 719 Diversity, Equity, and Cultural Competence in Education
EDUO 720 Assessment, Evaluation and Accountability
EDUO 721 Collaboration and Constituencies

III. Educational Cognate Areas (Select one, 12 credit hours each)

Higher Education
EDUO 722 College Student Development
EDUO 723 Legal Issues in Higher Education
EDUO 724 Organization and Governance
EDUO 610 Current Issues in Higher Education

PK-12 Administration (District-level leadership and beyond)
EDUO 725 Supervision and Professional Development
EDUO 726 Legal Issues in PK-12 Education
EDUO 727 Supporting Instructional Improvement
EDUO 610 Current Issues in PK-12 Education

IV. Research (9 credit hours)
EDUO 611 Techniques and Problems in Educational Research'
EDUO 731 Quantitative Research Methods
EDUO 732 Qualitative Research Methods

V. Internship and Dissertation (15 credit hours)
EDUO 738 Internship (6 credits)
EDUO 739 Dissertation Research Seminar (3 credits)
EDUO 740 Dissertation (minimum, 6 credits)

Admission Requirements

The admission into the Doctor of Philosophy in Educational Management program is open to all students seeking an advanced degree. Preferred students would hold teacher licensure or other educational certification for the PK-12 cognate area or possess some higher education experience for the higher education cognate. Students lacking a master's degree in Education must take the GRE and score of 450 or higher or the MAT with a minimum score for 42, two letters of recommendation, and a prepared Statement of Career/Professional plans. On a case by case basis, candidates who come into the program with an Educational Specialist degree will receive consideration in terms of accepted hours.

Additional Information Regarding Cognate Areas

K-12 Cognate (superintendent track)

- Focus on challenges and addressing the major issues facing K-12 leaders, such as, quality, outcomes, assessment, teacher quality, access, finances, technology, school choice, charter movement.
- Geared toward education administrators focused on obtaining leadership and practical research skills necessary to effectively lead at the highest organizational levels in K-12
- Two year program delivered primarily online. Two-week long Summer Residency each summer will provide face to face course content, mentoring, dissertation supervision and networking. Comprehensive exams and Dissertation defense will take place on campus as wall.
- Comprehensive exam, capstone internship and dissertation required.

- Cohort model provides that students will matriculate together through entire sequence, resulting in deeper support student network and efficient monitoring system for school administration.
- Internships are geared toward implementing action research dissertations addressing current issues and challenges in K-12 education. Internships will occur with research project focus collaborating with practicing superintendent.

Higher Education Concentration

- Focus on the challenges and addressing the rapidly evolving postsecondary environment including-finances, technology, access, sustainability, quality and outcomes.
- Geared toward practitioners seeking upper level positions in higher education and opportunities in academia.
- Two-year program delivered primarily online. Two-week long Summer Residency each summer will provide face to face course content, mentoring, dissertation supervision and networking. Comprehensive exams and Dissertation defense will take place on campus as well.
- Comprehensive exam, capstone internship and dissertation required.
- Cohort model provides that students will matriculate together through entire sequence, resulting in deeper support student network and efficient monitoring system for school administration.
- Internships are geared toward implementing action research dissertations addressing current issues and challenges in higher education.

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 730	Doctoral Qualifying Examination	0
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
	Total:	**66**

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	730	Doctoral Qualifying Examination	0
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
		Total:	**66**

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 Fall	Credit Hours Spring
1st Year			
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	-
	Total Credits – 1st Year	14	11
2nd Year			
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
	Subtotal – 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: pediatric, 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

The undergraduate and graduate Nursing programs are fully accredited by the National League for Nursing Accreditation Commission and the Commission on Collegiate Nursing Education. 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.

NLNAC
61 Broadway 33rd Floor
New York City, N.Y. 10006
800-669-1656 ext. 153
Fax: 212-812-0390
Website: http://www.nlnac.org/

The Bachelor of Science and Master of Science degree 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/

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.
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 (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

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, Pediatric, 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 45 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, and online for Pediatric Nurse Practitioners only, 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, Pediatric, 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, Pediatric, 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; Nursing 689 through 698 for the Pediatric 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

Requirement	Description	Credit Hours Semester I	Credit Hours Semester II
1st Year			
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 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	-
[1]Nursing 681	Master's Thesis Research		
-or Nursing 683	Research Methods in Nursing	-	4
Elective		3	-
Statistics 600	Statistics	-	3
	Subtotals:	15	17
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	
	Subtotal:	14	
	Total Credits:	**46**	

[1] 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.

Master of Science – Nursing Administrator Course Sequence

Requirement	Description	Credit Hours Semester I	Credit Hours Semester II
1st Year			
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	-
[1]Nursing 681	Master's Thesis Research		
-or Nursing 683	Research in Nursing	-	4
Statistics 600	Statistics	-	3
	Subtotals:	14	17
2nd Year			
Nursing 607	Advanced Nursing Administration	5	
Nursing 609	Nursing Colloquium	3	
Elective	Family Nursing	3	
Elective	Guided Business Elective	3	
	Subtotal:	14	
	Total Credits: 45		

[1] 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.

Master of Science – Family (FNP) Nurse Practitioner Course Sequence

Requirement	Description	Credit Hours Semester I	Credit Hours Semester II
Summer Session			
Statistics 600	Statistics	3	
1st Year			
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	-
[1]Nursing 681	Master's Thesis Research		
-or Nursing 683	Research in Nursing	-	4
Elective		-	3
	Subtotals:	12	15

Summer Session

Nursing 619	Advanced Preceptorship in Family Nursing	4

2nd Year

Nursing 609	Nursing Colloquium	3
Nursing 621	Practice Management (PCA NP)	4
Nursing 678	Family Health Nursing: Theory and Practice	3
	Subtotal:	10
	Total Credits:.....44	

[1] 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.

Master of Science – Pediatric (PNP) Nurse Practitioner Course Sequence

Requirement	Description	Credit Hours Semester I	Credit Hours Semester II
Summer Session			
Statistics 600	Statistics	3	
Nursing 689	Advanced Pediatric Pathophysiology	1	
1st Year			
Nursing 510	Conceptual Approaches to Nursing Practice	2	-
Nursing 514	Concepts and Techniques of Primary Care Nursing	4	-
Nursing 630	Advanced Pharmacotherapeutics in Primary Care Nursing	3	-
[1]Nursing 681	Master's Thesis Research	-	4
-or Nursing 683	Research in Nursing		
Nursing 690	Advanced Child Health Assessment	3	-
Nursing 691	Acute Pediatric Problems and Illnesses	-	3
Nursing 692	Child Health Maintenance and Promotion	-	2
Nursing 693	Seminar in Advanced Pediatric Nursing I	-	2
Nursing 694	Advanced Pediatric Nursing I Practicum	-	2
	Subtotals:	12	13
Summer Session			
Nursing 695	Chronic Pediatric Problems and Illnesses	2	
Nursing 696	Seminar in Advanced Pediatric Nursing II	2	
Nursing 697	Advanced Pediatric Nursing Practicum II	2	
2nd Year			
Nursing 609	Nursing Colloquium	3	
Nursing 698	Advanced Pediatric Nursing Practicum III	6	
	Subtotal:	9	
	Total Credits:.....44		

[1] 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.

Master of Science – Women's Health (WHNP) Nurse Practitioner Course Sequence

Requirement	Description	Credit Hours Semester I	Credit Hours Semester II

Summer Session

Nursing 531	Physiological Aspects of Reproduction and Development	3	
Nursing 608	Pathophysiology	3	

1st Year

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
[1]Nursing 681	Master's Thesis Research	-	4
-or Nursing 683	Research in Nursing		
	Subtotals:	16	12

Summer Session

Nursing 642	Health Problems of Childbearing Women-Seminar	5

2nd Year

Nursing 609	Nursing Colloquium	3
Nursing 643	Low-Risk Childbearing Families	4
Nursing 650	Women's Health Nursing Seminar	3
	Subtotal:	10

Total Credits: 49

[1] 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.

Registered Nurse to Master of Science Degree in Nursing

The Registered Nurse to Master of Science degree in nursing requires that entering students possess either the Diploma in nursing or the Associate Degree in nursing from an accredited nursing program, and a valid license to practice as a Registered Nurse in any state. Credit requirements for degree completion will vary according to the number of approved transfer or advance placement credits. A maximum of 26 advance placement credits in nursing may be awarded at the undergraduate level.

Students completing the curriculum for the RN to MS in nursing will follow the curriculum for the RN to BS degree taking the first and second year general education undergraduate courses. In the summer of the second year, Nursing 403: Trends, Issues and Leadership in Nursing; and Nursing 404, the corresponding practicum, are taken with Nursing 418: Issues in Research Seminar. In the third year, Nursing 405: Transition Theory and Nursing 406, the corresponding practicum course, are taken with Nursing 407: Portfolio Seminar. Nursing 415 Community Health Nursing and Nursing 417, the corresponding practicum course, are taken. Five credits of 500-level elective graduate courses are taken in the third year. Students apply for admission to the Graduate College prior to completing second semester of the third year and must meet the admissions requirements set forth by the Graduate College. Students may be required to take English 503, should the need be determined based on GRE scores. Students progressing to the master's component of the RN-MS degree will follow the established curriculum for the master's degree in nursing.

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) 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 Nursing Practice Degree

The Doctor of Nursing Practice (DNP) degree will soon become the entry level of education 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 Semester I	Credit Hours Semester II
1st Year			
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
	Subtotals:	9	9
2nd Year			
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
	Subtotal:	9	6

Total Credits:.....33

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 Semester I	Credit Hours Semester II
1st Year			
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
	Subtotals:	9	9
2nd Year			
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
	Subtotal:	9	9

3rd Year

Nursing 800	Dissertation Seminar I	3	-
Nursing 801	Dissertation Seminar II	-	3
Nursing 802	Ph.D. Comprehensive Examination	-	0
Cognate	See List	3	3
	Subtotal:	6	6

4thYear

*Nursing 803	Dissertation Seminar Research	*6

Total Credits: 54-60

*Must be repeated until dissertation research is completed.
With completion of dissertation, credits could range from 54-60 credit hours.

Master of Health Administration Degree

The Master of Health Administration (MHA) degree is provided through Hampton University Online in collaboration with the Department of Graduate Nursing Education and the Graduate College. The need for innovative management leaders in the health care industry is critical to the overall operation of the health care system. An online offering facilitates the education and training of interested persons thus increasing the number of available candidates for the work force. It provides an opportunity for individuals already in the workforce to complete an education while continuing to maintain employment and care for personal needs.

Two sequences of study are provided below. The first course sequence is designed for students who do not have five continuous years of experience in the health care field. The second course sequence is designed for Health Administration professionals already working in the field and have a minimum of five (5) continuous years of experience and is ideal for those professionals needing a master's degree for career advancement.

Master of Health Administration Course Sequence (Online)

Requirement	Description	Credit Hours Semester I	Credit Hours Semester II
1st Year			
Business Admin 605	Quantitative Application in Decision Making	-	3
Business Admin 650	Managerial Economics	3	-
Health Admin 609*	Organizational Theory, Behavior & Practice	3	-
Health Admin 610	Epidemiology: Principles and Application	3	-
Health Admin 611	Managed Care and Health Insurance	3	-
Health Admin 612*	Health Policy and Planning	-	3
Health Admin 613*	Health Finance and Accounting	-	3
Elective	Health or Business Administration, Nursing	-	3
	Subtotals:	12	12
Summer			
Health Admin 614	Health Law	3	
Health Admin 615	Ethics for Health Care Professionals	3	
	Subtotal:	6	

2nd Year

Business Admin 625	Marketing Management	-	3
Business Admin 648	Human Resources Administration	3	-
Health Admin 616	Hospital Operations: Fiscal Management	3	-
Health Admin 617	Strategic Planning	3	-
Health Admin 618	Executive Leadersip and Management	3	-
Health Admin 619	Health Information Management Systems	-	3
Health Admin 620	Executive Skills Seminar	-	1
Health Admin 621	Health Care Quality and Safety	-	3
	Subtotal:	12	10

3rd Year

Business Admin 622	Health Administration: Practicum I	4	-
Business Admin 623	Health Administration: Practicum II	-	4
	Subtotal:	4	4

Total Credits: 60

*Nursing 512 Organizational Behavior/Group and Role Therapy; Nursing 648 Financial Management for Nurse Administrators, and Nursing 713 Family Nursing: Planning and Policy Leadership undergird course content for these courses.

The course sequence printed below is designed for Health Administration professionals already working in the field and who have a minimum of five (5) continuous years of experience.

Master of Health Administration Course Sequence (Online) for Experienced Health Administration Professionals

Requirement	Description	Credit Hours Semester I	Credit Hours Semester II
1st Year			
Business Admin 605	Quantitative Application in Decision Making	-	3
Business Admin 650	Managerial Economics	3	-
Health Admin 610	Epidemiology: Principles and Application	3	-
Health Admin 612*	Health Policy and Planning	3	-
Health Admin 613*	Health Finance and Accounting	-	3
Health Admin 614	Health Law	-	3
Health Admin 621	Health Care Quality and Safety	-	3
	Subtotals:	9	12
2nd Year			
Business Admin 625	Marketing Management	-	3
Business Admin 648	Human Resources Administration	3	-
Health Admin 616	Hospital Operations: Fiscal Management	3	-
Health Admin 617	Strategic Planning	3	-
Health Admin 618	Executive Leadersip and Management	3	-
Health Admin 619	Health Information Management Systems	-	3
Health Admin 624	Capstone Research Project	-	3
Health Admin 626	Grant Writing	-	3
	Subtotal:	12	12

Total Credits: 45**

*Nursing 512 Organizational Behavior/Group and Role Therapy; Nursing 648 Financial Management for Nurse Administrators, and Nursing 713 Family Nursing: Planning and Policy Leadership undergird course content for these courses.

**Advanced credit (15 credits) will be applied as experiential learning after the completion of 21 credits for the following courses: Health Admin 609, 611, 615, 620, 622, and elective (1).

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
Total	**35**

*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		
1st Year		Fall	Spring	Summer
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

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

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
	Subtotal:	17	9

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 course work and research opportunities that lead to the degrees of Master of Science and Doctor of Philosophy in Physics. 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 and in the Olin Building, and off-campus at the Thomas Jefferson National Accelerator Facility and at the National Aeronautics and Space Administration-Langley Research Center (NASA-LARC) that are located nearby.

Master of Science in Physics or Medical Physics

The thesis based Master of Science degree is 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 atmospheric sciences, physics, or planetary sciences. The applicant to either 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.

Depending on the background of the incoming student, the Medical Physics program is a 2-3 year program consisting of courses, clinical "rotations", and hands-on research. A grade of "B" or better is required for all core courses. There is a prerequisite interview for all clinical rotations. The program conforms to guidelines established by the Commission on Accreditation of Medical Physics Educations Programs (CAMPEP), and prepares students for eventual certification by the American Board of Radiology (ABR) in Radiological Physics or one or more of its many specialty fields, including Medical Nuclear Physics, Diagnostic Radiological Physics, and Therapeutic Radiological Physics. 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.

Master of Science - Physics (Except Medical Physics)

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
Physics 616/617	Research	3
Physics 681	Thesis	3
Electives	Approved electives in physics and related areas	9
	Total	**30**

Master of Science - Medical Physics Emphasis

Requirement	**Description**	**Credit Hours**
Core		
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
Other Required		
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
	Total:.....58-60	

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 and national needs; and (3) to significantly impact the number of underrepresented minorities with advanced degrees in physics. Four principal research centers are located within the Department: The Center for Advanced Medical Instrumentation (CAMI), the Center for Fusion Research and Training (CFRT), the Center for Particle Physics (CPP); and the Center for the Study of the Origin and Structure of Matter (COSM), which is an NSF Physics Frontier Center. High energy, medical, nuclear, optical, and plasma physics are the areas of emphasis for the degree. Core requirements are the same for all 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 course work 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 (a grade of "B" or better is required in each core course), a minimum of 36 hours of dissertation research, 12 credit hours of approved 700 level courses, completion of a written dissertation and oral defense of that work (1 credit hour). 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 complete a minimum of one course as a supervised teaching assistant. Students must complete all requirements for the Ph.D. within seven (7) years after successfully passing the Doctoral Qualifying Examination.

The Doctoral Qualifying Examination

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 (500 and 600) level work in these areas.

The examination is administered twice per year (Jan./Aug.). 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. A student who enters the program without an appropriate master's degree must take the examination by the end of his/her second year in the doctoral program and must satisfactorily complete the examination no later than the end of the third year. A student who enters the program with an appropriate master's degree must pass the examination by the end of the first year of residence. Students who do not successfully pass the doctoral qualifying examination may transfer to the master's 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 Limitations

A student who enters the doctoral program who already holds an appropriate master's degree may have up to 27 credit hours of the doctoral degree required core 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. The program is designed to be flexible enough to be adjusted to the appropriate needs of the students. 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)

Requirement	Description	Credit Hours
Core*		
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 7 ***	Advanced Elective Courses	12
Physics 791	Dissertation Research	36
Physics 798	Final Comprehensive Examination	1

Total: 74

* Note that a grade of "B" or better is required in each core course.
** PHY 602 is not required in the Core for the Medical Physics Emphasis
*** A minimum of 12 credit hours must be selected from courses numbered PHY 704 through 791 within the area of the student's specialization and which are approved by the department or dissertation committee chairperson. Additional courses may be required at the discretion of the dissertation committee.

Doctor of Philosophy in Physics with Emphasis in Medical Physics

Depending on the background of the incoming student, this is a 4-5 year program consisting of courses, clinical "rotations", and hands-on research. A grade of "B" or better is required for all core courses. There is a prerequisite interview for all clinical rotations. Students prepare and defend a doctoral thesis in partial fulfillment of requirements for graduation from the program. The doctoral degree recipient must pass the Physics Department qualifying examination. If a student can demonstrate proficiency in certain subjects by passing the qualifying examination, the courses in those subjects can be waived at the discretion of the Department.

The program conforms to guidelines established by the Commission on Accreditation of Medical Physics Education Programs (CAMPEP), and prepares students for eventual certification by the American Board of Radiology (ABR) in Radiological Physics or one or more of its many specialty fields, including Medical Nuclear Physics, Diagnostic Radiological Physics, and Therapeutic Radiological Physics.

Prerequisite requirements: baccalaureate degree in physics, engineering, a related field, or equivalent experience. Prerequisite undergraduate courses: quantum mechanics, electricity and magnetism, mechanics, anatomy and physiology. Applications will be reviewed individually, and additional courses to the basic program may be suggested.

Doctor of Philosophy – Medical Physics Emphasis

Requirement	Description	Credit Hours
Core*		
Physics 601	Mathematical Physics I	3
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 624	Physics of Medicine	3
Physics 625	Nuclear Medicine	3
Physics 626	Diagnostic Imaging	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 Rotations I – II – III - IV	16
Physics 707	Advanced Nuclear Physics I	3
Physics 714	Radiation and Detectors	3
Physics Elective	Advanced Physics Elective chosen from PHY 719, 735, 736, or 743	3
Physics 791*	Dissertation Research*	10-15
Physics 798	Final Comprehensive Examination	1

Total:.....76

* Note that a grade of “B” or better is required in each core course.
** PHY 602 is not required in the Core for the Medical Physics Emphasis

Course Descriptions

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.

Course Descriptions - Main Campus

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/SEA 105/PHY 205 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.

APS/SEA 106/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 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/SEA 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.

APS/SEA 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: APS/SEA 303, MAT 130 or 151, PHY 202 or 204.

APS/SEA 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, geo- statistics, remote sensing, GIS, and climate change. Prerequisite: MAT 130 or 151, PHY 202 or 204

APS/SEA 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/SEA 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: APS/SEA 307, 350, 351 or CHE 509.

APS/SEA 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: APS/SEA 307, 350, 351 or CHE 509.

APS/SEA 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.

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 the Structure and Dynamics of the Earth's Atmosphere **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 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 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 l./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 l./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 l./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 l./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 l./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 Mahfonz, Taha Husein, and Ehsa Abd El Qudus.

ARA 404 Colluquial 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 (1) 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 (2) Stu./Lec. 10./Credit 5.
ARC 102 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 (1) Lec. 3./Credit 3.
Study of the connections between natural, biological, ecological processes and environmental, urban, and architectural design. Introduction to analysis of physical environmental elements, such as topography and hydrology, sun, wind, and climate. Concepts for sustainability examined. Prerequisites: ARC 101, 102. Co-requisite: ARC 201.

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 representation media (ideologies, methods, and materials) and theories through hands-on engagement. Develop theoretical foundations and mastery of skills. Prerequisites: ARC 101 and 102 or permission of the faculty.

ARC 204 Theory and Practices of Representation II Lec. 3./Credit 3.
An overview of three-dimensional and time-based representation media (ideologies, methods, materials and theories) through hands-on engagement with an emphasis on the digital Course provides the development of theoretical foundations and mastery of skills. Prerequisites: ARC 101, 102 and 203.

ARC 207 History of Architecture I (1) 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 (2) 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 Building Science (2) Lec. 3./Credit 3.
Introduces the technology involved in the design and construction of buildings, emphasizing the nature of materials and their practical assembly. No Prerequisite.

ARC 303 Intermediate Architecture Design Studio V Stu./Lec. 12./Credit 6.
Integration of material, systems and spacial 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 117, 118; PHY 201 and Cumulative GPA of 2.3.

ARC 304 Intermediate Architecture Design Studio VI Stu./Lec. 12./Credit 6.
Integration of material, systems and spacial 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 117, 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 117, 118, PHY 201.

ARC 306 International Urban Travel Design Studio VIII 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, and 303; MAT 117, 118; PHY 201.

ARC 309 Structures I (1) Lec. 3./Credit 3.
Introduction to the fundamentals of statics and strengths of materials in architecture. Prerequisites: MAT 117, MAT 118 and PHY 201.

ARC 310 Structures II (2) Lec. 3./Credit 3.
Applied study of the behavior of typical structural elements (beams, columns, frames, trusses and connections) in the design of wood structural systems and derivative engineered products. Prerequisite: ARC 309, MAT 117, 118 and PHY 201.

ARC 314 Building Science II (1) Lec. 3./Credit 3.
Studies the materials, details, and techniques of assembly of selected construction systems, commercial exterior envelope and interior building construction systems. Prerequisite: ARC 213.

ARC 315 Environmental Systems (2) Lec. 3./Credit 3.
Basic principles of plumbing, HVAC systems, electric, illumination, and acoustics in building design and construction. Prerequisite: ARC 200, ARC 213.

ARC 317 Architecture and Environmental Design Theory I (2) Lec. 3./Credit 3.
Overview of a variety of contemporary issues in urban design and architecture from the theoretical perspective including postcolonialism, race, gender, subjectivity and ethics. 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 117, 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 preliminary construction cost estimate. Prerequisites: ARC 101, 102, 200, 201, 202, 203, 204, 207, 208, 213, 303, 304, 305, 306, 309, 317, 405 and MAT 117, 118, PHY 201.

ARC 411 Architecture and Environmental Design Theory II Lec. 3./Credit 3.
Overview of the history of architectural thought and theories by looking at ideologies, process and synthesis in preparation for thesis research and design. Prerequisite: ARC 207, 208, 317.

ARC 414 Advance Structures and Building Systems III Lec. 3./Credit 3.
Applied study of the behavior of typical structural elements in the design of steel and reinforced concrete structural systems. Includes lateral forces as effected by wind and earthquake, building codes in the design of structures. Prerequisites: ARC 213, 309, 310, 314, 315 and MAT 117, 118, PHY 201.

ARC 417-418 Professional and Community Design Practice Lec. 3./Credit 3.
Principles of professional conduct, architect-client contractor relationships, contractual document related to practice and office procedures, relationships to disciplines of engineering, planning and urban design. The second semester's work is concerned with contemporary problems in architecture theory, ethics, emerging technological changes and professional responsibilities in field of architecture and community design. Prerequisite: ARC 202.

ARC 430 Individual Projects in Architecture (1) (2) 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 517 Professional and Community Design Practice I Lec. 3./Credit 3.
Principles of professional conduct, architect-client contractor relationships, contractual document related to practice and office procedures, relationships to disciplines of engineering, planning and urban design.. Prerequisite: Fourth Year Studio standing or permission of the Chairperson. Corequisite: ARC 405.

ARC 518 Professional and Community Design Practice II Lec. 3./Credit 3.
Continuation of ARC 517 and concerned with contemporary problems in architecture theory, ethics, emerging technological changes and professional responsibilities in field of architecture and community design. Prerequisite: Fourth Year Studio standing or permission of the Chairperson. Corequisite: 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: all Undergraduate Curriculum requirements. 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: ARC 601, MAT 117, 118, PHY 201, and all undergraduate architecture requirements.

ARC 617 Technology Issues Seminar Lec. 3./Credit 3.
Preparation and investigation of architectural theories and issues related to thesis research and development. Prerequisites: MAT 117, 118, PHY 201, and all undergraduate architecture requirements. Co-requisite: ARC 601.

ARC 618 Community Design Issues Seminar Lec. 3./Credit 3.
Study of theories, concepts, and mechanics of emerging technology in architecture focusing on materials, construction and building systems. Prerequisites: ARC 601, MAT 117, 118, PHY 201, and all undergraduate architecture requirements. 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 117, 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 aria 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 202 Aviation Foundations II Lec. 3./Credit 3.
Combined with AVN 201 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. Prerequisite: AVN201.

AVN 203 Private Pilot Skill Enhancement Lec. 3./Credit 3.
Preparation for the successful completion of the Federal Aviation Administration's Private Pilotwritten 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. Prerequisite: AVN 202. Co requisite: AVN 215.

AVN 215 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 20 flight hours and complete a solo flight. Co requisite: AVN 203. Flight fees: approximately $2500.

AVN 216 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. Pre-requisite: AVN 215. Flight fees: approximately $2500.

AVN 300 Cooperative Work Study Credit 3-12.
A work study program under agreement with an organization within the aviation industry. Students must meet eligibility requirements and be recommended by the Department Chair.

AVN 301 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. Prerequisite: AVN 202.

AVN 302 Aviation Legislation Lec. 3./Credit 3.
Legal concepts concerning aviation as related to operation, contracts, insurance and liability, regulating statutes, and case law. Prerequisite: AVN 202.

AVN 304 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. Prerequisite: AVN 202.

AVN 305 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. Prerequisite: AVN202.

AVN 310 Crew Resource Management Lec. 2./Lab 2./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. Pre-requisite: AVN 301.

AVN 311 Instrument Rating 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. Prerequisites: AVN 203, 215

AVN 312 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. Prerequisites: AVN 311, 315, 316 Co requisite AVN 335

AVN 315 Instrument Rating Laboratory I Lab 8./Credit 1.
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 311. Flight fees: approximately $2650.

AVN 316 Instrument Rating Laboratory II Lab 8./Credit 1.
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 $2800.

AVN 321 Certified Flight Instructor Lec. 3./Credit 3.

Preparation for the FAA Flight Instructor Certificate. Includes flight instruction methodology, instructor responsibilities, and flight maneuvers necessary for instructing private and commercial students. Prerequisites: AVN312, 316, 335.

AVN 322 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 325 Tower Operations I Lec. 3./Credit 3.
The role of centers, approach control, towers, and flight service stations with emphasis on fundamental control tower operations and aircraft operating under visual flight rules. Includes procedures, phraseology, aircraft separation on same and intersecting runways, airport traffic patterns, aircraft recognition, and control tower positions, responsibilities, and equipment. Prerequisite AVN 202.

AVN 326 Tower Lab I Lab 6./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 Corequisite: AVN 325.

AVN 335 Commercial Pilot Laboratory I Lab 8./Credit 1.
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. Prerequisites: AVN 203 and 216. Co requisite: AVN 312. Flight fees approximately $5000.

AVN 336 Commercial Pilot Laboratory II Lab 8./Credit 1.
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. Prerequisites: AVN 335. Flight Fees approximately $5000.

AVN 337 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. Prerequisites: AVN 203 and 216. Corequisite: AVN 312. Flight fees approximately $1500.

AVN 340 Terminal Operations I Lec. 3./Credit 3.
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. Prerequisite: AVN 325.

AVN 341 Terminal Lab I Lab 6./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 Corequisite: AVN 340.

AVN 400 Cooperative Work Study Credit 3-12.
A continuation of the work study process begun under AVN 300. Prerequisite: Successful completion of AVN 300 and recommendation by the Department Chair.

AVN 401 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 402 Airport Management Lec. 3./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. Prerequisite: AVN 202.

AVN 403 Concepts of Air Transportation Utilizations Lec. 3.
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. Prerequisite: AVN 202.

AVN 404 Advanced Air Traffic Control (Non-Radar) 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. Prerequisite: AVN 325.

AVN 406 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. Prerequisite: AVN 202.

AVN 407 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. Prerequisite: AVN 202.

AVN 408 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. Prerequisite: AVN 202.

AVN 410 Crew Resource Management II Lec. 2./Lab 2./Credit 3.
Open to ATC majors only. Advanced strategies for the use of controller resources and communications abilities in an air traffic control environment. Students utilize the ATC laboratories to 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: AVN 310 and permission of the instructor.

AVN 411 Multiengine Rating Lec. 1./Lab TBA/Credit 1.
Ground and flight instruction in preparation for the FAA Multiengine rating. Includes transition to multiengine aircraft, multiengine aircraft systems and operations, and emergency procedures. Prerequisite: AVN 202. Flight fees: approximately $3,100.

AVN 412 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. Prerequisites: AVN 321, 345 and 411.

AVN 415 Certified Flight Instructor Laboratory I Lab 8./Credit 1.
Flight instruction in preparation for the FAA Flight Instructor Certificate. Includes flight instruction methodology, instructor responsibilities, lesson plan development and presentation, and flight maneuvers necessary for instructing private students. Prerequisites: AVN 311, 312 and 336. Co requisite: AVN321. Flight fees: approximately $2000.

AVN 416 Certified Flight Instructor Laboratory II Lab 8./Credit 1.
Flight instruction in preparation for the FAA Flight Instructor Certificate. Includes: flight instruction methodology, instructor responsibilities, lesson plan development and presentation, flight maneuvers necessary for instructing commercial students, and the FAA practical test. To successfully complete this laboratory, the FAA Flight Instructor Certificate must be earned. Prerequisite: AVN 415. Flight fees: approximately $1500.

AVN 425 Tower Operations II Lec. 3./Credit 3.
Advanced control tower operations. Includes simultaneous parallel runway operations, instrument clearances, IFR departure and arrival procedures and separation criteria, helicopter operations, wake turbulence requirements, night operations, and emergency procedures. Prerequisite: AVN325.

AVN 426 Tower Lab II Lab 6./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 Corequisite: AVN425. Prerequisite: AVN 326.

AVN 431 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. Prerequisite: AVN 404.

AVN 432 ATC Applications Lec. 3./Credit 3.
A senior seminar that requires students to function predominantly on their own under the mentorship of a faculty member. Students participate in self-paced study for the entrance examination given by the Federal Aviation Administration. Also, students receive briefings and practice sessions designed to prepare them for the AT-SAT Examination. A passing grade on both examinations is required for successful completion of this course. Additionally, students are

required to complete written and oral exit examinations. Pre-requisite: AVN 441 or permission of the instructor.

AVN 436 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. Corequisite: AVN 412. Flight fees: approximately $2,500.

AVN 440 Terminal Operations II Lec. 3./Credit 3.
Advanced terminal operations utilizing radar and non-radar procedures and separation. 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. Advanced navigation, including RNAV, LORAN, GPS, MLS, and "glass cockpits." Aerodynamics, including the forces affecting an aircraft in flight, axes of motion and control surfaces, flight loads, and stability. Single engine and multiengine aircraft emergencies. Some radar simulations will be included. Prerequisite: AVN 340.

AVN 441 Terminal Lab II Lab 6./Credit 3.
Advanced laboratory simulations in support of AVN 413. Utilizes radar simulators to apply knowledge and understanding of complex radar procedures, and the ability to safely control traffic in a terminal environment. Pre- or Corequisite: AVN 440.

AVN 445 Enroute Laboratory Lab 6./Credit 3.
Radar and non-radar enroute laboratory in support of AVN 431. Students utilize laboratory equipment to apply their knowledge and understanding of enroute procedures. Prerequisite: AVN 441. Corequisite: AVN 431.

AVN 446 TRACON Lab Lab 6./Credit 3.
Simulated tower and radar laboratory exercises. Students are required to perform all functions of tower and radar operations in combined and simultaneous laboratory exercises. This course simulates actual traffic situations in which aircraft are coordinated and transferred from controller to controller in the terminal radar environment. Oral and written program exit examinations to be given. Prerequisite: AVN 426, AVN 441.

AVN 450 Area Control Facility Lab Lab 6./Credit 3.
Utilizing the radar air traffic control laboratory, students apply their knowledge and ability to control traffic at both enroute and terminal facilities. Simulates actual traffic situations in which aircraft are coordinated and transferred from controller to controller both within a given facility and between adjacent facilities. Prerequisite: AVN 441 and 445.

AVN 499 Senior Research Topics in Aviation Sem./Prj./Credit 3-6.
Designed as a capstone course for all aviation courses of study. 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.

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 l.
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 eukaroytes 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-vectored 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.

BLA (Business Leadership and Administration – Online)

BLA 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.

BLA 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 anddevelopment of organizations.

BLA 703R Advanced Computer Applications Lec. 3./Online/Credit 3.
Introduction to using computerized statistical research applications.

BLA 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.

BLA **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.

BLA 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. Prerequiste: Summer residency.

BLA 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 leadershp and ethical decision making.

BLA 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.

BLA 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.

BLA 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 oganizational learning; stakeholder satisfaction; and overall budgetary, financial, and market performance.

BLA 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.

BLA 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: BLA 707, 708.

BLA 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: BLA 710.

BLA 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 organizationl, departmental, and individual levels. Current approaches to the development and implementation of strategic plans will be explored including financial, environmental, and cultural considerations. Prerequisite: BLA 705, 710, 713.

BLA 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 ttheoretical and practical applications for effectively leading organizations in a constantly changing world. Students will study leaderhip models that have helped move people in organizations toward a clear vision and mission. Prerequisite: BLA 709, 712, 714.

BLA 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: BLA 715.

BLA 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.

BLA 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 entitites and creative business mechanisms will be examined.

BLA 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: BLA 720.

BLA 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.

BLA 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: BLA 723.

BLA 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: BLA 722, 723.

BLA 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.

BLA 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 seleted topics.

BLA 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.

BLA 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 makig decisions in the areas of financial planning and control, sources of financing and their relation to the firm. Prerequisite: BLA 731.

BLA 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: BLA 730.

BLA 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: BLA 733, 734.

BLA 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.

BLA 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.

BLA 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.

BLA 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: BLA 742.

BLA 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: BLA 701, 702, 705.

BLA 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: BLA 744.

BLA 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.

BLA 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.

BLA 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: BLA 750, 751.

BLA 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: BLA 752.

BLA 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.

BLA 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: BLA 753, 754.

BLA 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.

BLA 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.

BLA 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.

BLA 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.

BLA 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: BLA 800.

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.

CDS 430 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.

CDS 431 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., electrophysiologic 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 prerequisities: 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.

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 117-118.

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 I-II Lec. 3./Lab 3./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 end 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 InorganicChemistry 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 topics in Forensic Chemistry and Forensic Science. Required for Forensic Chemistry Concentration. Prerequisites: CHE 301-302, 313. All others by instructor's permission.

CHE 421 Physical Methods in Forensic Chemistry Lec. 3./Lab 6./Credit 4.
Examination, discussion, and study of the techniques, methods, and materials used in Forensic Chemistry. Two three-hour laboratory are required each week Prerequisite: CHE 420.

CHE - Undergraduate/Graduate

CHE 501-502 Biochemistry Lec. 3./Lab 3./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 multicomponent 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.
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.
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 301-302, CHE 401, CHE 501.

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. Undergraduates need approval of advisor.

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.

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: CHE301-302, CHE419.

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 advisor.

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.

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.

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).

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.

CHE 615-616 Graduate Seminar Credit 1.

Review of current topics in the chemical literature.

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 l./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 l./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.

CHI 201 Intermediate Chinese I Lec. 3./Lab l./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 l./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.

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 Douglas, 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 601 Growth Experiences and Profession Lec. 1./Credit 1.
Small group activity led by a facilitator into self-examination and personal growth experiences as an individual and as a participant in group activities. This experiential course will meet for a minimum of 10 clock hours in small groups discussing growth, maintaining personal journals, and self-examination. This is a pass/fail course.

COU 602 Abnormal Behavior and Psychopathology Lec. 3./Credit 3.
An introductory study 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. Specific ethical and legal standards will be discussed. This is an elective course but may be required as a provisional

admittance requirement for candidates to the program who do not possess an adequate background in psychology.

COU 603 Counseling with Diverse Populations Lec. 3./Credit 3.
Addresses the effects of culture, age, religion, disability, and ethnicity on personality development and behavior with implications. 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. Specific ethical and legal standards 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, personality, and strategies for facilitating optimum development. Ethical and legal considerations 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.
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.

COU 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. Multicultural and spiritual issues 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 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. 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. Ethical guidelines for all relevant professional organizations will be discussed and assessed. Experiential learning will guide this course.

COU 613 Diagnosis and Treatment Lec. 3./Credit 3.
Develops an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status. 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. Ethical and legal considerations 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. 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. 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.

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. 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 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. Prerequisite: COU 601 and 622.

COU 619 Group Process in Counseling Lec. 3./Credit 3.
This is an experiential course on the 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. Students will perform 10 hours in a community setting observing counseling practices. Specific ethical and legal standards will be discussed.

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 professional issues and ethical and legal considerations specifically related to the practice of marital, couple, and family counseling/therapy will be discussed.

COU 621 Systems Theory Lec. 3./Credit 3.
Develop a systems perspective that provides an understanding of family and other systems theories and major models of related interventions. Students will be exposed to a rationale for selecting family and other system theories as appropriate modalities for interventions. Specific ethical and legal standards will be discussed.

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. 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 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. Introduces the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, physical and mental status, and equity issues in school counseling. Critical analysis of techniques that are applicable to the school setting will be investigated. Experiential focus will be provided. 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. Counseling techniques and advocacy programs will be discussed.

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 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. This internship will include the opportunity to develop program appropriate audio and/or videotapes of students' interactions with clients for use in supervision. 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 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.

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. Analysis of counseling techniques for the college environment will be accomplished. 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 and Internship Tutorial 3./Credit 3.
Student must complete a supervised combined practicum and internship of 200 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. The overall internship will include the opportunity to develop program appropriate audio and/or videotapes of students' interactions with clients for use in supervision. A formal evaluation will be performed. Classes will be limited to approximately five students. Specific ethical and legal standards will be discussed. This is a pass/fail course.

COU 644 Counseling Student Affairs Internship Tutorial 2./Credit 2.
Student must complete a supervised internship of 200 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. The overall internship will include the opportunity to develop program appropriate audio and/or videotapes of students' interactions with clients for use in supervision. A formal evaluation will be performed. Classes will be limited to approximately five students. Specific ethical and legal standards will be discussed. This is a pass/fail course.

COU 645 Counseling Student Affairs Internship Tutorial 2./Credit 2.
Student must complete a supervised internship of 200 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. The overall internship will include the opportunity to develop program appropriate audio and/or videotapes of students' interactions with clients for use in supervision. A formal evaluation will be performed. Classes will be limited to approximately five students. Specific ethical and legal standards will be discussed. This is a pass/fail course.

COU 646 Counseling Student Affairs Internship Tutorial 2./Credit 2.
Student must complete a supervised internship of 200 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. The overall internship will include the opportunity to develop program appropriate audio and/or videotapes of students' interactions with clients for use in supervision. A formal evaluation will be performed. Classes will be limited to approximately five students. Specific ethical and legal standards will be discussed. This is a pass/fail course.

COU 647 Counseling Student Affairs Internship Tutorial 2./Credit 2.
Student must complete a supervised internship of 200 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. The overall internship will include the opportunity to develop program appropriate audio and/or videotapes of students' interactions with clients for use in supervision. A formal evaluation will be performed. Classes will be limited to approximately five 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. This internship will include the opportunity to develop program appropriate audio and/or videotapes of students' interactions with clients for use in supervision. 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 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. This internship will include the opportunity to develop program appropriate audio and/or videotapes of students' interactions with clients for use in supervision. A formal evaluation will be performed. Classes will be limited to approximately five students. Specific ethical and legal standards will be discussed. 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 principles 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 practicum and/or internship courses. This is a pass/fail course.

COU 669 Pastoral 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. This internship will include the opportunity to develop program appropriate audio and/or videotapes of students' interactions with clients for use in supervision. 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 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 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. The overall internship will include the opportunity to develop program appropriate audio and/or videotapes of students' interactions with clients for use in supervision. 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 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. The overall internship will include the opportunity to develop program appropriate audio and/or videotapes of students' interactions with clients for use in supervision. 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 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. The overall internship will include the opportunity to develop program appropriate audio and/or videotapes of students' interactions with clients for use in supervision. 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 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. The overall internship will include the opportunity to develop program appropriate audio and/or videotapes of students' interactions with clients for use in supervision. 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 0-1.
This examination is pass/fail.

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 Assessment Lec. 3./Credit 3.
Critical review of theories pertaining to the principles and practice of counseling, career development, group work, systems and consultation will be discussed. Long term therapy models will be the focus. Models and methods of assessment and the use of data will be demonstrated.

COU 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.

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.

CRJ (Criminal Justice and Criminology)

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 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.

CRJ 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.

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 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.

CRJ 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.

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 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.

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.

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.

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: Consent of the department chairperson.

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, 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, 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. Co requisite: 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, 215, 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, 252, and permission of department chairperson.

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, 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, 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, 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 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: Consent of the 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 by 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, 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.

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, 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, 215.

CSC 410 Special Projects Pjt./Credit 3-6.
Introduction to research problems in special areas of computer science. Prerequisite: Advanced standing and consent of department chairperson.

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 consent of department chairperson.

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 microcomputer 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 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: Consent of the 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 by the 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.

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, 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 instructor.

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, 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 301.

CSC 571 Concepts of Communication Networks Lec. 3./Credits 3.
Data communication concepts involving signaling, modulation, transmission methods, interfaces, multiplexing, data integrity and security. Principals 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 301.

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 620 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.

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, phyiocratic, 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 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 purposefull 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 opon 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, administrataors and other stakeholders. History identifies institutional customs, values and traditions, and analyzes their origins nd 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 Steates, 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 Muticultural 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 collecton, 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 Metods 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 characteristic 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) credi 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 l-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 indeterminant 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 l-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 Il 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 302, EGR 208, 228. Corequisite: ELN 313.

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. Prerequisites: EGR 208, EGR 228, ELN 302. Corequisite: ELN 313.

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: EGR 219, 228; ELN 307; MAT 260. Corequisite: ELN 433.

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, multiprocesssors 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. Prerequisite: ELN 404.

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 theorm, 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. ENG 102, focusing upon the persuasive and literary aims, includes the development of a research paper. Prerequisites: Satisfactory completion (“S”) of ENG 100 (for those placed in this course) is a prerequisite for ENG 101; satisfactory completion of ENG 101 (“C” or better) is a prerequisite for ENG 102.

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. Prerequisite: ENG 101-102.

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 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 ones 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.

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.

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 grades; compilation of annotated lists of books suited to typical nursery school and elementary school situations; experience in story-telling and dramatization. Prerequisite: ENG 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 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.

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 materials available for augmentation of vocabulary. Prerequisite: ENG 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. Prerequisite: ENG 101-102 and 210.

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 for English majors: ENG 210-211, or permission of department chair.

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. Prerequisite: ENG 101-102.

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 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 for English majors: ENG 210-211, or permission of department chair..

ENG 313 - 314 African-American Literature Lec. 3./Credit 3.
Survey of African-American literature from the eighteenth century to the present, based on selected works and their relation to their artistic, historical and philosophical contexts. Prerequisites for English majors: ENG 210-211, 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. Prerequisite: ENG 102.

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 post colonial 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.

ENG 319 Narrative Nonfiction Lec. 3./Credit 3.
A creative writing course which employs narrative strategies and techniques utilized in fiction and poetry, i.e., imagery, figurative language, temporal transitions, specific narrative action and dialogue, to structure personal narratives, magazine articles and expository essays. This course focuses on analyzing and emulating the best creative writing of premiere creative and narrative nonfiction authors. 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 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 102.

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 341 Script Writing for Cinema Lec. 3./Credit 3.
Script writing 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 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: 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.

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 419-420.

ENG 401 - 402 Creative Writer's Workshop Lec. 3./Credit 3.
Workshops in fiction and poetry, using 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 prerequiste: 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 major African-American writers. In-depth examination of selected fiction, nonfiction and poetry that reflect significant concerns of outstanding African-American writers. Prerequisites for English majors: ENG 210-211 and any course in English or American literature, or permission of the 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 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 220, ENG 300 and ENG 320.

ENG 419 - 420 Senior Thesis Lec. 3./Credit 3.
An intensive reading and writing course, focusing 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 presentedin a public forum and approved by a faculty committee. Students must earn at least a "C" to enroll in 420. Prerequisites: ENG 210-211, ENG 220, ENG 300 and ENG 320.

ENG 422 Film Criticism Lec. 3./Credit 3.
Historic and Aesthetic contributions of famous film makers and film critics are examined through critical analysis techniques. Prerequisite: ENG 102.

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)

ESC 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.

ESC 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.

ESC 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.

ESC 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.

ESC 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.

ESC 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.

ESC 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.

ESC - Undergraduate/Graduate

ESC 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.

ESC 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.

ESC 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.

ESC 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. Prerequisites: ESC 203, CHE 201 and 301.

ESC 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.

ESC 512 Research Problems in Environmental Science Ind./Credit 2-3.
A course of directed study in which a student learns how to develop and research a problem in environmental science. Prerequisite: Permission of department chair.

ESC 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.

ESC 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.

ESC – Graduate Only

ESC 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.

ESC 616-617 Research Problems I-II Credit 1-12.
Research on problems that could lead to a master's thesis in the environmental sciences.

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 optons, 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 3xx-3xy 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, Cardiopulmonary 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 101-102 American History Lec. 3./Credit 3.
Survey of development of America from its Old World backgrounds to the present. Emphasis on major economic, political and social forces which have contributed to building of American culture. Note that HIS 101 includes Virginia Studies.

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 Southeast 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 intergroup 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.

HRM (Human Resources Management)

HRM 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.

HRM 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.

HRM 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.

HRM 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.

HRM 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.

HRM 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.

HRM 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.

HUM (Humanities)

HUM 201 Lec. 3./Online/Credit 3.
The first of a required two-semester interdisciplinary course that is organized around a theme, Enduring Human Values and Cultural Connections, and presented in a team-teaching context. The course introduces sophomore students to western and non-western cultural legacies through the study of works of art, music, and literature from Antiquity through the Renaissance.

HUM 202 Humanities II Lec. 3./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 cultural legacies through the study of works of art, music, and literature from the Late Sixteenth Century through the Twentieth-first Century.

INS (International Studies)

INS 220 Introduction to International Relatios 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 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 and page layout and design will also be explored. The course allows majors to develop basic technical 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.
This is the foundation writing course for journalism and public relations 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 print, broadcast and online journalism. 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 media, marketing and consumers. It includes theories, strategies, and elements of visual design, copy writing and sales. Prerequisites: JAC 101, JAC 110, JAC 200 or permission of the instructor.

JAC 260 Script Writing Lab 3./Credit 3.
This course introduces students to the conventions of writing for radio and television 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 3./Credit 3.
This course orients students to the skills, procedures and jargon of electronic media production techniques. Students learn to operate audio and video recording, linear and nonlinear 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 electronic media industry. Each student will complete an audio and video project of sufficient quality for the portfolio. Prerequisites: JAC 101, JAC110 and JAC 200.

JAC 301 Online Journalism Lab 3./Credit 3.
This course introduces students to the emerging field of online journalism. It teaches basic Web design and the use of text, graphics, video and audio on the Web. It examines the pressures, pitfalls and advantages of online reporting. It stresses sound journalistic news values and judgment for reporting responsibly in online journalism. Prerequisites: JAC 101, JAC 110 and JAC 200.

JAC 305 Visual Communication Lab 3./Credit 3.
This course introduces students to basic theories and skills in visual communication. It includes the selection and editing of photographs; the use of maps, charts, graphs, artwork and other graphic-design elements in traditional print and online media, as well as other publications. It introduces students to common graphic programs such as InDesign and Adobe Photoshop. Prerequisites: JAC 101, JAC 110 and JAC 200.

JAC 307 Digital Photography and Imaging Lab 3./Credit 3.
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 on computers. It will include photography for online, broadcast and print media. Prerequisites: JAC 101, JAC 110, JAC 200 or permission of the instructor.

JAC 310 Advanced Reporting and News Writing Lab 3./Credit 3.
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. Required of all print journalism majors. Prerequisites: JAC 101, JAC 110, JAC 200 and JAC 210.

JAC 320 Public Relations Writing and Production Lab 3./Credit 3.
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. Required of all public relations majors. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 210 and JAC 220.

JAC 330 Writing and Creative Strategies for Advertising Lab 3./Credit 3.
This course teaches the formulation of creative ideas and viable strategies. It includes copy writing for print, broadcast and online media. Prerequisites: JAC 101, JAC 110, JAC 200 and JAC 230.

JAC 340 Broadcast News Writing Lab 3./Credit 3.
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. Both news and feature stories are produced for the student's portfolio. Assignments include anchoring radio newscasts as well as creating, developing and producing television news stories. Documentary style reporting is also explored. Online applications are also addressed. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 210 and JAC 265.
JAC 340

JAC 400 Persuasion and Propaganda Lec. 3./Credit 3.
This course studies persuasive communication as found in the media. It analyzes the role of the mass media in the creation and use of public opinion and propaganda. It will emphasize the use and abuse of persuasive communication. This is a writing-intensive course that focuses on critical thinking skills. Prerequisites: JAC 101, JAC 110, JAC 200 or permission of the instructor.

JAC 404 Media Ethics Lec. 3./Credit 3.
Students investigate the process of making ethical choices as producers of media content and the principles upon which those decisions should be made. Ethical dilemmas and case studies 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. Prerequisites: JAC 100, JAC 110, JAC 200 or permission of the instructor.

JAC 406 Media Management Lec. 3./Credit 3
This course surveys the ownership, structures and organization of different forms of media. It introduces students to the basic demands on and dilemmas of media managers. It includes practical solutions to typical problems in managing a media business. Prerequisites: JAC 101, JAC 110, JAC 200 or permission of the instructor.

JAC 407 Media Criticism Lec. 3./Credit 3
This course introduces students to the critical approaches that can be used to analyze the media and culture. 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 news coverage and technology in the print, online and broadcast 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 multicultural society. Prerequisites JAC 101, JAC 110, JAC 200, JAC 210 and JAC 310.

JAC 412 Feature Writing Lab 3./Credit 3
Students in this course learn techniques to report and write feature stories. Students are required to produce and publish substantial features for newspapers, magazines and online publications. 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 learn to shoot high quality photos for newspapers, magazines and online publications. Students learn to write appropriate cutlines and to examine issues related to composition, lighting and ethics. Students utilize state-of-the-art software to produce images. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 210, JAC 307 or permission of instructor.

JAC 420 Research for Public Relations Lec. 3./Credit 3.
This survey course will examine research methods commonly used by public relations

practitioners 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, database information retrieval, content analysis, interviewing, focus groups and copy-testing. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 200 and JAC 320.

JAC 425 Crisis Communications Lec. 3./Credit 3.
This course examines case studies of organizations' communications needs and dilemmas in emergencies and crises. Students will look at the role of the public relations practitioner 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 in Public Relations 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 Broadcast News Production Lab 3./Credit 3.
This course provides students with practical training in television news production. It includes writing, reporting, photographing, editing of stories and television 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. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 210 and 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. The productions created, developed and produced by the student will be incorporated into the final capstone portfolio. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 210, JAC 340 and JAC 440

JAC 447 Broadcast Delivery Techniques Lab 3./Credit 3.
This course is for those who want to polish on-air skills. Voice techniques for good delivery are presented. They include, proper breathing, phonation, resonance, articulation and intonation. Sounding conversational is one goal for students. Credible television delivery is also stressed. The student will use both radio and television mediums to practice delivery techniques. Prerequisites: JAC 101, JAC 110, JAC 200 and JAC 210.

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 under state-run media. It will look at how the news media and communications professions are affected by technology such as the internet and satellite transmissions that allow the flow of uncensored 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, 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 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 sequence. Course can be repeated one time for credit. 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 project appropriate to the student's sequence, 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 requirement of this course. Students will be expected to think critically about and

defend the contents of their portfolio in terms of professional standards and ethics. Prerequisites: JAC 101, JAC 110, JAC 200, JAC 210, and for Broadcast Journalism majors (JAC 340, JAC 440, JAC 445); for Print Journalism majors (JAC 310, JAC 410); for Public Relations majors: JAC 320, JAC 400, JAC 420); or Senior Status.

JAP (Japanese)

JAP 101 Elementary Japanese I Lec. 3./Lab l./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 l./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 l./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 l./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 students major area of academic study.

MAS (Marine Science)

MAS 191 Introduction to Research Topics in Marine and Environmental Science Sem./Pjt./Credit 1-3.
Designed for freshman level undergraduates. Emphasis will be 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. Prerequisite: Consent of the department chairperson.

MAS 201 Man and the Sea Lec. 3./Credit 3.
A multidisciplinary course which examines man's relationship to the sea through a study of scientific, historical and literary accounts. Field trips will supplement lectures.

MAS 291 Basic Research Topics in Marine and Environmental 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 marine and environmental science. This course may be taken twice. Prerequisite: Consent of the research mentor.

MAS 300 Internship Trn./Credit 3.
Experience at off-campus laboratory facilities. Instructional activities include laboratory and field experiences in marine and environmental science areas. Duration is approximately 6 weeks.

MAS 301 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. Emphasis is placed on an interdisciplinary approach to the various sciences and fields involved with the study of the worlds oceans and coastal bodies of water.

MAS 304 Chemical and Physical Oceanography Lec. 3./Credit 3.

Chemical and physical properties of oceans and sea water. Primary productivity in oceans. Dynamics of ocean currents and properties of water masses. Physics of tides and estuarine circulation. Nutrient cycling and instrumentation of chemical and physical oceanography. Prerequisite: CHE 202.

MAS 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.

MAS 401 Coastal Processes Lec. 3./Credit 3.
Investigation of the dynamic influence of waves upon beaches and coastal structures. Effects of plate tectonics upon shoreline development. Barrier island formation and circulation of estuarine systems. Prerequisites: MAS 301 and ESC 202.

MAS 402 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. Consideration of energy potentials, mineral resources and technologies that impact on the marine environment.

MAS 414 Instrumental Techniques in Marine Science Lec. 2./Lab 3./Credit 3.
Principles and applications of instrumentation in sampling techniques; use of equipment in chemical, physical, geological and biological analysis of materials in the marine environment. Prerequisite: CHE 302.

MAS - Undergraduate/Graduate

MAS 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 specimen for the herbarium. Prerequisite: BIO 307.

MAS 518 Ichthyology Lec. 2./Lab 6./Credit 4.
The morphology, taxonomy, and embryology of marine fishes; some consideration of problems in speciation and economic productivity. Prerequisites: BIO 305, 308.

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 nonlinear 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. l./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 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 251.

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 330 Complex Variables Lec. 3./Credit 3.
Complex numbers and functions. Analytic functions. Complex integration. Laurant 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 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.

MAT 436 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, ismorphisms, 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, Lp 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 context 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. Prequisite 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 he 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. Critical thinking, case analysis and literature reviews are integral to the course.

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 macroeconomic 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 analyzes 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 debelop 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 ledging, 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.

MBA 699 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

MET (Music Engineering Technology) changed to MRT (Music Recording Technology)

MFL (Modern Foreign Languages)

MFL 101 English for International Students Lec. 3./Lab l./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 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 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 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 undergirds 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 manage 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 undergirds 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 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.

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 health care 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 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.

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.

MHA 6XX 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 man-made disasters will include internal facility response and the integration of healthcare resources into comprehensive regional disaster plans.

MHA 6XX 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 Nyquiest 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 perceptional 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-Keyboard 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-Keyboard 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 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-Keyboard 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 SecondarySchools 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-Keyboard 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 conductive 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 nonmusic 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. 3./Credit 3.
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 203 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. Both semesters. For majors only.

NUR 204 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: NUR 203. Corequisite: NUR 210, 211. Fall semester only. For majors only.

NUR 205 Concepts of Professional Nursing Lec. 3./Credit 3.
A transition course for Licensed Practical Nurses which covers concepts of professional and theoretical rationale for basic nursing interventions. Prerequisites: State licensure as a practical nurse, ENG 101, BIO 224 and 304. Corequisite: NUR 206. Both semesters. For majors only.

NUR 206 Concepts of Professional Nursing: Practicum Lab 6./Credit 2.
A practicum course which provides for clinical application of the nursing concepts as a science and a process. Prerequisites: State licensure as a practical nurse, ENG 101, BIO 224 and 304. Must be taken concurrently with NUR 205. Both semesters. For majors only.

NUR 210 The Nursing Process Lec. 4./Credit 4.
Study of the nursing process, the use of therapeutic communication and selected nursing techniques. Focus is on assisting the individual to meet basic needs and altered basic needs, utilizing the nursing process. Emphasis is on the individual as an open system. Prerequisites: CHE 101, BIO 224; NUR 105, 203; and corequisite NUR 204. Must be taken concurrently with NUR 211. Both semesters. For majors only.

NUR 211 The Nursing Process: Practicum Lab 12./Credit 4.
Utilization of the nursing process, use of therapeutic communication, and application of selected nursing techniques in meeting the individual's basic and altered basic needs. Must be taken concurrently with NUR 210. Both semesters. For majors only.

NUR 212 Facilitating Health and Self-Care Across the Life Span Lec. 3./Credit 3.
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 pathphysiology will begin in this course Students also will begin the process of developing health care skills for self and others. Prerequisites: NUR 105, BIO 224-225 or BIO 302-336. Corequisite: NUR 213 and 214.

NUR 213 Facilitating Health and Self-Care in the Community: Practicum Lab 12./Credit 4
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 212.

NUR 214 Self-Care Technologies and Informatics: Practicum Lab 1./Credit 2.

Opportunities will be provided to practice selected therapeutic intervention skills. Emphasis will be placed on the use of computers to search and review the literature. Time will be provided for synthesis of information through small group discussion. Corequisites: NUR 212, and NUR 213.

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 pathphysiology will begin in this course Students also will begin the process of developing health care skills for self and others. Prerequisites: NUR 105, BIO 103, BIO 224-225 or 302-336. Corequisite: NUR 216. Both fall and spring semesters. 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. Both fall and spring semesters. For majors only.

NUR 217 Health Assessment Lec. 2./Credit 2.
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: NUR 105, BIO 103, BIO 224-225 or BIO 302-336. Corequisite: NUR 218. Both fall and spring semesters. 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. Both semesters. For majors only.

NUR 220 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.

NUR 221 Medical Terminology for Health Professionals Lec. 3./Credit 3.
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. Nursing Elective - 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 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 health care 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 health-care 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 superwoman 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 Health Care 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 health care 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.

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. Both semesters. 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. 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, BIO 103 and 304. Corequisite, NUR 234. Both semesters. 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 445, Section 04 - NUR 455, Section 05 – NUR 215 and Section 07 – NUR 419 (by permission only). Prerequisites: Same as major nursing or seminar course. All semesters. For majors only.

NUR 301 Comprehensive Nursing Lec. 5./Credit 5.
Study of concepts and theories related to the individual as an open system, biopsycho-socio-cultural-political needs, wellness-illness continuum, growth and development, epidemiology, chemotherapeutics, research, teaching-learning, communication and the nursing process, 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 of concepts and theories of the philosophy and conceptual framework of the baccalaureate curriculum and professional nursing practice. Must be taken concurrently with NUR 302. Prerequisites: State licensure (RN) to practice professional nursing. Both semesters. Majors only.

NUR 302 Comprehensive Nursing: Practicum Lab 9./Credit 3.

Clinical application of the concepts of nursing as a science and a process. Application of concepts and theories of the philosophy and conceptual framework of the baccalaureate nursing curriculum to clinical practice in meeting the individual's basic needs. 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. Must be taken concurrently with NUR 301. Prerequisite: State licensure (RN) to practice professional nursing. Both semesters. Majors only.

NUR 303 Physical Assessment Lec. 2./Credit 2.
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. Corequisite: NUR 304. Prerequisites: NUR 210-211, BIO 224-225. Nursing Elective. For majors only.

NUR 304 Physical Assessment: Practicum Lab 6./Credit 2.
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 303. Nursing Elective. For majors only.

NUR 305 Adult Nursing I Lec. 4./Credit 4.
Focus is on utilization of the nursing process in meeting the basic needs of the adult client and his family in situations involving medical-surgical interferences. Emphasis is on the study of the maintenance of health and the processes affecting the adult client and family as a social system on the wellness-illness continuum. Must be taken concurrently with NUR 306. Prerequisites: NUR 210-211, BIO 224-225, 304, (NUR 301-302 for RN's), HNF 203. Both semesters. For majors only.

NUR 306 Adult Nursing I: Practicum Lab 12./Credit 4.
Major focus is on the application of nursing principles, utilizing the nursing process to meet the basic needs of the adult client and family when medical-surgical interferences alter the client's position on the wellness-illness continuum. Must be taken concurrently with NUR 305. Both semesters. 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 life span and which affect the individual's ability to function in society. Prerequisites: BIO 224-225 or BIO 302-336, BIO 304, NUR 215, 216. Both fall and spring semesters. For majors only.

NUR 310 Nursing of the Childbearing and Childrearing Family Lec. 4./Credit 4.
Family-focused course, utilizing the nursing process to meet the basic needs of childbearing and childrearing family systems along the wellness-illness continuum. Emphasis is placed on the developmental tasks of families and children from infancy to adolescence. Focus is on major interferences and common maladjustments during the childbearing and childrearing stages utilizing assessment of nursing care, treatment, and prevention. Must be taken concurrently with NUR 311. Prerequisites: BIO 224-225, 304, (NUR 301-302 for RN's), NUR 210-211. Both semesters. For majors only.

NUR 311 Nursing of the Childbearing and Childrearing Family: Practicum Lab 12./Credit 4.

Emphasis is placed on the application of nursing principles, utilizing the nursing process to meet the basic needs of childbearing and childrearing family systems in a variety of health care settings. Must be taken concurrently with NUR 310. Both semesters. 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. Coordinated by the School of Nursing and co-sponsored by the Departments of Biology, History (Philosophy), Psychology and Sociology. 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 health care 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 life span 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 325 Promoting Wellness Across the Life Span I Lec. 4./Credit 4.
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, therapeutic communication and family and group care. Emphasis is on the promotion of health and the process of illness affecting families. This course is one communication and family and group care. Emphasis is on the promotion of health and the process of illness affecting families. This course is one of two companion courses (NUR 326, 327) taken over an academic year. The sequence of the courses is interchangeable. Prerequisites: NUR 105, 212, 213, 214, 202; Guided Science Elective, BIO 302 and 336 or BIO 224 and 225. Corequisites: NUR 326.

NUR 326 Promoting Wellness in the Community 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. Corequisites: NUR 325.

NUR 327 Wellness Promotion Technologies and Informatics I: Practicum Lec. 4./Lab 3./Credit 3.
Opportunities will be provided to practice selected therapeutic intervention skills. Emphasis will be placed on the use of computers to search and review the literature, to identify health-care trends, and to enhance skills in the use of information technology. Time will be provided for synthesis of information through small-group discussions. Corequisites: NUR 325, 326.

NUR 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 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: NUR 230. Fall semester only. For majors only.

NUR 335 Promoting Wellness Across the Life Span II Lec. 4./Credit 4.
Major emphasis on the concept of forming partnerships that facilitate health in families, populations and communities. Students will focus on formal and informal health care delivery systems, the role of professional nursing (including nursing case management), collaboration, negotiation, and research. The sequence of the courses is interchangeable. Prerequisites: NUR 105, 212, 213, 214, 202; BIO 302, BIO 336 Corequisites: NUR 336 and 337.

NUR 336 Promoting Wellness in the Community II: Practicum Lab 12./Credit 4.
The application of nursing principles, of the use of 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. Corequisites: NUR 335 and 337.

NUR 337 Wellness Promotion Technologies and Informatics II: Practicum Lec. 2./Lab 6./Credit 4.
Opportunities will be provided to practice selected therapeutic intervention skills. Emphasis will be placed on the use of computers to search and review the literature, to identify health care trends, and to enhance skills in the use of information technology. Time will be provided for synthesis of information through small group discussions. Corequisites: NUR 335 and 336.

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: Completion of all lower division nursing courses, BIO 103, BIO 224-225 or BIO 302-336 and BIO 304.. Corequisites: NUR 346. Both fall and spring semesters. 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. Corequisites: NUR 345. Both fall and spring semesters. 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: Completion of all lower division nursing courses, BIO 103, BIO 224-225 or BIO 302-336 and BIO 304.. Corequisite: NUR 356. Both fall and spring semesters. 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. Both fall and spring semesters. For majors only.

NUR 390 Nursing Internship: Practicum Lab 9./Credit 3.
Emphasis is on a supervised education 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. Prerequiste: Successful completion of junior level nursing courses. Elective

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 403 Trends, Issues and Leadership in Nursing Lec. 2./Credit 2.
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: NUR 215, Completion of all 300 level nursing courses for beginning nursing students and completion of general education courses for registered nurse students. Corequisites: NUR 404. Fall and spring semesters for beginning students and summers only for registered nurses. For majors only.

NUR 404 Trends, Issues and Leadership in Nursing: Practicum Lab 6./Credit 2.
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 NUR 403. Both semesters. For majors only.

NUR 405 Transition Theory Lec. 4./Credit 4.
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. Corequisite: NUR 406. Prerequisite: State licensure to practice professional nursing (RN). For majors only.

NUR 406 Transition Theory: Practicum Lab 12./Credit 4.
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. Corequisite: NUR 405. Prerequisite: State licensure to practice professional nursing (RN). For majors only.

NUR 407-408 Portfolio Seminar I-II Sem. 4./Credit 4.
Six credit hours of seminar designed to guide registered nurse students in the development of their portfolio. The portfolio is a purposeful compilation documenting experiences the registered nurse student has gained through previous learning activities, professional practice and continuing education. Assembly will occur during the two semesters of the last year of study. This is an S/U graded course only.

NUR 410 Psychiatric Nursing Lec. 4./Credit 4.
Exploration of nursing roles and trends in psychiatric nursing. Utilization of the nursing process on the wellness-illness continuum in the study of psychopathological consequences of individuals, families, and groups experiencing deficits in meeting basic needs. Emphasis is on emotional disorders, treatment and nursing care; relationship between the nurse, the individual, family, and groups of patients; behavioral concepts and psychodynamic problems. Prerequisite: NUR 305-306, 307, 310-311, 303-304. Must be taken concurrently with NUR 411. Prerequisite: NUR 301-302 for registered nurses. Both semesters. For majors only.

NUR 411 Psychiatric Nursing: Practicum Lab 12./Credit 4.
Utilization of the nursing process in the application of psychiatric nursing concepts and principles of meeting basic needs in the care of mentally ill individuals, families and groups on the wellness-illness continuum. Emphasis is on the therapeutic use of self in interventions with individuals, families, and groups. Must be taken concurrently with NUR 410. Both semesters. For majors only.

NUR 412 Adult Nursing II Lec. 4./Credit 4.
Focus is on meeting the basic health needs of individuals with life-threatening medical-surgical interferences in a multicultural society. Emphasis is on the individual, family and selected groups in a social system incorporating the nursing process, nursing and related theories toward managing clients in professional nursing practice. Must be taken concurrently with NUR 413. Prerequisites: NUR 303-304, 305-306, 307, 310-311. NUR 301-302 for registered nurses. Both semesters. For majors only.

NUR 413 Adult Nursing II: Practicum Lab 12./Credit 4.
Focus is on application of nursing and related concepts in meeting the basic health needs of individuals with life-threatening medical-surgical interferences in a multicultural society. Emphasis is on the utilization of the decision-making process in nursing incorporating leadership theories within the nursing process with a client and/or a group of clients while demonstrating professional accountability to self and responsibility to others in the provision of health care along the wellness-illness continuum. Must be taken concurrently with NUR 412. Both semesters. For majors only.

NUR 414 Research in Nursing Lec. 2./Credit 2.
Introduction to research: design, process, techniques and methodologies in nursing and their role in developing nursing as a profession. Exploration of research designs and problems. Prerequisites: NUR 305-306, 310-311 for generic majors and NUR 301-302 for RN's. Both semesters. For majors only.

NUR 415 Community Health Nursing Lec. 4./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. Prerequisites: NUR 403, 404. Corequisite: NUR 417. For Registered Nurses only. Spring semester only. For majors only.

NUR 416 Senior Seminar Sem. 1./Credit 1.
A synthesis course utilizing the nursing process in planning care for a variety of clients at various stages along the wellness-illness continuum. Emphasis is placed on meeting clients' basic needs according to Maslow's hierarchy. Selected client cases are used for discussion and illustration of

the professional nurse's role as a generalist providing care to individuals, families and groups. Prerequisite: To be taken semester of graduation. Both semesters. For majors only.

NUR 417 Community Health Nursing: Practicum Lab 12./Credit 4.
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: NUR 415. For Registered nurse students only. Both semesters. For majors only.

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 MATH 205, NUR 345, 346, 355, 356 for beginning nursing students and PSY 346 or MATH 205 for registered nurse students. Offered both semesters for beginning nursing students and summer 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. Both semesters for majors only.

NUR 420 Transition Theory Lec. 4./Credit 4.
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 421. Fall semester. For majors only.

NUR 421 Transition Theory: Practicum Lab 12./Credit 4.
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 420. Fall semester. For majors only.

NUR 422 Portfolio Seminar I Sem. 4./Credit 4.
Six credit hours of seminar designed to guide registered nurse students in the development of their portfolio. The portfolio is a purposeful compilation documenting experiences the registered nurse student has gained through previous learning activities, professional practice and continuing education. Fall semester. For majors only.

NUR 425 Managing Alterations in Health Across the Life Span Lec. 4./Credit 4.

Emphasis is on the concepts of acute care, nursing research, and families experiencing major health alterations. Course content includes crises interventions and using automated data bases for epidemiologic and outcome evaluation purposes. This is one of two companion courses (NUR 425 and NUR 435) taken over an academic year. The sequence of the courses is interchangeable. Prerequisites: NUR 325, 326, 327, 335, 336, 337. Corequisites: NUR 426 and 427.

NUR 426 Managing Alterations in Health Across the Life Span: 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. Corequisites: NUR 425 and 427.

NUR 427 Health Management Technologies and Informatics I: Practicum Lec. 2./Lab 6./Credit 4.

Opportunities will be provided to practice selected therapeutic intervention skills. The use of computers to search and review the literature, to identify health care trends, and to enhance the student's skills in the use of information technology. Technology assessment strategies and nursing practice will be emphasized. Synthesis of knowledge from previous and concurrent nursing courses is expected to be demonstrated. Corequisites: NUR 425 and 426.

NUR 435 Managing Alterations in Health Across the Life Span II Lec. 4./Credit 4.

Emphasis is on the etiology and control of major health problems, at risk populations, health policy, conflict resolution, 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. This is one of two companion courses (NUR 425 and 435) taken over an academic year. The sequence of the courses is interchangeable. Prerequisites: NUR 325, 326, 327, 335, 336, 337. Corequisites: NUR 436 and 437.

NUR 436 Managing Alterations in Health in the Community II: Practicum Lab 12./Credit 4.

Case management will be the focus of this experience in settings such as planned parenthood, and/or government or private community-based health agencies. 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. Corequisites: NUR 435 and 437.

NUR 437 Health Management Technologies and Informatics II: Practicum Lec. 2./Lab 6./Credit 4.

Professional presentation in nursing teams and interdisciplinary opportunities as an advocate for client health care needs, using information technologies to ethically and accurately promote professional nursing roles in society. Synthesis of knowledge from previous and concurrent courses is expected to be demonstrated. Presentation at professional meetings and publication encouraged. Corequisites: NUR 435 and 436.

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 data bases for epidemiologic and outcome evaluation purposes. Prerequisites: Completion of all 300 level nursing courses. Corequisites: NUR 466. Both fall and spring semesters. 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. Corequisites: NUR 445. Both fall and spring semesters. 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 emphasizsed. Course content includes crises interventions. Prerequisites: Completion of all 300 level nursing courses. Corequisite: NUR 456. Both fall and spring semesters. 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. Both fall and spring semesters. 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 - Undergraduate/Graduate

NUR 510 Conceptual Approaches to Nursing Practice Lec. 2./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.

NUR 512 Organizational Behavior/Group & Role Theory Lec. 2./Lab 4./Credit 3.
Exploration and analysis of commonalties 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.

NUR 514 Concepts and Techniques of Primary Care Nursing Lec. 2./Lab 8./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.

NUR – Graduate Only

NUR 530 Maternal-Fetal Pharmacology Lec. 3./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 NUR 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.

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.

NUR 6XX Multiculturalism and Biomedical Ethics in Healthcare Lec. 3./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.

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 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: NUR 510; NUR 512:MBA 609; 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 persons, 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 health care 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 multiproblem 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 health care 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 multiproblem 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 health care team encouraged with community assessment. Prerequisite: NUR 618. Registration by permission of Family Nursing faculty. Summer Session.

NUR 620 Preceptorship and PrimaryGerontological 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 health care 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 courses 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 couse 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 date 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 health caresystems 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 Pjt. 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 IIII Pjt. 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 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.

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; interpretative 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.

PED	**101**	**Western Equestrian I**	**Lec. 2./Credit 1.**
PED	**102**	**Western Equestrian II**	**Lec. 2./Credit 1.**
PED	**103**	**Yoga**	**Lec. 2./Credit 1.**
PED	**104**	**Aerobic Dance**	**Lec. 2./Credit 1.**
PED	**106**	**Pilates I**	**Lec. 2./Credit 1.**
PED	**107**	**Pilates II**	**Lec. 2./Credit 1.**
PED	**108**	**Basic Swimming**	**Lec. 2./Credit 1.**
PED	**109**	**Football, Touch-Tag**	**Lec. 2./Credit 1.**
PED	**110**	**Fitness Walking**	**Lec. 2./Credit 1.**
PED	**111**	**Beginning Bowling**	**Lec. 2./Credit 1.**
PED	**112**	**Advanced Bowling**	**Lec. 2./Credit 1.**
PED	**113**	**Conditioning**	**Lec. 2./Credit 1.**
PED	**114**	**Folk Square Dance**	**Lec. 2./Credit 1.**

PED 115 Modern Dance I **Lec. 2./Credit 1.**

PED 116 Modern Dance II **Lec. 2./Credit 1.**
Prerequisite: PED 115, Modern Dance I

PED 117 Personal Defense I **Lec. 2./Credit 1.**

PED 118 Personal Defense II **Lec. 2./Credit 1.**

PED 119 Personal Defense III **Lec. 2./Credit 1.**

PED 121 Golf I **Lec. 2./Credit 1.**

PED 122 Golf II **Lec. 2./Credit 1.**

PED 129 Soccer **Lec. 2./Credit 1.**

PED 131 Softball **Lec. 2./Credit 1.**

PED 133 Aerobic Swimming **Lec. 2./Credit 1.**

PED 134 Beginning Swimming **Lec. 2./Credit 1.**

PED 135 Intermediate Swimming **Lec. 2./Credit 1.**

PED 137 Beginning Tennis **Lec. 2./Credit 1.**

PED 138 Intermediate Tennis **Lec. 2./Credit 1.**

PED 140 Track and Field **Lec. 2./Credit 1.**

PED 143 Volleyball **Lec. 2./Credit 1.**

PED 144 Wrestling **Lec. 2./Credit 1.**

PED 145 Adapted Activities **Lec. 2./Credit 1.**
Includes activities for the handicapped student.

PED 146 Angling-Casting **Lec. 2./Credit 1.**

PED 147 Archery **Lec. 2./Credit 1.**

PED 149 Badminton **Lec. 2./Credit 1.**

PED 152 Basketball **Lec. 2./Credit 1.**

PED 160 Beginning Sailing I **Lec. 2./Credit 1.**

PED 161 Sailing II **Lec. 2./Credit 1.**

PED 165 Step Aerobics **Lec. 2./Credit 1.**

PED 226 Skill Technique - Advanced Swimming **Lec. 2./Credit 1.**
See description below.

PED 227 Lifesaving/ Water Safety **Lec. 2./Credit 1.**
See description below.

PED 228 Scuba Diving **Lec. 2./Credit 1.**
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 schoolage children, NK-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 organizations marketing plan. The class format will include lectures, group discussions, viotapes,

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.

PHA (Pharmacy)

PHA 102 Profession of Pharmacy I Lec. 1./Credit 1.
This course provides the students with their first exposure to the health care delivery system, pharmacy as a profession, and the educational process for becoming a pharmacist. It relates the history and evolution of the roles of the pharmacist to contemporary practice. Students will engage in self-reflection about abilities, skills, experiences, and desires in an effort to determine their best opportunities and position in the profession. Through an active discovery process, students will learn about the current issues shaping the profession and how these events may shape their future practice. Students will also be introduced to the code of ethics, pharmacy law, the Board of Pharmacy, and contemporary pharmacy issues.

PHA 201 Profession of Pharmacy II Lec. 1./Credit 1.
This course is designed to provide the student with a sufficient basis in medical terminology so that he or she would understand most of the medical terms encountered in the practice of pharmacy. This course focuses on word building skills through the study of word parts such as the prefixes, roots, and suffixes, which create meanings attributed to the total term.

PHA 202 Profession of Pharmacy III Lec. 1./Credit 1.
Profession of Pharmacy III will provide the students with their first exposure to basic pharmaceutical calculations. This course is designed to provide the students with information about basic medication orders/prescriptions and the mathematical calculations and abbreviations needed for interpretation of prescriptions.

PHA 203 Profession of Pharmacy IV Lec. 2./Credit 2.
This course is a combination of the Profession of Pharmacy Course Series: Profession of Pharmacy I, Profession of Pharmacy II, and Profession of Pharmacy III. The Profession of Pharmacy Course Series I, II, and III is offered in the pre-professional curriculum. The Profession of Pharmacy IV is offered in the first professional year of the curriculum to students

who transfer into the School of Pharmacy and are unable to take the course at the pre-professional level.

PHA 301 Pharmaceutical Care I Lec. 3./Credit 3.
This is the first class in a series of course work 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. Prerequisite: Successful completion of all pre-pharmacy courses.

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. Prerequisite: Successful completion of all pre-pharmacy courses.

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 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. Prerequisite: Successful completion of all pre-pharmacy courses.

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. Prerequisite: Successful completion of all pre-pharmacy courses.

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 bioequivolence 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. Prerequisite: Successful completion of all pre-pharmacy courses.

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. Prerequisite: Successful completion of all pre-pharmacy courses.

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 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 in 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 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 payers 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, pharmaceutics 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 patients' metabolic status, estimating the patients' 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 5.
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 an 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 5.
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 5.
An advanced pharmacy practice experience designed to assist he 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 Lec. 5./Credit 5.
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 Lec. 5./Credit 5.
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 5.
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 5.
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 5.
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 5.
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 5.
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 5.

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 5.
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 5.
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. Pre-Requisites: 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 thoroughout the life span. Instruction will include the treatment of acute problems wocccurring 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 Cardiopulminary 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 algorhithms, 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 Practice2 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, out-patient clinic, or rehabilitation center. Emphasis is on the development of critical thining, communication skills, and documentation. Placement for these clinical experiences will primarily be local, however, some out of the area placements may be necessary. This cinical 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 health care 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 wil 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 life-span. 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 health care 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 occassional 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 nondirecto 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 health care 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. Prerequisiste: 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, supervison, and teaching. Any clinical skills needing additional attention can be schedules 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 Lec. 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 (1-2) 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 Sem./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 (1-2) 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 (1-2) 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/SEA/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/SEA/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, Schroedinger'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 (1-2) 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 Lec. 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 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 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/SEA/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 (2-1) 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 Lec. 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 (2) 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 Sem./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 magnetics 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 CondensedMatter 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, inertio-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. Nonmajors 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 l.**
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 Third World 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. Prerequisite: PSY 208.

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.

PSY 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: PSY 203.

PSY 312 Psychological Development in Adulthood and Later Life Lec. 3./Credit 3.
Focus on the psychological aspects of aging and age change, with an emphasis on the interaction of psychological, sociocultural and biological aspects of human development. 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. Taken simultaneously in sequence with Methods of Psychology PSY 208. Prerequisite: MAT 109.

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, MAT 117.

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, 205/304.

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.

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 aquatics 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 Toursim 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 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 world-view 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 Judaeo-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 theJudaeo-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 pronounciation 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 pronounciation 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. Programmable 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, geo- statistics, 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 305 The 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.

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 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 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 l./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 l./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 l./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 l./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 Lec. 3./Credit 3.

Literature Drama of the Golden Age

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.

SPA 420-421 Advanced Hispanic Civilization I and II Lec. 3./Credit 3.
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.

SPA 422 Advanced Medical Communication Lec. 3./Credit 3.
Advanced interviewing skills and practice, use of medical forms, bio-socio-psycho-interviewing, emphasis on oral communication and proficiency. Prerequisite: SPA 418.

SPA 423 Advanced Business Oral and Written Communication II Lec. 3./Credit 3.
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.

SPA 430 Advanced Translation Technologies Lec. 3./Credit 3.
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.

SPA 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.

SPE (Special Education)

SPE 111 Survey of Exceptional Children Lec. 3./Credit 3.
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.

SPE 201 Characteristics of the Mentally Retarded Lec. 3./Credit 3.
Introduction to the complexities and characteristics of mental retardation. Physiological, psychological and educational implications of considered diagnosis and planning are stressed.

SPE 202 Emotional Disorders of Children Lec. 3./Credit 3.
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.

SPE 203 Learning and Behavior Disorders in Children Lec. 3./Credit 3.
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.

SPE 303 Curriculum and Methods for Teaching the Mentally Retarded Lec. 3./Credit 3.
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).

SPE 305 Practicum in Special Education Credit 3.
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 course work.

SPE 307 Introduction to Sign Language Lab 1./Credit 1-2.
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.

SPE 308 Teaching Language Development to the Hearing Impaired Lec. 3./Credit 3.
Emphasis upon cognitive development, principles and techniques for teaching language to the hearing impaired and multihandicapped child.

SPE 309 Teaching Procedures for Learning and Behavior Disordered Children Lec. 3./Credit 3.

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.

SPE 402 Practicum II in Special Education Credit 3.
Provides students with supervised laboratory experiences in the areas of mental retardation, emotionally disturbed and learning disabilities.

SPE 404/504 Individual Educational 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 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 the 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 fingerspelling 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 heredity 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 l./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 l./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 l./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 l./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 ContemporaryTheatre 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. Nonmajors 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.

Division of Continuing Studies Course Descriptions

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 Taccounting 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)

AVNM 302 Aviation Legislation Lec. 3./Credit 3.
Legal concepts concerning aviation as related to operation, contracts, insurance and liability, regulation statues, and case law.

AVNM 304 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.

AVNM 305 Aviation Management Lec. 3./Credit 3.
Management techniques and administrative functions as applied to the aviation industry; includes problems, current issues and future trends related to aviation operations, planning, and economic and resource considerations.

AVNM 408 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 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, subroutine, 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. CSO 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.

CS0S 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.

CS0S 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 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'Conner 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.

FADM 103 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.

FADM 200 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.

FADM 201 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.

FADM 302 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, assesing, 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 determing 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 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.

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 studies 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.

RELG 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.

RELG 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 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.

RELG 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.

RELG 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.

RELG 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.

RELG 305 Hermeneutics (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.

RELG 307 World Religions Lec. 3./Online/Credit 3.
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.

RELG 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.

RELG ~~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.

RELG 310 Basic Insights of theJudaeo-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.

RELG 320 Studies in Monotheism Lec. 3./Credit 3.
Students will he given the background and theoretical framework for study of the belief in the existence of one God.

RELG 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.

RELG 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.

RELG 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.

RELG 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

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. Programmable 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.

SOC 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.

LIFE (Osher Lifelong Learning Courses - Noncredit)

LIFE 101 Beginning Computer Hours: 8
Learn basic computer terminology, mouse and keyboard functions, how to use Windows operating system software, email, Internet, and use application software such as word processing and spreadsheet.

LIFE 102 Introduction to Microsoft Word Hours: 8
Learn to create, edit, format, and print documents such as letters, reports, and tables

LIFE 105 Introduction to MS Publisher Hours: 8
Learn to create publications such as newsletters, flyers, greeting cards, and other publications with text, tables, and graphics.

LIFE 103 Managing Finances using Microsoft Excel Hours: 8
Learn to keep track of financial data using spreadsheet software by creating, editing, formatting, and printing spreadsheets with formulas to calculate numbers and graph charts such as pie, line or bar to display results

LIFE 104 Creating Presentations And Slide Shows Using Microsoft PowerPoint Hours: 8
Learn to create slide shows with text, pictures, sounds, and animation, outlines, handouts, and speaker notes for oral presentations.

LIFE 106 Effective Internet Usage Hours: 8
Learn to more effectively use the Internet to locate information and resources using various search techniques and search engines. Also learn to upload and download files and information, and use Internet tools such as discussion board, chat, and email.

LIFE 110 Nutrition and Vitality as We Age Hours: 8
Explore the relationship between our food choices and preparation and our health. Discover how to make healthy choices at restaurants and learn to prepare tasty and balanced meals.

LIFE 111 Getting Started in Tracing Your Family History Hours: 8
Learn basic techniques and resources to begin tracing your family tree and collecting family history

LIFE 112 Drive Well-Promoting Older Driver Safety and Mobility in Your Community Hours: 8
Older drivers' abilities to safely operate motor vehicles; and suggestions for counseling and discussing safe driving habits.

LIFE 113 Introduction to African-American Studies Hours: 8
The African American Studies program examines, from numerous disciplinary perspectives, the experiences of people of African descent in Black Atlantic societies

LIFE 115 Introduction to Creative Writing Hours: 8

Writing activities to improve students' writing skills. Includes persuasive writing, creative writing, descriptive writing, and much more.

LIFE 117 Entrepreneurship Hours: 8
The Entrepreneurship Certificate program provides students with little or no previous business experiences who wish to enter into entrepreneurship for the first time or current small business operators who would like to update and/or increase their skills and knowledge with the training required to work in a competitive environment.

LIFE 118 Computer File Management Hours: 8
Learn to manage your computer files more effectively using Windows Explorer and My Computer, create, rename, delete, copy, and move files and folders, organize computer file system, and backup files, Also learn to use Recycle Bin, create computer shortcuts, use windows accessory programs such as Paint and Word Pad and accessories such disk scanning, defragmentation.

LIFE 119 Organizing Data and Lists using Database Software Hours: 8
Learn to organize lists of data such as music collection and address lists using Microsoft Access software. This course teaches planning, defining, and using a database; creating and running queries, creating and updating forms; generating reports, and terminology associated with of database management software.

LIFE 120 Scanning Photos and Documents Hours: 8
Learn to use a flatbed scanner to scan photos and other images into computer. Also learn to enhance, edit, and crop digital images. Prerequisite: LIFE 101: Introduction to Computers or equivalent experience

LIFE 121 Ballroom Dancing Hours: 8
This course is designed for couples or singles who have always wanted to learn ballroom dancing. You will have fun learning with other beginners in an easy, relaxed atmosphere; benefit from the exercise and you will soon be dancing with style and confidence. We will introduce you to the basic steps for the Waltz, Foxtrot, Swing, and Cha-Cha. Learn the fundamentals of these partner dances including leading/following, timing, footwork, proper technique, continuity of steps and musical interpretation.

LIFE 122 Basic Keyboarding Hours: 8
Abandon hunting and pecking by learning basics of typing by touch without looking at fingers. Learn proper key reaches for the letter keys, top-row number and symbol keys.

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: PSYO 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.

Course Descriptions - Hampton University Online

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.

ARAO 303 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 Mahfonz, Taha Husein, and Ehsa Abd El Qudus.

ARAO 404 Colluquial 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

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 anddevelopment 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. Prerequiste: 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 leadershp 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 oganizational 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 organizationl, 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 ttheoretical and practical applications for effectively leading organizations in a constantly changing world. Students will study leaderhip 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 entitites 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 seleted 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 makig 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 methds are integrated with bsic microeconomic concepts that are relevant to decision-making within both the private and public sectors. The importance of marginal anaylysis 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 neded 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 intellectural 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 isssues 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 l./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 l./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 l./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 l./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.

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 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.

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 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.

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.

EDSO (Professional Development Education – Online) – Graduate Only

EDSO 503 Challenging Gifted Students using the SCG Model Part I Lec. 3./Online/Credit 3.
Too often, gifted students are left to their own devices. This course corrects that wrong by providing a cost-effective model for the fulltime teaching of gifted students in the regular classroom. While watching actual classroom segments and listening to the presenters' commentary on those segments, educators learn to employ the essential components of the School-Wide Cluster Grouping Model (SCGM), to appreciate its responsibilities, and to implement the necessary training to become an SCGM teacher, administrator, mentor or specialist. Educators study how to integrate effective questioning strategies and apply an assortment of other SCGM strategies in order to tend to their gifted students as equitably as they do the rest of their students.

EDSO 504 Challenging Gifted Students using the SCG Model Part II Lec. 3./Online/Credit 3.
If left unchallenged, gifted students can often "tune out" in a regular classroom; this course in the School-Wide Cluster Grouping Model (SCGM) arms educators with strategies designed to challenge their gifted students. Educators review the roles of teachers, mentors, and specialists before engaging in in-depth consideration of extension menus. Panel discussions—one with administrators and one with gifted program coordinators—help flesh out those roles for teachers, who then study methods for monitoring the progress of the SCGM, placing gifted students in cluster groups, and evaluating student growth. Educators also learn how to create a database for tracking gifted students and how to handle special populations of gifted students. Additional classroom segments on differentiated instruction techniques round out this course.

EDSO 505 Character Education, Part I: Community and Cultural Change Lec. 3./Online/Credit 3.
Cultural changes in the family structure, the shifting role of parents, and the glorification of violence, drugs, and gang activity in popular culture have all contributed to changes in the behavior dynamics that impact schools, classrooms, and teachers. Negative social behaviors in classrooms and schools affect students' ability to learn. To help educators create a positive moral

community, this course introduces historical and modern concepts of character and considers how to foreground those concepts for students' learning sake. Educators will study how to identify character issues in their own classrooms and how to mobilize resources from parents and community members. Integrating character education into the core curriculum through problem-solving and conflict-resolution activities will help educators focus on the notion of character with their students as they improve relationships in their communities within and beyond the school.

EDSO 506 Character Education, Part II: Positive Role Models and Proactive Educators Lec. 3./Online/Credit 3.

Students are impressionable. They emulate both positive and negative behaviors that they see; therefore, observing positive role models in action at school, at home, or in the community can impact students' behavior, learning, and academic success. This course encourages educators to create an environment conducive to learning by helping students take personal responsibility for their actions and by creating a positive moral climate for solving conflicts. Educators study not only how to become role models themselves, but how to invite the participation of family and community into the modeling of good character and the creation of a school-wide character education program that leverages involvement from businesses, faith communities, parents, and coaches. Educators explore both their own and their students' roles as leaders as they pursue the "eight habits of the heart": a nurturing attitude, responsibility, dependability, friendship, brotherhood, high expectations, courage, and hope.

EDSO 507 Differentiation and Assessment for Middle School Lec. 3./Online/Credit 3.

How can educators meet standards, prepare students for high-stakes testing, and still offer students differentiated instruction that respects their individuality? Educators learn the tools to create lesson plans and assessment systems that enable them first to discover and then to meet the different needs of their students. Quality pre-assessment helps shape the differentiating educator's instructional choices and processes. Formative assessment takes a primary role in the differentiated classroom providing feedback, documenting progress, and guiding instructional decisions. Educators will learn to use assessments to communicate rather than to compensate or reward. Educators will scrutinize grading systems to identify when they are unfairly norm-referenced or biased, and they will acquire the skills to convert assessments to nonjudgmental, criteria-referenced systems instead. Finally, this course prepares educators to manage the differentiated classroom by offering their students nurturing, rigorous, fair, and differentiated instruction that promotes student engagement and academic success.

EDSO 508 Differentiation using 21st Century Technology Lec. 3./Online/Credit 3.

Today, most students are technology-savvy having grown up in the computer age surfing the Internet, making friends through social networking, tweeting, playing electronic games, downloading music to their iPods, and viewing or posting videos on YouTube. Research shows that students find school more satisfying and have greater academic success when they are taught in ways that are responsive to their interests, readiness levels, and learning profiles. Using technology in the classroom is a way to connect with students across all subject areas by offering many approaches to differentiate instruction. Educators will learn to incorporate technology tools and resources that engage students in their own learning and to implement strategies for differentiating instruction based on their students' learning styles and multiple intelligences. Educators will learn to differentiate instruction in English language arts, social studies, science, math, and encore subjects using traditional technology tools and Web 2.0 tools for collaborating, communicating, and creating multimedia projects. Educators will come away with the skills needed to create technology-driven 21st century classrooms that address the varying levels of their students' learning needs and actively engage students in their own learning.

EDSO 509 Improving Instruction through Strategic Conversations with Teachers Lec. 3./Online/Credit 3.

How do teachers begin talking about teaching? In this course, instructional leaders, team leaders, teacher mentors, educational coaches, and administrators will learn the delicate art of conversing about teaching to improve instruction. Educational leaders learn to collaborate and communicate with teachers to improve teaching practices and to increase student achievement. They will learn a new model of strategic conversations designed to help them quickly assess and understand the primary needs of the teaching staff, strategically apply their leadership skills to motivate and support teachers, and help teachers make connections between their instructional techniques and student performance. The four conversational types—reflective, facilitative, coaching, and directive—modeled by the presenter with guests performing the roles of teachers, help teachers recognize the impact of their teaching behaviors on students, thereby assisting teachers in making the necessary connections, commitments, corrections, or changes to their teaching practices. These steps will help increase their educational community's ability to make knowledge accessible to all students, organize instruction to meet instructional goals, and keep students motivated, engaged, and focused, leading to increased student success.

EDSO 510 Manage It All: Students, Curriculum, and Time Lec. 3./Online/Credit 3.

Effective teachers successfully navigate their students' often-unpredictable classroom behavior; they establish a classroom environment that facilitates learning; they differentiate instruction and assessment; they facilitate learning through cooperative groups; and they find time to meet their personal goals. How do they do it all? Veteran teacher Dr. Debbie Silver shares her classroom management techniques and strategies as she explains how the teacher sets the tone and climate of the classroom. Educators will learn to head off discipline problems using student-centered discipline techniques. With strategies in place for managing the classroom, Dr. Silver shifts to designing high-quality curriculum, integrating standards, using backwards design principles, and developing activities suited to different learning styles. Educators will learn to use "discrepant events" to challenge students' prior assumptions, a technique that improves learning and increases retention. Using zone of proximal development strategies, educators learn to develop activities that are attainable but just beyond their students' reach. Educators learn to use cooperative learning as a teaching strategy, where the teacher's role shifts from direct instruction to facilitation. Using this approach, educators reinforce concepts, clarify directions, encourage students, and affirm positive group interactions. To motivate students, educators will learn to use intrinsic rewards, which prepare students for lifelong learning and success rather than extrinsic rewards, which are generally short lived. Finally, because educators never have enough time in the day to do everything, they will learn how to evaluate and prioritize their own activities, delegate, and make time to reach their personal and professional goals. Designed for new and veteran teachers, this course provides timesaving strategies, practical tips, and great ideas for all teachers to create an effective learning environment for their students.

EDSO 511 Motivating Underachievers using Response to Intervention and Differentiated Instruction Lec. 3./Online/Credit 3.

Stepping in to assist underachievers before a pattern of failure becomes engrained can lead to improved student success in school. Educators learn to identify the prototypical causes of underachievement—including fear of failure, low self-esteem, negative peer pressure, and lack of motivation—and then to locate the underachievers in their classrooms, including gifted students and those eventually identified for special education. Educators then learn to select specific research-based interventions to target those students, using the three-tier Response to Intervention (RTI) system to reverse a pattern of underachievement. Through the combined efforts of both differentiated instruction (DI) and RTI, educators become flexible planners who supply their students with plentiful choices and frequently monitor their students' progress, to help them exploit their strengths and become lifelong learners. Educators explore the crucial role of flexible groupings as an essential strategy for assisting underachievers to improve academic results. For classrooms with students below, at, and above grade level, educators study compacting, scaffolding, and tiering strategies. For classrooms with a range of learning

preferences, educators learn techniques to accommodate them and then how to monitor students' progress within and beyond those preferences. This course prepares educators to intervene for underachievers, helping them to experience success in the classroom and the world beyond.

EDSO 512 Teaching, Learning, and Leading in the Digital Age Lec. 3./Online/Credit 3.

Raised on technology, students today thrive on media, both in and outside the classroom. In this course, teachers and administrators learn to engage and educate the millennial learner using still images, video and audio clips, assorted technological soft- and hardware, and Web 2.0 collaborative tools to augment instruction and assessment. They will also learn particular interventions for students with learning differences and struggling students. Aided by panel discussions, interviews, and screen capture sessions, educators will investigate new projects and resources to replace textbook-driven instruction and to motivate and edify their "powered up" students.

EDSO 513 Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape Lec. 3./Online/Credit 3.

Because of digital bombardment and the emergence of the new digital landscape, "digital natives" process information, interact, and communicate in fundamentally different ways than any previous generations. In this course, Ina Jukes introduces neuroscientific and psychological research that explains how the use of technology, including frequent interruptions and shifts in attention, impacts the functions of the brain. These experiences are re-wiring and re-shaping students' cognitive processes. Consequently, in order to adapt, a fundamental shift in teaching is required to prepare teachers and students for the Information Age. Educators will learn to identify and challenge unconscious and outdated assumptions about schools and learning. They will analyze and revise their beliefs about what constitutes knowledge, critical thinking, and problem solving as they adapt their instructional practices and assessment strategies to the requirements of the digitized 21st century. Educators will focus on the eight core learning attributes of their digital learners and the eight core teaching and assessment strategies that appeal to millennial learners. They will learn to develop research-based constructivist models that will enable students to think, explore, and develop their own learning—to succeed not only in high-stakes testing but also in the real world. Finally, educators will learn that informational, technological, and media fluency can and should be taught in a structured manner, embedded at every grade level, in every subject area, the responsibility of every teacher throughout the entire school experience.

EDSO 514 Technology Applications for Teaching and Supporting the Struggling Reader Lec. 3./Online/Credit 3.

Too many students are entering middle and high schools with deficits in literacy skills that prevent them from participating in grade-level learning. Students with low-literacy skills quickly fall into a cycle of failure, often resulting in dropping out of school. This need not be the case. Over the past forty years, research in the cognitive and neurological sciences has helped us to better understand how the human brain is restructured during the process of learning to read. In this course, Drs. Hasselbring and Bausch discuss how to leverage this knowledge to facilitate the use of technology to enhance literacy instruction for all readers, and especially struggling readers. They provide specific examples of technology that teaches and supports literacy skills. The course is enhanced by screen shots, product walkthroughs, interviews, and footage of students at computers and in classrooms. The course also includes a panel discussion among experts in the field.

EDSO 515 Digital Learning: Empowering Teachers for the 21st Century Lec. 3./Online/Credit 3.

School leaders face the immediate challenges of raising student achievement while also preparing students for success in a digital age. While test scores are a highly visible measure of a

limited subset of skills, they leave invisible other crucial thinking, communication, and application skills students need upon graduation. The Visible Thinking Process provides a practical pathway for developing 21st century skills and simultaneously strengthening student core subject-area learning, by seeing both how and what students are thinking. It also allows educators to implement research-based, evidence-based practice to strengthen and assess the ISTE NETS Standards. In this course, educators learn to incorporate tasks that include questions designed to cause students to think in 21st century ways. Educators also learn a process for making this thinking visible for reflection by students and teachers and to see evidence of mastery of 21st century skills. The course is enhanced by interviews with experts and embedded movies, screenshots, and activities.

EDSO 516 Authentic Teaching and Learning in the 21st Century Classroom Lec. 3./Online/Credit 3.

Today's global high-tech world requires instruction and assessment that incorporate the latest social, learning, and neuroscience research on critical thinking, multi-tasking, multimodal learning, collaboration, and engagement. Educators will learn from classroom footage and lecture how to use technologically advanced tools that extend students' thinking by serving as a means to explore ideas, research questions, test hypotheses, compose thoughts, and come to conclusions. Educators will learn to teach their students to use these tools as vehicles for exploring rigorous academic concepts in authentic environments—i.e., in the world around them. They will help their students become genuine innovators who will thrive in the 21st century culture of collaboration.

EDUO (Education – Online) – Graduate Only

EDUO 610 Current Issues in Education Lec. 3./Online/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./Online/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 is 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 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.

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 and 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 802 Doctoral Comprehensive Exam Online/Credit 0.
This Examination is pass/fail.

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.

ENGO101-102 Written Communication I & II 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. ENGO 102 focuses upon the persuasive and literary, and includes a research paper requirement. "C' is a passing grade for Written Communication.

ENGO215 - 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 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.

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.

FREO 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: 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 3xx-3xy 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, assesing, 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 Manangement 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.

INS (International Studies – Online)

INSO 220 Introduction to International Relatios Lec. 3./Online/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.

INSO 302 History and Politics of the Caribbean Lec. 3./Online/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.

INSO 305 Africa and World Affairs Lec. 3./Online/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

INSO 310 Society and Culture in Latin America and the Caribbean Lec. 3./Online/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.

INSO 320 Political Economy of African Development Lec. 3./Online/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.

INSO 321 Topics in Latin America and the Caribbean Lec. 3./Online/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.

INSO 402 U.S.-Latin American Relations Lec. 3./Online/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.

INSO 435 International Studies Capstone Lec. 3./Online/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.

JAPO (Japanese – Online)

JAPO 101 Elementary Japanese I Lec. 3./Lab l./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 l./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 l./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 l./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-I 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 100O 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.

MBAO (Business Administration-Online) – Graduate Only

MBAO 605 Quantitative Applications in Decision Making Lec. 3./Online/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.

MBAO 625 Marketing Management Lec. 3./Online/Credit 3.
Synthesis of the fundamental concepts of marketing and provide the student with a working knowledge of the marketing function.

MBAO 648 Human Resource Administration 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.

MBAO 650 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 microeconomics concepts that are relevant to decision-making within both the private and public sectors. The importance of marginal analysis is stressed throughout.

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 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 decisionmaking. 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 manage 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.

NURO (Nursing-Online)– Graduate Only

NURO 202 Nutrition and Dietetics Lec. 3./Online/Credit 3.
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.

NURO 403 Trends, Issues and Leadership in Nursing Lec. 2./Online/Credit 2.
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: NURO 215, Completion of all 300 level nursing courses for beginning nursing students and completion of general education courses for registered nurse students. Co requisites: NURO 404. Fall and spring semesters for beginning students and summers only for registered nurses. For majors only.

NURO 404 Trends, Issues and Leadership in Nursing: Practicum Lab 6./Online/Credit 2.
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 403. Both semesters. For majors only.

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. Prerequisites: NURO 403, 404. Corequisite: NURO 417. For Registered Nurses only. Spring semester only. For majors only.

NURO 417 Community Health Nursing: Practicum Lab 12./Online/Credit 4.
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. Co requisite: NURO 415. For Registered nurse students only. Both semesters. 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 420 Transition Theory Lec. 4./Online/Credit 4.
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). Co requisite: NURO 421. Fall semester. For majors only.

NUR 421 Transition Theory: Practicum Lab 12.Online/Credit 4.
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). Co requisite: NURO 420. Fall semester. For majors only.

NURO 422 Portfolio Seminar I Sem. 4./Online/Credit 4.
Six credit hours of seminar designed to guide registered nurse students in the development of their portfolio. The portfolio is a purposeful compilation documenting experiences the registered nurse student has gained through previous learning activities, professional practice and continuing education. Fall semester. For majors only.

NURO (Nursing-Online) Undergraduate/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 commonalties 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; 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./Oline/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 PrimaryGerontological 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.

NURO 628 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 PerspectivesLec. 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 courses 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 EducationLec. 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 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.

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.
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

PHIO 301 Contemporary Moral Problems Lec. 3./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.

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 studies 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.
Survey and principles of international law concerning function of states and other international entities, diplomatic relations, and laws of warfare, with special emphasis on the relation between international law and politics.

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.

PSYO 346 Statistics I - Introduction to Statistical Methods Lec. 3./Online/Credit 3.
Use of statistics in the social sciences. Descriptive and correlational statistics. Taken simultaneously in sequence with Methods of Psychology PSYO 208. Prerequisite: MATO 109.

PSYO 401 Industrial and Organizational Psychology Lec. 3./Online/Credit 3.
An introduction to the study of human behavior in the work environment, with emphasis on social and interpersonal context. Prerequisite: PSYO 205.

RELO (Religion-Online)

RELO 104 Fundamentals of Public Speaking (Homiletics) Lec. 3./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 COMO 103.

RELO 111 Old Testament I Lec. 3./Online/Credit 3.
A general introduction to all the books of the Old Testament, their cultural background, and the context from which they emerged.

RELO 112 Old Testament II Lec. 3./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.

RELO 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.

RELO 202 Life and Teachings of Jesus Lec. 3./Online/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.

RELO 203 Islam Lec. 3./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.

RELO 204 Pentecostalism Lec. 3./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 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.

RELO 205 Other Religious Traditions Lec. 3./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.

RELO 211 New Testament I

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.

RELO 212 New Testament II Lec. 3./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.

RELO 305 Hermeneutics (Biblical Exegesis) Lec. 3./Online/Credit 3.
A study of sound principles for proper interpretation of the Biblical text with emphasis on context, structure, literacy devices, and genre.

RELO 307 World Religions Lec. 3./Onlilne/Credit 3.
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.

RELO 309 American Religious Traditions Lec. 3./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.

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.

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 pronounciation stressed. Grammar reviewed. Prerequisite: RUS 102O 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 pronounciation 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 l./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 l./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 l./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 l./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 Virgnia 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 Publc 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 life-time 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 intergroup 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 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: 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 nonlinear 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. Open to all majors.

NURV 202 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. Prerequisite: None. Spring semester.

NURV 203 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 and spring semesters. Nursing elective. For majors only.

NURV 204 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: NURV 203. Fall and spring semesters. Nursing elective. For majors only.

NURV 205 Concepts of Professional Nursing Lec. 3./Credit 3.
A transition course for Licensed Practical Nurses which covers concepts of professional and theoretical rationale for basic nursing interventions. Prerequisites: State licensure as a practical nurse, ENGV 101, BIOV 224 and 304. Corequisite: NURV 206. Both semesters. For majors only.

NURV 206 Concepts of Professional Nursing: Practicum Lab 6./Credit 2.
A practicum course which provides for clinical application of the nursing concepts as a science and a process. Prerequisites: State licensure as a practical nurse, ENGV 101, BIOV 224 and 304. Must be taken concurrently with NURV 205. Both semesters. For majors only.

NURV 212 Facilitating Health and Self-Care Across the Life Span Lec. 3./Credit 3.

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, BIOV 224-225 or BIOV 302-336. Corequisite: NURV 213 and 214.

NURV 213 Facilitating Health and Self-Care in the Community: Practicum: Lab 12./Credit 4.
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 212 and 214.

NURV 214 Self-Care Technologies and Informatics: Practicum Lab 1./Credit 2.
Opportunities will be provided to practice selected therapeutic intervention skills. Emphasis will be placed on the use of computers to search and review the literature. Time will be provided for synthesis of information through small group discussion. Corequisites: NURV 212 and 213.

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, BIOV 103 and 304. Corequisite: NURV 216. Summer 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. Summer semester.

NURV 217 Health Assessment Lec. 2./Credit 2.
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: NURV 215, 216, 345, 346, BIOV 103, 224-225 or BIOV 302-336. Corequisite: NURV 218. Spring 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. Spring semester. For majors only.

NURV 220 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. 3./Credit 3.
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. Nursing Elective. 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 health care 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 health-care 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 Health Care 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 health care 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. Summer 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, BIOV 103 and BIOV 304. Corequisite: NURV 234. Summer 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. Summer 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. For majors only.

NURV 303 Physical Assessment Lec. 2./Credit 2.
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. Must be taken concurrently with NURV 304. Prerequisites: NURV 210-211, BIOV 224-225. Both semesters. For majors only.

NURV 304 Physical Assessment: Practicum Lab 6./Credit 2.
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: NURV 303. Both semesters. 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 life span and which affect the individual's ability to function in society. Prerequisites: BIOV 224-225 or BIOV 302-336 and BIOV 304, NURV 215, 216. 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. Coordinated by the School of Nursing and co-sponsored by the Departments of Biology, History (Philosophy), Psychology and Sociology. 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 health care 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 life span 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 325 Promoting Wellness Across the Life Span I Lec. 4./Credit 4.
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, therapeutic communication and family and group care. Emphasis is on the promotion of health and the process of illness affecting families. This course is one communication and family and group care. Emphasis is on the promotion of health and the process of illness affecting families. This course is one of two companion courses (NURV 326, 327) taken over an academic year. The sequence of the courses is interchangeable. Prerequisites: NURV 105, 212, 213, 214, 202, Guided Science Elective: BIOV 302 and 336, or BIOV 224 and 225. Corequisites: NURV 326, 327.

NURV 326 Promoting Wellness in the Community 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. Corequisites: NURV 325, 327.

NURV 327 Wellness Promotion Technologies and Informatics I: Practicum Lec. 4./Lab 3./Credit 3.
Opportunities will be provided to practice selected therapeutic intervention skills. Emphasis will be placed on the use of computers to search and review the literature, to identify health-care trends, and to enhance skills in the use of information technology. Time will be provided for synthesis of information through small-group discussions. Corequisites: NURV 325, 326.

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: NURV 230. Fall semester. For majors only.

NURV 335 Promoting Wellness Across the Life Span II Lec. 4./Credit 4.
Major emphasis on the concept of forming partnerships that facilitate health in families, populations and communities. Students will focus on formal and informal health care delivery systems, the role of professional nursing (including nursing case management), collaboration,

negotiation, and research. This course is one of two companion courses (NURV 336 and 337) taken over an academic year. The sequence of the courses is interchangeable. Prerequisites: NURV 105, 212, 213, 214, 202; BIOV 302 and BIO 336. Corequisites: NURV 336 and 337.

NURV 336 Promoting Wellness in the Community II: Practicum Lab 12./Credit 4.
The application of nursing principles, of the use of 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. Corequisites: NURV 335 and 337.

NURV 337 Wellness Promotion Technologies and Informatics II: Practicum Lec. 2./Lab 6./Credit 4.
Opportunities will be provided to practice selected therapeutic intervention skills. Emphasis will be placed on the use of computers to search and review the literature, to identify health care trends, and to enhance skills in the use of information technology. Time will be provided for synthesis of information through small group discussions. Corequisites: NURV 335 and 336.

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. Fall semester only. Prerequisites: NURV 105, 202, 215, 216, 230; BIOV 304, BIOV 224-225 or BIOV 302-336. Corequisite: NURV 346.

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.

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: NURV 105, 202, 215, 216; 230, 330; BIOV 224-225 or 302- 336, BIOV 304. Corequisite: NURV 356.

NURV 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, 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.

NURV 390 Nursing Internship: Practicum Lab 9./Credit 3.
Emphasis is on a supervised education 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. Prerequiste: Completion of all second year nursing courses. Summer semester.

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 403 Trends, Issues and Leadership in Nursing Lec. 2./Credit 2.
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: Completion of all 300 level nursing courses for beginning nursing students and registered nurse students. Corequisite: NURV 404. Spring semester for beginning nurse students and summer semester for registered nurse students. For majors only.

NURV 404 Trends, Issues and Leadership in Nursing: Practicum Lab 6./Credit 2.
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. Corequisite: NURV 403. Spring semester for beginning nurse students and summer semester for registered nurse students. For majors only.

NURV 405 Transition Theory Lec. 4./Credit 4.
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. Corequisite: NURV 406. Prerequisite: State licensure to practice professional nursing (RN).

NURV 406 Transition Theory: Practicum Lab 12./Credit 4.
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. Corequisite: NURV 405. Prerequisite: State licensure to practice professional nursing (RN).

NURV 407 Portfolio Seminar I Sem. 4./Credit 4.
Six credit hours of seminar designed to guide registered nurse students in the development of their portfolio. The portfolio is a purposeful compilation documenting experiences the registered nurse student has gained through previous learning activities, professional practice and continuing education. Assembly will occur during the two semesters of the last year of study. This is an S/U graded course only.

NURV 414 Research in Nursing Lec. 2./Credit 2.
Introduction to research: design, process, techniques and methodologies in nursing and their role in developing nursing as a profession. Exploration of research designs and problems. Prerequisites: NURV 305-306, 310-311 for generic majors and NURV 301-302 for RN's. Both semesters. For majors only.

NURV 415 Community Health Nursing Lec. 4./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. Prerequisites: NURV 420, 421. Corequisite: NURV 417. For Registered nurse students only. Spring semester.

NURV 417 Community Health Nursing: Practicum Lab 12./Credit 4.
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: NURV 415. For Registered nurse students only. Spring semester.

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, NURV 345, 346, 355 and 356. Fall semester for beginning nurse students and summer term 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. Spring semester. For majors only.

NURV 420 Transition Theory Lec. 4./Credit 4.

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: NURV 421. Fall semester. For majors only.

NURV 421 Transition Theory: Practicum Lab 12./Credit 4.
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. Corequisite: NURV 420. Prerequisite: State licensure to practice professional nursing (RN).

NURV 422 Portfolio Seminar I Sem. 4./Credit 4.
Seminar designed to guide registered nurse students in the development of their portfolio. The portfolio is a purposeful compilation documenting experiences the registered nurse student has gained through previous learning activities, professional practice and continuing education.

NURV 425 Managing Alterations in Health Across the Life Span Lec. 4./Credit 4.
Emphasis is on the concepts of acute care, nursing research, and families experiencing major health alterations. Course content includes crises interventions and using automated data bases for epidemiologic and outcome evaluation purposes. This is one of two companion courses (NURV 425 and 435) taken over an academic year. The sequence of the courses is interchangeable. Prerequisites: NURV 325, 326, 327, 335, 336, 337. Corequisites: NURV 426, 427.

NURV 426 Managing Alterations in Health in the Community: 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. Corequisites: NURV 425 and 427.

NURV 427 Health Management Technologies and Informatics I: Practicum Lec. 2./Lab 6./Credit 4.
Opportunities will be provided to practice selected therapeutic intervention skills. The use of computers to search and review the literature, to identify health care trends, and to enhance the student's skills in the use of information technology. Technology assessment strategies and nursing practice will be emphasized. Synthesis of knowledge from previous and concurrent nursing courses is expected to be demonstrated. Corequisites: NURV 425 and 426.

NURV 435 Managing Alterations in Health Across the Life Span II Lec. 4./Credit 4.
Emphasis is on the etiology and control of major health problems, at risk populations, health policy, conflict resolution, 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. This is one of two companion courses (NURV 425 and 435) taken over an academic year. The sequence of the courses is interchangeable. Prerequisites: NURV 325, 326, 327, 335, 336, 337. Corequisites: NURV 436 and 437.

NURV 436 Managing Alterations in Health in the Community II: Practicum Lab 12./Credit 4.
Case management will be the focus of this experience in settings such as planned parenthood, and/or government or private community-based health agencies. 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. Corequisites: NURV 435 and 437.

NURV 437 Health Management Technologies and Informatics II: Practicum Lec. 2./Lab 6./Credit 4.
Professional presentation in nursing teams and interdisciplinary opportunities as an advocate for client health care needs, using information technologies to ethically and accurately promote professional nursing roles in society. Synthesis of knowledge from previous and concurrent courses is expected to be demonstrated. Presentation at professional meetings and publication encouraged. Corequisites: NURV 435 and 436.

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: 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 Prerequisites: NURV 445 and 446. Corequisite: NURV 456. Spring semester. For majors only.

NURV 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: NURV 455. Spring semester. For majors only.

Nursing Undergraduate/Graduate

NURV 510 Conceptual Approaches to Nursing Practice Lec. 2./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.

NURV 512 Organizational Behavior/Group & Role Theory Lec. 2./Lab 4./Credit 3.
Exploration and analysis of commonalties 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.

NURV 514 Concepts and Techniques of Primary Care Nursing Lec. 2./Lab 8./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.

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)

PSYV 203 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, multidisciplinary 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 perceptional 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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