

Philander Smith University

University Catalog

2025-2028



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Chief Executive Officer



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Chief Academic Officer

Updates to the 2025-2028 Academic Catalog will be made via Presidential Action based on authority assigned by the Philander Smith University Board of Trustees. Last updated on September 30, 2025.

ACCREDITATION

Philander Smith University is Accredited By:

The Higher Learning Commission

230 South LaSalle Street, Suite 7-500

Chicago, Illinois 60604-1411

(312) 263-0456

<https://www.hlccommission.org>

Accreditation Council for Business Schools and Programs (ACBSP)

Formerly Association of Collegiate Business Schools and Programs

11520 West 119th Street

Overland Park, Kansas 66213 (913) 339-9356

<https://www.acbsp.org>

Council for the Accreditation of Educator Preparation (CAEP)

Formerly National Council for the Accreditation of Teacher Education

1140 19th Street NW, Suite 400

Washington, DC 20036

(202) 223-0077

<http://www.caepnet.org>

Council on Social Work Education

1701 Duke Street, Ste. 200

Alexandria, Virginia 22314-3457

(703) 683-8080

www.cswe.org

Philander Smith University is approved by:

Arkansas Department of Higher Education

423 Main Street Suite 400

Little Rock, AR 72201

<http://www.adhe.edu>

General Board of Higher Education and Ministry

University Senate of The United Methodist Church

1001 Nineteenth Avenue South

Nashville, Tennessee 37212

(615) 340-7400

<https://www.gbhem.org>

Philander Smith University is an Equal Opportunity/Affirmative Action institution. In compliance with the Higher Education Act of 1965 and other civil rights laws, the University offers equal opportunities for admissions and employment. In addition, all programs and activities of the University are provided without regard to race, color, gender, national origin, religion, age, sexual orientation, physical disability, or Vietnam era veteran or special disabled veteran status. Questions or concerns regarding affirmative action can be directed to the Executive Director of the Human Resources Office, Philander Smith University, 900 W. Daisy Bates Drive, Little Rock, Arkansas, 72202, (501) 375-9845. Faculty and students are responsible for remaining informed of the contents of the Philander Smith University Catalog regarding regulations, policies, requirements, and other official communications issued by the University, which affect employees and the status of students. The University reserves the right to change, without notice, charges, courses, or regulations given in this catalogue.

Contents	
Accreditation	2
History	7
The Mission of the University	7
The Purpose and Philosophy	8
The Campus	8
Title IX and Board-Approved Policies	10
Church - Relatedness	13
Seven Principles of the United Methodist Church	13
Office for Mission, Culture, and Religion	14
Seven Timeless Human Values	15
ENROLLMENT MANAGEMENT AND STUDENT EXPERIENCE	16
Admissions and Recruitment	16
Required Documents for Admittance	17
Home Schooling	17
International Students	17
Re-Admission	17
Incoming Freshmen	18
Freshman Placement Test	18
Provisionally Admitted First-Year Students	18
Continuing Education Admissions	19
Transfer Students	19
Dual Enrollment	19
Special Students	19
Transient Students	19
Audits	19
Credit by Examination	19
AP Credits	20
The University Level Examination Program (CLEP)	21
REGISTRAR	23
Classification of Students	23
Academic Load	23
Grades and Grading System	23
Transfer Credits	24
Change in Class Schedule	24
Withdrawal from a Course	24
Responsibility for Meeting Graduation Requirements	25
Independent Study	25
Release of Transcripts and Diplomas	25
Transcripts	25
Diplomas	25
Withdrawal from the University	25
Chain of Command for Matriculation Issues	25
STUDENT EXPERIENCE	
The Philander Smith University Spirit	26
New Student Orientation Program	26
Housing	26

Academic Organizations	27
Health Services	27
Greek Life	28
Student Government Association (SGA)	29
Safety and Security	30
FISCAL AFFAIRS	31
General Policies	31
Tuition and Fees Schedule	33
Payment Schedule	33
Room and Board	33
Food Services	33
Bookstore Policy	33
Veterans	33
International Students	33
Tuition Refund Policy	34
Fiscal Termination Policy	34
FINANCIAL AID	35
Priority Deadline Dates for Applying for Aid	35
Grants	35
Employment (Work-Study)	36
Federal Loans	36
Other Loans	37
Scholarships	37
Endowed/Non-Endowed Awards	39
Satisfactory Academic Progress (SAP)	39
Withdrawal from the University	40
PROVOST OFFICE ACADEMIC & STUDENT SUCCESS	42
Majors and Minors	42
Library Services	44
Academic Advising: Freshmen, Undeclared Majors, and Transfers	45
Declared Majors	45
Testing and Assessment	45
Proficiency Profile Test	46
Senior Exams	46
Requirements for Graduation	46
Independent Study	46
Grades and the Grading System	46
Scholastic Honors	47
Academic Standing and Academic Probation	47
Institutional Honors	47
ACADEMIC POLICIES AND PRACTICES	47
Academic Clemency Policy	47
Academic Dishonesty	47
Academic Student Grievance: Appealing a Grade	47
Academic Student Grievance: Appealing Perceived Unfair Treatment	48
Academic Student Grievance: Retroactive Withdrawal	48
Academic Probation	49

Academic Suspension	50
Advising Worksheet	51
Cancellation of Classes	51
Change of Grade	51
Class Attendance	51
Course Numbering System	52
Course Waivers	52
Degree Plan	53
Drop a Course	53
Elective	53
Excused Absences	53
Final Examinations	54
General Education Requirements	54
Grade Point Average	54
Incomplete "I" Grades	54
Other Policies	54
Quality Points	55
Reinstatement	55
Repetition of a Course	55
Student Conduct	55
Transcript	56
Transfer Evaluations	56
Withdrawal from the University	56
Withdrawal from a Course	56
STUDENT SUCCESS	57
S.T.A.R.S.	57
Disability Support Services	57
GENERAL EDUCATION	60
General Education Curriculum/Registration and Advisement Audit	60
CONTINUING EDUCATION AND PROFESSIONAL STUDIES	61
PSMI	61
Weekend University/ Registration Instructions	62
MULTIDISCIPLINARY ACADEMIC PROGRAMS	63
MCKINLEY NEWTON HONORS ACADEMY	63
Honors Curriculum/Registration and Advisement Audit	64
LIBERAL STUDIES	66
Liberal Studies Curriculum/Registration and Advisement Audit	66
SOCIAL JUSTICE	67
Social Justice Curriculum	67
DR. JOYCELYN ELDERS SCHOOL OF ALLIED AND PUBLIC HEALTH	68
Department of Nursing	68
Nursing Curriculum	72
Certified Nursing Assistant Program	73
SCHOOL OF ARTS, EDUCATION, AND BEHAVIORAL SCIENCES	75
Department of Philosophy, Religion & Letters	75
English Curriculum/Registration and Advisement Audit	76

Philosophy and Religion Curriculum/Registration and Advisement Audit	80
Department of Arts, Media, and Communications	83
Visual and Performing Arts Curriculum/Registration and Advisement Audit	83
Department of Curriculum, Instruction, and Policy	90
Educator Preparation Program	91
Elementary Education Curriculum/Registration and Advisement Audit	93
Educational Studies Curriculum/Registration and Advisement Audit	95
Physical Education Curriculum/Registration and Advisement Audit	97
Department of Criminology, Sociology, and Psychology	101
Criminal Justice Curriculum/Registration and Advisement Audit	101
Sociology Curriculum/Registration and Advisement Audit	103
Psychology Curriculum/Registration and Advisement Audit	105
Department of Political Science and History	108
Minor in Black Family Studies	108
Minor in History	108
Political Science Curriculum/Registration and Advisement Audit	109
Department of Social Work	111
Social Work Curriculum/Registration and Advisement Audit	112
SCHOOL OF BUSINESS, INNOVATION, AND ENTREPRENEURSHIP	113
Business Administration Curriculum/Registration and Advisement Audit	113
Business Administration (Accounting) Curriculum/Registration and Advisement Audit	118
Entrepreneurship Curriculum	119
Healthcare Administration Curriculum	120
Management Curriculum	121
Marketing Curriculum	122
PHILANDER SMITH MANAGEMENT INSTITUTE	123
Organizational Management Curriculum (PSMI)	123
MASTERS OF BUSINESS ADMINISTRATION	125
Masters of Business Administration Curriculum	125
SCHOOL OF SCIENCES, ENGINEERING, AND TECHNOLOGY	127
Department of Natural Sciences	130
General Science Curriculum/Registration and Advisement Audit	130
Biology Curriculum/Registration and Advisement Audit	132
Program for Pre-Nursing	133
Chemistry Curriculum/Registration and Advisement Audit	134
Program for Pre-Pharmacy	135
Department of Applied Mathematics and Engineering	136
Applied Mathematics Curriculum/Registration and Advisement Audit	137
Applied Mathematics 3/2 Dual Degree Curriculum Audit	138
Department of Computer Science	140
Computer Science Curriculum	141
COURSE DESCRIPTIONS	142
Philander Smith University Board of Trustees	200
University Administration	201
Presidential Leadership Team	203
Philander Smith University Full-Time Faculty	204

LOOKING BACK TO GO FORWARD: OUR HISTORY IS OUR LEGACY

Founded in 1877, Philander Smith University is the result of the first attempt west of the Mississippi River to make education available to freedmen (former African American slaves). The forerunner of the college was Walden Seminary, named in honor of Dr. J.M. Walden, one of the originators and the first Corresponding Secretary of the Freedmen's Aid Society.

In 1882, Dr. G.W. Gray, President of Little Rock University, the institution for the Arkansas Annual Conference of the United Methodist Church, met Mrs. Adeline Smith, widow of Mr. Philander Smith of Oak Park, Ill., while soliciting funds. The late Philander Smith had been a liberal donor to Asiatic Missions and had developed an interest in the work of the church in the South. In making her gift to Dr. Gray, Mrs. Smith designated \$10,500 for Walden Seminary. The trustees accepted the gift and gave it special recognition by changing the name of the struggling Walden Seminary to Philander Smith University. A new site for the school had already been purchased at Eleventh and Izard Streets. The gift made by Mrs. Smith was a significant contribution towards the construction of Budlong Hall, the first brick building on the new site.

Presidents of Philander Smith University

Philander Smith University, which has a rich Christian heritage, acknowledges a definite obligation to The United Methodist Church. Philander Smith University was chartered as a four-year college on March 3, 1883. The first baccalaureate degree was conferred in 1888. The first president, the Rev. Thomas Mason, resigned in 1896. A member of the faculty of the University, the Rev. James Monroe Cox, Professor of Ancient Languages, succeeded him. Dr. Cox retired from the Presidency of the University in 1924, and was succeeded by the Rev. George Collins Taylor, a graduate of the University. Dr. Taylor served as President from 1924 to 1936.

In May 1936, Dr. Marquis LaFayette Harris succeeded Dr. Taylor as President. During the administration of Dr. Harris, the campus area was greatly enlarged. In July 1948, the site of the Little Rock Junior University, adjacent to the South end of Philander Smith's campus, was purchased. On March 30, 1949, after an extensive program of academic improvement, Philander Smith University was fully accredited by the North Central Association of University's and Schools. Dr. Roosevelt David Crockett, a graduate of the institution, on June 1, 1961, succeeded Dr. Harris.

Dr. Earnest Dixon, Philander Smith's Sixth President, took office January 1, 1965. Dr. Walter R. Hazzard, who took office as the Seventh President of the University on July 1, 1969, succeeded him. Dr. Grant S. Shockley who took office as the Eighth President on January 1, 1980 succeeded Dr. Hazzard. Dr. Hazo W. Carter, who was elected unanimously July 19, 1983 by the Board of Trustees, and took office August 20, 1983, succeeded Dr. Shockley.

Dr. Carter resigned the presidency in August 1987. Dr. Myer L. Titus, a 1954 graduate of the institution, succeeded him. Upon Dr. Titus's retirement on June 30, 1998, Dr. Trudie Kibbe Reed was elected by the Board of Trustees in February 1998, becoming the Eleventh and first female President of Philander Smith University.

In the summer of 2004, in the wake of Dr. Reed's resignation, the Board of Trustees appointed Dr. Julius Scott as Interim President.

In October 2004, the Board announced the selection of Dr. Walter M. Kimbrough as the Twelfth President. Dr. Kimbrough took office on December 13, 2004 and served until Spring 2012 when Dr. Johnny Moore, a 1989 graduate of Philander Smith University, was named as the Thirteenth President.

Following Dr. Moore's February 2014 resignation of the presidency, Dr. Lloyd E. Hervey, a 1968 graduate of the University, served as Interim President. Selected by the Philander Smith University Board of Trustees, Roderick L. Smothers, Sr., Ph.D., took office as the University's Fourteenth President on January 5, 2015 and served until May 11, 2023. The Board of Trustees then appointed Dr. Cynthia A. Bond-Hopson on July 1, 2023 to serve as Interim President through July 31, 2024.

On August 1, 2024, the Board of Trustees appointed Dr. Maurice D. Gipson to serve as the Interim President. On May 23, 2025, the Board of Trustees announced that Dr. Gipson was elected to become the 15th President of Philander Smith University.

The Mission of Philander Smith University

Philander Smith University is a small, privately supported and historically Black, four-year liberal arts institution. The University is also related to the Board of Higher Education and Ministry of the United Methodist Church. The University currently offers five degrees, including the Bachelor of Arts, the Bachelor of Science, the Bachelor of Business Administration, the Bachelor of Social Work, and the Masters of Business Administration. The mission of the University is, "To graduate academically accomplished students,

grounded as advocates for social justice, determined to change the world for the better" (Adopted by the Board of Trustees, February 15, 2007).

The Purpose and Philosophy

Philander Smith University also has a rich Christian heritage. It acknowledges a definite obligation to The United Methodist Church and maintains a close relationship with the church. The University, which receives funding from The General Board of Higher Education and Campus Ministry of The United Methodist Church, was created in 1877 by the Methodist Episcopal Church for five good reasons:

- To help persons face the vexing experiences of conflict and social change.
- To develop leadership for the African-American community.
- To educate and help disadvantaged persons.
- To enhance the dignity of persons.
- To facilitate the achievement of justice and to advance human welfare.

The founders' distinctive aims are still used as guidelines in planning curricular offerings for students of all races and classes who enter the University with a hunger for knowledge, a quest for truth, and a desire for a better life. During the early stages of Philander Smith University's development, higher education was limited by conformity and religious constraints. Today, the University community is characterized by academic freedom and responsibility, critical analysis and creative research, meaningful dialogue, and free communication.

Philander Smith University is a "student-centered University" that aims to help students:

- To think critically, creatively, quantitatively, and qualitatively.
- To develop a sound moral and spiritual foundation for personal life, social involvement, and responsible living in a democratic society.
- To become community leaders.
- To develop their greatest potential as human beings, citizens, and children of God.
- To be workers who are proud of their work.
- To live up to the highest and best standards known.

While most educators are willing to invite academically gifted students to participate in the learning process, Philander Smith University welcomes both academically prepared students and those who are underprepared and may require the assistance of special services to maintain satisfactory academic progress at the University. The full evaluation of a student is not based solely on his or her transcript or what is his or her academic standing at the moment. In addition to these factors, the President, the faculty, and staff consider what each student may become if given a fair chance for growth and development. All instructional, administrative, and material resources of the University are directed towards providing an environment for progressive learning and meaningful experiences, which are consistent with the high aims of the University.

The University offers quality education through four schools: the School of Arts, Education, and Behavioral Sciences, the School of Business, Innovation, and Entrepreneurship, the Dr. Joycelyn Elders School of Allied and Public Health, and the School of Sciences, Engineering, and Technology. The liberal, specialized, and religious components of the curriculum at the University are appropriately balanced and integrated in order to produce a well- rounded person. The sequences of courses for each curriculum is designed to help students to develop maximum fundamental and application of skills proficiency in their academic studies in various fields.

As of 2025, Philander Smith has had 148 years of experience in helping people to become empowered through education. Higher education is the key to economic, social, political, and personal empowerment. It is the foundation for reconciliation in our world. Because we have a glimpse of tomorrow's college, we are building the future academic community today. In our present and future academic community:

Students will be given more recognition and more opportunities for significant involvement in leadership development, The faculty will play a major, vital role in determining the structure and strength of the academic community, and Channels of communications will be kept open to assure better understanding, more meaningful relationships, and greater cooperation.

The Campus

Philander Smith University, the only member institution in Arkansas of the United Negro University Fund, strives to provide a quality college education for all regardless of race, religion, sex, national origin or ethnic background. The University is located on the edge of downtown Little Rock, in the historic Quapaw Quarter. Twenty-five acres of sprawling landscape of magnificent trees and mixtures of historic and contemporary architecture make up the University's campus, which is also bound by Interstate 630 and Daisy Gatson Bates Drive on the north and south, respectively, and by Gaines and Chester Streets on the east and west, respectively.

There are numerous opportunities for cultural and intellectual partnerships within the Metropolitan Little Rock community between Philander Smith University and three graduate and professional schools: the University of Arkansas at Little Rock, the University of Arkansas at Fayetteville, and the University of Arkansas Medical Sciences Campus.

Metropolitan Little Rock also provides some of the best cultural opportunities available anywhere in the region. For example, in addition to the magnificent Arkansas Arts Center, there are the Little Rock Zoo, the Historic Arkansas Museum, the Central Arkansas Library, the Clinton Library, the Decorative Arts Museum, the Little Rock River Market, the Museum of Discovery and many other points of interest.

The Philander Smith University campus spans approximately 25 acres in the heart of Little Rock, Arkansas. Little Rock, the capital city of Arkansas, is located at the foothills of the beautiful Ozark Mountains and on the south bank of the Arkansas River. The city is served by airlines, trains, bus lines, the Arkansas River Inland Waterways, and both interstate and state highways. Buildings on campus include:

The James Monroe Cox Administration Building: A three-story National Register brick structure housing administrative offices of the University, the Social Justice Institute, the University Choir, as well as classrooms and faculty offices.

The Donald W. Reynolds Library and Technology Center: A brick facility, which opened in January 2003, consists of the University's main library and a separate technology center. Within the library are additional spaces for the Archives, Faculty Development, Teacher Education Lab, Children's Collection, Music Listening Lab, Multi-Media collection, Distance Learning Lab, and a Conference Center. The building is completely wired and contains over 100 computers for student use. The facility contains an art collection consisting of works by noted African American artists.

Harry R. Kendall Science and Health Mission Center: A brick facility, which opened in 2004, has a two-fold function. One side of the building contains science labs, research labs, and a large lecture hall. The other side contains the Office of the President, the Mission Center (meeting facilities, kitchen facility) and the offices of the Arkansas Conference of the United Methodist Church.

The Clarence J. Duvall Campus Center: A contemporary brick structure which includes a cafeteria; a buffet-style conference room; a bistro; and a lounge area. This building was erected in 2014.

Student Residential Life Center: A brick facility, which began housing its first student residents in fall 2003, has three floors and houses 260 students. Each room consists of a private bath and two sleep/study areas. There is a common study room, lounge area, TV room and exercise room. Each floor also has washers and dryers for student use.

Residential Suites "A": An apartment-style brick facility, which was built in 2010, also houses 60 upper-class students. A total of twelve (12) suites contains 5 single occupancy bedrooms. Residents in each suite share bath accommodations. Each suite contains a washer/dryer and a common lounge/kitchenette.

Residential Suites "B": An apartment-style student brick facility, which was built in 2011, also houses 55 upper-class students. A total of eleven (11) suites contains 5 single occupancy bedrooms. Residents in each suite share bath accommodations. Each suite contains a washer/dryer and a common lounge/kitchenette. The building also contains a live-in manager (Assistant Director of Housing), office space, and a conference room for student use.

Sherman Tate Recreational Center: A one-story brick structure which is on the National Register of Historic Places; the building was restored in 2005.

The Kresge-Mabee Science Building: A two-story brick structure which provides faculty offices, classrooms, lecture hall, laboratories, and other facilities for departments of biology, chemistry, mathematics, computer science and physics.

Student Services Center: A brick structure which houses offices of the Vice President for Enrollment Management and Student Experience, the offices of Campus and Religious Life and the Integrated Counseling Center. The building also contains activity rooms for group meetings.

Computer Information Services: This office, located in The Donald W. Reynolds Library and Technology Center, provides computer and technology leadership and technology support for the Philander Smith University community.

Campus Security Office and Fence: A brick structure was erected in 1993. Also in this year, erected around the perimeter of the campus is the wrought iron security fence.

Myer L. Titus Academic Center: A two-story brick facility which contains fourteen classrooms. It houses The Provosts Office; the Division of Academic and Student Success; The School of Arts, Education and Behavioral Sciences; the Office of Institutional Effectiveness; the Campus Bookstore; and a student lounge. It also features a 100+seat sub-dividable auditorium.

The Bookstore: The Philander Smith University Bookstore, which is located on the first floor of the Myer L. Titus Academic Center, houses course textbooks. The bookstore sells snacks, cold drinks, greeting cards, school apparel, school supplies, and study aids. Stamps and envelopes can also be purchased at the checkout counter in the bookstore. The bookstore accepts Visa, MasterCard, and American Express.

The “Barracks”: A wooden two-story, former military barracks building, which is on the historical register, was restored in 2009. The building can house up to 19 students. It has a common lounge area and a computer lab.

Kelly Hall: A two-story brick Colonial structure which formerly served as the residence of Presidents of the University is named after Bishop Edward Kelly. The building houses the offices of the Vice President for Institutional Advancement, Donor Relations, PR and Marketing, and Alumni Affairs.

M.L. Harris Fine Arts Center: A brick structure which contains a Fine Arts Auditorium with a seating capacity of approximately 650. The building also houses the Office of Enrollment Management and Student Success.

Arkansas Memorial to Dr. Martin Luther King, Jr., which is created by Dr. Carey Wynn III, and donated to the University on October 16, 1989, is located outside of the M. L. Harris Fine Arts Building. Since 1995, in January at the memorial, the University has held the Martin Luther King Jr. vigil.

Maintenance Building: A one-story brick structure which includes storage, workshop facilities and office space for maintenance personnel. The building was erected in 1977.

Dr. Crawford J. Mims Gymnasium and Multi-Purpose Complex: A 40,000 square-foot brick building which contains the Athletic Department and the Department of Physical Education Wing (including a jogging track, a regulation racquetball court, and a 100-seat auditorium). Also located at the separate end of the complex is the Ottenheimer Business Center, which houses the School of Business, Innovation, and Entrepreneurship, including the Philander Smith Management Institute.

Athletics: The Philander Smith University Athletics Department is a member of the HBCUAC (Historically Black Colleges and Universities Athletic Conference) and participates in the National Association of Intercollegiate Athletics (NAIA). Housed in the Dr. Crawford J. Mims Gymnasium, it is a premier athletics program in the HBCUAC and an annual contender for multiple NAIA postseason bids.

Wesley Chapel Parsonage: A facility which serves as residence for the Pastor of Wesley Chapel and is the location for other church-related activities.

Dormitory Parking: A 165-space parking lot for the University’s students who reside on campus is located between Wesley Chapel Parsonage and the new Campus Center.

Panther Village: Built in 2016 and located at 915 West 16th Street, this facility includes six individual homes and houses a maximum of eight to ten students in each unit. These units offer double occupancy, family size refrigerators, large kitchen areas, study rooms with computer access, and a large social and lounge area.

Title IX and Board - Approved Policies Sexual Harassment

It is against University policy to sexually harass or to discriminate against any member of the University community on the basis of sex. Such actions are prohibited not only by the University, but also by Section 703, Title VII of the Civil Rights Act of 1963 and Title IX of the Education Amendments Act of 1972. Violation of these Acts may subject the University and/or individuals to disciplinary action and may have legal consequences.

Sexual harassment shall be defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where:

- Submission to such conduct is made, explicitly or implicitly, a term or condition of an individual’s employment or classroom evaluation; or
- Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the status of the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or classroom performance, or creating an intimidating, hostile, or offensive working or academic environment.

The University seeks to encourage the prompt reporting of such harassment and its resolution through either informal or formal procedures. In addition, the University will take steps towards and will encourage the development of employee/student rights to be free from sexual harassment and the procedures available for reporting. Programs will also be developed and aimed at preventing sexual harassment. Any individual who wants to report an incident of sexual or other unlawful harassment should promptly report the matter to his or her supervisor, the Provost, and/or the Executive Director of Human Resources.

General Harassment

It is against Philander Smith University's policy to harass any person because of race, color, gender, religion, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam Era. The University complies with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations. The University intends to provide an environment that is pleasant, healthful, comfortable, and free from intimidation, hostility, or other offenses. Harassment of any sort, whether verbal, physical, visual, or sexual, will not be tolerated. Harassment is a very serious offense that can result in the imposition of severe disciplinary measures, including suspension, expulsion, and termination. Harassment is a form of persecution that can cause anguish and humiliation and is incompatible with the University's Christian heritage. It is unacceptable under any circumstances and will not be tolerated.

Harassment can take many forms. It may include, but is not limited to, the use of words, signs, jokes, pranks, intimidation, physical contact, or violence. Harassment is not necessarily sexual in nature. Speech or other expression constitutes harassment if it:

- is intended to insult or stigmatize an individual, or an identifiable group of college-related individuals on the basis of age, ancestry, disability, national or ethnic origin, race, religion, gender, or sexual orientation;
- is addressed directly to (although not necessarily in the presence of) the individual(s) whom it insults or stigmatizes, and
- makes use of words or nonverbal symbols that convey hatred or contempt for human beings on the basis of age, ancestry, national or ethnic origin, race, religion, gender, or sexual orientation.

Harassment may also include nonverbal acts such as vandalism, physical assault, or destruction of property which also would be punishable by law. Other examples of harassment include insults or "jokes" referring to an individual's group-based attributes; placement of offensive written or visual materials in another person's work or living area; offensive messages sent through voice or e-mail; and undesired physical contact, physical violence, or threat of physical violence.

Such actions are prohibited not only by the University, but also by Section 703, Title VII of the Civil Rights Act of 1963 and Title IX of the Education Amendments Act of 1972, and so may have legal consequences. Cases of harassment involving students will be handled by the Disciplinary Committee.

Students with Disabilities

It is the policy and practice of Philander Smith University to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of Philander Smith University. Academic accommodations are provided to students with documented learning disabilities so that optimum performance is achieved within the University's academically competitive environment.

A learning disability is generally defined as a significant discrepancy between achievement and ability or an intra-cognitive discrepancy attributable to other handicapping conditions, or to environmental deprivation. The term disability is divided into three parts. An individual must satisfy at least one of these parts in order to be considered disabled under the law: (1) have a physical or mental impairment that substantially limits one or more of that person's major life activities, (2) have a record of such impairment, or (3) be regarded by the covered entity as having such impairment. The college does not provide testing for disabilities. Students are responsible for their own testing and for providing the documentation to the college. The college highly recommends that students present their documentation prior to the first day of classes to the Office of Disability Services to ensure timely implementation of accommodations if they are deemed necessary.

Since assessment constitutes the basis for determining reasonable accommodations, it is in the student's best interest to provide recent and appropriate documentation. This will serve as the basis for decision-making about the student's need for accommodations in the college environment. Documentation verifying a learning disability should:

- A. Be prepared by a professional qualified to diagnose a learning disability (i.e. a licensed psychologist, learning disabilities specialist, and neurophysiologist). Experience in working with an adult population is essential. Collaboration with speech and language clinicians, reading specialists and other educational professionals may be appropriate and necessary for a comprehensive assessment of a student's needs. However, these professionals are not generally considered qualified to diagnose a learning disability.
- B. Include background information about the individual and descriptions of the testing procedures followed, instruments used, test results, interpretation, and recommendations.
- C. Include test results in the following areas: IQ, reading, mathematics, spelling, written language, and language and cognitive processing skills.
- D. Include a clear diagnostic statement based on the test results and personal history.

- E. Be dated no more than three years prior to admission or the request for services by undergraduates, five years for adult returning students.
- F. Include test scores/data. This is important since certain college policies and procedures (i.e. petitioning for permission to substitute courses) require actual data to substantiate eligibility.

The following instruments are generally accepted as appropriate for the diagnosis of a learning disability in adults: WAIS-R, Woodcock-Johnson Psycho-Educational Battery, Parts 1 and 2, Halsted-Reitan Neuropsychological Test Battery for Adults, Bender Visual Motor Gestalt Test, Detroit Tests of Learning Aptitude, Nelson-Denny Reading Test, Test of Written Language (TOWL), Wide Range Achievement Test, and Stanford Diagnostic Reading Test. There must be clear and specific evidence of a learning disability. Individual "learning styles" and "learning differences" alone do not constitute a learning disability. Once a disability has been verified, accommodations will be provided on an individual basis pending availability.

Drug-Free Campus

In February 1999, the Philander Smith University Board of Trustees designated Philander Smith University as a Drug-Free Campus.

CHURCH-RELATEDNESS: AN ORDAINED CONNECTION

As a United Methodist Church -affiliated institution, the heritage of Philander Smith University is deeply rooted in faith. Philander Smith University's mission statement echoes its first mission by The Methodist Church to provide an education during "conflict and social change," by educating current students to become "advocates for social justice." The Mission Statement also inter-relates the current Mission of The United Methodist Church by charging Philander Smith University students "to change the world for the better."

Underscoring Philander Smith University's mission and its relationship to The United Methodist Church is the commitment to fostering spiritual and ethical values necessary to become good social justice advocates. As evidence of Church-Relatedness, Philander Smith University offers weekly chapel services and other religious events.

SEVEN PRINCIPLES USED BY THE UNITED METHODIST CHURCH UNIVERSITY SENATE TO ASSESS THE CHURCH-RELATEDNESS OF COLLEGES

A Church-related institution:

- **Identifies** itself as such in printed materials, official listings, and other statements of self-description;
- **Respects, honors and provides** the teaching of religion, and specifically, appropriate scholarly theological teaching in the Christian tradition within the curriculum;
- **Respects** and honors religious practice and, specifically, worship and service for students and faculty who choose to participate in the Christian tradition within the total life of the school;
- **Willingly allows** faculty and students to explore the place of religious belief and practice, and specifically, the intellectual dimensions of Christian faith, in all academic disciplines and co-curricular activities;
- **Encourages** the exploration of the place of religious belief and practice in the larger society and advocates appropriate recognition of the contributions of religion to public life;
- **Recognizes** the Social Principles of The United Methodist Church and seeks to create a community of scholarship and learning which facilitates social justice; and
- **Includes** in its faculty, administrative officers, and board of trustees persons who understand and respect the relationship of The United Methodist Church.

[Adopted by the UMC University Senate on June 21, 1996]

OFFICE FOR MISSION, CULTURE, AND RELIGION

The Office of Mission, Culture, and Religion functions as a fundamental pillar of spiritual, cultural, and ethical life at Philander Smith University. Rooted in the institution's historical affiliation with the United Methodist Church, the office is critical in ensuring that faith, mission, and cultural heritage remain integral to the student experience. It advocates for academic excellence while nurturing character, affirming identity, and fostering a profound commitment to justice, peace, and service.

Purpose and Vision

The office is dedicated to integrating faith, learning, and service in ways that equip students to lead purposeful lives with integrity. The office encourages students to investigate diverse spiritual traditions, embrace cultural plurality, and develop a moral framework that informs personal development and community leadership by cultivating an academic environment characterized by reflection, dialogue, and mutual respect. Its overarching vision is to establish an educational atmosphere where learning transcends intellectual pursuits, encompassing the cultivation of values that produce compassionate and socially responsible citizens.

Core Functions

- **Spiritual Life & Chaplaincy:** Facilitates worship services, pastoral counseling, and opportunities for spiritual growth among students, faculty, and staff.

Cultural Engagement: Initiates and supports programs that celebrate cultural identity, heritage, and traditions while promoting inclusivity and a sense of belonging.

- **Service & Outreach:** Enhances community relationships through service-learning initiatives, civic engagement, and collaborations with local churches and organizations.

- **Mission Integration:** Upholds the University's historic mission to educate ethically grounded leaders committed to principles of justice, peace, culture, and the advancement of its institutional objectives.

- **Traditions & Ceremonies:** Oversees and preserves the University's valued traditions and rituals, ensuring that heritage remains a significant component of campus life.

Programs and Initiatives

The office sponsors diverse programs designed to enrich campus life and facilitate learning beyond the classroom. Regular chapel services offer worship, inspiration, and fellowship opportunities, while interfaith dialogues promote understanding and respect among various traditions. Cultural celebrations – including observances for heritage months, artistic performances, and campus-wide festivals – acknowledge the identity and history of the Philander Smith community. Furthermore, students are encouraged to engage in service-learning initiatives, justice-oriented projects, and leadership development programs that extend the University's mission into the wider community.

Commitment to Students

At its core, the Office of Mission, Culture, and Religion is devoted to the comprehensive development of students. Through mentoring, leadership training, and reflective service opportunities, students are supported in their journey toward becoming intellectually inquisitive, spiritually grounded, and socially responsible leaders. The office embodies the conviction that education transcends mere knowledge acquisition; it encompasses cultivating character, embracing cultural diversity, and the imperative to serve humanity for the common good.

PSU SEVEN TIMELESS HUMAN VALUES

There are principles and expectations for Philanderians. They are:

RESPECT FOR SELF

Respect for Self is, through deep self-awareness, having confidence in the gifts one brings to make a positive contribution as a citizen of the world, and possessing the humility to allow for continuous personal growth.

RESPECT FOR OTHERS

Respect for Others is to act toward others in ways that demonstrate and acknowledge their rights, wishes and beliefs even if they are not your own.

RESPECT FOR PSU

Respect for PSU is to honor and give adherence to the history, legacy, codes of conduct, customs and values of Philander Smith University.

LEADERSHIP

Leadership is the process of allowing one's positive skillful behavior and words to energize and ignite others to action without obligation or coercion.

SCHOLARSHIP

Scholarship is the pursuit of high academic achievement which includes language, behaviors and knowledge resulting from study and research that enables one to become the critical thinkers for the nation and the world.

SPIRITUALITY

Spirituality is a broad concept with diverse expressions, rituals, and practices. While deeply rooted in the Methodist movement, Philander Smith University understands spirituality to include a sense of connection with the Divine in the quest for meaning and purpose in this life.

SERVICE

Service is an act of work that affirms the humanity in others and is the lens through which we assist a person, a group, a community, a cause or a belief without expectation of reciprocation.

ENROLLMENT MANAGEMENT & STUDENT EXPERIENCE

Mission

The Enrollment Management & Student Experience Division is committed to providing outstanding student services through three organizational departments. By utilizing an integrated information system and a reporting environment, Enrollment Management provides ongoing analysis of the characteristics and behaviors of current, prospective, and former students in order to help the campus achieve the following goals:

- To attract, admit, enroll, and retain a desirable student body for the campus, in accordance with academic policies and initiatives and campus priorities;
- To manage a campus schedule of course offerings; to register students; maintain the permanent academic record; issue transcripts, grades, certifications, and diplomas;
- To administer federal, state, and institutional financial aid and scholarship programs;
- To facilitate proper student transition to Philander Smith University that leads to positive adjustment, academic success, and student persistence;
- To counsel students and families in order to ensure access, choice, and a diverse student body that is representative of a Philander Smith University student;
- To facilitate proper student transition to Philander Smith University that leads to positive adjustment, academic success, and student persistence;
- To facilitate the development, implementation and monitoring of academic policies, practices and procedures, and to assist the academic units in implementing such policies in order to meet their goals;
- To promote Philander Smith University and the pursuit of higher education;
- To play a leadership role in the development, implementation, maintenance, and assessment of effectiveness/efficiency of student information systems for the campus.

Admissions and Recruitment

Admission to Philander Smith University (PSU) is open to all persons who show potential for college-level work and who meet our admissions requirements. To be considered for admission to PSU, students must have earned a high school diploma from a regionally accredited high school, or have passed a state issued General Education Diploma (GED) test, or completed a state- approved home school program. PSU admits new students in the fall, spring, and summer terms. Admission to college programs and activities is offered to students regardless of race, national origin, religion, physical disability, age or sexual orientation.

Academic factors are of primary importance in gaining admission to PSU; however, these are not the only factors considered by the Office of Admissions. PSU seeks academically promising students who possess character, personality, and leadership potential, as we feel these students are capable of making a real contribution to our academic community. The University also seeks students who are in line with the current mission of the University, which is to graduate academically accomplished students grounded as advocates for social justice, determined to change the world for the better.

Prospective students are encouraged to tour the Philander Smith University campus and to visit with Admissions representatives, the University's Academic Deans, and other faculty in order to discuss their educational objectives. Campus tours may be scheduled in advance by calling the Office of Admissions at 501-370-5221 or toll free at 800-446-6772.

Important Dates

A student seeking admissions should make every effort to submit the application prior to due dates below:

- Fall – March 1
- Spring – December 1
- Summer I – May 1
- Summer II – June 1

Eligibility

The following eligibility requirements are to be met by prospective students to Philander Smith University. The University reserves the right to deny admissions to applicants who do not meet the following eligibility requirements.

Required Documents for Admittance to PSU

1. Official high school transcript (upon graduation) or GED.
2. Official college transcript (if you have taken any college classes).
3. Official ACT or SAT scores.
4. Immunization records (showing date of (2) measles and (1) rubella inoculations)
5. Nonrefundable application processing fee of \$25.

Home Schooling

Candidates who have completed a program of home instructions 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 report submitted to an official in charge of state or regional home instruction/home schooling supervision.
5. The official results of the ACT or SAT University entrance examination.

International Students

International students who are seeking admission into the United States to study at Philander Smith University must submit all the required documents for admissions in enough time to meet the May 1st deadline. International students will not be admitted to Philander Smith University after May 1st for the next fall term.

In addition, prior to the I-20 document being issued to the admitted student:

1. The student must pay to Philander Smith University a deposit equal to 100% of a student's tuition, fees, books, room and board for one semester less any institutional or outside scholarships awarded.

AND

2. The student must also establish a payment plan if a balance for the semester is owed.

Payments are due as follows:

- 40% Due Prior to Issuance of I-20 and prior to the first day of class each subsequent semester
- 20% Due September 15th (Fall)/ February 15th (Spring)
- 20% Due October 15th (Fall) / March 15th (Spring)
- 20% Due November 15th (Fall) / April 15th (Spring)

The I-20 is needed to schedule an appointment with the Consulate's Office in the student's home country. The letter of admission to Philander Smith University and the I-20 form will be necessary in order to obtain a student visa.

Prospective students from foreign countries are required to have a School Certificate or General Certificate of Education. In addition, students from Non-English speaking countries must present a TOEFL (Test of English as a Foreign Language) score of at least 500 (paper-based) or 173 (computerized), or a Certificate of Completion from an Intensive Language Program (IELP) or English as a Second Language (ESL) program at a regionally accredited American University or University.

International Students must submit the following original documents before they can be accepted to the college:

1. An official college application along with the \$75.00 non-refundable application fee.
2. School Certificate or General Certification of Education.
3. TOEFL score report or IELP or ESL Certificate of Completion (if applicable).
4. A statement of Embassy Sponsorship or an Affidavit of Support with one semesters full costs received by May 1st The following requirements can be met after you arrive on campus:
 - An ACT or COMPASS score.
 - Immunization Record showing date of two (2) measles and rubella inoculations.
 - A Tuberculosis (TB) skin test

Readmission

All previously enrolled PSU students must reapply for admission and pay the current non-refundable processing fee. Readmitted students will be required to complete the degree requirements of the current catalog.

Registration

All students who have been unconditionally accepted into PSU will receive an acceptance letter. Students accepted on probation must follow all regulations as written in their letters. Students are expected to register for classes during the term of admittance. Upon successful registration, a tuition and fee statement will be generated indicating the courses for which a student has registered and the amount the student will be billed.

Incoming Freshmen

First-time applicants and those who have earned less than 30 credit hours from an accredited college or university are admitted to PSU as freshmen. Full regular admissions will be offered to individuals who have earned a diploma from a regionally accredited high school program with a grade point average (GPA) of at least 2.0 (on a closed scale of 4.0) and a 19 composite score (or 800 combined Critical Reading and Math scores on the SAT), or to those individuals who have earned a passing score on a state- issued General Equivalency Diploma (GED) exam, or to those individuals who have completed a state- issued and approved home school program. Successful candidates for admissions will have satisfactorily completed the following core requirements: English (4 units), Math (3 units), Lab Sciences (2 units), Social Sciences (2 units) and Free Electives (6 units).

Freshman Placement Test

Students enrolling with less than 30 earned credit hours are required to take the ACT/SAT or an equivalent standardized residual test prior to registering for classes. At Philander Smith University, we use your ACT/SAT scores to identify proper placement in courses for students' first semester. The ACT cut off score for placement in General Education classes is 18. If your ACT scores in English, Reading, or Math are below a 18, you will be placed in courses according to the following guidelines:

English

Pre 2016 SAT Score	SAT2016 Score	ACT Score	PSU Course Placement
600 and above	521 and above	22 and above	Composition II
500-599	491-520	18-21	Composition I
499 and below	490 and below	17 and below	College English

Math

Pre 2016 SAT Score	SAT2016 Score	ACT Score	PSU Course Placement
600 and above	531 and above	22 and above	Calculus I
550-599	501-530	19-21	College Algebra
500-549	451-500	17-18	College Math
499 and below	450 and below	16 and below	Math Foundations

Reading

Pre 2016 SAT Score	SAT2016 Score	ACT Score	PSU Course Placement
500 and above	491 and above	18 and above	Exempt
499 and below	490 and below	17 and below	College Reading

Provisionally Admitted First-Year Students

Any incoming, first time, first-year student will be considered provisionally admitted if they fall at or below any of the following criteria:

1. Have a high school cumulative grade point average (GPA) below a 2.0.
2. Possess an ACT Score below 18 in English, Reading, and/or Math.
3. Possess a SAT Score below 500 in English, Reading, and/or Math.

Students who are Provisionally Admitted must do **ALL** of the following to become Fully Admitted:

1. Attend the S.T.A.R.T. Summer Bridge Program or other academic intervention program at Philander Smith University
2. Complete foundational coursework (University English, University Reading, and Math Foundations where applicable) with a letter grade of "C" or better.
3. Sign an Academic Success Contract with the Office of Student Transitions and Retention Services (S.T.A.R.S.) to ensure the following:
 - A. Attend three (3) S.T.A.R.S Academic Success Workshops each month.
 - B. Attend monthly meetings with assigned Student Success Coach.
 - C. Complete five (5) hours of tutoring each week.

4. Maintain a GPA that is consistent with the Satisfactory Academic Progress policy of PSU.

Students who do not submit an ACT/SAT score will be required to take the Accuplacer Test prior to August 1st. Failure to complete any of the criteria will result in a student being administratively withdrawn from the institution.

Continuing Education Admission

Students seeking admission into one of our Continuing Education programs must meet all admission requirements at the time of application. It shall be the applicant's responsibility to provide an official transcript from previously attended accredited institutions. Students may also be required to furnish course catalogs and course descriptions to verify completed coursework. It should be noted that only credits or hours earned at institutions that are accredited and recognized by one of the nationally recognized accrediting agencies of the U.S. Department of Education will be accepted.

Continuing Studies

Nontraditional students who meet the program requirements may elect to enroll into the Philander Smith Management Institute (PSMI) or any of PSU's certificate programs. Students must meet all admission criteria to be eligible for these programs.

Transfer Students

A transfer student is defined as any student who has been officially enrolled at another college or university. All transfer students must be in good standing with all schools previously attended and complete all admission requirements. Students must have a cumulative GPA of at least 2.0. Any student who has earned fewer than 30 credit hours will be admitted as a freshman.

Dual Enrollment

High school seniors who have maintained a GPA of at least 3.0 (on a scale of 4.0) may be permitted to enroll in college-level courses while in high school. Students seeking early admission must be recommended by a high school counselor or other appropriate school official and submit an official essay detailing why they want to attend Philander Smith University. Generally students should have at least a B average and show promise to complete course work on the collegiate level.

Special Students

Students who are unclassified and not seeking a degree can enroll in classes at PSU. Special students must submit an Application for Admission, along with the non-refundable processing fee. Special students are not eligible for financial aid. Students who have completed a course program of study and have been awarded a degree from PSU are allowed to re-enter PSU as "special" students. Students classified as "special" should note that they will not be issued another diploma/certificate and will have the new or additional course work listed on their official transcript.

Post Baccalaureate

A Post-Baccalaureate student is a student who has a baccalaureate degree, but is still enrolled in undergraduate coursework. Post – Baccalaureate students are not eligible for federal grant funds. Loan eligibility depends on the amount and type of loan(s) previously held at the undergraduate level. Federal aid recipients must be degree-seeking or certification-seeking students at Philander Smith University. In order to receive federal aid as a post- baccalaureate student, the student and his/her advisor must complete the post-baccalaureate certification form and return it to the financial aid office. At that time, a financial aid representative will determine if the student is eligible for loans at the undergraduate level.

Transient Students

Students who are currently enrolled at another college or university may elect to enroll at PSU to take concurrent hours or attend summer school. Transient students must submit an Application for Admission, along with the non- refundable processing fee, and a transient form or letter of good standing from the school in which they are enrolled.

Prior approval of courses must be obtained from the home and visiting school Registrars as well as departmental approvals to ensure transferability. The total number of hours enrolled at all institutions may not exceed the maximum acceptable in a PSU term. A Transient Student Form must be filed with the Office of the Registrar. Transient students are not eligible for financial aid through PSU. The aid must be awarded through the home institution.

Audits

Students may enroll for classes on a non-credit basis as an audit by paying the per hour audit fee. Any student who attends a class as an audit may not, at any time, petition for credit through a proficiency or special examination for that class. However, the student may, at a later time, register as a regular student in that course.

Students registered in credit courses may be granted permission to change from credit to audit, if the change is made prior to mid-term. No refunds will be granted for changing from credit to audit.

Credit Hours

Credit by Examinations

Students who have taken Advanced Placement (AP) or International Baccalaureate (IB) courses may have the opportunity to have these courses replace introductory level courses. Students must submit official AP or IB test results to the Office of Admissions with their admissions application and official final high school transcripts. See below the faculty approved cut-off scores:

AP Credit GRID at Philander Smith University

5 = extremely well qualified; 4 = well qualified; 3 = qualified; 2 = possibly qualified; 1 = no recommendation
(University Board) PSU accepts 4/5 scores; a score of 3 requires an evaluation and decision from the Dean in the major

University Board's AP Course

AP Art History

4/5 score replaces PSU Course:

Philander Smith University's Course

ART 153, Art Fundamentals

AP Biology

5 score replaces PSU Course:

BIO 114, General Biology I

AP Calculus AB

4/5 score replaces PSU Course:

MTH 215, Calculus I

AP Calculus BC

3/4 score replaces PSU Course:

MTH 215, Calculus I

AP Chemistry

5 score replaces PSU Course:

CHM 184, University Chemistry II

4 score replaces PSU Course:

CHM 134, University Chemistry I

AP Computer Science A

4/5 score replaces PSU Course:

CSCI 134, Applied Computer Science

AP Comparative Government and Politics

5 score replaces PSU Course:

POLS 113, American National Government

4 score replaces PSU Course:

POSC 103, Introduction to Political Science

3 score replaces into PSU Course:

HIST 113, History Western Civilization I

AP English Language and Composition

4/5 score replaces PSU Course:

ENG 113, Composition I

AP English Literature and Composition

4/5 score replaces PSU Course:

ENG 123, Composition II

AP Macroeconomics

3/4 score replaces PSU Course:

ECON 113, Macroeconomics

AP Microeconomics

3/4 score replaces PSU Course:

ECON 123, Microeconomics

AP Music Theory

5 score replaces PSU Course:

MUS 111, Sight Singing I

4 score replaces PSU Course:	MUS 113, Music Theory
AP Physics B and/or C 4/5 score replaces PSU Course:	PHY 234, University Physics I
AP Physics I 4/5 score replaces PSU Course:	PHY 214, University Physics I
AP Physics 2 4/5 score replaces PSU Course:	PHY 224, University Physics II
AP Psychology 5 score replaces PSU Course:	PSYC 103, General Psychology
AP Spanish Language and Culture 4/5 score replaces PSU Course:	SPAN 113, Elem. Spanish I
AP Spanish Literature and Culture 4/5 score replaces PSU Course:	SPAN 213, Intermediate Spanish I
AP United States Government and Politics 5 score replaces PSU Course: 4 score replaces PSU Course: 3 score replaces PSU Course:	HIST 333, World Geography HIST 213, History of United States I HIST 113, Western Civilization

IB (International Baccalaureate)

High School IB Scores

IB Grade	% Range	Description
7	80-100	Excellent
6	68-79	Very Good
5	55-67	Good
Dean's approval		
4	45-54	Satisfactory

TOEFL (Test of English as a Foreign Language)

Internet Based Test (IBT): 77-78
Computer Based Test (CBT): 210
Paper Based Test (PBT): 547
IELTS Total Score: 77 or higher 6.3 or higher

The University Level Examination Program (CLEP)

In recognition of the varying needs of students, the University also will award credit for examination through the University Level Examination Program (CLEP). No more than thirty (30) semester hours may be earned through examination. This policy applies both to entering students and students previously enrolled. The University adheres to the standard formulated in 2001 by the American Council of Education, which recommends that students be given CLEP credit for coursework when they score 50 or above on the present CLEP grading scale of 20-80. A list of courses for which CLEP credit may be earned is available through the Office of Academic Affairs. As this list indicates, the normal credit given for a course for which a student may earn CLEP credit is three (3) semester hours. A student may earn up to, but not more than, thirty (30) semester hours by examination. Any student wishing to apply for CLEP credit should contact the Provost. The Provost will have the right to make the final judgment, on a case-by-case basis, about whether CLEP credit has been earned for any given course. Information about taking CLEP examinations will also be available

through the Office of Academic Affairs. In order to receive credit for a course for which a CLEP examination has been taken, a certified copy of scores for that test must be presented to the Provost, when CLEP credit is requested.

Revocation of Admission or Academic Scholarship

Philander Smith University reserves the right to withdraw offers of admission or any institution-based scholarship for violation of academic policy, student conduct, or misrepresentation of information presented by the student. It shall be the duty of all students to become fully aware and familiar with the Code of Conduct outlined in the student handbook and the scholarship renewal policy located in the Financial Aid Office.

Students who receive one of the following scholarships must earn a minimum of 30 semester hours each academic year (Fall/Spring) and maintain the following cumulative grade -point average in order to avoid revocation of academic scholarship:

Renewal Criteria (See also in the Catalog under Financial Aid):

To maintain eligibility, all institutional aid recipients must earn a minimum of 30 semester hours each academic year (Fall/Spring) and maintain the following cumulative grade-point average:

- | | |
|--------------------------|---------|
| • President's Scholar | 3.4 GPA |
| • Thomas Mason Scholar | 3.2 GPA |
| • George C. Taylor Grant | 3.0 GPA |
| • Transfer Scholarship | 3.0 GPA |

In all cases, the scholarship offer letter supersedes the information printed here within.

Residential Life (Housing): The Residential Life Center supports and is a component of the educational mission and services of the University. Its primary responsibility is to provide students who live in the residence hall with a variety of opportunities for personal growth and development. All freshmen students who live more than a thirty (30) mile radius from the college must live on campus. The exceptions are:

- Students with children
- Non-traditional students (age 24 or older, or married)
- Students with extenuating circumstances (ex. severe medical illness, taking care of an ailing parent, serving as guardian to minor siblings, etc.---to be judged on an individual basis)

The University will house upper-class students on the basis of room reservations as they are received. In the event of a lack of space in the residence centers, students who reside in the city will be placed on a waiting list for accommodation in the residence center. At the end of each semester, rooms will be assigned to students residing off-campus as space permits.

Upper-class students whose homes are not located within a daily commuting distance may secure housing off- campus. Off-campus housing is the responsibility of the student, his parents or guardians and the resident owner. The Student Experience staff will assist all students who request such assistance in finding off-campus housing.

New students who desire residency should submit a residential housing application to reserve a room at least six weeks prior to registration. A non-refundable/non-transferable fee of \$235.00 must be sent to the University as a commitment to reserve a residential space. All students should have their room reservation fee in the Business Office on or before June 1 for the first semester and December 1 for the second semester. The room fee is refundable only when space is not available. Each resident student must sign a housing contract agreement.

OFFICE OF THE REGISTRAR

DIVISION OF ENROLLMENT MANAGEMENT AND STUDENT EXPERIENCE

Classification of Students

- Beginning students are classified as freshmen;
- Students with 30- 59 hours of credit are classified as sophomores;
- Students with 60- 89 hours of credit are classified as juniors; and
- Students with 90 or more hours of credit are classified as seniors.

Special/Unclassified Students are those students who are taking courses at Philander Smith University but are not pursuing a degree. If a student decides to become a degree-seeking student at a later date, no more than 12 credit hours (taken as a special/unclassified student) will be counted towards the degree. Students seeking certification in a specific area that does not lead to a degree are classified as Special/Unclassified students.

Regular full-time students are those students who are degree-seeking and carry a minimum of twelve (12) credit hours per semester. Regular Part-Time students are those students who are degree-seeking and carry eleven (11) or fewer credit hours per semester.

Academic Load

A full semester academic load is considered 12-16 hours. Students who maintain a grade-point average of 3.00 or more may take a maximum of 18 hours with approval from the major advisor and the Provost. Working students may be advised to take a maximum of 12 credit hours. A full summer academic load is six to nine credit hours for each summer term. The maximum load for students with less than a 3.50 cumulative grade point may not exceed 18 hours per semester or nine for a summer term, except for senior students, who will be permitted to carry a one-hour or more overload during the last enrollment period if the one- hour or more overload will complete Graduation Requirements. Students with a cumulative grade point of at least 3.50 may request permission of the Dean to schedule up to 21 hours in a semester and six or nine hours in each summer term. To receive permission to register for these overloads, students must complete a form available in the Office of Academic Affairs, which must be signed by the student's General Education advisor(s) (for general education courses), advisor for the major, Dean, and Provost. Students may only apply to take a course overload when the student is attending classes five days per week.

At no time may students enroll in more than 21 hours during a given semester, or nine hours during a five-week term. The total academic load resulting from concurrent enrollments at Philander Smith University and other institutions shall not exceed the maximum listed above. Independent studies are to be included when computing the academic load for a student during each enrollment period.

Grades and Grading System

Students receive official grade reports at the end of each semester and each summer term in which they are enrolled. Philander Smith University uses a four-point (4.0) grading scale which includes permanent letter grades and grade point values as follows:

Grade	Rating	Grade Point	Grade	Rating	Grade Point
A	Excellent	4	I	Deferred Credit	NA
B	Good	3	TR	Credit	NA
C	Average	2	W	Withdrawn	NA
D	Passed	1	WF	Withdrawn Failing	0
F	Failure	0	WP	Withdrawn Passing	NA

Philander Smith University awards an "I" grade when students are unable to complete all course requirements for reasons beyond their control, and when students are unable to meet their financial obligations to the institution during the semester in which they are enrolled. In cases where the incomplete grade is given for academic reasons, the "I" grade must be removed by the end of the semester immediately following the semester in which the grade was received. Failure to do so will result in the "I" grade automatically changing to an "F" grade.

A student must earn at least a "C" in College Reading, College English, Composition I, Composition II, Math Foundations, College Math, and College Algebra at the University in order to pass the required general education courses.

Transfer Credits

A transfer student is defined as any student who has been officially enrolled at another college or university. All transfer students must be in good standing with all schools previously attended and complete all admission requirements. Students must have a cumulative GPA of at least 2.0. Any student who has earned fewer than 30 credit hours will be admitted as a freshman.

Semester credit hours of all courses earned at an accredited four-year institution will be accepted and added to credit hours earned at Philander Smith University. It is the student's responsibility to get approval from the department and the registrar before classes are added to the official transcript. In addition, only 62 semester credit hours for courses passed at an accredited two-year college will be accepted and added to credit hours earned at PSU. Transfer students are required to maintain satisfactory academic progress and must complete 22 of the last 32 credit hours at Philander Smith University. Only grades earned at PSU will be used to calculate the GPA (except as noted in catalog pertaining to graduation honors and organizations; see below).

Students currently on academic probation from another institution of higher learning may be admitted to PSU on a probationary basis. These students may not enroll for more than 12 credit hours per semester until satisfactory academic progress is achieved, and must maintain a GPA of at least 2.0 for two consecutive semesters, beginning with the first semester of enrollment. Students who achieve satisfactory academic progress are removed from probationary status and may enroll in a degree-seeking program.

Students who have been placed on academic suspension or who have been separated from another institution for academic reasons are not eligible for immediate admission to PSU. Students must enroll at another accredited institution and earn a cumulative GPA of at least 2.0.

Exception to the Transfer Grade Policy

When calculating cumulative grade point average (CGPA) for the Alpha Kappa Mu Honor Society and for honors conferred at graduation, all grades received from all institutions will be used.

Change in Class Schedule

All class schedule changes must have the written approval of the advisor(s) in General Education (for General Education courses), and in the majors (for major courses) and of the Registrar. No credit will be given for courses which have not been officially processed by the Registrar. Course substitutions must be completed within the published dates of the academic calendar for the appropriate semester or term.

A course dropped within the official change period and during the published refund period will not appear on the student's transcript. If a course is dropped after the refund period and before mid-term, a grade of (W) Withdrawn will be recorded. There is no charge for schedule changes.

Cancellation of Classes

Students enrolled in cancelled classes will be dropped automatically if the enrollment is less than seven. Courses with seven or more students will make. Special conditions to cancellation of classes will be addressed by the Provost and the Deans; the Provost will make written requests to the Registrar.

Withdrawal from a Course

It is important to note that charges remain in place unless the student officially withdraws from the college prior to the first day of classes for the semester or term. Students withdrawing after the beginning of classes will be refunded according to the published refund schedule below:

Fall and Spring Semesters (If student officially withdraws)

Within the first two (2) weeks	80%
Between two (2) and three (3) weeks	60%
Between three (3) and four (4) weeks	40%
Between four (4) and five (5) weeks	20%
Thereafter	0%

Summer Sessions I and II (If student officially withdraws)

Within the first two (2) days	80%
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Between two (2) and three (3) days	60%
Between three (3) and four (4) days	40%
Between four (4) and five (5) days	20%
Thereafter	0%

After registration ends, the student is considered enrolled and will be responsible for all charges applicable. If the student elects to not continue his/her education, they are required to follow the withdrawal procedures. Failure to do so will result in being responsible for all applicable charges. It is the students' responsibility to properly and officially withdraw from the University. To begin the official process, the student must visit the Registrar's Office, which is located in the Cox Building, 1st Floor.

Reinstatement

A Reinstatement form is used to request that a student be allowed to re-enter a course. Approval is required from the professor of the course, the Dean, the Provost, and the Registrar.

Responsibility for Meeting Graduation Requirements

Through a system of academic advising, Philander Smith University assists each student in planning academic programs, developing course schedules, anticipating graduation requirements, and making decisions affecting their academic growth and development. Students are urged to review, with their general education and major advisors, policies and degree requirements at least once each registration period. Major advisors attempt to provide such assistance in a timely and accurate manner, but meeting requirements for graduation is the responsibility of the student.

Independent Study

A student who plans to graduate at the completion of the semester in which he or she is enrolled, and who needs 18- 21 hours to complete all academic requirements for graduation, may request permission to take a course overload through independent study. The student must have a 3.50 cumulative grade point average and the permission of his or her major advisor, the chairperson of the division in which he or she is seeking a degree, and the Provost, to register for an independent study that will result in a course overload. A student who plans to graduate at the completion of the semester in which he or she is enrolled, and needs courses that are not offered that semester, may request permission to take up to six (6) credit hours of independent study.

Release of Transcripts and Diplomas

Philander Smith University will release transcripts and diplomas only to students who are not indebted to the college. Students requesting transcripts and diplomas who are indebted to PSU will be notified that the documents cannot be released due to indebtedness. To request the release of transcripts, the student must submit a request to the University's third-party vendor, www.parchment.com.

Diplomas

To request the release of a diploma, the student must complete and return the Request for Diploma to the Office of the Registrar. There is a fee for the replacement of a diploma, and it is required prior to processing your request. **Telephone requests are not accepted.**

Withdrawal from the University

Students withdrawing from Philander Smith University are required to file a Notice of Withdrawal from University. This form may be obtained from the Office of the Registrar, and proper signatures must be obtained by all required on the withdrawal form. The form must be signed by the Registrar and must be returned to the Office of the Registrar. Properly submitted forms will be signed within two business days; the date that the process is started will serve as the official withdrawal date.

If a student withdraws from Philander Smith University during the first five weeks of classes (the refund period), all courses will be dropped from the student's record, and the student may receive a tuition and fees refund in accordance with the refund schedule. If the withdrawal dates follow the refund period, a grade of "W" will be permanently recorded on the transcript for all classes the student was enrolled in at the time of withdrawal. Students who fail to secure, complete, and return the Notice of Withdrawal from University form to the Office of the Registrar will be required to pay all fees and charges incurred during the semester.

Chain of Command for Student Matriculation Issues

The Provost and Chief Academic Officer is the final arbiter for any issue related to student transfer of credit, course substitutions, course additions, the drop/add process and other academic issues related to student matriculation, subject to the approval of the University President.

STUDENT EXPERIENCE

DIVISION OF ENROLLMENT MANAGEMENT AND STUDENT EXPERIENCE

The Philander Smith University Spirit

Across the years, there has emerged a fine tradition known as the Philander Smith Spirit. It is a code of honor with which every real Philanderian is imbued. This Spirit provides the basic foundation and guide in all matters of student conduct.

It is presumed that every student enrolled at Philander Smith University is a “lady” or a “gentleman” in all matters of personal conduct. Each student is dealt with as such, as long as he or she remains a member of the University community. Real Philanderians esteem themselves worthy of the name. They perform their duties without reservation to the best of their abilities. The real Philanderian assumes that honor, personal integrity, and loyalty to his or her institution and its traditions are fundamental characteristics essential to the expressions of their best selves. Real Philanderians assume full responsibility for the maintenance of high standards, and the elimination of any of those characteristics which are found unworthy. They endeavor to prove themselves worthy of family, friends, and the institution which they represent. They are strictly honest at all times in all relations, and their work may be implicitly relied upon. They will not lie, steal, or cheat. They will adhere to the “Drug-Free Campus” policy. Their integrity carries that high degree of confidence which forms the basis for all dealings. They have faith in themselves and in others. They endeavor to make their University community better, and use their influence in helping others to do likewise. They recognize that in doing this they are performing a solemn duty, protecting individual liberties and the reputation of the student body and their institution. They know that, in making their contribution in this way, they are helping to keep alive a most precious heritage of freedom and responsibility.

Student Experience provides co-curricular services and programs to students that seek to enhance their academic, leadership, service, and social endeavors. The following departments and services comprise the office, which is located in M.L. Harris.

Student Conduct and Community Standards

The Office of Student Experience guides the student conduct and community standards process at Philander Smith University. The Code of Conduct promotes academic achievement and a tradition of excellence regarding student behavior and citizenship. The student disciplinary system has three primary purposes/goals: to change and redirect unacceptable student behavior; protect the university environment; and protect the rights of students involved in the disciplinary process. While intellectual growth and positive citizenship are promoted and encouraged, the University also strives to ensure that acceptable standards of behavior are communicated, understood, and upheld by the students of Philander Smith University.

New Student Orientation Program/Panther Camp:

The New Student Orientation Program at Philander Smith University provides new students with the opportunity for successful transition into University life. The program is designed to give students a jump start at the University by providing active and intentional social engagement as well as opportunities to complete the necessary business of becoming a student at PSU. During this time, students will complete course registration, meet fellow incoming Philanderians, and learn more about the PSU student experience. All new and transfer students are required to attend New Student Orientation.

Campus Life and Student Engagement

The office is dedicated to fostering the co-curricular leadership development of students by managing a range of programming. Our mission is to enhance the PSU student experience by promoting authentic and intentional engagement, leadership, and service. We provide Philanderians with opportunities to strengthen their leadership abilities, participate in campus organizations, and engage in community service, all through diverse leadership and learning experiences. The office supports the Professional Development Program, advises the Panther Programming Council, Intramurals, and Greek Council, and offers guidance and support to student organizations in the planning, development, and execution of activities and programs that enhance student engagement. We provide students with various informational and learning opportunities through workshops, career and graduate school fairs, community service projects, assessments, and internships. These activities are designed to promote leadership development and foster personal growth for PSU students.

Housing and Residential Life

The Residential Life Center supports and is a component of the educational mission and services of the University. Its primary responsibility is to provide students who live in the residence hall with a variety of opportunities for personal growth and development. All freshmen students who live more than a thirty (30) mile radius from the university must live on campus. The exceptions are:

- Students with children
- Non-traditional students (age 24 or older, or married)
- Students with extenuating circumstances (ex. severe medical illness, taking care of an ailing parent, serving as guardian to minor siblings, etc.---to be judged on an individual basis)

The University will house upper-class students on the basis of room reservations as they are received. In the event of a lack of space in the residence centers, students who reside in the city will be placed on a waiting list for accommodation in the residence center. At the end of each semester, rooms will be assigned to students residing off-campus as space permits.

Upper-class students whose homes are not located within a daily commuting distance may secure housing off-campus. Off-campus housing is the responsibility of the student, his parents or guardians and the resident owner. The Student Experience staff will assist all students who request such assistance in finding off-campus housing.

New students who desire residency should submit a residential housing application to reserve a room at least six weeks prior to registration. A non-refundable/non-transferable fee of \$235.00 must be sent to the University as a commitment to reserve a residential space. All students should have their room reservation fee in the Business Office on or before June 1 for the first semester and December 1 for the second semester. The room fee is refundable only when space is not available. Each resident student must sign a housing contract agreement.

Health Services

Philander Smith University provides a comprehensive health care program to all enrolled students. The Health Services Clinic, located in the M. L. Harris Fine Arts Building, is staffed with a Clinical Director/Registered Nurse (RN) who provides preventive healthcare information, promotes healthcare maintenance, and supplies medical treatment for minor accidents and illnesses. In addition, the university is contracted with a local physician who collaborates with the RN to broaden the health services available for the students.

The following policies govern the Health Services Clinic:

- All emergencies caused by illness occurring after hours of operation should be reported at once to the Residential Life Center Director, who will telephone security if required for hospital emergency care.
- Students should care for their needs through the Health Services Clinic during office hours, which will be posted and advertised at the beginning of the school year.
- When a student is too ill to have meals in the cafeteria, medical permission must be obtained from the Health Services Clinic to have the meal taken to the student. The roommate may come for the meal. On days when the office is closed, the residential life director will provide this service.
- Philander Smith University has secondary accident and health insurance policies. Your primary health insurance would be any policy you have with your parent(s). In case of an accident on or off campus, contact the Health Services Clinic.
- Medical (shot) records are required of each student upon their admittance to Philander Smith University. Medical forms must be completed before admission to the residence halls.
- Proof of Vaccination and/or COVID-19 Test results.

Description of Student Activities

Academic Organizations

To help stimulate personal growth, various clubs are sponsored by the academic divisions of the University. A current listing of these organizations can be found in Academic Affairs.

Athletics

Athletics play an integral role in the development of the total students, complements his/her educational experience, and contributes to the intellectual and leadership potential of Philander students. The goal of Philander's intercollegiate athletics program is to provide the support to achieve each student's maximum potential as a scholar-athlete within an atmosphere of academic excellence. Our athletic teams compete in women's and men's basketball, baseball, women's volleyball, and women's and men's track and field.

At Philander, the overall academic success of scholar-athletes is the number one priority of the athletics program. Scholar-athletes must maintain the minimum academic standards of the University; however, the Athletic Director reserves the right to increase the standards for athletes. Every scholar-athlete must adhere to the rules of appropriate sportsmanship and ethical behavior at all times. We seek to establish and maintain an environment in which a student-athlete's educational experience fosters cultural diversity and gender equity among student-athletes and athletic staff. The University athletic programs belong to the NAIA and compete in the HBCUAC (Historically Black Colleges and Universities Athletic Conference). Rules and regulations are followed in both recruiting and academic eligibility. Student-Athletes' academic progress are closely monitored.

Greek Life & Fraternal Organizations

Students interested in participating in the intake process for any sorority or fraternity must have completed at least 24 semester hours of University (at least 15 hours must be completed at PSU); must have a minimum cumulative grade point average of 2.50; must be free of disciplinary charges; must satisfy financial obligations through the Business Office; and must follow all procedures of the member organization in accordance with the guidelines established by its National office. Current members must maintain a 2.50 grade point average for each subsequent semester after their intake. Please note: In cases where more stringent guidelines for membership exist with the National organizations, then their requirements will supersede those of the University.

- **Phi Beta Sigma Fraternity, Incorporated:** The Phi Chapter of Phi Beta Sigma Fraternity, Inc. was established at the University in 1928.
- **Alpha Phi Alpha Fraternity, Incorporated:** The Beta Chi Chapter of Alpha Phi Alpha Fraternity, Inc. was established at the University in 1938.
- **Alpha Kappa Alpha Sorority, Incorporated:** The Gamma Alpha Chapter of Alpha Kappa Alpha Sorority, Inc. was established at the University in 1940.
- **Sigma Gamma Rho Sorority, Incorporated:** The Alpha Xi Chapter of Sigma Gamma Rho Sorority, Inc. was established at the University in 1941.
- **Omega Psi Phi Fraternity, Incorporated:** The Pi Sigma Chapter of Omega Psi Phi, Fraternity, Inc. was established at the University in 1941.
- **Delta Sigma Theta Sorority, Incorporated:** The Gamma Gamma Chapter was established at the University in 1942.
- **Kappa Alpha Psi Fraternity, Incorporated:** The Beta Tau Chapter was established at the University in 1947.
- **Zeta Phi Beta Sorority, Incorporated:** The Tau Chapter of Zeta Phi Beta Sorority, Inc. was established at the University in 1947.
- **Iota Phi Theta Fraternity, Incorporated:** The Colony of Iota Phi Theta Fraternity was established at the University in 2012.

Intramural Sports

The Intramural Sports Program offers competition in sports for women, men, and co-rec (men and women combined on one team). Students can join different sports teams throughout the school year including flag football, dodgeball, softball, and basketball. Whether you have played sports in the past or want to try a new sport, we invite you to learn everything you need to know about the different sports offered.

Mister and Miss Philander Smith University

Mister and Miss PSU are elected student leaders who represent the best in academics, moral character, leadership skills, and personal decorum. Elections for Mister and Miss PSU occur each Spring term at the Annual Mister and Miss PSU Pageant. A Coronation Ball is hosted each Fall term to officially install Mister and Miss PSU as Philander's Student Royalty.

Qualifications for Mister and Miss Philander Smith University

Candidates for Miss PSU:

- Must be born female;
- Must be single (unmarried). She must remain in this status during her reign;
- Must have earned a minimum of sixty (60) quality academic hours at the beginning of the Fall semester of her reign;
- Must have been enrolled at Philander Smith University at least one (1) academic year prior to her candidacy;
- Must have attained a 2.75 grade point average during her tenure at PSU and maintain a minimum grade point average of 2.75 to remain in her position;
- Must be in good social standing and never have been convicted before Student Conduct Committee at any time before or during her candidacy and/or her reign;
- Must be in good financial standing with Philander Smith University and all financial obligations cleared in the Business Office;
- Must have been approved by the Office of Student Experience and the Chief Student Affairs Officer verifying items A-G;
- No student may serve as Philander Smith University for more than one elected term; and

- Must be enrolled as a full-time student at Philander Smith University at the time of her candidacy and during her reign.

Candidates for Mister PSU:

- Must be born male;
- Must be single (unmarried). He must remain in this status during her reign;
- Must have earned a minimum of sixty (60) quality academic hours at the beginning of the Fall semester of his reign;
- Must have been enrolled at Philander Smith University at least one (1) academic year prior to his candidacy;
- Must have attained a 2.75 grade point average during his tenure at PSU and maintain a minimum grade point average of 2.75 to remain in his position;
- Must be in good social standing and never have been convicted before Student Conduct Committee at any time before or during his candidacy and/or his reign;
- Must be in good financial standing with Philander Smith University and all financial obligations cleared in the Business Office;
- Must have been approved by the Office of Student Experience and the Chief Student Affairs Officer verifying items A-G;
- No student may serve as Philander Smith University for more than one elected term; and
- Must be enrolled as a full-time student at Philander Smith University at the time of his candidacy and during his reign.

Student Government Association (SGA)

The agency of student government at Philander Smith University is the Student Government Association (SGA). Officers are elected by students. Some aims of the SGA are to promote a sense of personal responsibility in student life; to promote wholesome relationships among students, between students and faculty, and with the administration; and to stimulate student interest and activities toward constructive efforts which will enrich the life of the University community. Its supreme end is always to help make a better and greater institution through the creatively constructive contributions of students. Students interested in SGA office should refer to the current SGA Constitution for qualifications and requirements.

Student Organizations

All student organizations operate at the will of Philander Smith University. Therefore, all organizations must adhere to the policies, rules, and regulations of the University. All student organizations activities must be cleared through the Office of Student Experience.

Off-campus activities must be approved by the organization's advisors, Office of Student Experience, or the Chief Student Affairs Officer. Violations may result in the suspension of individual members involved or suspension of the entire organization for up to two (2) years.

Student Organization Registration

All organizations must register in the Office of Student Experience by the second week of the academic year annually. Students interested in participating in a registered student organization as a General Member must be in good standing with the University (no current disciplinary sanctions and have a minimum grade point average of 2.0 unless otherwise state according to the organization's requirements). Students holding an officer position must maintain a minimum grade point average of 2.50 or better. Students' membership and participation will be terminated by the organization's advisor, Dean of Student Leadership and Engagement, or the Chief Student Affairs Officer for failure to meet the stated criteria. For a list of all registered and University recognized organizations and governing regulations, contact the Dean of Student Leadership and Engagement.

Student Organizations' Activities

Philander Smith University subscribes to the idea that every experience or activity endorsed or promoted by the University must contribute to the total development of the student and be a learning experience. Thus, the educational program is not limited to the academic curriculum but includes all the experiences and activities supervised by the University.

An effort is made to provide an integrated, vital educational environment in which each student may be stimulated to grow in a manner that will reflect an increasing achievement of moral and spiritual values as well as intellectual growth.

Termination of an Approved Student Organization

This is the discontinuation of the registration of the registered student organization for a designated period of time, including the loss of all privileges as enumerated in this Code. For this cause, any student organization may be terminated for a specified period of time and have loss of privileges as enumerated in this Code.

Non-Sanctioned Campus Organizations

Participation or membership in non-sanctioned campus organizations is against University policy and violators will be subjected to disciplinary action. The campus accepts no liability for unlawful acts committed by non-sanctioned organizations.

Campus Safety and Security

The purpose of Campus Security is to provide 24-hour staffing to insure the safety and security of all persons and property on campus and to assure compliance with code and university regulations. Security Officers have the authority to take appropriate action when violations of the regulations occur. Depending on the violation, this action may include a warning, filing a charge with the Student Experience Office, taking students into custody and/or calling for assistance from local law enforcement agencies. Campus Security Officers, as well as any official of the university, are hired and are empowered to enforce these regulations and all applicable laws on campus and properties owned, rented, or leased by the university.

Security Officers have the power to stop, identify, and interrogate individuals as well as to use handcuffs and detain individuals when necessary. Additionally, they are empowered to issue parking tickets.

The following are general rules and regulations. In addition to these general rules and regulations stated below, students are encouraged to obtain and familiarize themselves with the following: University Course Catalog, Motor Vehicle Regulations, Residential Life Center Regulations, Financial Aid Regulations, and all other governing policies and procedures of the University. *Students of Philander Smith University are expected to comply with the laws of the State of Arkansas, policies, procedures, and regulations of the university, and accepted customs of civilized society in their conduct.*

As a student at Philander Smith University, you have an obligation: **(a)** to be fully acquainted with published regulations and to comply with them in the interest of an orderly and productive community; **(b)** of knowing that one's conduct reflects not only upon self but also upon the institution and its citizenry; **(c)** to follow the tenets of common decency and acceptable behavior commensurate with the aspiration implied by a university education; and **(d)** to respect the rights and property of others.

All rules of Philander Smith University will apply to any student currently enrolled at Philander Smith University and/or representing the university in any capacity.

OFFICE FOR FISCAL AFFAIRS

Mission

This mission of the Office of Fiscal Affairs is echoed in the Business Office and Financial Aid, and that is to support the goals of the institution by providing the University community with sound financial, purchasing, and administrative services. Fiscal Affairs, including the Business Office, is dedicated to helping Philander Smith University to graduate academically accomplished students who have received fair and consistent fiscal practices through their academic careers.

Tuition and Fees

General Policies

Regardless of any anticipated financial aid, scholarship, or third party support, it is the sole responsibility of students to ensure that all of their financial obligations have been met. Student accounts are considered to be delinquent when they fail to make the required payments according to the pre-arranged schedule.

The established fiscal policies under which Philander Smith University operates state that all student accounts are due and payable before the first day of class. ALL STUDENTS MUST RECEIVE FISCAL CLEARANCE (EACH SEMESTER AND EACH SUMMER SESSION) FROM THE BUSINESS OFFICE BEFORE ATTENDING CLASS. A LATE REGISTRATION FEE OF \$400 WILL BE CHARGED TO THE STUDENT'S ACCOUNT FOR THOSE WHO HAVE NOT BEEN CLEARED PRIOR TO THE START OF CLASSES. If a student's account is not covered 100% by financial aid, the student may elect to pay at least forty percent (40%) of the balance before the first day of classes for the Fall and Spring Semester Terms and defer the balance over a three-month period, with the account paid in full prior to the Final Exams. Students whose accounts are not paid in full may not be allowed to take final examinations, receive transcripts, participate in graduation ceremonies, or enroll in another semester until the balance has been paid off.

All remittances for student accounts must be made by cashier's or certified check or money order made payable to Philander Smith University, a major credit card (Discover, Master Card, Visa, American Express), or by cash. Any mail correspondence regarding financial matters should be addressed to the attention of the Business Office.

Tuition and Fees Schedule

Trustees of the University reserve the right to change tuition, fees, and other charges at any time. All financial arrangements should be made before registration for classes. Please keep in mind that students may incur other fees such as course overload, laboratory fees, private music lesson fees, and so forth, which may not be determined until the day of Registration.

NOTE: For the most accurate and comprehensive tuition and fee information, visit <https://www.philander.edu/about/business-finance/>.

TUITION (per semester)

Full Time (12-16 credit hours)	5902.00
Part time (< 12 credit hours) per hour	495.00
Overload (> 16 credit hours) per hour	495.00
Summer School (6 credit hours*)	1250.00
Summer School Part time (< 6 credit hours) per hour	225.00
Summer School Overload (> 6 credit hours) per hour	225.00
Summer School On-line Special Program (12 credit hours)	2000.00
On Line Course per hour - Savant	350.00
On Line Course per hour - Internal	495.00
PSMI / Weekend College	5382.00
PSMI / Weekend College per hour	450.00
Second Chance Pell (12-16 credit hours)	3323.00
MBA Program per hour	600.00
CNA Program Tuition	1350.00

* Cost is per Summer Session. Includes tuition, fees and textbook rental. Housing may be added for \$250 per session.

FEES	Activity Fee (per semester)	100.00
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Health Services (per semester)	100.00
Book Rental Charge (per semester)	100.00
Textbooks and Supplies - Second Chance Pell (per semester)	100.00
Technology (per semester)	105.00
Capital Improvement and Academic Excellence (per semester)	225.00
Technology On Line Course (per semester)	25.00
Technology - Second Chance Pell (per semester)	25.00
Application (domestic)	25.00
Application (international)	75.00
CNA Program Application Fee	100.00
International student (per semester)	125.00
Deferred payment (per semester)	100.00
Direct Teaching	250.00
Duplicate ID	25.00
Freshman Orientation (1st Semester)	150.00
Graduation (Undergraduate)	75.00
Graduation (Graduate)	250.00
Lab fees (math, sciences)	75.00
PE Class fees (golf, bowling, tennis)	25.00
Off Campus Confirmation (Freshman)	100.00
Room reservation (per year on-campus)	200.00
Room key (1st Semester on-campus)	35.00
Transcript (each)	5.00
Late registration (per semester)	400.00
Credit for Prior Learning (per hour)	30.00
Course Audit Fee (per hour)	40.00

SUMMER FEES

Technology (per session)	50.00
Book Rental Charge (per course)	25.00
ROOM - RLC, Panther Village, Barracks (per semester) - Current	3,000.00
Single Room Upcharge (based on availability)	750.00
ROOM - Suites (per semester) - Current	3,250.00
Summer (per Session)	500.00
Summer (per Month)May/June/July	500.00
Room Agreement Buyout	500.00
BOARD (per semester) - Current	2,000.00
Panther Bucks (Incremental)	
10 Meal	1,100.00
5 Meal	600.00
On Campus Full time (minimum)	11,732.00
On Campus Full time (suites)	11,982.00
Off Campus Full time (minimum)	6,532.00

Please keep in mind that students may incur other fees such as course overload, laboratory fees, private music lesson fees, and so forth, which may not be determined until the day of Registration.

Special Notes

Students may incur other fees, such as Course Overload, Lab, Private Music, etc., which may not be determined until Registration. Students will not be allowed to register or to receive grades or transcripts if they owe the University money from a previous semester. All financial arrangements should be made before attempting to register. Although fixed charges for tuition and fees are kept to a minimum, the University reserves the right to alter any of these charges with or without prior notice.

Deferred Payment Arrangements

Full payment of all charges are due at registration. However, if a student has a balance after 100% of Financial Aid had been applied, the student may elect to pay forty percent (40%) of the balance at registration and by making three monthly installments according to the table below.

Payment Schedule

Fall Semester

40% Due Day of Registration
20% Due by September 15th
20% Due by October 15th
20% Due by November 15th

Spring Semester

40% Due Day of Registration
20% Due by February 15th
20% Due by March 15th
20% Due by April 15th

Students must complete a promissory note for the deferment and are expected to honor the terms enclosed. No student's registration is complete until all necessary financial arrangements have met the requirements of the business office. Philander Smith University reserves the right to cancel the registration or administratively withdraw any student who fails to pay any indebtedness to the institution.

Room and Board

Room and Board Fees are expected to be paid in full at the beginning of each semester. Students living on campus are required to sign a one-year contract. If the student moves off campus at any time during that year, the student will still be responsible for the room charges for the entire year provided the student remains enrolled. All students on campus are required to have a meal plan. A meal ticket will not be issued to a student who has a delinquent account.

Food Services

The campus food service provider ensures that residential students are offered a well-balanced diet of wholesome and nutritional meals daily in the University dining hall. The menu offers a wide selection of choices during each meal.

Under the supervision of the Food Services Manager and in consultation with the Vice President for Student Affairs and the Vice President for Fiscal Affairs, the University dining hall provides healthy, wholesome food at a minimum cost to students. Food is served cafeteria-style in a modern dining room which is located in the Student Campus Center. It has a seating capacity of approximately 250 students.

Bookstore Policy

Philander Smith University, in helping students to succeed and graduate, is providing textbooks to all students enrolled in Philander Smith University. The textbooks are online for a flat charge of \$100 per semester.

The bookstore sells snacks, cold drinks, greeting cards, school apparel, school supplies, and study aids. Stamps and envelopes can also be purchased at the checkout counter in the bookstore. The bookstore accepts Cash, Discover, Visa, MasterCard, and American Express. The University reserves the right to modify, cancel, substitute, or otherwise make alternative arrangements for the purchase of and payment for books.

Veterans

Veterans are expected to pay Tuition and Fees on Registration Day in the same manner as other students. For assistance in processing Veterans Administration applications, a veteran should confer with the Registrar's Office as early as possible.

International Students

The University will aid the international student in obtaining tuition and living expenses by submitting official requests to the proper parties. In order for the University to submit the request, the student must be enrolled as a regular full-time student at the University and have an Immigration Form I-20 on file in the Registrar's Office.

Tuition Refund Policy

Students are held responsible for all charges for each semester from the time of registration. Refunds are granted only to students who officially withdraw or drop within the first five (5) weeks of a semester. (See the Pro Rata Refund Table in section 5a below). Refunds are granted only to students who officially withdraw during the first five (5) days of either Summer Term. (See the Pro Rata Refund Table in section 5b below). Refund of tuition is made on the basis of an official notice of withdrawal filled out by the student. The withdrawal procedure is as follows:

1. Secure a withdrawal form from the Office of the Registrar and complete it.
2. This form must be signed by the Registrar, the Vice President for Academic Affairs, the Dean of Students, the Financial Aid Director, the Librarian, and the Business Office to be valid.
3. A student who withdraws from the University and does not follow the proper procedure will not be eligible for a refund.
4. Charges for rooms are made by the semester, and no refund is given if a student moves from the dormitory to the city during the semester.
5. **Refunds:**

a. Fall and Spring semesters:

If student officially withdraws: *Refund Percentage:*

Week 1 or 2	80%
Week 3	60%
Week 4	40%
Week 5	20%
Thereafter	0%

b. Summer Sessions I and II:

If student officially withdraws: *Refund Percentage:*

Within the first two (2) days	80%
Day 3	60%
Day 4	40%
Day 5	20%
Thereafter	0%

Any registered student who finds it necessary to make a schedule change can do so from the time of registration through the last day of registration. The full fee will be charged for courses added. Refund for courses will be based on the above schedule. There will be no refunds or additional charges for schedule changes if the changes do not affect the student's status as a full-time student taking between 12 to 16 credit hours.

Fiscal Termination Policy

A student may be terminated from the college if, after due notice, he or she fails to satisfy an overdue financial obligation, or to comply with certain administrative requirements of Philander Smith University.

Conditions Warranting Termination

Any of the following conditions may warrant administrative termination of students:

Failure to comply with administrative requirements: Specifically,

1. Failure to satisfy an overdue financial obligation to the University, including tuition, loans, room and board, library charges, or other such fees established.
2. Failure to comply with other administrative requirements as designated by the University. Examples are in the Student Handbook and University Catalog.

Effects of Fiscal Termination Policy

1. The student is administratively terminated (withdrawn) by the last day of registration, if he or she fails to meet the criteria in category 1 above.
2. The student returns his or her identification card and all other property belonging to the University currently in his or her possession.
3. The University reserves the right to collect the money from students.

OFFICE OF FINANCIAL AID

DIVISION OF ENROLLMENT MANAGEMENT AND STUDENT EXPERIENCE

Financial aid, simply defined, is money that helps students pay for their educational costs. Aid may be in the form of grants, scholarships, employment opportunities, loans or a combination of all of these. A wide variety of financial aid packages is available to students who wish to attend Philander Smith University. These funds are made available from federal, state and local sources. However, it is important to know that the primary responsibility for financing a student's education rests with the student and family.

The Office of Student Financial Aid and Scholarships is primarily responsible for the processing of federal Title IV aid and coordinating federal aid with other funds, such as scholarships and grants. Title IV aid includes Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal University Work Study, the Federal Family Education Loan Program (subsidized and unsubsidized) and the PLUS (parent) loans. Various departments and agencies on and off campus are responsible for determining the recipients of their scholarships and/or grants. The Financial Aid Office is a good resource for questions concerning these or other types of aid.

To be eligible for any form of financial aid, a student must be fully admitted to Philander Smith University, enrolled in the appropriate number of credit hours and making satisfactory progress toward a degree according to the Satisfactory Progress Policy, a copy of which can be obtained from the Office of Student Financial Aid and Scholarships. To apply for financial assistance, a new or transfer student must complete the Free Application of Federal Student Aid (FAFSA). Returning students may complete the Renewal Free Application for Federal Student Aid. Both applications are available online at www.philander.edu or www.fafsa.ed.gov. Applications for financial aid should be filed by March 1st for the next academic year. Early application is recommended.

Priority Deadline Dates for Applying for Aid

The following dates are set to ensure that the student's funds will be available upon registration and verification of attendance in class. Students must be prepared to pay for tuition and fees from other personal sources (checking, savings, credit card) if their financial aid is not ready to disburse upon verification of attendance.

- **Fall Priority Deadline: March 1st.** Students who have a complete and accurate financial aid file by this date are more likely to receive certain funds that are limited in nature, such as the Supplemental Educational Opportunity Grant, Arkansas Workforce Improvement Grant (specific to age), and Federal Work Study.
- **Fall Deadline: July 1st.** Students who have their Financial Aid file complete and accurate by this date are more likely to have funds available by the University's payment deadline.
- **Spring Deadline: November 1st.** Students who have their Financial Aid file complete and accurate by this date are more likely to have funds available by the University's payment deadline.

All types of aid have their limitations to the amount of total funds that can be awarded. Where choices are necessary, students with the greatest proven academic potential will be given preference. Institutional Scholarships are non-refundable and will be credited to the balance of the student's account after all other financial aid has been applied. Student accounts will be credited after the close of registration and the enrollment verification process. Once funds are credited to the student's account, a refund will be issued to the student within the normal refund time frame if applicable. Contact the Business Office for more information on student refunds.

General Requirements and Regulations

To apply for financial aid, a student must be a U.S. citizen or eligible non-citizen. For most aid, a student must be enrolled full time unless otherwise noted by the awarding program. To qualify for a Stafford loan, a student must be enrolled at least half time when the loan funds arrive on campus (at disbursement). You must maintain Satisfactory Academic Progress (SAP) to remain eligible for most federal, state and institutional aid. Visit the PSU website www.philander.edu for a detailed explanation of SAP, or visit the SAP section at the end of this section.

Grants

Pell Grant. This is the basic grant available to undergraduate students who have demonstrated an exceptional financial need on the FAFSA and have not earned a bachelor or professional degree. Awards currently range from \$400 up to \$6495 (The current maximum award is \$6495 for the academic year).

Supplemental Educational Opportunity Grant (SEOG). This is a federal supplemental grant available to students who demonstrate the highest financial need as defined by the school. The University receives a limited amount each year. The maximum award is \$4,000 a year.

Employment

Federal University Work-Study Program. Under this federally supported program, a student is provided part-time work on or off campus. Eligibility for this program is based on need provided by FAFSA. Strong priority is given to those who complete the FAFSA by March 1st.

Loans: Federal Direct Loans

There are two types of Federal Stafford loans: subsidized and unsubsidized.

- 1. **Subsidized:** If you are offered a subsidized Stafford loan to attend Philander Smith University, the federal government pays the interest on your loan during eligible in-school, grace, and deferment periods. Subsidized Stafford loans are need based.
- 2. **Unsubsidized:** Unlike a subsidized Stafford, if you are offered an unsubsidized Stafford loan to attend PSU, you will be responsible for paying the interest during your in-school, grace, and deferment periods. If you want to pay the interest during your in-school period (while you attend PSU), you should complete Item #12 on your MPN. If you do not want to make the interest payments during your in-school period, the interest will, periodically, be added to the principal of your loan through a process known as capitalization. Unsubsidized Stafford loans are now need based.

Interest Rate

Direct Subsidized Loans:

Undergraduate Students

The current interest rate on subsidized loans first disbursed to undergraduate students currently is 4.45%.

Direct Unsubsidized Loans – the interest rate is fixed at 4.45% for all borrowers (undergraduate and graduate).

Direct PLUS Loans for Parents - The current interest rate is fixed at 7%. Interest is charged from the date of the first disbursement until the loan is paid in full.

Borrower's Rights and Responsibilities

Because you may accrue debt with each year of your education, you should be certain that you truly need the full amount of your education loan each year. You can decline or reduce your loan at any time prior to the disbursement of funds listed on the PSU award letter:

- You are required to repay educational loans even if you do not finish your academic program here at PSU or your academic program does not meet your expectations.
- You must use money received from your Stafford loan(s) for education related expenses only.
- You must notify your lender in writing of: Name/address changes, failure to enroll at PSU, failure to enroll at least half time for the loan period certified, withdraw officially or unofficially from PSU, transfer to another college or university, or graduation.

Stafford Loan Borrowing Limits

Dependent Students (<i>Except</i> Students	Base	Additional Unsubsidized Loan
Whose Parents Cannot Borrow PLUS)	Amount	Amount
Freshman 0-30 hours	\$3500	\$2000
Sophomore 31-60 hours	\$4500	\$2000
Juniors 61-90 hours	\$5500	\$2000
Seniors 91 + hours	\$5500	\$2000
Independent Undergraduate Students	Base	Additional unsubsidized loan
<i>and</i> Dependent Students Whose	Amount	Amount
Parents Cannot Borrow a PLUS Loan		

Freshman	\$3500	\$6000
Sophomore 31-60 hours	\$4500	\$6000
Juniors 61-90 hours	\$5500	\$7000
Seniors 91 + hours	\$5500	\$7000

Lifetime/Career Limit:

Undergraduate Dependent Students: \$31,000 (no more than \$23,000 of which can be subsidized)

Undergraduate Independent Students: \$57,500 (no more than \$23,000 of which can be subsidized)

Note: A student who exceeds his/her limit of \$31,000 or \$57,500 is ineligible for Title IV loans.

Repaying Your Stafford Loan

You are required to begin repaying your Stafford loan six months after you graduate, leave school, or drop below half-time attendance. Generally, you'll have ten years to repay your Stafford loan. Additionally, lenders offer flexible repayment options that will allow you to increase your payments gradually over time, tie the size of your monthly payments to your income, or even spread your repayments over more than ten years via consolidation.

You can learn more about all of your repayment options by contacting your lender or accessing www.dlservices.com.

Other Loans

Federal Family Education PLUS (Parent) Loan Program. Parents of dependent students can take out loans to supplement their children's aid packages. The Federal Parent Loan for Undergraduate Students (PLUS) allows credit-worthy parents to borrow money to cover any costs not already covered by the student's financial aid package. Once the credit check is performed and the PLUS is denied, the student is then eligible for an additional Unsubsidized loan.

United Methodist Student Loan Program. Available to students who are active full members of a United Methodist Church for at least one year prior to the application. For additional information or application contact the Office of Financial Aid.

Private Loans – Private loans are available to bridge the gap when all other aid sources have been exhausted. Private loans allow students and parents to borrow at competitive interest rates with flexible repayment terms. Approval is based on credit and the ability of the student and cosigner to repay. Families can borrow as little as \$500 and up to the cost of attendance less any other financial aid, if applicable. Visit the Financial Aid office or www.philander.edu for the latest information regarding the availability of private loans.

Veterans Educational Benefits

Philander Smith University is an approved institution for assistance to veterans and veterans' beneficiaries. Veterans, dependent children, and others entitled to educational assistance payments from the Veterans Administration (VA) may contact the Office of the Registrar for detailed information and application forms. Students classified as Special are not eligible to receive Title IV aid or Veterans Administration benefits.

Scholarships

Philander Smith University's scholarship program is designed to recognize academic achievements and special talents of students. Scholarship candidates are selected from the pool of admitted applicants who complete a scholarship application. Eligibility in no way guarantees awarding. These awards are based upon both academic merit and demonstrated financial need. Both factors are essential in the awarding of institutional aid.

For some students, a merit or talent award will perfectly match their accomplishments. Others will find a variety of ways—a combination of merit-based, talent-based, and need-based awards—to make the Philander Smith University education affordable.

Institutional scholarships and grant refunds are available to assist students with their direct cost of education. The direct cost includes tuition, fees, room, and board. Most awards are not designed to cover personal, miscellaneous expenses, or for students to make a financial profit (refund). There are some awards that are designed to cover books.

In order to use limited resources to support the needs of all students, Philander Smith University (PSU) reserves the right to replace institutional aid with other sources in the same amount. Endowed and non-endowed scholarship awards will be used to support the general institutional scholarship pool. In the event the University identifies that the student is an eligible candidate for an outside scholarship (i.e., UNCF), please note that the student is expected to complete that application process in its entirety prior to its

prescribed deadline. Hence, PSU may replace the institutional award with the outside award when the outside award covers the same costs as the college's scholarship award. PSU reserves the right to adjust certain awards based on the availability of funds.

The guidelines (scholarship policy) are as follows:

- All institutional scholarship or grant recipients must complete the Free Application for Federal Student Aid (FAFSA) (international students excluded). The preferred deadline for receipt of this application is March 1st of each school year.
- The scholarship or grant award will not appear on the Financial Aid Award Notification Letter until the FAFSA has been completed.
- Institutional scholarships are renewable annually for eight semesters of continuous enrollment; with the exception of the Transfer scholarship (4 semester renewable eligibility).
- While we encourage every student to strive toward academic excellence, a student cannot receive the next level scholarship based on their performance. Should a student want additional scholarships, he/she is encouraged to seek outside scholarships through agencies such as UNCF.
- The value of the scholarship will increase based on that year's current tuition value.
- Institutional aid is not transferable when a student elects to participate in a study abroad program or an exchange program with another university, with the exception of a PSU-sponsored study abroad program. While the institution encourages participation in these programs, such programs are not a requirement for graduation; thus, the scholarship funds will not transfer.
- Outside scholarships designated for tuition, fees, room & board, or other miscellaneous fees will first be used to satisfy the student's outstanding financial obligation in the following order: tuition, room & board, fees, books & supplies. Outside scholarships combined with the Academic Scholarship will equal the value of the student's Academic Scholarship.
- Pell Grant awards will be used along with institutional funds to meet direct costs for those students who qualify for Academic scholarship awards.
- Academic Scholarships or Grant awards are not offered during the summer enrollment period.
- All students enrolled at Philander Smith University, especially those who are receiving institutional aid are bound and subject to all rules and regulations as set forth in the PSU Student Handbook and the Scholarship Student Morality Clause. Institutional aid includes Academic, Athletic, and Grant in Aid funded by Philander Smith University. A student on disciplinary probation or suspension will forfeit his/her opportunity to receive institutional aid. See the PSU Student Handbook and the Scholarship Morality Clause for additional information
- Philander Smith University reserves the right to review and adjust at any time any award to maintain compliance with federal, state, and institutional regulations.

In all cases, the scholarship offer letter supersedes the information printed here within.

Scholarships/Grants available, however, include:

- President's Scholar (*Tuition, Fees, Room & Board & Books*)
- Thomas Mason Scholar (*Tuition & Fees*)
- George C. Taylor Grant (*\$3000 per semester*)
- Transfer Scholarship (*\$2500 annual value for four semesters (2 years only)*)
- Talent-Based Scholarship
- Athletic Scholarship
- Endowed/Non-Endowed Scholarships
- United Methodist Scholarship
- United Negro University Fund Scholarships

Renewal Criteria

To maintain eligibility, all institutional aid recipients must earn a minimum of 30 semester hours each academic year and maintain the following cumulative grade point average:

- | | |
|--------------------------|---------|
| • President's Scholar | 3.4 GPA |
| • Thomas Mason Scholar | 3.2 GPA |
| • George C. Taylor Grant | 3.0 GPA |
| • Transfer Scholarship | 3.0 GPA |

In all cases the scholarship offer letter supersedes the information printed here within.

Endowed/Non-Endowed Awards

Philander Smith University is thankful to a select number of friends that have established Endowed and Non-Endowed awards. In the event the scholarship generates enough funds to be awarded, Philander Smith University will award a scholarship to an eligible student. The minimum award will be \$500. If the fund does not generate enough funds, no award will be given. Contact the Financial Aid Office for more information. Endowed and Non-Endowed funds are non-refundable and when possible first consideration will be given to those students who have an outstanding balance to Philander Smith University. Due to the fluctuation in the dollar value generated in each award in each year, please visit the Financial Aid Office to see a current active list of Endowed/Non-Endowed awards. These awards are offered toward the end of the academic year.

Information regarding eligibility and/or how to apply for the above list of scholarships is available from the Office of Financial Aid or can be viewed via the scholarship section within the financial aid website at www.philander.edu.

Consumer Information

Philander Smith University makes available consumer information via publications, mailings, or electronic media sent directly to individuals. You can visit the following offices in person to receive this information, the Athletic Department, Human Resources, Student Affairs, or the Registrar. For convenience, however, Philander Smith University will make available the following information at www.philander.edu. Click on "Consumer Information" to view the information.

- Campus Security Statistics
- Graduation Rates
- FERPA Information
- Athletic Program Participation Rates
- Drug & Alcohol Prevention Information

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress (SAP) for financial aid is defined as passing a required number of hours and achieving a required grade- point average during any semester or academic year. The minimum progress standards will be reviewed once per academic year, usually at the end of the spring semester for every student enrolled. All semesters attended must be considered in making a satisfactory progress determination without regard to whether or not the student received aid in a given semester.

Also, Academic Appeals and Financial Aid Appeals are independent and separate from each other. Please note that there is a difference between Financial Aid Probation and Academic Probation. Please see the Office of Academic Affairs for the policy on Academic Probation. The three components of Philander Smith University's SAP policy are described below:

Component 1: Qualitative Standard

All students *should* work to obtain a 2.0 cumulative GPA at the end of each academic year. Regardless of hours attempted and earned, every student must have earned a cumulative 2.00 grade- point average by the end of his or her second academic year. See the SAP section of the University's website for up-to-date GPA requirements.

Component 2: Quantitative Measure

Each student must successfully pass a minimum of 70% of their credit hours attempted during the preceding fall and spring semesters at the University (rounded to the next highest number). *Drops, Withdrawals, Incompletes, Failures, repeated course, non-credit remedial coursework and hours attempted for change of majors will be counted towards the hours attempted.* Transfer work must be reflected on the PSU transcript at the time of the SAP review and will be considered for purposes of financial aid eligibility.

Component 3: Maximum Time Frame

Students must not exceed 150% of the required program hours to graduate from any one degree program. Example - Students requiring 124 credits to graduate from a program may not attempt more than 186 [124 x 1.50] hours and still receive financial aid. In the event a student elects to change his/her major, all attempted hours will be counted in the evaluation of the 150% time frame when determining if a student has maximized his Title IV eligibility.

Evaluation Periods

Philander Smith University will evaluate SAP standards at the end of each academic year (spring semester).

Cancellation of Aid

Students who fail to meet the above SAP requirements at the end of each year will not be eligible for financial aid, and all aid for future terms will be cancelled. The student will be required to appeal for continued Title IV eligibility.

Appeal Process

The appeal process is as follows:

1. Submit the SAP appeal form
2. Statements must be typed and include documentation to support questions 6 & 7 on the SAP form. Examples of accepted documentation are: Official documents from an agency, letters on official letterhead, notarized letters, medical records, etc.
3. Include a degree audit for students who have earned 60+ hours.

A DSFAS will review all appeals and send a letter regarding the decision of the appeal.

Approved Appeals

Upon review, if the **appeal is approved**, the student will be placed on SAP Probation, and the following must be in place:

- Evidence that the student can return to SAP standards by the end of the approved semester,
- An academic plan (in conjunction with the student advisor in general education and/or the major) is developed that ensures a return to SAP standards

While on **SAP Probation**, students will be allowed to continue receiving financial aid. Students will only have that one semester to meet the above SAP requirements to retain eligibility after the SAP Probation semester.

Students on probation will be closely monitored and expected to adhere to the terms of their probation. The terms of their probation during this **SAP Probation** semester will be detailed in their written SAP Probation notice. While on SAP Probation, the student will be expected at a minimum, to meet with the ICC Academic Retention Counselor twice a month, visit with their Academic Advisor to monitor their academic plan, and complete all courses registered.

Students, who fail to meet the SAP requirements listed above by the end of their SAP Probation semester **will have their Title IV eligibility suspended for the next enrolled term.**

Denied Appeals

Upon review, if the appeal is denied, the student will not be able to receive Title IV aid eligibility until such time that he/she regains SAP eligibility status.

How to regain Title IV Eligibility

To regain SAP eligibility, the student must:

1. Meet with his/her academic advisor and construct an academic plan that would create a pace of progression to ensure completion within the maximum time frame (within 186 attempted or earned credit hours).
2. Submit a copy of the academic plan to the Financial Aid Office for monitoring.
3. Enroll in PSU and follow the academic plan created by the advisor without Title IV assistance. The student must utilize other sources to satisfy financial responsibility.
4. When the student has completed the academic plan, notify the Financial Aid Office. The student's file will be reviewed to confirm that ALL requirements have been met. If all components of the SAP policy have been met, the student will request Title IV aid reinstatement.

Notification will be issued in writing to the students regardless of decision.

Please contact the Financial Aid Office for a more detailed SAP policy.

Withdrawal from the University

The Higher Education Amendments of 1998 changed the way federal funds are handled when a federal financial aid recipient withdraws from school. On October 7, 2000, a Federal Return of Title IV Funds Policy became effective. These laws assume that the student earns financial aid based on the period of time they remain enrolled and attending. If the student withdraws or stops attending all of their classes before completing 60% of the term, the unearned federal financial aid (Title IV funds), other than work-study, must be repaid by the student. If the student remains enrolled beyond the 60% point, the student earns all aid for the semester/term. The amount of federal aid that the student must repay is determined by the Federal Formula for Return of Title IV funds (Section 484B of the Higher Education Act). The full text is available at: www.ed.gov/legislation/HEA/sec485.html.

In the event the student decides to withdraw, the student must start the withdrawal process in the Office of the Registrar located in the Cox Building. After all signatures are received, the Notice of Withdrawal form must be signed and returned to the Office of the Registrar. The date the student signs the form and initiates the withdrawal is the date the school will use that the student withdrew.

for Title IV return calculations. At the time the student notifies the school of his/her intention; the student should complete an Exit Interview in the Registrar's Office and the Financial Aid office and be notified of any outstanding financial obligation to the school.

Official/Unofficial Withdrawal Policy

Under no circumstance should a student just walk away from college. There is a withdrawal policy and procedure, and it is described above. However, in the event a student walks away, the professor should notify the Office of Academic Affairs in a timely manner so that notification and a possible preventive measure can take place. If the student totally withdraws or stops attending all classes before completing more than 60% of the term, a portion of the total federal aid you received, excluding Federal Work Study earnings may need to be repaid immediately.

Students should monitor their grades closely at the end of each semester and respond as soon as possible to the "unofficial" withdrawal notice to avoid unnecessary processing, billing and registration delays. If the student receives all F's (grades) for a term the student will be considered as an "unofficial" withdrawal. After grades are posted, the student will be notified that they are being considered an "unofficial" withdrawal. The University is required to begin the Return to Title IV Repayment calculation and billing process and assume the student unofficially withdrew at the 50% point of that term within 30 days after the end of the semester.

To ensure the student's Last Date of Attendance is documented correctly, the class Professor will submit a Last Date of Attendance on their grade form that is issued to the Registrar's office. The calculation will be revised to include the new date, and the amount the student owes may be revised. The student will be notified of the result of our review.

The amount of federal aid that the student must repay is determined via the Federal Formula for Return of Title IV funds. The student may be required to make a repayment when credit balances have been disbursed from financial aid funds, in excess of the amount of aid that the student earned (based on the date of their total withdrawal) during the term. The amount of Title IV aid earned is determined by multiplying the total Title IV aid (other than FWS) for which the student qualified by the percentage of time during the term they were enrolled.

If less aid was disbursed than was earned, the student may submit a request to receive a late disbursement for the difference. If more aid was disbursed than was earned, the amount of Title IV aid that the student must return (i.e. not earned) is determined by subtracting the earned amount from the amount actually disbursed.

The responsibility for returning unearned Title IV aid is shared between the Philander Smith University and the student. It is allocated according to the portion of disbursed aid that could have been used to cover charges, and the portion that could have been disbursed directly to the student once those charges were covered. Philander Smith will distribute the unearned aid back to the Title IV programs, as specified by law.

The student will be notified if they owe a repayment due to an official/unofficial withdrawal within 30 days of the date the determination of the withdrawal is made. The student will be billed for the amount that they owe to the Title IV programs, as well as any amount due to the University, as a result of Title IV funds that were returned that would have been used to cover charges. If the student is eligible for a post-withdrawal disbursement, the student will have 14 days from the date of the notice to request the disbursement. Post Withdrawal disbursements may take 4-6 weeks to process. For more specific information, contact the Business Office, the Financial Aid Office or the Registrar's Office.

Disclaimer

The information provided within the financial aid section is true and accurate as of the date of printing this document. For the most recent updated information, please visit the Financial Aid Office or the website at www.philander.edu.

OFFICE OF THE PROVOST

DIVISION OF ACADEMIC AND STUDENT SUCCESS

The Provost is the Chief Academic Officer at Philander Smith University and provides academic and administrative leadership in academic and student success. The Provost collaborates with the President in setting the overall academic and strategic priorities for the University. The Provost, in partnership with the Deans and other campus leadership, also coordinates resources to support the University's four Schools and supporting programs and initiatives to fulfill the mission of the university.

Mission

The Division of Academic Affairs and Student Success fosters an inclusive and dynamic learning environment that empowers every student to achieve academic excellence, personal growth, and lifelong success. Through innovative teaching, collaborative partnerships, and holistic support services, we advance the university's mission by integrating academic rigor with transformative student experiences that prepare graduates to thrive in a global and evolving world. This mission supports Philander Smith University's mission, which is "to graduate academically accomplished students, grounded as advocates for social justice, determined to change the world for the better."

Philosophy

The philosophy of the Division of Academic Affairs and Student Success is to uphold the University's core values, which include, among others, integrity, scholarship, professionalism, respect, faith, leadership, excellence, accountability, and empowerment.

ACADEMIC AFFAIRS

Majors and Minors

Majors, minors, and general curricula at Philander Smith University are offered through four Schools:

- The Dr. Joycelyn Elders School of Allied and Public Health
- The School of Arts, Education, and Behavioral Sciences
- The School of Business, Innovation, and Entrepreneurship
- The School of Sciences, Engineering, and Technology

To graduate from Philander Smith University, students must complete a minimum of 120 semester hours, including the 44 semester hours for the General Education core; the major and possibly minor requirements; and any special degree requirements.

All degree programs require students to complete an academic major. Additionally, students may choose to complete an academic minor. Students are encouraged to take their minor outside of the department in which they are seeking their major. Major and minor requirements and restrictions are set and enforced by departments and Schools. Therefore, students are urged to seek the advice of their major and minor advisors on a regular basis.

Requirements for academic majors and minors are listed as departmental and divisional programs in the Course Descriptions portion of this catalogue. Courses taken to fulfill requirements in the general education program may not be counted to satisfy any major or minor requirements. Courses counted toward completion of requirements in any major may not be counted toward completion of any minor.

Double Major

Students seeking a double major must meet the requirements of both majors being sought as they are detailed in the catalogue in effect during the time the student enrolled in residence. The student must complete a minimum of eighteen credit hours for the second (2nd) major that were not counted to meet the requirements for the first major.

Second Baccalaureate Degree

Students seeking a second baccalaureate degree must, in consultation with a major advisor, plan their second degree under the provisions of the catalogue in effect at the time they re-entered Philander Smith University. In addition, students must complete a minimum of thirty (30) credit hours of undergraduate course work in residence at Philander Smith University. Residence hours counted for the first degree may not be counted to meet this requirement.

Majors and Supportive Program Offerings

A major that leads to a degree is indicated by the numeral '1' below. A Teacher Education Program on the Secondary level that leads to a degree, including courses adequate for State licensure for teaching on the secondary school level, is indicated by the numeral '2' below. A supportive program offering a limited number of courses that leads to a minor or that assists degree programs in satisfying the degree requirements is indicated by the numeral '3' below.

Multidisciplinary Academic Programs

Liberal Studies	1	LIST
McKinley Newton Honors Academy	3	HONR, HENG, HMTH, HPRE, HORI
Social Justice	3	

Dr. Joycelyn Elders School of Allied and Public Health

Nursing	1	NURS
Pre-Nursing	3	
CNA Program		

School of Arts, Education, and Behavioral Sciences

Arts, Media, and Communication

Visual and Performing Arts	1,3	VAPA
Music	3	MUS

Philosophy, Religion, and Letters

Christian Education	3	
English	1,3	ENG
Philosophy and Religion	1, 3	PHRE

Curriculum, Instruction, and Policy

Elementary Education (K-6)	2	ELED
Educational Studies	3	EDST
Physical Education (Non-Teaching)	1	PHED
Physical Education (Non-Teaching) Health Science Kinesiology	3	PHED

Criminology, Sociology, and Psychology

Black Family Studies	3	BFS
Criminal Justice	1	CRJU
Psychology	1, 3	PSYC
Sociology	1, 3	SOCG
Rehabilitation Studies	3	
Substance Use Disorder Treatment	3	
Applied Gerontology	3	

Political Science and History

History	3	HIST
Political Science	1.3	POLS

Social Work

Social Work	1, 3	SOSW
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School of Business, Innovation, and Entrepreneurship

Business Administration	1	BADM
Accounting	3	ACCT
Entrepreneurship	3	ENTP
Management	3	MGMT
Marketing	3	MKTG
Healthcare Administration	3	HSAD
Philander Smith Management Institute Organizational Management	1	PSMI

Center for Continuing Education and Professional Studies

Weekend and Evening University	3	
Philander Smith Management Institute Organizational Management	1	PSMI

School of Sciences, Engineering, and Technology

Biology	1, 3	BIO
Pre-Nursing	3	
Biological Engineering 3/2 Program	1	BIO
Chemistry	1, 3	CHM
Chemical Engineering 3/2 Program	1	CHM
Computer Science	1, 3	CSCI
Health Information Technology	3	CSCI
General Science	1	SCI
Mathematics	1, 3	MTH
Civil Engineering 3/2 Program	1	
Electrical Engineering 3/2 Program	1	
Industrial Engineering 3/2 Program	1	
Mechanical Engineering 3/2 Program	1	

Library Services

The Donald W. Reynolds Library and Technology Center is open six days a week during the fall and spring semesters, with evening hours Monday through Thursday. The library is open to the public, but only PSU students, faculty, and staff may check out materials. The Library maintains collections of books, periodicals (in print and electronically), to support the academic programs of the University. Special African American, Genealogy, and Biography collections and are maintained for the convenience of students. The PSU Archive collects, organizes, and maintains, the institutional history of the University, the history of African Americans in Arkansas, as well as Wesley Chapel United Methodist Church located on campus. A wide range of eBooks, eJournals, and databases are available through the library. The librarians provide reference services in-person, phone, email, and/or video conference. Instruction in the use of library resources is available for individuals and groups.

Donald W. Reynolds Library and Technology Center

The library is open throughout the week during the fall and spring semesters, with extended evening hours during midterms and final examination periods.

Access:

The library is open to the public; however, material checkout and the use of the Technology Center are reserved for Philander Smith University students, faculty, and staff.

Collections:

The library houses a diverse collection of materials, including:

- Books and periodicals (print and microform)
- Audio-visual materials
- Special Collection, such as African-American History and Computer Science
- PSU/PSU Archives: Historical documents related to the University and African-American experience in Arkansas and regional Methodist Churches
- Social Justice Resource Center

Digital Resources:

A wide range of electronic resources are available through the library's network, including:

- Online catalog
- Subscription databases
- Internet and World Wide Web Access

Services:

- Reference assistant (in-person and phone)
- Library and resources instruction (individual and group)
- Interlibrary loan services

Teacher Education Laboratory

Located on the Second Floor of the Donald W. Reynolds Library and Technology Center. Provides instructional support for the teacher education candidates, faculty, and staff.

Resources include:

- Materials for enhancing teaching and learning experiences (multicultural education, cooperative learning, classroom management, etc.)
- Computer terminals
- Children's literature collection

Academic Advising: Freshmen, Undeclared Majors and Transfers

All incoming and returning freshman, undeclared majors, and transfer students with less than thirty (30) hours are advised by an assigned freshman advisor.

Undeclared Majors

- Students are encouraged to explore potential majors by completing a survey through the Division of General Education or Student Success.

Declared Majors

- Students with 30 or more credit hours and a declared major are assigned a major advisor by their department/Dean
- Students must file a Declaration of Major form with the Registrar's Office.

Academic Support and Assessment:**Mandatory Tutoring (S.T.A.R.S)**

- Students in foundation courses are required to participate in at least one hour of tutoring per week
- Tutoring is integrated into coursework and affects student grades.

Testing and Assessment:

- Placement in Foundation Courses is based on ACT or SAT scores
- Students take pre-tests (Accuplacer) and post-test to assess progress.

- Waivers may be granted based on Summer Bridge program completion, ACT/Compass scores, or previous academic records.

Evaluation and Assessment Programs:

- Entrance Evaluation Program (EEP): Assess incoming students' skills, behavior, and attitudes to guide academic and student service programs.
- Assessment Program: Evaluates student progress to improve curriculum and academic quality.

The Proficiency Profile Test:

- Standardized test assessing writing, reading, math, science reasoning, and critical thinking skills.
- Serves as a General Education Exit Exam.

Senior Examinations

- Students in majors with exit exam requirements must take appropriate professional area exams (e.g., Major Fields Test) before graduation.

PRAXIS II (Content Area and Pedagogy)

- Required for teacher education candidates for state licensure

Graduation Requirements:

Student Responsibility

Students are responsible for understanding and meeting all graduation requirements.

Requirements:

- Satisfy general education requirements
- Complete major requirements
- Earn a minimum of 120 credit hours with a 2.00 Grade Point Average (Major requirements may vary.)
- Complete 22 of the last 32 credit hours at Philander Smith University
- Pass required professional area exams (PRAXIS for teacher education)
- Complete the graduation application process, including:
 - a. Submitting the application form
 - b. Paying the graduation fee
 - c. Meeting application deadlines (May: November 15; August/December: April 15)
 - d. Obtaining all required signatures and reviews
- Received approval from the Faculty Senate and Board of Trustees

Catalog Year:

Students graduate under the catalog in effect during their first year of enrollment.

Independent Study:

- Students needing 18-21 credit hours to graduate may request an independent study course overload with a 3.50 GPA and necessary approvals.
- Students needing unavailable courses may request up to six credit hours of independent study.

Grades and Grading System:

- Grading Scale:
 - A – 4.0
 - B – 3.0
 - C – 2.0
 - D – 1.0
 - F – 0.0
- Incomplete Grades (I): Must be resolved by the end of the following semester or become an F.
- Foundation Courses: Must earn at least a C.
- Foundation Course Grading Scale:
 - A (100 – 90)

- B (80 - 89)
- C (70- 79)
- D (69 - 0)

Scholastic Honors:

- President's List: 3.75 GPA (12+ Credit Hours)
- Dean's List: 3.50 – 73.749 GPA (12+ Credit Hours, no grade below C).
- Honor's List: 3.25 – 3.49 GPA (12+ Credit Hours).
- CGPA Calculation: Includes all grades from all institutions

Academic Standing and Probation:

- Minimum CGPA: 1.50 (30 Hours)
- Financial Aid: Satisfactory Academic Progress Policy applies

Institutional Honors at Graduation:

- Cum Laude: 3.40 – 3.59 GPA
- Magna Cum Laude: 3.60 – 3.79 GPA
- Summa Cum Laude: 3.80+ - GPA
- Graduation with Distinction in Field: 3.65 + GPA in Major Courses

Academic Clemency Policy

Any student who has previously attended Philander Smith University and whose attendance at Philander Smith University has been interrupted for a period of at least five years may qualify to request academic clemency providing he or she meets all of the criteria specified below. Under this policy, a student may apply to have grades and credits earned at Philander Smith University, prior to the separation, removed from his or her grade-point average. Approval of a request for clemency requires the signature of the student's advisor and the Provost.

Clemency shall cover all credits earned during the term(s) for which clemency is requested. A student who requests and receives academic clemency is ineligible to graduate with honors.

The student's complete record will remain on the transcript with the added notation of academic clemency received. The student's grade- point average and hours completed will be recalculated from the date that academic clemency is received.

Any petition for academic clemency must be requested and granted prior to the awarding of a degree. Once the degree is awarded, the record is closed; and the academic clemency policy cannot be invoked. Academic clemency may be approved only once. Following separation, and after re-entering Philander Smith University, the student may request academic clemency at the Office of the Registrar. The student shall specify the term(s) for which clemency is desired. The request will be forwarded, along with appropriate permanent record information, to the student's advisor for approval. The advisor shall forward the request to the Provost. For purposes of degree requirements, a student who receives clemency must follow the provisions of the University catalogue in effect at the time of re-enrollment.

Academic Dishonesty

The University reserves the right to withdraw any student who fails or refuses to abide by the rules and regulations governing student life at the University. Other guidelines on student conduct are given in the Student Handbook. The information in the Student Handbook is available on the Philander Smith University website at www.philander.edu.

Academic dishonesty in academic work includes, but is not limited to, misconduct during testing periods and inadequate acknowledgment of source materials of term papers and other materials that show evidence of plagiarism. When an instructor has evidence that a student has been dishonest in any academic work, he or she will take one of the following actions and inform the Provost in writing:

- Give the student a failing grade on the academic work related to the dishonesty; and/or
- Suspend the student from that class.
- A student accused of misconduct in a class, and who receives either of the penalties, may appeal the decision by following the steps outlined in the Academic Grievance Policy (When the student is dropped or suspended from a class for disciplinary reasons, fees paid will not be refunded).

Academic Grievance for Students: Appealing a Grade

Appeals and grievances of this nature should be handled swiftly while fresh in the minds of the students and faculty member.

If a student is dissatisfied with the grade recorded by an instructor, he or she shall follow these steps:

1. The student must appeal the grade within the following time frame:
 - a. If appeal is for grade received in the fall semester, appeal must be made by the end of the midterm week in the following spring semester

- b. If appeal is for grade received in the spring or summer semesters, appeal must be made by the end of the midterm week of the following fall semester.
2. The student and the instructor shall discuss the grade in question.
3. If a satisfactory resolution is not achieved in Step 1, the student may seek resolution with the chairperson of the academic division in which the course is taught.
4. If a satisfactory resolution is not achieved in Step 2, the student may appeal to the Provost, whose decision shall be final on the matter. NOTE: At appeal Steps 2 and 3, the student shall make the appeal in writing, copies of which shall be given to the instructor, the Dean, and the Provost.

Students who have already followed steps 1 and 2 in completing **Appealing a Grade** and **Appealing Perceived Unfair Treatment forms** and who wish to appeal to the Provost will submit a one-page summary of their complaint to the Provost. The official date of the complaint will be stamped on the document and a copy given to the student. Within 30 days, the Provost will provide a written response and final decision. In the meantime, the Provost may meet with the student to gather additional information. Communication from third parties will not be accepted unless requested by the Provost. The Provost may also request information from other parties as deemed necessary.

Within the written complaint, the student will provide the following information:

1. A concise statement of the nature of the academic complaint;
2. A timeline to illustrate key points in the complaint;
3. A specific request regarding an expected resolution; and
4. Any additional information to be considered in the grievance, including attached documentation.

In cases in which the Provost considers it necessary, the Provost may convene an *ad hoc* academic grievance advisory committee composed of faculty and staff who are not a part of the complaint. This committee will provide a written response to the Provost within 30 days, unless the complainant is informed that more time is needed to gather information. In such cases, the President will receive a progress report.

As the sections above indicate, the decision of the Provost regarding an academic grievance appeal will be final.

An appeal may be made to the President only for the following reasons:

1. Perceived violations of college policies versus practices; or
2. Threats to safety of students.

At the President's discretion, the President may convene a hearing between the student and other identified parties to provide additional information. During this time, the student may bring up to two persons to the hearing, neither of whom shall be legal counsel. These persons will not have voice but can be present to support the complainant. The President reserves the right to establish a process for the hearing in order to interpret the college's policies and to gather additional information. During this grievance process, the President and Provost will direct all inquiries to the student filing the complaint. The University's response to correspondence from parents and other parties will be held until the conclusion of a hearing when a decision has been rendered. All decisions of the President are final.

Academic Grievance for Student: Appealing Perceived Unfair Treatment

If a student has evidence that he or she has been treated unfairly by an instructor, the student shall follow Steps 1, 2, and 3 as given in the process for "Appealing a Grade."

In cases in which the Provost considers it necessary, the Provost may convene an *ad hoc* academic grievance advisory committee composed of faculty and staff who are not a part of the complaint. This committee will provide a written response to the Provost within 30 days, unless the complainant is informed that more time is needed to gather information. In such cases, the President will receive a progress report.

As the sections above indicate, the decision of the Provost regarding an academic grievance appeal will be final.

An appeal may be made to the President only for the following reasons:

1. Perceived violations of college policies versus practices; or
2. Threats to safety of students.

At the President's discretion, the President may convene a hearing between the student and other identified parties to provide additional information. During this time, the student may bring up to two persons to the hearing, neither of whom shall be legal counsel. These persons will not have voice but can be present to support the complainant. The President reserves the right to establish a process for the hearing in order to interpret the college's policies and to gather additional information. During this grievance process, the President and Provost will direct all inquiries to the student filing the complaint. The college's response to correspondence from parents and other parties will be held until the conclusion of a hearing when a decision has been rendered. All decisions of the President are final.

Academic Student Grievance: Retroactive Withdrawal

When circumstances of a serious and compelling nature prevent the completion of course work, or extenuating circumstances prevent regular withdrawal by the deadline on the Academic Calendar, the student may have cause to petition for a Retroactive Withdrawal. The request must be made by the following semester.

Examples of circumstances of a serious and compelling nature or examples of extenuating circumstances would include, for instance:

- There was a documented administrative error that affected student enrollment in one or more courses
- There is documentation of a serious illness that affected student's ability to complete all the coursework after the withdrawal date
- The student can document extreme and unusual circumstances which a) were beyond the control of the student; b) occurred after the withdrawal date; and c) could not have been addressed during the term in which the course(s) was taken.

The circumstances that are not of a serious and compelling nature and that are not of extenuating circumstances would include, for instance, the student:

- Is petitioning because he or she is not satisfied with the grade earned
- Is petitioning because he or she neglected to formally withdraw from the course(s) in question
- Was not aware of the withdrawal deadlines
- Changed his or her major and is now working towards a major or degree that does not require the course(s) in question
- Has had non-academic activities which restricted the student's time for academic pursuit
- Was ill or suffered stress as the result of an accident, death, family crisis, or other crisis early enough in the semester to have withdrawn during the semester

The Petitioning for a Retroactive Withdrawal Process:

1. The student and the instructor shall discuss the withdrawal in question.
2. If a satisfactory resolution is not achieved in Step 1, the student may seek resolution with the department chairperson.
3. If a satisfactory resolution is not achieved in Step 2, the student may seek resolution with the chair of the academic division in which the course work is taught.
4. If satisfactory resolution is not achieved in Step 3, the student may appeal to the Provost, whose decision shall be final on the matter. NOTE: At appeal Steps 2 - 4, the student shall make the appeal in writing, copies of which shall be given to the instructor, the department chairperson, the Dean, and the Provost.

Students who have already followed Steps 1-3 in completing a petition for Retroactive Withdrawal and who wish to appeal to the Provost will submit a one-page summary of their complaint to the Provost with supporting documentation. The official date of the complaint will be stamped on the document and a copy given to the student. Within 30 days, the Provost will provide a written response and final decision. In the meantime, the Provost may meet with the student to gather additional information.

Within the written complaint, the student will provide the following information:

1. A concise statement of the nature of the academic grievance (retroactive withdrawal);
2. A timeline to illustrate key points in the academic grievance;
3. A specific request regarding an expected resolution (retroactive withdrawal); and
4. Any additional information to be considered in the grievance, including attached documentation.

In cases in which the Provost considers it necessary, the Provost may convene an *ad hoc* Academic Grievance Advisory Committee composed of faculty and staff who are not a part of the complaint. This committee will provide a written response to the Provost within 30 days, unless the complainant is informed that more time is needed to gather information. In such cases, the President will receive a progress report.

As the sections above indicate, the decision of the Provost regarding an academic grievance appeal will be final.

An appeal may be made to the President only for the following reasons:

1. Violations of college policies; or
2. Threats to safety of students

At the President's discretion, the President may convene a hearing between the student and other identified parties to provide additional information. During this time, the student may bring up to two persons to the hearing, neither of whom shall be legal counsel. These persons will not have voice but can be present to support the complainant. The President reserves the right to establish a process for the hearing in order to interpret the college's policies and to gather additional information. During this grievance process, the President and Provost will direct all inquiries to the student filing the complaint. The University's response to correspondence from parents and other parties will be held until the conclusion of a hearing when a decision has been rendered. All decisions of the President are final.

Academic Probation

The academic standing of a student whose cumulative GPA does not meet the standards of the Satisfactory Academic Progress Policy is referred to as academic probation. See also Academic Standing and Academic Probation below.

Academic Standing and Academic Probation

In addition to completing courses prescribed by their major and by the general education requirements, students must meet established scholarship standards for continuation in the college. In order to remain in the college, students must maintain the minimum cumulative grade -point average (CGPA) listed as follows:

• At the end of 30 semester hours (earned or attempted)	1.50
• At the end of 60 semester hours (earned or attempted)	1.75
• At the end of 75 semester hours (earned or attempted)	2.00
• At the end of 90 semester hours (earned or attempted)	2.00
• For graduation	2.00

In addition to satisfying this minimum requirement, students receiving federal and institutional student financial aid must satisfy the requirements of the Satisfactory Academic Progress Policy found in the Philander Smith University Student Financial Aid Guide.

Academic Probation

The student's academic progress will be evaluated at the end of each regular academic semester. A student who fails to achieve the academic standing as indicated under Academic Standing will be placed on academic probation for one semester. During the next semester for which the student enrolls, his or her course load will be limited to twelve (12) semester hours. Transfer students shall be required to maintain the level of academic standing stated above. The transfer student's term of probation shall remain in effect until it is removed by policies defined herein. If the student on probation is a veteran, or is attending University under VA Educational Benefits, he or she will be eligible for VA Educational Benefits for only one semester, in compliance with the Veterans Administration's minimum standards of achievement.

If, after the probationary period ends, the student attains the academic standing indicated under Academic Standing, the probationary status will be removed. If the student earns a 2.0 GPA and twelve (12) semester hours, he or she may continue his or her academic study on probation for another semester. If, at the end of the extended probationary period, the student has not attained the academic standing indicated in the above table, he or she will be placed on academic suspension for one semester.

Extended Probation

Extended academic probation is the academic standing granted to a student who is currently on academic probation and whose cumulative GPA does not meet the standards of the Satisfactory Academic Progress Policy, but who earns at least a 2.0 GPA for the current semester while carrying twelve (12) semester hours. The student is permitted to continue academic study on probation for an additional semester.

Warning

A student will receive, in writing, an Academic Warning regarding his or her academic standing at the end of any enrollment period when his or her cumulative grade -point average is below the minimum requirements for retention in the University as listed under Academic Standing. Academic probations and suspensions may be appealed to the Provost, who will convene an ad hoc Committee on Academic Probation and Suspension. The committee makes recommendations to the Provost. The decision of the Provost is final.

Waiver of Academic Probation

A student who has been placed on Academic Probation may appeal to the Provost who will convene an ad hoc Committee on Academic Probation and Suspension. The committee makes recommendations to the Provost. The decision of the Provost is final.

Academic Suspension

The academic standing of a student currently on Academic Probation whose cumulative GPA does not meet the standards of the Satisfactory Academic Progress Policy is placed on academic suspension. A student on suspension will not be allowed to enroll during the next full academic term and cannot enroll in a summer session until the period of suspension has been served.

Re-admission Following Academic Suspension

A student returning from suspension will be on probation. Failure to earn a minimum of twelve (12) credit hours with an average of 2.0 in the returning semester after suspension will result in suspension for a period of one calendar year. Failure to earn at least a 2.0 average and twelve (12) semester hours in the next returning semester will result in an indefinite suspension. A

student suspended from the University because of academic deficiencies should consult with S.T.A.R.S. or a faculty academic advisor for suggestions of activities which may be pursued during the period of suspension, which may enable him or her to be more successful upon re-entry into the University. Credits earned at other colleges and universities while on suspension will not count toward a degree at Philander Smith University.

Add

This is the process of enrolling in one (1) or more courses during a registration/schedule change period.

Advisee Details

This is a document that allows the online reader to access academic records, advising information, and registration information.

Advising Work Sheet

An unofficial working document (map) outlining all the General Education requirements, major or core requirements, minor requirements, and course elective requirements; this document, which is issued by the Registrar's Office, shows if a course is complete or incomplete in the areas of study. **Students are also encouraged to maintain Academic Affairs' Advisement and Registration Checklist which allows students to audit manually curriculum requirements for General Education, the majors, and minors.**

Audits

(See Degree Audit)

Cancellation of Classes

Students enrolled in cancelled classes will be dropped automatically if the enrollment is less than seven. Courses with seven or more students will make. Special conditions to cancellation of classes will be addressed by the Provost and the Deans; the Provost will make written requests to the Registrar.

Change of Grade

The final grade for the semester is not to be changed after the grade has been submitted to the Registrar **except for** corrections or for actual errors or omissions. The final grade cannot be changed based on a new examination or additional work undertaken or completed after the final grade has been submitted. An "I" must be removed by Friday of Midterm week the semester immediately following the semester in which the grade was received, or the grade will automatically change to "F."

Change of Major

(See Declaration of Major)

Class Attendance

Students are expected to attend all classes as scheduled. Unexcused absences from a class for a total exceeding the equivalent of two times the number of class meetings per week will result in the student being withdrawn from the class by the instructor. For example:

One Day Week	=	2 unexcused absences a semester
Two Days a Week	=	4 unexcused absences a semester
Three Days a Week	=	6 unexcused absences a semester
Four Days a Week	=	8 unexcused absences a semester
Five Days a Week	=	10 unexcused absences a semester

The instructor *may* make an exception to this policy if unusual or extenuating circumstances, presented in writing by the student, warrant this action. If excessive absences occur during the first nine weeks of the semester, the instructor shall withdraw the student from the class and shall record a grade of "AW". After nine weeks, the instructor shall record a grade of "F" for excessive unexcused absences. The grade shall not be finalized until one week has passed from the date of notification. During this time the student may appeal to the Provost for reinstatement if he or she feels unusual circumstances were involved in the absences. The student may continue in class during the appeal. Under conditions of prolonged illness, active military duty and other severe hardship cases, a student, through consultation with the instructor(s), may be allowed to continue his or her classwork if it is felt that he or she can complete the work successfully. The student may receive a grade of "I" and must complete the work within the same timeline allowed for all incomplete grades.

It is the student's responsibility to initiate the process of requesting such permission from the instructor. It shall be the responsibility of faculty members to advise students in their classes, in writing on the course syllabus, of this attendance policy. Specific attendance

policies for each course may be established within these guidelines, at the discretion of the instructor. Students who are dropped from a class due to absences in the first five weeks of classes shall receive refunds according to established refund policies. Financial aid awards will also be adjusted according to already established policies.

Commencement

Commencement is the formal ceremony held at the end of the academic year during which degrees are awarded to graduate degree candidates, graduating seniors, and honorary degrees are bestowed upon recipients who are approved by the Faculty Senate and the Board of Trustees.

Conduct

(See student conduct)

Course Numbering System

Each course is designated by a number composed of three digits, which carry the following information:

1. The first digit indicates the course level. A '0' indicates a Foundation level course that offers no degree credit. A '1' indicates Freshman level credit. A '2' indicates Sophomore credit. A '3' indicates Junior credit. And '4' indicates Senior credit.
2. The second digit indicates the semester in which the course is usually offered. A zero indicates that the course may be offered in any semester. An odd numeral usually indicates the fall semester. An even numeral usually indicates the spring semester.
3. The third digit indicates the number of credit hours given for the course. A zero as the third number indicates that credit is flexible, and the credit hours may range from 0- 3 credit hours, depending on the kind and amount (time spent on) of work to be completed for the course. No more than three credit hours per semester and six credit hours per year may be given for 100x, 200x, 300x, or 400x courses.

Course Waivers

General Education Requirements

Students who have attained proficiency in general education requirements, either through experience or course(s) taken at another accredited college, may petition the Provost to waive general education requirement(s). The major advisor, the Dean, the Registrar, and the Provost must approve any changes made in the original Degree Plan.

Majors Requirements

Students who have attained proficiency in major requirements either through previous courses or experience, may petition their major advisor to waive the major requirement(s). The major advisor will evaluate the student's proficiency level in the course(s), and, with the approval of the major Dean and the Provost, may decide to waive or not waive the course(s). The major advisor, the Dean, the Registrar, and the Provost must approve changes made in the original Degree Plan.

Minors Requirements

Students who have attained proficiency in a minor requirement, either through previous courses or experiences, may petition their minor advisor to waive that minor requirement. The minor advisor will evaluate the student's proficiency level in the course, and, with the approval of the minor Dean and the Provost, may decide to waive or not waive the course. The minor advisor, the Dean, the Registrar, and the Provost must approve changes made in the original Degree Plan.

Upon deciding to waive a course, the major and/or minor advisor should submit to the Registrar, under the signature of the Dean and the Provost, his or her decision in writing. The course will then be listed on the permanent record as having been waived with no credit given. Waiving a course does not affect the total number of hours necessary for graduation. A minimum of 124 credit hours must be completed in addition to any waived course.

Declaration of Major

This is the process of formally filing A Declaration of Major form with the Registrar's Office after securing approval from the major department or division. The intent is that the student will pursue a degree in a specific subject.

Degree

This is the rank granted to any student who completes the required course of study for a given major as well as all general education courses required by the University and/or major.

Degree Audit

This is a document that allows the reader to determine what courses have been met in general education and in the major field when accessing online registration.

Degree Plan

Students are encouraged to contact their major advisor immediately after declaring intent to major in a particular field. After a student completes 59 semester hours, he or she is required to consult with a major advisor and develop a Degree Plan. Failure to consult with an advisor can delay a student's graduation. The major advisor, the Dean, and the Registrar must approve the Degree Plan. The chairperson of the department and/or his or her designee becomes the student's advisor after the student has selected a major. The advisor will outline the minimum course requirements for the major field. From this point, the student becomes responsible for referring to Academic Affairs' Registration and Advisement Checklist with cooperation from his or her advisor. Course substitutions or waivers in General Education requirements must be made by a General Education advisor and the Provost. The major advisor, in consultation with the Dean, must approve substitutions or waivers made in the major program. A major may be changed at any time; however, all requirements of the new major field must be met.

Diploma

A diploma is the certificate issued by the University indicating a student's completion of all requirements for a degree.

Drop a Course

This is the process of removing one or more courses from a student's schedule during the registration-schedule change period. Courses can be dropped only during the Refund Period. Dropped courses do not appear on the transcript.

Elective

An elective is a course chosen by the student for credit toward his or her degree, which satisfies neither a general education nor major requirement. The number of electives taken will vary depending upon the student's major. Electives may also be limited by or required by the major.

Enrolled

The student has registered and satisfied financial obligations to the University.

Excused Absences

A student, faculty and/or student activity advisor may request that an absence be excused, provided that the absence is caused by one of the items listed below:

1. Death or serious illness in the immediate family.
2. Illness of the student, certified by the University Nurse or the Vice Provost for Students Affairs, by whose orders the student is confined to his or her room, or by the student's attending physician or general practitioner.
3. Class field trips, which are required as class assignments, are properly cleared with the Provost and scheduled in advance.
4. Trips sponsored or sanctioned by the University, which are authorized as official business. Must be approved by the instructor first.
5. Travel required by Armed Services or the Veterans Administration.
6. Local emergencies requiring the immediate attention of designated students.
7. To obtain an excused absence, the student must request permission from his or her instructor. The request must be supported by appropriate evidence to support the absence request. A request for an excused absence must be filed within one week after the occurrence of the absence. Otherwise, it will be considered an unexcused absence. If a student is granted an excused absence, the instructor will provide an opportunity for the student to make up all academic work missed. All work missed by virtue of an excused absence may be made up for full credit. Such credit is established through the initiative of the student in accomplishing the work to the full satisfaction of the instructor.
8. Each student requesting an excused absence should consult with his instructor for class assignments. Each instructor's attendance policy, detailed on the course syllabus, states policies and procedures for making up all missed work. The student is responsible for initiating the steps to complete his or her work. Tardiness, defined as entering a class after it has begun, may be recorded as an absence at the discretion of the instructor. Students late for any period may be excluded from the class. An instructor's syllabus may also specify a particular policy for tardiness.

Exception to the Transfer Grade Policy

When calculating the CGPA for the Alpha Kappa Mu honor society and for honors to be conferred at graduation, all grades received from all institutions will be used.

Final Examinations

Students are expected to take mid-term and final examinations at the regularly scheduled times, unless they are prevented by emergency conditions beyond their control. If this does occur, students must contact the instructor at the earliest possible time and make mutually satisfactory arrangements for a make-up test. The teacher may choose not to accept a make-up examination if an emergency did not exist. Thus, students who are absent without an excuse may receive an "F" for the examination with no make-up test being given.

General Education Requirements

PSU students must earn a "C" in Math Foundations, College Math, College Algebra, College English, College Reading, Composition I, and Composition II.

Grade Point Average (GPA)

The grade-point average is determined by dividing the total number of quality points earned by the total number of hours attempted.

Graduation

Upon completion of all requirements from the University, a diploma and an official transcript are awarded. (No official transcript or diploma will be issued until the student's account is paid in full.) Students graduate under the catalogue of the year they first enter Philander Smith University.

Graduating Senior

A student who has eighteen (18) or fewer credit hours to complete for graduation at the end of the semester in which he or she is enrolled.

Honor's Eligibility

(See Scholastic Honors)

Incomplete "I" Grades

Philander Smith University awards an "I" grade when students are unable to complete all course requirements for reasons beyond their control, and when students are unable to meet their financial obligations to the institution during the semester in which they are enrolled. In cases where the incomplete grade is given for academic reasons, the "I" grade must be removed by the end of the semester immediately following the semester in which the grade was received. Failure to do so will result in the "I" grade automatically changing to an "F" grade.

Incompletes must be finished within the following timeline:

- If incomplete is for grade received in the fall semester, work must be completed, and a grade must be submitted by the end of midterm week in the following spring semester
- If incomplete is for grade received in the spring or summer semesters, work must be completed, and a grade must be submitted by the end of midterm week in the following fall semester

A student must earn at least a "C" in College English, College Reading, Composition I, Composition II, Math Foundations, College Math, and College Algebra at the University in order to pass the required general education courses. Further, the above courses will follow the grading scale below:

A	90 - 100
B	80 - 89
C	70 - 79
F	69 - 0

Major

A series of courses prescribed by a department and/or division that is required to complete a degree in a subject area. (Required for graduation). Students can always locate a copy of required courses in the major (and in general education) via the Registration and Advisement Checklist.

Major Advisor

A faculty member who assists individual students during the progression of their academic programs. The advisor assists the student in reviewing his or her career options, preparing his or her individual degree plan, course of study, and semester schedules. A student must have a major advisor's approval to register for classes, to change his or her schedule, and to declare a major. The freshman academic advisors are available to assist with advising of general education requirements.

Mid-Term and Final Examinations

Students are expected to take mid-term and final examinations at the regularly scheduled times, unless they are prevented by emergency conditions beyond their control. If this does occur, students must contact the instructor at the earliest possible time and make mutually satisfactory arrangements for a make-up test. The teacher may choose not to accept a make-up examination if an emergency did not exist. Thus, students who are absent without an excuse may receive an "F" for the examination with no make-up test being given.

Minor

A series of courses leading to a concentration in an area, different from one's major, which will broaden the student's perspective while buttressing his or her major. A total of 18 credit hours constitutes a minor.

Minor Advisor

A faculty member who assists the student in preparing and progressing through his or her individualized plan for completing a minor. The faculty member must be a member of the department in which the student is seeking his or her minor.

Other Policies of the University:

- No course substitutions may occur without written approval of the Chief Academic Officer.
- Credit for internships will not be granted through the Career Center.
- The University cannot change grades or grant credit that is not earned by the student.

Quality Points

Quality points are calculated by multiplying the number of credit hours a course is worth by the numerical value assigned to the letter grade received for that course. On a four-point scale, letter grades are translated as follows: an "A" is equal to 4.0, a "B" is equal to 3.0, a "C" is equal to 2.0, and a "D" is equal to 1.0. No quality points are awarded for grades of "F." (See Grades and Grading System.)

Registered

Student has met with an advisor, selected courses, and the courses have been entered into the registration system.

Register Online

A one-stop registration system that helps students to prepare their schedules for classes each semester, in consultation with their advisors (general education and major), as well as access their unofficial transcripts. Register Online is located on Philander Smith University's homepage.

Reinstatement

A Reinstatement form is used to request a student be allowed to re-enter a course. A student is eligible to apply for reinstatement if they have attended at least 50% of all classes prior to enrollment verification. Approval is required from the professor of the course, the Dean, the Provost, and the Registrar. Note: Lack of attendance as a result of Administrative Clearance will not be factored into this percentage.

Repetition of a Course

A student may repeat a course for semester hour credit in which grades of D or F were earned. Only the repeated course will be used in computing the quality point average. It is recommended that the student consult with the Registrar and the Provost before he or she elects to repeat a course for which he or she has received a passing grade already.

Student Conduct

Student behavior is addressed largely by the Division of Enrollment Management and Student Experience, and for that reason, the Dean of Students are clear on expectations of PSU students.

Transcript

This is an official document of all courses taken. It also includes courses from other accredited institutions that are transferable. This document includes current term attempted, earned, points divisor, and grade point average (GPA) as well as cumulative attempted hours, earned hours, points, divisor, and GPA.

Transfer Evaluation

This is the process of assessing the transcripts of students transferring from other institutions, in order to determine the number of and specific credits which Philander Smith University will accept to meet graduation requirements. General education requirements are assessed by the General Education advisor. Major and elective requirements are assessed by the major advisor, and minor requirements are assessed by the minor advisor.

Withdrawal from the University

This is the act of removing oneself from the University by completing a "Withdrawal from University" form. The form must be signed by all appropriate offices and returned to the Registrar's Office. A student who enrolls and fails to officially withdraw will be liable for all charges incurred for the semester. A student may withdraw from the University at any point during the semester up to and including the last day of classes, but not after final exams begin.

Withdrawal from a Course

The act of removing oneself from a class after the schedule change and refund periods are over, by completing a "Withdrawal from Course" form in the Office of the Registrar. The course will appear on the transcript with a grade of "W." The Friday of the 9th week of the semester is the last day that a student may withdraw from a course.

STUDENT SUCCESS

DIVISION OF ACADEMIC AFFAIRS AND STUDENT SUCCESS

The Division of Academic Affairs and Student Success is dedicated to fostering academic achievement, personal growth, and holistic development for all students. Through a comprehensive network of programs, services, and resources, Student Success supports students from their first semester through graduation—helping them define goals, build skills, and realize their full potential both inside and outside the classroom.

The Division of Academic Affairs and Student Success provides comprehensive programs and services designed to promote academic achievement, personal development, and persistence to graduation. The Division supports students through individualized guidance, high-impact learning experiences, and collaborative engagement across academic and co-curricular settings.

This Division is home to the newly developed University College, which includes the Center for Academic Excellence and Advising, offering academic coaching, peer tutoring, academic advising, and early alert interventions; Academic Transition Programs, which include the First-Year Experience, Learning Communities, and the Sophomore Experience; and the McKinley Newton Honors College, which provides enhanced curricular and co-curricular opportunities for high-achieving students.

Additional areas of focus include Civic Engagement and Public Service, advancing community engagement and social justice; General Education and Interdisciplinary Studies, fostering integrative learning and intellectual inquiry; and Counseling and Disability Resource Services, ensuring access, wellness, and support for all students. Signature initiatives such as *Platinum By Design* and *Empowering the African American Male* further advance the Division's mission of cultivating student success and excellence.

Student Transition and Retention Services (S.T.A.R.S.)

The mission of the Philander Smith University Student Transitions and Retention Services (S.T.A.R.S.) Office is to provide educational resources and support to assist students in their acculturation to the collegiate atmosphere while reaching their academic, personal, and professional goals. Using an intrusive advising model coupled with a positive, supportive environment, and partnerships among faculty, support staff, and students, scholars are empowered to cultivate their skills, strategies, and behaviors to become successful lifelong learners.

The S.T.A.R.S. team assists the University in addressing the needs of students through a variety of support services, i.e., Student Tuition and Readiness Tracks (S.T.A.R.T.); GUIDE (Grade Recovery Program); Intrusive Academic and Social Coaching; Tutoring; Male/Female Retention Initiatives; Early Alert Intervention; Panther Camp; Week of Welcome; Living/Learning Communities; Disability Support Services; and Professional Development and Student Engagement. This office will assist Philander Smith University in providing a holistic approach to student development, where students can receive services in areas that most greatly affect their ability to successfully matriculate into and navigate through the college experience.

Vision Statement

The S.T.A.R.S. Office vision is to be a highly collaborative and creative department that offers support services that are both based on national best practices and the needs of our dynamic student body that will yield successful matriculation at Philander Smith University.

Value Statement

S.T.A.R.S. is committed to providing quality academic support to a diverse group of learners via the following core values, which are consistent with the Philander Smith University Timeless Human Values: Respect for Self; Respect for Others; Respect for PSU; Scholarship; Spirituality; and Service.

Services provided by the S.T.A.R.S. include the following:

Counseling and Psychological Services

Counseling and Psychological Services provides mental health counseling and other counseling services for all currently enrolled at PSU. Our goal is to meet the mental health needs of the PSU community through engagement, support, and assistance. We provide safe and confidential services that are free of charge. In addition to on-site services, we have a number of community partnerships in place to support short and long term mental health and psychological needs.

Disability Support Services

In compliance with section 504 of the Rehabilitation Act of 1973, as amended, and with the Americans with Disabilities Act of 1990 (ADA), Philander Smith University recognizes that qualified students who have diagnosed or identified learning, physical and

emotional disabilities are entitled to the same benefits from the educational programs of the university. Philander Smith University is committed to providing access to the full range of educational programming and activities. Eligibility for these services is determined individually based on documentation of need.

On September 25, 2008, President Bush signed into law the Americans with Disabilities Act (ADA) Amendments Act of 2008 which became effective on January 1, 2009, and clarifies and expands the definition of disability. In addition, the Act expands the definition of individuals who will be eligible for protection under the ADA of 1990.

Disability services at Philander Smith University are focused on facilitating opportunities to stimulate and create a barrier free environment, eliminating academic, social and physical obstacles which impede students' access to a higher education.

To receive disability related accommodations and services, students must first register with the Disability Support Services office and provide current and appropriate medical and/or psycho-educational documentation which identifies the specific nature and extent of a qualifying disability, including the functional limitations currently imposed by the disability.

Hours of operation for disability services through Disability Support Services are Monday through Friday, 8:30 a.m. until 5:00 p.m. Assistance and accommodations will be provided on an individual basis and will be determined by the student's disability documentation. Appropriate accommodations should be requested by the student once verification of his or her disability is received. Students with disabilities should contact: Disability Support Services, Philander Smith University, 501-370-5356. Please note: Philander Smith University cannot make accommodations that are unduly burdensome or that fundamentally alter the nature of, or reduce the academic standards of, the University's course or degree programs.

GENERAL EDUCATION

Overview

General Education curriculum contributes to the University's mission by preparing students to become "academically accomplished." The General Education curriculum follows a model of student development that is coherent, intentional, and integrated. It addresses intellectual skill acquisitions, interdisciplinary applications of knowledge, critical thinking, problem-solving/decision-making, social justice awareness, civic engagement, leadership, public policy, and ongoing self-reflection.

Philosophy

General Education curriculum supports the University's philosophy by embedding the following: a broad base of knowledge, skills for life-long learning, and PSU's Seven Timeless Human Values, which are needed for students' personal, academic, professional, and spiritual pursuits.

Curriculum

English Composition (6 hours)

Required: 6 hours

ENG 113 Comp I

ENG 123 Comp II

Speech Communication (3 hours)

Required: 3 hours

ENG 103 Basic Speech

Math (3 - 5 hours)

Choose One: 3-5 hours

MTH 133 College Algebra

MTH 143 College Trigonometry

MTH 215 Calculus I

Science (4 hours)

Choose One: 4 hours

BIO 103/101 General Biology w/Lab

BIO 113/111 Biology I for Majors w/ Lab

PHY 103/101 Physical Science w/Lab

CHM 113/111 College Chemistry w/Lab

Computer Literacy (4 hours)

Required: 4 hours

CSCI 113 Microcomputer Applications (3)

CSCI 111 Microcomputer Applications Lab (1)

Fine Arts/Humanities (9 hours)

Choose One: 3 hours

ART 153 Art Fundamentals (Preferred for Education majors)

MUS 103 Music Appreciation

DRA 113 Drama I

MDIA 103 Film Appreciation

Choose One: 3 hours

ENG 203 Advanced Comp

ENG 263 Advanced Composition for Majors (Required for English majors)

ENG 213 Masterpieces I

ENG 223 Masterpieces II

PHRE 223 Critical and Affective Thinking

PHRE 253 Survey of World Religious Traditions

Required: 3 hours

PHRE 203 Ethics & Society

Social Sciences (6 hours)

Choose Two: 6 hours

CRJU 203 Intro to Criminal Justice

ECON 113 Macroeconomics

HIST 103 Arkansas History (Required for Education majors)

HIST 203 History of US Institutions

POLS 113 American National Government

PSYC 103 General Psychology

PSYC 253 Developmental Psychology (Required for Education majors)

SOCG 113 Intro to Sociology

SOSW 203 Intro to Social Work

Total Hours: 35 hours

Additional Philander Courses: (9 hours)

Required: 9 hours

ORI 113 Freshman Colloquium I/Chapel

ORI 123 Freshman Colloquium II/Chapel

SOCJ 103: Introduction to Social Justice

Total Hours: 44 hours

Recommended: Students who enter Philander Smith University are encouraged to take PSYC 113: Personal and Social Development, which may be used as a Social Science elective.

Capstone: Proficiency Profile Exam (proctored by Institutional Effectiveness and/or the Coordinator for Assessment and Evaluation in Academic Affairs).

Requirements for Graduation: Students must complete the courses in the General Education curriculum as a requirement to graduate. Foundation-level courses do not count towards graduation.

CONTINUING EDUCATION & EXTENDED EDUCATION PROFESSIONAL STUDIES

The University is committed to continuing and extended education programs as professional studies to meet the demands of students in need of an accelerated degree program, weekend college credits, or an online degree.

Philosophy and Mission of eLearning at PSU

Philander Smith University offers online learning in a user-friendly, self-directed, and inclusive educational environment. Online Philanderians are provided an engaging learning experience that allows them to achieve academic excellence in their studies while living a busy life with work and family schedules. Online courses at Philander Smith University are designed to provide a quality education that mirrors the rigor of on-campus classes and allows students to complete work towards and/or receive a degree from a Historically Black University and University (HBCU).

Course Delivery System

Online courses are currently offered using Jenzabar Learning Management system (LMS). The courses offered are developed using top-quality content, user-friendly interfaces, and a secure web-hosting environment that creates the closest representation of a physical campus for our Philander students.

Philander Smith Management Institute

In the fall of 1991, Philander Smith University launched the Philander Smith Management Institute (PSMI). The Institute offers adults the opportunity to finish their college degree with a major in Organizational Management. Generally, students can complete the PSMI core requirements of the major within a minimum of 18 months (48 credit hours). Students entering the program should have completed their associate degree and accumulated 56 credit hours before being admitted into the program. If the student has not met the general education requirement, then they will be required to complete the courses with Philander Smith University before graduating from the PSMI program. Prospective students are required to consult with his or her assigned advisor.

Purpose

With the rapid increase in the number of adult learners and persons returning to college to complete a degree, PSMI demonstrates a continued commitment on the part of Philander Smith University to diversity and changing demographics. PSMI enables the University to fulfill its mission, which is to provide quality education while meeting the changing needs of the community.

The University has developed PSMI to meet the educational needs of persons who:

1. Want to complete their degree in the evenings,
2. Have completed at least two (2) years of University,
3. Are working full-time with full-time family responsibilities, and
4. Want to complete their degree in a Christian setting and with faculty and staff who are sincerely interested in their future.

The Weekend University Overview

In the fall of 2002, Philander Smith University launched the Philander Smith Weekend University. The Weekend University extends its convenient, high-quality weekend and evening college courses year-round in order to assist students of all ages in achieving educational goals while balancing academic commitments, family and job responsibilities.

Philander Smith understands that a large number of people wants to complete their degrees at an accredited institution while maintaining their full-time employment and family responsibilities. The Weekend University is especially attractive to adult learners who bring vast professional and personal experiences to the classroom as a foundation for learning. By enrolling in the Weekend University, adult learners may fulfill their dreams of working toward a college degree, developing their leadership and technical skills, or preparing for greater opportunities in the workforce or careers.

The Weekend University is not only a service to communities, but it also can be a service to current Philander Smith University students needing also to "finish what they started." Current Philander Smith University students seeking to enroll in the Weekend University must contact Deans who are responsible for recommending course offerings to the Provost. Philander's Weekend University starts every eight weeks, and the non-traditional program is year-round.

Goals

Philander Smith University has developed the Weekend University to meet the unique educational needs of adults who:

- Wish to enroll in courses on the weekends and evenings in an accelerated program;
- Can schedule their time carefully and discipline themselves to meet the rigorous demands of the Weekend University;

- Want to pursue their educational goals in a spiritual setting where the faculty and staff are sincerely interested in the future of students; and
- Want to develop potential leadership in their careers and communities.

Advantages

Advantages of attending the Philander Smith Weekend University include:

- Academic excellence;
- An individualized learning experience with outstanding and committed PSU faculty and classes;
- A weekend schedule that meets student preferences and life circumstances;
- A campus-based learning community with real college atmosphere, convenient to Interstate I-630;
- Free parking and state-of-the art facilities;
- Financial aid, tuition reimbursement, and payment plans for qualified students, making Philander Smith University an affordable option;
- A new Library and Technology Center.

Registration Instructions

Persons wishing acceptance to the Philander Smith Weekend University should:

- Contact the Admissions Office at (501) 370-5221 to secure an application.
- Complete program application and pay non-refundable \$25 application fee at the time of application.
- Forward official transcripts from high school, as well as all colleges and universities, to the Office of Admissions.
- Provide current immunization record.
- Complete a federal financial aid packet.
- Pay the appropriate tuition and fees depending on courses selected.
- Contact Department for advisement

MULTIDISCIPLINARY ACADEMIC PROGRAMS

In addition to our standard liberal arts curriculum, the University also offers special multidisciplinary programs that are housed in the Office for Academic and Student Success. These programs include the McKinley Newton Honors Academy and the Interdisciplinary major in Liberal Studies. These programs are designed for students with particular academic interests and academic backgrounds.

MCKINLEY NEWTON HONORS ACADEMY

The McKinley Newton Honors Academy was founded in 2001 and named for one of the University's most distinguished and admired teacher-administrators. Although all PSU students may attain college-wide or departmental honors within the regular curriculum, those who participate in the Honors Academy receive an enriched academic and extra-curricular experience in this special program. They enroll as a cohort in a team-taught, integrated course curriculum in their freshman year, and are given priority enrollment in special seminars each succeeding year. Research, field trips, travel to honors conferences, off-campus events, internships, and other opportunities for personal and intellectual growth are provided. The invitation to join the McKinley Newton Honors Academy is given to incoming fall, first-time freshmen Philander Smith University Students who have an English and Math ACT score of 22 or above (or English and Math SAT of 600 or above). The Academy extends this invitation to those scholars because of their excellent academic record in high school and potential to be an academic scholar and leader on this campus. By accepting this invitation, the student begins his/her lifelong affiliation with the McKinley Newton Honors Academy at Philander.

Mission

The mission of the McKinley Newton Honors Academy is aligned with the mission of the University to ensure that students who graduate are "academically accomplished." The Academy follows a model of student development that is coherent and intentionally designed to promote intellectual inquiry by developing students who will become leaders and policy makers and who will make decisions which are informed by heightened moral, ethical, global, and social justice sensibilities.

Philosophy

The philosophy of the McKinley Newton Honors Academy contributes to the University's philosophy by embedding in its curriculum the following core values: excellence, scholarship, professionalism, leadership, and integrity.

Student Goals and Outcomes

Goal I: Ensure educational coherence of intellectual skills

Outcomes:

- Demonstrate advanced reading skills
- Demonstrate advanced writing skills
- Demonstrate advanced quantitative skills
- Demonstrate advanced critical thinking skills
- Demonstrate advanced oral communication skills
- Demonstrate advanced problem-solving skills
- Demonstrate computer and information literacy skills

Goal II: Promote content-based knowledge

Outcomes:

- Demonstrate scientific (STEM) principles
- Demonstrate mental, physical, and healthy lifestyles
- Demonstrate psychological principles
- Demonstrate knowledge of economic systems
- Demonstrate knowledge of political structures
- Demonstrate knowledge of sociological principles
- Demonstrate knowledge of modern languages and cultures

Goal III: Promote inquiry for self-reflection

Outcomes:

- Apply general life skills
- Modify mindset
- Modify disposition

Demonstrate ethical behavior
 Define mental, social, spiritual, physical, and professional self

Goal IV: Foster civic engagement, leadership, and public policy

Outcomes:

Collaborate with civic groups and organizations
 Describe public policy influences
 Examine organizational dynamics
 Evaluate leadership styles

Goal V: Promote social justice awareness

Outcomes:

Demonstrate social justice awareness
 Develop moral, ethical, spiritual, and philosophical foundations
 Participate in service learning experiences
 Intervene on behalf of the underrepresented

Honors General Education Curriculum

All Required: 6 Hours

English Composition
 (6 hours)

[] ENG 113 Comp I [ACT 22 or SAT Verbal 600 – Exempt]
 [] HENG 123 Foundations of Rhetoric [Comp II SUB]

Speech Communication
 (3 hours)

Required: 3 Hours
 [] HENG 103 Speech Act Theory [Basic Speech SUB]

Math
 (3 hours)

Choose One: 3 Hours
 [] HMTH 133 Honors: Real World Mathematics, or
 [] MTH 133 College Algebra, or
 [] MTH 143 University Trigonometry, or
 [] MTH 215 Calculus I, or

Science
 (4 hours)

Choose One: 4 hours
 [] BIO 103/101 General Biology w/Lab
 [] BIO 113/111 Biology I for Majors w/ Lab
 [] PHY 103/101 Physical Science w/Lab
 [] CHM 113/111 University Chemistry w/Lab

Computer Literacy

Required: 4 Hours
 [] CSCI 113 Microcomputer Applications (3)
 [] CSCI 111 Microcomputer Applications Lab (1) (total 4 hours)

Fine Arts & Humanities
 (9 hours)

Required: 9 Hours
 [] HONR 223 Integrated Humanities (Art/Drama/Music SUB)
 [] HENG 203 Advanced Rhetorical Writing (Advanced Comp SUB)
 [] HPHR 223 Capstone: Ethical and Moral Theory Applications (Ethics and Society SUB)

Social Sciences
 (6 hours)

Choose Two: 6 Hours
 [] CRJU 203 Intro to Criminal Justice
 [] ECON 123 Macroeconomics
 [] HIST 103 Arkansas History (Required for Education majors)
 [] HIST 203 History of US Institutions

- [] POLS 113 American National Government
- [] PSYC 103 General Psychology
- [] PSYC 253 Developmental Psychology (Required for Education majors)
- [] SOCG 113 Intro to Sociology
- [] SOSW 203 Intro to Social Work

Total Hours: 35 hours

Philander Additional Required
(9 hours)

Required: 9 Hours

- [] HORI 113 Honors Freshman Colloquium I/Chapel
- [] HORI 123 Freshman Colloquium II/Chapel
- [] SOCJ 113 Introduction to Social Justice

Capstone:

Proficiency Profile Exam (proctored by Institutional Effectiveness and/or the Coordinator for Assessment and Evaluation in Academic Affairs).

Total Hours: 44 hours

Honors Elective Courses

The McKinley Newton Honors Academy requires students to take a minimum of **FOUR (4)** Honors course electives while in the Academy. Students must take the Honors General Education Core Curriculum and at minimum four Honors electives to graduate with the McKinley Newton Honors Academy designation. Honors elective course descriptions are available in the course description listing in the back of the catalog.

INTERDISCIPLINARY MAJOR IN LIBERAL STUDIES

The Major in Liberal Studies

The Bachelor of Arts Degree in Liberal Studies will spur interdisciplinary collaboration across the University's four Schools. Collaborations will stimulate interdisciplinary connections, supporting a broad liberal arts education in line with the mission of the University, and in turn will broaden the intellectual capabilities of our students and open new worlds of opportunity to them. The program will provide students with interdisciplinary preparation across various disciplines, preparing them to pursue a wide range of careers in government, education, business, and other fields. Majors will have the unique opportunity to create a customized educational experience to support their future academic and career aspirations. Students in the program will graduate with a well-rounded liberal arts education that is attractive to graduate and professional school, as well as a 21st Century workforce.

Mission

The mission of the Liberal Studies Program is to create a unique learning experience that enhances creativity, critical thinking and problem-solving skills, while inspiring students to live as engaged and responsible global citizens and advocates for Social Justice.

Liberal Studies Curriculum

The major in Liberal Studies allows students to work with an advisor to create a unique program of study. Most students will have three areas of focus, which allow a focused and well-developed integration of various majors within the curriculum.

Liberal Studies Program Required Courses (18 hours)

The major in Liberal Studies requires the following courses:

- ENG 203 Advanced Composition (also a General Education requirement)
- HONR 223 Integrated Humanities
- One year of foreign language (SPAN, FREN, or CHIN)
- HLST 223 Honors Integrated Social Sciences
- ENG 363 Technical Writing

Liberal Studies Area Focus Required Courses (54 hours)

The major in Liberal Studies encourages students to have three areas of academic focus with a minimum of 18 hours in each area. This is shown below:

- Area Focus One – 18 hours
- Area Focus Two – 18 hours
- Area Focus Three – 18 hours

Note: Students who declare the Liberal Studies Major late in their academic career have the option of having two focus areas for a total of 54 hours. See advisor for a degree plan for this path.

Liberal Studies General Required Electives (6 hours)

The major in Liberal Studies requires students to take two general electives to support their Liberal Studies curriculum. Course selection should be decided with the advisor of this area.

INTERDISCIPLINARY MINOR IN SOCIAL JUSTICE

The Minor in Social Justice is informed by the Wesleyan Theological Tradition of social justice. The minor aims to develop critical thinking and moral reasoning skills in public policy, social advocacy, and social entrepreneurship, enabling students to creatively design and implement sustainable strategies to solve social problems. The skill sets students develop become an essential foundation of moral agency and intellectual stability that they will bring to their career choices, community organizations, and political-economic thought. A Social Justice Minor is a formative study enabling students to become immersed in and to internalize policy and advocacy with an entrepreneurial spirit in an undergraduate educational environment. Through skills of critical thinking, systematic planning, policy development, moral agency, and social change, students develop competent leadership and role modeling of social justice values and insight for others that is focused on equity for all stakeholders.

CURRICULUM

Core Courses (12 hours)

PRCE 113 Social Justice, Democracy and Morality

POLS 313 Public Policy Analysis

POLS 213 Politics and Social Justice

ENTP 403 Social Justice and Entrepreneurship

Elective Courses Options (6 hours)

Electives allow students to focus on areas related to politics and policy formulation and/or social justice topics related to their major

PRCE 383 Ethnicity and Cultural Pluralism in Religious Education

POLS 303 Black Politics

POLS 253 Political Thought

POLS 343 Government and Public Administration

POLS 373 Gender Issues in Politics

SOSW 300 Topics I Social Work: Cultural Diversity

SOSW 313 Social Welfare Policy

DR. JOYCELYN ELDERS SCHOOL OF ALLIED AND PUBLIC HEALTH

DEPARTMENT OF NURSING

The Bachelor of Science in Nursing (BSN) degree program at Philander Smith University exists to educate and develop professional nurses who embody ethical leadership, clinical excellence, and a commitment to social justice in healthcare. Rooted in a rigorous liberal arts and sciences foundation, the program advances scholarly inquiry, critical thinking, and evidence-based practice to prepare graduates capable of delivering high-quality, culturally responsive care across diverse settings. Through transformative learning experiences, the program seeks to cultivate nurse leaders who are dedicated to advancing the profession, promoting health equity, and improving health outcomes.

Mission

The mission of the Division of Nursing is “to promote academic excellence in the Bachelor of Science in nursing program by providing quality education that produces graduate nurses capable of practicing safe, evidence-based care while responding to the health needs of individuals, groups, and communities within diverse settings while serving local, national, and the global society.

Vision

The vision of the BSN program is to provide students with a comprehensive education that prepares them to meet the evolving holistic needs of patients and the healthcare community.

Purpose

The purpose of the BSN program is to increase the number of bachelor's prepared nurses in the workforce. The program's goal is to prepare a well-educated and diverse nursing workforce that offers educational pathways to pursue graduate education and advanced degrees in nursing.

Values

The Core Values of the BSN program include:

- Caring: Treating all people with interpersonal sensitivity, being physically and mindfully present, and responding with humanity, kindness, and compassion.
- Integrity: Acting with honor, authenticity, and truthfulness without uncompromising adherence to principles.
- Excellence: Striving to always act in accordance with one's values.
- Collaboration: Exchanging ideas to develop creative ways of meeting goals, working selflessly as a team to solve difficult problems; conferring prior to decision-making.
- Innovation: Discovering and defining new ways to sustain excellence and promote experiential learning while embracing the importance of change.
- Service: Providing an act of work that affirms the humanity in others.
- Spirituality: Embracing faith-based concepts that promote Divine connection in the quest of meaning and purpose in life.

Philosophy

The philosophy of the BSN program utilizes the interrelationship between central concepts (Person, Environment, Health, Nursing, Nursing Education, Teaching/Learning, Learner, and Faculty) to evoke change within healthcare systems. These concepts serve as a framework for graduate competencies and program development:

Person

The nursing faculty believes that people are unique, holistic, and dynamic beings with physiological, psychological, sociocultural, developmental, and spiritual needs. A person, although unique, has similar basic needs that follow a sequential and predictable development pattern. To meet the specific needs necessary for growth and development, the individual continuously interacts with a dynamic environment and requires constant adaptation to achieve optimal health. Nurses recognize the individual's influential factors that affect health and provide care within the context of family, significant others, community, and society. The faculty respects the value and dignity of people and believes they are fundamentally creative, resourceful, adaptive, and caring in nature. These needs are common to all regardless of culture, race, gender, age, or environment.

Environment

The nursing faculty defines the environment as the aggregate of all internal and external elements interacting and influencing

the individual and the community. The internal environment is made up of all forces or influences entirely within the person. The external environment is made up of all forces or influences that exist outside of the person. Both the internal and external environments work together to influence the person. Nurses, in their various roles, collaborate with the person to enhance or modify the environment to promote, maintain or restore health. The faculty believes that society, composed of many different groups and cultures, is a component of the environment.

Health

The nursing faculty believes health is a dynamic state of physical, psycho-emotional, social, spiritual, and cultural well-being. Health is not a constant state but fluctuates on a wellness-illness continuum, based on the individual's ability to maintain an optimal level of wellness. A person's unique strengths and positive attributes afford the potential for adaptive responses to internal and external stressors, thereby maintaining an optimal state of health. The desire for optimal health may motivate a person to seek out the health care system to affect the prevention of illness and promotion of wellness. The nursing faculty believes health is a state of wholeness or integrity of the person and is defined by the individual. We believe health is a multi-dimensional, dynamic, fluid state in which the individual may be at any point from independence to peaceful death.

Nursing

The nursing faculty believes nursing is an art and an expanding science. Nurses provide holistic care through the prevention, maintenance, and restoration of health across the lifespan. Nursing requires ethical behavior, critical thinking, clinical judgment, decision-making, problem-solving, advocacy, and effective communication skills. The science of nursing is based on a critical thinking framework known as the nursing process, composed of assessment, diagnosis, planning, implementation, and evaluation. These steps serve as the foundation of clinical decision-making and are used to provide evidence-based practice. We believe nursing is a dynamic and evolving profession that requires a commitment to life-long learning and professional development to change the world for the better.

Nursing Education

The nursing faculty believes that nursing education provided in a higher learning setting incorporates knowledge gained from nursing courses, biological and social sciences, as well as arts and humanities. The concepts, theories and principles learned; along with simulated and actual client-centered learning experiences provide evidence-based knowledge necessary for the practice of nursing. The ultimate goal of nursing education is to prepare a safe, competent, beginning-level generalist who processes the knowledge, skills, and professionalism required by nurses.

Teaching/Learning

The nursing faculty believes teaching/learning is a reciprocal process, which is facilitated through interactions between the teacher and learner. The faculty believes in instructor-guided and student self-directed learning. Learning is enhanced when the learner's knowledge level is used to plan teaching, when educational experiences are organized in a logical sequence that promotes continuity, and when the individual student's unique needs and strengths are considered. Learning occurs when knowledge and self-awareness produce change. It is an individualized process, which is never ending, continuous, and dynamic. Adult learning principles are used in all interactions with students providing self-directed, purposeful learning respectful of knowledge and experience that students bring to the educational environment. The Adult Learning Theory empowers learners with mentoring and guidance allowing both autonomy and responsibility in learning experiences.

The Learner

The nursing faculty believes the nursing student is responsible as an active participant in the learning experience and incorporates the values of personal and professional development as a lifelong learner. Each learner has individual needs and potential and is expected to be self-directed in the educational process of knowledge acquisition. As a self-directed learner, each student brings unique and diverse life experiences to the learning process in partnership with the nursing faculty to develop knowledge and nursing judgment in the practice of nursing.

The faculty recognizes that each student brings unique strengths and challenges to the program and will strive to provide individualized support and guidance to help each student reach their full potential.

Learner Responsibilities

- Participate actively in the learning process.
- Integrate and apply previously learned knowledge.
- Exhibit a spirit of inquiry.
- Examine underlying assumptions.
- Communicate effectively.
- Use technology to support outcomes.

- Implement decisions derived from theory and research.
- Apply evidence-based practice.
- Engage in self-reflection and evaluation.
- Collaborate as a member of a team.
- Demonstrate professional integrity.

The Faculty

The nursing faculty endorses an active educational environment that supports learning, fosters healthy interdependence, respects students, and empowers students in current and life-long learning. The nursing faculty believes in a student-centered approach that balances theoretical and experiential learning in a supportive and inclusive setting. The faculty promotes student engagement and intellectual inquiry. We consider the primary roles of faculty to be those of teacher, facilitator, evaluator, advisor, and resource person. The faculty designs learning experiences by implementing a variety of teaching strategies in the classroom and clinical laboratory. Concepts are taught from simple to complex.

The faculty are responsible for assisting individual students to become knowledgeable, demonstrate competencies, and meet the program outcomes needed for entry into novice nursing practice. The faculty is responsible for the design and implementation of a curriculum that is relevant and innovative in the acquisition of nursing knowledge and science. Faculty are committed to excellence in preparing graduates for licensure in a rapidly changing profession and global society. We are devoted to the idea that knowledge is transformative. In response to changing dynamics in the environment, the faculty regularly review and systematically evaluate the program outcomes to address revisions as needed.

Faculty Responsibilities

- Facilitate and support student success in the pursuit of knowledge.
- Pursue excellence in nursing practice through evidence-based teaching.
- Recognize the unique qualities, varying backgrounds, skills and learning styles of students.
- Support student opportunities for articulation and advancement.
- Foster the development of nursing judgment.
- Provide an environment conducive to active learning.
- Demonstrate and role model professional integrity.
- Participate regularly in scholarly activities.
- Engage students to exercise a spirit of inquiry.

Organizing Framework

The Quality and Safety Education for Nurses (QSEN) Competencies, the American Association of Colleges of Nursing Essentials (AACN), the Nursing Process, Jean Watson's Human Caring Theory, Malcolm Knowles' Adult Learning Theory, the Constructivist Learning Theory, and the American Nurses Association (ANA) Code of Ethics are enlisted to ensure achievement of the EOPSLOs.

- **QSEN** focuses on preparing future nurses with the knowledge, skills, and attitudes necessary to improve quality and safety in a variety of healthcare systems. QSEN competencies include Patient-Centered Care, Teamwork and Collaboration, Evidence-based Practice, Quality Improvement, Safety, and Informatics. QSEN competencies reflect current contemporary practice.
- **AACN** provides an educational framework for professional nursing and focuses on ten core competencies: Knowledge for Nursing, Person-Centered Care, Population Health, Scholarship for Nursing Discipline, Quality and Safety, Interprofessional Partnerships, Systems-Based Practice, Informatics and Healthcare Technologies, Professionalism, and Personal, Professional, and Leadership Development.
- **The Nursing Process** is a systematic, evidence-based method, used in the delivery of quality, client-centered care. The Nursing Process encompasses Assessment, Diagnosis, Planning, Implementation, and Evaluation.
- **Jean Watson's Theory of Human Caring** is based on the nursing metaparadigm: Person, Environment, Health, and Nursing. It emphasizes promoting health, preventing illness, caring for the sick, and restoring health through a holistic client-centered approach (Nursing Theory, 2020).
- **Malcolm Knowles' Adult Learning Theory** (Andragogy) affirms that adults are self-directed and will learn information that is useful and relevant to them (Billings & Halstead, 2019).
- **The Constructivist Learning Theory**, which is student-centered, asserts learners create new knowledge when it is based on previously learned information to find meaning in experiences (Keating & DeBoor, 2018).
- **ANA Code of Ethics** was developed to carry out nursing responsibilities that are consistent with quality ethical nursing care.

End of Program Student Learning Outcomes

Upon successful completion of the BSN Program, the graduate will:

1. Apply theory and research-based knowledge from nursing, the liberal arts, and other sciences, while demonstrating critical thinking and clinical judgment aligned with the nursing process across different practice care settings.
2. Apply the nursing process and evidence-based practice, communicating effectively and compassionately, to provide quality person-centered care across the lifespan in a variety of settings focusing on the four spheres of care.
3. Apply public health knowledge through advocacy and interdisciplinary collaboration, while managing resources to protect the health and safety of diverse patient populations.
4. Utilize scholarly research, evidence-based practice, and theory to influence nursing policy and practice providing contemporary care to individuals, families, and communities.
5. Integrate principles of quality improvement, incorporating best practice in care delivery, contributing to a culture of safety, mitigating unsafe environments, in diverse settings within the four spheres of care.
6. Collaborate with interprofessional team members, patients, families, communities, and other stakeholders to provide optimal care to diverse populations in a variety of healthcare settings to improve outcomes.
7. Integrate the principles of complex healthcare organizational structures through coordinating resources, cost containment, and providing safe, quality, and equitable care to diverse populations.
8. Utilize information and communication technology processes, in accordance with ethical, legal, professional, regulatory standards, and workplace policies, to support decision-making and care delivery.
9. Apply the principles of ethical/legal behavior, collaborative practice, accountability, and patient advocacy while incorporating diversity, equity, and inclusion, in the development of professional identity.
10. Demonstrate a commitment to personal and spiritual wellbeing, leadership, and professionalism through the delivery of socially, ethically, and responsible care, while embracing the concept of lifelong learning through the spirit of inquiry.

Program Outcomes

1. The BSN students NCLEX-RN pass rate will be at least 80% for all first-time test-takers within the 12-month reporting period, July 1 - June 30.
2. The BSN program will maintain a graduation rate of at least 75% for students completing the program within 150% of the program length, calculated from the time of admission.
3. At least 90% of program graduates will obtain employment in a position requiring RN licensure within six months of graduation, as evidenced by self-reporting data, graduate follow-up, and employer survey responses.

BSN Admission Requirements

1. Provide records of completion for High School Diploma or GED equivalency.
2. Complete All Admission Requirements for Philander Smith University.
3. Provide Transcripts from all Colleges, Universities, or Nursing and Allied Health programs attended to the Division of Nursing for academic advisement evaluation. Official transcripts are required through Parchment or the National Clearinghouse. Unofficial transcripts will be used for advisement only.
4. Submit ACT, SAT, and/or Accuplacer Next Generation exam.
5. Possess a GPA of 2.5 or greater on Prerequisites Nursing Courses with a grade "C" or greater.
6. Declare Nursing as a Major.
7. Obtain an ATI TEAS Entrance Exam Score of 65 or greater. Create an ATI student account by visiting www.atitesting.com to apply for the exam. Contact the Division of Nursing to receive the Self-Pay ID and Password required to take the TEAS exam product to add to your account. Be sure to have results sent to the PSU Division of Nursing; only official copies will be accepted.
8. Submit a copy of a TB Skin Test or Chest X-Ray.
9. Provide current CPR Card (Must be AHA Health Care Provider).
10. Provide a current Immunization Record showing MMR (TDap within 10 years).
11. Apply to the BSN program by completing an application and submit it to the Division of Nursing for advisor review. Final acceptance into the program can only be granted by the Director of Nursing.
12. Complete a criminal background check and drug screen from a predetermined company selected by the Division of Nursing.

***If transferring from another Nursing Program, please provide a Letter of Good Standing from the Nursing Program Director.

Due to the competitive nature of the application process, meeting minimum program admission requirements does not guarantee acceptance to the program. Cohort size is limited by the availability of clinical sites.

Philander Smith University Bachelor of Science in Nursing Program Degree Plan			
Freshman Year (Fall Semester)		17 Hours	Freshman Year (Spring Semester)
			15 Hours
ENG 113	English Composition I *	ENG 123	English Composition II*
BIO 113	Biology for Majors I	BIO 323	Microbiology*
BIO 111	Biology for Majors Lab I OR	BIO 321	Microbiology Lab*
BIO 103	General Biology	CSCI 113	Microcomputer Applications
BIO 101	General Biology Lab	CSCI 111	Microcomputer Applications Lab
ART 153	Art Fundamentals	BIO 233	Anatomy and Physiology I*
CHM 174	Basic Chemistry Lecture with Lab*	BIO 231	Anatomy and Physiology I Lab*
ORI 113	Freshman Colloquium I*		
Sophomore Year (Fall Semester)		16 Hours	Sophomore Year (Spring Semester)
			15 Hours
BIO 243	Anatomy and Physiology II*	SOCG 113	Introduction to Sociology OR
BIO 241	Anatomy and Physiology II Lab*	SOSG 323	Cultural Anthropology
MTH 133	College Algebra*	NUTR 123	Nutrition
ENG 103	Basic Speech	PSYC 253	Developmental Psychology
PSYC 103	General Psychology*	MTH 333	Probability and Statistics
ENG 363	Technical Writing	HIST 203	History of American Institutions
Junior Year (Fall Semester)		16 Hours	Junior Year (Second Semester)
			15 Hours
NURS 322	Introduction to Professional Nursing Practice	NURS 313	Research and Evidence-Based
NURS 342	Introduction to Pharmacology and Math for Nursing	NURS 314	Practice Medical-Surgical
NURS 327	Fundamentals of Nursing- Lecture (16 Weeks)		Nursing I- Lecture Medical
	Fundamentals of Nursing- Clinical		Surgical Nursing I- Clinical
<u>2nd 8 Weeks</u>		<u>2nd 8 Weeks</u>	
NURS 332	Fundamentals of Nursing (Cont'd)	NURS 312	Health Informatics
NURS 323	Health Assessment	NURS 352	Healthcare Economics
	Ethics, Legalities, and Advocacy	NURS 324	Medical-Surgical Nursing II- Lecture
			Medical-Surgical Nursing II- Clinical
Senior Year (Fall Year)		17 Hours	Senior Year (Second Semester)
			13 Hours
NURS 424	Maternal Newborn Nursing- Lecture Maternal Newborn	NURS 415	Leadership and Management- Lecture
NURS 434	Nursing- Clinical Nursing of Children- Lecture Nursing of Children- Clinical		Leadership and Management- Practicum
<u>2nd 8 Weeks</u>		<u>2nd Weeks</u>	
NURS 444	Mental Health Nursing- Lecture	NURS 435	Complex Care- Lecture Complex Care-
	Mental Health Nursing- Clinical	NURS 413	Clinical Nursing Capstone
NURS 425	Community Health Nursing- Lecture		
	Community Health Nursing- Practicum		
	*Denotes prerequisites		Total Credit Hours = 124

CERTIFIED NURSING ASSISTANT (CNA) PROGRAM

Program Overview:

Philander Smith University is approved by the Arkansas Department of Human Services, Office of Long-Term Care, to offer Nursing Assistant Training. This program equips students with the essential knowledge and practical skills necessary to pursue certification as a Certified Nursing Assistant (CNA). Upon successful completion of the course, students are eligible to take the state certification exam.

Purpose:

The purpose of the Certified Nursing Assistant (CNA) Program at Philander Smith University is to prepare students for entry-level employment in the healthcare field by providing foundational training in patient care. The program aims to develop competent, compassionate, and skilled nursing assistants who can contribute effectively to the health and well-being of individuals in long-term care and other healthcare settings.

Course Objectives:

Upon successful completion of this course, the student will be able to:

- Describe the organization of healthcare facilities and the roles of the interdisciplinary healthcare team.
- Identify the responsibilities of the registered nurse, licensed practical nurse, and nursing assistant in a variety of settings.
- Apply nursing assistant theoretical knowledge in providing basic healthcare services.
- Perform essential nursing assistant clinical skills.
- Use accurate and appropriate communication with members of the healthcare team.
- Employ ethical and moral behaviors, and the characteristics of honesty, responsibility, and caring in the provision of patient/resident care.
- Carry out and follow up on patient/resident care tasks as delegated by the nurse.

Program Outcomes:

Upon successful completion of this program, the student will have gained:

- Improved knowledge of patient care: Nursing assistant training will provide individuals with knowledge of the basics of patient care, including hygiene, safety, and nutrition.
- Enhanced communication skills: Communication skills are critical for nursing assistants, as they need to be able to effectively communicate with patients, their families, and other healthcare professionals.
- Increased proficiency in providing personal care: Nursing assistant training will equip individuals with the skills needed to provide personal care to patients, including bathing, dressing, and feeding.
- Comprehension of medical terminology: Nursing assistants will learn medical terminology and basic anatomy, which can help them better understand the care and treatment provided by healthcare professionals.
- Ability to recognize and report changes in patient conditions: Nursing assistants are trained to recognize changes in patient's conditions and report them to the appropriate healthcare professionals.
- Preparedness for certification exam: Nursing assistant training will prepare individuals to take the certification exam required to become a certified nursing assistant (CNA).

Admissions Requirements:

Students will not be permitted to enroll in the Certified Nursing Assistant program until all of the following are satisfied:

- Be at least 18 years of age.
- Demonstrate the ability to read, write, and speak English.
- Completion of all general admission requirements for Philander Smith University.
- Submit a completed Certified Nursing Assistant (CNA) application through Philander Smith University and receive approval from a nursing faculty advisor or the primary instructor.
- Proof of high school diploma or GED.
- Valid government-issued photo identification (current driver's license or state ID, social security number).

- Criminal background check and drug screening.
- Be in good health, able to bend, twist, lift a minimum of 50 pounds, and free from communicable disease.
- Immunization Record to include:
 - Influenza (flu) vaccine during current flu season
 - Tuberculosis (TB) skin test or current Chest X-Ray
 - Rubeola (measles), Mumps, Rubella (MMR) – 2 vaccine doses or positive titer Tetanus, Diphtheria Pertussis (Tdap) within 10 years
 - Varicella (chickenpox) vaccine or positive titer or medically documented history Hepatitis B (3 vaccine series) or positive titer
 - Fully vaccinated against COVID-19
 - Hepatitis B vaccination series or signed declination form
- Not be listed on the Long-Term Care Facility (LTCF) Employment Clearance Registry with a disqualification status due to a substantiated administrative finding of abuse, neglect, misappropriation of resident property, or a disqualifying criminal record in accordance with Ark. Code Ann. § 20-38-101.

Certificate Plan	
Course Offered and Frequency	Credits Awarded
CNA 117/Every Eight (8) Weeks	Seven (7) Credit Hours

NURSING ASSISTANT TRAINING PROGRAM GRADUATION REQUIREMENTS

Students must meet the minimum requirements for graduation within the program period. The classroom (theory/skills/lab) portion of the training is approximately 88.5 hours (21 class days) in length and the clinical portion is 16 hours - 8 two hours days in length for a total of 104.5 hours for the Program. Students must satisfactorily complete a minimum of 88.5 class hours for the program and 16 clinical hours for consideration for graduation. After successfully completing 48 contact hours, students earn a Home Care Aide Certificate of Completion. Those who fulfill all program requirements and financial obligations to the University will be awarded a Nursing Assistant Certificate of Proficiency and become eligible to take the state-required knowledge and skills examinations for Arkansas State Certification as a Certified Nursing Assistant (CNA).

Potential work locations where graduates may be employed include home health, hospice, long-term care, physician offices, hospitals, clinics, and assisted living facilities.

The nursing assistant program is approved by the Arkansas Department of Human Services Division of Medical Services Office of Long-Term Care. Address: P.O. Box 8059, Slot S402, Little Rock, AR 72203-8059

SCHOOL OF ARTS, EDUCATION, AND BEHAVIORAL SCIENCES

Mission of the School

The School of Arts, Education, and Behavioral Sciences envisions a world transformed by justice. Our mission is to ignite within our students a fierce dedication to equity, empowering them to critically deconstruct systems of oppression, creatively amplify silenced narratives, and courageously advocate for a more just and humane future across the arts, education, and behavioral sciences.

THE ARTS AND HUMANITIES AT PHILANDER SMITH UNIVERSITY

Philander Smith University is a home for critical thinkers, storytellers, creators, and visionaries who seek to understand and shape the world through the lens of human expression. Rooted in the intellectual and cultural traditions of the African American experience and the global humanities, our division fosters a deep appreciation for history, language, philosophy, and the arts as forces of transformation and liberation.

Comprising of two departments—Arts, Media, and Communication, and Philosophy, Religion and Letters, and—we offer three degrees: the Bachelor of Arts in English, the Bachelor of Arts in Philosophy & Religion, and the Bachelor of Arts in Visual & Performing Arts. These programs are designed to cultivate students' ability to think critically, communicate effectively, create boldly, and engage meaningfully with the social, cultural, and ethical issues that define our time.

As an HBCU, we are committed to honoring the legacy of Black scholarship, creativity, and activism. Our students do more than analyze texts, compose essays, or perform on stage—they reclaim narratives, challenge injustice, and contribute to the ongoing dialogues that shape our communities. Whether through literature, music, philosophy, digital media, or the visual and performing arts, we encourage students to explore the depth and breadth of human experience while developing the skills necessary to thrive in a rapidly changing world.

Philosophy of the Arts and Humanities at Philander Smith University

The study of the humanities is a radical act of intellectual and cultural empowerment. Grounded in the traditions of inquiry, creativity, and critical reflection, our division fosters a deep understanding of the human experience—one that is shaped by history, language, philosophy, and artistic expression. We embrace the responsibility of an HBCU humanities education: to center Black voices, challenge dominant narratives, and cultivate scholars and artists who are equipped to advocate for justice, equity, and truth.

We believe that the humanities are not just about preserving the past but about shaping the future. Through literature, philosophy, religion, visual and performing arts, and digital humanities, we encourage students to interrogate systems of power, imagine new possibilities, and develop the intellectual tools necessary to dismantle oppression and inspire social change. Our curriculum is built on the belief that knowledge is most meaningful when it is connected to action—when ideas are applied to the struggles and triumphs of real people and communities.

At the core of our philosophy is a commitment to social justice. We recognize that storytelling, critical thinking, and artistic expression have always been at the forefront of movements for liberation. From the oral traditions of the African diaspora to the speeches of civil rights leaders, from the poetry of resistance to the radical performances that challenge the status quo—humanities disciplines have been central to the fight for justice. Our students are part of this legacy. They do not passively consume knowledge; they use it to challenge, disrupt, and reimagine the world.

We affirm that advocacy is a form of scholarship, and scholarship is a form of advocacy. Whether analyzing literature, composing essays, engaging in philosophical debate, creating art, or performing on stage, our students are called to be more than observers—they are builders of a more just and compassionate society. The Division of Arts & Humanities exists to prepare them for this calling, providing an education that is not just academic, but revolutionary.

Student Learning Goals and Outcomes

The study of Arts at Philander Smith University fosters a transformative humanities-centered education that reflects the intellectual traditions, cultural contributions, and social activism rooted in the HBCU experience. Through critical inquiry, creative expression, and interdisciplinary engagement, students will develop a deep understanding of the human condition while honing essential skills for academic scholarship, professional advancement, and civic leadership.

1. Humanistic Inquiry and Cultural Awareness

- Analyze literature, philosophy, history, and the arts to explore the richness of African American, African Diasporic, and global humanities traditions.
- Examine the historical and cultural significance of HBCUs in shaping Black intellectual thought, artistic expression, and social movements.

2. Critical Analysis and Interpretation

- Apply humanities methodologies to interpret texts, performances, and cultural artifacts with historical and theoretical depth.
- Construct well-supported arguments that reflect ethical reasoning, interdisciplinary thinking, and an appreciation for diverse human experiences.

3. Artistic and Creative Expression

- Engage with literature, music, visual and performing arts, and digital storytelling to explore self-expression and cultural identity.
- Produce original creative works that reflect an awareness of Black aesthetic traditions, humanistic values, and contemporary social issues.

4. Rhetoric, Communication, and Persuasion

- Develop advanced written, oral, and digital communication skills to articulate complex ideas effectively across multiple audiences and platforms.
- Engage in informed discourse that demonstrates rhetorical dexterity, argumentation, and a commitment to intellectual and cultural dialogue.

5. Ethics, Social Justice, and Civic Engagement

- Explore moral and philosophical questions related to race, gender, class, and power structures through the humanities.
- Participate in community engagement projects that use humanistic inquiry to address social challenges and advocate for justice.

6. Humanities Scholarship, Research, and Professional Development

- Develop advanced research skills in humanities disciplines, including archival work, textual analysis, and theoretical application.
- Create a portfolio or capstone project that showcases scholarly or creative work aligned with career goals in academia, the arts, public service, and cultural institutions.

The English Program

Our English majors learn to read and listen closely, deeply, and critically in order to understand how language gives form to feeling and makes meaning in the world. In our courses, students discover the many ways that language — story, speech, poetry, drama — shapes reality, and they endeavor to use their linguistic skill to effect needed change. Our program provides students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world, and it assists students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

Program Goals:

1. Graduate students who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.

1.1 Students will write clearly and effectively about literature and language in a variety of formats.

1.2 Students will edit, copyedit, and proofread manuscripts.

2. Prepare students to demonstrate the capacity to write and speak clearly, read perceptively, think critically, and respond creatively.
 - 2.1 Students will explicate literary texts from the diverse range of works and traditions.
 - 2.2 Students will analyze work(s) of literature in one or more interpretive contexts or frameworks.
3. Provide an understanding of the historical traditions of American literature;
 - 3.1 Students will identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and theme inform and impact culture and society, both now and in the past.
 - 3.2 Students will ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.
4. Review the artistry and utility of Language and an understanding of how written and spoken language express diverse cultural experiences
 - 4.1 Students will demonstrate comprehension of English and written language in a variety of listening situations.
 - 4.2 Students will demonstrate comprehension of a wide range of foreign language written

Our English majors learn to read and listen closely, deeply, and critically in order to understand how language gives form to feeling and makes meaning in the world. In our courses, students discover the many ways that language — story, speech, poetry, drama — shapes reality, and they endeavor to use their linguistic skill to effect needed change.

Our program provides students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world, and it assists students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

The Major in English

Applicants for the Major in English should declare intent no later than the start of sophomore year. By their sophomore year, students must have completed most of their general education requirements. Transfer students should contact the department of chairperson and the Registrar immediately for approval of transfer courses, placement, and program counseling.

The English Curriculum

The English Program strives to prepare students for successful graduates and professional study or a career in publishing, private industry, government service, ministry, and non-profit organizations, teaching as well as Social Justice Advocacy.

General Education Requirements

The English Major is required to earn a C or above in his/her General Education English classes. Humanities' Requirements, as well as Philosophy and Religion requirements. It is recommended for the English Major to take World Masterpieces I or II for General Education Requirement since s/he has to take Advanced Composition for English Majors (regular Advanced Composition would be counted as a regular General Education requirement.) It is also recommended that the English Major take DRA 113 Drama I. Other electives should be determined by Emphasis area and approved by Major Advisor. For example, if the English Major is interested in law school/political office, s/he should take Intro to Political Science and American Institutions as 2 of the 3 requirements in Social Science. IF the English Major is interested in graduate school or teaching, s/he should take General Psychology and Developmental Psychology as 2 of the 3 requirements. If interested in non-profits careers or private industry, s/he should take Economics I as 1 of the 3 requirements.

Program Standing Requirements

English majors must maintain a 2.0 grade point average in the major. Students whose grade point average falls below 2.0 will be granted one semester's probation in which to raise their average. Students who fail to bring their average up during probation will be dismissed from the majors must have portfolios completed during their senior year and submitted to the Department chair.

The Minor in English

The minor in English requires 18 hours beyond the general education requirements in the 200, 300, and 400 course levels as approved by the student's advisor and the Department chair.

The Major in English (Bachelor of Arts) **Suggested Sequence			
These course groupings are a template for advisement purposes, but may not reflect actual course offerings for each semester. Please consult your Advisor and/or the Registrar's Office for your Degree Plan or Audit.			
Freshman Year (First Semester)	16-18 Hours	Freshman Year (Second Semester)	16-18 Hours
___ ENG 113 ___ CSCI 113 ___ CSCI 111 ___ ORI 113 ___ ORI 001 ___ SOCJ 103	English Composition I <i>Choose ONE of the Following Mathematics Courses (3 - 5 hours):</i> MTH 133 College Algebra OR MTH 143 University Trigonometry OR MTH 215 Calculus I OR Microcomputer Applications (3 hours) Microcomputer Applications Lab (1 hour) Freshman Colloquium I Chapel Intro to Social Justice	___ ENG 123 ___ ENG 103 ___ ORI 123 ___ ORI 001	English Composition II Basic Speech Freshman Colloquium II Chapel <i>Choose ONE of the Following Physical Sciences Courses (4 hours):</i> BIO 103/101 General Biology I CHM 113/111 University Chemistry I OR CHM 174 Basic Chemistry I OR PHY 104 Physical Science Choose one of the courses below: MDIA 113 Film Appreciation ART 153 Art Appreciation MUS 103 Music Appreciation
Sophomore Year (First Semester)	15 Hours	Sophomore Year (Second Semester)	15 Hours
___ Option ___ ENG 263 ___ ENG 213 ___ ENG 233 ___ PHRE 203	<i>Choose one Social Science Course (3 hours):</i> <ul style="list-style-type: none"> • CRJU 203 Intro to Criminal Justice • ECON 113 Macroeconomics • HIST 103 Arkansas History (Required for Education majors) • HIST 203 History of US Institutions • POLS 113 American National Government • PSYC 103 General Psychology • PSYC 253 Developmental Psychology (Required for Education majors) • SOCG 113 Intro to Sociology • SOSW 203 Intro to Social Work Advanced Composition for English Majors Masterpieces of World Literature I Survey of English Literature I Ethics In Society	___ ENG 223 ___ ENG 243 ___ ENG ___ Option ___ PHRE	Masterpieces of World Literature II Survey of English Literature II <i>Choose ONE English Elective</i> <i>Choose ONE of the Following Social Sciences courses (3 hours):</i> <ul style="list-style-type: none"> • CRJU 203 Intro to Criminal Justice • ECON 113 Macroeconomics • HIST 103 Arkansas History (Required for Education majors) • HIST 203 History of US Institutions • POLS 113 American National Government • PSYC 103 General Psychology • PSYC 253 Developmental Psychology (Required for Education majors) • SOCG 113 Intro to Sociology • SOSW 203 Intro to Social Work Choose ONE of the Following Philosophy/Religion Courses (3 hours): PHRE 223 Critical and Affective Thinking OR PHRE 233 Survey of Biblical Traditions OR PHRE 243 Introduction to Philosophical Traditions OR PHRE 253 Survey of World Religious Traditions
Junior Year (First Semester)	15 Hours	Junior Year (Second Semester)	15 Hours
___ ENG 313	American Literature I <i>Choose ONE Foreign Language course (3 hours):</i> FREN 113 Elementary French OR SPAN 113 Elementary Spanish or CHIN 113 Basic Chinese I <i>Choose THREE Elective Courses: TWO From English</i>	___ ENG 323	American Literature II <i>Choose ONE Foreign Language course (3 hours):</i> FREN 123 Elementary French II OR SPAN 123 Elementary Spanish II or CHIN 123 Basic Chinese II <i>Choose THREE Elective courses: ONE from English</i>
Senior Year (First Semester)	15 Hours	Senior Year (Second Semester)	15 Hours
___ ENG 400	Senior Project <i>Choose ONE Foreign Language course (3 hours):</i> FREN 213 Intermediate French I OR SPAN 213 Intermediate Spanish I or CHIN 213 Intermediate Chinese I <i>Choose Four Electives: ONE from English</i>		<i>Choose ONE Foreign Language course (3 hours):</i> FREN 223 Intermediate French II SPAN 223 Intermediate Spanish II or CHIN 223 Intermediate Chinese II <i>Choose Four Electives (Electives should be from emphasis area)</i>
			TOTAL 125-129 Hours in Program
Note: Philander Smith University requires a minimum of 120 hours for degree completion. The above degree plan allows for an additional 6 Hours of Open Electives to meet the 120-hour requirement.			

The Philosophy and Religion Program

The Philosophy and Religion Curriculum

Philosophy and Religion graduates are prepared to enter graduate school leading to professional careers in Theological Education, Medicine, Ministry, Law, Public Service, Civil Service, Peace Corps, and Social Justice Advocacy.

Outcomes

The Student Learning Outcomes of the Department are to assist the students to:

1. Reinforce Critical Thinking Skills
 - Demonstrate Problem Solving
 - Demonstrate Research Process
2. Introduce Reflective Thinking Skills
 - Demonstrate critical analysis
 - Justify own and others' discourse
3. Reinforce Social Justice Awareness through Civic Engagement, Ethical Leadership, and Public Policy
 - Participate with diverse cultures
 - Support the causes of Social Justice
4. Produce Confident Communicators with Adaptable, Improvisational, Team Building, Technology, and Pattern Recognition Skills in the Performing, Graphic, and Literary Arts
 - Participate in classroom and community activities to build skills listed above
 - Participate in Departmental Student Clubs
 - Engage in Divisional Events, Internships, PSU Leadership Opportunities, etc.

General Education Requirements

The Philosophy and Religion Major is required to earn a C or above in his/her General Education English classes, Humanities' Requirements, as well as Philosophy and Religion requirements. It is recommended for the P & R Major to take Advanced Composition. It is also recommended that the Major take DRA 113 Drama I. Other electives should be determined by Emphasis area and approved by Major Advisor. For example, if the Major is interested in law school/political office, s/he should take Intro to Political Science and American Institutions as 2 of the 3 requirements in Social Sciences. If the Major is interested in graduate school or teaching, s/he should take General Psychology and Developmental Psychology as 2 of the 3 requirements. If interested in non-profits career or private industry, s/he should take Economics I as 1 of the 3 requirements. Please note that a P & R Major who starts in the Developmental Program does not count those hours as earned college hours, as these courses are college preparatory classes, necessary for the Major to satisfy the requirements of the General Education curriculum and the Major curriculum.

The Minor in Philosophy and Religion

The Minor in Philosophy may include any eighteen hours of courses in the 200, 300, and 400 series as approved by the advising professor and the Chair of the Department of Philosophy and Religion beyond the general education requirements.

Required Courses for a Minor in Philosophy and Religion

(9 hrs. plus 9 elective hours as approved)

In order to complete the course of study for a minor in Philosophy and Religion, students must take three required courses (9 hours) and three elective courses (9 hours) for a minor in Philosophy and Religion, including:

One of the following (3 hrs.):

PHRE 213 The Nature of Existence: Introduction to Metaphysics
PHRE 263 Introduction to Epistemology
PHRE 273 Social and Political Philosophy
PHRE 283 The Nature of Beauty: An Introduction to Aesthetics

One of the following (3 hrs.):

PHRE 313 Logic
PHRE 333 Philosophy of Religion
PHRE 353 Applied Ethics

PHRE 383 African American Religion

One of the following (3 hrs.):

- PHRE 413 History of the Interpretation of the Bible
- PHRE 423 Religious Institutions
- PHRE 453 Advanced Studies in World Religions
- PHRE 463 Advanced Studies in Philosophy

Three electives from the Philosophy and Religion core (300 or 400 level) course offerings (9 hrs):

- PHRE 323 Philosophy of Science
- PHRE 343 Philosophy of Mind
- PHRE 363 Philosophies of India
- PHRE 373 Philosophies of China and Japan
- PHRE 393 In Another Voice: Feminist Critique
- PHRE 413 History of the Interpretation of the Bible
- PHRE 433 Introduction to Christology
- PHRE 443 Introduction to Theology
- PHRE 473 Formative Spirituality

The Major in Philosophy & Religion Bachelor of Arts – Philosophy Emphasis <i>*(Suggested Sequence)</i>				
These course groupings are a template for advisement purposes, but may not reflect actual course offerings for each semester. Please consult your Advisor and/or the Registrar's Office for Degree Plan or Audit				
Freshman Year (First Semester)		16-18 Hours	Freshman Year (Second Semester)	16 Hours
ENG 113	English Composition I		ENG 123	English Composition II
___ Option	Choose ONE of the Following Mathematics Courses (3 - 5 hours):		ENG 103	Basic Speech
	MTH 133 College Algebra OR		ORI 123	Freshman Colloquium II
	MTH 143 College Trigonometry OR		___ ORI 001	Chapel
	MTH 215 Calculus I OR		___ Option	Choose ONE of the Following Physical Sciences Courses (4 hrs):
___ CSCI 113	Microcomputer Applications (3 hours)			BIO 103/101 General Biology I and Lab
___ CSCI 111	Microcomputer Applications Lab (1 hour)			CHM 113/111 College Chemistry I and Lab OR
___ ORI 113	Freshman Colloquium I			CHM 174 Basic Chemistry I and Lab OR
___ ORI 001	Chapel			PHY 104 Physical Science and Lab
___ SOCJ 103	Intro to Social Justice		___ Options	Choose One of the following Humanities' Courses (3 Hours)
				ART 153 Art Appreciation OR
				DRA 113 Drama I OR
				MUS 103 Music Appreciation
Sophomore Year (First Semester)		15 Hours	Sophomore Year (Second Semester)	15 Hours
___ ENG	Choose ONE of the Following Language & Letters Courses (3 hrs):		___ PHRE 213	Metaphysics
Option	ENG 203 Advanced Composition, or		___ PHRE 223	Critical and Affective Thinking
	ENG 213 Masterpieces I, or		___ Option	Choose one Philosophy & Religion or Christian Education elective course (3 hours)
	ENG 223 Masterpieces II		___ Option	Choose one Social Science Course (3 hours):
___ PHRE 203	Ethics and Society			• CRJU 203 Intro to Criminal Justice
___ Option	Choose one Social Science Course (3 hours):			• ECON 113 Macroeconomics
	• CRJU 203 Intro to Criminal Justice			• HIST 103 Arkansas History (Required for Education majors)
	• ECON 113 Macroeconomics			• HIST 203 History of US Institutions
	• HIST 103 Arkansas History (Required for Education majors)			• POLS 113 American National Government
	• HIST 203 History of US Institutions			• PSYC 103 General Psychology
	• POLS 113 American National Government			• PSYC 253 Developmental Psychology (Required for Education majors)
	• PSYC 103 General Psychology			• SOCG 113 Intro to Sociology
	• PSYC 253 Developmental Psychology (Required for Education majors)			• SOSW 203 Intro to Social Work
	• SOCG 113 Intro to Sociology		___ Option	Choose one below
	• SOSW 203 Intro to Social Work		___ PHRE 273	Social/Political Philosophy
___ PHRE 253	Survey of World Religions		___ PHRE 243	Philosophical Traditions
Junior Year (First Semester)		15 Hours	Junior Year (Second Semester)	18 Hours

___ PHRE 263 Introduction to Epistemology ___ PHRE 323 Philosophy of Science ___ PHRE 313 Logic ___ PHRE 333 Philosophy of Religion ___ PHRE 353 Applied Ethics		___ PHRE 363 Philosophies of the Middle East ___ PHRE 373 Philosophies of Asia ___ Electives <i>Choose two Philosophy & Religion or Christian Education elective course (6 hours)</i> Option <i>Choose one open elective from below:</i> HPHR Black Liberation Theory PHRE 453 Advanced Studies in Religion	
Senior Year (First Semester)	15 Hours	Senior Year (Second Semester)	15 Hours
___ PHRE 463 Advanced Studies in Philosophy ___ Option <i>Choose two courses in Philosophy & Religion or Christian Education (3 hours)</i> ___ Option <i>Choose 2 open electives</i>		___ PHRE 483 Senior Colloquium ___ Option <i>Choose 4 open electives</i>	
		TOTAL	124-29 Hours

Note: Philander Smith College requires 124 hours for degree completion. The above degree plan allows for an additional 12 Hours of Open Electives to meet the 124 hour requirement.

The Major in Philosophy & Religion Bachelor of Arts – Religious Emphasis *(Suggested Sequence)			
These course groupings are a template for advisement purposes, but may not reflect actual course offerings for each semester. Please consult your Advisor and/or the Registrar's Office for Degree Plan or Audit			
Freshman Year (First Semester)	16-18 Hours	Freshman Year (Second Semester)	16-18 Hours
___ ENG 113 English Composition I ___ Option <i>Choose ONE of the Following Mathematics Courses (3 - 4 hrs):</i> MTH 133 College Algebra OR MTH 143 College Trigonometry OR MTH 214 Calculus I OR ___ CSCI 113 Microcomputer Applications (3 hours) ___ CSCI 111 Microcomputer Applications Lab (1 hour) ___ ORI 113 Freshman Colloquium I ___ ORI 001 Chapel ___ SOCJ 103 Intro to Social Justice		___ ENG 123 English Composition II ___ ENG 103 Basic Speech ___ ORI 123 Freshman Colloquium II ___ ORI 001 Chapel ___ Option <i>Choose ONE of the Following Physical Sciences Courses (4 hours):</i> BIO 103/101 General Biology I and Lab CHM 113/111 College Chemistry I and Lab OR CHM 174 Basic Chemistry I and Lab OR PHY 104 Physical Science and Lab Choose One of the following Humanities' Courses (3 Hours) <ul style="list-style-type: none"> • ART 153 Art Appreciation OR • DRA 113 Drama I OR • MUS 103 Music Appreciation 	
Sophomore Year (First Semester)	15 Hours	Sophomore Year (Second Semester)	15 Hours
___ ENG Option <i>Choose ONE of the Following Language & Letters Courses (3 hours):</i> ENG 203 Advanced Composition, or ENG 213 Masterpieces I, or ENG 223 Masterpieces II ___ PHRE 203 Ethics in Society ___ Option <i>Choose one Social Science Course (3 hours):</i> <ul style="list-style-type: none"> • CRJU 203 Intro to Criminal Justice • ECON 113 Macroeconomics • HIST 103 Arkansas History (Required for Education majors) • HIST 203 History of US Institutions • POLS 113 American National Government • PSYC 103 General Psychology • PSYC 253 Developmental Psychology (Required for Education majors) • SOCG 113 Intro to Sociology • SOSW 203 Intro to Social Work ___ PHRE 253 Survey of World Religions		___ PHRE 213 Metaphysics ___ PHRE 223 Critical and Affective Thinking ___ Option <i>Choose one Philosophy & Religion or Christian Education elective course (3 hours)</i> ___ Option <i>Choose one Social Science Course (3 hours):</i> <ul style="list-style-type: none"> • CRJU 203 Intro to Criminal Justice • ECON 113 Macroeconomics • HIST 103 Arkansas History (Required for Education majors) • HIST 203 History of US Institutions • POLS 113 American National Government • PSYC 103 General Psychology • PSYC 253 Developmental Psychology (Required for Education majors) • SOCG 113 Intro to Sociology • SOSW 203 Intro to Social Work Options ___ PHRE 273 Choose one below ___ PHRE 273 Social/Political Philosophy ___ PHRE 273 Philosophical Traditions	

Junior Year (First Semester)		15 Hours	Junior Year (Second Semester)		18 Hours
<input type="checkbox"/> PHRE 263 <input type="checkbox"/> PHRE 333 <input type="checkbox"/> PHRE 313 <input type="checkbox"/> PHRE 333 <input type="checkbox"/> PHRE 353	Introduction to Epistemology Philosophy of Religion Logic Philosophy of Religion Applied Ethics		Elective Options PHRE 273 PHRE 273	Choose (9 hours) below PHRE 413 History and Interpretation of the Bible PHRE 433 Introduction to Christology PHRE 443 Introduction to Theology PHRE 473 Formative Spirituality <i>Choose one Philosophy & Religion or Christian Education elective course (6 hours)</i> Choose one below Social/Political Philosophy Philosophical Traditions	
Senior Year (First Semester)		15 Hours	Senior Year (Second Semester)		15 Hours
<input type="checkbox"/> PHRE 453 <input type="checkbox"/> Option	Advanced Studies in Religion <i>Choose two course in Philosophy & Religion or Christian Education (3 hours)</i> <i>Choose 2 open electives</i>		<input type="checkbox"/> PHRE 483 <input type="checkbox"/> Option	Senior Colloquium <i>Choose 4 open electives</i>	
				TOTAL	125-29 Hours
Note: Philander Smith University requires 124 hours for degree completion. The above degree plan allows for an additional 12 Hours of Open Electives to meet the 124 hour requirement.					

DEPARTMENT OF ARTS, MEDIA, AND COMMUNICATIONS

Mission

The Department of Arts, Media, and Communications produces graduates who implement social justice principles as a way of researching, reviewing, creating, and investigating various media of the visual and performing arts. Through arts-based advocacy, students will examine works of visual and performing arts to gain well-rounded perspectives.

THE VISUAL AND PERFORMING ARTS PROGRAM

The Visual and Performing Arts Program Goals

The Student Learning Outcomes of the Department are to assist the students to:

- **Creative Expression:** Demonstrate mastery in the technical and conceptual aspects of visual and performing arts, producing original works that reflect creativity, innovation, and skill.
- **Critical Thinking:** Effectively communicate their artistic ideas, interpretations, and advocacy initiatives through oral, written, and visual means.
- **Cultural and Historical Awareness:** Students will analyze and critique the historical, cultural, and social contexts of artistic movements and works, focusing on contributions from underrepresented groups, particularly within the African American experience.
- **Social Justice Advocacy:** Create original artworks and performances that serve as mediums for social change, addressing pressing social justice issues through their creative expression.
- **Professional Preparedness**
Students will apply their knowledge and skills to pursue careers or advanced study in the arts, demonstrating ethical responsibility, adaptability, and a commitment to lifelong learning in their artistic practices.

The Major in Visual and Performing Arts

The major for Visual and Performing Arts requires a minimum of 44 credit hours of General Education courses, 36 credit hours of required courses within the VAPA Department, 42 credit hours within a Specialty Concentration, for a total of 122 credit hours to graduate. *(See Course Audit for Minor Concentration section).* *(See Course Audit for Minor Concentration section).*

Required Courses for the Visual and Performing Arts Degree

Total Hours 122

44 Hours

GENERAL EDUCATION COURSES

Twelve (12) Core Courses

Major Courses Across All Concentrations

36 Hours

3	VAPA 103 Intro to VAPA
6	SPAN 113 & 123 Spanish I, II
3	ARTS 203 2D Design*
3	MDIA 203 Digital Storytelling
3	VAPA 203 Creatives Ensemble or MUS 203 Choir
3	VAPA 233 Art Criticism or ENG 263 Adv. Comp
3	HDRA 100-400 (Any), Theatre Rehearsal and Production or MUS 201x Choir
3	VAPA 403 Capstone I

3	ENTP 400 ST: Business of Art
3	VAPA 433 Creative Innovations
3	VAPA 493 Capstone II
	*Designates lab course
	Fourteen (14) Courses
42 Hours	Electives Major Concentration Of Study
122 Hours	TOTAL CREDITS TO GRADUATE

The Visual and Performing Arts Curriculum

The Visual and Performing Arts curriculum consists of two defined areas of focus, Visual Arts and Performing Arts. The Visual Arts consists of concentrations or tracks in the Fine Arts of Painting and Drawing, Art History and Fundamentals, and Film. The Performing Arts area of focus includes concentrations in Theatre Arts (Acting, Directing, and Production), as well as Vocal Music. Each area of focus and its coordinating concentrations provide the history and theory combined with practice and creation.

There are various pathways students can choose to graduate with a major in Visual and Performing Arts. Students may choose a double concentration within one area of focus (Visual Arts or Performing Arts), across both focus areas (Visual and Performing Arts) or minor within another department for an interdisciplinary degree concentration, ex (VAPA degree with a minor in Business, Education, or Psychology). For areas of focus in a Minor, please see the chart below.

Applying to the Visual and Performing Arts Major or Minor (18 Hours)

Applicants for the Major in Visual and Performing Arts should declare intent no later than the start of sophomore year. By their sophomore year, students must have completed most of their general education requirements.

In addition, interested students must show a portfolio of work created prior to or during their freshman year that correlates to a concentration track within the VAPA Major. Interviews will be conducted, and a written artistic statement of the student's interest in visual and performing arts is also required.

Transfer students should contact the department chairperson and the Registrar immediately for approval of transfer courses, placement, and program counseling.

General Education Requirements

The Visual and Performing Arts (VAPA) Major is required to earn a C or above in his/her General Education VAPA classes, English, and Humanities' Requirements, as well as Philosophy and Religion requirements. It is recommended that the VAPA Major take VAPA 103 before taking any of the other General Education Arts electives (* Note Gen Ed Arts courses will count toward the VAPA major once VAPA 103 is taken). Other electives should be determined by concentration area and approved by Major Advisor. For example, if the VAPA major is interested in graduate school or teaching, s/he should take General Psychology and Developmental Psychology as 2 of the 3 General Education requirements. If interested in a non-profit career or the private industry, s/he should take Economics I as 1 of the 3 requirements. Please note that a VAPA Major who starts in the Developmental Program, those credit hours do not count earned college hours, as these courses are college preparatory classes, necessary for the Major to satisfy the requirements of the General Education and the Major curriculum.

Visual and Performing Arts Program Standing Requirements

VAPA majors must maintain a 2.5 grade point average in the major. Students whose grade point average falls below 2.5 will be granted one semester's probation in which to raise their average. Students who fail to bring their average up during probation will be dismissed from the major and will not be granted re-admittance. VAPA majors must have portfolios completed during their senior year and submitted to the Department chair.

Visual & Performing Arts Suggested Degree Audit Required Courses

Core Visual & Performing Arts Major Courses (VAPA Majors must take all courses below regardless of concentration) 36 Credits Required, including 6 Hours of World Language					
Required Courses Introductory and Skill Development	Cr. Hrs.	Required Courses Upper Level	Cr. Hrs.	Required Courses: Visual and Performing Arts Practicum	Cr. Hrs.
Survey or History VAPA 103 – Intro to VAPA	3	Creative Innovation VAPA 453 Creative Innovation	3	HDRA 100 – 400 Rehearsal and Performance or MUS 201x Collegiate Choir	3
Studio ARTS 203 2D Design	3	ENTP 400 ST Business of Art	3	MUS 203 Choir or VAPA 203 Creatives Ensemble	3
Advanced Writing VAPA 233 Arts Criticism or ENG 263 Adv. Comp for Majors	3	VAPA 400 Capstone I	3	Total for VAPA Practicum	6
Technology Art MDIA 203 Digital Storytelling	3	VAPA 493 Capstone II	6	World Language SPAN 113 – Spanish I SPAN 123 – Spanish II	6
Total Introductory and Skill Development	12	Total Upper Level	12	TOTAL REQUIRED VAPA COURSES	36

Degree Audit Visual & Performing Arts – Studio & Art History

	YEAR I - SEMESTER I	16		YEAR I - SEMESTER II	15
ENG 113	Composition I	3	ENG 123	Composition II	3
ORI 113	Freshman Colloquium I	3	ORI 123	Freshman Colloquium II	3
ORI 001	Chapel		ORI 001	Chapel	
SCOJ 103	Intro to Social Justice	3	ENG 103	Basic Speech	3
MTH 133	College Algebra	3	VAPA 103	Intro to Visual and Performing Arts	3
CSCI 113	MicroComputer Applications	3	Choose 1	Art Fundamentals, Music Appreciation, Film Appreciation	3
CSCI	MicroComputer Applications Lab	1			
	YEAR II - SEMESTER I	15		YEAR II - SEMESTER II	16
ART 203	2D Design	3	PHRE 203	Ethics in Society	3
ARTH 213	World Art Survey I	3	ARTH 223	World Art Survey II	3
ART 213	Drawing Composition	3	SPAN 123	Spanish II	3
<u>Choose 1</u>	VAPA 233 Arts Criticism and Review/ or ENG 263 Advanced Comp for VAPA majors	3	Choose 1	ENG 203, ENG 213, ENG 223, PHRE 223, PHRE 253., PHRE 283	3
SPAN113	Spanish I	3	Choose 1	BIO 103/101 General Biology w/Lab – Physical Science w/Lab – CHM 113/11 University Chemistry w/LAB	4
	YEAR III - SEMESTER I	15		YEAR III - SEMESTER II	18
Choose 1	Social Science	3	Choose 1	Social Science	3
MDIA	Digital Storytelling	3	Choose 1	ARTH or ART Elective	3
Choose 1	Creatives Ensemble or MUS 203 Collegiate Choir	3	Choose 1	ARTH or ART Elective	3
MDIA 233	Printmaking and Alternative Media	3	ART 313	Painting Composition II	3
ART 200	3D Design	3	ARTH 303	World Art Survey III	3

			HDRA 100-400	Theatre and Rehearsal Performance (Any)	3
	YEAR IV - SEMESTER I	15		YEAR IV - SEMESTER II	12
VAPA 402	Capstone I	3	VAPA 493	Capstone II	3
ENTRP 400	ST. Business of Art	3	Choose 1	ARTH 3XX, ART Since 1945 or ARTH 3XX Social Justice Art Movements	3
Choose I	ARTH or ART Elective	3	ART 453	Creative Innovations	3
Choose 1	ARTH 4XX African American Art, ARTH 3XX Art of Harlem Renaissance, or ARTH 4XX Special Topics	3	Choose 1	Any Arts and Humanities Elective 300 or 400 Level	3
Choose 1	ARTH or ARTS Elective	3			
	TOTAL HOURS				122

Degree Audit Visual & Performing Arts - Drama/Theatre Arts

	YEAR I - SEMESTER I	16		YEAR I - SEMESTER II	15
ENG 113	Composition I	3	ENG 123	Composition II	3
ORI 113	Freshman Colloquium I	3	ORI 123	Freshman Colloquium II	3
ORI 001	Chapel		ORI 001	Chapel	
SOCJ 103	Intro to Social Justice	3	ENG 103	Basic Speech	3
MTH 133	College Algebra	3	VAPA 103	Intro to Visual and Performing Arts	3
CSCI113	MicroComputer Applications	3	Choose 1	Art Fundamentals, Music Appreciation, Film Appreciation, Drama I	3
CSCI 111	MicroComputer Applications Lab	1			
	Year II - Semester I	16		Year II - Semester II	15
SPAN 113	Spanish I	3	PHRE 203	Ethics In Society	3
DRA 103	Principles of Directing	3	DRA 2XX	Drama II	3
DRA 113	Drama I	3	DRA 213	Theory and Techniques of Acting	3
Choose 1	VAPA 233 Arts Criticism and Review - ENG 263 Advanced Composition for VAPA Majors	3	SPAN 123	Spanish II	3
Choose 1	BIO 103/103 General Biology w/Lab PHY 103/101 Physical Science w/Lab CHM 113/111 University Chemistry w/Lab	4	DRA 203	Dramatic Interpretation	3
	YEAR III - SEMESTER I	15		YEAR III - SEMESTER II	18
Choose 1	Social Science	3	Choose 1	Social Science	3
MDIA 203	Digital Storytelling	3	Choose 1	Theatre Elective 300 or 400 level	3
ART 203	2D Design	3	ENG 3XX	Intro to Shakespeare	3
Choose 1	Theatre Electives 300 or 400 level	3	Choose 1	Creatives Ensemble or MUS 203 Collegiate Choir	3
Choose I	ENG 203, ENG 213, ENG 223, PHRE 223, PHRE 253, PHRE 283	3	VAPA 453	Creative Innovation	3
			HDRA 100-400	Theatre and Rehearsal Performance(Any)	3
	YEAR IV - SEMESTER I	15		YEAR IV - SEMESTER II	12
VAPA 400	Capstone I	3	VAPA 493	Capstone II	3

ENTP 400	ST. Business of Art	3	Choose 1	Theatre Elective 300 or 400 level	3
ENG 443	Voice and Diction	3	Choose 1	ENG 423 Creative Writing-Scriptwriting or DRA 403 Playwriting	3
Choose 1	Theatre Elective 300 or 400 level	3	Choose 1	Any ARTS and Humanities Elective 300 or 400 level	3
Choose 1	Any ARTS and Humanities Elective 300 or 400 level	3			
	TOTAL HOURS				122

Degree Audit Visual & Performing Arts - Film Concentration

	YEAR I - SEMESTER I	15		YEAR I - SEMESTER II	15
ENG 113	Composition I	3	ENG 123	Composition II	3
ORI 113	Freshman Colloquium I	3	ORI 123	Freshman Colloquium II	3
ORI 001	Chapel		ORI 001	Chapel	
SOCJ 103	Intro to Social Justice	3	Choose 1	Drama I, Film Appreciation, Music Appreciation, Art Fundamentals	3
VAPA 103	Intro to Visual & Performing Arts	3	ART 203	2D Design	3
ENG 103	Basic Speech	3	MDIA 1XX	Intro to Film	3
	YEAR II - SEMESTER I	16		YEAR II - SEMESTER II	16
CSCI 113	Microcomputer Applications	3	Choose 1	BIO 103/103 General Biology w/Lab PHY 103/101 Physical Science w/Lab CHM 113/111 University Chemistry w/Lab	4
CSCI 111	Microcomputer Applications Lab	1	MTH 133	College Algebra	3
MDIA 2XX	Writing for the Screen	3	HENG 143	Blacks in Cinema	3
<u>MDIA 203</u>	Digital Storytelling	3	SPAN 123	Spanish II	3
SPAN 113	Spanish 1	3	PHRE 203	Ethics and Society	3
Choose 1	ENG 203, ENG 213, ENG 223, PHRE 223, PHRE 253, PHRE 283	3			
	YEAR III - SEMESTER I	15		YEAR III - SEMESTER II	15
Choose 1	Social Science	3	Choose 1	Social Science	3
Choose 1	VAPA233 Arts Criticism and Review, ENG 263 - Advanced Comp for VAPA Majors	3	VAPA 203	Creatives Ensemble or MUS 203 Collegiate Choir	3
MDIA 2XX	Editing for the Screen	3	MDIA 3XX	Directing for the Screen	3
MDIA 343	Film II	3	MDIA 3XX	Movie Criticism	3
HDRA 100-400	Theatre Rehearsal and Performance (Any)	3	VAPA 453	Creative Innovation	3
	YEAR IV - SEMESTER I	15		YEAR IV - SEMESTER II	15
VAPA 400	Capstone I	3	VAPA 493	Capstone II	3
ENTP 400	ST. Business of Art	3	Choose 1	3/400 Level Film Elective	3
Choose 1	3/400 Lvi Studio Art, Art History, Music, Theatre	3	Choose 1	3/400 Level Studio Art, Art History, Music, Theatre	3

Choose1	3/400 Level Film Elective	3	Choose I	3/400 Level Film Elective	3
Choose 1	3/400 Level Studio Art, Art History, Music, Theatre	3	Choose 1	3/400 Level Film Elective	3
TOTAL HOURS					122

Degree Audit Visual & Performing Arts - Vocal Music
***Gen Ed MUS 103 Music Appreciation (Music Theory I) Required**

	YEAR I - SEMESTER I	16		YEAR I - SEMESTER II	14
ENG 113	Composition I	3	ENG 123	Composition II	3
ORI 113	Freshman Colloquium I	3	ORI 123	Freshman Colloquium II	3
ORI 001	Chapel		ORI 001	Chapel	
SOCJ 103	Intro to Social Justice	3	ENG 103	Basic Speech	3
VAPA 103	Intro to Visual & Performing Arts	3	MAV 121	Applied Voice II	1
MUS 103	Music Appreciation (Music Theory I)	3	MUH 213	Music History I	3
MAV 111	Applied Voice I	1	MUS 201x	Collegiate Choir	1
	YEAR II - SEMESTER I	15		YEAR II - SEMESTER II	15
CSCI 113	Microcomputer Applications	3	Choose 1	BIO 103/103 General Biology w/Lab PHY 103/101 Physical Science w/Lab CHM 113/111 University Chemistry w/Lab	4
CSCI 111	Microcomputer Applications Lab	1	MUT 123	Music Theory II	3
MTH 133	College Algebra	3	MDIA 203	Digital Storytelling	3
MUH 223	Music History II	3	SPAN 123	Spanish II	3
SPAN 113	Spanish I	3	MAV 221	Applied Voice IV	1
MAV 211	Applied Voice III	1	MUS 201x	Collegiate Choir	1
MUS 201x	Collegiate Choir	1			
	YEAR III - SEMESTER I	16		YEAR III - SEMESTER II	14
Choose 1	Social Science	3	Choose 1	Social Science	3
Choose 1	VAPA233 Arts Criticism and Review, ENG 263 - Advanced Comp for VAPA Majors	3	MUS 203	Collegiate Choir (May alternate VAPA 203 Creative Ensemble	3
MUT 303	Music Theory III	3	MUS 303	Sight Singing and Ear Training	3
ARTS 203	2D Design	3	MAP 111	Applied Piano I	1
MUS 201x	Collegiate Choir	1	VAPA 453	Creative Innovation	3
MUS 223	World Music	3	MAV 311	Applied Voice V Junior Performance	1
	YEAR IV - SEMESTER I	16		YEAR IV - SEMESTER II	16
VAPA 400	Capstone I	3	VAPA 493	Capstone II	3

ENTP 400	ST. Business of Art	3	Choose 1	3/400 Art, Art History, Theatre, Film,	3
Choose 1	3/400 Music Elective MUS, MED, MUT, MUH	3	Choose 1	3/400 Music Elective MUS, MED, MUT, MUH	3
MAP 121	Applied Piano II	1	MUT 303	Music Theory IV	3
Choose 1	ENG 203, ENG 213, ENG 223, PHRE 223, PHRE 253, PHRE 283	3	MAV 321	Applied Voice VI Senior Performance	1
PHRE 203	Ethics and Society	3	Choose 1	Any 3/400 Art, Music, Theatre, Film, ENG, PHRE	3
	TOTAL HOURS				122

The Minor in Visual & Performing Arts

The minor in VAPA requires 18 hours beyond the general education requirements in the 200, 300, and 400 course levels as approved by the student's advisor and the Visual and Performing Arts department chair.

EDUCATION AT PHILANDER SMITH UNIVERSITY

The Department of Curriculum, Instruction, and Policy

Philander Smith University, located in Little Rock Arkansas, is a privately supported historically Black, four-year institution, and it is the only United Negro University Fund member institution in Arkansas. Philander Smith University was first established as Walden Seminary that served as a training school for black preachers in the Methodist Church in 1877. The name was changed to Philander Smith University in 1877.

Historically, Philander Smith University (PSU) has expanded opportunities for African Americans by providing them with a formal education. It has served as a beacon of hope for generations. The University began by educating former black slaves in 1877 and was chartered as a four-year college on March 3, 1883. It presented its four-year degree in 1888. Philander Smith has played a major role in providing educational opportunities to many persons who would have ordinarily been denied the opportunity. The influence the University has had on the productive lives of its alumni is evident by their accomplishments in the various positions in which they serve.

Philander Smith University has been designated as one of the 101 Historically Black Colleges and Universities (HBCU) that were established before 1964. Even though it continues to uphold its primary mission, to provide opportunities for the economically challenged minority individuals, it has expanded its mission to attract more diverse students from all cultural, ethnic and racial groups. The University President, and Board of Trustees made a commitment in the original establishment of the college in 1877 to ensure that the college continually produced students of the highest quality. This mission has continued for more than one hundred and 40 years.

Mission of the Department of Curriculum, Instruction, and Policy

Aligned with the mission of the University, the mission of the Department of Curriculum, Instruction, and Policy is to graduate academically accomplished professionals prepared to model critical and creative thinking to improve the quality of life for students, their families, the community, and a global society. Furthermore, the Department is committed to preparing outstanding educators who will become community, national, and world leaders, promote excellence, equity, and model appreciation for diversity in the classroom as advocates for social justice.

Elementary Education (K-6)

Aligned with the mission of the University and School, the Elementary Education (K-6) program aims to graduate teachers who serve as the FORCE in the teaching/learning process with an understanding of human growth and development, a repertoire of effective teaching strategies, knowledge of best practices and trends, and the capacity to implement developmentally appropriate, integrative and interdisciplinary elementary curriculum. Elementary Education candidates will be prepared to use critical and creative thinking skills to make data-driven decisions. Furthermore, the program is committed to preparing outstanding educators who will become community, national, and world leaders, promote equity, and model appreciation for diversity in the classroom as advocates for social justice.

Philosophy

The philosophy of the Department of Curriculum, Instruction, and Policy and its departments contributes to the University's purpose and philosophy when it embeds the following principles of its conceptual framework. The theme of the conceptual framework is "The teacher as the FORCE in the teaching/learning process." The frameworks' underlying principles are: Facilitator, Organizer, Reflector, Collaborator, and Energizer. Each principle represents research-based critical knowledge, skills, and dispositions identified as the characteristics of effective teaching. Each principle is aligned with Danielson's Framework for Teaching, Arkansas Teacher Standards (ATS; Interstate Teacher Assessment Support Consortium), Association for Childhood Education International Standards (ACEI), and the mission of Philander Smith University.

Additionally, the unit believes that specific content correlated with the desired performance must be stressed in general education studies, professional studies, content, and pedagogical studies for each program. The unit's belief is that all candidates must articulate and demonstrate goals and make those goals comprehensible to all learners. To accomplish this, candidates must possess knowledge, skills, and dispositions that are in sync with state and national standards. This is essential for candidates to model the qualities of a Facilitator, Organizer, Reflector, Collaborator, and an Energizer.

It is the unit's belief that current theories, blended with relevant practices, technology, and various assessments, provide a sound basis on which the teacher education philosophy is founded. The unit also believes that candidates must obtain concepts and

knowledge for teaching through research of current trends, the instructional models of faculty, and through diverse, well-planned, and sequenced experiences.

Goals of the Elementary Education (K-6) Program

GOAL 1: INSTITUTIONALIZE A MODEL OF STUDENT DEVELOPMENT.

- Outcome 1: Demonstrate student-centered pedagogical proficiency.
- Outcome 2: Facilitate a student-centered environment for learning.

GOAL 2: PRODUCE PROFESSIONALS WHO CONSISTENTLY DEMONSTRATE PROFICIENCY OF STATE, NATIONAL, AND EPP CREATED ASSESSMENTS OF PROFESSIONAL STANDARDS FOR EFFECTIVE TEACHING.

- Outcome 1: Demonstrate proficiency in performance of standards for: Arkansas Teaching Standards (ATS; Interstate Teacher Assessment and Support Consortium), Council for the Accreditation of Educator Preparation Standards (CAEP), and Danielson's Framework for Teaching.
- Outcome 2: Demonstrate proficiency of Essential Knowledge of the learner and learning, Instructional Practice, and Professional Responsibility.
- Outcome 3: Demonstrate proficiency of critical teacher dispositions.

GOAL 3: FOSTER SKILLS THAT LEAD TO ENGAGEMENT IN LEADERSHIP ROLES BEYOND THE CLASSROOM.

- Outcome 1: Report on instructional team participation
- Outcome 2: Model problem solving strategies
- Outcome 3: Demonstrate decision making
- Outcome 4: Participate in professional and academic opportunities to build collaborative relationships
- Outcome 5: Reinforce oral and written communication skills

GOAL 4: PRODUCE CULTURALLY RELEVANT AND RESPONSIVE TEACHERS

- Outcome 1: Demonstrate principles of social justice in the classroom
- Outcome 2: Demonstrate cultural competence
- Outcome 3: Facilitate Constructivism in the teaching learning process

GOAL 5: PROMOTE THE UNIVERSITY'S CORE VALUES

GOAL 6: PRODUCE PROFESSIONAL WHO FACILITATE INFORMATIONAL LITERACY

- Outcome 1: Implement models of informational literacy appropriate to formal and informal learning environments

The Teacher as a the Force in the Teaching/Learning Process

The conceptual framework is graphically depicted in the Educator Preparation Program's model. The model represents the multiple facets of our educator preparation program. The design of the model is a circle that symbolizes the way of organizing the world of education. At the top of the world are the five principles: "Facilitator," "Organizer," "Reflector," "Collaborator," and "Energizer," which serve as the core of "**The Teacher as the FORCE in the Teaching/Learning Process.**" Each principle is aligned with the Domains of Charlotte Danielson's Framework for Teaching. Knowledge, skills, and dispositions, located at the bottom of the world, serve as the foundation of the Educator Preparation Program. Located in the center of the world is the theme: **The Teacher as the FORCE in the Teaching Learning Process.** The **FORCE** is an essential component of the unit theme because not only does it constitute the five principles, but it also represents gravity. Like gravity, **FORCE** grounds the five principles and Danielson's Framework for Teaching in the knowledge, skills, and dispositions that are expected of candidates. Each is rooted and echoed throughout the educator preparation program, which is essential for developing a program of excellence.

In addition to the five principles and Danielson's Framework for Teaching Domains professional standards, Interstate Teacher Assessment and Support Consortium (InTASC), Arkansas Teacher Standards (ATE; Interstate Teacher Assessment and Support Consortium); Council for the Accreditation of Educator Preparation (CAEP), Association for Childhood Education International (ACEI) serve as the foundation for the Educator Preparation Programs Elementary K-6 program. Together the five principles, along with the state and national standards, form a coherent program.

Educator Preparation Program (EPP)

The Department of Curriculum, Instruction, and Policy offers the Educator Preparation Licensure Program in Elementary Education (ELED) K-6. The Elementary Education EPP is designed to enable candidates to acquire knowledge, skills, and dispositions that are crucial to effective teaching. The division also offers a non-licensure program in Physical Education

(PHED). Each program is built on a sound liberal arts foundation and an appropriate content area foundation. All educator preparation program majors interested in pursuing a degree in Elementary Education leading to licensure must meet Philander Smith University's graduation and Arkansas Licensure requirements.

Admission to the University does not automatically admit the education major to the Educator Preparation Program. A "major" is a student who has officially declared education as their chosen field of study; a "candidate" is an education major that has been officially admitted to the Educator Preparation Program. All education majors must meet the following published guidelines for each program.

Entry-Level Admission to the Program

In order to be admitted into the Elementary Education K-6 Program, a candidate must:

1. Have 3.0 grade point average or higher.
2. Completed EDUC 100X: Level I Field Experience where 15 hours of field experience is obtained, ,
3. Participated in an entrance interview, and
4. Passed the Employability Check K-12 with the Division of Secondary and Elementary Education (DESE). *(Please note that the Employability Check K-12 is only effective for 12 months for pre-service educators.)*

Provisional Admission to the Program

In order to be admitted provisionally into the Elementary Education K-6 Program, a candidate must:

1. Have an ACT score of 19 or higher **or its equivalent**
2. Have a 2.70 grade point average or higher,
3. Completed EDUC 100X: Level I Field Experience where 15 hours of field experience is obtained,
4. Participated in an entrance interview,
5. Be recommended by a full-time faculty member of the Division or by a member of the PSU Teacher Education Committee, and
6. Passed the Employability Check K-12 with the Division of Secondary and Elementary Education (DESE). *(Please note that the Employability Check K-12 is only effective for 12 months for pre-service educators.)*

Mid-Level Retention in the Educator Preparation Program

After being admitted into the Elementary Education K-6 Program, a candidate must:

1. Maintain a minimum GPA of 2.5 in all professional and content courses with a grade of C or better. Any courses in which the candidate earns a grade lower than a C must be repeated;
2. Maintain a 3.0 cumulative GPA. When a candidate's GPA is less than 3.0 or course work earning of a C or better is not maintained in all educational and clinical courses, the student will be placed on probationary status with the Division and given the benefit of advising to help meet Division retention requirements. Candidates failing to meet these requirements will be administratively withdrawn from the Teacher Education Program.
3. Successfully complete a yearlong residency and clinical evaluations from the supervising, faculty and Experienced Mentor Teacher (EMT).
4. Fulfill the activities and program requirements associated with candidate disposition, lesson planning, and portfolio development.
5. Pass the Employability Check K-12 with the Division of Secondary and Elementary Education (DESE). *(Please note that the Employability Check K-12 is only effective for 12 months for pre-service educators.)*

Completion of Clinical Experience (Residency)

In order to be admitted to residency (Beginning Fall 2026), the candidate must:

1. Pass the Employability Check K-12 with the Division of Secondary and Elementary Education (DESE). Please note that the Employability Check K-12 is only effective for 12 months for pre-service educators.
2. Have a minimum cumulative GPA of 3.0 in the appropriate Teacher Education Program coursework, with no grade less than C in any educational and clinical courses in the major;
3. Completed and passed licensure exams mandated by the state; and
4. Successfully complete a yearlong residency.

Exit from the Program (Graduation)

Upon exiting the Elementary Education K-6 Program, the candidate must:

1. Have completed all General Education and major requirements with a minimum 3.0 GPA;
2. Complete and submit an Exit survey to the designated faculty, and

3. Participate in and successfully receive an acceptably scored Exit Interview conducted by the Teacher Education Committee.

Post-Graduation Follow-Up

After graduating from the Educator Preparation Program (EPP), the completer or graduate will:

1. Complete required paperwork to be recommended by the EPP for licensure in accordance with state guidelines.
2. Complete and submit a completer's survey after 6 months or more of being hired as a licensed teacher in a school setting,
3. Submit employer information to the Division to support the completion of an employer's survey to be done by the completer's employer within the first year of teaching, and
4. Complete and submit a completer's survey after teaching 6 months or more in a school setting.

Bachelor of Science in Elementary Education (Licensure)

The Bachelor of Science in Elementary Education prepares candidates for licensure as teachers in grades K-6 by combining a strong liberal arts foundation with professional coursework and extensive clinical experiences. The program begins with core courses in communication, social justice, sciences, and mathematics, paired with early education field experiences. Sophomore- and junior-level coursework integrates child development, literacy foundations, mathematics, science, and social studies instruction, supported by assessment, instructional media, and classroom management training. In the senior year, candidates complete advanced coursework in disciplinary literacy, educational psychology, and teaching diverse and exceptional learners, while engaging in two semesters of residency-based internships.. Graduates are well-prepared to meet state licensure requirements and to enter the profession as reflective, skilled, and effective elementary educators.

<i>Bachelor of Science in Elementary Education (Licensure)</i>			
Freshman Year (First Semester)	15 Hours	Freshman Year (Second Semester)	16 Hours
ORI 113 ORI 001 SOCJ 103 PSYC 113 ENG 113	Freshman Colloquium I Chapel Intro to Social Justice Personal & Social Development Composition I <u>Choose 1 of 5 courses</u> ART 153 Art Fundamentals MUS 103 Music Appreciation DRA 113 Drama I	ORI 123 ORI 001 ENG 123 CSCI 114 CSCI 111 ENG 103 EDUC 103	Freshman Colloquium II Chapel Composition II Microcomputer Applications Microcomputer App Lab Basic Speech Core Academic Skills for Educators
Sophomore year (First Semester)	16 Hours	Sophomore Year (Second Semester)	16 Hours
MTH 133 PHRE 203 PHY 103 PHY 101 HIST 103	College Algebra Ethics and Society Physical Science Physical Science Lab Arkansas History Choose One: PHRE 223 Critical and Affective Thinking ENG 203 Advanced Composition	BIO 103 BIO 101 EDUC 203 EDUC100X EDUC 313 EDUC 373 EDUC 343	General Biology General Biology Lab Introduction Education Level I Field Introduction to Mathematics Foundations of Reading (SOR Part 1) Child Development
Junior Year (First Semester)	15 Hours	Junior Year (Second Semester)	15 Hours
ELED 363 EDUC 303 ELED 333 EDUC 323 ELED 463	Children's Literature Assessment Integrated Curriculum Instructional Technology Teaching K-6 Math	ELED 353 ELED 393 ELED 373 ELED 473 ELED 383	Internship I (K-3) Teaching Social Studies Teaching Literacy and Language Arts (SOR Part 2) Science Concepts and Methods (K-6) Managing the Learning Environment

Senior year (First Semester)	16 Hours	Senior Year (Second Semester)	15 hours
ELED 443 ELED 493 EDUC 353 ELED 483 ELED 411 SPED 413	Internship II (4-6) Teaching Disciplinary Literacy Educational Psychology Teaching Diverse Learners Praxis II-PLT Teaching Exceptional Learners	ELED 401 ELED 416 ELED 426 PHED 112	Directed Teaching Seminar Directed Teaching Primary (K-3) Directed Teaching Intermediate (4-6) First Aid and Safety
			124 hours

Bachelor of Science in Education (B.S.E.) in Elementary Education with a Concentration in Educational Studies (Non-Licensure)

The Bachelor of Science in Education (B.S.E.) in Educational Elementary Education with a concentration in Educational Studies is a degree option for any student who seeks to focus on the larger field of education, as opposed to the specific classroom teaching experience. Educational Studies focuses on the theory and practice of learning and teaching in all aspects of community, non-profit, private and public education environments, not limited to traditional K-12 classrooms. The Educational Studies concentration will require only three new courses (i.e., EDSt 413, EDST 426, EDST 436). The remaining courses come from the same coursework required for the Bachelor of Science in Elementary Education.

This concentration allows for a customizable degree. It focuses on the general theory and practice of learning and teaching. This degree, in itself, does not include licensure. Graduates will have the cognitive ability to apply teaching strategies to a variety of employers. With additional training and licensure, students can work in school settings. The concentration does not include initial licensure as outlined by the Arkansas Department of Education for K-12 public classroom teaching. Private and or charter classroom teaching in the state of Arkansas does not require a state of Arkansas K-12 teaching license; however, a bachelor's degree in an education field is traditionally required.

Elementary Education with a concentration in Educational Studies graduates may obtain a state of Arkansas teaching license for public classroom teaching by completing one of the following options after graduation should they desire a K-12 public classroom placement:

- Masters of Arts in Teaching program at an accredited institution
- Arkansas Professional Pathway to Educator Licensure (APPEL)
- Arkansas Teacher Corps
- Teach for America
- American Board for the Certification of Teacher Excellence (ABCTE)
- Provisional Professional Teaching License
- Reciprocity of a License from another State

Graduates may also apply for teaching positions in public K-12 Arkansas schools that have successfully applied for ACT 1240 hiring petitions through the state Education Department. Students completing the concentration will have worked in a strong, interdisciplinary field constructed of courses offered in Educational Studies), Philosophy and Religion (PHRE), Physical Education (PHED), Social Justice. Graduates traditionally seek employment through non-profit educational services, private and/or charter school teaching, for-profit business educational services, community/government services, or academic graduate school placements.

Admission

1. All unconditionally admitted majors must have a 17 on the ACT and have completed all required freshman and sophomore courses.
2. Students with scores less than an ACT of 17 or an SAT equivalent score must be recommended by the education faculty based on academic performance, attendance, and disposition.

Internships in Educational Studies versus Residency in Elementary Education

Internships observed in the educational studies concentration are observed in a non-teaching setting and the hours required may vary from the required hours for residency. Residency has specific state-mandated requirements that must be fulfilled and

documented. Given these requirements, internships will not transfer for residency if a student seeks licensure. However, residency can substitute for internships requirement for the educational studies concentration.

Note: Special thanks to the University of Arkansas at Fayetteville for allowing Philander Smith College to use their Educational Studies Program Model.

Educational Studies Concentration Degree Plan

Bachelor of Science in Educational Studies (Non-Licensure)

Freshman Year (First Semester)	15 Hours	Freshman Year (Second Semester)	16 Hours
ORI 113 ORI 001 MTH 133 ENG 113 SOCJ 103 POLS 113	Freshman Colloquium I Chapel College Algebra Composition I Intro to Social Justice American National Government	ORI 123 ORI 001 ENG 123 CSCI 113 CSCI 111 ENG 103	Freshman Colloquium II Chapel Composition II Microcomputer Applications Microcomputer App Lab Basic Speech Choose 1 of 5 courses ART 153 Art Fundamentals MUS 103 Music Appreciation DRA 113 Drama I MDIA 103 Intro to Film VAPA 103 Intro to Visual & Performing Arts
Sophomore year (First Semester)	15 Hours	Sophomore Year (Second Semester)	16 Hours
HIST 103 PHRE 203 PHED 122 PHY 103 PHY 101	Arkansas History Ethics and Society First Aid & Safety Physical Science Physical Science Lab Choose 1 of 2 courses MDIA 203 Digital Storytelling PHRE 223 Critical and Affective Thinking	BIO 103 BIO 101 EDUC 203 EDUC100X EDUC 313 EDUC 323 EDUC 343	General Biology General Biology Lab Lab Introduction to Education Level I Field Introduction to Mathematics Instructional Technology Child Development
Junior Year (First Semester)	15 Hours	Junior Year (Second Semester)	15 Hours
ELED 473 EDUC 303 ELED 333 ELED 463 EDUC 353	Science Concepts and Methods Teaching Literacy & Language Arts Integrated Curriculum Teaching K-6 Math Methods Educational Psychology	EDUC 303 READ 373 ELED 393 ELED 363	Assessment Foundations of Reading (SOR Part I) Teaching Social Studies Children's Literature Elective _____ (3 hours)
Senior year (First Semester)	15 Hours	Senior Year (Second Semester)	15 hours
EDST 413 READ 413 ELED 383 SPED 413 ELED 483	Internship I in Ed Studies Comprehensive Literacy Skills (SOR Part 2) Managing Learning Environment Teaching Exceptional Learners Teaching Diverse Learners	EDST 426 EDST 436 READ 483	Internship II in Educational Studies Final Capstone in Educational Studies Teaching Disciplinary Literacy
			122 hours

Education Concentration in Content Areas: English, Computer Science, and Biology

The Education Concentration in Content Areas prepares graduates to teach secondary English, computer science, or biology. The Education Concentration in these content areas will require students to complete **required** hours of core educational coursework that will 1) provide an introductory overview to the education profession (i.e., Code of Ethics, AR statutes, review of school practices with a 15-hour initial field experience at an assigned school in the area they seek licensure, 2) expose students to various technological apps and tools to enhance teaching and student learning, 3) provide opportunities for students to acquire knowledge and practice with creating assessments for and of learning, 4) expose students to unit and lesson planning in content areas with

an emphasis on interdisciplinary planning and teaching, 5) expose students to teaching exceptional learners (i.e., special education, gifted and talented, ESOL, diverse learners) and the relative processes and laws, and 6) receive opportunities and instruction on how to prepare for the Praxis assessment.

In addition, each student will complete a methodology course via ENG 433 Teaching Methods in English or STEM 403 Teaching Methods in STEM that will include the chemistry, computer science, and biology majors who seek the Education Concentration. Each interested candidate will participate in a yearlong residency at a secondary school site in the area of desired license and while concurrently taking course work in their area of study. The required yearlong residency, which consists of 3 days a week of 18 hours in the first semester and 4 days a week of 24 hours, will allow students to work under a licensed teacher in the content area and receive ongoing feedback and observations from the experienced mentor teacher and course supervisor while concurrently enrolled in Internship I or Internship II depending upon scheduling and the supervising faculty. The Education Concentration will be additional coursework and requirements that will exceed the students' initial degree to be awarded. The following coursework and requirements are currently enacted:

Education Concentration Core Requirements (15 hours)

ELED 383 Managing Learning Environment
EDUC 353 Educational Psychology
EDUC 303 Assessment
ELED 333 Integrated Curriculum
ELED 483 Teaching Diverse Learners

Education Concentration-Methods Course (choose one) 3 hours

ENG 433 Teaching Methods in English, or
STEM 403 Teaching Methods in STEM

Yearlong Residency

EDUR 474 Residency I (3 days x 6 hours per day = 270 hours)
EDUR 474 Residency II (4 days x 6 hours per day = 360 hours)

Praxis Assessment Requirement Must be met for licensure:

1. English Language Arts: Content and Analysis (5039)
2. Biology: Content Knowledge (5235)
3. Computer Science (5652)
4. Must complete the 14 online courses via the Science of Reading Awareness Learning Pathway through [ARIDEAS](#)

Admission to the Education Concentration

Candidates who seek the Education Concentration may be admitted into the program under two possible options.

Full Admission requirements: The student ...

1. Is eligible for admission during the sophomore year, preferably second semester.
2. Has a cumulative 3.0 grade point average.
3. Receive a letter of recommendation from a faculty member in his/her degree area.
4. Must pass the Employability Check K-12 with the Division of Secondary and Elementary Education (DESE). *(Please note that the Employability Check K-12 is only effective for 12 months for pre-service educators.)*

Provisional Admission requirements: The student ...

1. Is eligible for admission during the sophomore year, preferably second semester.
2. Has a cumulative 2.70 grade point average
3. Receives a letter of recommendation from a faculty member in his/her degree area.
4. Must pass the Employability Check K-12 with the Division of Secondary and Elementary Education (DESE). *(Please note that the Employability Check K-12 is only effective for 12 months for pre-service educators.)*

Retention Procedures in the Education Concentration Minor

During the junior year (60 to 90 hours), Education Concentration candidates will be assessed to determine their eligibility to advance to residency and their continuation as an Education Concentration candidate. Given that candidates will be admitted during their sophomore year (31 to 60 hours), candidates' mid-progress point will be during their junior and/or senior year to ascertain and verify the following criteria are met:

1. Possesses a 2.7 - 3.0 or above cumulative grade point average.
2. Satisfies content and educational courses with a C or better

An Education Concentration candidate is eligible for licensure as follows:

Candidates must have passed all educational, subject-matter and Residency with a C or better.

1. Candidates must have passed the appropriate licensure exam prior to the deadline for PSU graduation application or the intended graduation semester.
2. Candidates must have met the specific content degree requirements to include the Education Concentration
3. Candidates must be recommended for licensure in accordance with state guidelines and statutes.
4. Candidates, where required, may have to fulfill a Science of Reading Awareness Pathway credential.

DEPARTMENT OF PHYSICAL EDUCATION

Bachelor of Arts in Physical Education (Non- Licensure)

The Bachelor of Arts in Physical Education non-teaching degree is grounded in a broad liberal arts program designed to provide the candidates with opportunities to explore varied career opportunities. Course content in the non-teaching degree program offers candidate information needed to make informed decisions about a professional career. The degree also prepares students to work in an educational setting if employment opportunities and non-traditional pathways to licensure should be considered. Physical Education majors who wish to pursue a degree in the program must meet the following entry-level requirements:

1. Pass all General Education courses with a grade point average of 2.00 or better.
2. Pass ENG 113 English Composition I, ENG 123 English Composition II, ENG 103 Basic Speech, MTH 133 College Algebra, EWDUC 100 X Level I Field Experience, and EDUC 203 Introduction to Education with a grade of C or better.

Concentration in Kinesiology

The Physical Education – Concentration in Kinesiology provides students with an in-depth foundation in the science and psychology of human movement. This 18-hour concentration introduces students to the study of kinesiology, sport sociology, biomechanics, and exercise physiology, while also addressing the needs of special populations. Students explore both the physical and mental aspects of sport and exercise, with the option to study sport psychology through either the Department of Physical Education or Psychology. This concentration prepares students for careers or advanced study in fields such as coaching, fitness, wellness, and allied health professions. See degree grid below for the required courses for this concentration.

Retention in Physical Education

The requirements for retention in the Physical Education Program are:

1. Successfully participate in the course of study, all prescribed workshops, seminars, symposiums, and field experiences or internships within the Physical Education (non-teaching) curriculum;
2. Maintain a GPA of 2.00 or better in the content and professional curriculum;
3. Earn C or better in the major courses to include the educational courses (i.e., all PHED, EDUC, ELED, EDUR).
4. Successfully fulfill all articulated and/or written requirements of the program.

Exit Procedures (Graduation) Physical Education (Non-Licensure)

1. Complete all major requirements with an overall grade point of 2.00 or better.
2. Complete all Content and Professional course requirements with a grade of C or better.
3. Complete a written application for graduation by the deadline date as set forth by the Office of the Registrar and stated in the current Philander Smith University Catalog.
4. Obtain approval for graduation from the Dean and major advisor.

Bachelor of Arts in Physical Education Philander Smith University			
Freshman Year (First Semester)	16 Hours	Freshman Year (Second Semester)	15 Hours
CSCI 113 CSCI 111L ENG 113 ORI 113 ORI 001L SOCJ 103 MTH 133	Microcomputer Applications Microcomputer Applications Lab Composition I Freshman Colloquium I Chapel Intro to Social Justice College Algebra	ENG 123 ENG 103 ORI 123 ORI 001L POLS 113	Composition II Basic Speech Freshman Colloquium II Chapel American National Government <u>Choose 1 of 5 Courses (3 hours):</u> <ul style="list-style-type: none"> • ART 153 Art Fundamentals • DRA 113 Introduction to Drama, • MUS 103 Music Appreciation • VAPA 103 Intro to Visual & Performing Arts • MDIA 103 Intro to Film
Sophomore Year (First Semester)	15 Hours	Sophomore Year (Second Semester)	16 Hours
PSYC 253 PHRE 203 PHED 213 PHED 263	Developmental Psychology Ethics and Society Intro to Recreation Intro to Kinesiology <u>Choose one of the following</u> PHRE 223 Critical & Affective Thinking PHRE 253 Survey of World Religions	PHED 123 PHED 243 PHED 112 PHED 122	History and Principles of Physical Education Nature & Needs of Motor Skills/Pattern Dev. Mental, Personal & Community Health First Aid and Safety <u>Choose ONE of these Courses (4 hours):</u> <ul style="list-style-type: none"> • BIO 103 General Biology w/ BIO 101 Lab • BIO 233 Anatomy & Physiology w/ Lab 231 • CHEM 113 College Chemistry /CHEM 111 Lab • PHY 103 Physical Science w Phy Sci Lab 101L
Junior Year (First Semester)	15 hours	Junior Year (Second Semester)	15 Hours
PHED 373 PHED 363 PHED 383 PHED 303 EDUC 383	Coaching Team Sports K-12 Physiological Bases of Exercise in Sports Coaching Individual Sports K-12 Content and Materials of Physical Ed Managing Learning Environment	PSYC 403 PHED 433 PHED 313 PHED 283 PHED 223	Sport Psychology Coaching and Officiating Applied Anatomy and Kinesiology Community, Recreational & Park Management Adaptive and Corrective Physical Education
Senior Year (First Semester)	15 Hours	Senior Year (Second Semester)	15 Hours
PHED 323 PHED 403 PHED 293 PHED 485	Physiology of Exercise Evaluation & Assessment of Physical Ed. Sociology of Sports Physical Education Internship I	PHED 413 PHED 353 PHED 463 PHED 496	Organization and Administration of PE Biomechanics Sports Law and Ethics Physical Education Internship II
			Total Hours: 121
Physical Education - Concentration in Kinesiology (18 hours) PHED 263 Intro to Kinesiology, PHED 293 Sociology of Sports, PHED 333 Movements for Special Needs Populations, PHED 353 Biomechanics, PHED 363 Physiological Bases of Exercise and Sport, and PHED 423 Sport Psychology <u>or</u> PSYC 403 Sport Psychology			

BEHAVIORAL SCIENCES AT PHILANDER SMITH UNIVERSITY

Mission

The study of Behavioral Sciences at PSU supports the University's mission by addressing the study of human relationships as they pertain to the behavior of individuals, families, societies, nations, and government in the historical, political, psychological, and social contexts/environment. Our students and graduates are critical thinkers, researchers, historians, political scientists, psychologists, sociologists, and social workers.

Behavioral Sciences at PSU consists of three academic departments:

- Criminology, Sociology, and Psychology
- Political Science and History
- Social Work

Students can select majors in criminal justice, political science, psychology, sociology, social work, and minors in history and black family studies, as well as concentrations in rehabilitation studies, applied gerontology, and substance abuse treatments.

Philosophy

The study of the behavioral sciences contributes to the University's purpose and philosophy when it embeds the following core values:

- Integrity
- Scholarship
- Professionalism

Student Learning Goals and Outcomes

1. *Promote analysis and critical thinking*
 - Demonstrate effective oral and written communication.
 - Recognize the major frameworks used in the discipline for the analysis of social problems.
 - Integrate multiple sources of knowledge, including research-based knowledge.
 - Explain key terms, concepts, and ideas in the discipline.
2. *Ensure language competencies in the discipline*
 - Restate definitions of general vocabulary.
 - Ensure written and oral competencies in discipline.
 - Summarize terms, concepts, and key ideas.
 - Prepare written reports specific to style used in discipline.
3. *Foster a culture of ethical behavior*
 - Identify ethical standards.
 - Utilize ethical codes of conduct.
 - Incorporate ethical standards to guide research.
 - Implement strategies of ethical reasoning in decision making.
4. *Promote national and global perspectives*
 - Recognize key national and international trends.
 - Establish multi-cultural perspectives.
 - Demonstrate social justice competencies.
5. *Facilitate testing and evaluation*
 - Define the various types and levels of client psychological testing and evaluation.
 - Apply, assess, and evaluate data to determine intervention strategies.
6. *Institutionalize scientific and social research*
 - Demonstrate knowledge and various research methods through oral and written communication.
7. *Promote the interrelatedness of the disciplines*
 - Apply social science principles by employing multidisciplinary approaches.
 - Interpret results.

- Evaluate the application

Requirements for Graduation

All students with majors in the behavioral sciences, with exception of Social Work, MUST take the Major Field Test administered by the Education Testing Service (ETS) in their respective disciplines as part of the graduation requirements; Social Work majors must complete a written and oral comprehensive examination administered by that department to fulfill their graduation requirement. These examinations are offered twice in the academic year, in the fall (if there are potential fall graduates) and in the spring of each year. The dates and times for each exam will be announced by the School by the third week of each semester. Students are encouraged to check with their major professor for all the necessary information relative to date, time, and place where these assessments will be administered.

Admissions Standards for Behavioral Sciences Degree Programs

The standards for admissions into degree programs in the Behavioral Sciences are listed below. These standards will be applicable to all majors unless otherwise dictated by the respective departments. Generally speaking,

Category A:

1. Students will be required to demonstrate consistency in class attendance. (previous class attendance)
2. Students will be required to demonstrate the ability to write a term paper. (i.e., English Comprehension).
3. Students should be able to identify career goals.
4. Students should by their study habits display appreciation for learning.
5. Students should be prepared to function in an atmosphere of academic integrity.
6. Students should be prepared to demonstrate an aura of professionalism. Example: manner of dress; behavioral conduct; communication and due diligence in completing assignments in a timely manner.
7. Students should demonstrate some knowledge of and participation with community groups, e.g., interest groups, political parties, community service and academic groups. (University Democrats/ Republicans, N.A.A.C.P.)

Specific Criteria for Admission to Degree Programs

Category B:

1. Complete application form.
2. Prepare and submit an essay indicating their reasons for desiring a major in the respective area.
3. Successfully participate in an interview with faculty members from the division.
4. An official transcript that indicates a cumulative GPA of 2.0 or higher.
5. A minimum GPA of 2.0 in social science courses.
6. Demonstrate basic understanding of computer skills and technology.
7. Students will be eligible to apply at the end of their sophomore year

THE DEPARTMENT OF CRIMINOLOGY, SOCIOLOGY, AND PSYCHOLOGY

Departmental Mission

To provide a foundation for critical thinking and scientific understanding of society, behavior, and mental processes to inform policy and evidence-based practices.

Departmental Values

Collaboration and Transparency
Commitment to Social Justice
Academic Achievement
Discovery, Inquiry, and Innovation
Professionalism and Integrity
Service

Departmental Vision

To become a leader in innovation and discovery, as well as in the commitment to excellence, fostering intellectual curiosity, and retention of Criminology, Sociology, and Psychology faculty and students.

The Criminal Justice Program

The study of criminal justice at Philander Smith University enhances students' theoretical understanding of crime while developing research and analytical skills as they engage in active learning techniques. The criminal justice curriculum focuses on law enforcement, court, corrections management and operations, juvenile justice systems, and public administration courses that develop core skills, including leadership, ethics, and policy development. Students majoring in criminal justice are offered opportunities to acquire knowledge through engaged learning experiences outside of the classroom as well as to encourage students to think critically about various criminal justice problems in American society.

The Criminal Justice program assists students in considering social justice and inequality issues as they seek to develop meaningful solutions to "change" the field of criminal justice and their communities "for the better." Students majoring in criminal justice at PSU will be prepared upon graduation for entrance into a variety of professional fields of criminal justice at the local and state level as well as government agencies, research institutions, and non-profit agencies. Students further receive a strong foundation that will enable them to engage in lifelong learning through graduate study in criminal justice as well as professional schools.

The Major in Criminal Justice Suggested Sequence			
These course groupings are a template for advisement purposes, but may not reflect actual course offerings for each semester. Please consult your Advisor and/or the Registrar's Office for your Degree Plan or Audit.			
Freshman Year (First Semester)	16 Hours	Freshman Year (Second Semester)	15 Hours
ENG 113 MTH 114 ORI 113 ORI 00L SOCJ 103	English Composition I (3) College Math (4) Freshman Colloquium I (3) Chapel I (0) Choose ONE of the Following Humanities Courses: (3 Hours) MUS 103: Music Appreciation DRA 113: Introduction to Drama ART 153: Art Appreciation Introduction to Social Justice (3)	ENG 123 MTH 133 ORI 123 ORI 001 PSYC 113 CRJU 213	English Composition II (3) College Algebra (3) Freshman Colloquium II (3) Chapel II (0) Personal and Social Development (3) Introduction to Legal Systems (3)

Sophomore Year (First Semester)	16 Hours	Sophomore Year (Second Semester)	16 Hours
CSCI 111 CSCI 113 ENG 103 POLS 113 SOCG 113 CRJU 203	Microcomputer Applications Lab (1) Microcomputer Applications (3) Basic Speech (3) American National Government (3) Introduction to Sociology (3) Introduction to Criminal Justice (3)	ENG 203 PSYC 103 CRJU 223 CRJU 243	Advanced Comp (3) General Psychology (3) Choose ONE of the Following Natural Science Courses: (4 Hours) BIO 104: General Biology and Lab (4) PHY 104: Physical Science and Lab (4) CHM 134: University Chemistry w/Lab (4) Juvenile Justice (3) Police Systems (3)
Junior Year (First Semester)	15 Hours	Junior Year (Second Semester)	15 Hours
PHRE 203 CRJU 233 CRJU 263 CRJU 313 SOCG 463	Ethics in Society (3) Criminal Behavior (3) Victimology (3) Criminal Law (3) Social Statistics (3)	CRJU 273 CRJU 253 CRJU 323 SOCG 313 POLS 383	Criminology (3) Community Corrections (3) Criminal Procedure (3) Sociological Problems (3) Constitutional Law (3)
Senior Year (First Semester)	15 Hours	Senior Year (Second Semester)	16 Hours
CRJU 343 CRJU 393 PSYC 223	Applied Research Methods (3) Criminal Investigation (3) Social Psychology (3) Choose TWO Criminal Justice Electives (6 Hours)	CRJU 453 CRJU 463 CRJU 473	Ethics in Criminal Justice (3) Internship in Criminal Justice (4) Senior Seminar (3) Choose TWO Criminal Justice Electives (6 Hours)
			TOTAL 124 Hours

The Sociology Program

Sociology is the study of rules, roles, and relationships; that is, it is the science of society. It offers students a better understanding of their society and the consequences of social interaction. Undergraduate courses in sociology or social work prepare students for graduate work or provide further preparation for careers in law, nursing, counseling, business, the ministry, civil service, human services, industrial relations, social or cultural research, or teaching.

The Sociology program offers the degree of Bachelor of Arts in Sociology. A total of 124 hours of coursework are required for the completion of the degree, 53 of which include the general education requirements of the University.

Major requirements for the Sociology Program

Sociology 113 is a prerequisite to all other departmental courses.

The course requirements for the Bachelor of Arts in Sociology include the following categories:

1. General education and institutional requirements.
2. Sociology required courses.
3. Sociology Electives: Electives may be chosen from outside the department to satisfy career objectives.

The Major in Sociology

The major in sociology requires the following departmental courses: 113, 123, 233, 303, 313, 333, 343, 413, 423, 433, 443, 463, and 483. Consult with the faculty advisor in Sociology to coordinate coursework with future career goals.

The Minor in Sociology

A minor in sociology consists of eighteen (18) hours of coursework. Sociology 113, 123, and 233 are required. The remaining nine (9) hours are to be selected from courses numbering 300 and above.

The Major in Sociology (Suggested Sequence) *Please see department for most recent revisions*			
These course groupings are a template for advisement purposes, but may not reflect actual course offerings for each semester. Please consult your Advisor and/or the Registrar's Office for your Degree Plan or Audit.			
Freshman Year (First Semester)	16 Hours	Freshman Year (Second Semester)	15 Hours
___ ORI 113 ___ ENG 113 ___ BIO 104 ___ MTH 133 ___ SOCJ 113	Freshman Colloquium I English Composition I General Biology College Algebra Intro to Social Justice	___ ORI 123 ___ ENG 123 ___ HIST 113 ___ SOCG 113 ___ PSYC 113	Freshman Colloquium I English Composition II Western Civilization I Introduction to Sociology Personal and Social Development
Sophomore Year (First Semester)	17 Hours	Sophomore Year (Second Semester)	15 Hours
CSCI 113 CSCI 111 ___ PHRE 203 ___ ___ ___ ___ SOCG 123 ___ Option	CSCI 113 Microcomputer Applications CSCI 111 Microcomputer Applications Lab Choose One : ART 153 Art Fundamentals OR DRA 113 Drama OR MUS 103 Music Appreciation Ethics In Society <i>Choose ONE of the Following Humanities Courses (3 hours):</i> ENG 203 Advanced Composition, or PHRE 223 Critical and Affective Thinking OR, PHRE 233 Survey of Biblical Traditions Intro to Sociology II Choose One: Physical Science or BIO 104 General Biology, or CHM 134 Chemistry I	___ ENG 103 ___ HIST 203 ___ ___ POLS 113 ___ HIST 123	Basic Speech History of US Institutions <i>Choose one of the Following Social Sciences courses (3 hours):</i> PSYC 103 General Psychology, OR ECON 113 Economics, or SOSW 203 Intro to Social Work, or CRJU 203 Intro to Criminal Justice American National Government Western Civilization II (OR HIST 333 World Geography will substitute)

Junior Year (First Semester)	15 Hours	Junior Year (Second Semester)	15 Hours
<p>—</p> <p>—</p> <p>__PSYC 253</p> <p>__ SOCG 233</p> <p>__ SOCG 303</p>	<p>Choose one of the following Foreign Language courses (3 hours):</p> <p>FREN 113 Elem. French I</p> <p>SPAN 113 Elementary Spanish I</p> <p>Developmental Psychology</p> <p>Marriage and Family</p> <p>Human Factors</p> <p>Choose 1 Sociology Elective (3 hours)</p>	<p>—</p> <p>—</p> <p>__ PSYC 323</p> <p>__ SOCG 313</p> <p>__ SOCG 323</p> <p>__ SOCG 333</p>	<p>Choose one of the following Foreign Language courses (3 hours):</p> <p>FREN 113 Elem. French I</p> <p>SPAN 113 Elementary Spanish I</p> <p>Abnormal Psychology</p> <p>Sociological Problems</p> <p>Cultural Anthropology</p> <p>Social Welfare Institutions</p>
Senior Year (First Semester)	15 Hours	Senior Year (Second Semester)	18 Hours
<p>__ SOCG 343</p> <p>__ SOCG 413</p> <p>__ SOCG 423</p> <p>__ SOCG 463</p>	<p>Group Dynamics</p> <p>Problems of Aging</p> <p>Criminology</p> <p>Social Statistics</p> <p>Choose 1 Sociology Elective (3 hours)</p>	<p>__ SOCG 400X</p> <p>__ SOCG 433</p> <p>__ SOCG 443</p> <p>__ SOCG 483</p>	<p>Topics Seminar/Research</p> <p>Social Stratification</p> <p>Sociology Internship/Field Instruction</p> <p>Research for the Social Sciences</p> <p>Choose TWO Sociology Electives (6 hours)</p>
		TOTAL	126 Hours

The Psychology Program

The Psychology program provides students with a liberal arts background, preparation for professional training and opportunities for personal insight. The courses are geared toward understanding the complex problems and vital issues of human thought and behavior. The undergraduate psychology program is oriented toward the scientific and applied areas of graduate study leading toward the master's or doctoral degree for professional employment.

Completion of an undergraduate major in psychology prepares a student to pursue studies in such related fields as social work, counseling and guidance, special education, rehabilitation counseling, psychiatric nursing, teaching at the elementary and secondary levels, law or other related fields.

The Psychology program offers the degree of Bachelor of Arts in Psychology and requires a minimum of 124 hours of course work. **General Psychology 103** is a prerequisite for all other department courses. **English Composition I** and **II** are required for all 300 and 400 level courses.

The course requirements for the Bachelor of Arts in Psychology fall under the following categories:

- General education and institutional requirements
- Psychology required courses
- Psychology Electives. Electives may be chosen from outside the Department to satisfy career objectives.

The Major in Psychology

A major in Psychology requires the following department courses: 103, 213, 223, 233, 253, 313, 323, 353, 363, 373, 415, 453, 463 and 473.

Consultation with the major advisor is required to coordinate course work with future career goals. Psychology majors are also required to pass a comprehensive examination (Major Field Test) during their senior year in order to graduate with a Bachelor of Arts Degree.

The Minor in Psychology

The minor in psychology requires Social Psychology 223, Psychology of Personality 313, and Abnormal Psychology 323, as well as any three additional psychology specialty courses for a total of eighteen hours. Consult with the a faculty advisor in Psychology to coordinate course work with future career goals.

The Major in Psychology Suggested Sequence				
These course groupings are a template for advisement purposes, but may not reflect actual course offerings for each semester. Please consult your Advisor and/or the Registrar’s Office for your Degree Plan or Audit.				
Freshman Year (First Semester)	16-19 Hours	Freshman Year (Second Semester)		16-18 Hours
ENG 103 ENG 113	Speech Communication (3) English Composition I (3) <i>Choose ONE of the following Mathematics Courses (3)</i> MTH 133 College Algebra OR MTH 143 University Trigonometry OR MTH 215 Calculus I OR Freshman Colloquium (3) and Chapel I (0)	ENG 123 ORI 123	English Composition II (3) Freshman Colloquium II (3) <i>Choose ONE of the Following Humanities Courses (3 Hours)</i> ART 153 Art Appreciation OR DRA 113 Introduction to Drama OR MUS 103 Music Appreciation Personal and Social Development (3) <i>Choose TWO of the following General Education Required Courses</i> PSYC 103: General Psychology (3) SOCG 113: Introduction to Sociology (3) POLS 113: American National Government (3) ECON 113: Macroeconomics (3) (requirement for Business & Economics majors)	
ORI 113 ORI 001L	<i>Choose ONE of the Following Science Courses (4 Hours)</i> BIO 104 General Biology and Lab OR PHY 104 Physical Science and Lab	PSYC 113		
SOCJ 103	Introduction to Social Justice (3)			

			SOSW 301: TP: Mental Hlth & Aging-Hybrid SOSW 343: Hum Beh & Soc Envir II	
Senior Year (First Semester)	17 Hours	Senior Year (Second Semester)		15 Hours
PSYC 415 PSYC 453	Practicum for Psychology (5) Statistics in Psychology (3) Choose TWO Psychology Elective Course (6) PSYC 333: Counseling Theories and Practice (3) PSYC 343: The Science of Forensic Psychology (3) PSYC 383: Group Dynamics and Interpersonal Relations (3) PSYC 393: Industrial/Organizational Psychology (3) PSYC 400x: Special Topics in Psychology (3) PSYC 403: Sports Psychology (3) PSYC 413: Psychological Testing & Assessment (3) PSYC 423: Psychology of Women (3) PSYC 433: Psychology of Film, Television, & Other Media (3) PSYC 463: Black Psychology (3) PSYC 483: Experimental Psychology (3) Choose ONE 300 level or higher Social Science Course (3) CRJU 303: Women, Crime and Justice (3) SOCG 323: Cultural Anthropology (3) SOCG 343: Group Dynamics (3) SOCG 423: Criminology (3) SOSW 300: TP: Social Justice SOSW 301: TP: Mental Hlth & Aging-Hybrid SOSW 343: Hum Beh & Soc Envir II	PSYC 473 PSYC 493	Research Methods in Psychology (3) Senior Seminar (3) Choose TWO Psychology Elective Course (6) PSYC 333: Counseling Theories and Practice (3) PSYC 343: The Science of Forensic Psychology (3) PSYC 383: Group Dynamics and Interpersonal Relations (3) PSYC 393: Industrial/Organizational Psychology (3) PSYC 400x: Special Topics in Psychology (3) PSYC 403: Sports Psychology (3) PSYC 413: Psychological Testing & Assessment (3) PSYC 423: Psychology of Women (3) PSYC 433: Psychology of Film, Television, & Other Media (3) PSYC 463: Black Psychology (3) PSYC 483: Experimental Psychology (3) Choose ONE 300 level or higher Social Science Course (3) CRJU 303: Women, Crime and Justice (3) SOCG 323: Cultural Anthropology (3) SOCG 343: Group Dynamics (3) SOCG 423: Criminology (3) SOSW 300: TP: Social Justice SOSW 301: TP: Mental Hlth & Aging-Hybrid SOSW 343: Hum Beh & Soc Envir II	
			TOTAL	125-130 hours

*Students can amend elective courses to constitute a minor.

Psychology students **MUST complete 3 Psychology Elective Courses – 9 Semester Hours. (see list provided in grid)

The Department of Political Science and History

Mission

The Department of Political Science and History, through an African American and Black Diaspora lens, is dedicated to educating students on the historical and political experiences of people of African descent. We aim to equip students with the tools to critically analyze power structures, historical narratives, and political systems, both locally and globally. Our curriculum emphasizes the resilience, contributions, and struggles of Black communities, fostering a deep understanding of their impact on society. We strive to inspire future leaders and scholars who will advocate for social justice, equity, and liberation.

Degree Programs

The Department of Political Science and History offers a major in Political Science and minors in History and Black Family Studies.

Minors

History

The area of History offers courses to meet general education requirements, to support students and majors' needs such as Arkansas History for Education majors etc.; and to meet special student interests such as a minor in history for the 21st century student.

Black Family Studies

Black Family Studies is an academic inquiry into the African American family system and its adaptation throughout American history. The study of the Black Family will reflect a symbolic relationship between the family as a household and the family as a community construct. This field of study will reflect the many contributions of Black community elders within African American communities in laying the foundation of an essential infrastructure for liberation, survival, and empowerment of the Black Family. This academic concentration is offered as a minor. To obtain a minor in Black Family Studies, students must take a minimum of eighteen semester hours from: BFS 300 (Introduction to Black Family Studies), BFS 301 (Socialization of the Black Child), BFS 302 (Social and Political Issues for the Black Family), BFS 303 (Theory and Method in the Study of Black Families), BFS 304 (Gender Dynamics), BFS 305 (Selected Issues in Black Family Studies), and BFS 443 (Field Practicum).

The Political Science Program

The study of political science at Philander Smith University (PSU) offers students the knowledge and necessary skills to understand both the theory and practice of local, state, and national politics in the United States as well as international politics. Students are required to apply for admission into the department by the end of their sophomore year in order to be declared an official major. Students majoring in political science at PSU will study the presidency, legislative and judicial systems, political parties, interest groups and elections, political thought, international relations, comparative politics, conflict, war and other political processes. The political science curriculum places direct emphasis on the political experiences of Black communities both domestic and abroad, as well as on women's issues. It also seeks, nonetheless, to develop a global understanding of political behavior of leaders; however, all instruction will begin its inquiry from the vantage point of Black communities and women.

Additionally, majors will be taught how to conduct research and produce a senior capstone paper as a requirement for graduation. Our program offers experiential learning opportunities such as our internship and service-learning programs that provide opportunities for students to experience where theory and practice meet in the political world through placements and collaboration with government agencies, law firms and nonprofit agencies throughout the Little Rock metro area. The department's student organization, the Political Science Academy, holds monthly meetings to discuss timely topics pertaining to politics. Occasionally, guest speakers are invited to weigh in on the topics relating to the discipline.

The Major in Political Science

The basic requirement for a B.A. degree in Political Science include but is not limited to, the following courses: POLS 103, 113, 223, 253, 263 OR 273, 283 OR 333, 313, 343, 353, 363, 383, 400, 423, 433, 443, 453, 473, SOCG 463 OR BADM 403; and SOCG 483*.

Political Science Electives

Electives may be chosen from the range of Political Science courses offered or from other academic departments depending on the student's interest.

Program Goals and Learning Outcomes

Students completing the requirements for a B.A. degree in Political Science will be able to:

1. To demonstrate comprehensive knowledge on the major theories and concepts in all of the major sub-fields of political science by taking the Major Field Test by ETS.
2. To demonstrate critical, analytical, and strategic thinking, including the ability to form an argument, detect fallacies, and marshal evidence on contemporary political issues.
3. To explain and differentiate between domestic, international and law/public policy matters.
4. To describe the role that race, ethnicity, gender and political economy play in the political world.
5. To administer research by recognizing assumptions and devise basic research designs, test questions, arguments, and hypotheses with qualitative and/or quantitative methods.
6. To position students to advocate, propose, and formulate possibilities for social justice change in the larger world as engaged and informed citizens.
7. To analyze political and policy problems and formulate policy options.
8. To develop high written and communication skills to equip them for graduate/law school or the workforce.
9. To demonstrate competency in the use of traditional library and other research resources to analyze national, state, local and international events; and deliver thoughtful and well-articulated presentations of research findings.

Political Science Minor

To obtain a minor in Political Science, students must earn a total of 18 credit hours in Political Science courses, which must include POLS 103 and POLS 113, and 12 additional hours of upper level Political Science courses). At least nine of the 18 credit hours must be at the 300-level and/or 400-level. Students must also earn a minimum grade point average of 2.00 in Political Science.

The Minor in Pre-Law

To obtain a minor in pre-law students must earn a total of 18 credit hours. Twelve (12) of these credit hours will consist of the following Political Science courses POLS 103, POLS 113, POLS 363 and POLS 383 are required; the remaining Six (6) hours are to be selected from the following humanities courses: ENG 203 or ENG 453, and PHRE 313, or PHRE 223. Students must also earn a minimum grade point average of 2.00 in Political Science.

The Major in Political Science Bachelor of Arts Degree (Suggested Sequence)			
These course groupings are a template for advisement purposes, but may not reflect actual course offerings for each semester. Please consult your Advisor and/or the Registrar's Office for your Degree Plan or Audit.			
Freshman Year (First Semester)	18 Hours	Freshman Year (Second Semester)	18 Hours
ENG 113 MTH 133 SOJU 103 POLS 103 ORI 111 SOCJ 103	Composition I (3) College Algebra m (3) Introduction to Social Justice (3) Introduction to Political Science (3) Freshman Colloquium I/Chapel (3) Introduction to Social Justice (3)	ENG 123 ENG 103 HIST 113 ORI 121 POLS 113	Composition II (3) Basic Speech Communications (3) Western Civilization I (3) Freshman Colloquium II/Chapel (3) American National Government (3) Choose ONE of the following: (3) MUS 103 Music Appreciation OR ART 153 Art Appreciation OR DRA 113 Drama I
Sophomore Year (First Semester)	16 Hours	Sophomore Year (Second Semester)	16 Hours
ENG 203	Advanced Composition (3)	PHRE 203	Ethics in Society (3)

CSCI 111 CSCI 113 ECON 113 PHRE 223 POLS 253	Microcomputer Applications Lab (1) Microcomputer Applications (3) Economics (3) Critical and Affective Thinking (3) Political Thought I (3) SOCG 113: Introduction to Sociology (3) or PSYC 103: General Psychology (3)	POLS 203 POLS 223 POLS 273	American National Government (3) State and Local Government (3) Black Political Thought (3) BIO 104 General Biology and Lab (4) OR PHY 104 Physical Science and Lab (4)
Junior Year (First Semester)	15 Hours	Junior Year (Second Semester)	15 Hours
SPAN 113 POLS 283 POLS 313 POLS 333 SOCG 463	Elementary Spanish I (3) Women in Politics (3) Policy Analysis (3) African Politics (3) Statistics for Social Sciences (3)	SPAN 123 POLS 343 POLS 353 POLS 363 POLS 383 SOCG 483	Elementary Spanish II (3) Government & Public Administration (3) The Legislative Process (3) Judicial Process (3) Constitutional Law (3) Research for the Social Sciences (3)
Senior Year (First Semester)	15 Hours	Senior Year (Second Semester)	16 Hours
POLS 443 POLS 433 POLS 473	Law & Society (3) International Relations (3) Scope & Methods of Political Inquiry (3) Choose TWO Elective (6 hours)	POLS 493 POLS 423	Senior Capstone Paper (3) Internship (3) Choose TWO Electives (6 hours)
			TOTAL 125 Hours

Choose from this list of Electives

POLS 263 – Political Thought II
 POLS 453 – Political Economy
 POLS 413 – Comparative Government
 POLS 343 – Government and Public Administration
 SOCG 433 – Social Stratification
 SOCG 313 – Social Problems
 PSYC 463 – Black Psychology

The Department of Social Work

The Bachelor's of Social Work (BSW) Program prepares generalist social workers for entry-level professional practice within the varied social systems and organizations of central Arkansas, the rest of the state, and the nation. Any student admitted to PSU and interested in majoring in social work is encouraged to make this interest known as part of initial registration. Students who plan to major in social work will be academically advised by a social work faculty member who will provide guidance in selecting required liberal arts and social work foundation courses.

Besides fulfilling PSU's general education requirements, social work majors must complete a course of study that includes the social work major core and liberal arts courses. While any student interested in studying social work is welcome to take the introductory course (SOSW 203, Introduction to Social Work), all students who wish to major in social work must apply for admissions to the program by March 31st of the spring semester of their sophomore year. Application to the program is a necessary process for assessing students' potential for completing the program's learning goals and objectives.

Admissions

To be considered for admission to the BSW Program, students must provide the following to the program's Admissions Committee:

1. A completed application form.
2. An official transcript that indicates a cumulative GPA of 2.0 or higher and the completion of at least 62 hours, including the University's General education requirements.
3. Grades of "C" or higher in all social work courses.
4. Evidence that a 20-hour monitored social welfare agency experience has been completed while enrolled in SOSW 203 Introduction to Social Work.
5. A GPA of 2.0 or higher for social work and liberal arts required courses.
6. An appropriate written response to two social work scenarios, emphasizing values and ethics.
7. A signed statement indicating an awareness of the need and purpose to abide by the National Association of Social Workers (NASW) and National Association of Black Social Workers (NABSW) codes of ethics.
8. Two reference statements, one of which must be a satisfactory reference statement from the social welfare professional who monitored the student's agency experience, which should highlight the student's qualities for social work practice and academic preparedness.
9. An autobiographical statement to indicate the reason(s) for wanting to major in social work.

The Admissions Committee will interview qualified applicants during April and May. Students will be notified of admissions decisions in writing prior to the start of the fall semester and registration for social work major core courses.

The Philander Smith University BSW Program offers equal opportunity to all students without regard to race, color, gender, national origin, religion, age, disability, political orientation, Vietnam-era Veterans or special-disabled Veteran status, or sexual orientation.

The Major in Social Work (Suggested Sequence) These course groupings are a template for advisement purposes but may not reflect actual course offerings for each semester. Please consult your Advisor and/or the Registrar's Office for your Degree Plan or Audit.				
Freshman Year (First Semester)	15 Hours	Freshman Year (Second Semester)	16 Hours	
ORI 113 ORI 001 ENG 113 SOCJ 103 MTH 133 MUS 103 ART 153 DRA 113	Freshman Colloquium I (3) Chapel I (0) Composition I (3) Introduction to Social Justice (3) Choose One MATH: College Algebra (3) Choose One Music Appreciation (3) Art Appreciation (3) Introduction to Drama (3)	ORI 123 ORI 001 ENG 123 ENG 103 PSYC 113 CSCI 111 CSCI 113	Freshman Colloquium II (3) Chapel II (0) Composition II (3) Basic Speech Communications (3) (pre-req ENG 113) Personal and Social Development (3) Microcomputers Apps Lab (1) Microcomputer Apps (3)	
Sophomore Year (First Semester)	16 Hours	Sophomore Year (Second Semester)	15 Hours	
	Choose One: Advanced Composition (3) (pre req ENG 123) Masterpieces I (3) (pre req ENG 123) Masterpieces II (3) (pre req ENG 123) Critical & Affective Thinking (3) (pre req ENG 123) Survey World Religious Traditions (3) (pre req ENG 123) Choose One: General Biology and Lab (4) Physical Science and Lab (4) University Chemistry w/Lab (4) Choose Two: PSYC 103: General Psychology (3) POLS 113: American National Government (3) SOCG 113: Introduction to Sociology (3) SOSW 203: Introduction to Social Work (3) CRJU 203: Introduction to Criminal Justice (3) HIST 203: History of U.S. Institutions (3) Ethics in Society (3) (pre req ENG 123)	SOCG 313 SOCG 463 SOSW 303 SOSW 301 SOSW 300 SOSW 400	Sociological Problems (3) Social Science Statistics (3) Choose 3 Special Topics Courses Professional Decision Making (3) Child Welfare (3) Cultural Diversity (3) Mental Health (3)	
Junior Year (First Semester)	15 Hours	Junior Year (Second Semester)	15 Hours	
SOSW 383 SOSW 313 SOSW 333 SOSW 353 300 or 400	Research Methods (3) Social Welfare Policy I (3) Human Behavior in the Social Environment I (3) Generalist Social Work Practice I (3) 1 Social Science Elective (3)	SOSW 323 SOSW 343 SOSW 363 SOCG 463 300 or 400	Social Welfare Policy II (3) Human Behavior in the Social Environment II (3) Generalist Social Work Practice II (3) 1 Social Science Elective (3) 1 Social Science Elective (3)	
Senior Year (First Semester)	16 Hours	Senior Year (Second Semester)	16 Hours	
SOSW 413 SOSW 433 SOSW 455 SOCG 433 100 or 200	Generalist Practice III (3) Field Practicum Seminar I (3) Field Practicum I (5) Social Stratification (3) Any Major/Department Elective (2)	SOSW 443 SOSW 465 300 or 400 100 or 200 100 or 200	Practicum Seminar II (3) Field Practicum II (5) Social Science Elective (3) Any Major/Department Elective (3) Any Major/Department Elective (2)	
			TOTAL	124 Hours

Capstone: Proficiency Profile Exam (proctored by the Coordinator for Assessment and Evaluation in Academic Affairs), a rising junior exam that is scheduled twice a year.

SCHOOL OF BUSINESS, INNOVATION, AND ENTREPRENEURSHIP

The School of Business, Innovation, and Entrepreneurship offers comprehensive graduate school and career preparation. The curriculum is focused on transforming business students into business professionals and on meeting the recruitment needs of employers locally and across the nation. Business Administration majors are encouraged to gain practical work experience through class projects, internships, participation in student-run business organizations and through community service.

The School of Business, Innovation, and Entrepreneurship (BIE) prepares students for careers in numerous business disciplines and is accredited by ACBSP (The Accreditation Council for Business Schools and Programs). Initially, students take introductory courses in economics, management, communication, marketing and mathematics. Subsequently, students layer specialized insight that pertains to their academic focus in one of the following areas: accounting, entrepreneurship, healthcare administration, management, or marketing.

Accreditation

Philander Smith University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (<http://hlcommission.com>).

The School of Business, Innovation, and Entrepreneurship is accredited by the Accreditation Council for Business Schools & Programs (ACBSP) www.acbsp.org.

Mission

To prepare students for graduate school and careers in business, the School of Business, Innovation, and Entrepreneurship's graduates are well-grounded technically, socially, ethically, and are well prepared to become leaders in their profession.

Philosophy

The programs within the School of Business, Innovation, and Entrepreneurship at Philander Smith University prepares students to make a difference in their community by creating and growing business opportunities.

Goals of the Division of Business Administration

- Assist students in learning the technical aspects of business.
- Help students develop the self-confidence necessary to succeed in the workplace.
- Develop students' critical thinking skills.
- Motivate students to achieve the highest degree of success possible.
- Provide an environment that is conducive to learning.
- Continuously assess the program's effectiveness and efficiency to ascertain ways to improve its offerings and delivery.
- Recruit students that are well prepared.

Business Administration Curriculum

All students pursuing a degree in Business Administration will graduate with a Bachelor of Science in Business Administration with a concentration in one of five areas: accounting, entrepreneurship, healthcare administration, management, or marketing. Students declare one concentration as their preferred focus when declaring their major.

Business Administration Core Courses

Code	Course Name	Hrs.	Code	Course Name	Hrs.
ACCT 203	Principles of Accounting I (Financial)	3	MKTG 303	Principles of Marketing	3
ACCT 213	Principles of Accounting II (Managerial)	3	BUSN 313	Legal, Social, Ethical	3

BUSN 203	Introduction to Business	3	MGMT 303	Principles of Management	3
BUSN 214	Business Math	4	BUSN 423	Managerial Finance	3
BUSN 224	Business Math Applications	4	BUSN 433	Production & Operations Management	3
BUSN 333	Business Communications	3	BUSN 443	Decision Modeling and Analysis	3
BUSN 403	Business Statistics	3	BUSN 493	Business Policy	3
ECON 111	Microeconomics - ECON I*	3	ECON 123	Macroeconomics - ECON II	3

ECON 123 (Macroeconomics – ECON II) meets a Behavioral Science requirement for both the general education core for the University as well as the requirements for the Business Administration Core for the major.

Business Administration Concentrations

All students pursuing a degree in Business Administration will select one of the following academic concentrations:

- Accounting
- Entrepreneurship
- Healthcare Administration
- Management
- Marketing

Accounting Concentration

Accounting is the financial language of business. The practice is defined broadly as the process of identifying, measuring and communicating economic information. Because sound decisions based on reliable information are essential for the efficient allocation of resources, accounting plays an important role in our economic system.

The Accounting concentration is designed to produce professionals who can both generate and apply financial information to solve business problems in public, private or government environments. Students pursuing this concentration learn principles of business and accounting as well as the specific skills and specialized technical knowledge necessary for success in this dynamic field. Accounting provides useful information to business decision makers such as shareholders, investors, creditors and managers.

Accounting Core (*take all*)

ACCT 303	Intermediate Accounting I	3
ACCT 313	Intermediate Accounting II	3
ACCT 333	Federal Taxation	3
ACCT 453	Advanced Accounting I	3
ACCT 463	Auditing	3
ACCT 493	Advanced Accounting II	3

Accounting Electives (*select two*)

ACCT 393	Accounting Software & Bookkeeping	3
ACCT 400	Special Topics in Accounting	3
ACCT 413	Financial Statement Analysis	3
BUSN 343	Money & Banking	3
ECON 403	International Economics	3
ECON 413	Seminar in Economic Issues	3

Entrepreneurship Concentration

The Entrepreneurship concentration is offered for students who are interested in starting their own business or contributing to the success of a start-up organization. Through classroom and community experiences, students identify viable career options in entrepreneurship, expand their knowledge of the process and develop their own entrepreneurial management skills.

The Entrepreneurship concentration imparts the necessary skills and knowledge to research, plan and prepare a viable proposal for the development of a new business. The program is tailored to convey traditional business concepts to the specific needs of an entrepreneur as CEO. The emphasis on reliance on oneself as the controller of one's destiny is stressed as is the ability for entrepreneurs to greatly impact their community.

Entrepreneurship Core (*take all*)

ENTP 353	Entrepreneurship	3
ENTP 403	Social Justice Through Entrepreneurship	3
ENTP 453	Business Modeling	3
ENTP 493	Business Plan Development	3
MGMT 313	Human Resources Management	3
MKTG 453	Services Marketing	3

Entrepreneurship Electives(*select two*)

ACCT 393	Accounting Software & Bookkeeping	3
BUSN 323	Principles of Real Estate	3
BUSN 463	Business Research/Internship	3
ENTP 400	Special Topics in Entrepreneurship	3
MKTG 373	Sales and Sales Management	3

Healthcare Administration Concentration

The Healthcare Administration concentration prepares students for administrative careers in health care in the private and public sectors, including careers in public health, hospitals, long-term care, home/community-based care and health insurance. The curriculum focuses on leadership, performance improvement, organizational theory/behavior, health care finance and law.

Healthcare Administration Core (*take all*)

HSAD 223	Healthcare Terminology	3
HSAD 313	Health Information Management	3
HSAD 343	Medical Reimbursement	3
HSAD 363	Healthcare Office Management	3
HSAD 453	Health Records Security & Management	3
HSAD 423	Healthcare Ethics (possibly remove)	3
HSAD 493	Healthcare Services Management	3

Healthcare Administration Electives
(*select one*)

HSAD 353	Gerontology	3
HSAD 400	Special Topics in Healthcare Admin.	3
HSAD 423	Healthcare Ethics	3
HSAD 453	Medical Records Management	3
MGMT 343	Project Management	3
MGMT 433	Leadership	3

Management Concentration

The Management concentration provides students with the opportunity to build the knowledge, skills, and experience required for fulfilling careers as business professionals. The program emphasizes leadership, critical thinking, decision making, problem solving, communicating, teamwork and management of self and others, all aimed at helping students become competent and capable people who will lead businesses and organizations in the 21st century.

Management Core (*take all*)

ENTP 353	Entrepreneurship	3
BUSN 463	Business Research/Internship (elective?)	3
MGMT 313	Human Resources Management	3
MGMT 343	Project Management	3
MGMT 423	International Business	3
MGMT 433	Leadership	3

Management Electives (*select three*)

BUSN 423	Principles of Real Estate	3
ENTP 453	Business Modeling	3
MGMT 323	Business Law (possible core course)	3
MGMT 400	Special Topics in Management	3
MKTG 453	Services Marketing	3

Marketing Concentration

Marketing is an organizational function and a set of processes for creating, communicating and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders.

The field of marketing encompasses roles related to product development, positioning, branding, distribution, advertising and promotion, sales and sales management, marketing research, consumer behavior, retailing and wholesaling, distribution, pricing, customer satisfaction and retention, competitive analysis, and social responsibility.

Marketing Core <i>(take all)</i>			Marketing Electives <i>(select two)</i>		
MGMT 343	Project Management	3	BUSN 423	Principles of Real Estate	3
MKTG 333	Consumer Behavior	3	ENTP 453	Business Modeling	3
MKTG 393	Marketing Research	3	MGMT 323	Business Law	3
MKTG 453	Services Marketing	3	MKTG 400	Special Topics in Marketing	3
MKTG 493	Marketing Management	3			
MKTG 373	Sales and Sales Management (core)	3			

Admissions to the Business Administration Program

Admission to the University does not automatically admit a student to the degree program within the School of Business, Innovation, and Entrepreneurship. To be considered for admission to the Business Administration Program, students must provide proof of the following to the Business Admissions Committee:

1. Complete a minimum of thirty credit hours of the general education core with a minimum cumulative GPA of 2.5.
2. Attain a minimum grade of "C" in Composition I (ENG 113), Composition II (ENG 123) and College Algebra (MTH 133).
3. Submit a completed Declaration of Major form to the Registrar's Office stating Business Administration as the major and the student's preferred concentration.
4. Meet with an advisor and complete a degree plan.

The Admissions Committee will interview qualified applicants during April and October. Students will be notified of their admission status in writing, prior to the start of the subsequent fall or spring semester.

Retention Requirements

Business students must maintain good standing in the business program. The following are the retention requirements:

1. Students must maintain a cumulative GPA of 2.5 in all Business Administration courses. A student who falls below a 2.5 for one semester will be placed on academic probation in the Division of Business Administration. A student who fails to maintain a 2.5 average for more than two semesters will be suspended from the program with defined conditions for reinstatement.
2. Candidates must achieve at least a grade of "C" or better in all Business Administration courses. If a candidate earns a "D" or "F" in a Business Administration course, that class must be repeated until a grade of "C" or better is earned.

Requirements for Graduation

1. Complete all courses with a minimum cumulative GPA of 2.5. Students must complete all coursework stated in their degree plan, totaling a minimum of 124 credit hours. Note: developmental coursework does not count toward the required 124 hours to graduate.
2. Complete all Business Administration courses with at least a grade of "C" or better.
3. Take the Major Fields Test (MFT) and achieve the benchmark of 70% or higher.
4. Earn credit for at least 22 of the last 32 credit hours at Philander Smith University.

Minor requirements for concentrations in the Business Program

The minor requirement for the Business program requires eighteen (18) hrs. of courses in the 200, 300 and 400 level series approved by the advising professor and the Dean of the School of Business, Innovation, and Entrepreneurship beyond the general

education requirements. Below is a list of the course needed to be completed to earn a minor in a concentration within the Business program:

Accounting

ACCT 203 Principles of Accounting I
AACT 213 Principles of Accounting II
ACCT 303 Intermediate Accounting I
ACCT 313 Intermediate Accounting II
ACCT 333 Federal Taxation
ACCT 463 Auditing

Entrepreneurship

ENTP 353 Entrepreneurship
ENTP 403 Social Justice through entrepreneurship
ENTP 453 Business Modeling
ENTP 493 Business Plan Development
MGMT 313 Human Resources Management
MKTG 453 Services Marketing

Healthcare Administration

HSAD 223 Healthcare Terminology
HSAD 313 Health Information Management
HSAD 343 Medical Reimbursement
HSAD 363 Healthcare Office Management
HSAD 453 Health Records Security and Management
HSAD 493 Healthcare services Management

Management

MGMT 303 Principles of Management
ENTP 353 Entrepreneurship
MGMT 313 Human Resources Management
MGMT 343 Project Management
MGMT 423 International Business
MGMT 433 Leadership

Marketing

MKTG 303 Principles of Marketing
MKTG 333 Consumer Behavior
MKTG 373 Sales and Sales Management
MKTG 393 Marketing Research
MKTG 453 Services Marketing
MKTG 493 Marketing Management

General Business Administration

ACCT 203 Principles of Accounting I
BUSN 203 Introduction to Business
ENTP 353 Entrepreneurship
MGMT 303 Principles of Management
MGMT 433 Leadership
MKTG 303 Principles of Marketing

Business Administration: Accounting Concentration			
Freshman Year/Fall Semester	Hours	Freshman Year/Spring Semester	Hours
CSCI 113 Computer Applications CSCI 111 Microcomputer Applications Lab (1)	3 1	Choose One: BIO 104 General Biology PHY 104 Physical Science CHM 134 College ChemI	4
ENG 113 Composition I	3	ENG 123 Composition II	3
MUS 103, ART 153, or DRA 113 Fine Arts	3	MTH 133 College Algebra (or higher)	3
ORI 113 Freshman Colloquium I	3	ORI 123 Freshman Colloquium II	3
SOCJ 103 Intro to Social Justice	3	PSYC 113 Personal and Social Development: Social Science	3
Total	16	Total	16
Sophomore Year/Fall Semester	Hours	Sophomore Year/Spring Semester	Hours
ACCT 203 Principles of Accounting I (Financial)	3	ACCT 213 Principles of Accounting II (Managerial)	3
PHRE 203 Ethics and Society	3	BUSN 224 Business Math Applications	4
BUSN 214 Business Math	4	ECON 123 Macroeconomics (Econ II)	3
ECON 113 Microeconomics (Econ I)	3	Social Science Elective: CRJU 203, HIST 103, HIST 203, POLS 113, PSYC 103, PSYC 253, SOCG 113, SOSW 203 (last of two)	3
ENG 103 Basic Speech	3	BUSN 203 Introduction to Business	3
Total	16	Total	16
Junior Year/Fall Semester	Hours	Junior Year/Spring Semester	Hours
ACCT 303 Intermediate Accounting I	3	ACCT 313 Intermediate Accounting II	3
BUSN 313 Legal, Social, Ethical	3	ACCT 333 Federal Taxation	3
BUSN 333 Business Communications	3	MGMT 303 Principles of Management	3
MKTG 303 Principles of Marketing	3	Humanities Elective: ENG 203, ENG 213, ENG 223, PHRE 223, PHRE 253	3
ACCT, BUSN, ENTP, MGMT, or MKTG XXX (Any 3-hour course at 3XX)	3	ACCT, BUSN, ENTP, MGMT, or MKTG XXX (Any 3-hour course at 3XX)	3
Total	15	Total	15
Senior Year/Fall Semester	Hours	Senior Year/Spring Semester	Hours
BUSN 423 Managerial Finance	3	ACCT, BUSN, ENTP, MGMT, or MKTG XXX (Any 3-hour course at 4XX)	3
ACCT 453 Advanced Accounting I	3	ACCT 493 Advanced Accounting II	3
BUSN 403 Business Statistics	3	BUSN 433 Production & Operations Management	3
ACCT 463 Auditing	3	BUSN 443 Decision Modeling and Analysis	3
ACCT, BUSN, ENTP, MGMT, or MKTG XXX (Any 3-hour course at 4XX)	3	BUSN 493 Business Policy	3
Total	15	Total	15
		Total Hours to Complete the Degree:	124

Business Administration: Entrepreneurship Concentration			
Freshman Year/Fall Semester	Hours	Freshman Year/Spring Semester	Hours
CSCI 113 Computer Applications CSCI 111 Microcomputer Applications Lab (1)	3 1	Choose One: BIO 104 General Biology PHY 104 Physical Science CHM 134 College ChemI	4
ENG 113 Composition I	3	ENG 123 Composition II	3
MUS 103, ART 153, or DRA 113 Fine Arts	3	MTH 133 College Algebra (or higher)	3
ORI 113 Freshman Colloquium I	3	ORI 123 Freshman Colloquium II	3
SOCJ 103 Intro to Social Justice	3	PSYC 113 Personal and Social Development: Social Science	3
Total	16	Total	16
Sophomore Year /Fall Semester	Hours	Sophomore Year/Spring Semester	Hours
ECON 113 Microeconomics (Econ I)	3	BUSN 224 Business Math Applications	4
BUSN 214 Business Math	4	Humanities Elective: ENG 203, ENG 213, ENG 223, PHRE 223, PHRE 253	3
BUSN 333 Business Communications	3	ECON 123 Macroeconomics (Econ II)	3
ENG 103 Speech Communication	3	BUSN 203 Introduction to Business	3
PHRE 203 Ethics in Society	3	Social Science Elective: CRJU 203, HIST 103, HIST 203, POLS 113, PSYC 103, PSYC 253, SOCG 113, SOSW 203 (last of two)	3
Total	16	Total	16
Junior Year/Fall Semester	Hours	Junior Year/Spring Semester	Hours
ACCT 203 Principles of Accounting I (Financial)	3	ACCT 213 Principles of Accounting II (Managerial)	3
MKTG 303 Principles of Marketing	3	ACCT, BUSN, ENTP, MGMT, or MKTG XXX (Any 3-hour course at 3XX)	3
ENTP 353 Entrepreneurship	3	BUSN 463 Business Research/Internship	3
BUSN 313 Legal, Social, Ethical	3	MGMT 303 Principles of Management	3
ACCT, BUSN, ENTP, MGMT, or MKTG XXX (Any 3-hour course at 3XX)	3	MGMT 313 Human Resources Management	3
Total	15	Total	15
Senior Year/Fall Semester	Hours	Senior Year/Spring Semester	Hours
BUSN 423 Managerial Finance	3	BUSN 433 Production & Operations Management	3
BUSN 403 Business Statistics	3	BUSN 443 Decision Modeling and Analysis	3
ENTP 403 Social Justice Through Entrepreneurship	3	BUSN 493 Business Policy	3
ENTP 453 Business Modeling	3	MKTG 453 Services Marketing	3
ACCT, BUSN, ENTP, MGMT, or MKTG XXX (Any 3-hour course at 4XX)	3	ENTP 493 Business Plan Development	3
Total	15	Total	15
		Total Hours to Complete the Degree:	124

Business Administration: Healthcare Administration Concentration

Freshman Year/Fall Semester	Hours	Freshman Year/Spring Semester	Hours
CSCI 113 Computer Applications CSCI 111 Microcomputer Applications Lab (1)	3 1	Choose One: BIO 104 General Biology PHY 104 Physical Science CHM 134 College Chem I	4
ENG 113 Composition I	3	ENG 123 Composition II	3
MUS 103, ART 153, or DRA 113 Fine Arts	3	MTH 133 College Algebra (or higher)	3
ORI 113 Freshman Colloquium I	3	ORI 123 Freshman Colloquium II	3
SOCJ 103 Intro to Social Justice	3	PSYC 113 Personal and Social Development: Social Science	3
Total	16	Total	16
Sophomore Year /Fall Semester	Hours	Sophomore Year/Spring Semester	Hours
ECON 113 Microeconomics (Econ I)	3	BUSN 224 Business Math Applications	4
BUSN 214 Business Math	4	Humanities Elective: ENG 203, ENG 213, ENG 223, PHRE 223, PHRE 253	3
BUSN 333 Business Communications	3	HSAD 223 Healthcare Terminology	3
ENG 103 Speech Communication	3	Social Science Elective: CRJU 203, HIST 103, HIST 203, POLS 113, PSYC 103, PSYC 253, SOCG 113, SOSW 203 (last of two)	3
PHRE 203 Ethics in Society	3	ECON 123 Macroeconomics (Econ II)	3
Total	16	Total	16
Junior Year/Fall Semester	Hours	Junior Year/Spring Semester	Hours
ACCT 203 Principles of Accounting I (Financial)	3	ACCT 213 Principles of Accounting II (Managerial)	3
BUSN 313 Legal, Social, Ethical	3	ACCT, BUSN, ENTP, MGMT, or MKTG XXX (Any 3-hour course at 3XX)	3
HSAD 313 Health Information Management	3	MGMT 303 Principles of Management	3
BUSN 463 Business Research/Internship	3	MGMT 313 Human Resources Management	3
MKTG 303 Principles of Marketing	3	ACCT, BUSN, ENTP, MGMT, or MKTG XXX (Any 3-hour course at 3XX)	3
Total	15	Total	15
Senior Year/Fall Semester	Hours	Senior Year/Spring Semester	Hours
BUSN 423 Managerial Finance	3	BUSN 433 Production & Operations Management	3
BUSN 403 Business Statistics	3	BUSN 443 Decision Modeling and Analysis	3
HSAD 363 Healthcare Office Management	3	BUSN 493 Business Policy	3
HSAD 343 Medical Reimbursement	3	HSAD 453 Health Records Security & Management	3
HSAD 423 Healthcare Ethics	3	HSAD 493 Healthcare Services Management	3
Total	15	Total	15
		Total Hours to Complete the Degree:	124

Business Administration: Management Concentration			
Freshman Year/Fall Semester	Hours	Freshman Year/Spring Semester	Hours
CSCI 113 Computer Applications CSCI 111 Microcomputer Applications Lab (1)	3 1	Choose One: BIO 104 General Biology PHY 104 Physical Science CHM 134 College ChemI	4
ENG 113 Composition I	3	ENG 123 Composition II	3
MUS 103, ART 153, or DRA 113 Fine Arts	3	MTH 133 College Algebra (or higher)	3
ORI 113 Freshman Colloquium I	3	ORI 123 Freshman Colloquium II	3
SOCJ 103 Intro to Social Justice	3	PSYC 113 Personal and Social Development: Social Science	3
Total	16	Total	16
Sophomore Year/Fall Semester	Hours	Sophomore Year/Spring Semester	Hours
ECON 113 Microeconomics (Econ I)	3	BUSN 224 Business Math Applications	4
BUSN 214 Business Math	4	Humanities Elective: ENG 203, ENG 213, ENG 223, PHRE 223, PHRE 253	3
MKTG 303 Principles of Marketing	3	ECON 123 Macroeconomics (Econ II)	3
ENG 103 Speech Communication	3	BUSN 203 Introduction to Business	3
PHRE 203 Ethics in Society	3	MGMT 303 Principles of Management	3
Total	16	Total	16
Junior Year/Fall Semester	Hours	Junior Year/Spring Semester	Hours
ACCT 203 Principles of Accounting I (Financial)	3	ACCT 213 Principles of Accounting II (Managerial)	3
BUSN 313 Legal, Social, Ethical	3	ACCT, BUSN, ENTP, MGMT, or MKTG XXX (Any 3-hour course at 3XX)	3
ENTP 353 Entrepreneurship	3	ACCT, BUSN, ENTP, MGMT, or MKTG XXX (Any 3-hour course at 3XX)	3
BUSN 333 Business Communications	3	MGMT 313 Human Resources Management	3
BUSN 463 Business Research/Internship	3	Social Science Elective: CRJU 203, HIST 103, HIST 203, POLS 113, PSYC 103, PSYC 253, SOCG 113, SOSW 203 (last of two)	3
Total	15	Total	15
Senior Year/Fall Semester	Hours	Senior Year/Spring Semester	Hours
BUSN 423 Managerial Finance	3	BUSN 443 Decision Modeling and Analysis	3
BUSN 403 Business Statistics	3	BUSN 493 Business Policy	3
MGMT 423 International Business	3	MGMT 433 Leadership	3
MGMT 343 Project Management	3	MGMT 433 Production & Operations Management	3
ACCT, BUSN, ENTP, MGMT, or MKTG XXX (Any 3-hour course at 4XX)	3	ACCT, BUSN, ENTP, MGMT, or MKTG XXX (Any 3-hour course at 4XX)	3
Total	15	Total	15
		Total Hours to Complete the Degree:	124

Business Administration: Marketing Concentration			
Freshman Year/Fall Semester	Hours	Freshman Year/Spring Semester	Hours
CSCI 113 Computer Applications	3	Choose One: BIO 104 General Biology PHY 104 Physical Science CHM 134 College Chem I	4
CSCI 111 Microcomputer Applications Lab (1)	1		
ENG 113 Composition I	3	ENG 123 Composition II	3
MUS 103, ART 153, or DRA 113 Fine Arts	3	MTH 133 College Algebra (or higher)	3
ORI 113 Freshman Colloquium I	3	ORI 123 Freshman Colloquium II	3
SOCJ 103 Intro to Social Justice	3	PSYC 113 Personal and Social Development: Social Science	3
Total	16	Total	16
Sophomore Year/Fall Semester	Hours	Sophomore Year/Spring Semester	Hours
ECON 113 Microeconomics (Econ I)	3	BUSN 224 Business Math Applications	4
BUSN 214 Business Math	4	Humanities Elective: ENG 203, ENG 213, ENG 223, PHRE 223, PHRE 253	3
BUSN 333 Business Communications	3	ECON 123 Macroeconomics (Econ II)	3
ENG 103 Speech Communication	3	BUSN 203 Introduction to Business	3
PHRE 203 Ethics in Society	3	Social Science Elective: CRJU 203, HIST 103, HIST 203, POLS 113, PSYC 103, PSYC 253, SOCG 113, SOSW 203 (last of two)	3
Total	16	Total	16
Junior Year/Fall Semester	Hours	Junior Year/Spring Semester	Hours
ACCT 203 Principles of Accounting I (Financial)	3	ACCT 213 Principles of Accounting II (Managerial)	3
BUSN 313 Legal, Social, Ethical	3	MGMT 303 Principles of Management	3
MKTG 303 Principles of Marketing	3	ACCT, BUSN, ENTP, MGMT, or MKTG XXX (Any 3-hour course at 3XX)	3
ACCT, BUSN, ENTP, MGMT, or MKTG XXX (Any 3-hour course at 3XX)	3	MKTG 393 Marketing Research	3
BUSN 463 Business Research/Internship	3	MKTG 333 Consumer Behavior	3
Total	15	Total	15
Senior Year/Fall Semester	Hours	Senior Year/Spring Semester	Hours
BUSN 423 Managerial Finance	3	BUSN 433 Production & Operations Management	3
BUSN 403 Business Statistics	3	BUSN 443 Decision Modeling and Analysis	3
MGMT 423 International Business	3	BUSN 493 Business Policy	3
MGMT 343 Project Management	3	MKTG 453 Services Marketing	3
ACCT, BUSN, ENTP, MGMT, or MKTG XXX (Any 3-hour course at 4XX)	3	MKTG 493 Marketing Management	3
Total	15	Total	15
		Total Hours to Complete the Degree:	124

PHILANDER SMITH MANAGEMENT INSTITUTE (PSMI) ORGANIZATIONAL MANAGEMENT

Mission

The Philander Smith University Management Institute (PSMI) provides adults the opportunity to complete a Bachelor's degree by attending class one night per week in a program that is academically challenging yet flexible to meet the needs of non-traditional students.

Philosophy

The Philander Smith Management Institute addresses the need for working adults to complete their undergraduate degree while maintaining their job.

Admission Requirements

- Be at least 23 years of age
- Have a GPA of 2.0 or higher on all transferred coursework
- Have completed a minimum of 56 semester credit hours
- Take and pass the CAAP exam (The Collegiate Assessment of Academic Proficiency)
- Submit official transcripts from all colleges attended
- Complete a PSMI application and pay the application fee
- Meet with an advisor, and complete a degree plan
- Students are expected to have earned an Associate's Degree prior to starting their Organizational Management coursework. If a student enters the program without having completed an Associate's Degree, additional coursework will be needed to meet this requirement.

Retention Requirements

1. Maintain a GPA of at least 2.5 in all courses taken in the PSMI program. A student who falls below this average for one semester will be placed on academic probation. A student who falls below the 2.5 requirement for more than one semester will be withdrawn from the program with stipulated conditions for reinstatement.
2. Earn a minimum grade of at least a 'C' in each course taken in the program. Any courses in which a minimum grade of 'C' is not earned must be repeated.

Requirements for Graduation

1. Successfully complete all program courses with a minimum grade of at least a 'C' in each and a minimum overall GPA of 2.5.
2. Successfully complete all other program requirements as assigned.
3. Take and pass the Major Fields Test with a minimum score of 70%.
4. Earn credit for at least 22 of the last 32 credit hours at Philander Smith University.

Course Sequence for a PSMI Bachelor's of Organizational Management

PSMI course registration is completed one session at a time, three sessions total. The individual courses are offered in succession, with the second course starting the week after the completion of the first course; the third course after completion of the second course, etc. A PSMI advisor will register students at designated times during the year. The following chart identifies all the courses that must be completed to earn a bachelor's degree in Organizational Management.

Session I

PSMI 373 Issues in Management

PSMI 323 Financial Accounting

PSMI 413 Managerial Accounting

PSMI 343 Business Mathematics

PSMI 423 Business Communication

Session II

PSMI 493 Personal Values and Organization Ethics

PSMI 303 Legal Environments in Business

PSMI 363 Group and Organization Dynamics

PSMI 433 Human Resources Management

Session III

PSMI 313 Business Statistics

PSMI 443 Management Information Systems

PSMI 473 Managerial Marketing

PSMI 403 Production and Operations Management

Session IV

PSMI 453 Entrepreneurial Strategy

PSMI 463 Managerial Finance

PSMI 483 Strategic Planning

MASTERS OF BUSINESS ADMINISTRATION

Mission

At Philander Smith University, our MBA program is committed to fostering a diverse and inclusive learning environment that empowers and uplifts aspiring business leaders from underrepresented communities. Our mission is to provide a rigorous education that equips our graduates with the knowledge, skills, and ethical foundation to excel in the global business landscape. Through mentorship, hands-on experience, and a focus on social responsibility, we aim to develop future leaders who will drive economic empowerment and positive social change in their communities and beyond.

Admission Requirements

- Official transcripts from all colleges attended
- Statement of Purpose (500 words)
- 2 Letters of Recommendation
- Resume
- Complete MBA application and pay the \$75 application fee

Grade Point Average Requirements

- Must have a Bachelor's degree from an accredited university with at least a 2.75 cumulative GPA or a 3.0 in the last 60 hours (undergraduate, graduate or combination of both) on a 4.0 scale.
- You may have a conditional admittance if you have a 2.5 cumulative GPA or a 2.75 in the last 60 hours.
 - If you have less than a 2.75 cumulative GPA and less than 3.0 GPA in the last 60 hours, you must make a grade of B or better in each course during the first 12 hours of graduate work at Philander Smith University as part of a conditional admission status.
- Must have completed the following general business prerequisites with a minimum grade of "C"
 - Accounting Principles I
 - Accounting Principles 2
 - Microeconomics
 - Macroeconomics
 - Principles of Marketing
 - Information Systems (or proficiency in Microsoft Excel)
 - Business Statistics
 - Managerial Science

Retention

- Earn a minimum grade of at least a 'B' in each course taken in the program. Any courses in which a minimum grade of 'B' is not earned must be repeated.
- Successfully complete all other program requirements as assigned.

Academic Dismissal

- A graduate student whose cumulative GPA in the program falls below 3.0 at the end of a term will be considered not in good standing by the University and will be placed on academic probation. If a 3.0 cumulative GPA is not attained by the end of the next term of enrollment, the student will be placed on academic dismissal.
- While your GPA is calculated based on all MBA graduate work at the university, the Business Division calculates your average GPA separately for each program in which you are enrolled. Academic status in your MBA degree program is based upon your program GPA, not your university overall graduate GPA.

Course Schedule for an MBA in Management or Project Management

MBA course registration is completed one term at a time, three terms total. The MBA Director will register students at designated times during the year. The following schedule identifies all the courses that must be completed to earn a Master's degree.

- MBUS 601 Business & Organizational Communication
- MBUS 602 Managerial Finance
- MBUS 603 Economics for Global Management
- MBUS 604 Managerial Finance
- MBUS 605 Marketing Management
- MBUS 606 Operations & Project Management

- MBUS 607 Organizational Behavior & Management
- MBUS 608 Legal & Ethical Environment of Global Business Management
- MBUS 610 Strategic Management in a Global Environment (**Capstone**)

Core Project Management

- MBUS 611 Program and Project Risk Management
- MBUS 612 Project and Program Performance Management using EVM
- MBUS 613 Management and Global Programs and Projects

Core Management

- MBUS 621 Critical Analysis Using Case Studies
- MBUS 622 Quality Management and Continuous Improvements
- MBUS 623 Decision Theory Business Analytics

Tuition

MBA students are expected to be full-time students. Total cost of the program is \$21,600.00. Trustees of the college reserve the right to change tuition, fees, and other charges at any time.

Total Program Cost Schedule

Semester	Hours	Cost Per Hour	Cost Per Semester
Fall	12	\$600.00	\$7,200.00

Semester	Hours	Cost Per Hour	Cost Per Semester
Spring	12	\$600.00	\$7,200.00

Semester	Hours	Cost Per Hour	Cost Per Semester
Summer	12	\$600.00	\$7,200.00

SCHOOL OF SCIENCES, ENGINEERING, AND TECHNOLOGY

Mission

The mission of the School of Sciences, Engineering, and Technology (**SET**) aligns with the University's broader goals by graduating STEM (Science, Technology, Engineering, and Mathematics) majors who are academically accomplished and possess a deep, comprehensive understanding of their scientific disciplines.

SET students are trained to be versatile in scientific inquiry, quantitative reasoning, and scientific communication. They are also guided by ethical values that shape their practices, problem-solving approaches, and decision-making processes.

Graduates emerge as skilled researchers, critical thinkers, advocates for social justice, exemplary leaders, and forward-thinking policymakers. They are well-prepared to succeed in graduate and professional programs, thrive in the workforce, and contribute meaningfully to educational and economic advancements at local, regional, national, and international levels.

In addition, **SET** is committed to cultivating in students a strong appreciation for science and its practical applications in addressing societal needs. As a measure of academic readiness and professional preparation, all graduating seniors are required to pass a comprehensive examination in their major field or take an equivalent pre-professional exam (e.g., GRE, MCAT, PCAT, DAT, etc.) prior to graduation.

Philosophy:

The philosophy of the School of Sciences, Engineering, and Technology supports the College's overarching values by embedding the following core principles into its academic and institutional mission:

- **Integrity** – Upholding honesty, transparency, and ethical conduct in all scientific and academic pursuits.
- **Challenge** – Encouraging intellectual rigor, innovation, and resilience in problem-solving.
- **Commitment** – Promoting dedication to excellence in learning, research, and service.
- **Faith** – Fostering belief in personal potential, the pursuit of knowledge, and responsibility toward the greater good.
- **Competency** – Equipping students with the knowledge, skills, and confidence necessary for professional and academic success.

SET offers degree programs in General Science, Biology, Chemistry, Mathematics, and Computer Science. Students preparing for careers in Dentistry, Medicine, Medical Technology, or Pharmacy should enroll as Biology majors while following the recommended curriculum tracks aligned with their chosen professional pathway.

Student Learning Goals and Outcomes

Goal 1: Ensure Comprehensive Knowledge of Core Principles

Students will:

- Recognize fundamental concepts within their field of study
- Define key principles relevant to their discipline
- Explain relationships among major concepts
- Identify general patterns and themes across topics

Goal 2: Demonstrate Proficiency in Scientific Inquiry

Students will:

- Apply the scientific method effectively
- Utilize inductive and deductive reasoning in problem-solving
- Demonstrate logical reasoning skills

- Identify and analyze patterns in data
- Develop algorithms, systems, or models based on scientific principles
- Translate raw data into meaningful information

Goal 3: Communicate Scientific Knowledge Effectively

Students will:

- Use appropriate scientific terminology in written and verbal communication
- Explain scientific concepts through clear and concise scientific writing
- Present scientific knowledge effectively in oral presentations and group discussions

Goal 4: Engage with Field-Specific Scientific Literature

Students will:

- Identify reputable, field-specific literature sources
- Demonstrate critical reading and comprehension of scientific texts
- Synthesize information from multiple sources
- Analyze and evaluate scientific arguments and methodologies
- Apply knowledge gained from literature to their academic and professional work

Goal 5: Apply Critical Thinking to Scientific Problems

Students will:

- Demonstrate effective problem-solving in scientific contexts
- Employ questioning and reasoning to explore complex issues
- Design appropriate solutions to scientific challenges
- Interpret results using accepted scientific practices
- Validate findings through appropriate tools, techniques, or methodologies
- Strengthen independent and collaborative problem-solving skills

Goal 6: Apply Knowledge Across Interdisciplinary Contexts

Students will:

- Design innovative applications of scientific knowledge across disciplines
- Solve problems using interdisciplinary approaches
- Evaluate the relevance and effectiveness of interdisciplinary solutions in real-world contexts

Goal 7: Exhibit Ethical Behavior and Social Responsibility

Students will:

- Identify and understand ethical principles relevant to their field
- Apply professional ethical guidelines in academic and research settings
- Demonstrate a sense of responsibility toward society and the environment
- Recognize and address scientific issues affecting communities and populations
- Engage in social justice initiatives within the scientific community
- Develop leadership and policymaking skills grounded in ethical and social awareness

Special Requirements for Bachelor's Degree in the School of Sciences, Engineering, and Technology

Students pursuing a baccalaureate degree in the School of Sciences, Engineering, and Technology must satisfy both the University's general graduation requirements and the School's specific academic standards.

SET Graduation Requirements:

- A minimum grade of **C** must be earned in all **SET** prerequisite courses.
- A minimum grade of **C** is required in all **core courses** in the student's major and minor fields, as well as in technical certificate, licensure, and professional programs.
- Students must maintain a **minimum cumulative GPA of 2.00 (C)** within the School of Sciences, Engineering, and Technology to graduate.

General Education Requirements

School of Sciences, Engineering, and Technology –14 hours

Mathematics (3 hours)

Select any one of the following (3 hours):

MTH 133 College Algebra

MTH 143 University Trigonometry

MTH 214 Calculus I (4 hours)

Biological Science (4 hours)

Select any one of the following (1 hour lab, 3 hour lecture):

BIO 101/103 General Biology Lab and Lecture

BIO 111/113 Biology for Majors I Lab and Lecture

BIO 121/123 Biology for Majors II Lab and Lecture

Physical Science (4 hours)

Select any one course (3 hour lecture, 1 hour lab or 4 hour lecture/lab):

CHM 111/113 University Chemistry I Lab and Lecture

CHM 174/184 Basic Chemistry I

PHY 101/103 Physical Science Lab and Lecture

PHY 211/213 General Physics I Lab and Lecture (prerequisites: MTH 133, MTH 143; Co-requisite: MTH 214)

PHY 234 University Physics I (prerequisite: MTH 214)

Computer Science (3 hours)

Select any one of the following (3 - 4 hours):

CSCI 113 Microcomputer Apps w/ CSCI 111 Microcomputer Applications Lab

CSCI 123 Programming I (prerequisite: CSCI 103 or faculty permission)

DEPARTMENT OF NATURAL SCIENCES

Mission

The Department of Natural Sciences empowers students to excel in scientific pursuits and contribute meaningfully to society. We foster an academic, cultural, and spiritual environment that supports learning across biological, chemical, and physical sciences. Our programs deepen students' understanding and appreciation of the natural world, preparing them to make impactful contributions in their chosen fields.

Philosophy

The Department of Natural Sciences is committed to nurturing a deep and lasting curiosity about the natural world. We believe that a comprehensive grasp of biological, chemical, and physical principles is essential for personal growth and societal progress. In an inclusive and supportive environment, students are encouraged to explore, question, and innovate. Through academic rigor and real-world experience, we cultivate critical thinking, ethical responsibility, and a lifelong passion for learning – preparing students to lead thoughtfully and steward our planet responsibly.

The General Science Degree Program

This degree plan is designed for students desiring a Bachelor of Science in General Science without the teaching component. This program requires courses in Biology, Chemistry, Physics, Mathematics and Computer Science to reflect a comprehensive general science base. Dean and Degree Program Schedule. Students interested in teaching in the sciences should meet with the Dean of the Department of Curriculum, Instruction, and Policy.

General Science Suggested Program for General Science Degree			
These course groupings are a template for advisement purposes, but may not reflect actual course offerings for each semester. Additionally, the number of hours required for this degree may take more than four years to complete. Please consult your Advisor and/or the Registrar's Office for your Degree Plan or Audit.			
Freshman Year (First Semester Suggested Hours)	17 Hours	Freshman Year (Second Semester)	17 Hours
ORI 113 Freshmen Colloquium ENG 113 Composition I BIO 111/113 Biology for Majors I MTH 133 College Algebra CHM 111/113 University Chemistry I SOCJ 103 Introduction to Social Justice		ORI 123 Freshmen Colloquium II ENG 123 Composition II BIO 121/123 Biology for Majors II MTH 143 University Trigonometry CHM 121/123 University Chemistry II PSYC 113 Personal and Social Development	
Sophomore Year (First Semester)	17 Hours	Sophomore Year (Second Semester)	17 Hours
BIO 384 Environmental Science CHM 211/213 Organic Chemistry I MTH 333 Probability & Statistics PHRE 203 Ethics and Society <i>Choose ONE of the following Social Sciences:</i> 1. SOCG 113 Introduction to Sociology 2. POLS 113 American National Government 3. PSYC 103 General Psychology OR 4. PSYC 253 Developmental Psychology		BIO 203 Genetics BIO 334 Animal Parasitology BIO 201 Biological Communications CHM 221/223 Organic Chemistry II CSCI 111/113 Microcomputer Applications	
Junior Year (First Semester Suggested Hours)	15 Hours	Junior Year (Sophomore Year)	15 Hours
BIO 334 Botany PHY 211/213 General Physics I PHRE 203 Ethics in Society BIO 314 Biological Techniques		BIO 321/323 Microbiology PHY 221/223 University Physics II ENG 103 Basic Speech <i>Choose ONE of the following Humanity courses:</i> ART 153 Art Fundamentals OR DRA 113 DRAMA OR MUS 103 Music Appreciation	

Senior Year (First Semester)	15 hours	Senior Year (Second Semester)	15 Hours
BIO 231/233 Anatomy & Physiology I BIO 414 Vertebrate Histology BIO 400 Undergraduate Research I Choose ONE of the following Social Science course: 1. ECON 113 Principles of Economics 2. HIST 203 History of U.S. Institutions		BIO 444 Human Physiology BIO 444X Undergraduate Research II Choose Two of the following BIO 241/243 Anatomy and Physiology II BIO 351 Immunology BIO 424 Vertebrate Embryology	
			Total 128 Hours

The Biology Program

The Biology Program strives to develop and maintain an academic, cultural and spiritual environment that is conducive to learning in any area of biology. The study of biology affords the students a greater understanding and appreciation for research and experiences related to the chemical and physical basis of biology. These programs will enable the students interested in biology to become outstanding contributors in their area of emphasis and in society at large. The objectives of the Biology Department are:

- To present a broad course of study and experiences with living organisms using experimental methods of inquiry including the skills of investigating scientific phenomena, interpreting findings and communicating results.
- To present sequential courses and experiences to effect competency in using processes of science common to all scientific disciplines reflecting global awareness and multiculturalism.
- To provide knowledge and experiences to enable the student to graduate with academic preparation to successfully compete in the job market, enter graduate school or pursue professional studies.
- To prepare pre-service teachers to become instructional leaders, effective communicators, systematic planners and evolving professionals.

NOTE: Physical Science is not required for the Biology, Chemistry, Computer Science, Mathematics, or the General Science Majors. Students may need five years to complete a major in Biology. Majors should consult the Department Chairperson for any changes or substitutions. A comprehensive examination is required upon completion of major course work.

Mission of the Biology Program

The Biology Program seeks to enable students in Biology to become outstanding contributors in their areas of interest and in society at large. The objectives of the Biology program are:

- To engage in research and service-based learning
- To emphasize the principles that govern biological systems
- To produce graduates who can successfully compete in the job market, enter graduate school or pursue professional studies.
- To prepare educators to become instructional leaders, effective communicators, systematic planners and evolving professionals.

The Major in Biology (Suggested Sequence)			
These course groupings are a template for advisement purposes, but may not reflect actual course offerings for each semester. Additionally, the number of hours required for this degree may take more than four years to complete. Please consult your Advisor and/or the Registrar's Office for your Degree Plan or Audit.			
Freshman Year (First Semester)	17 Hours	Freshman Year (Second Semester)	17 Hours
ORI 113 Freshmen Colloquium ENG 113 Composition I BIO 111/113 Biology for Majors I MTH 133 College Algebra CHM 111/113 University Chemistry I		ORI 123 Freshmen Colloquium ENG 123 Composition II BIO 121/123 Biology for Majors II MTH 143 University Trigonometry CHM 121/123 University Chemistry II	
Sophomore Year (First Semester)	15 Hours	Sophomore Year (Second Semester)	17 Hours
BIO 231/233 Anatomy & Physiology I CHM 211/213 Organic Chemistry I SOCG 113 Introduction to Sociology BIO 201 Biological Communications <i>Choose one of the following:</i> PSYC 103 General Psychology HIST 213 History of the United States		BIO 203 Genetics CHM 221/223 Organic Chemistry II CSCI 111/113 Microcomputer Applications Lab and Lecture <i>Choose one of the following:</i> ART 153 Art Fundamentals DRA 113 Drama MUS 103 Music Appreciation <i>Choose one of the following:</i> ECO 113 Principles of Economics I POLS 103 Intro to Political Science	
Junior Year (First Semester)	17 Hours	Junior Year (Sophomore Year)	15Hours

BIO 314 Biological Techniques PHRE 203 Ethics in Society PHY 211/213 General Physics I ENG 103 Basic Speech <i>Choose one of the following:</i> PHRE 223 Critical and Affective Thinking PHRE 253 Survey in World Religions		BIO 321/323 Microbiology BIO 304 Cell Biology ENG 203 Advanced Composition PHY 221/223 University Physics II	
Senior Year (First Semester)	15 hours	Senior Year (Second Semester)	12 Hours
BIO 400X Undergraduate Research Seminar BIO 301 Immunology <i>Choose one of the following:</i> BIO 334 Animal Parasitology BIO 464 Neuroscience <i>Choose ONE elective course (4 hours)</i>		BIO 424 Vertebrate Embryology BIO 444 Human Physiology BIO 344 Botany <i>Choose one elective course (4 hours)</i>	

Additionally, the following courses are strongly recommended for students interested in pursuing professional areas (e.g. Medicine, Dentistry, Pharmacy, Physical Therapy, and Veterinary Medicine:

- MTH 215 Calculus I
- MTH 225 Calculus II
- CHM21/423 Biochemistry
- BIO 464 Neuroscience

Philander Smith University Program for Pre-Nursing Curriculum			
These course groupings are a template for advisement purposes but may not reflect actual course offerings for each semester. Additionally, the number of hours required for this degree may take more than four years to complete. Please consult your Advisor and/or the Registrar's Office for your Degree Plan or Audit.			
Freshman Year (Fall Semester)	17 Hours	Freshman Year (Spring Semester)	15 Hours
ENG 113 BIO 113 BIO 111 BIO 103 BIO 101 ART 153 CHM 174 ORI 113	English Composition I * Biology for Majors I Biology for Majors Lab OR General Biology General Biology Lab Fine Arts Basic Chemistry Lecture w/ Lab * Freshman Colloquium I	ENG 123 BIO 323 BIO 321 CSCI 113 CSCI 111 BIO 233 BIO 231	English Composition II* Microbiology* Microbiology Lab* Microcomputer Applications Microcomputer Applications Lab Anatomy and Physiology I* Anatomy and Physiology I Lab*
Sophomore Year (Fall Semester)	16 Hours	Sophomore Year (Spring Semester)	15 Hours
BIO 243 BIO 241 MTH 133 ENG 103 PSYC 103 ENG 363	Anatomy and Physiology II* Anatomy and Physiology II Lab* College Algebra* Basic Speech General Psychology* Technical Writing	SOCG 113 SOCG 323 NUTR 123 PSYC 253 MTH 333 HIST 203	Introduction to Sociology OR Cultural Anthropology Nutrition Developmental Psychology Probability and Statistics History of American Institutions

The Chemistry Program

The Chemistry Program

The Chemistry program strives to train students in chemistry to a level of competency that will enable them to enter graduate study or to work in industry as a junior level chemist. It also strives to develop a mature attitude in chemistry students so that they achieve the most out of life.

Chemistry Curriculum

Major Requirements: Chemistry Courses 113, 111, 123, 121, 213, 211, 223, 221, 222, 242, 300V, 400V, 263, 413, 411, 433, 431, 443, 441 plus six additional hours at least three of which must be senior courses. Recommended Minors: Mathematics, Physics, or Biology.

The Major in Chemistry (Suggested Sequence) *See Department for recent revisions to degree grid*			
These course groupings are a template for advisement purposes, but may not reflect actual course offerings for each semester. Please consult your Advisor and/or the Registrar's Office for your Degree Plan or Audit.			
Freshman Year (First Semester)	16 Hours	Freshman Year (Second Semester)	16 Hours
CHM 113 CHM111 ENG 113 MTH 133 ORI 113 SOCJ 103	University Chemistry I University Chemistry I Lab English Composition I College Algebra Freshman Colloquium Intro to Social Justice	CHM 123 CHM 121 ENG 123 MTH 143 ORI 123 PSYC 113	University Chemistry II University Chemistry II Lab English Composition II University Trigonometry Freshman Colloquium II Personal and Social Development
Sophomore Year (First Semester)	15 Hours	Sophomore Year (Second Semester)	17 Hours
CHM 213 CHM 211 PHY 211/213 BIO 111/113 - -	Organic Chemistry I Organic Chemistry I Lab General Physics I Biology for Majors I w/ Lab <i>Choose ONE of the Following Humanities courses (3 hrs): ART 153 Art Fundamentals, OR DRA 113 Drama, OR MUS 103 Music Appreciation</i>	CHM 223 CHM 221 PHY 221/223 BIO 121/123 MTH 214	Organic Chemistry II Organic Chemistry II Lab General Physics II Biology for Majors II Lec w/ Lab Calculus I
Sophomore Year (Summer I)	4 hours	Sophomore Year (Summer II)	
CSCI 113 CSCI 111	Micro-computer App Lec Micro-computer App Lab		
Junior Year (First Semester)	15 Hours	Junior Year (Second Semester)	16 Hours
CHM 222 CHM 242 MTH 224 CHM 433 CHM 431 ENG 103	Analytical Chemistry Analytical Chemistry Lab - Calculus II Physical Chemistry I Physical Chemistry I Lab Basic Speech	CHM 263 CHM 443 CHM 441 PHRE 203	Inorganic Chemistry <i>Choose ONE of the Following Language & Letters Courses (3 hrs):</i> ENG 203 Advanced Composition, OR ENG 213 Masterpieces I, OR ENG 223 Masterpieces II ENG 263 Advanced Composition Majors PHRE 223 Critical and Effective Thinking PHRE 253 Survey World Religious Traditions <i>Choose ONE of the Following (3 credit hours)</i> MTH 303 Linear Algebra MTH 333 Probability and Statistics Physical Chemistry II Physical Chemistry II Lab Ethics and Society
Senior Year (First Semester)	13 Hours	Senior Year (Second Semester)	13 Hours

CHM 300 V CHM 413 CHM 411	Chemistry Research I Biochemistry I Biochemistry I Lab <i>Choose ONE Foreign Language course (3 hrs):</i> FREN 113 Elementary French I, OR SPAN 113 Elementary Spanish I <i>Choose one of the Following Social Sciences courses (3 hours):</i> PSYC 103 General Psychology PSYC 253 Developmental Psychology SOCG 113 Introduction to Sociology ECON 113 Economics HIST 203 History of US Institutions HIST 103 Arkansas History SOSW 203 Introduction to Social Work CRJU 203 Intro to Criminal Justice POLS 203 American National Government	CHM 400 V CHM 423 CHM 421	Chemistry Research II Biochemistry II Biochemistry II Lab <i>Choose ONE Foreign Language Course (3 hrs):</i> FREN 123 Elementary French II SPAN 123 Elementary Spanish II <i>Choose one of the Following Social Sciences courses (3 hours):</i> PSYC 103 General Psychology PSYC 253 Developmental Psychology SOCG 113 Introduction to Sociology ECON 113 Economics HIST 203 History of US Institutions HIST 103 Arkansas History SOSW 203 Introduction to Social Work CRJU 203 Intro to Criminal Justice POLS 203 American National Government	
			TOTAL	124 Hours

Pre-Pharmacy Curriculum

Program for Pre-Pharmacy Curriculum			
These course groupings are a template for advisement purposes, but may not reflect actual course offerings for each semester. Additionally, the number of hours required for this degree may take more than four years to complete. Please consult your Advisor and/or the Registrar's Office for your Degree Plan or Audit.			
Freshman Year (First Semester)	18 Hours	Freshman Year (Second Semester)	19 Hours
ENG 113 MTH 133 CHM 113 CHM 111 SOCG 113 ORI 113	Composition I College Algebra University Chemistry I University Chemistry I Lab Introduction to Sociology Freshman Colloquium I <i>Choose one of the following language courses (3 hrs):</i> FREN 113 Elementary French I OR SPAN 113 Elementary Spanish I	ENG 123 MTH 143 CHM 123 CHM 121 BIO 103 BIO 101 ORI 123	Composition II University Trigonometry University Chemistry II University Chemistry II Lab General Biology General Biology Lab Freshman Colloquium II <i>Choose one of the following language courses (3 hrs):</i> FREN 113 Elementary French I OR SPAN 113 Elementary Spanish I
Sophomore Year (first Semester)	16 Hours	Sophomore Year (Second Semester)	15-16 Hours
CHM 213 CHM 211 PHY 211/213 MTH 215 ACCT 373	Organic Chemistry I Organic Chemistry I Lab Physics Calculus I Principles of Accounting I Electives (3 Hrs.)	CHM 223 CHM 221 BIO 344 HIST 203 ENG 103	Organic Chemistry II Organic Chemistry II Lab Botany History U. S. Institutions3 Basic Speech Electives (5-6 Hrs.)

NOTE: The above schedule supplies the requirements of the University of Arkansas University of Pharmacy. If you wish to go to another School of Pharmacy, you must learn about the requirements of that school, as there is some variation.

The Department of Applied Mathematics and Engineering

The Department of Applied Mathematics and Engineering at Philander Smith University is dedicated to the development of scholars who are not only proficient in mathematical and engineering principles but also committed to using their knowledge for the betterment of society. We believe that mathematics and engineering are powerful tools for problem-solving and innovation, essential for addressing global challenges and driving equitable change. Our department fosters an educational environment where intellectual curiosity, analytical thinking, and ethical leadership converge, cultivating graduates who will leverage their expertise to create sustainable and impactful solutions in mathematics, engineering, and beyond.

Mathematics Program Mission

The Mathematics Program at Philander Smith University is committed to providing students with a comprehensive and rigorous education in mathematics. Through innovative teaching methods and interdisciplinary collaboration, our program seeks to foster critical thinking skills, encourage problem-solving abilities, and inspire a lifelong appreciation for mathematics. We aim to empower our students to excel in diverse career paths and apply mathematical principles to advocate for equity and positive transformation in their communities.

Mathematics Program Outcomes

At the end of this program, students will be able to:

1. Demonstrate proficiency in fundamental mathematical concepts, including algebra and calculus, through coursework and examinations.
2. Apply mathematical reasoning, problem solving strategies, and mathematical modeling techniques to analyze and solve a variety of mathematical and interdisciplinary problems encountered in coursework and real-world scenarios.
3. Articulate and defend mathematical ideas, solutions, and proofs clearly through both written and oral communication.
4. Collaborate effectively with peers on mathematical projects and presentations.

Minor in Mathematics

The minor in mathematics is available to undergraduate students pursuing majors in other academic disciplines who have a significant interest in Mathematics to deepen his/her knowledge. The minor in mathematics prepares students for advanced study in areas such as economics, computer science, physics, and other natural sciences. Students can earn a minor in mathematics by completing at least 18 credit hours in mathematics courses. Students in the program must earn a grade of C or higher in each course.

Required Courses:

- Math 214 – Calculus I (4)
- Math 224 – Calculus II (4)
- MTH 314 – Calculus III (4)

and two courses from the list below.

- MTH 303 – Linear Algebra (3)
- MTH 333 – Prob & Statistics (3)
- MTH 353 – Discrete Mathematics (3)
- MTH 363 – Differential Equations (3)
- Math or Stats 300 Level or Above

3/2 Dual Degree Engineering Program

The Department of Applied Mathematics and Engineering has an articulation agreement with the University of Arkansas at Fayetteville (UARK) for the completion of a Bachelor of Science degree in Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering, or Mechanical Engineering through the **3/2 Dual Degree Engineering Program**. Students wishing to complete an engineering degree may do so by choosing a STEM degree (Biology, Chemistry, Computer Science and Mathematics) at Philander Smith University (PSU) and one of the engineering degrees (listed above) from UARK. By spending three years (3) at PSU and two years (2) at UARK, the student may complete two degrees in five years. These years need not be contiguous. Based upon the student's academic ability and the degree program requirements, some programs

may take longer than 5 years to complete. Although the student may choose any STEM degree, it is recommended (for five-year completion) that the student major in Mathematics at Philander Smith University.

Dual Degree Engineering Program Goals

Prepare students with a rigorous education in mathematics and science, ensuring alignment with the prerequisites and expectations of engineering programs at partner institutions.

1. Foster critical thinking, logical reasoning, and computational proficiency to equip students with the skills needed to solve complex engineering challenges.
2. Cultivate communication, teamwork, and ethical decision-making skills to ensure graduates are prepared for leadership roles and career success in engineering and technology.

The Major in Mathematics (Suggested Sequence) *Please see department for recent revisions*			
These course groupings are a template for advisement purposes, but may not reflect actual course offerings for each semester. Please consult your Advisor and/or the Registrar's Office for your Degree Plan or Audit.			
Freshman Year (First Semester)	16 Hours	Freshman Year (Second Semester)	16 Hours
ORI 113 ENG 113 MTH 215 SOCJ 103	Freshman Colloquium English Composition I Calculus I <i>Choose ONE of the Following Humanities courses (3 hours):</i> ART 153 Art Fundamentals OR DRA 113 Drama OR MUS 103 Music Appreciation Intro to Social Justice	ORI 123 ENG 123 MTH 225 ENG 103	Freshman Colloquium II English Composition II Calculus II Basic Speech <i>General Education Social Science requirement (3 hours):</i> POLS 113 American National Government, PSYC 103 General Psychology, PSYC 113 Personal and Social Development, PSYC 253 Developmental Psychology, SOCG 113 Introduction to Sociology, CRJU 203 Intro to Criminal Justice
Sophomore Year (First Semester)	15 Hours	Sophomore Year (Second Semester)	15 Hours
CSCI 113 CSCI 111 PHRE 203 MTH 313	Microcomputer Applications Microcomputer Applications Lab (1) Ethics In Society Calculus III <i>Choose ONE of the following General Education Science requirements (4 hours):</i> BIO 111/114 Biology for Majors I and Lab OR CHM 111/113 University Chemistry I and Lab	MTH 303	Linear Algebra <i>Choose ONE of the Following Language & Letters Courses (3 hours):</i> ENG 203 Advanced Composition OR <i>Choose ONE Economics course (3 hours):</i> ECON 113 Microeconomics OR ECON 123 Macroeconomics <i>Choose ONE of the following General Education Science requirements (4 hours):</i> BIO 121/123 Biology for Majors II and Lab OR CHM 121/123 University Chemistry II and Lab <i>Choose ONE approved elective course (3 hours)</i>
Junior Year (First Semester)	16 Hours	Junior Year (Second Semester)	16 Hours
SPAN 113 MTH 333 CSCI 123 PHY 214 OR 234	Spanish I Probability and Statistics Programming I General Physics I or University Physics <i>Choose ONE Elective course (3 hours) Choose ONE Elective course (3 hours)</i>	SPAN 123 MTH 363 MTH 413 PHY 221/223	Spanish II Differential Equations Modern Algebra General Physics II <i>Choose ONE Elective course (3 hours)</i>

Senior Year (First Semester)	14 Hours	Senior Year (Second Semester)	15 Hours
MTH 463 MTH 443 MTH 462	Transitional Mathematics Advanced Calculus Mathematics Seminar Logic <i>Choose Two Elective course (6 hours)</i>	ENG 363	Technical Writing <i>ONE Mathematics course (3 hours) Choose TWO approved elective course (6 hours)</i>
			TOTAL
			124 Hours

The Major in Mathematics
(Suggested 3/2 Dual Degree Engineering Program Sequence)

These course groupings are a template for advisement purposes, but may not reflect actual course offerings for each semester. Please consult your Advisor and/or the Registrar's Office for your Degree Plan or Audit.

Freshman Year (First Semester)	16 Hours	Freshman Year (Second Semester)	16 Hours
ORI 113 ENG 113 MTH 215 SOCJ 103	Freshman Colloquium English Composition I Calculus I <i>Choose ONE of the Following Humanities courses (3 hours):</i> ART 153 Art Fundamentals OR DRA 113 Drama OR MUS 103 Music Appreciation Intro to Social Justice	ORI 123 ENG 123 MTH 225 ENG 103 PSYC 113	Freshman Colloquium II English Composition II Calculus II Basic Speech <i>General Education Social Science requirement (3 hours):</i> POLS 113 American National Government, PSYC 103 General Psychology, PSYC 113 Personal and Social Development, PSYC 253 Developmental Psychology, SOCG 113 Introduction to Sociology, CRJU 203 Intro to Criminal Justice
Sophomore Year (First Semester)	15 Hours	Sophomore Year (Second Semester)	15 Hours
CSCI 113 CSCI 111 PHRE 203 MTH 313	Microcomputer Applications Microcomputer Applications Lab (1) Ethics In Society Calculus III <i>Choose ONE of the following General Education Science requirements (4 hours):</i> BIO 111/114 Biology for Majors I and Lab OR CHM 111/113 University Chemistry I and Lab	MTH 303	Linear Algebra <i>Choose ONE of the Following Language & Letters Courses (3 hours):</i> ENG 203 Advanced Composition OR PHRE 223 Critical and Affective Thinking <i>Choose ONE Economics course (3 hours):</i> ECON 113 Microeconomics OR ECON 123 Macroeconomics <i>Choose ONE of the following General Education Science requirements (4 hours):</i> BIO 121/123 Biology for Majors II and Lab OR CHM 121/123 University Chemistry II and Lab <i>Choose ONE approved elective course (3 hours)</i>
Junior Year (First Semester)	16 Hours	Junior Year (Second Semester)	16 Hours
SPAN 113 MTH 333 CSCI 123 PHY 234 PHRE 313	Spanish I Probability and Statistics Programming I University Physics Logic	SPAN 123 MTH 363 ENG 363 PHY 234	Spanish II Differential Equations Technical Writing University Physics II <i>Choose ONE Elective course (3 hours)</i>
Senior Year (First Semester)	14 Hours	Senior Year (Second Semester)	15 Hours
MTH 463 MTH 443 MTH 462	Transitional Mathematics Advanced Calculus Mathematics Seminar Logic <i>Choose Two Elective course (6 hours)</i>	ENG 363	Technical Writing <i>Choose ONE Computer Science course (3 hours)</i> <i>ONE Mathematics course (3 hours)</i> <i>Choose ONE Mathematics course (3 hours)</i> <i>Choose ONE approved elective course (3 hours)</i>
			TOTAL 124 Hours

Department of Computer Science

The Department of Computer Science offers a Bachelor of Science degree in Computer Science.

Mission

The Department of Computer Science at Philander Smith College is committed to being academically distinct in meeting the educational needs and improving the quality of life through cutting-edge curricula, partnerships and community involvement.

Philosophy

The Department of Computer Science is a premier educational community and partner, with learning and success being our highest priority. We will measure our success by retaining and graduating academically accomplished students.

Core Values

Caring - We believe creating an environment where people treat each other with a sense of dignity and self-worth and where people convey genuine concern for helping others to achieve their goals will add value to the student learning experience.

Commitment - We believe acting with a sense of purpose, vigor, and passion and merging of our personal and work values will enable us to fulfill our pledge to provide opportunities, which encourage students to reach their full potential.

Challenge - We believe articulating and promoting academic and personal standards focused on raising self-expectations in striving for excellence will provide an environment, which leads to success.

The educational objectives of the Computer Science program at Philander Smith College are:

- PO1: Graduates will obtain a broad understanding of computer science
- PO2: Graduates will remain current in their chosen careers through lifelong learning
- PO3: Graduates will be effective technical communicators, orally and in writing, and effective team members capable of working effectively in groups on computing problems
- PO4: Graduates will be employed in organizations using their technical expertise or furthering their education in technical fields
- PO5: Graduates will have a sense of professional ethics and civic responsibility with focus on social justice issues

Each student who graduates from the program in Computer Science with a bachelor's degree will be able to:

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline
6. Apply computer science theory and software development fundamentals to produce computing-based solutions. [CS]

Students majoring in Computer Science have the option to take courses in the Health Information Technology (HIT) concentration to be prepared to serve in roles as health information technology professionals. Students will learn many technical aspects of processing and maintaining health information systems and software. Also, The Department of Applied Mathematics and Computer Science has an articulation agreement with the University of Arkansas at Fayetteville (UARK) for the completion of a Bachelor of Science degree in Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering, or Mechanical Engineering through the 3/2 Program.

Students wishing to complete an engineering degree may do so by choosing a science degree (Biology, Chemistry, Computer Science and Mathematics) at Philander Smith College (PSC) and one of the engineering degrees (listed above) from UARK. By spending three years (3) at PSC and two years (2) at UARK, the student may complete two degrees in five years. These years need not be contiguous. Based upon the student's academic ability and the degree program requirements, some programs may take longer than five years to complete. Although the student may choose any science degree, it is recommended (for five-year completion) that the student major in Mathematics at PSC. For specific admission requirements, curricula, and additional information, students should contact the department chair for Applied Mathematics and Computer Science.

The Major In Computer Science (Suggested Sequence)					
These course groupings are a template for advisement purposes, but may not reflect actual course offerings for each semester. Students are not guaranteed they will graduate in four years. Please consult your Advisor and/or the Registrar's Office for your Degree Plan or Audit.					
Freshman Year (First Semester)		15 Hours	Freshman Year (Second Semester)		15 Hours
ENG 113	English Composition I		ENG 123	English Composition II	
CSCI 123	Programming I		CSCI 153	Programming II	
CSCI 143	Applied Computer Science		MTH 143	College Trigonometry	
MTH 133	College Algebra		ORI 123	Freshman Colloquium	
ORI 113	Freshman Colloquium		SOCJ 103	Intro to Social Justice	
Sophomore Year (First Semester)		17 Hours	Sophomore Year (Second Semester)		14 Hours
CSCI 203	Data Structures		CSCI 223	Introduction to Computer System	
CSCI 243	Object-Oriented Programming		MTH 225	Calculus II	
MTH 215	Calculus I			Choose ONE of the Following Social Sciences courses (3 hours):	
ENG 103	Basic Speech			PSYC 103 General Psychology, PSYC 253 Developmental Psychology, SOCG 113 Introduction to Sociology, ECON 113 Economics, HIST 203 History of US Institutions , HIST 103 Arkansas History, SOSW 203 Introduction to Social Work, CRJU 203 Intro to Criminal Justice, POLS 113 American National Government	
PHRE 203	Ethics in Society			Choose ONE of the Following Language & Letters Courses (3 hrs):	
				ENG 203 Advanced Composition, OR	
				ENG 213 Masterpieces I, OR	
				ENG 223 Masterpieces II	
				PHRE 223 Critical and Effective Thinking	
				PHRE 253 Survey World Religious Traditions	
Junior Year (First Semester)		16 Hours	Junior Year (Second Semester)		16 Hours
CSCI 303	Operating Systems		CSCI 353	Software Engineering	
CSCI 333	Computer Organization I		CSCI 323	Algorithm Analysis and Design	
MTH 353	Discrete Mathematics		MTH 303	Linear Algebra	
	Choose ONE of the following Physical Science Courses (4 hours):			Choose ONE of the following Physical Science Courses (4 hrs):	
	CHM 111/113 College Chemistry I			CHM 121/123 College Chemistry II OR	
	OR PHY 211/213 General Physics I			PHY 221/223 General Physics II	
	Choose ONE of the Following Humanities courses (3 hrs):			Choose ONE of the Following Social Sciences courses (3 hours):	
	ART 153 Art Fundamentals, OR			PSYC 103 General Psychology, PSYC 253 Developmental Psychology, SOCG 113 Introduction to Sociology, ECON 113 Economics, HIST 203 History of US Institutions , HIST 103 Arkansas History, SOSW 203 Introduction to Social Work, CRJU 203 Intro to Criminal Justice, POLS 113 American National Government	
	DRA 113 Drama, OR				
	MUS 103 Music Appreciation				
Senior Year (First Semester)		16 hours	Senior Year (Second Semester)		15 Hours
CSCI 413	Networking		CSCI 453	Computer Science Research	
CSCI 433	Programming Languages		CSCI 473	Computer Security and Privacy	
CSCI 403	Introduction to Database		CSCI 463	CS Capstone Project	
	Choose ONE Computer Science Elective course (4 hrs)			Choose ONE of the Following Philosophy/Religion Courses (3 hours):	
	Choose ONE Computer Science Elective course (3 hrs)			PHRE 223 Critical and Affective Thinking,	
				PHRE 233 Survey of Biblical Traditions,	
				PHRE 243 Introduction to Philosophical Traditions,	
				PHRE 253 Survey of World Religious Traditions	
				Choose ONE Computer Science Elective course (3 hrs)	
				TOTAL	124 Hours

COURSE DESCRIPTIONS

Accounting

ACCT 203 Principles of Accounting I (Financial Accounting). This course introduces the basic concepts and standards underlying financial accounting systems. Several important concepts are studied in detail, including revenue recognition, inventory, bookkeeping, analysis of profit and loss, present value, and long-term liabilities. The course emphasizes the construction and interpretation of the basic financial accounting statements (3 credit hours) Prerequisite: MTH 133. [Formerly ACCT 373]

ACCT 213 Principles of Accounting II (Managerial Accounting). This course covers the methods that companies use accounting for decision making, production management, product design and pricing and for motivating and evaluating employees. Managerial accounting yields insight into a company's internal operations (3 credit hours) Prerequisite: ACCT 203. [Formerly ACCT 383]

ACCT 303 Intermediate Accounting I. This course describes accounting theory and principles for defining, measuring, and reporting financial information with an emphasis on assets. Students will understand the Generally Accepted Accounting Principles to critically evaluate and understand financial accounting (3 credit hours) Prerequisite: Junior standing, ACCT 213. [Formerly ACCT 433]

ACCT 313 Intermediate Accounting II. This course describes accounting theory and principles for defining, measuring, and reporting financial information with an emphasis on liabilities and equity. Additional topics include accounting for investments, leases, debt, and earnings per share (3 credit hours) Prerequisite: ACCT 303. [Formerly ACCT 443]

ACCT 333 Federal Taxation. This course is a survey of the federal income taxation of individuals and businesses with an emphasis on tax determination and planning. Topics include the definition of gross income, the requirements for various tax deductions, capital gains and losses, and like topics (3 credit hours) Prerequisite: Junior standing.

ACCT 393 Accounting Software & Bookkeeping. Students will learn the fundamental skills of effective bookkeeping as well as how to use QuickBooks. Students work with general ledger, assets, liabilities, equity accounts, balance sheets, and income statements; compute and record basic book and tax depreciation; manage bills and invoices, reconcile bank, and credit card accounts, and provide financial statements for tax preparation (3 credit hours) Prerequisite: ACCT 303, ACCT 313, Junior standing or higher.

ACCT 400 Special Topics in Accounting. This is an advanced level course and is occasionally offered. The course is designed to cover topics in accounting that are either not covered elsewhere or not covered in depth by regularly offered accounting courses. This course is typically taught in a seminar format (3 credit hours) Prerequisite: Senior standing.

ACCT 413 Financial Statement Analysis. Students enrolled in this class learn how financial statements are derived and used to gain an understanding of the current performance and prospects of for-profit companies (3 credit hours) Prerequisite: ACCT 213.

ACCT 453 Advanced Accounting I. This course applies financial accounting theory to problems and cases involving mergers and acquisitions, liquidations, consolidated financial statements, multinational organizations and nonprofit and governmental units (3 credit hours) Prerequisite: Senior standing, ACCT 313.

ACCT 463 Auditing. Provides an overview of auditing, including the audit environment, review, test and evaluation of internal control and audit reports. Introduces proper disclosure and general audit procedures as well as the accountant's professional obligations and liability to clients and third parties (3 credit hours). Prerequisite: Senior standing, ACCT453.

ACCT 493 Advanced Accounting II. This course emphasizes managerial cost control, organizational performance, cost management practices and cost analysis techniques (3 credit hours) Prerequisite: Senior standing, ACCT453.

Art History

ARTH 213 Survey of World Art I: Prehistoric to 1300. A one-semester, 3-credit hour course exploring worldwide art and architecture from Prehistoric to 1300. It is the first course in the three World Art Surveys, designed to acquaint students with the arts of Asia, Africa, the Americas, Oceania, and Europe. Students will be assessed through discussion, participation, reading quizzes, exams, and written research. There are no prerequisites for this course, but completion of ENG 113 is strongly encouraged. (3 credit hours)

ARTH 223 Survey of World Art II: 1300 to 1850 is a one-semester, 3-credit hour course that explores art and architecture worldwide from about 1300 to 1850. The course is the second part of a three-semester survey sequence designed to acquaint students with the arts of Asia, Africa, the Americas, Oceania, and Europe. Students will be assessed through discussion, participation, reading quizzes, exams, and written research. There are no prerequisites for this course, but completion of ENG 113 is strongly encouraged. (3 credit hours)

ARTH 303 Survey of World Art III: 1850 to Contemporary is a one-semester, 3-credit hour course that explores art and architecture from around the world from about 1850 to the current day. The course is the third part of a three-semester survey sequence designed to acquaint students with the arts of Asia, Africa, the Americas, Oceania, and Europe. Students will be

assessed through discussion, participation, reading quizzes, exams, and written research. Prerequisites are ARTH 213 and ARTH 223.

ARTH 313 The Classics; Greek and Roman Art is a one-semester, 3-credit hour course that explores and analyzes the art and architecture of Greece and Rome from their origins in Bronze Age to their transformation in the late Roman Empire using art history and archaeology methods. Ancient Greek cities and sanctuaries with emphasis on Athens and the monuments of the Acropolis. The spread of Hellenism and the formation of an imperial visual language under Alexander the Great and his successors. The influence of Etruscan and Greek art in the Roman Republic. Imperial monuments of Rome and throughout the empire were instruments of power. The class will consider political and social factors in the formation and utilization of Classical forms in ancient and modern times. Students will be assessed through discussion, participation, reading quizzes, exams, and written research. Prerequisites are ARTH 213, 223, 303, and ENG 113.

ARTH 323 18th and 19th Century Art in Europe and America is a one-semester, 3-credit one-hour course that explores and analyzes art and architecture made in Europe and America through major cultural, social, and political trends in the eighteenth and nineteenth centuries. Art movements will include Rococo, Neoclassicism, Romanticism, Realism, and Impressionism, emphasizing art made during the Industrial Revolution and European colonization. Students will be assessed through discussion, participation, reading quizzes, exams, and written research. Prerequisites are ARTH 213, 223, 303, and ENG 113.

ARTH 333 Late 19th Century and Early 20th Century Art in Europe and America is a one-semester, 3-credit hour course that explores and analyzes well-known Modernist and Postmodernist styles and movements such as Fin de Siècle, Art Nouveau, Art Deco, Fauvism, German Expressionism, Cubism, Futurism, Constructivism, Surrealism, and Dadaism. This course will explore the developments in the visual arts in Europe and America from 1890 to 1945, emphasizing art made during World War I. Students will be assessed through discussion, participation, reading quizzes, exams, and written research. Prerequisites are ARTH 213, 223, 303, and ENG 113.

ARTH 343 Art Since 1945 is a one-semester, 3-credit hour course that explores and analyzes cutting-edge visual art practices and theories during the second half of the twentieth century, focusing on a global view. The discussion moves chronologically and thematically through various innovative movements and trends, exploring internationally shared artistic techniques and goals. Students will learn about avant-garde artistic practices that have shaped and continue to shape our global culture. Students will gain familiarity with artistic movements and individual artists and develop the ability to analyze the content and contexts of works of art. Topics include Abstract Expressionism, Pop Art, Minimalism, Process Art, Land Art, Conceptual Art, Body and Performance Art, Installation Art, the Black Arts Movement, Feminist Art, and Queer Art. Students will be assessed through discussion, participation, reading quizzes, exams, and written research. Prerequisites are ARTH 303 and ENG 113 or by special permission of the professor.

ARTH 353 Art of the Harlem Renaissance is a one-semester, 3-credit hour course that explores and analyzes a pivotal era in art history, where Black artists, writers, and intellectuals redefined cultural and artistic expression. This course examines the dynamic factors that fueled this vibrant period, including the aftermath of the Reconstruction era, the Great Migration, and the influential contributions of key artists and thinkers. Students will examine the diverse artistic practices that emerged not only in Harlem but across broader networks in both the US and abroad, underscoring the movement's widespread impact. Students will be assessed by studying on-site relevant artworks in the Reynold's Library, discussion, participation, reading quizzes, exams, and written research. Prerequisites are ARTH 213, 223, 303, and ENG 113.

ARTH 363 The Black Arts Movement is a one-semester, 3-credit hour course that explores and analyzes the radical, experimental art of the 1960s and early 1970s Black Arts Movement in America (the movement that was the artistic counterpart of the Black Power Movement). Students will examine theories of the "black aesthetic," the role of performance in cultural movements, the power of global Black consciousness, the promise and limitations of black cultural nationalism, and the emergence of "Black Power feminism." The course's interdisciplinary approach will break the boundaries between literature, art history, and black studies. Students will be assessed by studying on-site relevant artworks in the Reynold's Library, discussion, participation, reading quizzes, exams, and written research. Prerequisites are ARTH 213, 223, 303, and ENG 113.

ARTH 373 Sacred Art and Spaces is a one-semester, 3-credit hour course that explores and analyzes art and architecture related to the Religions of the Book (Christian, Jewish, and Islamic faith bases) to emphasize the unique and visual strategies used to materialize and experience the Divine. Students will learn about sacred sites, spaces, and works of art spanning from antiquity to present day. Students will be assessed through discussion, participation, reading quizzes, exams, and written research. Prerequisites for this course are ARTH 223 and ENG 113 and 123 or special permission from the professor.

ARTH 383 History of Modern Design is a one-semester, 3-credit hour course that explores and analyzes design history from the 19th century to the present, with a particular emphasis on Modernist design movements. The course readings and lectures will address, and in course discussions and examinations, students will be expected to understand the graphic design, typography, architecture, "decorative arts," product design, and new media from each period/major design movement in that time frame. Since the course deals as much with history as with art, students will also learn and be expected to understand the different historical events, media and philosophical theories that inform the work presented in the class, as well as relating how these "design" objects are inextricably connected to the "fine arts" of the period from which they come. Students will be assessed

through discussion, participation, reading quizzes, exams, and written research. Prerequisites for this course are ARTH 303 and ENG 113 and 123.

ARTH 393 Social Justice Art Movements: A one-semester, 3-credit hour course that explores and analyzes crucial social justice issues, including colonialism, racism, LGBTQ rights, gender equality, disability rights, imperialism, war, police misconduct, and environmental justice, and how those issues are expressed through the arts. The course will explore current social justice issues and how they interface with the cultural sector through scholarly readings, case studies, and a lineup of working artists from across the US and the world. The course will allow students to explore critical issues of how activism and the arts intersect from many different points of view by artists currently doing the work of art and social justice within communities and in professional arenas. Students will be assessed through discussion, participation, written research, and/or the creation of a relevant work of art. The prerequisites for the course are ENG 113 and ENG 123.

ARTH 403 African-American Art is a one-semester, 3-credit hour course that analyzes and critiques the visual art and architecture created by African-Americans throughout history, examining the diverse styles, themes, and social contexts within which these artworks were produced, highlighting how the works reflect the experiences of Black people in America, including racism, identity, and resilience, across various mediums like painting, sculpture, photography, mixed media, and architecture from the colonial period to the present day. In reading, class lectures, and the study of on-site relevant artworks at the Reynolds Library, students will examine African-American art aesthetics, media, and theoretical and social contexts. Students will be assessed through discussion, participation, reading quizzes, exams, and written research. Students will have the option to present their original work of art instead of written research. Prerequisites are ARTH 303 and ENG 113, 123.

ARTH 413 Art of the Italian Renaissance is a one-semester, 3-credit hour course that analyzes and critiques Italian art and architecture development from the late Gothic period through the Counter-Reformation. Lectures, readings, and visual analysis will serve as an introduction to the significant artists of the period and the functions, themes, and patronage behind their most important works. The course will focus on the major urban centers (Florence, Venice, Rome, Siena, Milan) and some of the smaller Italian courts (Mantua, Ferrara), each with its own distinctive artistic tradition and system of patronage. The artists and architects discussed include Giotto, Masaccio, Ghiberti, Brunelleschi, Botticelli, Leonardo da Vinci, Michelangelo, Raphael, Giovanni Bellini, Giorgione, and Titian. Students will be assessed through discussion, participation, reading quizzes, exams, and written research. Prerequisites are ARTH 213, 223, 303, ENG 113, and ENG 123.

ARTH 423 Arts of Africa is a one-semester, 3-credit hour course that analyzes and critiques art and architecture of Africa from antiquity to the present day. The course presents a variety of arts in relation to their historical and cultural contexts and uses art and artifacts exhibited in the Philander Smith University collection. Lectures will be guided by examining the social and historical contexts of their production. Students will be assessed by studying relevant on-site artworks, discussion, participation, reading quizzes, exams, and written research. Prerequisites are ARTH 213, 223, 303, and ENG 113 and 123.

ARTH 433 Iconography and Symbolism in Religious Art is a one-semester, 3-credit hour course that analyzes and critiques symbols and imagery used in major world religions, including Christian, Hindu, Islamic, Jewish, and Buddhist, to contextualize art. Students would study how art visually conveys complex theological ideas using symbols, colors, indexes, and icons. Students will be assessed through discussion, participation, reading quizzes, exams, and written research. Prerequisites for this course are ARTH 223 and ENG 113 and 123.

ARTH 443 Medieval Art is a one-semester, 3-credit hour course that analyzes and critiques major artistic monuments and developments of the medieval period (roughly 300-1450 CE) with a focus on Europe. It surveys a diverse range of works of art and architecture from this period and positions them within their original social, political, spiritual, and economic contexts. Students will be assessed through discussion, participation, reading quizzes, exams, and written research. Prerequisites for this course are ARTH 223 and ENG 113 and 123.

Art Studio

ART 153 Art Fundamentals. This survey course will cover a variety of topics that will introduce the student to the “basics” of art. Sessions will be devoted to art appreciation, art history, art education, art criticism, museum studies, and studio art, and will include studies in both two- and three-dimensional design as well as color theory. (3 credit hours)

ART 213 Basic Drawing. This course is an introduction to two-dimensional design. Students will experience the character of a variety of drawing materials. Sessions will be structured around the creation of images and the expression of ideas through the manipulation of line, shape, form, space, texture, color, and composition. (3 credit hours)

ART 223 2D Design: Students strengthen their visual understanding of elements and principles in two-dimensional design by working on projects that build from one project to the next. Students learn the function of critique by learning to pose questions, solve problems, and develop visual acuity in three-dimensional art forms.

ART 233 Materials and Methods I: Students will practice their knowledge of mediums introduced in the foundations and general education curriculum. The instructor will conduct demonstrations to advance students' knowledge related to their unique studio interest. Critique will be emphasized to better develop the language needed to be a practicing artist, graduate research, or as an art administrator. Prerequisites: 2D or 3D design, Drawing Composition.

- ART 243 Installation Art:** Students will advance their knowledge of mediums introduced in the foundations and general education curriculum. The instructor will conduct assignments that inform students of arguments within sculpture and installation art. Students will create installations and artworks and conduct critiques to better develop the language needed to be a practicing artist, graduate researcher, or art administrator. Prerequisites: 3D design, Drawing Composition.
- ART 303 Art for Young Children.** A study of arts and crafts designed especially to meet the needs of the early childhood schoolteacher. (3 credit hours)
- ART 313 Basic Painting.** A course designed to develop basic techniques in various watercolor media, transparent water color, gouache, and casein. (3 credit hours)
- ART 323 Painting Composition:** Students will learn how to paint so that each may gain the facility to more deeply explore painting and all its possibilities. Students learn to use painting materials, tools, and processes as they hone skills for visual perception, dexterity, creative problem solving, and conceptual development. (3 credit hours)
- ART 333 Still-life Painting:** This course will introduce students to approaches in still life painting, which includes but is not limited to learning from direct observation, linear perspective, and sighting. Observational techniques will be strongly emphasized to better understand the elements and principles of art and design. Prerequisites: 2D or 3D design, Drawing Composition.
- ART 343 Landscape Painting:** This course will introduce students to approaches in landscape painting, which includes but is not limited to learning from direct observation, linear perspective, and sighting. Observational techniques will be strongly emphasized to better understand the elements and principles of art and design. Prerequisites: 2D or 3D design, Drawing Composition
- ART 353 Experimental Painting:** This course will cover abstract and non-representational painting techniques and practices. Students will be guided by the processes of materials and will learn theories that relate to the psychological or metaphysical aspects of painting. Prerequisite: Drawing Composition or 2D Design.
- ART 363 Representational Painting:** This course will introduce students to the tradition of representational painting techniques, which emphasize learning from direct observation. Imaginative and observational techniques will be strongly emphasized to better understand the elements and principles of art and design. Prerequisite: Drawing Composition or 2D Design.
- ART 373 Figure Drawing:** This course will investigate the human form in drawing. Students will be encouraged to draw from models and learn from direct observation to better understand the elements and principles of art and design. Prerequisite: Drawing Composition or 2D Design.
- ART 383 Mural Painting:** This course will introduce students to the process and completion of creating a mural. Historical references will be introduced, along with demonstrations of mural painting techniques. Imaginative and observational techniques will be strongly emphasized to help students better understand the elements and principles of art and design. Prerequisite: Drawing Composition and 2D Design.
- ART 393 Intro to Ceramics:** This course will introduce students to ceramic techniques. Students will investigate hand-building techniques that emphasize coil and slab constructions. Imaginative and observational techniques will be strongly emphasized to help students better understand the elements and principles of art and design. Prerequisite: 3D Design or 2D Design.
- ART 403 Materials and Methods II:** Students will advance their knowledge of mediums by mastering techniques in Materials and Methods I. The instructor will conduct demonstrations to advance students' knowledge related to their unique studio interest. Critique will be emphasized to better develop the language needed to be a practicing artist, graduate research, or as an art administrator. Prerequisites: ART 233. (3 credit hours)
- ART 413 Special Topics in Studio Art:** Special Topics in Studio Art focuses on concepts of two or three-dimensional forms and ideas.
- ART 433 3D Design:** Students strengthen their visual understanding of elements and principles in three-dimensional design by working on projects that build from one project to the next. Students learn the function of critique by learning to pose questions, solve problems, and develop visual acuity in two-dimensional art forms.

Biology

- BIO 101/103 General Biology Lab and Lecture (non-STEM majors).** One-semester course for non-science majors. Offered every semester. This course is a study of molecular, cellular and organismic concepts related to plants and animals, including humans. Emphasis placed on process skills with investigative laboratory exercises. Lecture-discussion three hours. Laboratory three hours (**Credit hours: 1 lab, 3 lecture**). No prerequisite.
- BIO 111/114 Biology for Majors I Lab and Lecture.** This course focuses on the chemical basis of life, cellular and molecular biology, cellular respiration, photosynthesis, and principles of inheritance. An inquiry-based laboratory component emphasizes tools, techniques, and topics of modern experimental biology. Lecture-discussion is three hours. Laboratory is three hours. (**Credit hours: 1 lab, 3 lecture**).
- BIO 121/123 Biology for Majors II Lab and Lecture.** This course focuses on taxonomic and the systematic approach to living organisms, animal and plant physiology, principles of evolution, and ecology. An inquiry-based laboratory component

- emphasizes tools, techniques, and topics of modern experimental biology. Lecture-discussion is three hours. Laboratory is three hours (**Credit hours: 1 lab, 3 lecture**).
- BIO 201 Biological Communications.** This course provides an overview of biological principles and concepts with emphasis on communicating biological data and understanding scientific literature. (1 credit hour).
- BIO 203 Genetics.** Basic principles of genetics: Mendelian inheritance; molecular biology of the cell and chemical nature of the gene, DNA and RNA; linkage and cross over; gene regulation; changes in chromosome structure and number. Lecture three hours. Laboratory three hours. Problem solving and assigned reading (**3 credit hours**). Prerequisites: BIO 113 and BIO 123.
- BIO 214 Zoological Comparative Anatomy.** Development and morphology of anatomical systems of vertebrates. Lecture three hours. Laboratory three hours. Dissection of shark and cat. A comparative analysis of developmental and adult anatomy of vertebrates (including human). Emphasis is placed on phylogenetic relationships between form, function and evolution. Multiple representative vertebrate dissections with emphasis on mammalian anatomy in comparison with other forms. The etiology and life cycles, significance in evolution, comparative morphology and taxonomy of the vertebrates are studied in the laboratory. (4 credit hours). Prerequisites: BIO 113 and BIO 123.
- BIO 224 Earth Science.** Presents principles and concepts related to the study of Earth, its history, changes, and its place in the universe. This geological, meteorological, oceanographic, and astronomical approach will incorporate a hands-on laboratory component with historical and current space science emphasis as well as coverage of social issues. Three hours lecture-discussion and three hours of laboratory are required. (**4 credit hours**). There are no prerequisites for this course.
- BIO 231/233 Anatomy and Physiology Lab and Lecture.** This basic human anatomy and physiology course is oriented toward nursing, other allied health professions, nutrition and physical education students. The course covers microscopic and gross structure, and function of major organs and systems (nervous, muscular, skeletal, circulatory, respiratory, excretory, digestive and endocrine). Three hours lecture and three hours laboratory per week (**4 credit hours**). BIO 113, BIO 123, or BIO 103 are the only prerequisites but CHM 174 is highly recommended.
- BIO 241/243 Anatomy and Physiology II Lab and Lecture.** This basic human anatomy and physiology course is oriented toward nursing and other allied health professions, nutrition and physical education. The course covers gross structures and functions of special senses, endocrine, circulatory, digestive, respiratory, excretory and reproductive systems, acid base balance, and fluid balance. Three hours of lecture and three hours of laboratory per week. **Credit hours: 1 lab, 3 lecture**). BIO 113, BIO 123 and BIO 234 are the prerequisites.
- BIO 300X Test-Taking Skills.** This course is designed to present strategies involved in improving the students' skills in taking tests. Emphasis is placed on the GRE, MCAT, NTE and other specific tests based on the need of the student (**1 credit hour**). No prerequisites.
- BIO 301 Immunology.** Covers the following areas: Definitions and relationships of antigens and antibodies; host- antigen interaction; bursal and thymic influences on lymphoid cells; humoral and cellular responses relationship. Lecture with at least four lab exercises. This course satisfies the prerequisite of Immunology for every student entering a school of Medical Technology. Essential for understanding research in cancer, genetics and membraneology (**1 credit hour**).
- BIO 304 Cell Biology.** An in-depth study of cell structure, function and metabolism. Lecture three hours, lab three hours (**4 credit hours**). Prerequisites: BIO 113 and BIO 123 are prerequisites but CHM 174 is highly recommended.
- BIO 314 Biological Techniques.** This course is designed to relate historical concept developments and to develop skills in micro slide preparation, micrometry, spectroscopy, chromatography, electrophoresis, photomicrography, physiological instrumentation, and other biotechnological approaches. Each technique is demonstrated with an open-ended, inquiry-based investigation with constructed explanations and communications. Lecture one hour and laboratory five hours (**4 credit hours**). Prerequisites: BIO 113, BIO 123, BIO 203, CHM 213, and CHM 223.
- BIO 321 Membraneology.** This is a study of the recently revealed structure and function of the plasma membrane and the membranes of cell organelles, such as chloroplast, mitochondria, endoplasmic reticulum, nucleus and Golgi apparatus. New membrane physiology of special animal cell types will be emphasized. Lectures and four laboratory sessions (**1 credit hour**).
- BIO 321/323 Microbiology Lecture and Lab.** Basic morphology, physiology, genetics and classification industry; elements of immunology. Laboratory exercises include basic staining and culture techniques, physiology and identification of microorganisms. The course is designed for pre-professional students, including medical, paramedical, nutrition, health, teaching and environmental fields. Lecture three hours and laboratory three hours (**Credit hours: 1 lab, 3 lecture**). Prerequisites: BIO 113, BIO 123 and four hours of Chemistry, preferably 174.
- BIO 334 Animal Parasitology.** Parasitic protozoa, helminths, especially those of medical importance with special emphasis on biological aspects such as life cycles, control and host-parasite relationships. Lecture three hours and laboratory three hours (**4 credit hours**). Prerequisites: BIO 113 and BIO 123.
- BIO 344 Botany.** This course presents advanced principles and concepts, both historical and current, concerning plant life; general taxonomy, life cycles, environmental relationships, and biotechnology. Lecture, discussion, demonstrations: three hours; inquiry-based laboratory: three hours (**4 credit hours**). Prerequisites: BIO 113 and BIO 123, BIO 203, CHM 134.

BIO 384 Environmental Science. Presents an up-to-date interdisciplinary treatment of concepts related to the environment. Teaching strategies include an analytical study of topics of modern civilization as well as relationships within the environment. This course integrates the natural sciences, anthropology, economics, history, sociology, psychology, and philosophy in the study of the environment. Critical thinking is evidenced in analyzing key themes as threads of inquiry and in the use of case studies in a cooperative fashion. **(4 credit hours).**

BIO 400X Undergraduate Research. Basic research experience is required of all students seeking a degree in biology. The course is designed to help students develop abilities and understanding of scientific inquiry through original, independent research. Each student, with the assistance of a faculty advisor, is expected to identify questions and design methods and procedures to solve scientific problems using current biological and mathematical investigative techniques. Data collection will be followed by quantitative logical analysis, revision, argument construction, and effective written and oral communication of results. Students will defend their constructed arguments for their proposed explanations or models to the Biology Department and/or state, regional, or national audiences. **(4 credit hours).** Prerequisites: BIO 113, BIO 123, BIO 203 Genetics, BIO 314 Biological Techniques, CHM 113/123 University Chemistry I/II, MTH 113/123 College Algebra and Trigonometry, MTH 215 Calculus I.

BIO 414 Vertebrate Histology. Microscopic anatomy of normal vertebrate tissues. This course focuses upon a correlation between tissue structure and function. Lecture three hours and lab three hours **(4 credit hours).** Prerequisites: BIO 113, BIO 123, BIO 214, and BIO 314.

BIO 424 Vertebrate Embryology. Early stages of vertebrate development with emphasis on frog, chick and pig embryos. Lecture three hours and laboratory three hours **(4 credit hours).** Prerequisites: BIO 113, BIO 123 and BIO 214, or instructor's consent.

BIO 444 Human Physiology. Fundamental biochemical and biophysical processes related to the proper functioning of component systems of the human body are presented in this course. Neurophysiology, cardiovascular, respiratory, gastrointestinal, muscle physiology, endocrine function and water and electrolyte metabolism are stressed. Lecture three hours and lab three hours **(4 credit hours).** Prerequisites: BIO 113, BIO 123, BIO 214, BIO 414, eight hours of chemistry and eight hours of physics recommended, or instructor's consent.

BIO 464 Neuroscience. An introduction to the structure and function of the mammalian nervous system. In addition to basic structural organization and function, the student will explore recent advances in neurophysiology, physiological psychology and neurochemistry. The student will also be exposed to high gain electronic recording techniques as applied to neurologic and neuromuscular processes. Lecture three hours per week and lab three hours per week **(4 credit hours).** Prerequisites: BIO 113, BIO 123, BIO 214; CHM 423 (Elementary Biochemistry) or equivalent CHM 213 and CHM 223 (Organic Chemistry) or instructor's consent.

Black Family Studies

BFS 300 Introduction to Black Family Studies. A history of the Black family in America, chronicling characteristics, contributions, and challenges to the family system from slavery to the present post-modern society. Introduction to the theory of family studies and cross-cultural perspectives of the Black Family. **(3 credit hours).** This course is a prerequisite for all BFS courses.

BFS 301 Socialization of the Black Child. A historical and social perspective on the development of Black youth in American society. An analysis of the social, political, economic factors that influence family values and individual assimilation into multiple cultures. **(3 credit hours).** Prerequisite: BFS 300.

BFS 302 Social and Political issues for the Black Family. Economic and cultural dynamics impacting the Black family, with implications for social policy development. A critical analysis of race and class in societal social stratification. **(3 credit hours).** Prerequisite: BFS 300.

BFS 303 Gender Dynamics. An overview of gender roles and dynamics in the Black community will be examined and analyzed from slavery to present times. **(3 credit hours).** Prerequisite: BFS 300.

BFS 304 Selected Issues in Black Family Studies. Specialized topics to be announced. Students will petition to focus on critical issues and needs within the Black community and family systems. **(3 credit hours).** Prerequisite: BFS 300.

BFS 400 Theory and Method in the Study of Black Families. An introduction to qualitative and quantitative research methodology for research on Black Families and exploration into theory of the Black Family. **(3 credit hours)** Prerequisite: BFS 300.

BFS 443 Field Practicum. The practicum will link theory to practice. Students will integrate family theory with cultural dynamics that impact the family system and the community. The practicum will orient students to the social, political, and economic conditions that impact the present and future of Black families in America. **(3 credit hours).** Prerequisite: BFS 300.

Business Administration

BUSN 203 Introduction to Business. This is an introductory course in business and covers various topics including management, finance accounting, marketing, production, computers, international business, small business, investments, and other areas of general business interest (3 credit hours). [Formerly BADM 203, Business and Organizational Management]

BUSN 214 Business Mathematics I. Three business fundamentals are focused upon in this course: Interest credit, taxes, and insurance. While enrolled in this course, students will also attend a weekly one-hour lab to augment the lecture with hands-on problem solving and further concept explanation (4 credit hours) Prerequisite: MTH 133. [Formerly BADM 214].

BUSN 224 Business Math Applications II. This is a higher-level math course that covers the mathematics of finance (i.e., annuities, perpetuities, and present value) and business (i.e., cost, profit, revenue functions). Emphasis is to solve problems using algebra and geometry of linear, quadratic, exponential, and logarithmic functions, and calculus (4 credit hours) Prerequisite: BUSN 214 or MTH 143 or MTH 215. [Formerly BADM 224]

BUSN 313 Legal, Social, Ethical. This course introduces the laws and ethical standards in today's business environment. Students explore the legal framework designed to protect both consumers and businesses and outlines the legal and ethical environment in which businesses operate (3 credit hours) Prerequisite: Junior standing, BUSN 203, BUSN 214, PHRE 203. [Formerly BADM 453, Business Ethics]

BUSN 323 Principles of Real Estate Introductory, overview course covering all major aspects of real property and estate business, including land title and ownership interests, title, encumbrances and title insurance policies, surveys, laws, and regulations controlling real estate, development and construction, financing of real estate, roles and responsibilities of participants in real estate development and related topics (3 credit hours) Prerequisite: ACCT 213, MGMT 303. [Formerly BADM 434]

BUSN 333 Business Communications. This course is a practical study of the construction, form, and use of the different types of letters and reports used in businesses. Students practice communication situations common to business, including oral reports, interviewing, nonverbal communication, and small group theory (3 credit hours) Prerequisite: ENG 123. [Formerly BADM 333]

BUSN 343 Money and Banking. The course focuses on monetary policy and central bank's attempts to stabilize prices and promote maximum sustainable economic growth. Topics to be covered include the structure of the Federal Reserve, the conduct of monetary policy, the term structure of interest rates, risk valuation, management of banking and financial crisis. (3 credit hours). Prerequisites **ACCT 203 and ACCT 213.** [Formerly BADM 343]

BUSN 403 Business Statistics. An introduction to the theory and application of statistics covering distribution and dispersion, sampling, regression and correlation analysis, time series analysis, and index numbers (3 credit hours) Prerequisite: Senior standing, BUSN 224. [Formerly BADM 403]

BUSN 423 Managerial Finance. Managerial Finance introduces students to the major concepts, principles, and analytic tools of corporate finance, including: financial statement analysis, forecasting, the risk/return tradeoff, the time value of money, valuation, the cost of capital, and the capital budgeting process (3 credit hours) Prerequisite: Senior standing, ACCT213, BUSN 313, BUSN 224. [Formerly BADM 423]

BUSN 433 Production and Operations Management. This course examines the principles of production and operations in small and large businesses. This includes logistics and management decisions associated with product and service distribution (3 credit hours) Prerequisite: MGMT 303, BUSN 423. [Formerly BADM 433]

BUSN 443 Decision Modeling and Analysis. Students learn what makes a good decision, how decisions can be made better, framing, and structuring techniques, modeling and analysis tools, biases and probability assessments, evaluation and appraisal methods, decision psychology, and creativity and organizational leadership (3 credit hours) Prerequisite: Senior standing, BUSN 403. [Formerly BADM 214, Management Information Systems]

BUSN 453 Introduction to Econometrics. This is an introductory course in Econometrics in which tools of economic theory, mathematics and statistical inference are applied to the analysis of economic data. Is designed for students to develop foundational knowledge of applied statistics and econometrics through the exploration of empirical tools and techniques relevant to quantitative economics including probability, estimation, hypothesis testing, correlation analysis, economic modeling, ordinary and multiple regression analyses, and time series analysis, The course will also cover basic extensions of a multiple linear regression model such as use of dummy variables and interaction terms. Students will use software packages like SPSS, Stata and other statistical analysis software widely used in economics. (3 credit hours). Prerequisites: **MTH 133 (or Higher), ECON 113, ECON 123, BUSN 403.**

BUSN 463 Research/Internship. This course is a cooperative internship between industry and education and is designed to integrate the student's technical studies with industrial experience. Students work with their advisor and internship employer to develop an educational plan with meaningful learning objectives based on their program of study. Alternatively, students may choose to complete an applied research project. Should a student choose the research project, he/she will work closely with their faculty advisor to research, plan, and present their findings to a review committee of faculty, staff, and industry personnel (3 credit hours) Prerequisite: BUSN 203, ACCT 213. [Formerly BADM 463]

BUSN 473 Intermediate Price Theory. Price theory is often misleadingly labeled "Microeconomics". Price theory is the explanation of how individual actors coordinate via markets, prices, and exchange to produce, distribute, and consume goods and services. This course therefore is intended to familiarize students with the basic economic models of consumers, firms, and markets. Key features of the course include discussions on the determinants of the behavior of households and firms, the choices they face and the decisions they make, the effects of public policy on behavior, and several standard and not so standard applications. Conceptual, graphical, and mathematical techniques would be used throughout the course. Students are expected to be familiar

with univariate calculus and would master the basics of multivariate calculus while undertaking the course. (3 credit hours), Prerequisites: ECON 123, ECON 303

BUSN 493 Business Policy. Students are exposed to the strategic planning process with opportunities to justify decisions and recommendations through oral and written communication drawing from their knowledge of accounting, economics, finance and marketing. The student will be able to make strategic decisions both as an individual and as a member of a team (3 credit hours) Prerequisite: Senior standing, BUSN 423. [Formerly BADM 400x]

Chemistry

CHM 113, 123 University Chemistry I and II. Emphasizes an introduction to physical concepts, including stoichiometry, gas law, atomic and molecular structure, thermochemistry, chemical bonding, liquids and solutions, equilibrium, chemical kinetics and electrochemistry. Lecture three hours per week. **(3 credit hours).**

CHM 111, 121 University Chemistry Lab I and II. Experiments involving general techniques, principles, and concepts in chemistry. Laboratory three hours per week **(1 credit hour).**

CHM 174 Basic Chemistry I. Basic principles of inorganic and physical chemistry with biological and clinical applications. For students in nursing, home economics and non-science major programs. Also recommended for students lacking high school chemistry. Lecture three hours and laboratory two hours per week **(4 credit hours)**

CHM 184 Basic Chemistry II. A descriptive study of organic substances. Includes basic principles, nomenclature and biological and clinical applications. For students in nursing, home economics and non-science major programs. Lecture three hours per week and laboratory two hours per week **(4 credit hours).** Prerequisite: CHM 174.

CHM 213, 223 Organic Chemistry I and II. This course involves structural theory, chemical transformations of aliphatic and aromatic compounds, elementary mechanistic theory of reaction, elementary synthesis, determination of structure by classical and spectroscopic means and a brief introduction to biochemistry including carbohydrates, amino acids and peptides, heterocyclic compounds and nucleic acids and mechanism of selected biochemical reactions. Lecture three hours per week. **(3 credit hours).** Prerequisite: CHM 123.

CHM 211, 221 Organic Chemistry Lab I and II. Selected experiments in organic chemistry to emphasize techniques, properties and preparation of organic compounds. Laboratory three hours per week **(1 credit hour).** Co-requisite: CHM 213, CHM 223.

CHM 222 Analytical Chemistry. The basic theories and practices of analytical chemistry. Lecture two hours per week **(2 credit hours).** Prerequisite: CHM 123.

CHM 242 Analytical Chemistry Laboratory. Volumetric and gravimetric methods of quantitative analysis. Laboratory six hours per week **(2 credit hours).** Co-requisite: CHM 222.

CHM 263 Inorganic Chemistry. Atomic structure, periodic relations, chemical bonding, nomenclature, coordination, aqueous and non-aqueous chemistry. Lecture three hours per week. **(2 credit hours).** Prerequisite: CHM 123.

CHM 300V, 400V Chemistry Research I and II. Research projects for juniors and seniors considered capable of handling research problems. The course is designed to help students develop abilities and understanding of scientific inquiry and writing through original, independent research. Each student, is expected to identify questions and design methods and procedures to solve scientific problems using chemical and mathematical investigative techniques. Students will write their findings and proposed explanations or models in a research paper following the format of the Journal of the American Chemical Society. Course can be substituted for an internship or summer research experience with consent of the instructor. **(3 credit hours).** Prerequisite: Consent of instructor.

CHM 400X Special Courses and Topics. Courses in Biochemistry, Radiochemistry, Advanced Organic, Chemical Literature and other areas of special interest may be offered on demand **(credit may vary from 0-3 hours).**

CHM 413, 423 Biochemistry I and II. Contributions of biochemistry toward an understanding of the structure and function of organisms, tissues and cells. General topics covered: structure and function of proteins; energetic and catalysis of biochemical reactions; intermediary metabolism, including oxidative phosphorylation and photosynthesis; biochemical control mechanisms. Lecture three hours, and laboratory three hours **(3 credit hours).** Prerequisite: BIO 113, BIO 111, BIO 123, BIO 121, CHM 211 and CHM 213.

CHM 411, 421 Biochemistry Lab I and II. Selected experiments biochemistry to emphasize techniques, properties and isolation of biochemical compounds. Laboratory three hours **(1 credit hour).** Requisite: CHM 413 and CHM 423.

CHM 431, 441 Physical Chemistry Lab I and II. Introduction to physicochemical measurements; familiarizes the student with the more common types of apparatuses and helps him or her achieve competence in simple techniques of experimental chemistry. Laboratory three hours per week. **(1 credit hour).** Co-requisite: CHM 433 and CHM 443.

CHM 433, 443 Physical Chemistry I and II. A mathematical and physical study of the law underlying chemical phenomena. Thermodynamics, chemical kinetics, chemical equilibrium, electrochemistry, atomic structure, etc. Lecture three hours per week. **(3 credit hours).** Prerequisite: CHM 123, PHY 223, MTH 215.

CHM 463 Advanced Analytical Chemistry. Principles and methods of chemical analysis with emphasis on instrumental methods. Lecture three hours per week. **(3 credit hours).** Prerequisite: CHM 222 and CHM 242.

Chinese

CHIN 113 Basic Chinese I. Basic Chinese I is the first year of the three-year sequence of Modern Standard Chinese (Mandarin) courses designed for students who have very limited to no background in the Chinese language, and will cover basic language skills in speaking, reading, writing, and listening. Pinyin and simplified characters are used. Accurate pronunciation, tones, and grammatical expressions are the focuses for this semester. Students will develop their skills in listening, speaking, reading, and writing. Also, culture and etiquette are introduced with the lessons.

CHIN 123 Basic Chinese II. Basic Chinese II is a continuation of the fundamentals of Mandarin Chinese. Basic Chinese II is designed for students who are able to recognize approximately 350-400 Chinese characters, as well as those who have completed one academic semester of Mandarin Chinese. The course will focus on in-class reading, writing, spoken and listening coursework through a combination of the small group and one-on-one intensive Mandarin classes. Prerequisite: CHIN 103 Basic Chinese I or the equivalent.

CHIN 213 Intermediate Chinese I. Intermediate Chinese I is designed for students who already have knowledge of basic Chinese, as well as those who have completed two semesters of Mandarin Chinese coursework in an academic setting. Intermediate Chinese I emphasizes both the spoken and written elements of the Chinese language, and students enrolling in this course can expect to move from reading individual characters to reading Chinese texts. The course will focus on reading, writing, spoken and listening coursework through a combination of the small group and one-on-one intensive Mandarin classes. Prerequisite: CHIN 113 Basic Chinese II or the equivalent.

CHIN 223 Intermediate Chinese II. Intermediate Chinese II is designed for students who already have a solid command over basic Chinese, as well as those who have completed three semesters of Mandarin Chinese coursework in an academic setting. Intermediate Chinese II emphasizes both the spoken and written elements of the Chinese language, and students enrolling in this course can expect added emphasis reading Chinese texts. The course will immerse students in reading, writing, spoken and listening coursework through a combination of the small group and one-on-one intensive Mandarin classes. Prerequisite: CHIN 203 Intermediate Chinese I or the equivalent.

CHIN 303 Advanced Chinese. Advanced Chinese is the third year of the three-year sequence of Modern Standard Chinese (Mandarin) courses. Students will continue to learn the basic skills of listening, speaking, reading (both simplified and traditional Chinese characters) and writing, with emphasis on reading comprehension, writing, grammar, and vocabulary usage. After the fifth semester of Chinese, students should have a firm grasp of the basic grammar, be able to conduct brief conversations, and to read and write short letters and compositions. Prerequisite: CHIN 213 Intermediate Chinese II or the equivalent.

CHIN 203 Business Chinese. This course is designed to help students build upon their fundamental Chinese language communication skills by using professional and formal business tool such as letters, reports, news, and oral presentations in structured business environments. Students will learn specialized business and economic expressions and the principles of business correspondence in Chinese. While focusing on the Chinese language that is used in the business world, this course will also give a brief introduction to related business and economic climates, practices and customs of Chinese-speaking communities. Prerequisite: CHIN 113

Computer Science

CSCI 101 Special Topics in Cybersecurity Students, faculty, and invited speakers will present, discuss and exchange ideas on topics related to cybersecurity including but not limited to: cybercrime, cryptography, cloud security, hacking techniques, mobile security, privacy and human factors in security systems **(1 credit hours)**.

CSCI 103 Introduction to Computer Science. Overview of topics in computer science: computer organization, number systems, problem solving, algorithm development, system and application software and programming. **(3 credit hours)**. Prerequisite: MTH 113 or consent of instructor.

CSCI 111 Microcomputer Applications Lab. Laboratory course to introduce students to computer concepts, word processing, spreadsheet, database, and presentation software. The student will be provided with a working knowledge of the most common business computer application software **(1 credit hour)**.

CSCI 113 Microcomputer Applications. Introductory course in microcomputer applications using current word-processing, spreadsheet, and database applications. **(3 credit hours)**. Prerequisite: none

CSCI 123 Programming I. Fundamentals of computer programming, algorithm development, program definitions, loops, arrays, strings, file I/O. The language used will be chosen by the department. **(3 credit hours)**. Prerequisite: CSCI 103 or consent of Instructor.

CSCI 133 COBOL Programming I. An introduction to COBOL (Common Business Oriented Language). Structured programming, decision making, loops, tables and arrays, basic File I/O, report generation, and interactive processing. **(3 credit hours)**. Prerequisite: CSCI 103 or consent of Instructor.

CSCI 143 Applied Computer Science. Students enrolled in this course will become familiar with software applications and tools. Topics include using PowerPoint, understanding and using email, remote file transfer and remote login using Secure Shell,

- building Websites using tools such as Windows basics, and Linux basics, using Integrated Development Environments. **(3 credit hours)**. Co-requisite: CSCI 123
- CSCI 153 Programming II.** A study of advanced programming techniques including a formal introduction to structures, abstract data types and a basic introduction to object-oriented concepts. **(3 credit hours)**. Prerequisite: CSCI123 or consent of Instructor.
- CSCI 202 Internet Resources.** Study of the basics of the Internet. Searches and search engines. Design and implementation of home pages using HTML, CGI, JavaScript or current scripting language. Study also includes basic use of e-mail **(2 credit hours)**. Prerequisite: consent of Instructor.
- CSCI 203. Data Structures.** A study of data structures in computer science. These concepts include arrays, stacks, queues, linked lists, trees, graphs and hash tables. A basic introduction to search and sorting algorithms will be introduced. **(3 credit hours)**
- CSCI 213 PC Resources.** In-depth laboratory experience toward the understanding of the components of a personal computer; topics will include number systems, identification and organization of CPU, memory, and peripherals; cache technology; bus technology; upgrading, troubleshooting, and maintaining a personal computer. Three hours lecture per week. **(3 credit hours)**.
- CSCI 223 Introduction to Computer Systems.** Study of machine organization and instruction interpretation. Includes machine addressing, number systems, instruction set, and assembly language programming. **(3 credit hours)** Prerequisite: CSCI 123 or consent of Instructor.
- CSCI 233 File Processing.** Organization and representation of data on secondary storage devices using files. Sequential, indexed sequential, and direct files, file creation and maintenance using advanced features of COBOL file management. **(3 credit hours)**. Prerequisite: CSCI 133 and CSCI 203 or consent of Instructor.
- CSCI 243 Object-Oriented Programming.** An introduction to Java programming and object-oriented concepts. Students who have previously completed Programming I/II will receive a comprehensive overview of programming concepts in Java and cover topics such as: objects, classes, encapsulation, inheritance and polymorphism. **(3 credit hours)**.
- CSCI 263 Intro to Data Science using Python.** This course will introduce students to the fundamentals of data science using programming language of Python. Students will learn fundamental python programming techniques such as lambdas, reading and manipulating csv files, and the Numpy library. While using Python students will learn to explore, visualize, and analyze data, to understand natural phenomena, investigate patterns, model outcomes, and make predictions. (3 credit hours). Perquisite(s): CSCI 203 or consent of instructor.
- CSCI 373 Machine Learning.** This course introduces students to machine learning concepts and techniques. Students will learn machine learning methods such as decision trees and regression, the difference between supervised and unsupervised learning, how to build multiclass classifier, and concepts of design thinking. **(3 credit hours)**. Prerequisite: CSCI 263 or consent of instructor.
- CSCI 303 Operating Systems.** Fundamental concepts of modern operating systems. Process, CPU, memory, I/O, deadlock, concurrency, protection. Prerequisites: CSCI 203 and 233 or consent of Instructor.
- CSCI 313 File Structures.** This course explores the physical structures and organization of file storage devices, structure of files: Sequential, Indexed sequential and direct files, file creation and maintenance. **(3 credit hours)**. Prerequisite CSCI 203 or consent of instructor.
- CSCI 323 Algorithm Analysis and Design.** Emphasizes the understanding of data structures and algorithms from an analytical perspective. The concepts presented allow discussion of the efficiency of an algorithm. Topics in this course include: Big O Notation, Brute Force Algorithms, Divide-and-Conquer, Greedy Algorithms, and Computational Complexity. **(3 credit hours)**.
- CSCI 333 Computer Organization I.** Basic digital circuits, combinational logic, and digital arithmetic; structure of bus, memory, CPU, and I/O devices; and instruction set. Prerequisite: CSCI 223 or consent of instructor. **(3 credit hours)**.
- CSCI 353 Software Engineering.** Design of structured, modularized, and efficient applications. Study of software engineering paradigms. Design, coding, testing, and maintenance of application systems. Prerequisite: CSCI 203 and 233 or consent of Instructor. **(3 credit hours)**
- CSCI 363 Ethics for Data Science.** This course introduces students to ethical issues in computer science that ultimately also pertain to data science, including privacy, plagiarism, intellectual property rights, piracy, security, confidentiality, and many other issues. Our study of these issues begins broadly, with a look at ethical issues in computer science at large, and then moves to focus on ethics issues pertained to data science such as ethical arguments and positions, the quality and integrity of decisions and inferences based on data. Case studies will be used to investigate specific issues. **(3 credit hours)**. Prerequisite: CSCI 263 or consent of instructor.
- CSCI 400V Special Topics.** Topics in areas of current interest in computer science. Topics may vary. Consult printed schedule for exact topic for each semester. Prerequisite: junior or senior standing in computer science and consent of instructor. **(Credit may vary from 0-6 hours)**.
- CSCI 403 Introduction to Data Base.** Introduction to relational databases. Topics include: relational model, normalization, views, protection, Structured Query Language (SQL), and embedded SQL. **(3 credit hours)**. Prerequisite: CSCI 233 or consent of Instructor.

CSCI 413 Introduction to Networking. Basic elements of computer networking: transmission modes, network architecture including local area network (LAN), wide area network (WAN), and metropolitan area network (MAN). **(3 credit hours)**. Prerequisite: CSCI 303 and 333 or consent of instructor.

CSCI 433 Programming Languages. Study of different programming paradigms. Concepts of syntax and semantic, translation and interpretation, representation and implementation of programming structures. **(3 credit hours)**. Prerequisite: CSCI 203 or consent of Instructor.

CSCI 443 Computer Organization II. Advanced computer system design. Reduced instruction set computers (RISC), superscalar processors, control unit operations and microprogramming, and parallel organization. **(3 credit hours)**. Prerequisite: CSCI 333.

CSCI 453 Computer Science Research. This course is intended primarily for senior-level students. It provides students an opportunity to do in-depth investigation on a computer science related topic of his or her own special interest. The project is selected and executed in consultation with a faculty advisor **(Credit may vary from 0-6 hours)**. Prerequisite: Senior standing and completion of all core courses below the 400 level and consent of instructor.

CSCI 463 CS Capstone Course. Capstone course in which student will design a software system, document and present their conclusions. Students also develop a detailed undergraduate portfolio for a comprehensive review of their undergraduate work. Project work involves the development of design alternatives, development of an appropriate software architecture, and design and tests the implemented system. The software design focuses on addressing overall design goals while understanding constraints of cost, etc. Deliverables and schedule are determined by the instructor. Three credit hours **(3 credit hours)**. Prerequisites: CSCI 353.

CSCI 473 Computer Security and Privacy. This course provides Foundations of modern computer security and privacy, including software security, operating system security, applied cryptography, technical and societal aspects of computer privacy, and social issues of computing systems. **(3 credit hours)**. Prerequisite: CSCI 303, CSCI 353 and MTH 353 or consent of instructor.

Computer Science - Cyber Security Concentration

CSCS 413 Foundation of Network Security. This course introduces students to the components of computer network and the concepts of the role of communication protocols. The course will cover widely used categorical classifications of networks (i.e., LAN, MAN, WAN, PAN and VPN), as well as network topologies, physical devices, and layered abstraction **(3 credit hours)**. Prerequisite(s): CSCS 413; CSCI 473.

CSCS 423 Fundamentals of Web Security. This course introduces students to practices for preventing security breaches by applying web security protocols, firewalls, and system configurations **(3 credits)**. Prerequisite(s): CSCS 413.

CSCS 433 Ethical Hacking. This course introduces students to techniques to scan, test, hack and secure networks. Students will learn intruders escalate privileges, intrusion detection, policy creation, social engineering, DDoS attacks, buffer overflows, and virus creation **(3 credit hours)**.

CSCS 433 Introduction to Cryptography. This course introduces concepts of cryptography, cryptographic algorithms, cryptograph protocols, and its applications to protect information **(3 credit hours)**. Prerequisite(s) CSCI 473.

CSCS 453 Digital Forensics in Cybersecurity. This course introduces students to concepts of investigating cybercrimes, seeking evidence that reveals who, what, where, and how threats. The course examines the relationships between incident categories, evidence handling, and incident management. Students identify consequences associated with cyber-threats and security laws using a variety of tools to recognize threats and recover from unauthorized and malicious activities **(3 credit hours)**. Prerequisite(s): CSCS 413.

CSCS 463 Cyber security Operations, Risk Management and Compliance. This course prepares students for the operational demands and responsibilities of security practitioners, including the design, implementation and maintaining a robust information security program. This course provides a comprehensive, up-to-date global body of knowledge that ensures students have the right information security knowledge and skills to be successful in IT operational roles to mitigate security concerns and guard against the impact of malicious activity. Students demonstrate how to manage and restrict access control systems; administer policies, procedures, and guidelines that are ethical and compliant with laws and regulations; implement risk management and incident handling processes; execute cryptographic systems to protect data; manage network security; and analyze common attack vectors and countermeasures to assure information integrity and confidentiality in various systems. **(3 credit hours)**. Prerequisite(s): CSCI 473; CSCS 413.

Criminal Justice

CRJU 203 Introduction to Criminal Justice. This course is designed to provide freshmen and sophomore students with knowledge of terminology, classification systems, trends, and theories of criminal justice. **(3 credit hours)**

CRJU 213 Introduction to Legal Systems. This course is designed to provide freshmen and sophomore students with an introduction to legal history and the legal systems within the United States and Arkansas as well as discuss the participants in the legal system, including lawyers and judges. **(3 credit hours)**

CRJU 223 Juvenile Justice. This course provides an examination of juvenile delinquency and the juvenile justice system, including legal and social history, definition and explanation of delinquency, and assessment of delinquency prevention and correctional programs, with emphasis on application of philosophical, legal, and procedural principles to problems and cases of juvenile justice. **(3 credit hours)**. Prerequisite: CRJU 203 or CRJU 213, or consent of the professor.

CRJU 233 Criminal Behavior. This course is an examination of patterns of criminal behaviors, considering theories and classification concepts. Prerequisite: CRJU 203 or CRJU 213, or consent of the professor. **(3 credit hours)**

CRJU 243 Police Systems. This course provides an analysis of both the traditional and contemporary issues and problems in law enforcement in the United States. Topics represent a wide variety of concerns, including such areas as corruption, police use of deadly force, and the utilization of law enforcement to combat corporate crime, computer crime, and terrorism. This course will also provide an advanced survey of law enforcement, concentrating on the police, placing emphasis on functions (e.g., law enforcement, order maintenance, and public service) and responsibilities (e.g., preservation of constitutional rights and community relations), including organizational and management aspects. **(3 credit hours)**. Prerequisite: CRJU 203 or CRJU 213, or consent of the professor.

CRJU 253 Community Corrections. This course provides an examination of probation, parole, and other intermediate sanctions and community treatment options. Each is examined from both a punishment and treatment model perspective. Prerequisite: CRJU 203 or CRJU 213, or consent of the professor. **(3 credit hours)**

CRJU 263 Victimology. This course will focus on victimization, including the relationship between victims and offenders; the interactions between victims and the criminal justice system; and the connection between victims and other social groups and institutions. Prerequisite: CRJU 203 or CRJU 213, or consent of the professor. **(3 credit hours)**

CRJU 273 Criminology. This course introduces an examination of the field of criminology, including its theories, basic assumptions, and definitions. Prerequisite: CRJU 203 or CRJU 213, or consent of the professor. **(3 credit hours)**

CRJU 283 Religion and Crime. This course examines the influence of religion on crime from historical, sociological, and criminological perspectives. Students will learn how religion operates both as a protection against crime and as a motivation for crime. **(3 credit hours)**

CRJU 293 Minorities, Crime, and Social Policy. This course examines the involvement of minorities, especially African Americans, in crime and in the criminal justice system. Special attention is paid to the role of racism in theories of crime and in American law and to the treatment of minorities by the various components of the criminal justice system. **(3 credit hours)**

CRJU 303 Women, Crime, and Justice. This course provides a flexible forum for the study and discussion of female crime and delinquency as well as gender issues in the criminal justice system. **(3 credit hours)**

CRJU 313 Criminal Law. This course offers an examination of the central principles of criminal law, which includes the substantive elements defining criminal conduct for specific crimes and the various exculpatory conditions for criminal liability. **(3 credit hours)** Prerequisite: Junior Standing, or consent of the professor.

CRJU 323 Criminal Procedures. This course offers an introduction of constitutional aspect of criminal procedures, including investigations, arrests, search and seizure, pre-trial processes, trial rights, sentencing, and appeal. **(3 credit hours)**. Prerequisite: CRJU 313.

CRJU 333 Judicial Process. This course is an introduction to the judicial process with analysis and evaluation of the main institution and consideration affecting the administration of justice in the United States. **(3 credit hours)**

CRJU 343 Applied Research Methods for Criminal Justice. This course will provide students with fundamental tools for understanding and interpreting criminal justice research. Students will also design, conduct, and evaluate research projects. **(3 credit hours)** Prerequisites: CRJU 203, CRJU 213, CRJU 223, and SOCG 463.

CRJU 353 Forensic Science. This course is an overview of general principals of forensic science, techniques, equipment, and methodologies as used in crime laboratories. There will be a special focus on fingerprint and firearms identification, trace evidence, (hair, fiber, paint glass) blood, DNA, evidence, forensic documentation examination, crime scene kits, and forensic microscopy. **(3 credit hours)**

CRJU 363 Studies of Gangs. This course will explore the reasons gangs exist, how they are formed and what is the core of their existence. Participants will learn gang terminology, what defines gang attire, and how to identify gang behavior. Levels of gang activity will be discussed along with specific strategies to minimize such activities in schools. Topics to be addressed include: types of gangs, how to discourage kids from joining a gang, pre-gang behavior, assessment and planning guide, intervention and strategy guidelines, and a system approach to gang prevention. **(3 credit hours)**

CRJU 373 Domestic Violence. This course involves a thorough examination of the legal system's response to domestic violence, focusing on the transformation of laws and institutions to address problems historically conceptualized as private. Topics include: domestic violence in historical and social context; the dynamics of abusive relationships; reproductive rights and sexual autonomy; civil protective orders; policing and prosecution policies; evidentiary issues arising in domestic violence prosecution; battered women as defendants; divorce and custody issues; law enforcement and employer liability for domestic violence; and United States Supreme Court decisions impacting domestic violence. **(3 credit hours)**

CRJU 383 Principles of Corrections. This course provides an introduction and overview of fraud investigations. A primary focus of this course will be various types, causes, impacts, and laws related to fraud. Students in this course will work on analyzing

- current examples of fraud and applying best practices to investigations. In addition, students will work collaboratively to develop educational outreach information for the surrounding community. **(3 credit hours)**
- CRJU 393 Criminal Investigation.** This course offers an introduction to the lawful gathering and evaluation of information concerning criminal acts, with attention to the fundamentals of investigation, the organization and management of the investigative process, and the knowledge and skills necessary for investigation. **(3 credit hours)**
- CRJU 400X Special Topics in Criminal Justice.** This course content varies as instructors present different developments, problems, and controversies in relation to criminal justice. **(3 credit hours)**
- CRJU 403 Serial Killers.** This course will outline the cultural, family, religious, and psychological profiles of serial killers as well as how they choose their victims. Stereotypes and myths will also be explored. **(3 credit hours)**
- CRJU 413 Terrorism.** This course provides an introduction into the theories explaining terrorist behavior. It will examine the question of what constitutes terrorism, terrorist groups, and what economic, social, religious and other issues lead to the conduct of groups like Al-Qaeda and ISIS. Additionally, students will be required to think critically about how terrorist groups form, what makes them disband, and how knowledge is transferred among groups and group-members. This information will then be contextualized in terms of its use in counterterrorism operations. **(3 credit hours)**
- CRJU 423 Cyberspace Criminal Activity.** This course explores legal issues and challenges faced by the criminal justice system in response to computers/cyberspace criminal investigations. Emphasis is placed upon various forms of crime perpetrated in cyberspace. Topics include forms of electronic criminal activity, enforcement of computer-related criminal statutes, constitutional issues related to search and seizure, privacy concerns, application of the First Amendment in cyberspace, and laws pertaining to electronic surveillance. **(3 credit hours)**
- CRJU 433 Drugs and Crime.** This course is an examination of the multiple issues surrounding drug use, abuse, and policy in American society. Students should expect an intensive exploration of a variety of topics related to drugs. **(3 credit hours)**
- CRJU 443 Comparative Justice.** This course introduces students to a global, comparative approach to the study of crime and criminal justice systems, beginning with the discussion of transnational crime and issues related to its measurement and continuing with the study of the four major legal traditions (common law, civil law, socialist law, and Islamic law) and the analysis of specific components of the criminal justice system across the world, including the police, courts, and corrections. **(3 credit hours)**
- CRJU 453 Ethics in Criminal Justice.** This course will identify and explore ethics and values in the criminal justice system, paying special attention to issues of social inequality. It will discuss remedial strategies and behavior relating to unethical behavior from an individual and group perspective. **(3 credit hours)**
- CRJU 463 Internship in Criminal Justice.** This internship facilitates field placement in an approved criminal justice agency for integration of theory and practice through participant observation. Prerequisite: Completion of major required courses or consent of professor. **(3 credit hours)**
- CRJU 473 Senior Seminar in Criminal Justice.** This course introduces varying topics of selected interest with contemporary significance, discussed in a seminar format. An independent research project will be conducted under the direction of the faculty supervisor. Prerequisites: Senior Standing, CRJU 343 and SOCG 463. **(3 credit hours)**
- CRSP 203 Military Justice.** This course will examine the history and principles of military justice and comparative civil justice systems. Topics include the Uniform Code of Military Justice, judicial punishment, jurisdiction of general and special military courts, judicial panels, search and seizure, pretrial confinement and restraint, and appellate review in military courts. This course will also enhance critical thinking as well as research and writing skills on issues relevant to the military justice system. **(3 credit hours)**
- CRSP 213 Community Policing.** This course will focus on the fundamental concepts and techniques upon which community-based policing was structured during the 1970s and early 1980s. In addition, students will explore the nature of collaborative police-community partnerships and models for solving community problems. This course will also enhance critical thinking as well as research and writing skills on issues relevant to community policing. **(3 credit hours)**
- CRSP 223 Drug Enforcement.** This course will examine methods utilized by criminal investigators when performing multi-disciplined and multilevel tasks while conducting major drug investigations. Students will initially analyze controlled substance laws and regulations. Students will then explore issues related to investigating drug crimes, search warrant preparation, surveillance techniques, case reporting, informant management, and courtroom testimony. In addition, students will examine major drug trafficking organizations. This course will also enhance critical thinking as well as research and writing skills on issues relevant to drug enforcement. **(3 credit hours)**
- CRSP 233 School Safety.** This course will explore the impact as well as the tactics, techniques, and procedures historically employed by criminals and terrorists in schools across the nation. This course will then examine school crime prevention, safety, and crisis management laws, codes, and regulations in response to such events. In addition, students will examine how such crisis events are shaping future prevention, preparedness, response, and recovery strategies of first responder agencies. This course will also enhance critical thinking as well as research and writing skills on issues relevant to school safety. **(3 credit hours)**
- CRSP 243 Jail Operations.** This course will examine the basic requirements of jail operations. The topics covered in this course will include the constitutional rights of prisoners, escape prevention, search of a person, courtroom testimony, prisoner

transport, cell searches, and special needs of inmates. Students will additionally explore methods for keeping contraband out of jail, maintaining order, and preventing issues in the jail environment. This course will also enhance critical thinking as well as research and writing skills on issues relevant to jailers. **(3 credit hours)**

CRSP 253 Diversity in Criminal Justice. This course will utilize theoretical and empirical readings as well as social and legal research to acquaint students with diverse cultural, racial, and social groups. In addition, students will spend time examining racial and ethnic relations, differences in crime and violence, and disparities at a variety of stages in the criminal justice system through the intersectional lens of race, class, crime, and criminal justice. In addition, students will be encouraged to think critically about how the perception of differential treatment may create problems for police and community relations in modern society. This course will also enhance research and writing skills on issues relevant to diversity in criminal justice. **(3 credit hours)**

CRSP 263 Firearm Interdiction and Investigations. This course will examine various aspects of crime gun interdiction and investigation. Topics will include tracing guns, identifying patterns, and enforcement efforts. In addition, students will analyze policies and standard operating procedures regarding strategies for the interdiction of illegally trafficked firearms. Students will also explore the proper use of personal protective equipment. This course will further enhance critical thinking as well as research and writing skills on issues relevant to firearms. **(3 credit hours)**

Dance

PHED 353 Fundamentals of Modern Dance. The focus is on basic knowledge, skills, and techniques of modern dance and basic rhythm. The social and physical benefits of elementary and contemporary dance patterns will be explored.

Drama

DRA 103 Principles of Directing. This course acquaints students with the aspects of theater that prepares them to direct a one-act play. In this course, the student takes on the role of director, engaging in all aspects of the theater, to embody the directorial types of all dramatic phases. **(3 credit hours)**.

DRA 113 Drama I. A survey course designed to familiarize students with the history of drama. It provides students with the necessary class experiences, so they can differentiate between various periods of drama and their origins. **(3 credit hours)**.

DRA 123 Drama II. A survey course designed to familiarize students with the history of drama. It provides students with the necessary class experiences, so they can differentiate between various periods of drama and their origins. **(3 credit hours)**.

DRA 203 Dramatic Interpretation. The purpose of this course is to develop the skills necessary to read literary selections of various styles with an intellectual, emotional, and aesthetic sensitivity. It invokes the creative reading process, which involves both the vocal and visual versatilities appropriate for each literary selection. **(3 credit hours)**.

DRA 213 Theory and Technique of Acting. This course familiarizes students with basic acting skills and teaches them methods for developing concentration and sensory perception for characterization. **(3 credit hours)**.

DRA 403 Playwriting. This course familiarizes students with the fundamental principles and theories of dramatic writing. **(3 credit hours)**.

Early Childhood Education (ECED)

ECED 311 Praxis II: Content Knowledge. The purpose of this course is to provide structured support to early childhood level candidates as they prepare for successful completion of the Praxis II –Content Knowledge licensure assessment. Early childhood candidates will participate in review, analysis and synthesis of pertinent content knowledge they have obtained in the preparation program in subject areas that are considered central to early childhood teacher preparation. Prerequisite: PRAXIS I.

ECED 333 Developmentally Appropriate Practices. A study of developmentally appropriate practice for young children, birth through age 9. This course is an integrated curricular study of appropriate early childhood curriculum, materials, environments, assessments, expectations, instructional strategies, and considerations for early childhood educators. Candidates will build the competencies necessary to meet state licensure standards and NAEYC guidelines for appropriate practices. Prerequisite: PRAXIS I.

ECED 353 Pre-kindergarten Practicum. This clinical experience provides candidates with a variety of preschool teaching experiences with young children ages 0-3. Candidates will spend one day each week for ten weeks (60 clock hours) experience in a pre-kindergarten classroom. They will be oriented to the structure of the school, the classroom setting, and various approaches to teaching, organizing instruction based on learning theory and developmentally appropriate activities and materials. Prerequisite: PRAXIS I.

ECED 363 Guiding Young Children. Emphasis is placed on the guidance and management of young children ages 3-9 years, individually and in groups. The course will focus on developmentally appropriate practices in a multicultural setting which encourage the positive potential inherent in children to become self-regulated learners. Creation of context for positive discipline

and building self-esteem and social competence will be explored. Different guidance models and strategies for handling difficult behaviors are presented. Prerequisite : PRAXIS I

ECED 373 Children's Literature/Social Studies. This course is designed to prepare candidates to teach children's literature and social studies in pre-kindergarten through fourth grade. Candidates will be provided with varied opportunities to use knowledge and skills needed to effectively organize instruction. Emphasis on planning, teaching, and assessing children's literature and social studies to meet the need of diverse learners. Prerequisite: PRAXIS I

ECED 401 Directed Teaching Seminar. This course offers interdisciplinary faculty guided seminars designed to support candidates during directed teaching. Seminar topics address the knowledge, skills, and dispositions essential to the teaching/learning process. Prerequisite: PRAXIS II Content

ECED 411 Praxis II Principles of Teaching and Learning. The purpose of this seminar is to provide structured support to early childhood level candidates as they prepare for successful completion of the Praxis II -Principles of Learning and Teaching licensure requirement. Early childhood candidates will participate in review, analysis, and synthesis of pertinent pedagogical knowledge and learning theory they have obtained in the teacher preparation program in areas that are considered central to early childhood preparation such as assessment, classroom management and behavior guidance, and developmentally appropriate instructional strategies and environments. Prerequisite: PRAXIS I

ECED 417 Directed Teaching Pre-Kindergarten. Directed teaching in pre-kindergarten deals with the application of theory to teaching situations in the pre-kindergarten classroom. The candidate begins by observation and participation and gradually assumes complete responsibility for the classroom. The candidate will use a broad array of approaches in teaching that will address exceptionalities and grouping procedures. They will also determine how to organize instruction based on knowledge of students' learning theory and how to manage the learning environment. Candidates are expected to use technology throughout the teaching/learning process. Prerequisite: PRAXIS I Content

ECED 427 Directed Teaching Primary. Directed teaching in primary deals with the application of theory to teaching situations in the primary classroom. The candidate begins by observation and participation and gradually assumes complete responsibility for the classroom. The candidate will use a broad array of approaches in teaching that will address exceptionalities and grouping procedures. They will also demonstrate how to organize instruction based on knowledge of students' learning theory and how to manage the learning environment. Candidates are expected to use technology throughout the teaching/learning process. Prerequisite: PRAXIS II Content

ECED 443 Primary Practicum (clinical experience). This clinical experience will acquaint the candidates with primary school settings. Candidates will spend one day a week for ten weeks (60 clock hours) in a primary school classroom. The candidate will use a broad array of approaches in teaching that will address exceptionalities and grouping procedures. They will also demonstrate how to organize instruction based on knowledge of students' learning theory and how to manage the learning. Candidates are expected to use technology throughout the teaching/learning process.. Prerequisite: PRAXIS I

ECED 473 Integrated Math and Science for Young Children. The course focuses on children's mathematical and science learning pre-kindergarten through fourth grade. The student applies knowledge of child development to the child's understanding and development of mathematics and science knowledge and skills. With NAEYC, NSES, and NCTM standards as guides, the student learns about math content, developmentally appropriate teaching strategies, materials, and integrated applications for early childhood classrooms. Students explore literacy linkages to mathematics and science as well as the use of technology, processes, and manipulatives to teach math and science content. Prerequisite: PRAXIS I

ECED 483 Children and Families in a Diverse Society. A study of the characteristics of young children with developmental disabilities in the contexts of family theory and intervention. Particular emphasis will be placed on how these characteristics impact the child's family and educational needs. Parents as partners in education will be the focus of the course. Parent/teacher conferences, parent participation, and advocacy will be examined. Community agencies which support the development of children and families will be reviewed and resources identified on particular issues related to children and families. This course will explore the teacher's role in embracing and supporting the range of diversity found in young children and their families. Prerequisite: PRAXIS I

ECED 493 Literacy/Language Arts. This course combines theory and practice in literacy instruction and the integration of children's literature in pre-kindergarten through fourth grade. Major emphasis is on current research, methods, strategies, and assessment that are essential for implementing a balanced literacy and language arts program. This course addresses diversity in the classroom that includes, but not limited to, cognitive abilities, culture, English Language Learners (ELL), and socioeconomic background. Prerequisite: PRAXIS I

Economics

ECON 113 Principles of Economics I (Microeconomics). A study of how decisions are made by individuals, households, groups, firms, industries. or level of government regarding the allocation of resources, prices which they trade goods and services. Specific concepts focused on are marginal utility and demand, diminishing returns and supply, elasticities of demand and supply (3 credits hours).

ECON 123 Principles of Economics II (Macroeconomics). This course is designed to look at the performances, structure,

behaviors and decision making of an economy as a whole or aggregate economy. It focuses on issues relating to economic outputs, unemployment rates, inflation, interest rates, taxes, government spending to regulate an economy's growth and stability (3 credits hours).

ECON 213 Political Economics. This course addresses economic policy and its impact on the overall economy as well as individual markets. This course starts by introducing the tools of political economics and social choice, and concludes by discussing recent research on political economics (**3 credit hours**) Prerequisite: ECON 113, ECON 123, PHRE 203, MGMT 303.

ECON 303 Intermediate Economics. The course is an intermediate economics course. It focuses on the determinants of supply and demand: operations of competitive and monopolistic markets; imperfections of the market system; explanations of unemployment, inflation, recessions; public policy for macroeconomic problems (3 credit hours), Prerequisites: ECON 113, ECON 123.

ECON 313 International Trade and Commercial Policy. The course covers international economics with an emphasis on international trade. The basic theories of international trade are introduced and used to analyze welfare and distributional effects of international trade, government policies and technology diffusion. It will also examine the determinants of trade flows and the relative prices. Gains from trade, the terms of trade, and income distribution. Imperfect competition and international trade, the effects of tariffs, export subsidies, and import quota. The effects of free trade and restricted trade will also be discussed. (3 credit hours). Prerequisite: ECON 113.

ECON 314 Managerial Economics. The course focuses on a collection of concepts and methods for effective decision making. It explores how tools of Microeconomics, including games theory and industrial organization theory can be used to make better managerial decisions, particularly those involving allocation of resources within firm. Specifically, students would learn the various analytical techniques and economic principles available for analyzing typical problems encountered by managers. Topics to be covered include risk analysis, demand analysis, and estimation using multiple regression analysis, sales forecast, production analysis including breakeven, cost estimation, pricing decisions, games theory, market structure and capital budgeting. (3 credit hours) Prerequisites: **ECON 113, BUSN 403**

ECON 402 Labour Economics. In all organizations, labor share in the total budget cost is usually the highest. This makes it a very important variable in the share of total cost of production or service provision. In the course student will be introduced to an analysis of labor market issues and policies, Topics to be discussed include discrimination. Anti-discrimination policy, the minimum wage, health and safety policy and other labor market policies. and the interaction of the four major institutions: households, firms, government, and unions. Prerequisites: **ECON 123, MGMT 303, MGMT 313.**

ECON 403 Development Economics. The course focuses on the problems, theories, and issues in economic development in the global economy, with increased emphasis on developing countries. The topics covered will include economic growth, structural change, education, health, migration, gender, institutions, aid, and industrial policy. With public data available on websites, students will work on empirical report, identifying key development issues in a country of their choice and analyzing policy recommendations. With the lectures, discussions and empirical project, the course would equip students with tools they need to understand the various aspects of the development process and evaluate policy options. (3 credit hours). Prerequisites: **ECON 113, ECON 123, BUSN 403.**

ECON 413 Seminar in Economic Issues. This seminar course will use current events in economics as a basis for teaching students how to systematically solve problems. As a senior-level course, writings and presentations specific to topics from the student's perspective are required (**3 credit hours**) Prerequisite: graduating senior status.

ECON 423 Monetary & Fiscal Policy. The purpose of this course is to introduce students to current issues in macroeconomic policy. It explores both the theoretical debates and the practical issues faced by policymakers. It covers a wide range of monetary and fiscal policy topics (**3 credit hours**) Prerequisite: ECON 113, BUSN 313, MGMT 303.

ECON 443 Financial Economics. This course is an introduction to financial economics. It covers the analytical tools and finance theory necessary to make good investment decisions and to understand the paradigm of security valuation. Important themes in the course include individual decision making, risk and return, arbitrage, and market equilibrium. Financial economics is a quantitative subject, and will include calculus and statistics, as well as the analytical tools developed during the course (**3 credit hours**) Prerequisite: BUSN 203, BUSN 403.

ECON 483 Environmental and Natural Resources Economics. The course discusses basic environmental and natural resource models and environmental policies as applied to minerals, pollution control, energy, water, fisheries. and sustainable environment. Key features of the course include coverage of major issues like climate change, air and water pollution, sustainable development, and environmental justice. Introduction to the concepts, theory and methods of environmental economics including externalities, benefit-cost analysis, valuation methods and ecosystem goods and services, (3 credits). Prerequisites: ECON 113, ECON 123, and BUSN 403.

Educational Studies (EDST)

EDST 417 Initial Internship in Educational Studies. The internship is a prearranged onsite observational experience serving in an educationally related field. Internships may be served at a variety of public or private based educational services or agencies. The internship experience must include a minimum number of practical observation hours (80), reflective journaling, mid-

semester evaluation, and final report. This course includes 40 hours of coursework along with the required internship experience. All arrangements for internships should be coordinated through the Office of Field Placement and must be approved prior to the start of the semester by the Educational Studies program coordinator and Director of Field Placement. State of Arkansas background checks may be required for individuals completing internships at locations serving populations of minors.

EDST 427 Internship in Educational Studies II. The internship II is a prearranged onsite work experience serving in an educationally related field. Internships may be served at a variety of public or private based educational services or agencies. The internship experience must include a minimum number of practical work hours (120), reflective journaling, mid-semester evaluation, and final report. All arrangements for internships should be coordinated through the Office of Field Placement and must be approved prior to the start of the semester by the Educational Studies program coordinator and Director of Field Placement. State of Arkansas background checks may be required for individuals completing internships at locations serving populations of minors.

EDST 437 Final Internship in Educational Studies and Capstone Seminar. The capstone course provides students with a culminating experience for Educational Studies. The course provides an opportunity for students to develop a portfolio of their learning and to evaluate their overall program performance in preparation for completion of their degrees. This course contains 100 hours of internship experience and will serve as the final internship experience for EDSTBS majors. This course includes 20 hours of coursework along with the required internship experience. This course should only be enrolled in after the completion of during the final year.

Education Courses

EDUC 100X Level I Field Experience. Designed to provide candidates, before admission to the teacher education program, the opportunity to observe and become involved on a limited basis, with teachers and students in a school setting. Concurrent enrollment in EDUC 203 Introduction to Education is required. 30 clock hours of observation and the development of a portfolio that journals their experiences are requirements of the Level I Field Experience.

EDUC 103 Core Academic Skills for Educators. This course is designed to help students improve academic performance on college readiness assessments and become more aware of why great teachers must have content mastery of the subject matter as measured by nationally normed assessments or substantially equivalent assessments as required by the Council for the Accreditation of Educator Preparation (CAEP). This preparation course is designed to help students increase performance in the core academic areas of English, mathematics, reading, science, and writing. Each unit is composed of a number of short, engaging lessons, and presentations that reinforce and develop core academic skill. A nationally equivalent college-ready assessment is given at the end of the course, and assessment results are used for acceptance into the Department of Curriculum, Instruction, and Policy as a teacher candidate.

EDUC 203 Introduction to Education. A survey course of the history, philosophy, organization, and administration of school in the United States. The course also includes: principles of learning, multi-cultural education, and materials of instruction. This course must be taken concurrently with EDUC 100X Level I Field Experience.

EDUC 303 Assessment. This course includes the study of formal and informal assessment strategies to evaluate and to ensure the continuing intellectual, social, and physical development of students. The use of assessment technologies (e.g., observation, portfolios, teacher-designed tests, performance tests, projects, student self-assessment, peer assessment, and standardized tests) to enhance knowledge of individual learners, evaluate students' progress and performance, and modify teaching and learning strategies; and to collaborate with specialists to accommodate the needs of students with exceptionalities will be stressed. **(3 credit hours)**

EDUC 313 Introduction to Mathematics Education. In this course, candidates become acquainted with the basic theories, research, and principles underlying the math curriculum for early childhood. Consideration will be given to the development of students' understanding of mathematical concepts and skills appropriate for the early childhood curriculum, as well as the appropriate use of manipulatives and hands-on experiences for young children.

EDUC 323 Instructional Media and Technology. This course introduces the student to the concepts of instructional technology, communication, instructional design, and visual literacy. Emphasis will be placed on the application of an instructional design model to the study of a wide variety of instructional media. Prerequisite:

EDUC 343 Child Development. This course is the study of environmental and hereditary effects on the cognitive, affective, psychomotor and sociolinguistic development of typically and atypically developing children from conception to 4th grade. The candidates will be introduced to strategies to observe and evaluate children's development and recognize possible delays in development. Practical application of theory is provided through a variety of hands-on experiences and observation. Prerequisite:

EDUC 353 Educational Psychology. Psychological theories and principles that govern education in the United States will be studied by students in this course. A survey and analysis of developmental and learning theories and how they apply to the teaching-learning process will be examined.

EDUC 373 Foundations of Reading. Candidates in this course will gain an understanding of literacy development based on the Science of Reading. Emphasis is placed on theoretical underpinnings from cognitive psychology and neuroscience research that

describes the changes that take place in the brain of a student who is learning to read. Candidates will also gain a thorough understanding of the five essential components of reading instruction and an awareness of teaching reading in order to deliver explicit and systematic instruction in the classroom.

Elementary Education Courses

ELED 333 Integrated Curriculum. This course is an integrated curricular study of appropriate curriculum and instructional methods for elementary (K-6). A specific focus of the course is understanding and applying the different types of curriculum integration that use grade-level content areas and electives, as well as developing appropriate lesson plans or a unit of study.

ELED 353 Internship I (K-3). This course is designed to provide opportunities for candidates to integrate theory and practice in an elementary K-3 setting. Internship I allows for guided experiences with children, families and collaborative service partners under the supervision of a mentor teacher and college supervisor. Through Internship I, in an elementary school setting, the candidate will use a broad array of approaches in teaching that will address exceptionalities and grouping procedures. They will also demonstrate how to organize instruction based on knowledge of students' learning theory and how to manage the learning environment. Candidates are expected to use technology throughout the teaching/learning process. Candidates will spend one full day (weekly) in a K-3 elementary classroom for the duration of a semester.

ELED 363 Children's Literature. This course provides an introduction to children's literature focusing on the study of literature for children in Pre-K-6 grades. It includes wide reading across the genres represented in children's literature and learning to evaluate the quality of the literature read, exploring children's responses to literature, and using children's literature for teaching and learning. This course will also provide an overview of exemplary authors and illustrators of children's literature.

ELED 373 Teaching Literacy and Language Arts. Prerequisite: EDUC 373: Foundation of Reading.

ELED 383 Managing the Learning Environment. The primary purpose of this course is to introduce candidates to the concepts of 1) organizing the learning environment; 2) promoting an optimal learning environment; 3) promoting student self-management; 4) developing strategies for managing behavior; and 5) promoting parental involvement. This course will prepare candidates to develop a philosophy about behavior management based on educational, psychological, and common-sense principles. Candidates will examine effective strategies to prevent problems, deal with misbehavior problems without escalating situations, and to safely manage the disruptive student.

ELED 393 Teaching Social Studies. This is a study of materials, methodologies, and classroom practice as they relate to teaching social studies in the K-6 elementary classroom. Candidates learn to effectively plan, teach, modify, and systematically reflect upon social studies instruction. Candidates learn to create a positive and supportive classroom environment that meets the needs of diverse student populations and involves families and communities in student learning. Candidates will also learn to integrate technology and to properly use formative and summative assessments to plan, assess and design instruction.

ELED 401 Directed Teaching Seminar. This course offers interdisciplinary faculty guided seminars designed to support candidates during directed teaching. Seminar topics address the knowledge, skills, and dispositions essential to the teaching/learning process. Prerequisite: Must be admitted into the Elementary Education Program.

ELED 416 Directed Teaching Primary (K-3). Directed teaching in primary deals with the application of theory to teaching situations in the primary classroom. The candidate begins by observation and participation and gradually assumes complete responsibility for the classroom. The candidate will use a broad array of approaches in teaching that will address exceptionalities and grouping procedures. They will also demonstrate how to organize instruction based on knowledge of students' learning theory and how to manage the learning environment. Candidates are expected to use technology throughout the teaching/learning process. Candidates will spend seven consecutive weeks in this primary classroom assignment. Prerequisite: Must be admitted into the Elementary Education Program.

ELED 426 Directed Teaching Intermediate (4-6). Directed teaching in intermediate deals with the application of theory to teaching situations in the intermediate classroom. The candidate begins by observation and participation and gradually assumes complete responsibility for the classroom. The candidate will use a broad array of approaches in teaching that will address exceptionalities and grouping procedures. They will also demonstrate how to organize instruction based on knowledge of students' learning theory and how to manage the learning environment. Candidates are expected to use technology throughout the teaching/learning process. Candidates will spend seven consecutive weeks in this intermediate classroom assignment. Prerequisite: Must be admitted into the Elementary Education Program.

ELED 443 Internship (4-6). This course is designed to provide opportunities for candidates to integrate theory and practice in an elementary 4-6 setting. Internship II allows for guided experiences with children, families and collaborative service partners under the supervision of a mentor teacher and college supervisor. Through Internship II, the candidate will use a broad array of approaches in teaching that will address exceptionalities and grouping procedures. They will also demonstrate how to organize instruction based on knowledge of students' learning theory and how to manage the learning environment. Candidates are expected to use technology throughout the teaching/learning process. Candidates will spend one full day (weekly) in a 4-6 classroom for the duration of a semester.

ELED 463 Teaching K-6 Math. This course is the study of materials, methodologies, and classroom practice as they relate to teaching mathematics in the K-6 elementary classroom. Candidates learn to effectively plan, teach, modify, and systematically

reflect upon mathematics instruction. Candidates learn to create a positive and supportive classroom environment that meets the needs of diverse student populations and involves families and communities in student learning. Candidates will also learn to integrate technology and to use formative and summative assessments to plan, assess and design instruction. Prerequisite: EDUC 313 Introduction to Mathematics

ELED 473 Scientific Concepts and Methods (K-6). This course is designed to study fundamental concepts of physical, life, and earth/science, and the integration of STEM (science, technology, engineering, and mathematics) and Next Generation Science Standards. The course examines methods of science instruction, the design and implementation of age-appropriate inquiry science lessons, and the nature of science, building student understanding of personal and social applications.

ELED 483 Teaching Diverse Learners. The purpose of this course is to explore the diverse student populations and families that enroll in our schools and that are represented by our multicultural and diverse communities. The course explores various contemporary issues and topics that allow an educator to become a culturally competent educator who can use culturally relevant teaching practices and strategies and who can confidently teach and work with multiple and diverse groups of students.

ELED 493 Teaching Disciplinary Literacy. This course is intended to develop students' knowledge, skills, and disposition in the teaching of disciplinary literacy with specific emphasis on Grade 6 and the content areas (science, social studies, math, and reading) to include the science and teaching of reading. The course will expose students to methods, strategies, and resources for teaching students to read complex disciplinary texts as we utilize national and/or state standards from selected content or technical areas. This course also extends to the science and teaching of reading where students are deepening their knowledge in the areas of structural analysis, fluency, comprehension, differentiation, and assessing in discipline specific content subjects. Prerequisite: ELED 373: Teaching Literacy and Language Arts.

English

ENG 103 Speech Communication. Designed to help students develop their competence in public speaking skills and improved listening and reading skills according to the theories that apply to the principles of speaking. Other basic communication skills and activities complete the required six to eight graded speech performances as well as tests and quizzes. **(3 credit hours)**

ENG 163. Introduction To Black Film Studies. In this course, students will be introduced to the themes, evolution, and techniques of film making via viewing films, discussing themes/history, and being introduced to the process of film making. The instructor may choose to focus the course on one particular theme or history. **(3 credit hours)**. No Prerequisites.

ENG 203 Advanced Composition. Designed to develop the skills for completing a research project. Various types of papers will be required, such as reference reports, hypotheses, proposal, interview (questionnaire or survey), annotated bibliography, literature review, outline, abstract, and final research paper. **(3 credit hours)**. Prerequisite: ENG 123.

ENG 213 World Literature I. Study of Western and Non-Western literary traditions. Texts come from antiquity and the Medieval and Renaissance eras. **(3 credit hours)**. Prerequisite: ENG 123.

ENG 223 World Literature II. Designed to examine a wide variety of works from ca. 1616 AD to the present to facilitate the development of thoughtful responses to literature on a global scale and the diversity of human values it represents. **(3 credit hours)**. Prerequisite: ENG 123.

ENG 233 Survey of English Literature I. Encompasses English literature from Beowulf to 1660 AD; includes social, genre, thematic and linguistic considerations. Required for all English majors. **(3 credit hours)**. Prerequisite: ENG 123.

ENG 243 Survey of English Literature II. Part II extends from the Restoration period of English literature to the present. Required for all English majors. **(3 credit hours)**. Prerequisite: ENG 123.

ENG 253 Contemporary African-American Literature. A survey of African-American literature, emphasizing African-American writers since 1970. A course on the literary analysis essay, supported by literary criticism. The writing requirements will be an abstract, annotated bibliography, and literary analysis paper, culminating in a 14 page research paper with proper MLA documentation. Required of all English major. **(3 credit hours)**. Prerequisite: C or better in Composition II.

ENG 300x Special Topics: Genres/Themes. This course focuses on a particular theme or genre in literature. Topics, among others, may include the social justice issues found in Women in Memoir, Social Justice in Hip Hop, Science Fiction, Film, Social Media, Journalism, or the Novel, etc. Prerequisite: Junior standing or permission of the instructor. **(3 credit hours)**.

ENG 300x1. Literature of the South. This course is a study of Southern Literature from the Colonial period to the present. The emphasis of the course will be on the Southern Renaissance Writers. **(3 credit hours)**. Prerequisite: Junior standing or permission of the instructor.

ENG 313 American Literature I. A survey of American writers correlated with cultural history from the Colonial Period to the 1850's, including Native American, African-American, and European American. Pre-Colonial literature will be considered, including both African and European. **(3 credit hours)**. Prerequisite: ENG 123.

ENG 323 American Literature II. A survey of American writers correlated with cultural history from the 1850's to the present. Required for all English majors. **(3 credit hours)**. Prerequisite: ENG 123.

ENG 333 History of the English Language. Surveys the history, development, and distribution of the English language. **(3 credit hours)**. Prerequisite: ENG 123.

- ENG 363 Technical Writing.** An in-depth approach to the various skills and requirements of writing in the workplace; current writing trends in the workplace that include writing trends, publishing on the Web as well as writing strategies and presentations. This course is designed to develop technical writing abilities, approaching the professional level. Students will learn research methods, audience considerations, style, drafting/revision techniques, how to work in a collaborative environment, and more. A variety of media and formats will be studied, including web sites, e-mails, proposals, memos, and instructions. **(3 credit hours)**. Prerequisite: ENG 123.
- ENG 383 Literary Criticism.** An upper-division course that probes the aesthetic, theoretical, critical approaches of literature by examining classical as well as critical theories from Plato to Reader Response. **(3 credit hours)**. Prerequisite: Junior Standing.
- ENG 393 Special Topics: Authors.** This course focuses on an individual author. The author's biography, works, and critical interpretations of those works will be considered. Authors may be primarily playwrights, novelists, poets, essayists, or short story writers such as Toni Morrison, Zora Neale Huston, etc. Prerequisite: Junior standing or permission of the instructor. **(3 credit hours)**.
- ENG 400 Senior Project.** In this course, English majors will select an English faculty member to meet with weekly to design, implement, and execute a Senior Project as a capstone project to their degree program. The Senior Project will serve as a stepping stone to their next step out of college. It may entail a lengthy research paper, internship, and/or performance, as approved by the English Faculty by Enrollment Verification. If not submitted and approved by that due date, the student will be dropped to re-enroll the following academic year or semester. It is recommended to take this course in the Fall of the student's senior year. **(3 credit hours)**. Prerequisite: Senior standing.
- ENG 403 African-American Literature.** A survey of African-American literature with emphasis on American works from Wheatley through the Civil Rights Movement. Prerequisite: Senior standing or permission of instructor. **(3 credit hours)**.
- ENG 423 Creative Writing.** A course in techniques, content, and publication of poetry and prose. Prerequisite: **(3 credit hours)**. Senior Standing or instructor permission. **(3 hours credit)**.
- ENG 443 Voice and Diction.** Designed to afford practice in a simulated laboratory setting the theories and five principles of effective voice and diction. Projects outline each of these principles, including aspects of vocal quality and projection, dialects, articulation, expressiveness, vocabulary enrichment, pronunciation exercises with DMS and IPA method. Prerequisite: Junior-to-Senior standing. **(3 credit hours)**.
- ENG 453 Argumentation and Debate.** Introduces argumentation as the major form by which debating skills are taught and practiced. Formal language is stressed as advocates participate in the required four major debates judged by selected jurors. **(3 credit hours)**. Prerequisite: Junior-to-Senior standing.
- ENG 463 Young Adult Literature.** A survey of young adult literature, this class is designed to introduce young adult literature, literature often written for and read by those who are between 12 years and 18 years old, to adult readers, especially students whose goal is to teach English at the secondary school level. The course considers the historical development, current trends, and enduring characteristics of the genre and teaches students to apply selected information from the disciplines of adolescent psychology and popular culture to a collection of materials for young adult readers. The course includes film reviews. **(3 credit hours)**. Prerequisites: Junior class standing or permission of instructor.
- ENG 473 Introduction to Shakespeare.** The life and times of William Shakespeare and an overview of his work with critical study of selected poetry and plays. Recommended for all English majors. **(3 credit hours)**. Prerequisite: Senior standing or permission of instructor.
- ENG 483 Special Topics: Genres/Themes.** This course focuses on a particular theme or genre in literature that will include a research project/paper. Topics, among others, may include social justice issues located in Literature and Sexuality, Native American Studies, Asian Studies, Incarceration Discourse, Film, etc. **(3 credit hours)**. Prerequisite: Senior standing or permission of the instructor.

Entrepreneurship

- ENTP 353 Entrepreneurship.** A study on actual tasks and activities of the entrepreneur, from researching venture feasibility, to launching the venture, and managing growth. This course reviews the significant economic and social contributions entrepreneurs provide to society, the intense lifestyle commitment, and the skills necessary for entrepreneurial success. **(3 credit hours)**. Prerequisite: Junior standing or higher, BUSN 203. [Formerly BADM 453]
- ENTP 400 Special Topics in Entrepreneurship.** This is an advanced level course and is occasionally offered. The course is designed to cover topics in entrepreneurship that are either not covered elsewhere or not covered in depth by regularly offered entrepreneurship courses. This course is typically taught in a seminar format. **(3 credit hours)**. Prerequisite: Senior standing
- ENTP 403 Social Justice Through Entrepreneurship.** This course deals with the overlap between very important aspects of developing communities and creating opportunities through new business development. Students will be challenged to identify social issues that can be addressed through entrepreneurship and to create a corresponding business plan. Students will quantify the potential positive social justice impact that their business can impart. **(3 credit hours)**. Prerequisite: ECON 113, 123, Senior standing.

ENTP 453 Business Modeling. This course requires students to recognize an entrepreneurial opportunity, that has the potential to sustain the creation of a new venture and develop an innovative business plan to address the opportunity. Throughout the semester, students will evaluate the economic and logistical feasibility of their idea through market research, industry analysis, and using revenue modeling to assess the viability of their idea. **(3 credit hours)**. Prerequisite: Senior standing.

ENTP 493 Business Plan Development. Students will develop a cohesive business plan and pitch it in an end-of-semester business plan competition. Specific topics in the course include: entrepreneurship, innovation, new venture creation, information sources, advisory services, using consultants, the role of government, preparing the business plan, financial issues, legal issues, acquiring an existing business, deal structure, and managing the growth of the enterprise. **(3 credit hours)**. Prerequisite: Senior standing.

Environmental Science

ENSC 384 Environmental Science. Presents an up-to-date interdisciplinary treatment of concepts related to the environment. Teaching strategies include an analytical study of topics of modern civilization as well as humans' role in problem-solving. This course integrates the natural sciences, anthropology, economics, history, sociology, psychology, and philosophy into the study of the environment. Critical thinking is evidenced in analyzing key themes as threads of inquiry, and in the use of case studies in a cooperative fashion. Discussions, debates, presentations: three hours; inquiry-based laboratory: three hours **(4 credit hours)**. Prerequisites: BIO 113, BIO 123, BIO 203, BIO 314, CHM 113, CHM 123, MTH 133.

French

FREN 113 Elementary French I. Basic grammar, pronunciation, simple conversation, and graded readings.

FREN 123 Elementary French II. Basic grammar, pronunciation, simple conversation, and graded readings. Prerequisite: FREN 113.

FREN 213 Intermediate French I. Review of grammar, intensive drill of practical conversation, graded readings, study of the cultural content of some famous French texts. Prerequisite: FREN 123

FREN 223 Intermediate French II. Review of grammar, intensive drill of practical conversation, graded readings, study of the cultural content of some famous French texts. Prerequisite: FREN 213

FREN 313 French Classical Age. Works and masterpieces of the Seventeenth Century: Malherbes, Descartes, Corneille, Racine, LaFontaine. Survey of French drama.

FREN 323 Survey of French Civilization and Literature I. The 19th century, recent, and modern literary movements

FREN 413 Survey of French Civilization and Literature II. Origin of cultural developments to the literature of the 18th century. Prerequisite: FREN 213, 223, or equivalent.

FREN 423 From Romanticism to Realism. Writings of Chateaubriand, Lamartine, Musset, Vigny, Victor Hugo, and Honore de Balzac.

Freshman Studies

ENG 042 Developmental Reading. A reinforcement course, which strengthens and develops reading skills and reading comprehension skills, which is necessary to succeed in college studies. **(2 credit hours)**

ENG 012 Developmental English. A systematic review and reinforcement of the essential skills necessary for basic writing, short reports, research, and oral presentations, which are requisites for the successful performance of verbal and written tasks in college studies. **(2 credit hours)**

ENG 113 Composition I. Designed to develop students' writing skills through expository and argumentative writing—using various rhetorical strategies, such as Narration, Description, Illustration, Definition, Comparison and Contrast, Process, and Argument. It will help students write purposeful, well-organized, and developed essays in standard written English, which will reflect their understanding of their concepts of purpose, audience, and thesis. Revision is emphasized. Minimum of four to six essays. Thematic Issues. **(3 credit hours)**. Prerequisite: ENG 002 or an acceptable score on the ACT or SAT.

ENG 123 Composition II. Designed to develop effective communication skills in a literature-based writing class, including such components as short story, poem, drama, essay, literary criticism, and research. The course will develop students' abilities to think clearly, analyze and interpret written texts. The interpretations will be expressed persuasively in four to six purposeful, well-organized, standard written English essays. **(3 credit hours)**. Prerequisite: ENG 113.

ENG 143 Composition I, International. Writing skills are emphasized, from the sentence to the essay. For International Students only. **(3 credit hours)**.

ENG 153 Composition II, International. Continued practice in written communication skills; writing of expository and argumentative papers. Introduction of basic research techniques. For International Students only. Prerequisite: ENG 143. **(3 credit hours)**.

MTH 012 Math Foundations. A basic arithmetic course covering essential skills necessary for a general comprehension and application of mathematical concepts and skills. **(2 credit hours)**

MTH 114 College Mathematics. An exploration of interdependence of mathematical notions that makes application to real world problems and employs technology in the process, College Mathematics seeks to adequately prepare the student for the successful completion of College Algebra. This course emphasizes divergent thinking, understanding and applying concepts, building models from stated mathematical situations. Ultimately, it is expected that mathematical solutions will be expressed using discrete data, accompanied by graphical and algebraic representations. Emphasis is placed on using a Computer Algebra System [TI-83] to explore and model mathematics. **(4 credit hours).** Prerequisite: 'C' or better in MTH 012 Developmental Mathematics or ACT Score of 17.

Healthcare Administration

HSAD 223 Healthcare Terminology. This course is a comprehensive study of the technical language of medicine. Students will learn the anatomic and clinical medical terms, anatomy and physiology, pathophysiology, diagnostic testing, and pharmacological agents pertaining to each body system. **(3 credit hours).** Prerequisite: Sophomore standing or higher

HSAD 313 Health Information Management. Students will use software packages that apply to the health care industry for record tracking, release of information, imaging, diction and transcription, and data submission to external agencies. **(3 credit hours).** Prerequisite: Junior standing, MGMT 303, HSAD 223, CSCI 113.

HSAD 343 Medical Reimbursement. This course provides students with an overview of healthcare insurance and reimbursement. Students will examine finance, regulations, process, and methods that impact healthcare reimbursement. **(3 credit hours).** Prerequisite: Junior standing, ACCT 303, ACCT 313, HSAD 223.

HSAD 353 Gerontology. Students learn to think critically, analytically, and creatively about the challenges of the aging population. The course is designed to meet the diverse needs of professionals in gerontology and includes the study of the physical, mental, and social changes in older people; the investigation of the changes in society resulting in our aging population; as well as societal influences on how people age; and the application of this knowledge to policies and medical programs. **(3 credit hours).** Prerequisite: Junior standing, Two of the following: BIO 104, BIO 204, BIO 234, PHY 104.

HSAD 363 Healthcare Office Management. This course provides a comprehensive overview of the healthcare industry, with an emphasis on the development of diversification of health care organizations, different management structures, the process of health policymaking, basic healthcare operations, and the health management job opportunities available in the industry. **(3 credit hours).** Prerequisite: Junior standing, MGMT 303, MEAD 313, BUSN 313.

HSAD 400 Special Topics in Healthcare Administration. This is an advanced level course and is occasionally offered. The course will cover topics in medical administration that are either not covered elsewhere or not covered in depth by regularly offered courses. This course is typically taught in a seminar format. **(3 credit hours).** Prerequisite: Senior standing.

HSAD 423 Healthcare Ethics. This course emphasizes the basic principles and applications of law, ethics, and bioethics as they relate to the medical arena. **(3 credit hours).** Prerequisite: Junior standing, MGMT 303, BUSN 313.

HSAD 453 Health Records Security & Management. Students are familiarized with the content, format, and management of medical health records, and the utilization of the electronic medical record systems. A focus of the course is on health data protection, including the privacy and security requirements of the Health Insurance Portability and Accountability Act (HIPAA). Students discuss the statutory and regulatory background and purpose of HIPAA and the principles and key provisions of the privacy rule, protected health information, uses and disclosures, compliance, and enforcement. The course will also cover the state of the art on "privatizing" health data with minimal impact on data utility. **(3 credit hours).** Prerequisite: Senior standing.

HSAD 493 Healthcare Services Management. Students examine the organization and operation of hospitals and freestanding ambulatory care centers, focusing on the manager's role in internal operations and external relations. The course objective is to understand the key issues driving health care facilities management and apply sound management principles to ensure successful operations. Discussions include managed care programs and their impact on health care facilities management. **(3 credit hours).** Prerequisite: Senior standing.

Health Information Technology Concentration

HIT 223 Health Information Literacy. Students will study basic computer functions and applications utilized in contemporary healthcare settings. Students are introduced to the hardware and software components of modern computer systems and the application of computers in the workplace. The course emphasizes the use of common software packages, operating systems, file management, word processing, spreadsheet, database, internet and electronic mail. Prerequisite: CSCI 113 or consent of instructor.

HIT 323 Health Informatics. Students will study the role of information technology in healthcare through an investigation of electronic health record (HER), business, and health software applications. Learners will develop skills to assist in enterprise information management and database application. Prerequisite: HIT 223.

HIT 300 X Special Problems (1-5). Supervised individual or small - group study of special problems or topics not otherwise covered by regular course offerings. Prerequisite: Junior Standing or consent of instructor

HIT 413 Data Analysis and Knowledge Discovery. Students will study relational database fundamentals, conceptual data models, basic Structured Query Language (SQL) syntax, data analysis, and knowledge discovery. Students would be introduced to suitable software and other data analysis tools. Covers principles and theories of database as well as analytical applications of knowledge discovery tools. Prerequisite (s): CSCI 113 or consent of instructor. Prerequisite: Health Information Literacy, CSCI 123 Programming I, MTH 333 Probability and Statics, or consent of instructor

HIT 433 Health Information Privacy & Security. Students will study the principles of health data protection, the privacy and security requirements of the Health Insurance Portability and Accountability Act (HIPAA). The course will discuss the statutory and regulatory background and purpose of HIPAA and the principles and key provisions of the privacy rule, protected health information, uses and disclosures, compliance and enforcement. The course will also cover the state of the art on “privatizing” health data with minimal impact on data utility. Prerequisite: Health Informatics or consent of instructor.

HIT 423 Healthcare Systems. Students will be introduced to healthcare systems’ development life cycle through the procurement route: development of technical design specifications, procurement procedures (RFP, RFQ, vendor evaluation and selection, and contracting), systems configuration and integration, installation, conversion, operation, and maintenance. Pre-installation testing and post-conversion auditing and monitoring will be emphasized to address the upcoming requirements of federal certification of EHR systems. Prerequisite: HIT 223 and CSCI 123 or CSCI 143

HIT 443 Health Science Information Technology Seminar. Supervised individual or group work on current issues of modern technology and information science. Prerequisite: Senior standing or consent of instructor.

History

HIST 103 Arkansas History. This course covers the history of the State of Arkansas from prehistoric times to the present. Emphasis is devoted to the political, economic, and social development of Arkansas from its establishment as a territory to contemporary events. (3 credit hours).

HIST 113 History of Western Civilization I. The evolution of civilization through 1715 and its impact on society. (3 credit hours).

HIST 123 History of Western Civilization II. Development, expansion and growth of civilization since 1715.(3 credit hours). Prerequisite: HIST 113.

HIST 203 History of American Institutions. A survey of American history from the colonial period to the present with an emphasis on the development of American democratic institutions. (3 credit hours).

HIST 213 History of the United States I. A general survey of American history through the Civil War. (3 credit hours).

HIST 223 History of the United States II. A general survey of American history from the Civil War to the present. (3 credit hours). Prerequisite: HIST 213.

HIST 233 History of Africa. A survey of developments on this continent but stressing the sub-Saharan region and roughly the last one hundred years. (3 credit hours).

HIST 333 World Geography. The geography of regions of the world; emphasis on physical and cultural environment which influences human being’s activities. (3 credit hours).

HIST 383 African American History. The story of the African American people and their African background and heritage. The purpose is to give a balanced account of the African American as a participant in our nation’s history. It attempts to identify the major historical forces which have influenced the Afro-American community and to describe that community’s impact upon broader national and international development. (3 credit hours). Prerequisite: HIST 213.

HIST 400X Topics – Research/Seminar. (3 credit hours). Prerequisite: Must have completed 90 credit hours or more.

Honors

Honors General Education Courses

HENG 103 Speech Act Theory. Speech Act Theory is a course designed to help ethically motivated students become effective communicators. This course will prepare students as they transition from the more expressive free exchange of ideas in the academic setting to leadership roles in their civic and future professional lives. The course will develop competence and excellence in speaking, listening, presenting, and oral reading skills. To succeed in this, critical thinking skills must be practiced and applied. As global citizens, students must acknowledge the diversity and contribution of people of all cultures. An awareness of the uniqueness of one another further mirrors the role of social justice and the respect for our multi-faceted society. (3 credit hours). Prerequisite(s): Honors Academy Student.

HENG 123 Foundations of Rhetoric. This first-semester writing course is designed to help ethically motivated students develop the essential skills required for effective writing in a variety of contexts. With a special emphasis on argumentation and research, this course will help students become dynamic writers, astute researchers, critical thinkers, informed citizens of the world, and advocates for social justice. (3 credit hours). Prerequisite(s): Honors Academy Student, English ACT 22

HENG 203 Advancing Rhetorical Writing: A Cultural and Transformative Odyssey in Rhetoric. This second- semester writing course is designed to help ethically motivated students develop the essential skills required for effective writing in a variety of contexts. With a special emphasis on argumentation, persuasion, theory, cultural studies, and responsible research, this course

will help students become astute readers, critical thinkers, informed citizens of the world, advocates for social justice, eloquent speakers, and dynamic writers and researchers. This course will take us on a cultural odyssey. We will encounter diverse representations and opinions on international and cross-cultural issues on these voyages. We will dive headfirst into global conflicts and problems with the ultimate goal of examining our initial positions, gaining awareness, and then emerging with a changed attitude and understanding toward contemporary world problems. Voyages will include narratives of trauma, conflict, and colonialism, the Black experience, Social Justice, the Culture of Reality and Consumerism, and Dystopian Societies and Propaganda. **(3 credit hours) Pre-requisite(s): HENG 123.**

HMTH 133 A Survey of Real World Mathematics. This course takes the abstract concepts of algebra, like factoring and solving quadratic, logarithmic and exponential equations, factoring and multiples, linear and quadratic equations, inequalities) and applies them to real world problems such as money (discounts, interest, loans, amortization, breakeven analysis, exchange rates), geometry (landscaping, architecture, manufacturing), measurement (units, scales, dimensional analysis), rates (population growth, radioactive decay, distance, and work), chemistry (mixtures, reaction rates), travel (distance, speed, time), statistics, and more. To the extent possible the subject matter will be tailored to the particular interests of the students and the types of problems which arise in the different majors. Several in-class projects will be undertaken and an out-of-class term project will be assigned which extends a concept or concepts or investigates a new concept applied to a practical problem. This out-of-class project will be completed by students working in teams. Class will be conducted in lecture and demonstration format which will involve the student as well as the professor. **(3 credit hours). Pre-requisite(s): Honors Academy Student, Math ACT 22.**

HONR 223 Integrated Humanities. A Humanities' course on Writers, Philosophers, Artists, and You via Social Media, where the student uses theoretical approaches to explore being human and humane in the fields of Literature, Philosophy/Religion, Music/Art, and Drama, particularly in regards to minorities in the United States of America. Through a thematic approach in these fields, students will exemplify, explore, and enact the social justice issues facing minorities as well as integrate this knowledge for a holistic perspective. Ultimately, students will acquire critical thinking skills needed in the Humanities to think, write, speak, and perform as writers, philosophers, and artists via educational inequities for minorities in the USA. Taught in rotation by faculty in these disciplines, students will receive expert pedagogical instruction. **(3 credit hours). Prerequisite: C or better in HENG 203.**

HORI 113 Honors Freshman Colloquium I. The Freshman Colloquium is designed to help students meet the demands of college life and help achieve academic, personal, and social goals. This course will allow further development of student success skills in core discipline areas, and introduce the concept of service and on how to become an advocate for social justice. Also, this course will ingrain the expectations of academic success by assisting in discovering who they are, their purpose, the culture and history of Philander Smith University. Activities will include Chapel attendance, a Service Learning component, online materials, and required attendance at on-campus events. **(3 credit hours)**

HORI 123 Honors Freshman Colloquium II. Freshman Colloquium II is designed to help students meet the demands of college life and help achieve academic, personal, and future goals. This course will allow further development of student success skills by learning about information literacy, becoming a critical thinker, learning the basics of finances in relation to college, exposure to service learning, and how to become an advocate for social justice. Also, this course will ingrain the expectations of academic success by assisting in discovering who they are, their purpose and possibility after graduation by focusing on degree planning and career development. Activities will include Chapel attendance, a Service Learning component, online materials, and required attendance at on-campus events. **(3 credit hours).**

HPHR 253 Capstone: Ethical and Moral Theory Applications. Drawing from both philosophical and faith based moral theories and systems, moral theories to be evaluated and applied include virtue ethics of the Greeks, Christian virtues, Islam, Natural Law, Social Contract, Kantian Duty ethics, Utilitarian ethics, pluralistic ethical theory, Care based ethics, Case-based ethics and Asian ethical theories described in the writings of Confucius, Hinduism and Buddhism. An honor student is provided with a history and development of ethical theory as well as experience in applying the critical thinking process to these ethical systems in selected controversies in law, politics, and medicine. Ethical issues and controversies to be addressed may include, but are not limited to the following issues: poverty, world hunger, racism, the death penalty, civil disobedience, civil rights, freedom of religious expression, institutional ethics in the private and public sector, privacy, abortion, reproductive and genetic technologies, genomics, termination of medical treatment, and just allocation of limited medical resources. *(Required: University Senate of the UMC)* **(3 credit hours). Pre-requisites: HENG 123 and HENG 203.**

Honors Electives Courses

HONR 153 Black Chicago

This course examines the cultural, social, and political history of African Americans in Chicago, including: the Great Migration; the black political machine; black Chicago music; racial segregation; internal class stratification; the role of black churches; the educational system, and social justice issues within the criminal justice system in Chicago. **Pre-requisites: HENG 113/ ENG 113. Open to Honors Academy students or by permission of the instructor. (3 credit hours).**

HONR 221 Honors Special Topics: Honda Campus All-Star Challenge. This course introduces students to a broad field of knowledge in preparation for academic competition. Subject areas include geography, HBCU history, current events and pop culture, literature, music, math, science, social science, art, sports, and religion. Students will be instructed in “knowledge acquisition techniques” as well as, quick recall techniques, research strategies, rules, and effective team strategies. The course will examine best practices, research strategies, and emerging technology for information collection. Students will also be offered opportunities to participate with the Philander Smith University Honda Campus All-Star Challenge program at local, regional, and national scrimmages against other HBCU’s. **(1 credit hours; may be repeated). Prerequisites: Available to Honor students or by permission of the Director of the Honors Academy.**

HONR 231 Honors Seminar I: Leadership. This seminar course will explore leadership through readings, class discussions, and guest presentations by those with expertise in various leadership capacities. Students will develop an awareness of challenges to and ideals of leadership, advocacy, and policy. Students will be encouraged to investigate their own leadership ideals, shortcomings, challenges, and explore the interconnectedness of advocacy, public policy, and leadership. **(1 credit hour). Prerequisites: HENG 123 and HENG 203. Offered Fall of the sophomore year.**

HONR 233 African - American Gender Identify: From Gay to Queer. Introduction to critical theories of gender, race, sexuality, social justice in the African Diaspora from the 19th century to today. **Pre-requisites: HENG 113/ ENG 113. Open to Honors Academy students or by permission of the instructor. (3 credit hours).**

HONR 241 Honors Seminar II: The African-American Experience. The course will provide students with an intellectual framework of the African American experience as interpreted by scholars of various academic disciplines. This course will utilize literature and visual media to cover topics such as: the African American Studies movement, relevancy of HBCU’s in the 21st century, issues of Social Justice, the role of religion in Black life, Hip-Hop and Literature, Pan- African relations, and the Black family. **(1 credit hour). Pre-requisites: HENG 123 and HENG 203. Offered spring of the sophomore year.**

HONR 243 Honors Seminar: The African-American Experience II. The course will further expand on the African American experience as interpreted by scholars of various academic disciplines. This course will utilize literature and visual media to cover topics such as: the African American Studies movement, relevancy of HBCU’s in the 21st century, issues of Social Justice, the role of religion in Black life, Hip-Hop and Literature, Pan- African relations, and the Black family. **Pre-requisites: HENG 123/ENG 123 and HENG 203/ENG 203. Open to Honors Academy students or by permission of the instructor. (3 credit hours).**

HONR 263 Voices from Behind the Wall. This course focuses on the literature of the incarcerated with an emphasis on race, stigma, equity, and liberation. It will also focus on class and other elements of social justice such as “the New Jim Crow” theory. Attention will also be given to global issues of social justice pertaining to incarceration. **Pre-requisites: HENG 123/ ENG 123 and HENG 203/ENG 203. Open to Honors Academy students or by permission of the instructor. (3 credit hours).**

HONR 333 Afro-Futurism. What does it mean to dream ahead? How does the “I am fit in with the possibilities of the future? This course is a critical exploration of the black community through literature, music, and film from Sun-ra, Janelle Monae, Parable of the Sower to Black Panther. **Pre-requisites: HENG 123/ ENG 123 and HENG 203/ENG 203. Open to Honors Academy students or by permission of the instructor. (3 credit hours).**

HONR 351 Honors Seminar III: Philander Forward. This seminar prepares students for a successful and confident launch into life after graduating from Philander Smith University. The course will help students create a plan of action for their financial, personal, career, and graduate and/or professional school goals. The course will also focus on networking, business and social etiquette, and conflict resolution for emerging leaders. **(1 credit hour). Pre-requisites: HENG 123 and HENG 203. Offered fall of the junior year.**

HONR 361 Honors Seminar IV: Academic and Professional Career Planning. This seminar will focus extensively on preparation for graduate and/or professional school study. The course will focus on strategies for preparing for entrance examinations, completing graduate and/or professional school applications, writing effective personal statements, and securing funding via scholarships and fellowships. Students will also strengthen their technical writing skills, with an emphasis on business and professional writing, throughout the course. **(1 credit hour) Pre-requisites: HENG 123 and HENG 203. Offered spring of the junior year.**

Honors Courses in the Major

Honors Computer Science Courses

HCSC 113 Computer and Information Literacy. This is an interdisciplinary course that introduces students to the integration of computer and information literacy skills needed for research inquiry. The information literacy portion of the course requires individuals to identify the need for information and to acquire the skills needed to locate, use, and evaluate the information effectively. Computer Literacy introduces students to computer systems and computer applications in the Microsoft Windows PC environment. Using similar themes and topics, student will learn how to use their information literacy skills to conduct research and how to use their computer skills to integrate support material, resulting in a final product that is a scholarly research document or presentation. **(3 credit hours): Prerequisite(s): Honors Academy Student.**

Honors Education Courses

HEDU 203 Black Masculinity. Throughout American history, Black manhood and masculinity have been connected with stereotypes such as hyper-sexuality, emotional isolation, and minimal amounts of freedom to express oneself. Perceptions and portrayals of Black men and boys as criminals, dangerous, and idle have plagued both the minds of Americans and the American media. Unfortunately, these outdated portrayals fail to grasp the breadth and depth of Black masculinity. This course will examine Black masculinity from the antebellum period (1800s) to the present (2018). Through the discussion and analysis of themes of violence, sex, sexuality, feminism, religion, crime, sports, geography, hip-hop, and black power, will be explored. Moreover, key figures and representations of Black masculinity throughout history, hip-hop, literary works, and popular culture will be examined. Pre-requisite(s): HENG 203: Advanced Rhetorical Writing/ENG 203: Advanced Composition. Honors Academy Student, with the permission of the instructor. (3 credit hours).

Honors English Courses

HENG 133 The Literature of Hip-Hop

This course is an examination of the influences of Hip-Hop on literature, culture, and film. Influence of Hip-Hop on youth, global justice movements, and other elements of social justice will also be emphasized. **Prerequisite: Composition I or permission of the instructor. Open to Honors Academy students or by permission of the instructor. (3 credit hours).**

HENG 143 Blacks in Cinema: Race and Representation in African-American Film

This course is an exploration of Blacks in film and how Black representation has changed over time. The class will also explore the authenticity of the representations of blackness in film and even aim at defining what a “black film” means? This seminar will offer students the opportunity to improve their communication skills through multi-media presentations, engage in class discussions, and debates that focus on African American film. The course will start by examining African Americans' roles and responsibilities throughout several periods of film, such as the silent film era, Jim Crow Era, and the Blaxploitation era. We then use this knowledge to discuss and critique past and contemporary films, roles, and representations to cover topics such as: blackface, fat suit comedies, African Americans and the Oscars, the Black LGBTQ community, Black Superheroes, Afro-futurism, and black women filmmakers. **Pre-requisites: HENG 113/ ENG 113. Open to Honors Academy students or by permission of the instructor. (3 credit hours).**

HENG 323 Women in Memoir

This course examines memoirs of women that focus on race, class, and liberation. It will focus on the lives of women who were altered from oppression, sexual orientation, and other elements of social justice. Prerequisite: Junior standing or permission of the instructor. **Pre-requisites: HENG 123/ ENG 123 and HENG 203/ENG 203. Open to Honors Academy students or by permission of the instructor. (3 credit hours).**

HENG 303 Zora Neal Hurston

This course is an examination of the life and works of Zora Neale Hurston with emphasis on both the vernacular tradition, theme of feminism, and other elements of social justice that characterize her writing. Hurston's influence on later generations of writers will also be considered. Prerequisite: Junior standing or permission of the instructor. **Pre-requisites: HENG 123/ ENG 123 and HENG 203/ENG 203. Open to Honors Academy students or by permission of the instructor. (3 credit hours).**

HENG 313 Toni Morrison. This course is an examination of the life and works of Toni Morrison with emphasis on her treatment of equality, oppression, and other elements of social justice that characterize her writing. Morrison's themes of roots, community, and identity will also be considered. Prerequisite: Junior standing or permission of the instructor. **Pre-requisites: HENG 123/ ENG 123 and HENG 203/ENG 203. Open to Honors Academy students or by permission of the instructor. (3 credit hours).**

Honors Liberal Studies Courses

HLST 223 Interdisciplinary Social Sciences. This is an interdisciplinary course comprised of business and the social sciences (political science, psychology, social work, and sociology). The course will examine the multidimensional implications of the same theme from the viewpoint of each of these disciplines. Ultimately, students will acquire the theoretical perspectives needed to think critically as a businessman, political scientist, psychologist, social worker, and sociologist, and to synthesize these perspectives to address the theme, to improve conditions within the theme, and to provide solutions to eradicate its destructive impact on the global or local society. Taught by faculty from each of the disciplines, students will receive expert pedagogical instruction. Theme*: Success (3 credit hours). **Prerequisite(s): HENG 123 and HENG 203.**

Honors Philosophy and Religion Courses

HPHR 223 Applications of Critical Thinking. The application of critical thinking will focus on the critical thinking process. Essential critical thinking skills within the process will introduce and refine their student cognitive, analytical skills and skills of synthesis. An application of advanced critical reasoning evaluation skills within the process will address how to remedy dilemmas vexing us today. The course will examine how language is used and structured to form arguments; how to identify an argument from non-arguments; create evidence-based arguments; categorize arguments as either inductive or deductive and the processes used to evaluate and assess the truth or falsity of an argument. An engaged student will be enabled

to apply critical thinking processes and best practices in evaluating, applying, reasoning skill in formal logic through exercise in categorical propositions, syllogisms and propositional logic and inductive logic through analogy, legal and moral reasoning, probability, statistical reasoning and hypothetical reasoning. The course will provide engaged students with experience in applying the critical thinking process to a variety of fields of human inquiry to better prepare them for professional lives in law, medicine, social sciences, the natural and physical sciences, the arts and the humanities. **(3 credit hours). Pre-requisites: HENG 123.**

HPHRE 333: Honors Seminar: Black Liberation Theory. This course examines Black Liberation Theory from the perspective of the oppressed black community in North America. It examines white theology and society and the effect of the Christian message on the black community. The course will rely heavily on the work of black theologian James H. Cone to examine Black theology and Black power. **Pre-requisites: HENG 123/ ENG 123 and HENG 203/ENG 203. Open to Honors Academy students or by permission of the instructor. (3 credit hours).**

Honors Physical Education Electives

HPHD 142 Beginning Tennis and Golf for Honors. Course is designed to teach the fundamentals and terminology of golf and tennis. **(2 credit hours). Prerequisite(s): Honors Academy Student.**

Honors Theater Arts Courses

HDRA 100 Theatre Arts Rehearsal and Performance I. This course is the first level of four courses which provide for a workshop training experience for students performing in their first role in a theatre production. Students interested in acting audition with the director for acting, singing or dancing roles. All students performing in productions may enroll in this class for one to three units at the discretion of the instructor. Students may enroll in this class after the close of late registration at the discretion of the instructor. **Pre-requisites:** Simultaneous enrollment in Drama or Arts/Theater courses at Philander Smith University. Open to McKinley Newton Honors Academy students. Variable credit (1-3 hours). Other students may enroll by permission of the instructor.

HDRA 200 Theatre Arts Rehearsal and Performance II. This course is the second level of four courses which provide for a workshop training experience for students performing in their second role in a theatre production. Students interested in acting audition with the director for acting, singing or dancing roles. All students performing in productions may enroll in this class for one to three units at the discretion of the instructor. Students may enroll in this class after the close of late registration at the discretion of the instructor. **Pre-requisites:** Simultaneous enrollment in Drama or Arts/Theater courses at Philander Smith University. Open to McKinley Newton Honors Academy students. Variable credit (1-3 hours). Other students may enroll by permission of the instructor.

HDRA 300 Theatre Arts Rehearsal and Performance III. This course is the second level of four courses which provide for a workshop training experience for students performing in their third role in a theatre production. Students interested in acting audition with the director for acting, singing or dancing roles. All students performing in productions may enroll in this class for one to three units at the discretion of the instructor. Students may enroll in this class after the close of late registration at the discretion of the instructor. **Pre-requisites:** Simultaneous enrollment in Drama or Arts/Theater courses at Philander Smith University. Open to McKinley Newton Honors Academy students. Variable credit (1-3 hours). Other students may enroll by permission of the instructor.

HDRA 400 Theatre Arts Rehearsal and Performance IV. This course is the second level of four courses which provide for a workshop training experience for students performing in their fourth or more role in a theatre production. Students interested in acting audition with the director for acting, singing or dancing roles. All students performing in productions may enroll in this class for one to three units at the discretion of the instructor. Students may enroll in this class after the close of late registration at the discretion of the instructor. **Pre-requisites:** Simultaneous enrollment in Drama or Arts/Theater courses at Philander Smith University. Open to McKinley Newton Honors Academy students. Variable credit (1-3 hours). Other students may enroll by permission of the instructor.

Master of Business Administration

MBUS 601 Business and Organizational Communication. This course provides the knowledge and skills for verbal, nonverbal, written, and digital communications for organizational management and leadership. The course covers topics on grammar applications, effective letter writing and memoranda construction, preparation of executive reports, summaries and proposals, and individual and group presentations. Students will use case studies, experiential learning exercises and digital technology for learning effective communication skills. **(3 Cr. Hrs.)**

MBUS 602 Managerial Accounting. This course provides an introduction to the financial and managerial accounting topics for business management and leadership. The students will gain proficiency in the preparation and analysis major financial statements, accrual accounting, financial reporting using alternative systems, cost behavior, cost systems, and short-and long-term decision-making with strategic considerations and professional ethics. Using case studies and experiential learning,

students will learn how to develop financial strategies that include assessment of mergers and acquisitions, project and portfolio evaluation, financing, and other current issues in financial management. (3 Cr. Hrs.)

MBUS 603 Economics for Global Management. This course provides students with the application of economic theory in making complex managerial and strategic decisions in global environment. The structure of global industries and global competition is examined to assist the students in understanding how to create and manage a successful global strategy. Focuses on aggregative economics, magnitudes of output, employment, investment, savings, and money supply aspects of the economy. (3 Cr. Hrs.)

MBUS 604 Managerial Finance. This course covers the theory of corporate finance including goal of the firm, time value of money, investment decisions under certainty and uncertainty, net present value, capital markets, and corporate financing decisions. Emphasis is given on the theory and analytical techniques associated with the major financial decisions of corporate management, including risk analysis, capital budgeting, short- and long-term financial management. (3 Cr. Hrs.)

MBUS 605 Marketing Management. From the perspective of a global business manager, this course provides texts, readings, and case studies and marketing-plans to student to approach problems of planning, competitive analysis, policies and strategies, decision making, and social responsibility in marketing. The students learn various techniques in the analysis of managerial problems including problem identification, problem formulation, selection of appropriate techniques in problem solving, and evaluation of results. (3 Cr. Hrs.)

MBUS 606 Operations and Project Management. This course examines the evolution of management theory, and various methods of operations and project management of business organizations. It includes a detailed investigation of the four functions of management: planning and decision making, organizing, leading, and motivating, and controlling. Students also learn the four critical aspects of a successful manager-leader: personal identity as a manager-leader, ability to embrace ambiguity, problem identification, and problem solving. (3 Cr. Hrs.)

MBUS 607 Organizational Behavior and Management. This course provides proficiency in the psychological and sociological foundations of individual and group behavior in organizations. The course helps to enhance students' knowledge and skills motivate others, make decisions, design organizations, and navigate national and corporate cultures. Special focus will be on multicultural and global business environment. (3 Cr. Hrs.)

MBUS 608 Legal and Ethical Environment of Global Business Management. This course examines the application of law to global business management. It also focuses on the study of ethical issues that arise in complex business settings, including professional conduct and corporate social responsibility. Students will learn how to target the decision-making process from legal and ethical standpoint. Case studies are used to identify the effect of laws and ethics on policy decisions. (3 Cr. Hrs.)

MBUS 610 (Capstone) Strategic Management in a Global Environment. Prerequisite: Completion of at least twenty-four (24) hours of professional core and concentration courses. This course employs integrative knowledge of the various functional areas of business administration as policy decisions are considered from the viewpoint of executive management. Case methods and computer simulations are used as comprehensive exercises in decision-making in global business environment. Students must obtain a "B" or better grade in this course. (3 Cr. Hrs.)

MBA - Core Project Management Track Courses

MBUS 611 Program and Project Risk Management. This course is designed to provide a systematic approach to program and portfolio quality and risk management by examining the applications of risk and quality management to evaluate a given situation. Students will use risk management techniques to identify, analyze, plan, and manage program or project related risks including how to rank respond, monitoring, and controlling risk. The course also provides students the opportunity to develop consultative and organizational design (OD) practitioner skills to solve organizational problems and issues and make recommendations. (3 Cr. Hrs.)

MBUS 612 Project and Program Performance Mgmt. using EVM. Through literature research, this course examines various strategies used for managing multiple projects within organizational programs and portfolios using Earned Value Management (EVM). Students will have the opportunity to assess multi-project management tools, methods, and technologies to evaluate the success and failures of projects, programs, and portfolios that utilize EVM. (3 Cr. Hrs.)

MBUS 613 Management and Global Programs and Projects. This course in Global Project Management is to provide a framework for managing the multicultural and multinational project teams that have emerged as our new reality. Global project management is the application of project management practices in a distributed, trans-national environment. Students will understand how leadership, strategic business management, and technical project management are important within a global context. They will understand how cultural competency differs in global cultures and its impact on multicultural project teams; manage and communicate within global teams; and common practices in global project management. (3 Cr. Hrs.)

MBA - Core Management Track Courses

MBUS 621 Critical Analysis Using Case Studies. This course introduces a substantive conception of critical thinking and how

to apply this concept in managerial decision making. The topics will include the foundation and set of tools and techniques for Critical Thinking in a variety of situations. The students will use case studies on a variety of managerial issue to practice the critical thinking tools. The course will use team approach to substantially engage students. (3 Cr. Hrs.)

MBUS 622 Quality Management and Continuous Improvements. Continuous improvement is a systematic, ongoing effort to improve processes, services, or products through small, incremental changes to realize efficiencies and better quality. Quality management is related to continuous improvement with focus on consistency of products, services, and processes. The components of quality management are quality planning, quality control, quality assurance, and evaluating the overall quality, as well as the capacity building teams to manage change and development. The course introduces students to the concept of continuous improvement and its relationship with TQM and to highlight the relationship between TQM and continuous improvement. (3 Cr. Hrs.)

MBUS 623 Decision Theory Business Analytics. This course provides an exploration of the international business management issues providing a broad, multi-disciplinary awareness of global business management trends and practices especially the impact of culture on business. Students acquire the managerial skills and cultural understanding required to function effectively in the changing global business environment. Topics include global economic institutions, cross-cultural management, international managerial negotiations, and business management practices in the emerging global markets. (3 Cr. Hrs.)

Management

MGMT 303 Principles of Management. This is an introductory level management course that deals with the basic tenets of organization and management theory and practice. The course familiarizes students with the functions, processes, and activities of management and helps students appreciate the underlying theories that constitute the discipline of management. Upon completion, students will be knowledgeable of the historical, current, and future issues in management (**3 credit hours**) Prerequisite: Junior standing, BUSN 203, BUSN 333.

MGMT 313 Human Resources Management. This is a survey course that addresses a broad set of topics pertaining to human resources in a corporate setting. Topics covered include: job analysis, job classification, employee selection, training and promotion, employee health/welfare and safety, compensation and benefits, labor turnover, government legislation, and labor relations (**3 credit hours**) Prerequisite: MGMT 303. [Formerly BADM 413].

MGMT 323 Principles of Business Law. Business and its relationship to law and society; concepts of law and its relationship to property and property rights; contracts, including formation, essentials, performance, rights and remedies of parties; contracts between principals and agencies (**3 credit hours**) Prerequisite: BUSN 203. [Formerly BADM 313].

MGMT 343 Project Management. Project Management explores the fundamental knowledge, terminology, and processes of effective project management. Topics include project integration management, project scope, time and cost management, human resource management, communication, ethics, risk, and procurement. Microsoft Project is introduced and utilized (**3 credit hours**) Prerequisite: Senior standing, MGMT 303, MKTG 303.

MGMT 400 Special Topics in Management. This is an advanced level course and is occasionally offered. The course is designed to cover topics in management that are either not covered elsewhere or not covered in depth by regularly offered management courses (**3 credit hours**) Prerequisite: Senior standing.

MGMT 423 International Business. A study of the economic development and international business, with an examination of current U.S. trade relations with other nations. Attention will be focused on the impact of foreign trade and the industry's contributions to economic development (**3 credit hours**) Prerequisite: Senior standing, MGMT 303, MKTG 303. [Formerly BADM 383].

MGMT 433 Leadership. This course facilitates the development of leadership capabilities and addresses the complexities, paradoxes, and challenges of leadership. Through self-assessments, readings, lectures, and assignments students gain an appreciation of effective leadership approaches and are provided with opportunities to practice new leadership behaviors (**3 credit hours**) Prerequisite: Senior standing, MGMT 303.

Management Institute – PSMI

PSMI 303 Legal Environment in Business (3 weeks, 5 weeks). Students examine business and its relationship to law and society; the concepts of law and its relationship to property and property rights; contracts, including formation, essentials, performance, rights, and remedies to parties; and contracts between principals and agencies.

PSMI 313 Business Statistics (3 credits, 5 weeks). This course is an introduction to the theory and application of statistics covering distribution and dispersion, sampling, regression and correlation analysis, and index numbers. Prerequisite PSMI 343 Business Math I.

PSMI314 An Introduction to Research and Analysis Using Statistics (4 credits, 7 weeks). An introduction to research and its tools for the adult learner as both a consumer and producer of statistics and research. This course has specific emphasis upon helping the students complete the Action Research Project and understand the managerial decision-making processes.

PSMI 323 Financial Accounting (3 credits, 5 weeks). This course is the first of two principles of accounting courses with a

focus on principles of accounting, analysis, interpretation of profit and loss, income, and balance sheet statements.

PSMI 331 Organizational Communication (3 credits, 5 weeks). Students investigate the role of communication in creating a productive organizational environment. Participants strengthen their communication skills by focusing on interpersonal, group, and presentation skills.

PSMI 333 Social Problems and Their Impact on the Workplace (3 credits, 5 weeks). This course presents an analysis of major contemporary social problems, especially in the United States. Particular attention is given to the problems of poverty, racism, sexism, drug/alcohol abuse, and illiteracy, and their impact on the contemporary workplace. Consideration is given to diverse sociological perspectives regarding the causes, consequences, and solutions to these problems.

PSMI 343 Business Mathematics (3 credits, 5 weeks). This course covers the fundamentals of algebra, mathematics of finance, and linear programming, as applied to business

PSMI 353 Adult Development and Life Assessment (3 credits, 6 weeks). Students are introduced to adult development theory and link these concepts to life through a process of individual reflection. Both classical and contemporary adult development theories are examined. These theories then provide the paradigm for self-analysis and life assessment. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups or by individuals.

PSMI 363 Group and Organizational Dynamics (3 credits, 5 weeks). This course is a study of group behavior and how group functioning affects organizational effectiveness with an emphasis on problems and cases. Prerequisite: MTH 133, College Algebra.

PSMI 373 Issues in Management (3 credits, 5 weeks). In this course, students examine management control functions, strategic planning, and organizational structure and design. Also studied are motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to circumstances are analyzed. Negotiation concepts and skills are covered through readings and class practice, with an analysis of the effect on productivity. Total Quality Management (TQM) is contrasted with Management by Objectives (MBO).

PSMI 383 A Systems Approach to Organizational Change (3 credits, 5 Weeks). Participants examine the formal and informal functions of organizations and analyze an agency or organization based on a systems model. Organizational problems are analyzed and addressed using a step-by-step method. This analysis will be applied to students' work-related Action Research Projects.

PSMI 393 Leadership Concepts (3 credits, 5 weeks). Concepts of leadership and its relationship to management. Prepares the student with leadership and communication skills needed to motivate and identify individual leadership styles as related to self and others; distinguish differences between leadership and management.

PSMI 403 Production and Operations Management. This course is a study of the planning, control and implementation of the processes used to transform inputs into finished goods and services.

PSMI 412 Action Research Project (4 credits, program-wide). The Action Research Project is a major research effort designed to apply the action research model to students' work-locations. This module serves as the capstone to the Organizational Management Program by providing a platform for application of knowledge and skills acquired within an organization's changing environment. This module enhances knowledge in an area related to one's work or community, improves one's writing and presentation skills, and develops research skills to assist in decision-making

PSMI 413 Managerial Accounting (3 credits, 5 weeks). This course covers the methods that companies use accounting for decision making, production management, product design and pricing and for motivating and evaluating employees. Managerial accounting yields insight into a company's internal operations (3 credit hours) Prerequisite: PSMI 323.

PSMI 414 Business Law (4 credits, 7 weeks). This course examines the history, background, sources, and influences of our modern-day law as it pertains to the business activities of individuals, corporations, and other legal entities, with particular emphasis upon business litigation, legal liabilities, alternative dispute resolution techniques, and the laws governing contracts, creditors' rights, secured transactions, bankruptcy, agency, partnerships, and corporations.

PSMI 423 Business Communication. (3 credits, 5 weeks). This course is a practical study of the construction, form, and uses of the different types of business letters and reports used in businesses and industry. It involves communication situations common to business, report, resume writing, oral reporting, interviewing, nonverbal communications, and small group theory. Emphasis is placed on the national and global dimensions of business.

PSMI 433 Human Resource Management (3 credits, 5 weeks). Through assigned readings, simulations, case studies, and class discussions, students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development, and compensation of employees.

PSMI 443 Management Information Systems (3 credits, 5 weeks). An introductory course that considers the design of management information systems relative to various organizational needs. Students develop familiarity with computer hardware and software packages. Students also learn to construct, write, execute, and integrate programs commonly found in a management information system.

PSMI 453 Entrepreneurial Strategy (Capstone Project) (3 credits, 5 weeks). A study on actual tasks and activities of the entrepreneur, from researching venture feasibility, to launching the venture, and managing growth. (Capstone Project II).

PSMI 463 Managerial Finance (3 credits, 5 weeks). This course first covers the organization-wide use of financial planning within the firm. Students then explore the financial tools available for planning and analysis, as well as how those tools are utilized to manage cash flow and financial resources, and to evaluate future investment opportunities. Next, three primary topics in corporate finance are developed. These topics include the importance of short-term finance for current operations, the use of capital budgeting tools for investment analysis, and the foundation of long-term finance for defining the organization's cost of capital and optimal capital structure.

PSMI 473 Managerial Marketing (3 credits, 5 weeks). Through assigned readings, simulations, case studies, and class discussions, students are exposed to basic marketing theory and terminology. They are given the opportunity to apply this newly acquired knowledge to analyzing real-world cases exploring domestic and international marketing opportunities and problems. This exploration provides adult learners with the skills and confidence to identify and evaluate critical marketing data. Data is used to develop workable and successful programs to solve problems nationwide and globally and capitalize on opportunities.

PSMI 483 Strategic Planning (3 credits, 5 weeks). This course introduces various management planning models and techniques and applies these to business cases. It stresses the concepts of strategic planning and strategic management.

PSMI 493 Personal Values and Organizational Ethics (3 credits, 5 weeks). In this module, students discover and define their own beliefs, values, purpose, moral philosophy, and ethical principles. No view or perspective will be prescribed. Because expressing and hearing disagreement are essential team skills, the module also provides participants with opportunities to practice skills that will transfer to the workplace.

Marketing

MKTG 303 Principles of Marketing. This is an introductory course that emphasizes the key concepts and issues underlying the modern practice of marketing. The role of marketing in the organization and in society is examined and analyzed. The marketing process is analyzed through the four main decision areas of products and services, distribution, promotion, and pricing (3 credit hours) Prerequisite: Junior standing, BUSN 303.

MKTG 333 Consumer Behavior. Students apply psychological, social, and cultural concepts to marketing decision making. Topics include the importance of consumer behavior and research; internal and external influences on consumption; the diffusion of innovations and consumer decision making. The marketing implications of understanding the consumer are emphasized (3 credit hours) Prerequisite: Junior standing, MKTG 303.

MKTG 373 Sales and Sales Management. A study and analysis of techniques in professional selling with a focus on actual sales presentations. Emphasis is also on the planning and execution of an advertising sales campaign and the economic benefits and social relationships that are derived from such a campaign (3 credit hours) Prerequisite: Junior standing, BUSN 333, MGMT 303, ACCT 313, MKTG 303, BUSN 214.

MKTG 393 Marketing Research. Students learn to formulate and structure marketing problems, recommend the marketing research that should be undertaken, appreciate what can and cannot be learned from marketing research, gather, and analyze quantitative marketing data, and make effective decisions based on those data. The skills covered in this course are applicable to marketing problems encountered in both consumer and business-to-business markets, and in the public and private sectors. (3 credit hours) Prerequisite: Junior standing, BUSN 205, BUSN 333, MGMT 303, ACCT 313, MKTG 303, BUSN 214.

MKTG 400 Special Topics in Marketing. This is an advanced level course and is occasionally offered. The course is designed to cover topics in marketing that are either not covered elsewhere or not covered in depth by regularly offered marketing courses. This course is typically taught in a seminar format (3 credit hours) Prerequisite: Senior Standing.

MKTG 453 Services Marketing. Students examine the foundations of services marketing which are necessary to create, promise, and deliver a successful, interactive customer experience. Topics include an overview of services marketing; understanding the customer in services marketing; standardizing and aligning the delivery of services; the people who deliver and perform services; managing demand and capacity; and promotion and pricing strategies in services marketing (3 credit hours) Prerequisite: Senior Standing

MKTG 463 Promotional Strategy. Students learn and practice the marketing communication activities including: advertising, personal selling, sales promotion, public relations, and packaging/branding. The course discusses the integration of these activities and their application (3 credit hours) Prerequisite: Senior standing, MKTG 303, MKTG 373.

MKTG 493 Marketing Management. This is a senior-level course covering the application of marketing concepts as they relate to identifying, attracting, and retaining customers and clients. Using an applied-case approach, students learn how to create and execute effective marketing plans for either profit or nonprofit organizations. The course contains significant components of critical and creative thinking as students solve problems related to ongoing marketing issues. The course is required for all students pursuing a marketing concentration (3 credit hours) Prerequisite: Senior standing.

Mathematics

MTH 103 Intro to Engineering. This course is designed to provide an introduction to the practice of engineering, engineering

- method and design process, reverse engineering, and the various career paths within engineering. The course prepares students for success through the integration of teamwork, problem solving, written and oral communication, interpersonal skills, ethical decision-making and the use of different computer application. (3 credit hours).
- MTH 113 Intermediate Algebra.** The real number system, operations on real numbers, polynomials, factoring polynomials and special products, operation on rational expressions, first-degree equations and inequalities in one variable, linear relations, functions and variation. (3 credit hours).
- MTH 133 College Algebra.** Polynomials, factoring, exponents, radicals, simplifying algebraic expressions, logarithms, ratios, equation solving, word problems, graph reading, trigonometry, complex numbers, arithmetic and geometric series. Students enrolled in MTH 133 will have to submit to three diagnostic tests (beginning of semester, midterm, and during final). If student progress in College Algebra is not on track with successful performance, student will be recommended a plan of action to remove deficiencies. (3 credit hours). Prerequisite: 'C' or better in MTH 114 or ACT Score of 19.
- MTH 143 University Trigonometry.** Triangular ratios and circular definitions of trigonometric functions, angles, graphs, identities, equations and formulas. Applications including the laws of sine and cosine. De Moivre's Theorem, nth roots of complex numbers, vectors and polar coordinates. Prerequisite: MTH 133 or consent. (4 credit hours)
- MTH 213 History of Mathematics.** Traces the development of mathematics principles, concepts and theorems through an historical perspective, relating the historical/social milieu within which specific people contributed to the increasing sophistication of mathematical thought. (3 credit hours).
- MTH 215 Calculus I.** Differentiation and integration of algebraic and non-algebraic functions with applications including and related to rates, maxima and minima, and volumes; plane analytical geometry with study of the straight line, circles, conics and transformation of axes and polar coordinates. (5 credit hours) Prerequisite: MTH 143, consent of instructor, or appropriate score on Placement Test. MTH 143 may be taken concurrently.
- MTH 225 Calculus II.** A continuation of MTH 215. Prerequisite: MTH 215.
- MTH 303 Linear Algebra.** A study of matrices, determinants, vector spaces and linear transformations, and orthogonality. Prerequisite: MTH 143 or consent of the instructor. (3 credit hours)
- MTH 313 Calculus III.** Three-dimensional and Eigen conditions, vectors, additional techniques of integration, partial differentiation, multiple integrals and applications, sequences, series, and power series. (3 credit hours). Prerequisite: MTH 215, MTH 225.
- MTH 323 Mathematics for Middle Level.** This course is designed to provide candidates with an in-depth study of the basic principles, theories, and research underlying the mathematics curriculum for middle childhood/early adolescence. Emphasis will be given to the appropriate materials and content for the middle childhood/early adolescence grades. (3 credit hours)
- MTH 333 Probability and Statistics.** Mathematical theory of probability with an introduction to statistics. Prerequisite: MTH 133 or consent of instructor. (3 credit hours)
- MTH 353 Discrete Mathematics.** The study of discrete structures, sets, Boolean algebra, function (mapping and transformation), algebraic structure and Graph Theory (directed and undirected graphs). Prerequisite: MTH 133 and CSCI 113. (3 credit hours)
- MTH 363 Differential Equations.** Elementary methods for solution of ordinary differential equations with applications. Prerequisite: MTH 313. (3 credit hours)
- MTH 373 University Geometry.** A study of Euclidean and non-Euclidean geometry, logic constructions, similarity, bisection, transversal, projections and mappings. (3 credit hours) Prerequisite: MTH 225 or consent of the instructor.
- MTH 400X Selected Topics.** The careful study of a topic which is of interest to the student and instructor. Such topics might be in topology, real analysis, complex variables or Banach and Hilbert spaces (credit may vary from 1-5 hours). Prerequisite: Consent of instructor.
- MTH 413 Modern Algebra.** A study of abstract structures, groups, rings, integral domains and fields. Proofs and expositions are required. Basic and general theorems of modern abstract algebra are explored. (3 credit hours) Prerequisite: MTH 225.
- MTH 443 Advanced Calculus.** Continuity, integration and differentiation of functions of one and several variables; infinite series; line integral; Greens and Stokes Theorems. (3 credit hours) Prerequisite: MTH 313.
- MTH 462 Mathematics Seminar.** Designed to consider mathematical topics outside of the normal course offering. Students are expected to write and present papers. (3 credit hours) Prerequisite: Consent of instructor.
- MTH 463 Transitional Mathematics.** This course is designed to cover selected topics and mathematical concepts in Algebra, Set Theory and Real Analysis. ((3 credit hours) Prerequisite: Consent of instructor.

Media

- MDIA 103 Film Appreciation.** Explore the world of cinema in this introductory course on film appreciation. Through screenings, discussions, and readings, discover the artistry behind filmmaking and develop a critical eye for analyzing movies. Gain insight into film history, genres, and techniques, and learn to appreciate the cultural and artistic significance of cinema.

- MDIA 123 Intro to Filmmaking:** A required course for majors in film and a prerequisite for all Film courses. The course introduces students to basic concepts of cinematic form and genre; stylistic techniques of mise-en-scene, cinematography, editing, and sound; and aesthetic considerations of form, genre, and style. Lectures, readings, and screenings. 3hrs. No Pre-Requisites.
- MDIA 153 Intro to Graphic Arts.** Instruction in the aesthetic, creative, and technical aspects of graphic design. Focus is given to the application of the elements of art and the principles of design to graphic design solutions, as well as effective use of typography. (3 credit hours)
- MDIA 163 Intro to Photography.** An introduction to digital photography. The course emphasizes the technical skills, visual organization, and conceptual content of an effective photograph. Prerequisite for all other photography courses. No previous experience is necessary, but students must provide their own digital camera with features specified by the instructor. (3 credit hours)
- MDIA 203 Selected Media Topics - Digital Story Telling.** This course is to offer students an opportunity to study and produce a particular type of Media, such as photography, photo shop, graphic arts, etc. Students will engage in the media specified as the subtitle of the course. To do so, they will study the techniques, methods, and skills necessary to produce the media as well as how to publish in these fields. They will produce the media. (3 credit hours)
- MDIA 213 Editing for the Screen:** A required course for all film concentrations. This is a project-oriented course in non-linear editing, with an emphasis on classical, continuity editing as a storytelling device. Topics include history, aesthetics, techniques, and technical aspects of editing. 3hrs. No Prerequisites.
- MDIA 223 Writing for the Screen:** A required course for film concentrations. The course covers analysis, formatting, structure, and construction of the motion picture and screenplay. Character creation and motivation are also addressed. 3hrs. No Prerequisites.
- MDIA 233 Printmaking and Alternative Media:** This course merges traditional printmaking and graphic design media with contemporary methods to effectively create works of art. This course will use a range of digital tools, including but not limited to Photoshop, Illustrator, open source platforms, and CAD (computer-aid design) software, along with traditional printmaking techniques to problem-solve graphic design and printmaking projects. Prerequisites for the course: Drawing Composition or 2D Design.
- MDIA 303 Directing for the Screen:** A required course for all film concentrations. This course covers the basic aspects of directing, including working with actors, blocking and staging, shot creation and composition, visual design, and communicating with a production crew. Lecture/Workshop. 3 hrs. Pre-Req: MDIA 1XX Intro to Film
- MDIA 313 Film II:** A required course for all film concentrations. This course introduces the theory and technique of filmmaking, combining comprehensive analysis of significant works in various film styles with practical exercises in production. The course aims to provide a basic understanding of filmmaking from short scripts to screen. 3hrs. Pre-Req: MDIA 1XX: Intro to Film, MDIA 2XX: Writing for the Screen, Junior/Senior Standing.
- MDIA 323 Movie Criticism:** A required course for all film concentrations. This course is a criticism of contemporary movies, concentrating on the creative elements used in the service of aesthetics and the application of scholarly and popular critical standards. Certain historical references are included. Assignments include the viewing of motion pictures at home and local theaters. 3hrs. Pre-Req: MDIA 1XX: Intro to Film, MDIA 343, ENG 113, ENG 123, Jr/Sr Standing.
- MDIA 333 History of American Cinema I:** An elective for film concentrations. History of the motion picture in the silent and early sound era. The events are presented chronologically with screenings of representative films from each decade. The course is international in scope with attention paid to major contributions to cinema from several countries. Topics discussed include the origin of the movies, the acquisition of sound and color, the development of the studio system, as well as trends, movements, and influences. Lectures, readings, discussions and screenings. 3hrs; Pre-Req: MDIA 1XX: Intro to Film, ENG 113, ENG 123; Junior/Senior Standing.
- MDIA 343 History of American Cinema II:** An elective for film concentrations. This course covers the history of the motion picture in the contemporary era. Relevant events of this period are presented chronologically with screenings of representative films from each decade. The course is international in scope with attention paid to major contributions to cinema from several countries. Topics discussed include changes in the national studio systems and the role of independent producers, as well as trends, movements, and influences. Lectures, readings, discussions, and screenings. 3hrs; Pre-Req: MDIA 1XX: Intro to Film, ENG 113, ENG 123; Junior/Senior Standing.
- MDIA 353 Digital Audio Production:** An elective for film concentrations. This course is an exploration of audio production techniques using digital audio editing tools as well as microphones and other audio sources. This course will cover the production of audio projects and exercises using recording devices, digital editing software, and new media technology. 3hrs. Pre-Req: MDIA 1XX: Intro to Film; Junior/Senior Standing.
- MDIA 363 Digital Photography:** Students will learn how to use a DSLR camera and compose images using digital technology. Students will work on photographic projects that will develop their understanding of the elements of art and design principles.
- MDIA 373 Alternative Methods In Photography:** Students will learn alternative methods to photography ranging from, but not limited to, creating cyanotypes, image transfer, and using a pinhole camera. Students will work on photographic projects that will develop their understanding of the elements of art and principles of design.

- MDIA 403 Screenwriting Workshop:** An elective for film concentrations. This course is an upper-division workshop course focusing on the writing of original screenplays. Students will present drafts of work for peer review and discussion and will submit a portfolio of original material at the end of the course. Some class time will be devoted to readings, invention exercises, and marketing strategies. 3hrs. Pre-Req: MDIA 1XX: Intro to Film; MDIA 2XX: Writing for the Screen, Junior/Senior Standing.
- MDIA 413 Documentary Production:** An elective course for film concentrations. An advanced production class on documentary films and documentary filmmaking. Students will be exposed to a variety of documentary films encompassing different subjects and styles and will learn the production process used in the planning, execution, and construction of short format documentary. 3hrs. Pre-Req: MDIA 1XX: Intro to Film; Junior/Senior Standing.
- MDIA 423 Experimental Film Production:** An elective course for film concentrations. This is an elective course in film production, focusing on the creation of non-narrative works, including music videos, essay films, experimental documentaries, fashion films, and works of video art and installation. Students will complete multiple short films over the course of the semester, applying techniques from the history of experimental filmmaking. Lectures will explore significant milestones in avant-garde cinema, from abstract animations of the early 20th century to contemporary interactive gallery installations.
- MDIA 453 Special Topics in Film:** An elective for film concentrations. This course focuses on specific genres of film. Special topics include, but are not limited to documentary, fiction, comedy, and animation. Other topics could include theoretical, historical, and cultural understanding of cinema and other forms of moving images. May be repeated once with a change in topic. 3hrs; Pre-Req: Junior/Senior Standing.

Middle Childhood/Early Adolescence (MCEA)

- MCEA 311 Praxis II (Content).** The purpose of this course is to provide structured support to middle childhood level candidates as they prepare for successful completion of the Praxis II –Content Knowledge licensure assessment. Middle childhood candidates will participate in review, analysis, and synthesis of pertinent content knowledge they have obtained in the preparation program in subject areas that are considered central to middle childhood teacher preparation.
- MCEA 333 Teaching Diverse Learners.** This course explores both the foundations of diversity and a variety of cultural groups while providing practical strategies and methodologies for shaping and implementing multicultural curriculum. The course will assist teacher candidates to identify various cultural groups in order to help them better understand the background and multiple needs of these diverse students. Primary foci for the course include planning a multicultural curriculum, using the most effective instructional strategies with diverse learners, working successfully with diverse learners, and collaborating with school personnel and administrators to order to implement an effective multicultural curriculum.
- MCEA 413 Internship I (Grades 4-5)** Candidates will spend one day per week for ten weeks (60 clock hours) in a middle school classroom. This field experience will acquaint candidates with a variety of experiences in a middle school classroom. Candidates will be oriented to the structure of a school district, the school, and the classroom setting. All concurrent courses in the block will include assignments or specific tasks to be completed by candidates during the classroom placement in the clinical experience.
- MCEA 353 Managing the Learning Environment.** The primary purpose of this course is to introduce candidates to the concepts of 1) organizing the learning environment, 2) promoting an optimal learning environment, 3) promoting student self-management, 4) developing strategies for managing behavior, and 5) promoting parental involvement. The course will prepare candidates to develop a philosophy about behavior management based on educational, psychological, and common sense principles. Candidates will examine effective strategies to prevent problems, deal with misbehavior problems without escalating situations, and to safely manage the out-of-control student.
- MCEA 401 Directed Teaching Seminar.** This course offers interdisciplinary faculty-guided seminars designed to support candidates during directed teaching. Seminar topics address the knowledge, skills, and dispositions essential to the teaching/learning process.
- MCEA 411 Praxis II: Principles of Teaching and Learning.** The purpose of this seminar is to provide structured support to middle childhood level candidates as they prepare for successful completion of the Praxis II –Principles of Learning and Teaching licensure assessment. Middle childhood candidates will participate in review, analysis and synthesis of pertinent pedagogical knowledge and learning theory they have obtained in the teacher preparation program in areas that are considered central to middle childhood preparation such as assessment, classroom management and behavior guidance, and developmentally appropriate instructional strategies and environments.
- MCEA 417 Directed Teaching I (Middle Childhood).** Directed teaching in middle childhood deals with the application of theory to teaching situations in the middle childhood classroom. The candidate will use a broad array of approaches in teaching that will address exceptionalities and grouping procedures. They will also demonstrate how to organize instruction based on knowledge of students' learning theory and how to manage the learning environment. Candidates are expected to use technology throughout the teaching/learning process.
- MCEA 427 Directed Teaching II (Early Adolescence).** Directed teaching in the middle level classroom deals with the application of theory to teaching situations in early adolescence language arts/social studies. The candidate begins by observation and participation and gradually assumes complete responsibility for the classroom. The candidate will use a broad array of

approaches in teaching that will address exceptionalities and grouping procedures. They will also demonstrate how to organize instruction based on knowledge of students' learning theory and how to manage the learning environment. Candidates are expected to use technology throughout the teaching/learning process.

MCEA 423 Internship II (Grades 6-8 Clinical Experience). Candidates will spend time one day a week for ten weeks (60 clock hours) in an early adolescence Language Arts/Social Studies classroom. This clinical experience will focus on working with students in large and small groups. This clinical experience will acquaint the candidates with middle school settings. Candidates will spend one day a week for ten weeks (60 clock hours) in a middle level English/Language Arts/Social Studies or a Math/Science classroom. The candidate will use a broad array of approaches in teaching that will address exceptionalities and grouping procedures. They will also demonstrate how to organize instruction based on knowledge of students' learning theory and how to manage the learning environment. Candidates are expected to use technology throughout the teaching/learning process.

MCEA 463 Middle Level Curriculum and Pedagogy. This course is designed to prepare pre-service middle level teachers in planning and implementing effective and efficient models of middle school curricula. The candidate will examine curriculum integration, multidisciplinary planning, interdisciplinary curricula, and standards-based instruction.

Military Science

(Special Programs at the end of all courses)

Music

Music - Applied Piano

MAP 111 Applied Piano I. Introduction to piano playing and score reading. Instructor may teach individually or in groups. Students will get private instruction. Certain amount of daily practice is required to pass this course. Open to all students. Prerequisite: instructor's permission. (1 credit hours)

MAP 121 Applied Piano II. Elementary level of piano playing and score reading. Instructor may teach individually or in groups. Students will get private instruction. Certain amount of daily practice is required to pass this course. Open to all students. Prerequisite: MAP 111. (1 credit hours)

Music - Applied Voice

MAV 111 Voice I or MAV 113 Voice I. Beginner Vocal Fundamentals for students with a focus area of VAPA Voice Concentration. Cohorts of students will study tone production, breath control, diction, literature, stage presence and general musicianship. (1 or 3 credit hours)

MAV 121 Voice II or MAV 123 Voice II. Beginner Vocal Fundamentals for students with a focus area of VAPA Voice Concentration. Cohorts of students will study tone production, breath control, diction, literature, stage presence and general musicianship. Instruction in vocal production at the elementary and intermediate levels. (1 or 3 credit hours)

MAV 211, 221 or MAV 213, 223 Voice III and IV. Instruction in vocal production at the elementary and intermediate levels. (1 or 3 credit hours)

MAV 203 Diction for Singers I. This course will instruct students in the proper pronunciation and singing of the Italian and German languages using the International Phonetic Alphabet and song literature. Offered once a year. (3 credit hours)

MAV 303 Diction for Singers II. This course will instruct students in the proper pronunciation and singing of the English and French languages using the International Phonetic Alphabet and song literature. Offered once a year. (3 credit hours)

Music - Band

BAND 112 Music - Marching Band. This introductory course focuses upon the development of instrument, performance, and drill skills that are important in the development of a Marching Band and offers experiences designed for successful music learning and performance. Prerequisite: consent of instructor. (2 credit hours). May be repeated for credit. (2 credit hours)

Music Education

MED 313 Music Education. An introductory course in music that is designed for non-music majors. The course focuses upon music in education and offers experiences designed for successful music learning and teaching. Prerequisite: consent of instructor. Offered on demand.

Music History

MUH 223 World Music. Designed to explore the musical practices of other cultures outside Western Classical music traditions. Offered on demand. (3 credit hours)

General Music

MUS 013 Fundamentals of Music I. A study of the science of musical sounds, pitches, scales and harmonies, and the acoustical and mathematical science that governs their relationships and behavior within a given key. The course includes a study of elementary acoustics, and the expression by numerical ratio between the tones of intervals commonly used in music composition, as well as the frequencies contained in the first sixteen partials of the overtone series. The international 440 Hz frequency as the pitch "A" will be used. Also included in the course are studies of vibration, intensity and amplitude of sound, measured in units of decibels. The science of "timbre" will be studied. The course also covers the mathematical and scientific rudiments of rhythm, meter, time, and rhythm relationships and notation. Covers all areas of Major and Minor scales, triads, key signatures and intervals, with emphasis on the scientific and mathematical relationships of these factors. Offered in the Fall semester only. Prerequisite: Evaluation exam in rudiments of music and/or permission of instructor. (3 credit hours)

MUS 103 Music Appreciation. For non-music majors. Practical and informative course with emphasis on various types of music and musical experience. Designed to create an awareness of the importance of music in all cultures as well as insight into its place in the fields of education and healing. Includes basic rudiments of music as well as listening and historical information. (3 credit hours).

MUS 201X Collegiate Choir. A performing group, with emphasis on learning music of various styles. Enrollment by audition/interview only. May be taken more than once. (3 credit hours)

MUS 203 Collegiate Choir. A performing group representing PSU, with emphasis on learning music of various styles. Students will attend one class session each week, and in the second-class meeting will participate in section, ensemble, and rehearsals, as assigned. Students will be expected to practice their music and participate in performances outside of the class time. Prereq. Audition and interview. May be taken more than once. (3 credit hours)

MUS 301 Vocal Ensemble. Open to all students by audition. This small performance group consists of students selected for their high skill level of musicianship and sight-reading. (1 credit hours)

MUS 303 Vocal Ensemble II. Open to all students by audition. The Performance Group consists of students selected for their high skill-level of musicianship and sight-reading. (3 credit hours)

Music Theory

MUT 111 Sight-singing I. Elementary level of sight-singing in treble and bass clefs with emphasis on melodies in major scale in simple and compound meters utilizing scale degree numbers and Solfege syllables. Dictation in melodic intervals will be required. (1 credit hours)

MUT 121 Sight-singing II. Sight singing in treble and bass clefs in all major keys. Various types of rhythmic subdivision and anacrusis will be discussed. Dictation in melodic and harmonic intervals, and short melodic lines will be required. (1 credit hours)

MUT 203 Sight Reading and Ear Training I for Music Majors. This course covers Intermediate aural, visual, and vocal experiences in dictation and singing at sight. Upon completion of the course, the student will demonstrate an understanding of Intermediate music theory concepts and the musicianship skills necessary to sing melodies and perform rhythms at sight; recognize melodic intervals, the four triad types, and simple progressions; and to notate simple rhythms and melodies by ear. (3 credit hours)

MUT 303 Sight Reading and Ear Training II for Music Majors. This course covers Intermediate aural, visual, and vocal experiences in dictation and singing at sight. Upon completion of the course, the student will demonstrate an understanding of Intermediate music theory concepts and the musicianship skills necessary to sing melodies and perform rhythms at sight; recognize melodic intervals, the four triad types, and simple progressions; and to notate simple rhythms and melodies by ear. (3 credit hours)

Nursing

NURS 312: Health Informatics: This course focuses on concepts relevant to the practice of nursing informatics. The course emphasizes information technology applications and the principles of nursing informatics from a current and historical perspective. Learners will examine the analysis of healthcare data and its transformation to nursing knowledge. Nursing language concepts and their importance in clinical information system development will be identified. Learners will examine information technologies that manage clinical information and support patient care. Social and ethical issues in the context of clinical information systems will be examined. The impact of evolving/emerging information technologies on healthcare provider and consumer roles will be discussed. **(2 credit hours).** Prerequisites: NURS 322; NURS 327; NURS 332; NURS 342; NURS 323; NURS 313; NURS 314 Corequisites: NURS 352; NURS 324

NURS 313: Research and Evidence-Based Practice: Nursing research process and concepts applicable to clinical practice utilizing evidence-based practice principles; reading, analyzing, and critiquing research; development of skills in writing professional nursing papers according to the conventions of the genre. Nursing research process and concepts applicable to clinical practice

utilizing evidence-based practice principles; reading, analyzing, and critiquing research; development of skills in writing professional nursing papers according to the conventions of the genre. **(3 credit hours)**. Prerequisites: NURS 322; NURS 327; NURS 332; NURS 342; NURS 323 Corequisites: NURS 314

NURS 314: Medical Surgical Nursing I Lecture and Clinical: This course is designed to integrate knowledge and skills from previous nursing courses to develop a progressing knowledge base in medical surgical nursing across the lifespan. Fluid and electrolytes and acid/base concepts are introduced. Common medical surgical health deviations are reviewed with an emphasis on pathophysiology, health promotion and nursing interventions. Principles of communication, patient teaching, pharmacology, nutrition, and culture /ethnic /socially diverse concepts are integrated with these topics to develop critical thinking skills in patient care. Introduction to leadership and management theories will be presented. This course will integrate principles and concepts from the physical sciences, social sciences, and nursing as they relate to the individual and families throughout the life cycle. Emphasizes the prevention of illness, restoration of health during acute and chronic physical illness, and preservation of dignity in death. The content of this course focuses on the theory necessary for care of adults with selected health-related problems. The clinical course focuses on applying the concepts learned in theory utilizing critical thinking and clinical judgment. The nursing process is utilized to address client needs. The emphasis is on the role of the BSN nurse as direct care provider, promoting client education. This course requires the completion of 90 clinical hours. Both the theory component and the clinical component must be successfully completed for progression. **(4 credit hours: 2 Lecture, 2 clinical)**. Prerequisites: NURS 322; NURS 327; NURS 332; NURS 342; NURS 323 Corequisites: NURS 313.

NURS 322: Introduction to Professional Nursing: This course is designed to introduce the student to specific professional concepts in nursing. Selected concepts and processes for professional nursing will include an introduction to nursing's theoretical, philosophical, ethical, and legal dimensions with an emphasis on professional formation. Course activities will focus on development of teamwork, communication skills, effective decision-making, and reflective practice. **(2 credit hours)** Prerequisites: Meeting prerequisite course requirements and acceptance in the BSN Program. Corequisites: NURS 327; NURS 342.

NURS 323: Ethics, Legalities, and Advocacy: This course synthesizes ethical/legal concepts required for examination of sound decision making in clinical practice and legal responsibility. The focus is on value clarification, application of ethical theory, ethical decision-making models, and professional ethical standards. Emphasis is on ethical obligations of professional nurses in their roles as citizens, members of a profession, providers of care, and designers and managers of care. **(3 credit hours)**. Prerequisites: NURS 322; NURS 342 Corequisites: NURS 327; NURS 332.

NURS 324: Medical Surgical Nursing II Lecture and Clinical: This course builds upon Medical-Surgical I and focuses on the chronic illness phases of the disease process. Rehabilitative stages will be emphasized. The life cycles issues of individuals with chronic illness will be presented. The nursing process and critical thinking skills with case presentations will be utilized. Intermediate concepts of medical-surgical nursing are the first of a series of adult health nursing courses. This course provides for the acquisition and application of basic medical surgical nursing theory incorporating communication, collaboration, caring, and clinical reasoning/nursing judgment necessary for safe, patient -centered nursing care to diverse adult patients experiencing acute and chronic illnesses. Nursing care of patients experiencing surgery, fluid and electrolyte imbalances, and disorders involving the respiratory, endocrine, and hepatobiliary systems is explored. This course requires the completion of 90 clinical hours. Both the theory component and the clinical component must be successfully completed for progression. **(4 credit hours: 2 lecture, 2 clinical)**. Prerequisites: NURS 322; NURS 327; NURS 332; NURS 342; NURS 323; NURS 313; NURS 314 Corequisites: NURS 312; NURS 352

NURS 327: Fundamentals of Nursing Lecture and Clinical: This course will present the different pathophysiological and psychopathological mechanisms or processes of the individual. Emphasis will be on human health promotion, growth and development, nursing diagnosis, and the nursing process. This introductory course is a competency-based course that introduces the student to the nursing process, the roles of the nurse, nursing behaviors, needs theory, developmental theory, stress and adaptation, the environment, health illness continuum, and legal-ethical issues. Basic principles of pharmacology, nutrition and medication administration are also included. The focus is on technical skills to assist the client to meet biopsychosocial needs. The nurse as direct care provider, utilizing communication skills is emphasized. This course requires the completion of 135 clinical hours. Both the theory component and the clinical component must be successfully completed for progression. **(7 credit hours: 4 lecture, 3 clinical)** Prerequisites: Meeting prerequisite course requirements and acceptance in the BSN program. Corequisites: NURS 322; NURS 332; NURS 342; NURS 323

NURS 332: Health Assessment: This course builds on the registered nurses' clinical experiences and assessment skills. Focus is on obtaining a health history and physical assessment of the adult. An overview of the pediatric, obstetrical, and geriatric client is included. The nurse expands knowledge of physical assessment, abnormal findings, and application of principles of evidence-based practice in promoting health and performing health assessment for clients across the lifespan. **(2 credit hours)**. Prerequisites: NURS 322 Corequisites: NURS 327; NURS 323

NURS 342: Introduction to Pharmacology and Math for Nursing: This introductory course provides beginning nursing students with a foundational understanding of pharmacology and essential medication calculation skills. Students will explore basic drug classifications, mechanisms of action, therapeutic uses, and potential side effects of commonly administered medications.

Emphasis is placed on safe and accurate medication administration through the development of dosage calculation skills, including conversions, dimensional analysis, and IV flow rates. Critical thinking, patient safety, and evidence-based practice are integrated throughout the course to prepare students for clinical application in various healthcare settings. By the end of the course, students will demonstrate competency in calculating medication dosages and understanding the pharmacological principles necessary for safe nursing practice. **(2 credit hours)**. Prerequisites: Meeting prerequisite course requirements and acceptance in the BSN.

NURS 352: Healthcare Economics: This course is devoted to the study of cost, benefits, resources allocations, use, input, output, and outcomes of all forms of healthcare. Healthcare economics is further used to describe various factors that converge to influence the healthcare industries' cost and spending. Healthcare economics seeks to understand how the role of individuals, healthcare providers, insurers, government agencies, and public and private organizations play in driving costs. (2 credit hours) Prerequisites: NURS 322; NURS 327; NURS 332; NURS 342; NURS 323; NURS 313; NURS 314 Corequisites: NURS 312; NURS 324

NURS 413: Nursing Capstone: Integration into Professional Nursing Practice: This final capstone course provides a comprehensive, integrative learning experience that reflects the culmination of the baccalaureate nursing curriculum. Aligned with CCNE standards, the course facilitates the application of theoretical, clinical, and evidence-based knowledge in acute, community, and complex care settings. Emphasis is placed on critical thinking, clinical judgment, interprofessional collaboration, and leadership. The course supports achievement of end-of-program student learning outcomes, prepares graduates for successful completion of the NCLEX-RN, and promotes a seamless transition into the role of the professional registered nurse. **(3 credit hours)**. Prerequisites: NURS 322; NURS 327; NURS 332; NURS 342; NURS 323; NURS 313; NURS 314; NURS 312; NURS 352; NURS 324; NURS 424; NURS 434; NURS 444; NURS 425; NURS 415 Corequisites: NURS 435

NURS 415: Leadership and Management Lecture and Practicum: This course focuses on the exploration of organizational strategies, leadership theories and societal trends with implications for decision making in healthcare. Introduction to management skills needed by professional nurses in settings. This course is designed to give the student a broad understanding of where nursing has been in the past, where it is today, and where it is going in the future. Content will include influences affecting nursing practice and the education that is needed to practice in entry-level staff positions. Additional roles of the entry-level nurse will be discussed including coordinating interdisciplinary groups, prioritizing client needs, understanding the role of economics, politics, culture, legal, and ethical aspects and accepting accountability for delegating tasks. Leadership and Management Practicum: A preceptor is required for the practicum component, see BSN STUDENT HANDBOOK for preceptorship policies and procedures. It requires the completion of 135 practicum hours and is a pass/fail component. Both the theory component and the practicum component must be successfully completed for progression. If either the theory or practicum results in failing grade, a failing grade will be recorded for both and both courses must be repeated concurrently. **(5 credit hours: 2 lecture, 3 clinical)**. Prerequisites: NURS 322; NURS 327; NURS 332; NURS 342; NURS 323; NURS 313; NURS 314; NURS 312; NURS 352; NURS 324; NURS 424; NURS 434; NURS 444; NURS 425 Corequisites: None

NURS 424: Maternal Newborn Nursing Lecture and Clinical: This course focuses on the application of the nursing process with emphasis on critical thinking, communication and therapeutic nursing interventions related to care of individuals and families during the childbearing experience. This course will explore the concepts of childbearing and childrearing. It will focus on health promotion, family structures, and cultural diversity. The traditional role of the maternal-newborn nurse must expand to meet the challenges and new technology. Nursing Care of Childbearing Families applies nursing theory to the care of childbearing families. The practicum course incorporates collaboration, caring and clinical reasoning/nursing judgment, evidence -based practice, professional standards, and legal/ethical responsibilities which are necessary for safe, patient centered nursing care to women, newborns, and their families. The nursing process is utilized to address client needs. The emphasis is on the role of the BSN nurse as direct care provider, promoting client education. This course requires the completion of 90 clinical hours. Both the theory component and the clinical component must be successfully completed for progression. **(4 credit hours: 2 lecture, 2 clinical)**. Prerequisites: NURS 322; NURS 327; NURS 332; NURS 342; NURS 323; NURS 313; NURS 314; NURS 312; NURS 352; NURS 324 Corequisites: NURS 434

NURS 425: Community Health Lecture and Practicum: This course focuses on public health promotion by applying prevention, detection, and rehabilitative concepts to individuals, families, and communities. Since the development of public policy there is more of a focus on health promotion, lifestyle factors, and disease prevention. The course emphasizes on the continued changes within the public health system that are needed for future decline in death, illness, and disability. The course will focus on the goals and objectives of Healthy People 2030 targeting social, economic, and environmental factors that impact healthy communities, individuals, families, communities, and populations across the life span. Community Health Practicum: A preceptor is required for the practicum component, see BSN STUDENT HANDBOOK for preceptorship policies and procedures. It requires the completion of 135 practicum hours and is a pass/fail component. Both the theory component and the practicum component must be successfully completed for progression. If either the theory or practicum results in a failing grade, a failing grade will be recorded for both and both courses must be repeated concurrently. **(5 credit hours: 2 lecture, 3 clinical)**. Prerequisites: NURS 322; NURS 327; NURS 332; NURS 342; NURS 323; NURS 313; NURS 314; NURS 312; NURS 352; NURS 324; NURS 424; NURS 434 Corequisites: NURS 444

NURS 434: Nursing Care of Children Lecture and Clinical: Family Centered Pediatric Nursing applies nursing theory and practicum to the care of children and their families. The course incorporates communication, collaboration, caring, and clinical reasoning/nursing judgment necessary for safe, patient-centered nursing care to children and their families. Integrates evidence-based practice, quality improvement, professional standards, and legal/ethical responsibilities for the nurse. This course requires the completion of 90 clinical hours. Both the theory component and the clinical component must be successfully completed for progression. **(4 credit hours: 2 lecture, 2 clinical)**. Prerequisites: NURS 322; NURS 327; NURS 332; NURS 342; NURS 323; NURS 313; NURS 314; NURS 312; NURS 352; NURS 324 Corequisites: NURS 424

NURS 435: Complex Care Lecture and Clinical: This course is designed to introduce students to specialty areas and technology associated with care of critically ill medical surgical patients. Emphasis is placed on developing skills needed to plan, manage, and provide patient care to critically ill patients using the nursing process. Critical thinking skills and evidence-based practice concepts are applied to clients experiencing alterations in the cardiac, respiratory, circulatory, and renal systems. The clinical course reinforces ethical and legal implications as it relates to the care of clients with complex health disorders. This course requires the completion of 135 clinical hours. Both the theory component and the clinical component must be successfully completed for progression. **(5 credit hours: 2 lecture, 3 clinical)**. Prerequisites: NURS 322; NURS 327; NURS 332; NURS 342; NURS 323; NURS 313; NURS 314; NURS 312; NURS 352; NURS 324; NURS 424; NURS 434; NURS 444; NURS 425; NURS 415 Corequisites: NURS 413

NURS 444: Mental Health Nursing Lecture and Clinical: This course introduces the student to the theories of emotional health and restoration of health during acute and chronic emotional/behavioral illness. Students will utilize the nursing process with emphasis on critical thinking, therapeutic nursing interventions, and effective communication and interpersonal skills as they relate to persons with psychiatric mental health conditions. Essentials of Psychiatric/Mental Health Nursing provides for the acquisition and application of psychiatric/mental health nursing theory, incorporating communication, collaboration, caring and clinical reasoning/nursing judgment necessary for safe, patient-centered nursing care to diverse patients experiencing common mental health conditions/disorders. Mental health nursing incorporates evidence-based practice, quality improvement, professional standards, and legal and ethical principles as responsibilities when caring for patients. This course requires the completion of 90 clinical hours. Both the theory component and the clinical component must be successfully completed for progression. **(4 credit hours: 2 lecture, 2 clinical)**. Prerequisites: NURS 322; NURS 327; NURS 332; NURS 342; NURS 323; NURS 313; NURS 314; NURS 312; NURS 352; NURS 324; NURS 424; NURS 434 Corequisites: NURS 425

Nutrition

NUTR 123 An integration of nutrition sciences with its application to diet and health. This course is designed to cover the basic fundamental principles and application of human nutrition. Students will explore topics on the chemical structure, dietary sources, requirements, functions, digestion, absorption, transportation, utilization, and excretion of essential nutrients and other substances throughout the life cycle. Students will be required to conduct an analysis of their own diets. **(3 credit hours)**
No pre-requisites.

Orientation/Colloquium

ORI 113 Freshman Colloquium is designed to help students meet the demands of college life and help achieve academic, personal, and social goals. This course will allow further development of student success skills in core discipline areas, and introduce the concept of service and on how to become an advocate for social justice. Also, this course will ingrain the expectations of academic success by assisting in discovering who they are, their purpose, the culture and history of Philander Smith University. Activities will include Chapel attendance, a Service Learning component, online materials, and required attendance at on-campus events. **(3 credit hours)**.

ORI 123 Freshman Colloquium II is designed to help students meet the demands of college life and help achieve academic, personal, and future goals. This course will allow further development of student success skills by learning about information literacy, becoming a critical thinker, learning the basics of finances in relation to college, exposure to service learning, and how to become an advocate for social justice. Also, this course will ingrain the expectations of academic success by assisting in discovering who they are, their purpose and possibility after graduation by focusing on degree planning and career development. Activities will include Chapel attendance, a Service Learning component, online materials, and required attendance at on-campus events. **(3 credit hours)**.

Philosophy and Religion

PHRE 103 Philosophy and Education. This course is an introduction into the nature of “why and how” an education is important not only for making a living, but how to live a “just” life while making a living. Through selected readings and discussions the course explores such questions as to: What is education? How does education lead a person to a “meaningful life” or a “life well lived”? The discussion will turn to a consideration of habits of mind and attitudes promoting education as well as those

that work counter to education. Employing learning styles models, critical thinking skills, and contemporary studies in the physiology of learning, students will be introduced to methods on how to reduce stress, test anxiety, and emotional reactivity. Finally, we will consider why the study of philosophy supports and cultivates the basic themes of social justice, compassion, and a love of learning will have a lifelong effect on learning in both an informal and formal setting as well as addressing perennial human questions: Where do we come from? Why am I here? And for what purpose? And where am I going? (3 credit hours)

PHRE 203 Ethics in Society. Drawing from philosophical and faith based ethical theories and systems, this course addresses the analysis and evaluation of selected controversies in law, politics, and medicine. Ethical theories to be surveyed include the virtue ethics of the Greeks, ethics and virtues in Christianity, natural law theories, social contract theories, Kantian ethics, utilitarian ethics, pluralistic ethical theory, the ethics of caring, and case-based ethics. Controversies where application of theories and systems of ethics will be addressed include the following issues: poverty, world hunger, racism, the death penalty, civil disobedience, civil rights, freedom of religious expression, institutional ethics in the private and public sector, privacy, abortion, reproductive and genetic technologies, genomics, termination of medical treatment, and just allocation of limited medical resources. This course is offered every semester and is required for all students. (3 credit hours). Prerequisite: successful completion of ENG 113 Composition I and ENG 123 Composition II.

PHRE 213 The Nature of Existence: Introduction to Metaphysics. Metaphysics is a systematic study of the most basic and essential features of existence. This introductory survey will study major super-naturalistic and naturalistic concepts. Prerequisite: successful completion of ENG 113 Composition I and ENG 123 Composition II. (3 credit hours). Recommended for philosophy and religion majors.

PHRE 223 Critical and Affective Thinking. Critical thinking is a course in logical thinking and reasoning that is offered by the Department of Philosophy and Religion. The student can come to a course in critical thinking with the expectation of spending most of his/her time examining the logical nature of thought as expressed through statements and arguments. General philosophical topics will be discussed over the course of the semester (e.g.: What is thinking? What is an inference? What is belief? How do we acquire and justify our beliefs?), but the primary focus of the course will be on the analysis of statements and arguments. Over the course of the semester, the student will examine how language is used to create arguments and he/she will also learn how to categorize and assess the value of such arguments. Special skills (i.e., the use of symbolic notations) will be developed to assist in argument analysis. The course breaks down into three main sections: i) propositional reasoning, ii) categorical reasoning, and iii) the informal fallacies. The course is offered every fall and spring semester. It is recommended for majors in the Social Sciences, Natural and Physical sciences, and Philosophy and Religion. (3 credit hours). Prerequisite: Successful completion of ENG113 and ENG 123.

PHRE 233 Survey of the Biblical Traditions (Survey of the Old Testament). An introduction to the Biblical traditions as recorded in the Old Testament. This course offering is a survey of the major texts, themes, and history of the Old Testaments employing the tools of modern Biblical scholarship. The course of study will examine the history and culture of ancient Israel, Mesopotamia and Egypt, and their contribution to the development of Greco-Roman religions, early and later Judaism, and early Christianity. This survey will introduce students to a process of critical biblical interpretation enabling students to think more effectively about how the Bible is used as a political/cultural tool in western culture. Offered every spring semester. (3 credit hours)

PHRE 243 Introduction to Philosophical Traditions. An introduction to the philosophical traditions, methods, ideas, and conceptual development strategies often associated with philosophical reflection and thinking. The importance of philosophical reflection, methodology, and conceptual development is outlined as essential processes shaping and transforming human lives coming to terms with perennial questions facing humanity. Both Western and Asian philosophical traditions will be surveyed in this introduction to the philosophical traditions. Offered every fall semester. (3 credit hours). Prerequisite: successful completion of ENG 113 Composition I and ENG 123 Composition II.

PHRE 253 Survey of World Religious Traditions. An introduction to world religions in a global context, this course offering will introduce students to the essential perspectives and practices of non-traditional religions, Hinduism, Buddhism, Daoism, Confucianism, Judaism, Christianity, and Islam. The course will enable the student to identify shared characteristics found in all religious traditions as well as to identify the unique qualities and strengths particular to each religious tradition. Offered every Spring semester. (3 credit hours). Prerequisite: successful completion of ENG 113 Composition I and ENG 123 Composition II.

PHRE 263 Introduction to Epistemology: What can we know? How can we know? This introduction to epistemology will survey readings, historical developments and methodological issues in the theory of knowledge, with special attention to the scientific revolution of the 17th-18th centuries. Students will engage such issues as whether the experiential method of Western science is the only reliable way of knowing, or whether knowledge is socially constructed, influenced by gender, race, or class. This survey will explore whether scientific knowledge can best be understood as a relatively objective and value-neutral structure of verified truths about the natural world, or is scientific knowledge an ongoing research program constructing an ever-changing world-view or paradigm. Recommended for majors in social science, natural and physical science, and Philosophy and Religion. (3 credit hours).

- PHRE 273 Social and Political Philosophy.** Social and political philosophy is a course of study surveying the most influential writers and core texts in Western and Asian social political theory. Students will examine differing concepts of justice, power, law and citizenship in these influential writings in conjunction with more recent social, feminist writers and theorists. Recommended for majors in Social Sciences and Philosophy and Religion. (3 credit hours).
- PHRE 283. The Nature of Beauty: An Introduction to Aesthetics.** The quest for beauty/truth is a path toward liberation and joy. Here aesthetics refers to how someone with a love of beauty or the fine arts goes about his or her business, e.g., sensing, feeling, imaging, thinking and interacting. The concern for beauty and truth has a long history in human activity and was identified and became most prominent in the founder of philosophy originating with Socrates. This survey will introduce the student to the major writing in Western and Non-Western philosophy concerning this quest. Recommended for majors in the Arts and Philosophy and Religion. (3 credit hours).
- PHRE 313 Logic.** Logic is a course in formal logic that is offered by the Department of Philosophy and Religion. The main objective of this course is to make the student familiar with two basic branches of deductive logic: propositional logic and predicate logic. The course deals primarily with necessary reasoning and attempts to make students familiar with the meanings of logical words (like 'if', 'and' and 'or'), and various valid argument forms (like modus tollens and disjunctive syllogism). The course involves a good deal of symbol manipulation; the student will be required to translate statements of natural language into the symbolic languages of propositional and predicate logic, and then derive certain symbolic formulas from other formulas via a set of valid inference rules (natural deduction). It is recommended for majors in the Social Sciences, Natural and Physical sciences, and Philosophy and Religion. (3 credit hours). Prerequisite: PHRE223 Critical Thinking.
- PHRE 323 Philosophy of Science.** An introduction into how scientific knowledge is acquired. What can be known in science? How is valid scientific knowledge acquired? How can we know with certainty what is valid in science? These questions and others become the focus of a philosophy of science pertaining to how science generates knowledge and how this knowledge is organized into valid theories. Philosophical issues related to science and the scientific method with readings from Hempel, Popper, Kuhn, and others. Recommended for majors in Social Sciences, Natural and Physical Sciences, and Philosophy and Religion. (3 credit hours). Prerequisite: Junior standing or instructor's permission.
- PHRE 333 Philosophy of Religion.** A survey of how religious and faith traditions are a foundation for philosophical inquiry. This survey includes both western, non-western, classical, and contemporary writers of philosophical reflection on religious themes, such as religious experience, theistic arguments, the problem of evil, and miracles, the meaning of death to name only a few of the subjects to be covered. Recommended for majors in Philosophy and Religion. (3 credit hours). Prerequisite: Junior standing or permission of the instructor
- PHRE 343 Philosophy of Mind.** This course of study focuses on a survey and an evaluation of classical and modern philosophical theories concerning the status of the mind and contemporary theories in transpersonal and consciousness studies. Subjects to be addressed may include mind only theories, aspects of property dualism, reductive materialism, functionalism, and eliminative materialism. Recommended for majors in Social Sciences, Natural and Physical Sciences, and Philosophy and Religion. (3 credit hours). Prerequisite: Junior standing or instructor's permission.
- PHRE 353 Applied Ethics.** In this course of study the student is introduced to moral reasoning and ethical theories guiding moral reflection in Western and Non-Western philosophical traditions. The focus of this study is to assist students to develop and refine moral reasoning skills. Emphasis is in the development, application, and formulation of a consistent humane ethical stance regarding human value questions arising from the impact of technology, economics, business, politics, religion, and biomedicine on human life in the 21st century. Recommended for majors in Social Sciences, Natural and Physical Science, and Philosophy and Religion. Prerequisite: Junior standing or instructor's permission. (3 credit hours)
- PHRE 363 Philosophies of India.** A survey of the major philosophies of the Indian subcontinent in their historic and cultural context. Readings from the Vedic and Epic periods as well as the philosophic systems in Jainism, Buddhism, Nyaya, Vaisheshika, Samkhya, Yoga, and Vedanta will be surveyed to discover the variety, richness and complexity of these philosophical traditions. Recommended for majors in Social Sciences and Philosophy and Religion majors. Prerequisite: Junior standing or instructor's permission.(3 credit hours).
- PHRE 373 Philosophies of China and Japan.** This course examines the major philosophies of China in its historic and cultural context with a focus on the dynamic and complex interaction of Confucian, Taoist, and Buddhist philosophy. These Chinese traditions also found a unique cultural expression in Japan. This course will survey and examine the unique cultural expressions as they are exhibited in China and Japan. Recommended for majors in Social Sciences and Philosophy and Religion. Prerequisite: Junior standing or instructor's permission. (3 credit hours).
- PHRE 383 African-American Religion.** An examination and analysis of the role of religion in the African-American community, along with a survey of key themes in the religious thought of African-Americans from the Antebellum period to the present, giving special attention to the perspectives of Martin Luther King, Jr., Howard Thurman, James Cone, Malcolm X, and other prominent black theologians and faith leaders. Recommended for majors in Social Sciences, Black Family Studies and Philosophy and Religion. On demand. Prerequisite: Junior standing or instructor's permission. (3 credit hours)
- PHRE 393 In Another Voice: Feminist Philosophy.** An historical-thematic survey of influential writings and issues in modern philosophical feminism from its origins in liberal social contract political theory in the 18th century through its development

in the American Abolitionist/Civil Rights Movements of the 18th, 19th, and 20th centuries, including its reformulation in the continental/existential philosophy of Simone de Beauvoir. Students may investigate such issues as the “different voice” critique of Kohlberg’s moral psychology, the potential for the development of a feminist “ethic of care,” and the implications of feminist theories for epistemology, philosophy of science, philosophy of religion, and social-political philosophy. Recommended for majors in Social Sciences and Philosophy and Religion. Prerequisite: Junior standing or instructor’s permission. (3 credit hours)

PHRE 413 History of the Interpretation of the Bible. The history of the interpretation of the Bible is a dynamic and complex narrative. This course examines the history, writings, and traditions of the Christian church from the end of the New Testament until today, with an aim to discover how Christians have interpreted and applied its scriptures and traditions. Recommended for majors in Philosophy and Religion. Prerequisite: Senior standing or instructor’s permission. (3 credit hours)

PHRE 423 Religious Institutions. Religious institutions play a vital role in communicating cultural and religious values. This course examines the role of religious institutions in major religions with an emphasis on the practice and polity of varying Christian denominations. In this examination, the historical and cultural roots of religious institutions will be surveyed and identified. Cutting edge strategies for progressive leadership of religious institutions will also be explored. Recommended for majors in Philosophy and Religion. Prerequisite: Senior standing or instructor’s permission. (3 credit hours)

PHRE 433 Introduction to Christology. Who was Jesus of Nazareth? How did Jesus conceive his relationship to God and his mission to the world? How did the early church envision Jesus’ life and mission? Were there differences between Jesus’ understanding of himself and that of the early church? The exploration of these questions has engendered some of the greatest debates in biblical scholarship. This course of study will survey these and other questions about the nature, mission, and office of Jesus of Nazareth. Recommended for majors in Philosophy and Religion. On demand. (3 credit hours). Prerequisite: Senior standing or instructor’s permission.

PHRE 443 Introduction to Theology. This course is an exploration into systematic theology, studying the facts about God’s work as revealed in the Bible. These stories of revelation are brought together in a coherent and inter-related manner in order to instruct, encourage and guide people of faith. This introductory course offering will familiarize students with the history, methods, and content involved in bringing together a coherent presentation about the nature and works of God. Recommended for majors in Philosophy and Religion. On demand. Prerequisite: Senior standing or instructor’s permission. (3 credit hours)

PHRE 453 Advanced Studies in World Religions. This advanced study is focused treatment of one religious tradition. The goal of this study is to gain a deeper understanding of this faith tradition; worldview, beliefs, practices, values and spirituality. Students may choose to examine in depth one of the following on an alternating basis: PHRE 453 Religions of China (Taoism, Chinese Buddhism, Confucianism); PHRE 453 Hinduism; and PHRE 453 Islam. Recommended for majors in Philosophy and Religion. May be taken more than once as topics will vary. On demand. Prerequisite: Senior standing or instructor’s permission. (3 credit hours)

PHRE 463 Advanced Studies in Philosophy. Selected studies of a major philosopher or philosophical topic and/or concerns to be researched and studied in depth. Such topics will be selected in consultation with the philosophy faculty. PHRE 463 A Ancient Greece and Roman Empire; PHRE 463 B Ancient Middle East; PHRE 463 C Ancient Eastern; PHRE 463 D Middle Ages; PHRE 463 E Renaissance; PHRE 463 F 17th-18th Century; PHRE 463 G 19th Century; PHRE 463 H 20th Century. Recommended for majors in Philosophy and Religion. On demand. Prerequisite: Senior standing or instructor’s permission. (3 credit hours)

PHRE 473 Formative Spirituality. This course, an introduction to the processes and disciplines of Formative Spirituality, will include a survey of selected classical and contemporary Christian writings on Formative Spirituality. A major focus of this course will be on the cultivation of spiritual disciplines, “practices” of spiritual formation and the creation of spiritual autobiographies. Recommended for majors in philosophy and religion. On demand. Prerequisite: Senior standing or instructor’s permission. (3 credit hours)

PHRE 483 Senior Colloquium (Senior Seminar-Thesis). Topics for Senior Colloquium are chosen by the Philosophy and Religion students enrolled in consultation with the Philosophy and Religion faculty. This course is both didactic and experiential with each student presenting their findings to their peers and other invited faculty. Prerequisites: graduating senior status or permission from the philosophy and religion faculty. (3 credit hours)

PHRE 3xx Survey of the New Testament. This course is an introduction to the background and literature of the New Testament. The course will examine the historical and cultural factors of the interbiblical period and of pertinent political and geographical factors surrounding the writing of each book. The course will explore the entire New Testament in order to gain knowledge of the life of Christ, the establishment of the church, and apostolic teachings concerning the faith and practice of Christians. Careful attention will be given to the traditionally recognized authors and recipients of the New Testament.

Physical Education

PHED 102 Bowling & Golf For Physical Education Majors. An activity course designed to teach the fundamentals of these sports. One lecture and one laboratory session per week. (2 credit hours)

PHED 111 Physical Fitness. Warm up exercises; develop proficiency in conditioning exercise, marching, isometrics, self-testing, rough games, soccer, and volleyball. **(1 credit hour)**

PHED 112 Mental, Personal, and Community Health. This course covers information on mental problems common to daily life, to inform students of the personal and community health problems that will debilitate health and to teach the whats, hows, and whys of good health habits via lectures, visual aids, and discussions. **(1 credit hour)**

PHED 113 Theory and Practice of Basketball. Fundamental skills and techniques in basketball practice. Students will acquire knowledge of the history and development of basketball as a team sport. **(3 credit hours)**

PHED 121 Physical Education – Motor Skills. Skills, strategies, and drills in fundamentals of basketball – 4 lessons, track & field, softball, tumbling stunts, trampoline, bars, heavy apparatus – demonstration to be given at the end of the term. **(1 credit hour)**

PHED 122 First Aid & Safety Education. The skills and techniques that are useful for personal relief and assistance to the injured or ill until medical aid is given, safety for personal, group living for the home, industry, school, traffic, and pedestrian safety education. **(1 credit hour)**

PHED 123 History and Principles of Physical Education. Will introduce students to the history, philosophy, and overall foundations of the Physical Education profession. Emphasis will also be placed on current issues or trends in the field of Physical Education. **(3 credit hours)**

PHED 132 Concepts of Wellness in Physical Education. A course designed to give the students concise and factual information relative to the hows, whats, and whys of physical activities and major health and wellness concepts. **(2 credit hour)**

PHED 142 Beginning Bowling. An activity course designed to teach the fundamentals of bowling. One lecture and one laboratory per week.

PHED 152 Beginning Golf. An activity course designed to teach the fundamentals of golf. One lecture and one laboratory per week.

PHED 162 Beginning Tennis. An activity course designed to teach the fundamentals of tennis. One lecture and one laboratory per week.

PHED 202 Fundamentals of Tennis. Skills, rules, techniques, and terminology of tennis. **(2 credit hours)**

PHED 203 Theory and Practice of Baseball. Fundamental skills and techniques in the practice of baseball. Students will acquire knowledge of the history and development of baseball as a team sport in the United States. **(3 credit hours)**

PHED 212 Theory and Practice of Racquetball. Fundamental skills and techniques in racquetball practice. Students will acquire knowledge and skills in playing racquetball. **(3 credit hours)**

PHED 213 Theory and Practice of Volleyball. Fundamental skills and techniques in volleyball practice. Students will acquire knowledge of the history and development of volleyball as a team sport. **(3 credit hours)**

PHED 223 Adapted and Corrective Physical Education. This course is designed to acquaint students with the principles, techniques, and philosophy pertinent to assisting individuals in adapting to their specific physical conditions. Students will also examine content for adapting the teaching of physical activities for exceptional individuals. **(3 credit hours)**

PHED 233 Theory and Practice of Football. Fundamental skills and techniques in football. Students will acquire knowledge of the history and development of football. **(3 credit hours)**

PHED 243 Nature and Needs of Motor Skills and Pattern Development. This course provides students with a systematic study of motor skill and pattern development in people from birth to old age. **(3 credit hours)**

PHED 263. Introduction to Kinesiology. This course surveys the foundations underlying the scientific basis of kinesiology. Units include curricula, historical, philosophical, sociological, psychological, physiological, biomechanical, pedagogical and motor behavioral components essential to the study of kinesiology. Students are introduced to the skills and knowledge required to become a successful practitioner, researcher or teacher in the psychomotor domain. Students are expected to complete this course prior to enrolling in kinesiology core courses. (3 credit hours); prerequisite (s): Sophomore standing or higher.

PHED 273 Gymnastics, Rhythmic Activities, and Lead-Up Games. Designed to provide theory and practice through warm-up exercises, stunts, self-testing activities, the use of heavy apparatus, tumbling, and trampolining exhibition. **(3 credit hours)**

PHED 283 Community Recreation and Park Management. This course is a study of the organization and administration of recreational activities for parks, playgrounds, community centers, and other recreation and park activities. Students will examine finance, promotion, staff relationships, areas and facilities, programming, and the scope and significance of community and park recreation programs. **(3 credit hours)**

PHED 293. Sociology of Sport. The purpose of this course explores how historical and contemporary forces in society have shaped the opportunities and experiences of various cultural groupings in the realm of American sports. It examines social behavior in sports with particular emphasis on its relationship to the cultural perspectives of socialization, minorities, economics, politics and diversity issues as they relate to race, ethnicity, gender, social class, sexuality, and physical ability/disability. Students will critically evaluate the different types of sports in terms of their social uses. The course of study incorporates learning through group discussion, in- depth readings assignments, group and individual presentations, research papers, quizzes and class participation and activities. (3 credit hours); Prerequisite (s): PHED263. The format of the class may include lectures, student led discussions, videos, guest speakers, and small group work.

PHED 303 Content and Materials of Physical Education. This course is designed for the pre-service physical education teacher candidate to learn and demonstrate content, procedures, and technology utilized in teaching in a global society, in a culturally diverse society, in a culturally diverse environment, as well as in the exceptional environment. (3 credit hours)

PHED 312 Theory and Practice of Badminton and Archery. Designed to provide the fundamental knowledge, skill, and practice of badminton and archery.

PHED 313 Applied Anatomy and Kinesiology. This course is a study of the human body's structure, skeletal system, joints, and muscular system as they apply to physical activity. Students will study the relationship of these systems to the teaching and participation in all levels of physical activities. (3 credit hours)

PHED 323 Physiology of Exercise. The study of changes which accompany muscular activity. Emphasis is given to the fatigue cycle, physical fitness, the chronic effects of exercise and training content. Required for licensure. Prerequisite: PHED 313 Anatomy and Kinesiology. (3 credit hours)

PHED 333 Physical Education for Teacher Licensure Candidates. A study of the characteristics of elementary school age children with implications for physical education. Learners will explore program content, material, and teaching techniques. A ten-hour field experience is required.

PHED 333. Movement for Special Needs Populations. Comprehensive practical approach to conducting physical activity programs for individuals with disabilities. The course includes discussions on relevant federal legislation, the social model of disability, procedures for assessment, and best practices for working with individual with developmental, congenital, acquired or sensory disabilities. Students will complete a 10 hour lab and 15 hour service learning assignment. (3 credit hours; 2 credit hours theory, 1 credit hour for lab); Prerequisite (s): PHED 111 or 121 (Physical Fitness) (Motor Skills), PHED 263, PHED 213.

PHED 343 Theory and Practice of Track and Field. Fundamental techniques, rules, regulations, and practice of track and field. (3 credit hours)

PHED 353. Biomechanics. The purpose of this course is to introduce students to concepts of efficient movement through a study of mechanical and anatomical principles and their application to human movement, particularly those pertaining to exercise, sport and physical activity. The student will study the mechanical and anatomical principles that govern human motion and develop the ability to link the structure of the human body with its function from a mechanical perspective. At the completion of this course it is desired that each student be able to 1) describe motion with precise, well-defined mechanical and anatomical terminology; 2) understand and quantify linear and angular characteristics of motion; 3) understand the quantitative relationships between angular and linear motion characteristics of a rotating body and 4) understand and quantify the cause and effect relationship between force and linear and angular motion. (3 credit hours); Prerequisite(s): PHED 111 or 121 (Physical Fitness, Motor Skills), PHED 263, and PHED 213 BIOL 234 with lab (Anatomy and Physiology I) and Statistics (SOCG 483 or PSYC 425 or BADM 403. (3 credit hours)

PHED 363. Physiological Bases of Exercise and Sport. This course uses Applied Physiology to study the bioenergetics neuromuscular factors and cardiovascular and pulmonary dynamics during exercise. Emphasis is placed on acute and chronic responses of human physiology to exercise as it relates to fitness, performance and health. Course topics include the history of exercise physiology, neuromuscular metabolic, cardiovascular, pulmonary and endocrine responses to exercise, the methods for improving exercise performance and special consideration that are specific to the science of exercise physiology. This course addresses such questions as: how exactly does the body respond to intense exercise? How do the muscles work? What role do the lungs, heart, and Central Nervous system (CNS) play in the exercise process? How is exercise performance measured? What are the metabolic and physiological demands of resistance training exercises? What are the physiological differences between men and women as it relates to training? And how can exercise either prevent or exacerbate the disease process? Through a series of reading assignments, essay projects, and knowledge assessments, the student will be able to answer these questions. (3 credit hours); Prerequisite(s): PHED 111 or 121 (Physical Fitness) (Motor Skills) PHED 263, and PHED 213, BIOL 234 with lab (Anatomy and Physiology I) BIOL 244 with lab (Anatomy and Physiology II).

PHED 403 Evaluation and Assessment in Physical Education. This course is designed to provide students with a study of norm- and criterion-referenced tests. Standardized and teacher-made assessment devices and content of selecting, administering, and interpreting tests in the field of physical education. Students will utilize test results in developing lessons for individual students. (3 credit hours)

PHED 413 Organization and Administration of Physical Education. Students will gain an overview of organizational patterns, policies, administrative processes, and problems confronting those who administer physical education, recreation, and athletic programs. Students will have simulated or actual experiences in program planning, scheduling, purchasing, maintenance of equipment, and public relations activities. A study of current research on administration and staff relations will be covered. (3 credit hours)

PHED 423. Psychology of Sport. This course is designed to introduce students with either research or applied interests to (a) the interdisciplinary field of sport psychology, (b) the prevalent theories and concepts within the discipline, and (c) practical study of how individuals behave in sports and exercise, and the practical application of that knowledge to performance enhancement strategies. Students in this course will investigate human behavior patterns in sports and exercise settings. Discussions will consist of psychological variables that can hinder athletic performance as well as which variables can enhance performance.

Class content will illustrate psychological techniques which can enhance sports performance and utilize a variety of instructional and learning aides; lectures, assignments, and exams. In addition, students will create useful psychological interventions that demonstrate their ability to distinguish the need for normal sport enhancement strategies from serious psycho/physical behaviors that require other professionally trained experts. Class discussion topics include; motivation, communication, anxiety management, youth sports, concentration, confidence and group dynamics. (3credit hours); Prerequisite (s): PSYC 103. (3 credit hours)

PHED 433 Coaching and Officiating. Football, basketball, track, and field fundamentals, strategy in the coaching of different systems, treatment of athletic injuries, and techniques in officiating. The students must stage intramural activities on campus as well as coach and officiate games. (3 credit hours)

PHED 463 Recreation Leadership & Laboratory Experience. A course designed to explore the theories, techniques, and recurrent problems of leadership in recreation; and the role of leadership in planning, organizing, and conducting recreation programs. (3 credit hours)

Physics

PHY 101/103 Physical Science Lab and Lecture. Deals with the interrelationship of astronomy, physics and chemistry in our daily lives. Lecture three hours per week and laboratory two hours per week. **(Credit hours: 1 lab, 3 lecture).**

PHY 211/213 General Physics I Lab and Lecture. Elementary mechanics, heat, magnetism, electricity, light, sound, and modern physics. Lecture three hours per week. Laboratory three hours per week. Prerequisites: MTH 133, 143. Students are advised to have studied one semester of calculus. **(Credit hours: 1 lab, 3 lecture).**

PHY 221/223 General Physics II. Elementary mechanics, heat, magnetism, electricity, light, sound and modern physics. Lecture three hours per week. Laboratory three hours per week. Prerequisites: MTH 133, 143. Students are advised to have studied one semester of calculus. (4 credit hours)

PHY 234 University Physics I. An introductory course in mechanics, heat and sound. Calculus-oriented. Lecture three hours per week and two hours of laboratory per week. Co-requisite or prerequisite: MTH 215. (4 credit hours)

PHY 244 University Physics II. A continuation of University Physics I. It is a study of electricity, magnetism and light. Lecture three hours per week. Laboratory two hours per week. Co-requisite or prerequisite: MTH 215. (4 credit hours)

PHY 304 Optics. Light and its spectra, includes interference reflection, diffraction, reflection, polarization and absorption phenomena. Lecture three hours per week and laboratory two hours per week. Prerequisites: PHY 223 and MTH 215. (4 credit hours)

PHY 403 Thermodynamics. The law of thermodynamics, transformation of heat and the relationship between heat, work and entropy is emphasized. Prerequisites: PHY 223 and MTH 225. (3 credit hours)

PHY 503 Statics. The subject of statics deals with forces acting on rigid bodies at rest covering coplanar and non- coplanar forces, concurrent and non-concurrent forces, friction forces, hydrostatic forces, centroid and moments of inertia. Much time will be spent finding resultant forces for a variety of force systems, as well as analyzing forces supporting those bodies. Students will develop critical thinking skills necessary to formulate appropriate approaches to problem solutions. This course is designed as a Physics supplement to aid in the preparation of students seeking degrees in Physics and/or Engineering. Calculus II and a first course in Physics are recommended as minimal preparation for PHY 503. However, the course can be taken concurrently with Calculus II. (3 credit hours)

Political Science

POLS 103 Introduction to Political Science. The origin and nature of the discipline; consideration of the tools of political analysis; an introduction to the major concern of the discipline, including voting behavior, administration, comparative government, international relations, and political theory. **(3 credit hours).**

POLS 113 American National Government. An examination of the structure, powers, and operation of the Federal Government, Congress, the President, and Supreme Court; elections, political parties, and pressure groups. (A comprehensive view of the American Political Order from the standpoint of the National Government, focusing on constitutional forms, political dynamics, and contemporary political problems.). **(3 credit hours).**

POLS 213 Politics & Social Justice. This course examines the role governments play in addressing contemporary social justice issues through advancement or marginalization in law and/or policies. **(3 credit hours)**

POLS 223 State and Local Government. An examination of the major institutions of policy and procedure making in the state and local government; the processes of politics and policy making in the state and local government; the processes of politics and policy making, emphasizing the dynamics of public policy formation in these governmental systems and their relationship to the overall United States governmental system. **(3 credit hours).** Prerequisite: POLS 103.

POLS 253 Political Thought I. A study of political theory that dates from the Ancient World to the present. Prerequisite: POLS 103, POLS 253. **(3 credit hours).**

POLS 263 Political Thought II Examination of major themes in political thought natural rights, equality, justice, social contract, and how these foundational concepts inform politics today. **(3 credit hours).** Prerequisite: POLS 103, POLS 253.

POLS 273 Black Political Thought. A comprehensive seminar that explores the contours of black political thought starting in America and continuing throughout the African Diaspora. **(3 credit hours)**. Prerequisite: POLS 253

POLS 283 Women & Politics. This course will explore the role of women in American political process by examining the historical role of patriarchy has played in politics, policy, law, and gendered specific issues. **(3 credit hours)**.

POLS 293 Civil Liberties & Civil Rights. A course designed to delineate to students the role civil liberties and civil rights play in the political and legal process in America. **(3 credit hours)**.

POLS 303 Black Politics. This course explores the history of political participation of African Americans in the American political system. This course will examine the role of mass movements, political parties, and interest groups and how they expanded or contracted black political influence and/or power. **(3 credit hours)**. Prerequisites POLS 103 and POLS 203.

POLS 313 Policy Analysis. This course is designed to introduce students to the process of policy making and implementation. Additionally, the course will explore the various techniques, approaches, and methods for analyzing the impact of policy and program outcomes in both public and private institutions. **(3 credit hours)**.

POLS 323 American Foreign Policy. This course focuses on the formulation and execution of American foreign policy throughout the world. The scope of the course covers the impact of American foreign policy domestically and abroad. **(3 credit hours)**. Prerequisites POLS 103, POLS 203.

POLS 333 African Politics. This course offers an introduction to the historical and contemporary political problems that exist in African states. Issues of democratization, colonialism, political violence, post colonialism, and political economy will be explored in selective African states **(3 credit hours)**. Prerequisites POLS 103.

POLS 343 Government and Public Administration. This course covers basic principles and processes of policy making, organizational problems and the relationships between government and personnel and public relations. Systematic aspects of levels of governmental structure will be examined. Prerequisite: POLS 103 and POLS 203. **(3 credit hours)**.

POLS 353 The Legislative Process. This course analyzes the U.S. Congress in terms of its make-up, executive relations, constituency relations, the process of making law, and international congressional conflicts. **(3 credit hours)**. Prerequisites POLS 103, POLS 203.

POLS 363 The Judicial Process. This course will provide students with insight into the judicial branches of national, state, and local levels of government in terms of organization, officers, jurisdictions and decision- making. **3 credit hours)**. Prerequisites: POLS 103 and POLS 203.

POLS 373 Gender Issues in Politics. This course addresses the complexity of gender roles in politics through political socialization and public policy. This course will explore issues involving misandry, misogyny, and LGBTQ communities. **(3 credit hours)**.

POLS 383 Constitutional Law. An examination of the role of the Supreme Court in the American political system. Focus is placed on the principles of constitutional interpretation though a review of landmark cases in our legal heritage. **3 credit hours)**. Prerequisites: POLS 103 and POLS 203.

POLS 393 The Developing World. This course will introduce students to the politics of the developing world by analyzing the historical, economic, and political institutions in Africa, Asian and Latin American countries. Different definitions of development will be examined. **(3 credit hours)**. Prerequisites: POLS 103.

POLS 400 Topics Course. This is an independent formatted course where students are paired with a faculty member to research, write, and defend a senior paper. The student will choose a research topic of their interest under the supervision of faculty member. **(3 credit hours)**.

POLS 403 LSAT Prep. This course is designed to assists students in preparing for the Law School Aptitude Test by developing skills in logic, reason, writing, and test taking skills. Prerequisites: POLS 243 POLS 383

POLS 413 Comparative Government. Analysis of the major world governmental ideologies, structures, and functions. **(3 credit hours)**. Prerequisites: POLS 103 and POLS 203.

POLS 423 Internship. An arrangement between the University and a Federal or State governmental agency in which the student will work eight hours per week to observe governmental processes as well as preparing the student for public employment. **(3 credit hours)**. Prerequisites: POLS 103 or POLS 203.

POLS 433 International Relations. The study of the world community in transition. The focus is on the nature and operation of the nation-state system and how countries interact with each other within the international system. **(3 credit hours)** Prerequisites: POLS 103 and POLS 203.

POLS 443 Law & Society. A study of the legislative system in American society, and various individual, groups. **(3 credit hours)**. Prerequisites: POLS 103 and POLS 203.

POLS 453 Political Economy. This course is designed to critically examine the role that economics plays in political systems. The approach will be both structuralist and post-structuralist to identify the limitations and/or utility of capitalism, socialism, and communism in modern political systems. **(3 credit hours)**. Prerequisites POLS 253 and POLS 263.

POLS 463 International Organizations. This course examines the role of Multinational Organizations, Intergovernmental Organizations and Non-Governmental Organizations and the role they play among states. **(3 credit hours)**. Prerequisites POLS 443

POLS 473 Scope & Method of Political Inquiry. This is an advanced course that explores the major approaches, techniques, and methods when conducting political science research. **(3 credit hours)**. Prerequisites: POLS 203 and SOSG 463 OR BADM 403

POLS 483 Contemporary Political Thought. This is a seminar course that surveys current discourses in modern political thought in real time while discerning its applicability and sustainability for future generations. Issues involving preemption in war, post-racism, and terrorism are issues that will be explored. **(3 credit hours)**. Prerequisites POLS 253 **AND/OR** POLS 263 or POLS 273.

POLS 493 Senior Capstone Paper. This is an independent formatted course where students are paired with a faculty member to research, write, and defend a senior paper. The student will choose a research topic of their interest under the supervision of faculty member. **(3 credit hours)**. Prerequisites POLS 473

Psychology

PSYC 103 General Psychology. Principles of human behavior and experience, including growth and development, motivation, emotional adjustment, learning patterns, perception, and individual analysis. **(3 credit hours)**

PSYC 113 Personal and Social Development. This course introduces the fundamentals of social development theory and prepares students for productive interactions in social, academic and professional settings. **(3 credit hours)**.

PSYC 213 Ethics in Psychology. Examines major professional problems and ethics involving the psychology profession. **(3 credit hours)**. Prerequisite: PSYC 103.

PSYC 223 Social Psychology. A study of interactions between individuals and society in relation to symbolic interaction, social interaction, group behavior, social norms, and cultural impact. **(3 credit hours)**. Prerequisite PSYC 103.

PSYC 233 Multi-Cultural Psychology. Focuses on methods and techniques for therapeutic relations with diverse populations with emphasis on the cultural context for symptoms and causes of psychological disorders. **(3 credit hours)** Prerequisite: PSYC 103.

PSYC 243 Applied Psychology. A study of the application of psychology in various fields to include, clinical, experimental, industrial organization, personnel, environment, consumerism and marketing, community, education, medicine and health, law and religion. Students will explore Post-baccalaureate degree options within these various areas. **(3 credit hours)**. Prerequisite: PSYC 103.

PSYC 253 Developmental Psychology. A study of the developmental process from childhood to adulthood with emphasis on the major developmental stages and adjustment capacities. The developmental stages of study will include physical, language, social, emotional and cognitive. **(3 credit hours)**. Prerequisite PSYC 103.

PSYC 313 Psychology of Personality. A study of the organization, development, dynamics and appraisal of personality. **(3 credit hours)**. Prerequisite PSYC 103.

PSYC 323 Abnormal Psychology. A study of the major forms of emotional and mental disorders, and deviant behavior. Emphasis is given to the symptoms, etiology and treatment from the theoretical models. **(3 credit hours)**. Prerequisites: PSYC 103 and PSYC 253.

PSYC 333 Counseling Theories and Practice. Emphasis on counseling theories and psychotherapeutic techniques, with concentration on reviewing and analyzing concepts, practices, applications, and relevant issues involved in the helping relationship both with individual and group interventions. **(3 credit hours)**. Prerequisites: PSYC 103, PSYC 213, PSYC 323.

PSYC 343 The Science of Forensic Psychology. This course will focus on the theories of forensic psychology and orientation to the clinical skills needed to conduct the psychological assessment of individuals who are involved, in one way or another, with the legal system. **(3 credit hours)**. Prerequisites: PSYC 103, PSYC 213, PSYC 323.

PSYC 353 Theories of Learning. A study of the theories and principles of learning. **(3 credit hours)**. Prerequisites: PSYC 103, 253.

PSYC 363 Cognitive Psychology. This course will focus on the study of mental processes such as attention, language use, memory, perception, problem solving, creativity, and thinking. Prerequisites: PSYC 103 and PSYC 253.

PSYC 373 Physiological Psychology. This course will focus on the study of the neural mechanisms of perception and behavior that occurs through direct manipulation of the brain. Prerequisites: PSYC 103 and PSYC 253.

PSYC 383 Group Dynamics and Interpersonal Relations. This course focuses on how we are affected by simply being in the presence of other people and how people form close relationships with one another. It will also look at groups and group behavior, including how groups interact with and perceive one another. **(3 credit hours)**. Prerequisites: PSYC 103 and PSYC 253.

PSYC 393 Industrial/Organizational Psychology. This course will focus on the scientific study of human behavior in organizations and the work place. **(3 semester hours)** Prerequisite: Junior/Senior Standing. **(3 credit hours)**. Prerequisites: PSYC 103 and PSYC 253.

PSYC 403 Sports Psychology. This course will focus on the use of psychological knowledge and skills to address optimal performance and well-being of athletes, developmental and social aspects of **sports** participation, and systemic issues associated with **sports** settings and organizations. . **(3 semester hours)** Prerequisite: Junior/Senior Standing.

PSYC 413 Psychological Testing and Assessment. A survey of the major tests of intelligence, vocational interest, aptitude, achievement, personality, projective and non-projective tests employed in psychological evaluations **(3 credit hours)**. Prerequisites: PSYC 103, PSYC 253 and PSYC 323.

PSYC 415 Practicum I. Arranged with approved local mental health and social service facilities, the course will introduce the structure and function of psychiatric, mental health, rehabilitation, or other relevant work settings to students in a supervised

setting. A psychology faculty member will also provide supervision. Students are required to spend 10 hours a week in an approved facility and to participate in weekly class discussions. **(5 credit hours)**. Prerequisites: Junior/Senior standing, at least 18 hours in psychology to include PSYC 103, 221, 253, 333, and 323.

PSYC 423 Psychology of Women. Feminine psychology is an approach that focuses on social, economic, and political issues confronting women all throughout their lives. **(3 semester hours)** Prerequisite: Junior/Senior Standing.

PSYC 425 Practicum II. This course will extend the focus on appropriate work setting in the field of psychology and allied fields in a supervised setting. A psychology faculty member will also provide supervision. Students are required to spend 5 hours a week in an approved site and to participate seminar style in scheduled class discussions. **(3 credit hours)**. Prerequisites: Junior/Senior standing, at least 18 hours in psychology to include PSYC 103, 221, 253, 333, and 323.

PSYC 433 Psychology of Film, Television and Other Media. This course will focus on the significant power of film, television, and social media to inform, educate, persuade, and sometimes even change behavior. Theories related to imitation, modeling, behavioral modification, etc. will also be incorporated into the course. **(3 semester hours)** Prerequisite: Junior/Senior Standing.

PSYC 453 Topics. Special areas of relevance in the field of psychology will be studied with emphasis on library research. Context varies to meet student needs and trends in the discipline. **(3 credit hours)**. Prerequisite: Junior/Senior Standing.

PSYC 463 Senior Seminar. Designed to offer basic psychology course topics not dealt with in the regular curriculum. Students will explore the options of graduate training and employment opportunities and learn how to prepare for both. Students will apply knowledge obtained in psychology to assist in making career goals. This course will also serve as preparation for the departmental comprehensive examination. Prerequisite: Senior standing.

PSYC 473 Research in Psychology. This course will focus on the research methodologies associated with the field of psychology.

PSYC 483 Experimental Psychology. This course will focus on the scientific investigation of basic psychological processes such as learning, memory, and cognition in humans and animals. **(3 semester hours)** Prerequisite: Junior/Senior Standing.

PSYC 493 Black Psychology. This course will use an African cosmological lens applied to social or psychological phenomena and will explore the history and the experiences of African Americans through a cultural lens. **(3 semester hours)** Prerequisite: Junior/Senior Standing.

Rehabilitation Studies Concentration

HSRB 203. Physical and Psychosocial Aspects of Disability I. This course discusses the stages of adjustment to disability, the impact of age of onset and its impact on family. It is an introduction to consumer-based health perspectives with an overview of etiology, progression and treatment of major disabling conditions related to cognition, emotion, addiction and other disorders related to the nervous system. The course includes the interplay of physical, psychosocial and vocational implications of these disorders. (3 credits) Prerequisite (s): SOSW 213

HSRB 303. Counseling Theories and Practice. Emphasis on counseling theories and psychotherapeutic techniques, With concentration on reviewing and analyzing concepts, practice, application, and relevant issues involved in the helping relationship both with individuals (Micro) and group interventions skills related to human service delivery. (3 credits)

HSRB 313. Disability & Society. This course explores the historical and current treatment of persons with disabilities. It examines the impact of social institutions public policy and attitude on service marginalization and segregation of person with disabilities. (3 credits) Prerequisite (s) sophomore or higher.

HSRB 323. Case Management in Rehabilitation. This course reviews models of case management and caseload management utilized in a broad range of rehabilitation settings. Students explore application of the techniques and tools utilized for rehabilitation interviewing, assessment and individualized planning. Includes professionalism and ethical responsibilities of the rehabilitation case manager. (3 credits) Prerequisite(s): PSY 263, SOSW 213 (*Social Work*)

HSRB 343. Employment Services. This course covers basic job development, job placement skills and activities. Students examine resources for job analysis, supported employment, transition services, and labor market analysis. (3 credits) Prerequisite (s): sophomore or higher.

Substance Use Disorder Treatment Concentration

HSSD 203. Addiction Treatment Models. This course examines treatment approaches such as 12-step programs, cognitive-behavioral self-control and motivational interviewing. (3 credits) Prerequisite (s): Sophomore or Higher

HSSD 213. Assessment of Alcoholism and Chemical Dependency. This course explores the tools and dynamics of assessing chemical dependency, the diagnosis, placement and referral of these clients and treatment planning. (3 credits) Prerequisite (s): PSYC 283

HSSD 303. Substance Abuse. The focus of this course will be on the development of additional knowledge, skills, and empowering processes for practices in substance abuse concerning families in the human services field. This course offers an in-depth look at significant issues with substance abuse and how it affects families. Refer to the semester class schedule for the specific topic to be addressed. (3 credits) Prerequisite: SOSW 203

HSSD 313. Alcohol and Substance Use Competencies. The course focuses on further familiarizing students with the core competencies necessary for effective interventions within addiction treatment settings and prepare students to apply these skills in substance use counseling practice. (3 credits) Prerequisite (s): PSUY 283, PSUY 293.

Applied Gerontology Concentration

HSAG 303. Aging and Disability Policy & Services. Aging and Social Work is a social work topics elective course that addresses the biological, psychological, social, and spiritual aspects of aging, intergenerational issues, the special problems of growing old in the U.S, including ageism, disability policy and services to the elderly. The course also includes the theoretical perspectives and changing definitions of aging in this society, diversity of the elderly population, social and economic justice, as well as, ethical and legal concerns. The student will examine their own views and values about aging and acquire a beginning understanding of how social workers can effectively intervene and work with elders in the 21st century. (3 credits)

HSAG 313. Sexuality and Aging. One of the most pervasive myths of aging is that older people are non-sexual. This course challenges popular stereotypes and examines sexual attitudes, activity and behavior as people age. In addition to common social beliefs and attitudes that may affect the opportunity for sexual expression among older adults, biological changes and sexual response are explored, as are other aspects of intimacy important to aging individuals. (3 credits) Prerequisite (s): SOCG 353

HSAG 323. Long-Term Care Case Management with Older Adults. This is a practitioner-oriented course that focuses on the foundations of case/care management and the care management process as practiced with impaired elderly clients and their family caregivers. Course topics include older client intake and assessment, establishing goals and a plan of care, coordinating and linking services and resources, and managing and monitoring care. Situations commonly encountered with at-risk elders are examined using protocols. (3 credits) Prerequisite(s): SOSW 301 Aging and Disability Policy & Services

HSAG 403. Mental Health & Aging. This course is designed to challenge students to examine, analyze, and discuss mental health issues, policies, organizations and human responses to problems facing today's consumers. The primary emphasis will be placed on the vision of mental health with both consumers and clinicians. This course has a multi-disciplinary perspective and will provide student's an opportunity to explore issues that require multiple and often innovative approaches from varied disciplines. (3 credits)

HSAG 413. Problem of Aging. A study of the multidimensional implications of the aging process, and societal responses to the aged. Prerequisite(s): SOCG 113 and SOCG 123.

Social Justice

SOCJ 103 Introduction to Social Justice. This course explores the concept of social justice with the acknowledgement of its various perspectives while highlighting human injustices. Instruction in social justice core competencies includes civics, public policy, morality, theory, methodology including faith principles and practices, advocacy, leadership, equity, and justice. Students will engage in reflective activities and experiential learning that emphasizes inequalities while promoting advocacy through civic responsibility and cultural competencies. Students will also take a critical look at how inequality issues affect their lives, their families, and the community around them. Students who successfully complete this course will begin their journey as advocates for empowering social change, in the framework of critical analysis. No prerequisites. (3 credit hours)

Social Justice Religious Education Courses

PRCE 113 Social Justice, Democracy and Morality. The challenge of this course for the student will be to understand and apply his or her comprehension of the deep dynamic interdependent relationship of humanities education, democracy, religious morality, as it finds expression in social justice advocacy. The course of study is divided into three sections: Humanities education as a primary quest for establishing awareness and sensitivity to what is necessary in the creation of democratic ideals; religious ethical ideals from the world's most influential faith traditions as these traditions very often foster social equity and justice. The Third section deals with social justice as it is being expressed in social entrepreneurship that is reflective of the best that is found in the humanities and in the wisdom traditions of the world's religious teaching of morality. (3 credit hours)

PRCE 123 Mediation Seminars. This course builds on a model of peace-building developed in South Africa. The course will introduce key concepts and skills of conflict transformation as well as provide an overview of its application for select purposes (e.g., mediation and restorative justice efforts). The intent is to equip individuals to deal constructively with conflict in their own lives, institutions and communities. (3 credit hours)

PRCE 133 Social Justice and Entrepreneurship. This course introduces students to the most effective methods of social change. We look at the innovators, visionaries, and social entrepreneurs who are coming up with new methods of solving society's problems. We contrast traditional methods of activism with a new approach combining pragmatic approaches of social entrepreneurs with compassionate, collaborative engagement of transformative action. Specifically, today's cutting edge movements tend to be less ideological, less adversarial, more locally specific and more solutions- oriented than in the past. We will look at examples of how social entrepreneurs assist in creating equity, justice and environmental renewal through and with community. We then tackle the question of how to create social enterprises that are truly based on our deepest social values: inclusion, diversity, and opportunity for everyone. (3 credit hours)

- PRCE 233 History of Religious Education.** A critical investigation of Religious Education and its historical development within the major faith traditions. (3 credit hours)
- PRCE 243 Theological Foundations of Religious Education.** An introduction to the dynamic interplay of theological reflection and teaching methodologies of religious nurture within the life and mission of a community of faith. (3 credit hours)
- PRCE 2xx Elementary Biblical Greek I.** This course offers an introduction to elementary Biblical (Koine) Greek grammar, syntax, vocabulary, and translation, with selected readings from the Greek Testament and other early Christian writings. Offered in Fall Semesters. Recommended for majors in Christian Education, and Philosophy and Religion. Prerequisite: Sophomore standing or instructor's permission.
- PRCE 2xx Elementary Biblical Greek II.** This course offers an introduction to elementary Biblical (Koine) Greek grammar, syntax, vocabulary, and translation, with selected readings from the Greek Testament and other early Christian writings. Offered in Spring semesters. Recommended for majors in Christian Education, and Philosophy and Religion. Prerequisite: PRCE 213 and sophomore standing or instructor's permission.
- PRCE 3xx Introduction of Homiletics/Preaching.** This course is an introduction to the role of Biblical preaching and teaching within the context of Christian churches and other settings. It will develop fundamental skills in biblical exegesis and textual exposition, and develop basic competencies in sermon design and delivery. The course will expose students to varying methods of sermon construction and study significant historical and contemporary homileticians. Students will gain experience in preaching sermons, benefit from timely and evaluative feedback from their peers and will be given sermonic assessment tools in an interactive class setting.
- PRCE 3xx Biblical Interpretation.** This course introduces the fundamental principles and practice of biblical interpretation as well as the primary tools of biblical research. The student will become acquainted with the history of interpretation and contemporary interpretive approaches with an emphasis in the literal-historical-grammatical approach. Strategies for interpreting various literary genres, analyzing structural relationships, performing word studies, and developing principles for accurate practical application will be learned.
- PRCE 333 Religious Nurture of Children and Youth I.** Religious nurture of children and youth is an introduction to religious nurturing of children and youth. The course has at its focus a consideration of the foundations, religious development theories, goal setting, teaching, learning, curriculum, and leadership of religious and social justice education. (3 credit hours)
- PRCE 343 Religious Nurture of Youth II.** Religious nurture of youth is a study of adolescence with special attention given to strategies, models, and resources for working with junior and senior high youth. The focus is on youth in the context of their own unique cultures in relationship to the major cultural issues such as pluralism, violence, materialism, sexual identity, and generational conflicts. (3 credit hours)
- PRCE 353 Religious and Moral Development.** Religious and moral development is a critical theological investigation of moral and ethical development theories of Dewey, Kohlberg, Fowler, and Perry and their implications for religious education in the church and society. (3 credit hours)
- PRCE 363 The Spiritual Life as Religious Nurture.** Spiritual life as religious nurture is an introduction to a variety of spiritual disciplines practiced in religious communities. These disciplines of formative spirituality can lead to the development of a personal spiritual life. (3 credit hours)
- PRCE 383. Ethnicity and Cultural Pluralism in Religious Education.** Approaching religious education in culturally diverse contexts is the objective of this course. This survey course introduces students to the cultural values, practices, and strategies of the ministry and religious education in culturally specific, cross-cultural, and multicultural settings. (3 credit hours)
- PRCE 4xx Advanced Studies in Homiletics/Preaching.** Advanced Preaching will cover various homiletical methods to apply to genres of scripture, crisis, cultural nuances and unique occasions in the life of the parish that the minister must speak to. Special attention will be given to Illustrations, themes, liturgical preaching, incorporating technology, and use of art and poetry which are critical enhancers to balanced well prepared messages for various audiences.
- PRCE 463 Religious Nurture of Elders.** Religious nurture of elders is an exploration of the strategies of religious nurture toward aging and older persons. An introduction to the gifts and needs older adults bring to the church; evaluation of resources; development of models for religious nurturing with, by, and for older persons. (3 credit hours)
- PRCE 473 Religious Nurture of Adults and Families.** Religious Nurture of Adults and Families is an introductory study of the religious nurture of adults and families with an emphasis on congregational engagement and retention. The focus is on the ways adults learn, examine faith issues, choose lifestyles, cope with generational issues, as well as how they express and develop role expectations for themselves and family members and integrate themselves into a church community. Historical and contemporary models and technological resources of Christian nurturing will be examined regarding adults and families in light of the Gospel and changing cultural values. (3 credit hours)
- PRCE 483 Religious Education in the United Methodist Church.** Religious Education in the United Methodist Church outlines and describes the history, polity, administration, and development of a global social justice educational mission within the Wesleyan Tradition. (3 credit hours)

Social Work

SOSW 203 Introduction to Social Work. This course introduces the student to generalist social work as a helping profession. The course addresses a wide range of social problems, issues and needs of individuals, families, groups, organizations, and communities, with goals focused on improving the quality of lives, emphasizing the use of an Afrocentric perspective. A 20-hour non-paid social service agency experience is required. *Required for social work majors.* **(3 credit hours)**

SOSW 300 Topics in Social Work: Cultural Diversity, this course is a generalist approach to obtaining meaningful outcomes in human interactions with emphasis on the dynamics of cultural factors. Cultural guidelines, Afrocentric world view, definitions, myths, stereotypes, common human needs, self-awareness, systems intervention and the "Helping Process in Human Relations" will be examined. This course is offered for all disciplines. **(3 credit hours).**

SOSW 301 Topics in Social Work: Mental Health. This course is designed to challenge students to examine, analyze, and discuss mental health issues, policies, organizations, and human responses to problems facing today's consumers. The primary emphasis will be placed on the vision of mental health with both consumers and clinicians. This course has a multi-disciplinary perspective and will provide student's an opportunity to explore issues that require multiple and often innovative approaches from varied disciplines. Prerequisites: SOSW 203 OR SOCG 113. *Required for social work majors.* **(3 credit hours).**

SOSW 302 Topics in Social Work: Foster Care, this course is designed to provide students with general knowledge and information on the subject of child abuse and neglect and places emphasis on the foster care and Protective Services. Upon completion of this course, you should have a general knowledge and understanding of the various forms of child abuse and neglect and services available to this population. **(3 credit hours).**

SOSW 303 Professional Decision Making. This course introduces the student to a generalist approach as a helping professional and its mission to address a wide range of social problems, issues and needs of individuals, families, groups, organizations, and communities to improve the quality of life from an Afrocentric perspective. An overview is provided of generalist social work, its purpose, goals, functions, common base knowledge, values, skills, and principles that guide competent practice. Emphasis is placed on appreciation and respect for human diversity and the social worker's commitment to promote social and economic justice for persons in marginalized groups. This course is designed to present a candid look at various issues that impact the social work profession, which will enable the student to evaluate and resolve ethical dilemmas in the social work profession. Prerequisite: SOSW 203. *Required for social work majors.* **(3 credit hours).**

SOSW 304 Child Welfare. This course is designed to challenge students to examine, analyze, and discuss current issues, policies, organizational, political, legal, and human responses to problems facing today's children and families. Special emphasis will be placed on public perceptions of children and family issues, governmental responses to identified issues, and the impact of diversity in decision making. This course has a multi-disciplinary perspective and will provide student's an opportunity to explore issues that require multiple and often innovative approaches from varied disciplines. **(3 credit hours).**

SOSW 313 Social Welfare Policy I. This core course, offered in a two-part sequence, examines the historical evolution of social welfare, social welfare policy and the social work profession in the United States. The course further explores how social, racial, political, and economic forces have shaped the development of social welfare in this country and how social justice issues, such as oppression, racism, and discrimination, have traditionally affected marginalized groups. **(3 credit hours).** Prerequisites: SOSW 203, ECON 113. *Required for social work majors.*

SOSW 323 Social Welfare Policy II. The follow-up course in the sequence brings into focus the most central issues of social problems and social welfare policies, programs, and services designed to address major areas of needs for diverse populations, with an emphasis on Afrocentrism. **(3 credit hours).** Prerequisites: SOSW 203, ECON 113, SOSW 313. *For social work majors only.*

SOSW 333 Human Behavior in the Social Environment I. The first course offered in a two-part sequence that examines the interrelatedness of environmental, bio-psycho-social, economic, and cultural factors that impact human development and behavior over the life cycle. Alternative theories related to ethnic, racial, gender, and other diverse groups will be included. **(3 credit hours).** Prerequisites: PSYC 103, BIO 104, SOCG 113, SOSW 203. *Required for social work majors.*

SOSW 343 Human Behavior in the Social Environment II. The second course offered in a two-part sequence that builds upon the knowledge of bio-psycho-social theories that influence generalist social work practice. Alternative theories and paradigms will be included. **(3 credit hours)** Prerequisites: PSYC 103, BIO 104, SOCG 113, SOSW 203, SOSW 333. *For social work majors only.*

SOSW 353 Practice I: Introduction to Generalist Practice. This is the first course in a series of three that introduces students to the knowledge, values, skills, and empowering processes of generalist social work practice, from an Afrocentric approach, emphasizing work on the micro (individual) level. Special attention will be paid to interventions with marginalized and oppressed peoples. **(3 credit hours).** Prerequisites: SOSW 203. *For social work majors only.*

SOSW 363 Practice II: Family & Group Systems. As the second course in the generalist practice sequence, this course builds upon the knowledge and skills introduced in SOSW 353. The focus will be on the development of knowledge, values, skills, and empowering processes of generalist social work practice on the mezzo (families and groups) level, from an Afrocentric approach. Group leadership skills will be introduced. Prerequisites: SOSW 203, SOSW 353. *For social work majors only.* **(3 credit hours)**

SOSW 400X Topics in Social Work. This course offers an in-depth look at significant issues in the field of social work. Refer to the semester class schedule for the specific topic to be addressed. Prerequisites: SOSW 203 OR SOCG 113. *Required for social work majors.* **(3 credit hours).**

SOSW 413 Practice III: Organizational & Community Systems. As the final course in the generalist practice sequence, this course focuses on the use of generalist social work knowledge, values, skills, and empowering processes on the macro (organizational and community) level, using an Afrocentric approach and emphasizing the promotion of social change. Special attention will be given to understanding the dynamics of power, economics, politics, religion, and social policies on social organizations and communities, especially those that represent the most oppressed and marginalized people. **(3 credit hours)**. Prerequisites: SOSW 203, SOSW 353, SOSW 363. *For social work majors only.*

SOSW 433 Practicum Seminar I. The first of two seminars offered concurrently with the Field Practicum. This course is designed to begin the process of integrating content from courses with actual social work practice from a generalist perspective in an Afrocentric paradigm. **(3 credit hours)**. Prerequisites: SOSW 203, SOSW 313, SOSW 323, SOSW 333, SOSW 343, SOSW 353, SOSW 363, SOCG 483. Corequisites: SOSW 413, SOSW 455. *For social work majors only.*

SOSW 443 Practicum Seminar II. This capstone course enables social work majors to integrate the theory, knowledge, values, skills, ethics, and ethno-cultural competence of generalist social work practice using an Afrocentric approach. **(3 credit hours)**. Prerequisites: SOSW 203, SOSW 313, SOSW 323, SOSW 333, SOSW 343, SOSW 353, SOSW 363, SOCG 483, SOSW 433, SOSW 413, SOSW 455, SOCG 463. Corequisite: SOSW 465. *For social work majors only.*

SOSW 455 Field Practicum I. The first of two courses that provide social work majors with supervised laboratory learning experiences in selected social welfare agencies. 225 clock hours of field practicum are required. **(3 credit hours)**. Prerequisites: SOSW 203, SOSW 313, SOSW 323, SOSW 333, SOSW 343, SOSW 353, SOSW 363, SOCG 483, SOCG 463. Corequisite: SOSW 433, SOSW 413. *For social work majors only.*

SOSW 465 Field Practicum II. The second of two courses that provide social work majors with supervised laboratory learning experiences in selected social welfare agencies. 225 clock hours of field practicum are required. **(3 credit hours)**. Prerequisites: SOSW 203, SOSW 313, SOSW 323, SOSW 333, SOSW 343, SOSW 353, SOSW 363, SOCG 483, SOSW 455, SOSW 433, SOSW 413, SOCG 463. Co-requisite: SOSW 443. *For social work majors only.*

Sociology

SOCG 113 Introduction to Sociology. An overview of the principal concepts and methods of sociology and sociological investigation. Covers societal problems, culture and cultural changes, human groupings and social processes, personality formation and development. **(3 credit hours)**.

SOCG 123 Introduction to Sociological Theory. An examination of sociological theory, with an emphasis on the application of theory to science, social analysis, and the profession. **(3 credit hours)**. Prerequisite: SOCG 113.

SOCG 233 Marriage and Family. An overview of lifestyles and issues relative to marital and family relationships and processes. **(3 credit hours)**. Prerequisite: SOCG 113.

SOCG 303 Human Factors in Organizational Settings. An examination of the relationship between the individual and the organization, with an emphasis on the contribution of personality to the work environment. **(3 credit hours)**. Prerequisite: SOCG 113 and SOCG 123.

SOCG 313 Sociological Problems. An overview of the application of sociological theory to the interpretation of data relative to contemporary social problems including deviant behavior, problems of inequality, and problems resulting from social change. **(3 credit hours)**. Prerequisite: SOCG 113.

SOCG 323 Cultural Anthropology. A comparative examination of cultures in terms of cultural relativity and universals, continuity, and processes of cultural change. **(3 credit hours)**. Prerequisite: SOCG 113 and SOCG 123.

SOCG 333 Social Welfare Institutions. A study of the services provided by local, state, federal, public, and private social welfare agencies as they relate to clients, history, eligibility, funding, and functions. The emphasis is on the historical development of current social welfare institutions. **(3 credit hours)**. Prerequisite: SOCG 113 and SOCG 123.

SOCG 343 Group Dynamics. A study of theory, practice, and research into group dynamics and group behavior, including the concepts of leadership, cohesion, and group development. **(3 credit hours)**. Prerequisite: SOCG 113 and SOCG 123.

SOCG 400X Topics – Seminar/Research. A seminar course offered to graduating seniors. Content varies to meet student needs and interests, and trends in the discipline. **(3 credit hours)**. Prerequisite: SOCG 113, SOCG 123, and permission of the instructor.

SOCG 413 Problems of Aging. A study of the multidimensional implications of the aging process, and societal responses to the aged. **(3 credit hours)**. Prerequisite: SOCG 113 and SOCG 123.

SOCG 423 Criminology. An examination of the nature and multiple causative factors of crime and delinquency, including study of custody and rehabilitation. **(3 credit hours)**. Prerequisite: SOCG 113.

SOCG 433 Social Stratification: Effects on Minorities. An analysis and comparison of class and caste in different societies with emphasis on American society. Theories concerning the origins, persistence, and consequences of stratification are examined. **(3 credit hours)**. Prerequisite: SOCG 113.

SOCG 443 Sociology Internship. Arranged in conjunction with local social service agencies, this course is an introduction to the structure and function of social service agencies, and to the duties of sociology practitioners. Students are expected to spend eight (8) hours weekly in the field and to participate in a one-hour discussion period on campus. Permission of instructor is

required for registration. **(3 credit hours)**. Prerequisite: SOCG 113 and SOCG 123, Junior standing, and permission of the instructor.

SOCG 463 Statistics for the Social Sciences. A skill-oriented approach to the analysis and interpretation of research data, including the application of descriptive, parametric, and non-parametric statistics to social sciences research. Required of sociology majors. **(3 credit hours)**. Prerequisite: SOCG 113.

SOCG 483 Research for the Social Sciences. A study of the principal methods of sociological investigation with emphasis on the critique of current research. A student research project is required. (3 credit hours). Prerequisite: SOCG 113, SOCG 123, and SOCG 463.

Spanish

SPAN 113 Elementary Spanish I. Essentials of grammar, simple conversation, aural-oral comprehension, graded readings. **(3 credit hours)**

SPAN 123 Elementary Spanish II. Essentials of grammar, simple conversation, aural-oral comprehension, graded readings. **(3 credit hours)**

SPAN 213 Intermediate Spanish I. Review of grammar, pronunciation, and intensive drill of conversation in order to develop the student's ability to understand simple Spanish prose. **(3 credit hours)**.

SPAN 223 Intermediate Spanish II. Review of grammar, pronunciation, and intensive drill of conversation in order to develop the student's ability to understand simple Spanish prose. **(3 credit hours)**.

SPAN 313 Survey of the Literary and Intellectual History of Spain and Latin America I. A survey of the literary and intellectual history of Spain and Latin America from the Middle Ages through the 18th Century. (3 credit hours).

SPAN 323 Survey of the Literary and Intellectual History of Spain and Latin America II. A survey of the literary and intellectual history of Spain and Latin America from the Middle Ages through the 18th Century. (3 credit hours)

SPAN 413 Survey of the Literature and Intellectual History of Spain and Latin America. III. A survey of the literary and intellectual history of Spain and Latin America through the 19th and 20th centuries. (3 credit hours)

Special Education

SPED 413 Teaching Exceptional Learners. This course is designed to present the history, philosophy, practices, and issues related to the Field of Special Education. It will offer the candidates an opportunity to develop strategies and practice content based upon theories and principles of effective instruction for individuals with disabilities who are taught in inclusion classrooms. Candidates will develop a broad array of approaches to teaching that will address exceptionalities. **(3 credit hours)**

SPED 423 Methods and Materials for Persons with Mild Disabilities. This course is designed to offer the candidates an opportunity to develop materials and practice content based upon theories and principles of effective instruction for persons with mild disabilities. Candidates will develop a broad array of approaches to teaching that will address exceptionalities. **(3 credit hours)**

Visual and Performing Arts

VAPA 103 Introduction to the Visual and Performing Arts. A survey course designed to introduce students to the Visual and Performing Arts. In this course, students will engage Drama, Music, Art, Dance, and Media via class discussion of basic concepts and history. They will also attend and discuss a professional play/rehearsal, PSU Collegiate Choir Concert/rehearsal, PSU African and African-American Art Collection and a professional Art Gallery, a Dance Studio Performance/rehearsal, and professional Media production. Professionals in these five fields may also be brought in as speakers. Req. for all VAPA Minors and Majors. No prereq.

VAPA 201X Visual and Performing Arts Creatives. Provides opportunities for students in The Creatives club to obtain course credit from for performances and rehearsals leading up to performance events. May be taken more than once. (1 credit hours)

VAPA 203X Visual and Performing Arts Creatives. Provides opportunities for students in The Creatives club to obtain course credit from for performances and rehearsals leading up to performance events. May be taken more than once. (3 credit hours)

VAPA 233 Arts Criticism and Review. Criticism of contemporary visual and performing arts, concentrating on the creative elements used in the service of aesthetics and the application of scholarly and popular critical standards. Certain historical references are included. (Required for all Visual Arts Majors; can be substituted for ENG 263 – Advanced Composition for Majors) (3 credit hours)

VAPA 303x Internship. This experience provides the student with practical work experience in a professional art setting. Students work under the supervision of a professional artist, business, agency, or other. May be taken twice only. (3 credit hours)

VAPA 473 Public Art and Social Practice: This course presents an overview of socially engaged works of art in community or public spaces, including sculpture, monuments, public commissioned works of art, installation art, and grant-funded works. This course will use case methods to help broaden students' understanding of working in and with non-profit art museums and

educational institutions. A component of the course will be presenting proposals for public works and how to better serve the needs of communities existing in the margins. The prerequisites for the course are ENG 113 and ENG 123.

VAPA 483 Capstone I: Students will learn and develop the skills necessary for the arts. The instructor will prepare readings related to contemporary art practice, and students will manage their portfolio of materials to apply for graduate school or a professional art field.

VAPA 493 Capstone II: Students will prepare and/or present works from their chosen concentration.

Vocational Education/Business Technology

VOBT 311 Praxis II (Content). The purpose of this course is to provide structured support to vocational education/business technology level candidates as they prepare for successful completion of the Praxis II –Content Knowledge licensure assessment. Vocational education/business technology candidates will participate in review, analysis and synthesis of pertinent content knowledge they have obtained in the preparation program in subject areas that are considered central to vocational education/business technology teacher preparation. **(1 credit hour)**

VOBT 343 Internship I. Students will spend two days per week in a middle/junior high and/or senior high school classroom. This field experience will acquaint candidate with a variety of middle/junior and senior high experiences in a middle/junior and senior high classroom. Students will be oriented to the structure of a school district, the school, and the classroom setting. All concurrent courses in the block will include assignments or specific tasks to be completed by candidates during the classroom placement in this field experience. **(3 credit hours)**

VOBT 353 Methods and Instructional Materials in Vocational Business Technology. This course is designed to prepare business teachers for the task of teaching economics education, basic business, marketing and vocational business technology. The course centers on discussion and microteaching. Emphasis is placed on behavioral objectives, group and self-instructional methods and materials, course outlines, and evaluations. The course involves the study of the curriculum and methods common to the business and vocational business programs and research behind its development. Prerequisite: Admission to Teacher Education. **(3 credit hours)**

VOBT 363 Foundations of Vocational Business Technology. This course emphasizes historical, economic, sociological, political, and psychological foundations of vocational and business education technology. The course focuses on basic business, vocational business and vocational marketing, and the forces, including legislation, that shape instruction and curriculum developments in these areas. **(3 credit hours)**

VOBT 401 Directed Teaching Seminar. An inter-disciplinary faculty-guided seminar designed to support student teachers during their student teaching experiences. Seminar topics are designed to address the knowledge, skills, and professional dispositions relevant to the systematic planning, effective communication, instructional leadership, and professional development. **(1 credit hour)**

VOBT 403 Administrative Office Information Systems. This course centers on administration of office functions, the role of information processing, information processing concepts and careers, information processing skills (basic and advanced), and systems for information processing. **(3 credit hours)**

VOBT 411 Praxis II: Principles of Teaching and Learning. The purpose of this seminar is to provide structured support to vocational education/business technology level candidates as they prepare for successful completion of the Praxis II – Principles of Learning and Teaching licensure assessment. Vocational education/business technology candidates will participate in review, analysis, and synthesis of pertinent pedagogical knowledge and learning theory they have obtained in the teacher preparation program in areas that are considered central to vocational education/business technology preparation such as assessment, classroom management and behavior guidance, and developmentally appropriate instructional strategies and environments. **(1 credit hours)**

VOBT 413 Organization and Administration of Vocational Cooperative Education. This course is a detailed study of the program structure and composition of vocational education program areas (business technology, marketing, trade and industrial education, etc.). It examines the principles and procedures for initiating and teaching cooperative vocational and business technology programs, including the development of cooperative education and relationships with business, industry, and other institutions. **(3 credit hours)**

VOBT 417 Directed Teaching—Middle School/Junior High. This course deals with the application of theory to teaching situations in middle school/junior high facilities and schools. The candidate begins by observation and participation and gradually assumes complete responsibility for the classroom. The candidate will plan, teach, and reflect on the experience. The candidate will prepare for children with special needs. He/she is expected to use all the resources of the school and to exhibit competence with technology. **(7 credit hours)**

VOBT 427 Directed Teaching—Senior High. This course deals with the application of theory to teaching situations in senior high facilities and schools. The candidate begins by observation and participation and gradually assumes complete responsibility of the classroom. The candidate will prepare for children with special needs. He/she is expected to use available resources of the school and exhibit competence with technology. **(7 credit hours)**

VOBT 443 Internship II. Students will spend two days per week in a middle/junior and senior high school classroom working with students. This field experience will focus on working with students in large and small groups. Students will be expected to complete assignments related to their on-campus courses during the classroom placement. During this field placement, students will continue to develop their professional skills to their specialty area of education. **(3 credit hours)**

SPECIAL ACADEMIC PROGRAMS

Military Science

Since 2014, Philander Smith University has offered courses in Military Science through a cooperative program with the University of Central Arkansas. The following purpose and general information are provided with permission from the Course Catalog of the University of Central Arkansas:

Purposes

The Department of Military Science and Leadership commissions the future officer leadership of the United States Army. The Reserve Officers Training Corps (ROTC) offers each student the opportunity to serve in the US Army on Active duty or remain in Arkansas and serve in the Army National Guard or the US Army Reserve while pursuing a civilian career after graduation.

Regardless of the career choice, success in life today demands more than ever the right preparation. Education is essential, but the growing proportion of Americans going to college has lessened the diploma's role as an automatic entrée to the best jobs. Employers are demanding something more. Army ROTC provides hands-on, performance-oriented leadership and management training. Army ROTC is the competitive edge for the success-oriented college student.

General Information

Registration. Registration for military science is accomplished at the same time and in the same manner as other courses. There is no additional tuition cost for full-time students. All required books and equipment are provided at no cost to the student.

Military Service Obligation. There is no military obligation for students taking freshman and sophomore military science courses. (Freshman and sophomore military science students attending college on Army ROTC scholarships are obligated by their contracts.)

Scholarships. Four-year scholarships are available on a competitive basis to high school seniors who plan to enroll in Army ROTC. In addition, two and three-year scholarships are available on a competitive basis to UCA students. These scholarships pay tuition, fees, \$1,200 per year for books, and up to \$500 per month (\$300 - freshmen, \$350 - sophomores, \$450 - juniors, \$500 - seniors, tax free, for ten months during the school year). A limited number of room and board grants are also available.

Advanced Course Students. Contracted advance course students receive up to \$4,000 during the school year. The subsistence allowance is paid in addition to the Montgomery GI Bill or other benefits an individual may receive. Additionally, members of the Army Reserve and National Guard may continue to receive their drill pay and are promoted to Sergeant (E-5) for pay purposes while participating in the Simultaneous Membership Program.

Basic Course

The basic course (taken by freshmen and sophomores) consists of MILS 1101, 1102, 2201 and 2202. MILS 1101 and MILS 1102 meet one hour in class and two hours for a leadership lab which consists of practical applications of current leadership topics, as well as learning to rappel and other military or survival skills. Basic course students can participate in many activities sponsored by the military science department throughout the year. These activities include rappelling, rifle marksmanship, color guard, ranger challenge team, military ball, field- training exercises, awards ceremony, physical conditioning programs, and many more.

Advanced Course

The advanced course consists of MILS 3301, 3302, 4301, 4302, 4303 and 4304 and a five-week ROTC leadership camp between the junior and senior years.

To enroll in the advanced course, students must meet eligibility and age requirements, be physically qualified, have two academic years to complete before graduation or reception of a graduate degree, have a grade point average of 2.0 or better, be accepted by the professor of military science, and be a US citizen.

A. [4.1] Eligibility for the Advanced Course

To be eligible for the advanced course, a student must meet one of the following:

1. Have completed the basic course,
2. Have completed the Leaders Training Course at Ft. Knox (five weeks prior to junior year),

3. Have completed four years of high school Junior ROTC experience,
4. Be a veteran, or
5. Be a member of the National Guard or Reserve and have completed basic training.

NOTE: Each contracted cadet must meet certain professional military education requirements prior to commissioning. Each cadet must complete a semester or semester equivalent course in written communications, human behavior, military history, computer literacy, and mathematical reasoning.

Leaders' Training Course

The Leader's Training Course is a five-week summer leadership and training exercise that satisfies all ROTC requirements in lieu of the basic course. Completion of this camp enables eligible students to enter the advanced course. Registration is through the military science department during the spring semester. Students are paid while at this camp. See the military science department for eligibility requirements.

Minor in Military Science (18 hours)

The minor in Military Science requires 18 hours, including the following courses: MILS 3301, 3302, 4301, 4302; HIST 3381; plus 3 hours of computer science courses (CSCI 1300 or higher).

Prerequisites for acceptance into the Military Science Minor program are:

1. Successful completion of the ROTC Basic Course (4 semesters) with a Military Science GPA of 3.0 as a minimum. (Other initial military training may be accepted on a case-by-case basis by the Department Chair.)
2. Completion of WRTG 1310 or higher level course, completion of MATH 1360 or higher level course.

Courses in Military Science and Leadership (MILS) - Basic

Junior ROTC credit, basic military training credit, or prior military service. The course examines the unique duties and responsibilities of officers. Students discuss the organization and role of the Army, review basic life skills pertaining to fitness and communication, and analyze Army values and expected ethical behavior. Students are introduced to the leadership development program and small unit tactics in discussion and laboratory. Prerequisite: None. Fall.

1102 BASIC LEADERSHIP Part of the basic course program and required for all students without Junior ROTC credit, basic military training credit, or prior military service. The course presents fundamental leadership concepts and doctrine. Students practice basic skills that underlie effective problem solving, apply active listening and feedback skills, examine factors that influence leader and group effectiveness, and examine the officer experience. Students will participate in basic map reading and small group day land navigation in discussion and laboratory. Prerequisite: MSL 1101, equivalent credit, or instructor approval. Spring.

2201 INDIVIDUAL LEADERSHIP STUDIES Part of the basic course program and required for all students without Junior ROTC credit, basic military training credit, or prior military service. The course develops knowledge of self, self-confidence, and individual leadership skills. Students develop problem-solving and critical-thinking skills and apply communication, feedback, and conflict-resolution skills. The course further develops leadership theory and techniques discussed in MSL 1102 in discussion and laboratory. Prerequisite: MSL 1102, equivalent credit, or instructor approval. Fall.

2202 LEADERSHIP AND TEAMWORK Part of the basic course program and required for all students without Junior ROTC credit, basic military training credit, or prior military service. The course focuses on self-development guided by knowledge of self and group processes. A continuation of MSL 2201, the course challenges current beliefs, knowledge, and skills and provides equivalent preparation for the ROTC Leadership Development and Assessment course (LDAC) as the Leaders Training Course. Students study military tactical missions, planning considerations, and patrol base activities in discussion and laboratory. Prerequisite: MSL 2201, equivalent credit, or instructor approval. Spring.

Courses in Military Science and Leadership (MILS) - Advanced

3301 LEADERSHIP AND PROBLEM SOLVING Part of the advanced course program and required of all students pursuing a commission in the US Army. The course examines basic skills that underlie effective problem solving.

Students analyze the role officers played in the transition of the Army from Vietnam to the 21st Century and review the features and execution of the Leadership Development Plan. Students are placed in leadership positions on campus and in field environments and analyze missions, plan military operations, and execute squad battle drills in laboratory.

Emphasis is placed on physical conditioning and stamina. Prerequisite: Completion of all basic courses or equivalent. Fall.

3302 LEADERSHIP AND ETHICS Part of the advanced course program and required of all students pursuing a commission in the US Army. The course probes leader responsibilities that foster an ethical command climate. Students develop cadet leadership competencies, prepare for success at the Leadership Development and Assessment course (LDAC), recognize leader

responsibility to accommodate subordinate spiritual needs, and apply principles and techniques of effective written and oral communication. Laboratories include planning and executing tactical missions in a field environment, day and night land navigation, intensive physical training, and leadership evaluation. Prerequisite: MSL 3301. Spring.

4301 LEADERSHIP AND MANAGEMENT Part of the advanced course program and required of all students pursuing a commission in the US Army. The course builds on Leadership Development and Assessment course (LDAC) experience to solve organizational and staff problems. Students discuss staff organization, functions, and processes, analyze counseling responsibilities and methods, examine principles of subordinate motivation and organizational change, and apply leadership and problem-solving principles to a complex case study/simulation. Laboratories include mission planning, small unit tactics, and reporting. Prerequisite: MSL 3302. Fall.

4302 OFFICERSHIP Part of the advanced course program and required of all students pursuing a commission in the US Army. Capstone course designed to explore topics relevant to second lieutenants entering the Army. Students describe legal aspects of decision making and leadership, analyze Army organization for operations from the tactical to strategic level, assess administrative and logistics management functions, discuss reporting and permanent change of station (PCS) process, perform platoon leader actions, and examine leader responsibilities that foster an ethical command climate. Laboratories include land navigation and small unit tactics. Prerequisite: MSL 4301 or instructor approval. Spring.

4303 ADVANCED OFFICERSHIP I Advanced Officership I is a course of independent research and analysis on professional military topics specifically related to the branches of the US Army. Personal and professional goals for officers as well as military history will be the emphasis of the course. Prerequisite: MSL 3301 or 4301. Fall, spring.

4304 ADVANCED OFFICERSHIP II Advanced Officership II is a course of independent research and analysis on professional military topics specifically related to the branches of the US Army. Personal and professional goals for officers as well as military history and branch-related tactics involved in military history will be the emphasis of the course. Prerequisite: MSL 3301 or 4301. Fall, spring.

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Student Success Coach
Student Success Coach
Student Success Coach

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Reverend Ronnie Miller-Yow

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Assistant Athletic Director
Men's Basketball Coach
Women's Basketball Coach
Track & Field/ Outdoor Track Coach
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B.A., Wellesley College

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M.Div., Interdenominational Theological Center

B.A., Philander Smith University

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PMP, PMI

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M. Ed., The University of Arkansas at Little Rock

B.A., The University of Arkansas at Little Rock

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Chair, Department of Computer Science

Associate Professor of Computer Science (tenured)

Ph.D., University of Arkansas at Little Rock

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B.A., University of Mosul

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B.A., Philander Smith College

A.S., Pulaski Technical College

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TCN, University of Arkansas – Dewitt

RMA, Eastern College of Health Vocations

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Curator of the African-American Art Collection

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B.F.A., University of Arkansas at Little Rock

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Provost and Chief Academic Officer

Professor of Interdisciplinary Leadership Studies and Letters (tenured)

Ph.D., University of Central Arkansas

M.A., University of Arkansas at Little Rock

M.P.A., University of Arkansas at Little Rock

B.A., Wellesley College

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Dean, School of Arts, Education and Behavioral Sciences

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Ph.D., University of Missouri

M.A., University of Missouri

B.A., University of Missouri

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Director of the D.W. Reynolds Library

B.S., University of Arkansas at Monticello

M.S.I.S., University of North Texas-Denton

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Ph.D., Southern University – Baton Rouge

M.S., Osmania University

B.S., Osmania University

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B.A., University of Arkansas at Little Rock

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Ph.D., Howard University

M.A., Long Island University

B.A., State University of New York College at Potsdam

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Ph.D., Vanderbilt University

M.A., Vanderbilt University

M.B.A., Alabama A & M University

B.A., Oakwood College

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Associate Professor of Nursing

DNP, Chamberlain University

M.S.N., University of Phoenix

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Chair, Department of Applied Mathematics and Engineering

Instructor of Mathematics

M.S., University of Central Arkansas

B.S., Spelman College

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Chair, Department of Criminology, Sociology, and Psychology

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Ph.D., University of Arkansas at Fayetteville

J.D., UALR William H. Bowen School of Law

B.A., Hendrix College

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B.S., Central Baptist University

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Ph.D., University of Arkansas at Little Rock

M.S., University of Dhaka

B.S., University of Dhaka

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B.B.A., University of Arkansas at Little Rock

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Ph.D., University of Texas at Dallas

M.S., University of Texas at Dallas

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B.A., Tribhuvan University, Nepal

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Assistant Professor of Psychology

Ph.D., Grand Canyon University

M.S., Grand Canyon University

B.S., University of Phoenix

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B. Sc., Ahmadu Bello University

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Director of Simulation

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B.S.N., University of Texas at Arlington

R.N., Jefferson School of Nursing

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Dean, School of Sciences, Engineering, and Technology

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Ph.D., University of Arkansas at Fayetteville

M.S., University of Arkansas at Fayetteville

B.S., Henderson State University

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Ph.D., University of Arkansas at Little Rock

M.Sc., University of Arkansas at Little Rock

M.Sc., University of Arkansas at Little Rock

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Interim Chair, Department of Physical Education

Instructor of Physical Education

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B.S., Southern Arkansas University

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Assistant Professor of Art History

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B.A., Southeastern Louisiana University

Ms. Carolyn Parham (2008)

Assistant Professor of Social Work

M.S.W., University of Arkansas at Little Rock

B.A., Philander Smith College

Dr. Inyong Park (2000)*Professor of Physics (tenured)*

Ph.D., Stony Brook University (SUNY)

M.A., Brown University

B.A., Seoul National University

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Ed.D., University of Arkansas at Little Rock

M.S.E., Arkansas State University

B.S.E., University of Central Arkansas

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Ed.D., University of Arkansas at Little Rock

M.Ed., University of Arkansas, Fayetteville

B.A., University of Arkansas, Pine Bluff

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M.P.H., Tulane University

M.A., University of Memphis

B.S., Columbus State University

B.S., Oakwood University

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M.S., Mississippi Valley State University

B.S., Mississippi Valley State University

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Ph.D., University of Arkansas at Little Rock

M.S., Tribhuvan University

B.S., Tribhuvan University

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and Public Health**Associate Professor of Nursing*

M.S.N., University of Central Arkansas

B.S.N., University of Arkansas at Pine Bluff

A.D.N., Arkansas State University

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B.A., University of Arkansas at Little Rock

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Ph.D., University of Arkansas at Little Rock

M.Sc., Osmania University

M.A., Osmania University

B.Sc., Osmania University

B.Ed., Donghua University, P.R.C

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DBA, Columbia Southern University

MBA, DeVry University

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