2022-2023

UNDERGRADUATE CATALOG

JSU 1877 JACKSON STATE UNIVERSITY®

JACKSON STATE UNIVERSITY

UNDERGRADUATE CATALOG

Jackson State University Volume MMXXI1

All statements in this catalog are announcements of present policies only and are subject to change at any time by proper authority without prior notice.

Jackson State University is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, age, national origin, disability status, protected veteran status, or any other characteristic protected by law.

Jackson State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, specialists, and doctorate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Jackson State University.

The official mailing address for the University is as follows:
1400 John R. Lynch Street Jackson, Mississippi 39217
Telephone: (601) 979-2121
www.jsums.edu

DIRECTORY

UNIVERSITY ADMINISTRATION

Office of the President
H. P. Jacobs Administration Tower, Ninth Floor (601) 979-2323
https://www.jsums.edu/president2/president@jsums.edu

Division of Academic Affairs
H.P Jacobs Administration Tower, Seventh Floor (601) 979-2244
https://www.jsums.edu/academicaffairs/academics@jsums.edu

Division of Athletics
Lee E. Williams Athletics and Assembly Center (601) 979-2291
https://gojsutigers.com/index.aspx

Division of Business and Finance
H. P. Jacobs Administration Tower, Fifth Floor (601) 979-3060
https://www.jsums.edu/businessfinance2/

Division of Campus Operations
Jacob L. Reddix Bldg., Second Floor, (601) 979-8783
https://www.jsums.edu/facilities/

Division of Enrollment Management
B. F. Roberts Bldg., First Floor (601) 979-3113

Division of General Counsel
H.P. Jacobs Administration Tower, Eighth Floor (601) 979-3950
https://www.jsums.edu/counsel/generalcounsel@jsums.edu

Division of Human Resources
College of Business Bldg., (601) 979-2015
https://www.jsums.edu/humanresources/

Division of Institutional Advancement
H. P. Jacobs Administration Tower, Third Floor (601) 979-2282
https://www.jsums.edu/institutionaladvancement2/

Division of Marketing and Communication
H. P. Jacobs Administration Tower, First Floor (601) 979-2272
https://www.jsums.edu/communications2/

Division of Research and Economic Development
H.P. Jacobs Administration Tower, Sixth Floor (601) 979-2931
https://www.jsums.edu/research/contact-us/

Division of Student Affairs
JSU Student Center, Third Floor (601) 979-2241
https://www.jsums.edu/studentlife/studentaffairs@jsums.edu

COLLEGES AND ACADEMIC UNIT

Graduate Studies
H. P. Jacobs Administration Tower, First Floor (601) 979-2455
https://www.jsums.edu/graduateschool/graduate@jsums.edu

College of Business
College of Business Building (601) 979-2411
https://www.jsums.edu/business/collegeofbusiness@jsums.edu

College of Education and Human Development
Joseph H. Jackson Building (601) 979-2433
https://www.jsums.edu/education/

College of Health Sciences –
"A Council on Education for Public Health (CEPH) accredited School of Public Health"
Jackson Medical Mall (601) 979-6387
https://www.jsums.edu/chs/

College of Science, Engineering and Technology
Engineering Building (601) 979-2153
https://www.jsums.edu/cset2/cset@jsums.edu

College of Liberal Arts
Dollye M.E. Robinson Building (601) 979-7036
https://www.jsums.edu/liberalarts/

JSU Global/International Programs
Joseph H. Jackson Building, First Floor, Office 111-B (601) 979-1611
https://www.jsums.edu/global/International@jsums.edu

JSU Online
Jackson State University 101 Building, Downtown Jackson, 5th floor
https://www.jsums.edu/new-jsuonline/jsuonline@jsums.edu

W. E. B. Du Bois – Maria Louisa Alverez Harvey Honors College
H. T. Sampson Library, Second Floor, Office 2306 (601) 979-2107
https://www.jsums.edu/honorscollege/

WHERE TO GO FOR INFORMATION AND ASSISTANCE:

Admissions and Recruitment
Undergraduate Admissions and Recruitment
B.F. Roberts Hall, Second Floor
1-866-THEEJSU (843-3578)
https://www.jsums.edu/admissions/futuretigers@jsums.edu

Academic Advising Center/Student Success
H. T. Sampson Library, Second Floor
(601) 979-2127
https://www.jsums.edu/studentsuccess/

Alumni and Constituency Relations
Jackson State University 101 Building, Downtown Jackson, 1st floor
(601) 979-2281
https://www.jsums.edu/alumni/

AFROTC (Aerospace Science)
J.Y. Woodard Building
https://www.jsums.edu/afrotc/afrotc@jsums.edu

Books and Supplies
JSU Campus Store, JSU Student Center, First Floor (601) 979-2021
https://www.bkstr.com/jacksonstatestore

Campus Tours
JSU Undergraduate Admissions and Recruitment
B.F. Roberts Hall, Second Floor
1-866-THEEJSU (843-3578)
https://futuretiger.jsums.edu/tourpicker.aspfuturetigers@jsums.edu

Career Services Center
Placement Office, Jacob L. Reddix Building, First Floor (601) 979-2477
https://www.jsums.edu/careers/

Disability Services & ADA Compliance
Support Services for Student and Employees and Disabilities
JSU Student Center, Second Floor (601) 979-3704

https://www.jsums.edu/disability/adaservices@jsums.edu

Emergencies, Automobile Registration, Lost and Found, and Parking Violations
Department of Public Safety, Public Safety Building (601) 979-2580
https://www.jsums.edu/campuspolice/

Financial Aid
Financial Aid, B.F. Roberts Hall, First Floor 1-866-THEEJSU (843-3578)
https://www.jsums.edu/financialaid/finaid@jsums.edu

Food Services
Campus Dining, JSU Student Center, First Floor (601) 979-0440
https://jsums.sodexomyway.com/

Health Services/On Campus Medical Attention
Health Services Center Building (601) 979-2260
https://www.jsums.edu/healthservices/healthservices@jsums.edu

Identification
ID Center Building (601) 979-2407
https://www.jsums.edu/campuspolice/id-center/

Intramural Sports
34 Walter Payton Drive, Jackson, MS 39217 (601) 979-1368
http://websites.one.jsums.edu/recplex/index.php/competitive-sports/im-sports/
WPC@jsums.edu

JSU Ticket Office
Mississippi Veterans Memorial Stadium
(601) 979-2420
https://gojsutigers.com/news/2021/5/9/fall-2021-football-season-tickets-on-sale.aspx
jsuticketoffice@jsums.edu

Latasha Norman Center for Counseling Services
JSU Student Center, Second Floor (601) 979-0374
https://www.jsums.edu/latashanormancenter/latashanormancenter@jsums.edu

Library (Main Campus)
H.T. Sampson Library (601) 979-2123
https://sampson.jsums.edu/screens/OPAC.html

The Center for Student Engagement and Leadership
JSU Student Center, Second Floor, Rm #2124 (601) 979-3308
https://www.jsums.edu/studentlife/student-organizations/jsuengage@jsums.edu

Payment of Tuition and Fees
Financial Services, B.F. Roberts Hall, Second Floor 1-866-THEEJSU (843-3578)
https://www.jsums.edu/finance/businessoffice/bursar/bursarcares@jsums.edu

Postal Services
Jacob L. Reddix Building, First Floor (601) 979-2031
https://www.jsums.edu/postalservices/postal@jsums.edu

Registration
Registrar and Records, B.F. Roberts Hall, Second Floor 1-866-THEEJSU (843-3578)
https://www.jsums.edu/registrar/registrar@jsums.edu

Residential Life
Student Housing, Campbell College Suites North (601) 979-2326
https://www.jsums.edu/housing/housinginfo@jsums.edu

ROTC (Military Science)
Dollye M. E. Robinson Bldg., Fourth Floor (601) 979-2175
https://www.jsums.edu/arotc/armyrotc@jsums.edu

Student Government Association (SGA)
JSU Student Center, Second Floor (601) 979-0235
https://www.jsums.edu/studentlife/student-government-association/

Student Conduct
Dean of Students, JSU Student Center, Third Floor (601) 979-2329
https://www.jsums.edu/studentlife/avp-dsl/deanofstudents@jsums.edu

Student Teaching/Clinical Internship
College of Education and Human Development
Joseph H. Jackson Building, First Floor, Room 103A (601) 979-2335
https://www.jsums.edu/teacherquality/teacherquality@jsums.edu

Student Newspaper (Blue & White Flash)
Student Publications, MS e-Center@JSU, First Floor (601) 979-2167/8674
https://www.jsums.edu/sjms/media-outlets/

Veteran and Military Student Support Center
Jacob L. Reddix Building, 3rd Floor (601) 979-1365
https://www.jsums.edu/veteranscenter/jsuveterans@jsums.edu

BACKGROUND INFORMATION

THE UNIVERSITY

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

Jackson State University is located in Jackson, Mississippi, the capital and largest city of the state. Jackson State University has a distinguished history, rich in the tradition of educating young men and women for leadership, having undergone seven name changes as it grew and developed. Founded as Natchez Seminary in 1877 by the American Baptist Home Mission Society of New York, the school was established in Natchez, Mississippi "for the moral, religious and intellectual improvement of Christian leaders of the colored people of Mississippi and the neighboring states." In November 1882, the school was moved to Jackson, MS; in March 1899, the curriculum was expanded and the name was changed to Jackson College.

The state assumed support of the college in 1940, assigning to it the mission of training teachers. Subsequently, between 1953 and 1956, the curriculum was expanded to include a graduate program and bachelor's programs in the arts and sciences; the name was then changed to Jackson State College in 1956. Further expansion of the curriculum and a notable building program preceded the elevation of Jackson State College to university status on March 15, 1974. Since 1979, Jackson State University, a public, coeducational institution, is supported by legislative appropriations supplemented by student fees and federal and private grants.

JACKSON STATE UNIVERSITY PRESIDENTS

1877-1894:	Dr. Charles Ayer
1894-1911:	Dr. Luther G. Barrett
1911-1927:	Dr. Zachary T. Hubert
1927-1940:	Dr. B. Baldwin Dansby
1940-1967:	Dr. Jacob L. Reddix
1967-1984:	Dr. John A. Peoples, Jr.
1984-1991:	Dr. James A. Hefner
1991-1992:	Dr. Herman B. Smith (interim)
1992-1999:	Dr. James E. Lyons, Sr.
1999-2000:	Dr. Bettye Ward Fletcher (interim)
2000-2010:	Ronald Mason, Jr., Esq.
2010-2011:	Dr. Leslie Burl McLemore (interim)
2011-2016:	Dr. Carolyn W. Meyers
2017:	Dr. Rod Paige (interim)

2017-2020: Dr. William B. Bynum, Jr.
2020-present: Thomas K. Hudson, Esq.

VISION STATEMENT

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

MISSION STATEMENT

The mission of Jackson State University, an HBCU and comprehensive urban research university, is to provide quality teaching, research and service at the baccalaureate, masters, specialist, and doctoral levels to diverse populations of students and communities using various modalities to ensure that they are technologically-advanced, ethical, global leaders who think critically and can address societal problems and compete effectively.

ACCREDITATIONS

Jackson State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, specialists, and doctorate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Jackson State University.

Specific programs are accredited by the following agencies:

- Accreditation Board for Engineering and Technology (ABET)
- The Association to Advance Collegiate Schools of Business (AACSB)
- American Chemical Society (ACS)
- American Psychological Association (APA)
- Association of Technology, Management, and Applied Engineering (ATMAE)
- Computing Accreditation Commission
- Council for the Accreditation of Educator Preparation (CAEP)
- Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA)
- Council on Education for Public Health (CEPH)
- Council on Social Work Education (CSWE)
- Counseling for Accreditation of Counseling and Related Educational Programs (CACREP)
- National Association of Schools of Art and Design (NASAD)
- National Association of Schools of Music (NASM)
- Network of International Business
- Network of Schools of Public Policy, Affairs, and Administration (NASPAA)
- Planning Accreditation Board (PAB)

PROFESSIONAL LICENSURE

State Authorization

Jackson State University participates in the State Authorization Reciprocity Agreement (SARA), a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. As a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA), Jackson State University is authorized to provide online programs and courses to students who reside in a state other than Mississippi. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

Professional Licensure

Professional licensure/certification requirements vary from state to state, which may affect a student's ability to apply for a professional license/certification upon completing the program. The U.S. Department of Education regulation, *34 CFR 668.43 (a) (5) (v)*, requires an institution to disclose whether the program will fulfill educational requirements for licensure or certification for each state. SARA approval does not extend to programs that lead to professional licensure.

- Student's Responsibility: Students who reside in a state other than Mississippi must review the professional licensure disclosures pertaining to the academic program and consult with the state professional licensing board. It is the applicant's responsibility to contact the appropriate licensing board in their home state to confirm whether or not the Jackson State University degree program will meet the state's licensure requirements.
- Relocation: Students who consider relocating to another state, while enrolled in a course or program at Jackson State University, should consult with an academic advisor and the state professional licensing board to discuss licensure requirements. Transferring to a state that is not a member of NC-SARA may affect disbursements of federal financial aid. See NC-SARA portal page – https://www.nc-sara.org/state-portal-entity-contacts
- International Students: Prospective students living and/or working outside of the United States should consult with the appropriate certifying agency to determine if successful completion of any degree program at JSU will meet credentialing requirements of the country in which they intend to seek employment, as to certain types of employment or for advanced/specialized educational programs.

EXPECTED EDUCATIONAL OUTCOMES

JSU's mission is to provide quality teaching, research and service at the baccalaureate, masters and doctoral levels to diverse populations of students and communities using various modalities to ensure that they are technologically-advanced, ethical, global leaders who think critically; and can address societal problems and compete effectively. The University's mission fully informs the *Expected Educational Outcomes* that the institution views as vital and essential to the competitive advantage of its students. The educational results that JSU expects of its students are listed below:

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

The Expected Educational Outcomes are the Institution's expectation of its students across the full educational experience.

GENERAL EDUCATION OUTCOMES

Embedded in the Institution's Expected Educational Outcomes are three Educational Outcomes that are specific to General Education (known as the General Educational Outcomes). These outcomes are:

- Communication: the ability to communicate effectively through both oral and written expression
- Mathematics and Analytical Reasoning: the ability to analyze, synthesize, and evaluate ideas and data using logic and quantitative reasoning
- Critical Thinking: the ability to think critically and responsibly about moral, social, economic, health, cultural, technological, and political issues and to contribute to the improvement of society

Technology is integrated throughout the general education curriculum so that each of these General Education Outcomes are targeted using technology including computers, a Learning Management System (i.e., Canvas), digital content, and other digital tools.

ADMISSIONS, TUITION, AND FINANCIAL AID
ADMISSION TO THE UNIVERSITY
FRESHMAN ADMISSIONS PROCEDURES
FRESHMAN ADMISSION REQUIREMENTS
DUAL ENROLLMENT
ADMISSION OF TRANSFER STUDENTS
TRANSFER OF CREDITS
TRANSIENT NON-DEGREE STUDENT
INTERNATIONAL STUDENT ADMISSIONS
NON-DEGREE STUDENT ADMISSION
SECOND BACCALAUREATE DEGREE
READMISSION
APPEAL PROCEDURE FOR DENIED ADMISSION
CREDIT BY COLLEGE LEVEL EXAMINIATION PROGRAM (CLEP)
ADVANCED PLACEMENT
INTERNATIONAL BACCALAUREATE
REJECTION OF APPLICATION
RESIDENCE REQUIREMENTS
CREDIT FOR EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES
TUITION, EXPENSES, AND FEES
FINANCIAL AID
SCHOLARSHIPS

ADMISSION TO THE UNIVERSITY

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

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

Jackson State complies with all applicable laws regarding affirmative action and equal opportunity in all its activities and programs and does not discriminate against anyone protected by law because of age, color, national origin, race, religion, sex, handicap, or veteran status. The University welcomes applications from all individuals whose preparation and abilities give them a reasonable chance of success in programs offered by the University.

Questions regarding admission should be directed to:

Undergraduate Admissions & Recruitment
JSU Box 17330
Jackson State University Jackson, Mississippi 39217
1-866-THEEJSU/843-3578. https://www.jsums.edu/admissions2/

FRESHMAN ADMISSIONS PROCEDURES

How to Apply

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

1. APPLICATION – A completed application
2. TRANSCRIPTS – Prospective students should request that their high school send an official six-or seven-semester transcript to Undergraduate Admissions & Recruitment. Final transcripts are not accepted from students.

A. COURSE REQUIREMENTS

The following high school course units are required and must be listed on the transcript:

HIGH SCHOOL COURSE REQUIREMENTS BEGINNING WITH STUDENTS ENTERING IN FALL 2022 (College Preparatory Curriculum)		
SUBJECT	**CARNEGIE UNITS**	**CONTENTS & REMARKS**
English	4	Units must require substantial communication skills (i.e. reading, writing, listening, and speaking). Compensatory Reading and compensatory writing may not be included.
Mathematics	4	• CPC Approved math (1 unit) • Algebra I or its equivalent • Math higher than Algebra I (2 units)
Science	3	• Biology I or its equivalent • Science higher than Biology 1 (2 units)
Social Studies	3	Units must include integrated courses of social sciences and humanities promoting civic competence
Arts	1	Includes any one Carnegie unit (or two 1/2 units) of visual and performing arts course(s) meeting the requirements for high school graduation.
Advanced Electives	2	**Option 1:** Foreign Language I and Foreign Language II **Option 2:** Foreign Language I and one unit from Option 3 **Option 3:** **(1)** Any combination of advanced electives above the required Carnegie units in: (a) as noted in the Office of Academic and Student Affairs CPC Manual and/or (b) any Advanced Placement (AP), Academic or Career and Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE) course. **(2)** Completion of any two-year Career and Technical course may count as one unit. Example: completion of both Health Sciences I & II will count as an advanced elective.
Technology or Computer Science	1	A technology course emphasizes the use of technology a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.

		A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing. Course equivalent or additional advanced elective may be acceptable for non-Mississippi residents.
Pre-High School Units	Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course.	
Substitutions	Advanced Placement (AP) and International Baccalaureate (IB) courses can be substituted for each requirement in the College Preparatory Curriculum.	
Course Acceptance	A course may not be used to satisfy more than one requirement.	
TOTAL	**18**	

TEST SCORES – Official ACT or SAT scores for all applicants should be sent directly to Undergraduate Admissions & Recruitment from the ACT or SAT headquarters (see addresses listed in this section).

Jackson State University is waiving the ACT/SAT test requirements for the 2022-2023 academic year. This change is due to ACT and SAT test postponements/cancellations caused by the COVID-19 pandemic.

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

College Entrance Examination Board
45 Columbus Ave.
New York, NY 10023-6917
(212) 713-8000 | www.CollegeBoard.org

WHEN TO APPLY

High school students are encouraged to apply for admission and financial aid in October of their senior year. The earlier applications are received, the earlier students will be notified of admission and financial aid decisions.

Students are encouraged to apply on or before:

Fall semester .....July 15th
Spring semester .....November 15th
First summer session .....April 15th
Second summer session..... May 15th

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

B. FRESHMAN ADMISSION REQUIREMENTS (Mississippi Residents)

Full admission will be granted to the following:

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

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

Beginning fall 2021, institutions will use the highest ACT or SAT subject test scores from the same test type when scores from more than one test date are submitted. This process is known as superscoring. A combination of ACT and SAT subtest scores cannot be combined to calculate a superscore.

*The College Preparatory Curriculum is calculated using the core classes of English, Math, Science, Social Studies, Arts, Advanced Electives, and Computer courses.

C. ACADEMIC PLACEMENT RESULTING FROM VARIOUS DEFICIENCIES

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

1. **Full Admission**
   As a result of the review, students in this category may be placed as if admitted under Regular Full Admission. In addition, students may be required to enroll in selected college-level courses in science and social science equivalent to high school courses in which their background is inadequate. These courses will yield institutional credit. Other students in this category may be required to participate in the Year-Long Academic Support Program.
2. **Full Admission with Academic Deficiencies**
   Students who have not demonstrated adequate readiness in English or Reading or Mathematics may be granted Full Admission with Academic Deficiencies to the Summer Developmental Program, if available. The Summer Developmental Program is called The S.T.A.R.S. Program (Students Trained for Academic Readiness and Success). This is an intensive program that concentrates on high school subject areas (English, Reading, and Mathematics) that are applicable to success in first-year college courses. Students who successfully complete the summer program, by passing the developmental courses in which they were determined to be deficient and the Learning Skills Laboratory courses, will receive full admission, with mandatory participation in the Year-Long academic support program. Students who fail to successfully complete the Summer Developmental Program are not eligible for enrollment in the regular academic year and will be counseled to explore other post-secondary opportunities, including those offered by community colleges.

D. **YEAR-LONG ACADEMIC SUPPORT PROGRAM**

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

INTERMEDIATE COURSES

A. All students admitted under Freshman Admission Requirements (Board Policy 602) enrolled at an IHL university with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Mathematics during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Mathematics subtest score is 17, 18, or 19 may be required to take Intermediate Mathematics. Students with a minimum ACT Mathematics subtest score of 15 who have completed the Mississippi Department of Education's approved mathematics transitional course with a grade of "80" or higher will not be required to take Intermediate Mathematics and should be enrolled in a college-level mathematics course during their first semester of enrollment.

B. All entering students admitted under Freshman Admission Requirements (Board Policy 602) enrolled at an IHL university with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose English subtest score is 17, 18, or 19 may be required to take Intermediate English. Students with a minimum score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of "80" or higher will not be required to take Intermediate English and should be enrolled in a college-level English course during their first semester of enrollment.

C. All entering students admitted under Freshman Admission Requirements (Board Policy 602) enrolled at an IHL university with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Reading subtest score is 17, 18, or 19 may be required to take Intermediate Reading. Students taking Intermediate Reading should not be permitted to take reading intensive courses, such as History. Students with a minimum subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of "80" or higher will not be required to take Intermediate Reading.

D. Students taking two or more intermediate courses must enroll in the year-long Academic Support Program or some other IHL recognized intervention strategy to promote success in the courses in which they are not fully prepared, according the ACT subtest scores and will not be permitted to take more than 17 semester hours.

E. Intermediate courses may be delivered through a corequisite model coupled with a cred it bearing gateway course.

F. Regarding course placement using an ACT subtest score, exemptions to this policy based on prior high school course performance, postsecondary course performanc, or other academic experiences must be approved by the institution's Chief Academic Officer or designee.

- Note: Intermediate courses do not count toward degree requirements and cannot substitute for elective or major courses required for graduation.

APPLICANTS WITHOUT A DIPLOMA FROM A REGIONALLY ACCREDITED HIGH SCHOOL; HOME SCHOOL STUDENTS; OR INTERNATIONAL STUDENTS

1. Applicants who have completed high school from a school that does not hold regional accreditation must submit the following:

a. Transcripts reflecting academic performance or a secondary school leaving form
b. ACT or SAT scores may be required

2. Home-schooled applicants must submit the following:
    a. Home-school transcripts or portfolio summarizing home school education
    b. ACT or SAT scores
3. Domestic applicants who have not completed high school must submit the following:
    a. Qualifying scores on a state-approved high school equivalency exam
    b. Any transcripts reflecting academic performance or a secondary school leaving form
    c. ACT or SAT scores
4. International applicants who have completed an international or foreign high school may be admitted in another admissions category or must submit one of the following:
    a. Transcripts reflecting academic performance or a secondary school leaving form
    b. ACT or SAT scores
    c. Test of English as a Foreign Language (TOEFL) or not less than 525 on the paper examination or computer-based equivalent examination. The following are exempt from the TOEFL Requirements:
        i. Non-citizens graduating from a high school in the United States
        ii. Applicants transferring from a college in the United States and have the 30 required transfer hours
        iii. English speaking countries as defined by JSU Global (i.e. United Kingdom, Australia, Canada, New Zealand, Ireland, Nigeria, Ghana, and certain Caribbean Islands).
        iv. Students who successfully complete JSU's English as a Second Language program.
    d. Certified translated copies of all transcripts, mark sheets, and diplomas, or an official evaluation of international academic credentials from an accepted service agency. (e.g., World Education Services, Josef Silny & Associates, Inc., Educational Credential Evaluators, International Education Evaluations, Inc.; SpanTran)
    e. Certified declaration of Financial Support (sufficient funds to cover expenses for one academic year) should be placed on deposit with the Jackson State University Business Office.
    f. Completed student health form showing proof of immunization compliance for measles, mumps, and rubella, if born after December 1956.
    g. Proof of testing screening for tuberculosis by chest x-ray and interferon gamma release assays (IGRA) performed in the United States prior to the start of classes.

All applicants described in this section are subject to the requirements outlined for Freshman Admission Requirements. Applicants in this section may validate the College Preparatory Curriculum in an alternate way.

NON-RESIDENT ADMISSIONS

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

DUAL ENROLLMENT

JSU also offers highly qualified high school students the opportunity to earn college credit while they are enrolled in high school. To be eligible for enrollment, a high school student must meet the following criteria:

- Have earned 14 core high school units; and
- Have a minimum overall GPA of 3.0 on a 4.0 scale; and
- Obtain an unconditional written recommendation from his/her school counselor, principal or principal's designee

  OR
- Have a minimum GPA of 3.0 on a 4.0 scale;
- Earned a minimum composite ACT score of 30 or the equivalent SAT; and
- Obtain an unconditional written recommendation from his/her school counselor or principal.

ADMISSION OF TRANSFER STUDENTS

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

1. Submits a formal application
2. Submits an official transcript from each college or university attended
3. Is in good standing at the last college or university attended

Any student who was not eligible for regular admission and who has not successfully completed the Summer Developmental Program must attend an accredited institution of higher education other than those under the governance of the Mississippi Board of Trustees State Institutions of Higher Learning and must attain a "C" average (2.0 GPA on a 4.0 scale,

as calculated by the admitting IHL institution) in the following 30 transferable semester credit hours to be eligible to transfer to an IHLinstitution:

Six (6) Semester Hours	English Composition
Three (3) Semester Hours	College Algebra, Quantitative Reasoning or higher level
Six (6) Semester Hours	Natural Science (Must be lab-based, i.e., physical science, biology, chemistry, etc.)
Nine (9) Semester Hours	Humanities & Fine Arts
Six (6) Semester Hours	Social or Behavioral Science

TRANSFER ADMISSION FOR STUDENTS WHO HAVE EARNED AN ASSOCIATE DEGREE

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

TRANSFER OF CREDITS

Students transferring to Jackson State University should know the following:

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

The final evaluation of transcripts is done by the department responsible for the program of study.

9. All students are required to have the last session of residence or its equivalent at Jackson State University and to complete satisfactorily a minimum of 30 semester hours of courses before graduation.
10. A maximum of 93 semester hours is transferable from an accredited four-year institution.

TRANSIENT NON-DEGREE STUDENT

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

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

APPLICANTS TWENTY-ONE YEARS OF AGE OR OVER (NON-DEGREE STUDENT)

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

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

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

Students who have earned a baccalaureate degree from Jackson State University or any other regionally accredited institution of higher learning may earn a second baccalaureate degree from Jackson State University. The following criteria must be met to obtain the second baccalaureate degree:

- Students must select a degree plan from the catalog year for which they are admitted to the second-degree program.
- The first degree must be awarded before the applicable credits can be used towards the second baccalaureate degree.

- The second degree can be the same as the first (i.e., a second BA or a second BS), but the major must be from a different discipline.
- The last 30 credit hours for the second baccalaureate degree must be earned in residence at Jackson State University.
- Degree plans indicating the courses that will be used from the first degree must be developed for the student by an academic advisor and must be approved by a faculty advisor, chairperson, and dean from each of the respective colleges and major.
- General Education courses from the first baccalaureate degree can be used to satisfy the University's General Education Curriculum requirements for the second baccalaureate degree. Programs may require General Education courses in categories that are not satisfied by the first baccalaureate degree.
- Maintain a minimum grade point average of 2.00.

READMISSION

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

APPEAL PROCEDURES

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

- Applicants should write to Undergraduate Admissions and request a reevaluation. They should submit all academic and personal records which would help the Admissions and Credits Committee make a fair and informed decision. All extenuating circumstances should be explained fully.
- Applicants may request an appointment to meet with members of the Committee to discuss their case. Applicants who are minors may be accompanied by parents or guardians. After discussion, the Committee will communicate its decision through Undergraduate Admissions. The Admissions and Credits Committee meets a minimum of two times per semester.

CREDIT BY COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

JSU will allow credit by examination to those students who have participated in the College Level Examination Program (CLEP) and who make a scaled score of 50 or above. Unless otherwise noted, a score of 50 will earn three (3) semester hours of credit. Students scoring 63 or above are typically awarded six (6) or more semester hours of credit. Acceptance of credits to a specific degree will be determined by the major department chair and dean of the college in which the student is enrolled.

ADVANCED PLACEMENT (AP)

Students entering Jackson State University for the first time are allowed credit on the advanced placement examination administered by the College Entrance Examination Board. These courses do not affect grade point averages. Unless otherwise noted, an Advanced Placement (AP) score of 3 will earn three (3) semester hours of credit. Students scoring 4 or 5 on an AP exam typically are awarded six (6) semester hours of credit. Acceptance of advanced placement credits to a specific degree will be determined by the major Department Chair and Dean of the college in which the student is enrolled.

INTERNATIONAL BACCALAUREATE (IB)

Jackson State University recognizes the IB program. Credit will be considered for the standard and higher level subject examinations with scores of 4, 5, 6 or 7. Unless otherwise noted, an IB score of 4 will earn three (3) semester hours of credit. Students scoring 5, 6, or 7 typically are awarded six (6) or more semester hours of credit. The applicability of credit toward degree requirements is determined by the dean and/or department head concerned.

REJECTION OF APPLICATION

A. Fundamental Requirements

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

B. Fraudulent Statements and Representations

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

RESIDENCE REQUIREMENTS

A. Residence of a Minor

For purposes of determining whether a minor pay out-of-state or in-state tuition for attendance at the University, the residence of a person less than 21 years of age is that of the father, the mother or a general guardian duly appointed by a general guardian duly appointed by a proper court in Mississippi. If a court has granted custody of the minor to one parent, the residence of the minor is that of the parent who was granted custody by

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

B. Residence of an Adult

The residence of an adult is that place where they are domiciled, that is, the place where they actually physically reside with the intention of remaining there indefinitely or of returning there permanently when temporarily absent.

C. Removal of Parents from Mississippi

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

D. Residence Required

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

E. Residency Petitions

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

F. Legal Residence of a Married Person

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

G. Children of Faculty or Staff

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

H. Active Duty Station in Mississippi

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

Spouse or Child of Military Personnel

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

   A member of the Armed Forces of the United States or the child or spouse of a member of the Armed Forces of the United States who is entitled to pay tuition and fees at the rate provided for Mississippi residents under another provision of this section while enrolled in a degree or certificate program is entitled to pay tuition and fees at the rate provided for Mississippi residents in any subsequent term or semester while the person

is continuously enrolled in the same degree or certificate program. A student may withdraw or may choose not to re-enroll for no more than one (1) semester or term while pursuing a degree or certificate without losing resident status only if that student provides sufficient documentation by a physician that the student has a medical condition that requires withdrawal or non-enrollment. For purposes of this subsection, a person is not required to enroll in a summer term to remain continuously enrolled in a degree or certificate program. The person's eligibility to pay tuition and fees at the rate provided for Mississippi residents under this subsection does not terminate because the person is no longer a member of the Armed Forces of the United States or the child or spouse of a member of the Armed Forces of the United States.

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

CREDIT FOR EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES

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

TUITION AND FEES

Academic Year 2022-2023 (Fall, Spring, Summer)

***Fees are subject to change upon approval of the Board of Trustees of State Institutions of Higher Learning. Every effort will be made to give as much* advance notice as possible**

TUITION COST				
	Undergraduate		Graduate	
Full-Time Rate	$4,135.00	Per Semester	$4,135.00	Per Semester
Part-Time Rate	$345.00	Per Credit Hour	$460.00	Per Credit Hour
Overload Rate	$345.00	Per Credit Hour	$460.00	Per Credit Hour
MANDATORY STUDENT FEES				
Capital Improvement	$52.50	Per Semester	$52.50	Per Semester
Printing Fee	$10.00	Per Semester	$10.00	Per Semester
Student Activity Fee	$25.00	Per Semester	$25.00	Per Semester
NON-RESIDENT FEE				
$500 Per Semester				
HOUSING RATES				
	Double Occupancy Rate		Single Occupancy Rate	
Alexander East(Suite Style)	$2,958.00		$3,729.00	
Alexander East(Traditional Style)	$2,631.00		$3,652.50	
Alexander West (Suite Style)	$2,958.00		$3,729.00	
Alexander West (Traditional Style)	$2,631.00		$3,652.50	
John W. Dixon Hall	$2,958.00		$3,729.00	
McAllister-Whiteside	$2,631.00		$3,652.50	
Transitional Hall	$2,958.00		$3,620.50	
Campbell College North Suites (Single Occupancy Only)			$3,729.00	
Campbell College South Suites (Single Occupancy Only)			$3,729.00	
University Pointe Apartment Complex (Single Occupancy Only)			$3,912.00	
MEAL PLAN RATES				
All Access 7 Days $250 Tiger Bucks			$2,302.00	
All Access 7 Days $100 Tiger Bucks			$2,210.00	
All Access 5 Days $100 Tiger Bucks			$2,090.00	
Commuter Block 25			$255.00	
Commuter Block 50			$480.00	
Commuter Block 100			$891.00	
Commuter Block 50 Plus			$632.00	
DBX Dining Dollars (Minimum Fee)			$25.00	
OTHER FEES				
Add/Drop Fee			$25.00	
Testing Fee			$15.00	

Mailbox Rental			$38.00	
Transcript			$10.00	
Return Check Fee			$40.00	
Graduate Admissions Fee			$25.00	
Thesis Fee			$75.00	
Cap and Gown Fee (Bachelor)			$60.00	
Cap and Gown Fee (Master)			$90.00	
Cap and Gown Fee (Doctoral with Mortarboard)			$100.00	
Cap and Gown Fee (Doctoral with Tam)			$150.00	
Parking Decal			$40.00	
Dissertation Fee			$100.00	
Photo I.D.			$30.00	
Supervised Teaching Fee			$75.00	

EXPENSES

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

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

Room Application, Deposit, and Reservation Fee

Application Procedure

Each student interested in on-campus housing must complete an online housing application. The Housing Application is available via the student's Personal Access to Web Services (P.A.W.S.) Account, under the student tab for Housing. Students will select the "THD: JSU Housing Self-Service link to complete the housing process. Students applying for housing for the first time will be required to pay a housing processing fee before the application can be processed. Continuing students applying for housing will be required to pay a room reservation fee before the application can be processed. The application fee and room reservation fee are non-refundable. The amount of the current application fee will be communicated to applicants by the Housing and Residence Life Department.

Housing Application Fee

JSU Housing and Residence Life fees are assessed through the Housing Director (THD) Self-Service Portal. New and Transfer Students are required to pay a $100.00 non-refundable housing

application fee to reside on campus. This fee is valid for up to eight (8) semesters. New and Transfer Students can make all payments relative to housing on their JSU PAWS account via the THD: JSU Housing Self-Service portal.

Applications for student housing may also be obtained from the Housing Director (THD) Self-Service Portal. Completed applications must be accompanied by the required room reservation fee before a student is assigned housing. The Housing Director (THD) Self-Service Portal only accepts credit or debit cards for payments.

Housing Room Reservation Fee

JSU Housing and Residence Life fees are assessed through the Housing Director (THD) Self-Service Portal. Returning Students are required to pay a $75.00 non-refundable room reservation fee each year, which serves as a confirmation fee for participation in the selection process for University housing for the following academic year. Additionally, the $75.00 non-refundable room reservation fee must be paid by all continuing students who desire to reside on campus. The room reservation fee must be paid through the Housing Director (THD) Self-Service Portal. Students must be registered as full time before the room selection process and not have an outstanding balance.

Non-Resident Fee

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

Room and Board

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

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

LATE REGISTRATION FEE

Any student who fails to complete registration by payment of all fees during the official registration period is charged a later registration fee of $150.00.

AUDIT FEE

A fee of $345.00 per hour will be charged to undergraduate students. Audit fees for courses taught on campus are the same as credit fees. Please note that fees are subject to change without prior notice.

JSU VIRTUAL INTERACTIVE TECHNOLOGY, BOOKS, AND EDUCATIONAL SUPPLIES (V.I.B.E.) FEE

The JSU V.I.B.E. program allows students to rent or purchase textbooks at a reduced cost of *$28.00 per Credit Hour.* The charge is posted directly to students' JSU Bursar account along with tuition and fees (University fees). It can be paid along with their University charges using financial aid or methods of payment. This program aims to improve the overall success of students by ensuring that the required course materials are available on the first day of class. https://www.jsums.edu/auxiliary/jsuvibe/

TUITION POLICY ADJUSTMENT

Tuition adjustments are based on the date that classes begin and the date a course(s) is dropped or on the date of withdrawal. Students withdrawing from the University before the close of a semester must complete an "Application for Withdrawal" form. This form can be picked up in the University Academic Advisement Center, which is located on the second floor of the library.

Financial aid recipients who withdraw or drop a course may not receive a refund as a result of the tuition adjustment. The refund will be credited to the appropriate source of fee payment which includes:

a. Federal Direct Loan;
b. Federal Direct Plus (parent and grad);
c. Federal Pell Grant;
d. Federal Supplemental Educational Opportunity Grant;
e. other Title IV aid;
f. other federal sources; and
g. state, private, or institutional aid.

AMOUNT REFUNDED		
Student Withdraws	University	Due to Appropriate Source
Start of Semester to week 2	0%	100%
After Week 2	100%	0%

Refund of Title IV Federal Financial Aid

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

In general, the new law assumes that a student "earns" approved/verified federal financial aid awards in proportion to the number of days in the term prior to the student's complete withdrawal. If a student completely withdraws from the University during a term, the

University must calculate, according to a specific formula, the portion of the total scheduled financial assistance that the student has earned and is therefore entitled to retain, until the time that the student withdrew. If a student receives (or the University receives on the student's behalf) more assistance than they earn, the unearned funds must be returned to the Department of Education or parent's Federal PLUS Loans lenders. If a student's charges are less than the amount earned, and a refund is due, the student may be able to receive those additional funds. Students who have not completed the verification process are ineligible to receive any financial aid.

FINANCIAL AID

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

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

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

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) www.studentaid.gov

All aid is contingent upon admission; therefore, a student must apply for admission to the University. Federal Financial Aid Programs fall into one of three categories: grants, loans, and work-study.

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

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

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

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

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

Not everyone who qualified for FSEOG will receive an award due to limited funds. Therefore,

it is important for the students to complete the FAFSA early to be considered for these funds.

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

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

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

For detailed information on this grant, visit www.studentaid.gov.

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

LOANS

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

1. Federal Direct Loans
2. Federal Plus Loans

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

Federal Direct Loans (Subsidized and Unsubsidized) are low-interest loans made by the U. S. Department of Education to students enrolled at least half- time. Federal direct loan rates are updated October 1st of each year. Please visit www.studentaid.gov for the most current interest rate.

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

Dependent Students:

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

Independent Students:

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

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

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

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

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

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

The **Direct PLUS Loan** interest rate updates on October 1st of each year. Please visit www.studentaid.gov for the most current information.

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

The amount of the FWS award depends on the student's financial need and the amount of money the school has been allocated for the program. In arranging a job and assigning a work schedule, the work-study coordinator will take into account the student's class schedule, health and the skills needed to perform the assigned duties. The salary received will be based on the current minimum wage. The student will be allowed to work up to 20 hours per week unless otherwise indicated. Under no circumstances can a student earn as much FWS money as they want. The total amount of aid awarded from Federal and Non- Federal sources cannot exceed the student's financial need. The student is paid once per month.

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

Students are employed in a variety of University offices and departments. The criteria for determining a student's eligibility for aid under these programs are:

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

MISSISSIPPI STATE STUDENT FINANCIAL AID PROGRAMS

To receive the State Financial Aid, students must apply at:
https://maapp.msfinancialaid.org/

Programs offered by the State are:

- Family Protection Specialist Social Worker Loan/ Scholarship
- Higher Education Legislative Plan for Needy Students (HELP)
- Mississippi Eminent Scholars Grant (MESG)
- Mississippi Law Enforcement Officers and Firemen Scholarship
- Mississippi Resident Tuition Assistance Grant (MTAG)
- Nissan Scholarship
- Mississippi Law Enforcement Officers and Firemen Scholarship
- Teacher Education Scholars Loan/Scholarship
- William Winter Alternative Route Teacher Scholarship/Loan
- William Winter Teacher Scholar/Loan

VERIFICATION POLICIES AND PROCEDURES

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

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

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

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

Applicants selected for verification must submit the required documents for the student, parents, and/ or spouse, if applicable, to the Financial Aid Office. The acceptable documentation for verification may be:

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

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

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

CORRECTION PROCESS

Once all documents are received, corrections, if any are needed, will be made electronically. If the verification process results in a change in the expected family contribution (EFC), the student will receive an acknowledgment letter from the U.S. Department of Education with the corrected data. The student will also receive notification from the Financial Aid Office via

their JSU web account. The electronic correction process takes 10-14 working days. Once the correction is received, the student will be awarded and notified.

CONFLICTING INFORMATION

Conflicting information must be resolved prior to disbursing federal student aid to students. If conflicting information is discovered after disbursing federal student aid, the discrepancies must still be resolved, and the appropriate action must be taken based on specific program requirements. Conflicting information is separate and distinct from verification and must be resolved whether or not the student is selected for verification.

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

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

Examples of this information are:

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

RECOVERY OF FUNDS (OVERPAYMENTS)

Jackson State University will make every effort to avoid overpayment of Federal funds to financial aid recipients. If a financial aid recipient receives an overpayment as a result of the verification process, the Financial Aid Department will eliminate the overpayment. The overpayment will be eliminated by adjusting subsequent financial aid payments during the award year or reimbursing the Federal Program account within sixty (60) days of the recipient's last day of attendance or the last day of the award year, whichever is earlier. **Applicants who owe a repayment of federal funds are not eligible to receive federal aid until the overpayment is paid in full.**

STANDARDS FOR SATISFACTORY ACADEMIC PROGRESS

Section 484 of the Higher Education Act (HEA), as amended, require students to maintain satisfactory academic progress (qualitative and quantitative) in the course of study he or she is pursuing in order to receive aid under the student financial assistance programs authorized by Title IV. These programs include the Federal Pell Grant (PELL), Federal Supplemental Education Opportunity Grant (SEOG), Teacher Education Assistance for College and Higher

Education Grant Program (TEACH), Federal Work-Study, and Federal Family Educational Loan Program–William D. Ford Federal Direct Loan Program (Subsidized, Unsubsidized, and PLUS).

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

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

QUALITATIVE STANDARDS

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

UNDERGRADUATE SATISFACTORY ACADEMIC PROGRESS TABLE

Total JSU Hours Attempted	0-29	30-59	60-89	90-107	108-128
Minimum Cumulative GPA Required	1.50	1.75	1.80	1.90	2.00

QUANTITATIVE STANDARDS

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

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

$$\textbf{PACE} = \frac{\textbf{Cumulative number of hours student successfully completed}}{\textbf{Cumulative number of hours student attempted}}$$

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

Financial Aid Warning

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

Financial Aid Suspension

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

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

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

Grades

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

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

APPEAL PROCEDURES

Students who fail to maintain Satisfactory Academic Progress (SAP) and have been placed on financial aid suspension may submit an appeal due to mitigating circumstances for reinstatement of aid. The appeal must clearly explain what mitigating circumstances caused the student to fail the standards and what has changed that will allow the student to make Satisfactory Academic Program (SAP) at the next evaluation. The appeal due to mitigating circumstances with supporting documentation must be submitted to the Financial Aid Department by the last published date of registration. The Financial Aid Appeals Committee will render a decision and the results will be posted to the student's JSU P.A.W.S. account and/or written notification approximately seven to ten days after the appeal is received.

Mitigating Circumstances

Mitigating circumstances are unforeseen, special or unusual/ traumatic conditions which caused undue hardship. These circumstances may include serious illness or injury relating to the student, death or serious illness of an immediate family member, significant traumatic

occurrence that impaired emotional and/or physical health, or other documented circumstances

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

Reinstatement
Reinstatement of Financial Aid will be based on the strength of the appeal statement, documentation received, and the academic record. Filing an appeal does not guarantee Financial Aid reinstatement. Financial aid will be reinstated for students who reestablish eligibility by maintaining the standards of Satisfactory Academic Progress (SAP).

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

SCHOLARSHIPS
Jackson State University is devoted to recognized outstanding students whose academic credentials confirm their potential success as university students. Exceptional students may be eligible for various scholarships and honors. Scholarships and achievement grants are offered as an integral part of the recipient's total financial aid package. Policies concerning scholarships and achievement grants are determined by the Scholarship Committee. The amount of each award is determined by the scholarship or grant category. These awards shall not exceed the "cost of attendance" at the University. For individual students with scholarships from multiple sources, awards from sources shall be applied to the student's "Financial Aid Budget" first and the institutional award(s) shall be applied last. This policy shall not supersede any Federal, State, NCAA, or Athletic conference regulations. A current Free Application for Federal Financial Aid (FAFSA) is required for undergraduate scholarships. All applicants must be fully admitted to apply for scholarships in the scholarship portal https://www.jsums.edu/scholarships/.

CATEGORIES OF SCHOLARSHIPS AND TUITION WAIVERS FRESHMEN ACADEMIC SCHOLARSHIPS
The Freshmen Academic Scholarship Program at Jackson State University is designed to recognize and reward freshmen students who have exemplified academic excellence. To demonstrate its commitment to talented students, the University annually awards a number of Academic Scholarships to qualified applicants. These scholarships are awarded on a competitive basis consecutively, and are renewable at the end of each year for a four-year period for entering freshmen. All scholarships are restricted to campus charges and two persons per room (double occupancy) housing. Scholarship funds do not pay for off-campus housing. All applicants must be

admitted in a degree-seeking program. Scholarship applicants will be awarded only ONE scholarship from our academic scholarship program. If a recipient's institutional grade point average falls below requirements, the scholarship award will be canceled. The recipient must submit a Letter of Appeal by June 30 for scholarship reconsideration to the Undergraduate Scholarship Committee. Reinstatement will be based on the availability of funds. Selection of scholarship recipients is based on the following criteria:

1. Admission to the University
2. College Preparatory Curriculum Grade point average
3. Composite American College Test/Scholastic Aptitude Test Score
4. Availability of Funds

PRESIDENTIAL ACADEMIC SCHOLARSHIPS

The Presidential Academic Scholarship Program at Jackson State University is designed to recognize and reward students who have exemplified academic excellence. Freshmen must have completed a college preparatory curriculum with a 3.50 GPA and a 28 or higher ACT test score or the SAT equivalent. The award will cover tuition, fees, room, board, out-of-state fees, and $1500 per academic year for books (ROOM AND BOARD IS RESTRICTED TO ON-CAMPUS HOUSING ONLY). The Presidential Academic Scholarship is awarded on a competitive basis and is renewable at the end of each year for a four-year period for entering freshmen who maintain a 3.50 Institution Grade Point Average or higher and 30 credit hours by the end of the academic year. **DEADLINE: February 15th of each year**

PROVOST ACADEMIC SCHOLARSHIP

The Provost Academic Scholarship Program at Jackson State University is designed to recognize and reward students who have exemplified academic excellence. Freshmen must have completed a college preparatory curriculum with a 3.25 GPA and a 25-27 ACT test score or the SAT equivalent. The award will cover full tuition, room, board (ROOM AND BOARD IS RESTRICTED TO ON-CAMPUS HOUSING ONLY). The Provost Academic Scholarship is awarded on a competitive basis and is renewable at the end of each year for a four-year period for entering freshmen who maintain a 3.25 Institution Grade Point Average or higher and 30 credit hours by the end of the academic year. **DEADLINE: February 15th of each year**

HERITAGE ACADEMIC SCHOLARSHIP

The Heritage Academic Scholarship Program at Jackson State University is designed to recognize and reward students who have exemplified academic excellence. Freshmen must have completed a college preparatory curriculum with a 3.0 GPA and a 23-24 ACT test score or the SAT equivalent. The award will cover TUITION ONLY. The Heritage Academic Scholarship is awarded on a competitive basis and is renewable at the end of each year for a four-year period for entering freshmen who maintain a 3.0 Institution Grade Point Average or higher and 30 credit hours by the end of the academic year. **DEADLINE: February 15th of each year**

MEDALLION AWARD SCHOLARSHIP

Medallion awards are awarded to entering freshmen. The purpose of this scholarship is to promote leadership. Candidates must have completed a college preparatory curriculum with a minimum GPA of 3.0 and a 21 ACT test score or the SAT equivalent. The Medallion Award is $1,000 PER ACADEMIC YEAR. Scholarships are awarded on a competitive basis. Limited awards are available. Students must maintain an institutional GPA of 3.0 or higher and 30 credit hours at the end of the academic year at JSU to be considered for renewal. **DEADLINE: February 15th of each year**

SCHOLARSHIPS FOR COMMUNITY/ JUNIOR COLLEGE GRADUATES

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

PHI THETA KAPPA ACADEMIC SCHOLARSHIP

Requirements:

- Community/Junior College Graduate with an Associates of Arts degree
- Cumulative GPA of at least 3.50
- Active member of Phi Theta Kappa
- Minimum of 60 hours in transfer credits
  Covers:
  - Full Tuition, Room, and Board (on-campus only)
  - Non-resident fees
  - $1,000 per year for books
  - Renewable - must maintain a GPA of 3.5
  - 30 credit hours by the end of the academic year

JSU TIGER TRANSFER SCHOLARSHIP

Requirements:

- Community/Junior College Graduate with an Associates of Arts degree
- Cumulative GPA of 3.0
- Minimum of 60 hours in transfer credits
  Covers:
  - FULL TUITION ONLY
  - Renewable – must maintain a GPA of 3.0
  - 30 credit hours by the end of the academic year

APPLICATION DEADLINE:

- **Fall Semester – July 1**

STUDENT SERVICES

STUDENT SUCCESS

UNIVERSITY ACADEMIC ADVISEMENT CENTER

FINANCIAL SERVICES/BURSAR

THE DIVISION OF STUDENT AFFAIRS

- DEAN OF STUDENTS/STUDENT CONDUCT
- HOUSING/RESIDENCE LIFE
- CAREER SERVICES CENTER
- ALICE VARNADO HARDEN CENTER FOR SERVICE AND COMMUNITY ENGAGED LEARNING
- LATASHA NORMAN CENTER FOR COUNSELING SERVICES (LNC)
- DISABILITIES SERVICES/AMERICAN WITH DISABILITIES ACT COMPLIANCE (ADA)
- CENTER FOR STUDENT ENGAGEMENT AND LEADERSHIP
- STUDENT ORGANIZATIONS
- VETERANS AND MILITARY STUDENT SUPPORT CENTER
- STUDENT HEALTH CENTER
- JSU STUDENT CENTER

STUDENT EMPLOYMENT CENTER

JSU CAMPUS STORE

JSU POST OFFICE

JSU DINING SERVICES

CENTER FOR INNOVATION

INFORMATION TECHNOLOGY

I.D. CENTER

JSU SUPERCARD

PUBLIC SAFETY/CAMPUS POLICE

THE DIVISION OF ATHLETICS

STUDENT SUCCESS

Student Success provides a foundation for academic success to students when they enter the university. In addition to providing academic support services, Student Success houses the University Academic Advisement Center (UAAC).

UNIVERSITY ACADEMIC ADVISEMENT CENTER (UAAC)

JSU practices a proactive and appreciative academic advising approach that works to ensure that students take ownership in their own academic careers and are well informed of their chosen academic path. Most undergraduate students at Jackson State University receive their academic advising in the UAAC, which is located on the second floor of the H.T. Sampson Library. Exceptions include student-athletes and JSU*Online* students. Student athletes' advising takes place in the Tiger Center for Student Athlete Development and Academic Services located on the first floor of the H.T. Sampson Library. Online degree program students receive academic advising by JSU*Online* advisors. Beyond course registration, students can schedule appointments throughout the semester in the UAAC to receive academic advice and to discuss academic program planning and progress with an advisor.

FINANCIAL SERVICES/BURSAR

Financial Services is primarily responsible for the assessment of student tuition, fee payments, and processing student refunds. Students can reach a counselor by phone at (601) 979-2216, or by email at bursarcares@jsums.edu. Students also have the option to be seen through the TIGER QUEUE . The TIGER QUE is a process whereby students can secure their time slot to speak with a Business Office or Financial Aid Counselor using their own personal mobile device. Students will receive text notifications when it's their turn to be seen. Students may sign into TIGER QUE by:

1. Texting: Jackson State Univ to 662-233-6473
2. Using the JSU mobile app and clicking "TIGER QUE"
3. Visiting: https://kiosk.qless.com/kiosk/app/home/17713

THE DIVISION OF STUDENT AFFAIRS

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

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

The Division is led by the Associate Vice President for Student Affairs and includes the following units and centers: Dean of Students/Student Conduct, Housing/Residence Life, Career Services Center, Alice Varnado Center for Service and Community Engaged Learning, Latasha Norman Center for Counseling, Disability Services, Center for Student Engagement and Leadership, Student Organizations, Veterans and Military Student Support Center, JSU Student Center, and Student Health Services.

DEAN OF STUDENTS OFFICE/STUDENT CONDUCT

The Dean of Students Office is dedicated to being a resource to students through support, advocacy, involvement, and accountability. This includes but is not limited to:

- ✓ Supporting students when crises or emergencies arise such as hospitalization, injury, extended illness, family problems or mental health concerns;
- ✓ Providing referrals and serving as a liaison to appropriate resources when students face obstacles which may hinder their success;
- ✓ Encouraging student involvement in co-curricular activities which contributes to the holistic development of students; and

- ✓ Challenging, as well as supporting students when making poor decisions related to personal behavior and integrity.
- ✓ Oversees student conduct policies and hearings.

JSU Student Center, 3rd floor | 601-979-2329
deanofstudents@jsums.edu

HOUSING/RESIDENCE LIFE

The mission of The JSU Housing Department is to create an environment that is conducive to living and learning that fosters an appreciation for diversity in all students, as well as fosters communities that create a sense of belonging and provides active learning environments that stimulate the mind, challenges and encourages academic, personal, cultural and social growth and development by providing, facilities that are technologically sound, well maintained, attractive, functional, clean, safe, economical and adaptable.

Currently, seven residence halls accommodate more than 2,000 students who wish to reside on campus. Housing/Residence Life is responsible for the operations and maintenance of the residence halls as well as all activities that occur in residence life, such as learning communities, programming, intramural sports, social activities, and leadership workshops. The Residence Hall Association (RHA) assists with enrichment activities and speaks to the interests and concerns of hall residents.

The Housing/Residence Life Office is located in Campbell Suites North.

University Point provide apartment style living for juniors, seniors, and graduate students. This 300 plus bed count residence hall allows students the independence, under supervision, the opportunity to be a part of the campus and the freedom to have their own living area. This suite-style living with build in laundry, kitchen and individual bathrooms.

IMPORTANT NUMBERS

Housing/Residence Life Office 601-979-2326
Alexander East Hall601 601-979-2656
Alexander West Hall.....601-979-2658
Campbell North.....601-979-5537
Campbell South.....601-979-5134
Dixon Hall 601-979-2691
McAllister-Whiteside 601-979-2085
Transitional Hall 601-979-6029
University Pointe.....601-979-6886
Stewart Hall.....601-979-6396

CAREER SERVICES CENTER

The Career Services Center provides career services in a supportive and proactive manner for Jackson State University students and alumni; including information and counseling on career

choices, graduate and professional school opportunities, internship, and full-time employment opportunities. The Center also provides effective and efficient services to employers through recruitment programs and activities.

The Career Services Center provides the following services:

- *CAREER COACHING*, to assist students in developing realistic and innovative career goals.
- *JOB SEARCH SKILLS DEVELOPMENT* provides assistance with resume and cover letter writing and the interview process.
- *HANDSHAKE*, a web-based recruiting system that allows JSU students and alumni to electronically submit resumes to employers, search for internships, part-time and full-time job opportunities, and research employer information.
- *ANNUAL MAJOR EVENTS*: Fall/Spring Career Fairs, Graduate & Professional Schools Day, Federal Employers Workshop, Teacher Recruitment Day, and Manners Matter: Business-Dining Etiquette
- *ON-CAMPUS/VIRTUAL INTERVIEWS* accommodate numerous employers annually to conduct interviews with students for internships and full-time career opportunities, and graduate/professional school
- *PATHWAYS TO PROFESSIONAL DEVELOPMENT SEMINARS* to prepare students for successful transition in the work world.

- *CAREER RESOURCES* include career guides and pamphlets that contain information on graduate and professional schools; employment outlook and opportunities in business, industry, government, social service, and education
- *ONLINE RESOURCES INCLUDE*:

    - Type Focus provides personality type resources through self-awareness
    - What Can I Do with This Major? - explores majors, employers and career strategies
    - Interview Stream helps to prepare students for the interview process through video simulation, provides interview questions and tips
    - Handshake is also the Career Services Center's online management system that allows students access to all part-time, full-time, and internship opportunities.

- *TIGER CAREER CLOSET* is a program dedicated to providing professional attire to currently enrolled JSU students who are in need of professional attire for a job interview or a university event.

Students are invited to visit the Career Services Center to learn about career opportunities, resources and events. The Center is located on the 1st Floor of the Jacob L. Reddix Building and is open Monday-Friday from 8:00 a.m. to 5:00 p.m. We can be contacted at 601-979-2477 or by email at tigers2work@jsums.edu and our website address is www.jsums.edu/careers.

ALICE VARNADO HARDEN CENTER FOR SERVICE AND COMMUNITY ENGAGED LEARNING

The Alice Varnado Harden Center for Service and Community Engaged Learning is composed of two components: Community Service and Service Learning. The University encourages civic engagement as a part of the academic rigor to cultivate and enhance leadership skills, provide students additional opportunities to discover their passions, and promote positive change.

The Center is located on the first floor of the Jacob L. Reddix Building in Suite 110. Should you have any further questions, please feel free to contact our office at 601.979.1294, email us at cscel@jsums.edu, or visit https://www.jsums.edu/studentlife/center-for-service-community-engaged-learning/ Our hours of operation are Monday through Friday from 8:00 AM to 5:00 PM.

LATASHA NORMAN CENTER FOR COUNSELING SERVICES (LNC)

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

For inquiries about services, please call 601-979-0374, email latashanormancenter@jsums.edu, or visit https://www.jsums.edu/latashanormancenter/.

DISABILITIES SERVICES/Americans with Disabilities Act (ADA) Compliance

Disability Services/ADA Compliance is committed to coordinating reasonable services and accommodations to JSU students and staff as well as other external constituents with disabilities. Special emphasis is given to accessibility and inclusion when meeting the needs of all of our students, employees, and visitors. Any student, employee, or campus visitor who has been diagnosed with a disability is eligible for their disability by presenting documentation applicably showing the disability and need for academic adjustment, auxiliary aid, and other services.

For additional information, please contact Support Services for Students and Employees with Disabilities at 601-979-3704, email us at adaservices@jsums.edu, or visit https://www.jsums.edu/disability/. The office is located on the second floor of the JSU Student Center, Suite 2110.

THE CENTER FOR STUDENT ENGAGEMENT AND LEADERSHIP

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

In addition to more than 100 student clubs and organizations, the Center for Student Engagement and Leadership, located in Suite 2147 of the JSU Student Center, houses the Student Government Association, Pageants and Productions, and the Student Leadership Institute, which is the clearinghouse for becoming a certified leader and the Thurgood Marshall College

Fund. Other popular initiatives and groups include fraternities and sororities, the Honda All-Star Campus Challenge, Commuter Connection Program, religious organizations, and academic honor societies. All groups have opportunities for leadership, in addition to campus and community service.

The Center, under the leadership of the Director of the Center for Student Engagement and Leadership, also coordinates diversity and multicultural programming for students, the Miss JSU Pageant, and the Coronation of Miss JSU, leadership training for student leaders and the student body and houses the campus minister. For information, call (601) 979-1179.

VETERAN AND MILITARY STUDENT SUPPORT CENTER

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

Services provided to veterans, service-members, dependents, and survivors (VSDS):

1. Advise prospective VSDS students on the admission process.
2. Assist VSDS students with their military education benefits (G.I. Bill, Federal Tuition Assistance/FTA, State Education Assistance Program/SEAP)
3. Offer counseling support services to VSDS students through the Latasha Norman Center for Counseling & Disability Services.
4. Provide academic support services to VSDS students between departmental units on campus.
5. Provide outreach to the VSDS population throughout Mississippi and assist with JSU Admissions.
6. Serve as a liaison between the veteran student community, the University, and Veterans Affairs.

The Veteran and Military Student Support Center is located in the Jacob Reddix Building, 3rd Floor, Suite 302, and is open 8:00 a.m. - 5:00 p.m. For information, email jsuveterans@jsums.edu or call 601-979-1365 or 601-979-1755 or visit https://www.jsums.edu/veteranscenter/.

STUDENT HEALTH SERVICES CENTER

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

All enrolled students are required to have an up-to-date immunization record on file with the Student Health Center.

PROOF OF IMMUNIZATION REQUIREMENT

A. Measles, Mumps, and Rubella

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

B. Hepatitis B

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

C. Tuberculosis

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

The Center is located adjacent to Dixon Hall and is open Monday-Friday from 8:00 a.m. to 5:00 p.m. For more information, call 601-979-2260 or visit https://www.jsums.edu/healthservices/.

A night and weekend on-call schedule address "after hour" emergencies. If a student becomes ill or injured after clinic hours, they must immediately contact residential hall personnel or the JSU Department of Public Safety at 601-979-2580.

JACKSON STATE UNIVERSITY STUDENT CENTER

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

Retail Annex

The retail annex is home to the Department of Events and the JSU Welcome Center, The Tiger Barber Shop, JSU Hair Studio, and The Sub Connection.

The Legacy Food Court

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

JSU Campus Store

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

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

Second Floor: Student Affairs Offices
The second floor houses the Center for Student Engagement and Leadership, and the Latasha Norman Center for Counseling and Disability Services.

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

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

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

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

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

REDDIX HALL: STUDENT AFFAIRS OFFICES AND MEETING ROOMS

Reddix Hall is home to the Veterans and Military Student Support Center, Alice Varnado Harden Center for Service and Community Engaged Learning, Career Services, JSU Postal Services, Auxiliary Enterprises and Contractual Services, and the Executive Director for Campus Operations. The Reddix Hall provides three meeting rooms: General Purpose Room, Jacksonian Lounge, and the Panhellenic Lounge.

For additional information, please visit the JSU Student Center, Suite 3230, call 601-979-2571, or email jsustudentcenter@jsums.edu.

STUDENT EMPLOYMENT CENTER

The Student Employment Office provides learning opportunities for students by providing professional development through meaningful work experiences. Students work in positions covering an array of University functions including research, administration, sciences, athletics, and tutoring. Our goal is to provide students with a centralized information system of employment resources on and off campus, offer work experience that will enhance the student's educational and occupational goals, and provide students an opportunity to gain valuable job experience.

- The Student Employment Center (SEC) is located in the Z.T. Hubert Building on the campus of Jackson State University.
- Gainful employment is awarded part-time through Federal Work-Study (On and Off Campus), University Work-Aid, and Graduate Assistantships.

What is Federal Work Study?

- A program that provides a method for postsecondary education students to earn funds that are used towards their education expenses.
- The program is based on a financial need.
- Employment opportunities are available to both undergraduate and graduate students.
- Earn up to 20 hours per week at a pay rate of $7.25 (on campus) or $7.85 (off campus).

To qualify for Federal Work-Study

- Submission of application for federal assistance through the FAFSA program.
- Must have a financial need.
- Program will determine the student's eligibility.
- International or foreign students do not qualify for the FWS program.

College Work-Aid and Graduate Assistantship

- Not awarded by financial aid.
- Students are awarded from departmental budgets or grant funds.
- ALL students are eligible.
- Students are hired directly by departments on campus.

Contact Information
Email: studentemplctr@jsums.edu
Contact number: 601-979-7120

JSU CAMPUS STORE

The JSU™ Campus Store is located at 1400 John R. Lynch Street, Jackson, MS 39217 in the JSU™ Student Center and is open 8:00 a.m. to 5:00 p.m. Monday-Friday.

Jackson State University® Campus Store is solely devoted to serving the Jackson State University® community – offering products and services to students, faculty, staff, alumni, fans, and the local Jackson community both in-store and online via eFollett.com. Textbooks are available in new, used, rental, or digital formats. Choose the format that best suits your needs and budget. We also buy back physical, non-rental textbooks at the end of the semester. In addition, to course material/textbooks, the Campus Store offers various licensed JSU™ memorabilia, including jewelry (class rings, pins, etc.), pennants, stickers, and other insignia items. For commencement exercises, Founders Day programs, and other events through our partners at Graduate Services, regalia can be rented or purchased through the JSU™ Campus Store. For more information, visit https://www.bkstr.com/jacksonstatestore.

JSU POST OFFICE

The Jackson State University Post Office is located on the first floor of Jacob L. Reddix Hall.

The Post Office is responsible for the postal service requirements of the students, faculty, and staff of the University. Its primary purpose is to provide an efficient and economical mail system, ensuring timely service for incoming and outgoing mail while operating within established University and U.S. Postal Service guidelines and/or procedures. The Post Office is also committed to improving the image, quality, and delivery of mail.

The University zip code is 39217. For more information, visit https://www.jsums.edu/postalservices/.

JSU DINING SERVICES

SodexoMAGIC@JSU dining services, under the auspices of Auxiliary Enterprises, aims to enhance campus life by providing superior food quality, quality customer service, and efficient dining service management.

*For meal plan options, please refer to listing under the "TUITION AND FEES" heading. *

All residential students must have meal plans that are automatically added to the student's account when Housing is assigned. The default meal assignment for freshman residential students is the Tiger Platinum plan. Freshmen cannot alter meal plans, but upperclassmen (sophomore, juniors, and seniors) can. Commuter Meal Plans are voluntary, meaning that it is not mandated or required. Student meal plans can only be adjusted within the first two weeks of the semester. Tiger Bucks can be used at all Sodexo Magic on-campus eateries. Tigerbucks will not be active on a student's account until their registration has been completed with the Business Office. For more information, visit https://jsums.sodexomyway.com/.

For more information about Auxiliary Enterprises and Contractual Services please visit https://www.jsums.edu/auxiliary/ and https://www.jsums.edu/contractual/ .

CENTER FOR INNOVATION, ENTREPRENEURSHIP AND ECONOMIC DEVELOPMENT

The Center for Innovation, Entrepreneurship and Economic Development (CIEED) leverages the best of JSU's STEM, business and entrepreneurial capabilities, as well as collaborative potential to provide students with resources to be creative, innovative and inventive. The CIEED takes advantage of expertise co-location and facilitates the intersection of widely disparate learning and idea generation; a place for constant learning, common vision, as well as teamwork, creativity and innovation.

The CIEED allows for students from all disciplines to learn and grow together as they ideate and create the next business or technology. The CIEED's Innovation Fellows Program is opened to students who are eager to learn about the next great invention, and who are willing to be change agents for innovation and entrepreneurship as we work to positively impact the economy and innovation ecosystems of Mississippi, the region, and nationally. Students also have the option to intern or obtain community service in the CIEED.

Services are provided to students free of charge. Visit www.jsums.edu/innovationcenter to learn more.

Programming Includes:

- Makerspace (3D Modeling, Prototype Development, Graphic Design and more)
- VR Academy - Virtual Reality and Augmented Reality Immersive Learning
- eSports Academy – Gaming
- Coding Academy (Software Development)
- Production Room
- Collaboration Rooms
- Lean Start Up Training
- Pre-Accelerator Program
- Business Coaching and Mentorship
- Technology Transfer Support (Intellectual Property Protection – Patents, Copyrights, Trademarks)
- Innovation Fellows Program

Equipment/Tools/Software Include:

- 3D Printers
- 3D Scanners
- Glowforge Laser Cutter
- Embroidery/Sewing Machine
- Silhouette Cameo
- Lamination Machine
- One Button Studio
- Music Keyboard
- Button Maker
- iMac and PCs
- Interactive Touch Monitors/Boards
- Whiteboards
- Lots of Software–Adobe Creative Cloud, Abelton, SketchUp, Unreal Engine, Gravity Sketch, Un
- Occulus Quest and Rift, ViVe

INFORMATION TECHNOLOGY

The Division of Information Technology (DIT) is responsible for managing the university's network and communications infrastructure, enterprise resource planning system, and other information technology (IT) services that support all levels of research, learning, teaching, and business. IT consists of three units: Academic IT, Computing and Communications, and Information Systems and Integration, all staffed to deliver customer-friendly support to all JSU sites. DIT offers the following services: campus-wide productivity software, online learning software, desktop support, email, faculty training, wireless, copier, virtual meeting, cybersecurity, mobile apps, and website support. DIT is headquartered at the MS E-center site, 1230 Raymond Rd, and has various satellite sites across the campus. For more information, visit www.jsums.edu/informationtechnology or call 601-979-4299.

I.D. CENTER

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

The JSU™ Supercard can be used for:

- Identification–Your JSU™ Supercard/ ID must be worn visibly at all times.
- Meal Plans–Provides access to all JSU™ Dining Services locations.
- Supercard Accounts–Can be used to make purchases at on and off-campus merchants. Funds can be added at the JSU Business Office.
- Vending–Use to purchase drinks and snacks from vending machines located throughout campus.
- Athletic Events–Your ticket to all athletic home events, including basketball, and football games.
- Recreational Facilities–Provides admission to the JSU™ Recreation Complex, Game Room, Movie Theatre, etc.
- Postal Services–Present your JSU™ Supercard to pick up packages at Tiger Mail and the UPS Store.
- Library–Can be used to check out books or use reference material in the library.
- Residence Hall–Use your JSU™ Supercard to enter your residence hall and room.
- Laundry Facilities–Provides access to laundry facilities in residence halls throughout campus.

PUBLIC SAFETY (CAMPUS POLICE)

The Public Safety Department is responsible for the general welfare, protection, and security of the students and faculty of the University. In this respect, it is particularly concerned with the following responsibilities: (1) the enforcement of campus regulations governing the parking of automobiles and traffic violations; (2) the maintenance of sound security measures of properties belonging to the University; and (3) the enforcement of rules governing standards of conduct. For more information, contact (601) 979-2580.

THE DIVISION OF ATHLETICS

Jackson State University is a member of the Southwestern Athletic Conference (SWAC) and affiliated with Division I of the National Collegiate Athletic Association (NCAA). The Jackson State University Division of Intercollegiate Athletics recognizes a commitment to serve both its student-athletes and the University. Its primary commitment is to provide an opportunity for student-athletes to fully develop their academic and athletic potential. Jackson State University's Division of Athletics has Division I programs in 16 sports. For questions or inquiries, please contact the Division of Athletics at (601) 979-2360 or by email at https://gojsutigers.com/.

INTRAMURAL SPORTS

Intramural Sports aim to provide a variety of team and individual activities in a recreational environment for Jackson State University students. Form a team of your peers from your dorm, or other students you meet around campus. Intramural sports may include leagues, tournaments, and contests in the following activities: flag football, basketball, soccer and volleyball.

For more information contact: http://websites.one.jsums.edu/recplex/index.php/competitive-sports/im-sports/ , call (601) 979-1368, visit 34 Walter Payton Drive, Jackson MS 39217, or email WPC@jsums.edu

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STUDENT RESPONSIBILITIES

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

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

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

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

GENERAL PHILOSOPHY ON ACADEMIC RECORDS

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

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

THE RETENTION AND DISPOSAL OF STUDENT RECORDS: The Office of the Registrar and Records currently maintains academic records for students previously and currently enrolled. Academic records are stored in a hosted environment with ELLUCIAN located in the Division of Information

Technology. Back-ups are stored in another hosted location managed by ELLUCIAN. Academic records that are not retrievable through computer access are stored on microfilm as well as a CD-ROM document imaging system located in the Registrar's Office.

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

THE ACADEMIC YEAR

The academic year is a minimum of 30 weeks divided into two semesters. In addition to the two semesters of the academic year, the University offers 2 summer sessions. Students are admitted each semester and summer term.

STUDENT ACADEMIC LOAD

The minimum load for a full-time undergraduate is 12.00 semester hours of credit. The maximum load is 19.00 semester hours of credit. Full-time students taking more than 19 credits during a Fall or Spring semester are considered to be in an overload status. Students with a 3.00 (minimum) cumulative grade point average are eligible to make a request to take up to four credits of overload by completing an Overload Request form, available on the registrar's office website. Students with a cumulative grade point average of less than 3.00 and students requesting more than four credits of overload may be considered for a credit overload with approval of their academic department advisor, chair, and dean.

Given the shorter lengths of intersessions, a maximum number of credits is set for all students, regardless of cumulative grade point average. During Fall and Spring intersessions, students may enroll for a maximum of six credits.

During the Summer semester, students may enroll in a maximum of six credits per 4-week session and a maximum of nine credits in the 8-week session. Across all Summer sessions, the maximum number of credits for all undergraduate students is 12 credits. If a student desires to enroll in the 8-week and one or both 4-week sessions, the number of credits across all sessions cannot exceed 12 credit hours.

Any student requesting more than 12 credits during the Summer semester must secure approval from their academic department advisor, chair, and dean. Forms are available on the registrar's office website.

Given the rigor of undergraduate courses, the appropriateness for credit overloads is rare and should be considered with careful advisement from a student's academic department advisors.

Students should be aware that registering for an overload of credits does not increase a student's Financial Aid award. By requesting to enroll in a course overload, a student accepts responsibility for costs beyond the regular load.

SEMESTER HOUR

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

GRADES AND QUALITY POINTS

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

A–Excellent.....4 quality points per credit
B–Good.....3 quality points per credit
C–Fair .....2 quality points per credit
D–Poor .....1 quality point per credit
F–Failure.....0 quality points per credit
S–Satisfactory progress.....4 quality points per credit
U–Unsatisfactory progress.....0 quality points per credit
P–Passed .....0 quality points
NP-Failure.....0 quality points
IP–In Progress (Graduates only) .....0 quality points
R–Repeated Course.....0 quality points
I–Incomplete .....0 quality points
W-Withdraw.....0 quality points
AU-Audit, No Credit .....0 quality points
NC-Non-punitive failing grade .....0 quality points
PX-Pass equivalent of B, C, or D.....0 quality points
X-Administrative grade issues when.....0 quality points
a drop or withdrawal did not properly occur
Z-Grade Unknown.....0 quality points

INCOMPLETE

When special or unusual circumstances occur, the instructor may postpone assignment of the student's final grade in a course by use of an Incomplete grade (i.e., I grade). The I grade may be given only when: the student (a) has completed approximately seventy-five percent

of the course requirement but is unable to complete the class work and/or take the final examination because of illness or another extraordinary reason; and (b) has completed work that is of a passing grade; and (c) in the instructor's judgment, can complete the required work without repeating the course.

Provided these conditions are met, the student may request an I grade. Upon the student's formal request, the instructor may elect to give an I grade to allow the student additional time to complete work missed due to extenuating circumstances but such an I grade does not guarantee a passing grade in the course.

An I grade shall not be assigned in instances solely due to student's procrastination, poor performance, or outside circumstances not related to the student's course load or unexplained absences. An I grade shall not be assigned for thesis or dissertation hours.
To assign an I grade, the course instructor submits an I grade for a given student during final grade submission and indicates the alternative grade (i.e., the grade that will be assigned should the course not be completed). If an I grade has not been changed by the last day of classes of the next semester (excluding summer term), it automatically defaults to the alternative grade (or an F, if no alternative grade is indicated).

a. An I grade assigned in a Fall semester or Fall Intersession must be resolved by the last day of classes of the next Spring semester.
b. An I grade assigned in a Spring semester, Spring intersession, or Summer semester must be resolved by the last day of the next Fall semester.

Under extraordinary circumstances that may preclude a student from completion of course requirements during the allotted timeline, an extension of the timeframe for resolution of the I grade may be considered and/or permitted. The student must initiate the petition in writing with the appropriate documentation. This petition must be accompanied by a letter of justification from the instructor of record. The petition must be endorsed by the chairperson of the student's academic department and approved by the dean of the academic college before it is submitted to Academic Affairs. The approved extension will be on file with the student's department, academic college, the Division of Graduate Studies (for graduate students), Academic Affairs, and the Office of the Registrar and Records.

Unresolved I grades assigned to a student prior to Fall 2004 are considered permanent I grades. If a student has an extraordinary circumstance that precludes the student from completion of course requirements, the dean of the student's college may authorize that the I grade become permanent. Such unusual circumstances might include, but would not be limited to, withdrawal of the student from the university because of prolonged medical problems, or death or resignation of the faculty member

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

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

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

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

ACADEMIC HONESTY

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

Procedures:

- The instructor discusses with the student any evidence of dishonesty with tests, assignments, or other requirements and the resulting consequences (e.g., based on documented sound evidence, the instructor may require the student to repeat the assignment, complete an alternate assignment, or record a reduced grade of "F" for the assignment; based on circumstantial evidence, the Instructor may talk with the student about the importance of honesty in the academic environment).
- The student is expected to accept established consequences for acts of dishonesty and hopefully, pledge to refrain from committing any further acts of dishonesty. In the face of circumstantial evidence, it is expected that the student will show the instructor respect in discussing the matter and come to understand the importance of avoiding the appearance of dishonesty.
- If the student disagrees with an instructor's charge of academic dishonesty and the subsequently imposed penalty, the student must make a written appeal to the department chair for relief.
- The chair, in consultation with appropriate individuals or through a committee structure, secures documentation of dishonesty, determines if the charge is valid and/or the penalty is reasonable, or if the evidence is suspect and the charge and penalty should be dropped. The chair submits a written response to the student within ten days.

- If the student disagrees with the chair's decision, the student will submit a written appeal to the college dean within ten days.
- The dean provides the final written response within ten days, which may be done with committee input and/or in consultation with the Vice President for Academic Affairs.
- Students who commit repeated acts of dishonesty may be referred to The Division of Student Life with a recommendation for suspension from the University.

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

CLASSIFICATION OF STUDENTS

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

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

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

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

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

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

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

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

THE COURSE NUMBERING SYSTEM

Courses numbered 001-099 include developmental and non-credit courses. Courses numbered100-199 are freshman-level courses; 200-299 are sophomore-level courses; 280-299 are lower-division numbers used as follows: 280, individual research courses; 283, directed reading courses; 286, practicum courses; 289, intern courses; 292, workshops, festivals, institutes; 295, field trips; 299, seminars. Courses numbered 300-399 are junior-level course designations. Courses numbered 400-499 are senior-level course designations. Courses 480 through 499 are used as follows: 480, individual research courses; 483, directed reading courses; 486, practicum courses; 489, intern courses; 492, workshops, festivals, institutes; 495, field trips; 499, seminars. Courses numbered 500 and above are graduate-level courses.

REGISTRATION

Students must be admitted officially and pay the fee assessed in order to complete courses at Jackson State University. Registration dates and instructions are shown in the University Calendar. Students are required to report on time for registration and to follow the registration schedule. Students who register late are charged a fee of $150.00 in accordance with the date printed in the registration schedule. In no case is credit allowed for a course in which the student is not officially registered. Students are encouraged to register and pay fees during the registration period.

WITHDRAWAL FROM THE UNIVERSITY AND CLASS

A student is permitted to drop a course without academic penalty up to and including approved dates published on the Registrar's website at www.jsums.edu/registrar/ . After the deadline, a student may withdraw from a course with permission of the academic advisor at which time the student will receive a grade of "W". The withdraw grade ("W") will not lower the GPA, but may impact financial aid and an excessive record of withdrawals may reflect poorly on students' application for employment or graduate school.

A student completely withdrawing from the University prior to the deadline for dropping classes without academic penalty will not receive any grades. His or her record will reflect the date of the withdrawal. A student withdrawing after the deadline for dropping courses without academic penalty will receive a grade of "W". Any courses completed before the withdrawal is processed will be awarded grades on the official transcript.

A university transcript is a legal document that provides an accurate account of academic performance. Therefore, transcripts should only be altered if there is a compelling rationale for doing so.

MID-TERM GRADE REPORTING

At the end of the designated mid-term examination week, instructors will submit mid-term grades via the BANNER Student System for all students. Mid-term grades can be viewed through the University website: www.jsums.edu and clicking J.S.U. PAWS. The instructor will not have the option to assign an "I" grade during this process.

SCHEDULE CHANGES (COURSE ADD/DROP)

The Academic Calendar specify dates for students to add/drop courses. All students must contact their respective advisor in the University Academic Advisement Center, JSU*Online*, or Tiger Center for Student Athlete Development and Academic Services to discuss and complete the Add/Drop form. Juniors and seniors are highly encouraged to consult with their major department chair or faculty mentor in their department before dropping a course. Once the Add/Drop form is submitted within the timeframe indicated on the Academic Calendar, the requested approved changes will be processed by the respective advisor.

The following weeks/days are designated as Drop/Add:

- Fall & Spring (8 Weeks) – First week of class/5 Business Days
- Fall & Spring (16 Weeks) – First two weeks of classes/10 Business Days
- Intersessions – First three days of class/3 Business Days
- Summer (4 Weeks) – First week of class/5 Business Days
- Summer (8 Weeks) – First week of class/5 Business Days

NAME AND ADDRESS CHANGE

A student who has had a change in name after their last registration must provide the University with the appropriate documentation (e.g. marriage license, social security card, court document, etc.) which substantiates the legal name change. This must be submitted to the Office of the Registrar and Records prior to the student's next registration. Registration under a name different from that used in the student's last enrollment cannot be accomplished without appropriate documentation, which becomes a part of the student's permanent file. All grade reports and transcripts are issued under the student's legal name as recorded in the Office of Undergraduate Admissions and Recruitment and the Office of the Registrar and Records. A student who has had a change of address after their last registration must provide the University the new address by completing the appropriate form. This form may be secured from the Office of the Registrar and Records. Students may submit the form electronically, using the JSU email account, to studentrecords@jsums.edu for processing.

Additionally, students may use the Personal Access to Web Services (P.A.W.S.) portal to access the "Update Addresses and Phones" link to make edits and additions to the address on file. All transcripts will be mailed to the location of the new address.

NOTE: Students receiving payroll checks must file a separate request with the Human Resources Office.

SCHOLASTIC RECOGNITION

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

The President's List

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

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

GRADUATION WITH DISTINCTION

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

Transfer students must achieve the specified quality point average on all hours attempted at Jackson State University. Quality points from other institutions are not included in computing grade point averages for honors. Students who already hold a baccalaureate degree are not eligible for this distinction.

CLASS ATTENDANCE POLICY

Objective
To ensure that students attend all class sessions and activities, except in cases of extreme cause, to maximize their learning from the quality instructional experience afforded at the University.

Statement
Students at Jackson State University must fully commit themselves to their program of study. One hundred percent (100%) punctual class attendance is expected of all students in all scheduled classes and activities. Instructors keep attendance records and any absence for which a student does not provide written official excuse is counted as an unexcused absence. Students must understand that even with an official excuse of absence, they are responsible for the work required during their absence.

Remaining on a Course Roster
To remain on a course roster beyond the attendance purge date, students have to demonstrate that they are participating and academically engaged in their courses. Academic engagement, as defined by the U.S. Department of Education, is active participation by a student in an instructional activity related to the student's course of study that includes, but is not limited to:

- Attending (physically or online) asynchronous class, lecture, recitation, or field/laboratory activity where there is an opportunity for interaction between the instructor and students
- Submitting an academic assignment
- Taking an assessment or exam

- Participating in a tutorial, webinar, or other computer-assisted instruction that is interactive
- Participating in a study group, group project, or online discussion assigned by the institution
- Interacting with an instructor about academic matters

Academic engagement is not:

- Logging on to an online class or tutorial without further participation
- Emailing the instructor with a promise to participate and nothing more
- Utilizing university services such as housing, meal plan, counseling, advising, etc.

Within the first 10 calendar days of the semester, all instructors are required to track students' attendance and engagement in all courses. A student is considered as attending an online course (or the online portion of a face-to-face or hybrid course) by demonstrating participation in class or otherwise engaging in an academically related activity. To accurately report attendance, all instructors are required to incorporate at least one participation activity in each course within the first two weeks of the semester. Examples of such activities include but are not limited to:

- Contributing to an online discussion or text chat session
- Submitting an assignment or working draft; working through exercises
- Taking a quiz or exam
- Viewing and/or completing a tutorial
- Initiating contact with a faculty member to ask a course-related question.

Excused Absences

Students may be officially excused from class for attendance at University approved functions, provided the sponsor properly executes a Student Affairs Leave Form. Such excuses shall be accepted by the instructor. Students may also be officially excused by the Dean of their College or the Vice President for Student Affairs for certain campus activities.

Students requesting excuses for absences due to illness or other emergency situations will be issued a Request for an Excused Absence. The Request for an Excused Absence Form will be issued only after proper documentation stating the reason for non-attendance has been submitted and verified. (Proper documentation includes doctor's excuse, official court document, etc.).

Scheduled NCAA athletic competitions and related travel (but not practice) are considered authorized University-sponsored activities for which a student may be officially excused from class. Faculty members should not penalize student-athletes for missing classes due to conflicts with scheduled athletic contests or related travel. Required participation in athletic events which conflict with scheduled classes is verified by the Division of Athletics. Rosters listing students who are excused because of intercollegiate athletic competition are sent to faculty/staff indicating dates of competition/travel at least 24 hours in advance.

ACADEMIC ADVISEMENT

Jackson State University is committed to providing quality academic advising to all students utilizing a proactive and appreciative approach. The mission of the University Academic Advisement Center (UAAC) is to provide students with resources to take ownership of their academic careers, and to assist students in attaining their educational goals. Most students should utilize the UAAC to receive advising services, but those who are student athletes and JSU*Online* enrollees should visit advisors in the Tiger Center for Student Athlete Development and the JSU*Online* academic advisors respectively. Students are encouraged to visit the UAAC on the 2nd floor of the H.T. Sampson Library. The Tiger Center for Student Athlete Development is located on the 1st floor of H.T. Sampson Library, and the JSU*Online* academic advisors are located in the 101 Capitol Building at the downtown JSU location. Each student is required to obtain academic advisement prior to each registration period in addition to scheduling periodic conferences during the semester to discuss academic programs planning and progress. A student must follow the curriculum of the catalog under which they entered the University.

Student Academic Advisement Responsibilities:

- Familiarize yourself with degree requirements
- Check JSU email often
- Comply with deadlines and policies
- Utilize tools and resources made available to you
- Seek advising frequently to avoid experiencing academic difficulties
- Maintain your own personal academic records, including transcripts, audits, evaluation of transfer work, and notes from previous advising session.

NOTE: Students who at any time are confused about academic requirements or their progress toward a degree are strongly encouraged to meet with their advisor.

ACADEMIC STANDINGS

Good Academic Standing

Students with a cumulative grade point average of 2.00 or better are considered in good academic standing. A minimum grade point average of 2.00 on the 4.00 scale is required by all students to meet degree requirements. In many cases, a higher minimum grade point average specified by colleges within the University is required for graduation.

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

Academic Probation

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

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

Retention
As of Fall of 1992, the University recognized that undergraduate students can progress towards degree and graduation with the standards below.

GRADE POINT AVERAGE HOURS (INCLUDING TRANSFER)	MINIMUM CUMULATIVE GPA REQUIRED
0-29	1.50
30-59	1.75
50-89	1.80
90-107	1.90
108 and above	2.00

GPA hours will include credits taken at Jackson State University and credits that have been accepted from other institutions. The grade point averages for retention will be computed only on GPA hours at Jackson State University. GPA hours are the number of credit hours used in calculating the grade point average (i.e., Grades of A, B, C, D, F). In many cases a higher minimum grade point average specified by colleges within the University must be maintained in addition to the requirements listed above.

Reinstatement
Students who are suspended for poor academic performances may be readmitted on probation. A student desiring reinstatement must send a formal letter of application to the Admissions and Credits Committee. The letter of application must include convincing evidence that the student's cause for making poor academic progress has been corrected or that the extenuating circumstances which affected academic progress have been corrected. The student's letter of application must be received at least twenty (20) days prior to the semester or summer term for which the student seeks re-admission. The Admissions and Credits Committee will inform the student of the final disposition of the letter of application.

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

1. Student must have been separated from the University for a minimum of twelve (12) consecutive months.

2. All academic credit hours and grades earned during previous enrollment at Jackson State will remain on the student's transcript:
    a. Academic credit hours with grades of "C" and above may be used to meet degree requirements.
    b. Academic credit hours with grades of less than "C" will not be used in the computation of the student's grade point average.
3. Students are required to follow the current curriculum at the time of re-admission.
4. Student Responsibilities:
    a. Obtain an official notification of re-admission from the Office of Undergraduate Admissions and Recruitment.
    b. Where appropriate, verify financial aid status in Financial Aid.
    c. Obtain an application for Academic Second Chance from the Office of the Registrar and Records.
    d. Develop a program of study in consultation with an advisor in your major department.
    e. Complete the application for Academic Second Chance.
    f. Obtain signature of department chair in major area, major academic advisor, and the college dean. The inclusion of signatures from the chair, advisor, and dean indicates approval of student being granted the "Academic Second Chance."

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

Under this Option:

1. Student must have been separated from the University for minimum of sixty (60) consecutive months.
2. Academic New Start option must be requested within the second semester of re-admission after a minimum of twelve (12) semester hours have been completed with a minimum cumulative grade point average of 2.0.
3. All academic credit hours and grades earned during previous enrollment at Jackson State will remain on the student's transcript but will not be counted toward degree requirements.
4. Students are required to follow the current curriculum at the time or re-admission.
5. Student Responsibilities:
    h. Obtain an official notification of re-admission from Undergraduate Admissions.
    i. Where appropriate, verify financial aid status in Financial Aid.
    j. Obtain an application for Academic New Start from the Office of the Registrar and Records.
    k. Develop a program of study in consultation with an advisor in your major department.
    l. Complete the application for Academic New Start.
    m. Obtain signature of department chair in major area, major academic advisor, and the college dean. The inclusion of signatures from the chair, advisor, and dean indicates approval of student being granted the "Academic New Start."

REPEAT A COURSE POLICY

For all undergraduate students at Jackson State University who repeat a course(s), the highest grade earned will be used in calculating the grade point average. However, the semester hours for the repeated course will remain as a part of the attempted hours. 1 To repeat a course in which a low grade has been recorded, a student must register for the same course. 2. A course repeated for the purpose of replacing a low grade must be taken at Jackson State University. 3. The grade for the most recently repeated course will be computed in the cumulative grade point average. However, all grades earned will be retained on the student's official transcript.

STUDENTS ACADEMIC GRIEVANCE PROCEDURE

The objective of the Grievance Procedure is to create and sustain an academic environment that permits students to freely express concerns or reveal complaints about their education and the educational process and to have their concerns and complaints addressed swiftly and forthrightly. Students enrolled at Jackson State University may register a concern or complaint about any academic regulation, the instructional program, delivery of the program, grades received, the academic advisement system, or any other matter related to academic affairs, without any adverse action for expressing the concern or filing the complaint. Concerns and complaints will be received, explored or investigated, and responded to in a fair and timely fashion, though students should understand that the final response by the University may not always be the response that they prefer.

Change of Grade Policy

Grades submitted to the Office of the Registrar and Records by the instructor of record are final and official. A final grade is based on the instructor's evaluation of course work completed as of the official end of the course. Final grades should not be changed as the result of the submission of additional work or the repeating of examinations after the official conclusion of the course for the purpose of improving the final grade. However, a course instructor may change a reported grade if the original was incorrectly assigned due to clerical or computational error, if the student has been successful in a grade appeal, or if a student meets the requirements for the removal of an incomplete grade (I-Incomplete grade). Grade corrections due to clerical or computational errors must be changed within 30 calendar days of its issuance. Grade changes resulting from a grade appeal must be changed within 30 calendar days of the conclusion of the appeal. Any grade changes made after the 30 calendar day period related to clerical or computational errors or a grade appeal must have the written approval of the Provost of Academic Affairs. Incomplete grades assigned in a Fall semester or Fall Intersession must be resolved and the final grade must be entered by the last day of classes of the next Spring semester. Incomplete grades assigned in a Spring semester, Spring intersession, or Summer semester must be resolved and the final grade must be entered by the last day of the next Fall semester.

Procedures

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

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

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

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

TRANSCRIPTS

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

The current cost for each transcript is $10.00. Checks or money orders should be made payable to Jackson State University. Transcripts can only be released for students having no outstanding financial obligations to the University.

TRANSFER OF CREDITS

1. A maximum of 62 semester hours of credit for courses completed at the freshman and sophomore levels will be allowed from a community/junior college toward degree requirements. Only college courses in which the grade is "C" or higher will be accepted. Jackson State University does not accept transfer courses with "D" grades.

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

MAJOR

A major is an orderly sequence of specialized courses within an academic discipline that leads to a baccalaureate degree. The requirements for majors vary and are found in the specific academic units responsible for the major. Majors should include a minimum of 30.0 semester hours and usually range from 30-39.0 hours. (These ranges may vary in some degree programs because of national accreditation or professional certification requirements.) A minimum average of "C" in the major is required for graduation in specific disciplines. In addition, the academic unit responsible for the major may require the student to repeat any major course where a grade below "C" was earned. Some majors are subject to additional admission requirements and enrollment limitations.

AREAS OF CONCENTRATION

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

GRADUATION REQUIREMENTS

Minimum requirements for all undergraduate degrees offered by the University are listed below. In addition, students must meet the specific degree requirements as established by the college or department in which the degree is offered. A minimum of 120-124 semester hours is required for all baccalaureate degrees with the exception of music education and engineering. The curricula published in the catalog of entry specifies the requirements for the degrees offered at the University. To complete degree requirements an undergraduate student must:

1. Complete a minimum of 120.0-128.0 semester hours of work.
2. Satisfactorily complete the curricular requirements in the major field of study.
3. Earn a cumulative academic average of not less than 2.00 in all courses.
4. Earn a cumulative average of not less than 2.00 in all courses attempted in major field.
5. Complete, in residence, no fewer than 30.0 semester hours of upper-level course work required in major field unless permission is granted otherwise.
6. Complete, in residence, the final semester's course work, unless permission is granted otherwise.
7. Take all examinations required by the college responsible for the student's major.
8. Student must fine an "Application for Degree" electronically via the Online Graduation Clearance Process. Students seeking graduation for a past conferral date must complete a paper application found online at www.jsums.edu/registrar. Graduation application deadlines are found on the published Academic Calendar.
9. Degrees are awarded at the end of the term in which requirements are completed.

NOTE: Degrees may be awarded and posted to the students P.A.W.S. account once they complete all academic requirements, however diplomas and transcripts will be issued once all financial obligations are met.

GRADUATION CEREMONY

Commencement exercises are held at the end of the spring semester and at the end of the fall semester; degree candidates must be present.

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

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

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

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

- Gain admission to the University.
- Declare intent to pursue second baccalaureate degree by completing the Application for a Second Baccalaureate Degree. The Application for a Second Baccalaureate Degree may be secured from the Office of Academic Affairs or from the office of the college dean.
- Develop degree plan with approval of an advisor from the department in which the degree is offered.
- Complete at least 30.0 semester hours of approved courses beyond the first baccalaureate degree in residence at Jackson State University.
- Maintain a minimum grade point average of 2.00.

DUAL DEGREE REQUIREMENTS

Students seeking to pursue two different degrees (e.g., a bachelor of arts degree and a bachelor of science degree) should complete and return this application for dual degree form to the Office of Registrar and Records. The degrees must be different (e.g., a bachelor of arts degree and a bachelor of science degree), must be from different disciplines (e.g., art and chemistry), and students cannot pursue two similar degree programs (e.g., cannot earn both a BA in history and philosophy and a BS in history and philosophy). Both degrees must be completed at the same time.

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

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

DUAL MAJOR REQUIREMENTS

Students may pursue a double major but must meet the requirements of both disciplines. To accomplish this goal and meet the minimum number of credits required students must be in close communication with advisors from both majors. Only one degree (BA, BBA, or BS) will be awarded. Both majors must be completed at the same time and from the same catalog. The transcript and diploma will list the degree and each major.

Student must be admitted to each department in which a double major is being sought:

- Students must submit a separate Application for Double Major along with other required documents to each respective department.
- Students must return completed and signed applications to the Office of the Registrar and Records.
- Degree plans must be developed for the student and must be approved by a faculty advisor and chairperson from each of the respective colleges and major.
- Students must meet requirements and follow procedures of each department and college.

Degree requirements for each major must be met simultaneously. (Meeting the requirements of double majors may lengthen completion time of academic programs.) Students must maintain a grade point average of 2.00 or higher in each degree program. Students may withdraw from this arrangement at any time prior to the final semester in which the degree is to be awarded by submitting a Request to Remove Minor, Concentration, Certificate or Second Major Form to the Office of Registrar and Records.

UNDERGRADUATE DEGREE PROGRAMS

College of Business

Major	*Degree*
Accounting	B.B.A.
Business Administration	B.B.A.
Economics	B.B.A.
Entrepreneurship	B.B.A.
Finance	B.B.A.
Management	B.B.A.
Marketing	B.B.A.
Supply Chain Management	B.B.A.

College of Education and Human Development
School of Instructional Leadership

Major	*Degree*
Childcare and Family Education	B.S.
Elementary Education	B.S.Ed.
Health, Physical Education and Recreation	B.S.
Professional Interdisciplinary Studies	B.S.

Social Science Education	B.S.Ed.
Special Education	B.S.
University Studies	B.U.S.

College of Liberal Arts

School of Communications

Major	*Degree*
English	B.A.
Foreign Languages	B.A.
Journalism and Media Studies	B.S.
Speech Communication and Theatre	B.A. & B.S.

School of Fine and Performing Arts

Major	*Degree*
Art	B.A.
Music Education	B.M.E.
Music Performance	B.M.

School of Social and Behavioral Science

Major	*Degree*
Criminal Justice	B.S.
Sociology	B.A.
History and Philosophy	B.A. & B.S.
Political Science	B.A.
Psychology	B.S.

College of Health Sciences

"A CEPH Accredited School of Public Health"

Major	*Degree*
Communicative Disorders	B.S.
Health Care Administration	B.S.
Public Health	B.S.

School of Social Work

Major	*Degree*
Social Work	B.S.W.

College of Science, Engineering, and Technology

School of Engineering

Major	*Degree*
Biomedical Engineering	B.S.
Civil Engineering	B.S.
Computer Engineering	B.S.
Computer Science	B.S.
Electrical Engineering	B.S

School of Science and Technology

Major	*Degree*
Biology	B.S.
Chemistry	B.S.
Earth System Sciences	B.S.
Industrial Technology	B.S.
Mathematics	B.S.
Mathematics Education	B.S.
Meteorology	B.S.
Physics	B.S.
Statistics	B.S.

ACADEMIC AFFAIRS

DEVELOPMENTAL AND ENHANCEMENT STUDIES

GENERAL EDUCATION

DEGREE PROGRAMS

COLLEGE OF BUSINESS

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

COLLEGE OF HEALTH SCIENCES

COLLEGE OF LIBERAL ARTS

COLLEGE OF SCIENCE, ENGINEERING, AND TECHNOLOGY

OTHER ACADEMIC PROGRAMS

DEVELOPMENTAL AND ENHANCEMENT STUDIES

The purposes of Developmental and Enhancement Studies are as follows:

- to plan, supervise, and teach preparatory courses in English, Mathematics, and Reading
- to offer year-long academic support classes and
- to provide student support services, which include tutoring, mentoring, computer-assisted instruction, and support labs.

The courses and services of this department are requirements for students who have no ACT/SAT scores with less than a 3.0 high school GPA or students who have ACT/ACT scores but fail to score at an appropriate level with a subtest score lower than 17 on the ACT or at a corresponding level on the SAT. The students are placed in intermediate or co-requisite courses to assist them in reaching a level of proficiency to succeed in their regular academic classes. Students who are required to enroll in one or more intermediate/co-requisite courses will also participate in a year-long Academic Support Program, which consists of GNST 101-Academic Support I and GNST 102-Academic Support II. Lastly, the students will receive counseling and support needed to participate successfully in the academic and social community of the University.

DESCRIPTIONS OF DEVELOPMENTAL COURSES

ENG 103 – English Composition I with Co-Requisite Support. This three-hour (3) course is an accelerated course designed to engage the student in the essentials of English writing and grammar through the Intermediate English refresher followed by the credit bearing college-level English Composition I course. Emphasis will be placed on the various writing styles and techniques, beginning with paragraph structure and writing to the fundamentals of essay structure. English Composition I with Co-Requisite Support will progress with the writing-intensive English Composition I, which will strive to collectively infuse interdisciplinary, collaborative learning, and provide exposure to research development, practice standard forms of essay development to encourage an intelligent expression of ideas through prewriting (including brainstorming, outlining, and gathering information). It is also required of students with no ACT scores with less than a 3.0 high school GPA and/or of students earning a sub-score less than 17 on the ACT or the corresponding score on the SAT in English.

MATH 103 – College Algebra with Co-Requisite Support. This three-hour (3) course is a co-requisite Mathematics course in which the Intermediate Math course is coupled with the credit-bearing College Algebra course (IHL Policy 608E). Students will engage in extra time for mandatory labs and tutoring to help them master the content necessary to successfully complete the course requirements. Upon successful completion of this course, students will receive credit for the Intermediate Math and the College Algebra course. The course will consist of an accelerated refresher on linear equations and inequalities and their graphs, absolute value equations and inequalities, exponents and polynomials, factoring, rational expressions, radicals, and quadratic equations. Followed by analysis of graphs and functions; polynomial functions; rational, power, and root functions; inverse, exponential, and logarithmic functions with integrated refresher content as necessary. It is required of students with no ACT scores with less than a 3.0 high school GPA, of students earning a sub-score less than 17 on the ACT or the

corresponding score on the SAT in math; or for those persons seeking a better understanding of Algebra prior to taking College Algebra or other higher-level math courses.

RE 103 - Intermediate Reading. This three-hour (3) course is an individualized course designed for any student deserving to increase speed of reading and to improve study skills. It is also required of students with no ACT scores with less than a 3.0 high school GPA and of students earning a sub-score less than 17 on the ACT or the corresponding score on the SAT in reading.

GNST 101 - Academic Support I. This three-hour (3) course is designed to assist conditionally admitted, as well as other volunteer students with their freshman courses. The goal of this course is to provide individualized support for "marginally" prepared students in regular academic credit courses. It is also required of students who are required to enroll in one or intermediate or co-requisite courses.

GNST 102 - Academic Support II. This three-hour (3) course is the second part of the year-long academic program which is designed to continue to offer individualized support for "marginally" prepared students in regular academic credit courses. Emphasis is placed on study skills, learning to learn strategies and lifelong skills. It is also required of students who are required to enroll in one or more intermediate or co-requisite courses.

GNST 200 - Learning to Learn. This two-hour (2) course is designed to give students a chance to put failure in perspective and take charge of their future. It will assist students in determining what obstacles are interfering with their learning, in overcoming their problems and in gaining self-confidence and self-determination. This course is required of students who are on academic probation.

GNST 201 – ARMS I. (Academic Readiness and Mentoring Program). This one-credit hour class is a special initiative designed to address the needs of a special population of student-athletes who are identified as at-risk as a result of their transitional status (Freshman and/or Transfer). This course will cover a variety of topics useful for all incoming students, but will have a special emphasis on the issues that impact the success of JSU student-athletes.

GNST 202 – ARMS II. (Academic Readiness and Mentoring Program). This two-hour course is an initiative designed to address the needs of a special population of student-athletes who are identified as at-risk as a result of their previous semester term GPA. This course will expand on the acquisition of scholarship skills begun in ARMS I and will cover a variety of topics useful for at-risk students, but will have a special emphasis on the issues that impact the success of JSU student-athletes. Student-athletes will gain a better understanding of the academic rigors and expectations that their individual academic departments have of them as university students/scholars.

THEE PATHWAY: A JSU PHILOSOPHY FOR GENERAL EDUCATION

True to its foundation as a Historically Black University, the Jackson State University (JSU) General Education program provides its students an equitable pathway to academic achievement and student success.

JSU's General Education program, known as THEE Pathway, seeks to lay a foundation of skills and intellectual habits necessary to succeed in college and beyond. Specifically, THEE Pathway provides students with academic experiences to develop critical thinking, analytical reasoning, and effective communication. Each of these competencies offers a foundational stepping stone along THEE Pathway with technology being the intersection between them.

Common goals for students in THEE Pathway courses are to develop their critical consciousness by learning to ask essential questions, to use habits of the mind that support critical and analytical thinking to answer them, to think deeply and effectively communicate, and to collaborate with others to address societal problems.

By design, THEE Pathway, provides equitable opportunities for students and supports them in achieving their goals by allowing them to choose different paths through the General Education curriculum, selecting courses that are relevant to goals and interests. Obstacles, or structural barriers that hinder student success, are removed from THEE Pathway to promote progression and to ensure that students maintain forward momentum.

Students navigate THEE Pathway with the assistance of academic advisors and clear curriculum maps. Student learning along THEE Pathway is supported by evidence-based pedagogies in the classroom, experiential learning beyond the classroom, and holistic student success services.

THEE Pathway allows students to make meaningful connections between general education courses and their chosen careers. THEE Pathway is more than a road map to a professional destination with economic and societal rewards at its end. It breaks new ground, allowing students to venture into uncharted territories to develop innovative ideas, skills, approaches, and relationships. THEE Pathway is not a solo journey. Students travel with the guidance of their

professors, the companionship of their peers, and the support of their academic community.

GENERAL EDUCATION

All degree programs at Jackson State University include a general education curriculum. The general education courses complement the specialized academic major courses to provide balance within a broader intellectual context.

The General Education curriculum is comprised of the General Education Core (GEC), which includes 30 hours of courses that every student must take in order to obtain a degree from Jackson State University; 3 hours of University Required (UR) courses, and 9 hours of General Education Pathway (PATH) courses. The UR courses are courses that are specific to Jackson State University. The UR courses include two courses: a University Success course, which is typically taken at the beginning of a student's general education program, and a Civic Engagement course, which is typically taken at the end of a student's General Education Pathway. A student's Pathway is comprised of three courses that are thematically connected and are selected at the student's discretion based on the student's interests.

Together, the GEC, UR, and PATH courses of the General Education curriculum address student learning outcomes that focus on three areas: communication, math/analytical reasoning, and critical thinking.

General Education Core (GEC) courses are courses that every student must take in order to obtain a degree from Jackson State University. GEC courses are essential to every undergraduate degree at Jackson State University. Collectively, there are 30 credit hours of GEC course requirements.

General Education Pathway (PATH) courses are courses that are connected through interdisciplinary themes and are selected at the student's discretion to fulfill the general education curriculum. Through experiential learning and reflective writing, students will have the opportunity to integrate knowledge across courses, develop their skills and an enhanced sense of civic responsibility. Students select nine (9) hours from the pathway of choice. Each pathway concludes with a related one (1) credit hour a University Required (UR) course.

University Required (UR) courses are courses that are specific to Jackson State University and are designed to integrate students within the Jackson State University community by promoting student success resources, strategies and high impact practices.

Degree Program Required (DPR) courses are courses that are required for completion of a degree program within the specified major.

Electives are courses selected at a student's discretion and provide opportunities for students to pursue their academic interests. There are two types of electives. Degree Program Elective (DPE) courses are elective courses that are partially restricted such that students select courses from a specified group of identified courses (e.g., departmental elective courses) to fulfill a particular requirement. General Elective (GEL) courses are courses that may be selected from any program for which the student has fulfilled the proper prerequisites.

Professional Concentration (PC) courses complement Degree Program Required courses and allow students to have a concentrated area of study within the major.


STEP-by-STEP STUDENT JOURNEY THROUGH THEE PATHWAY
ADMISSIONS to JACKSON STATE UNIVERSITY
STUDENT-CENTERED ADVISING SESSION
THERE ARE SO MANY AREAS to STUDY at JSU.
CHECK OUT OUR DEGREE MAPS!
CONGRATULATIONS on COMPLETING GENERAL EDUCATION!
NOW GO LEARN MORE ABOUT YOUR MAJOR!
END YOUR PATHWAY WITH a DIRECTED CIVIC ENGAGEMENT COURSE THAT ALLOWS YOU TO FURTHER EXPLORE and APPLY YOUR PATHWAY.
PATHWAY SELECTION
TAKE 3 COURSES FROM YOUR SELECTED PATHWAY THAT PIQUE YOUR INTEREST
JSU ORIENTATION SUCCESS
1. REGISTER 2. ATTEND 3. ENGAGE!
CORE CLASS SELECTION
IF YOU KNOW WHAT YOU WANT TO STUDY, YOU CAN:
1 CHOOSE YOUR MAJOR and THE RIGHT MATH FOR YOUR PATH
2 CHOOSE YOUR GEN ED CORE
3 LEARN ABOUT THE PATHWAY COURSES
JSU JACKSON STATE UNIVERSITY
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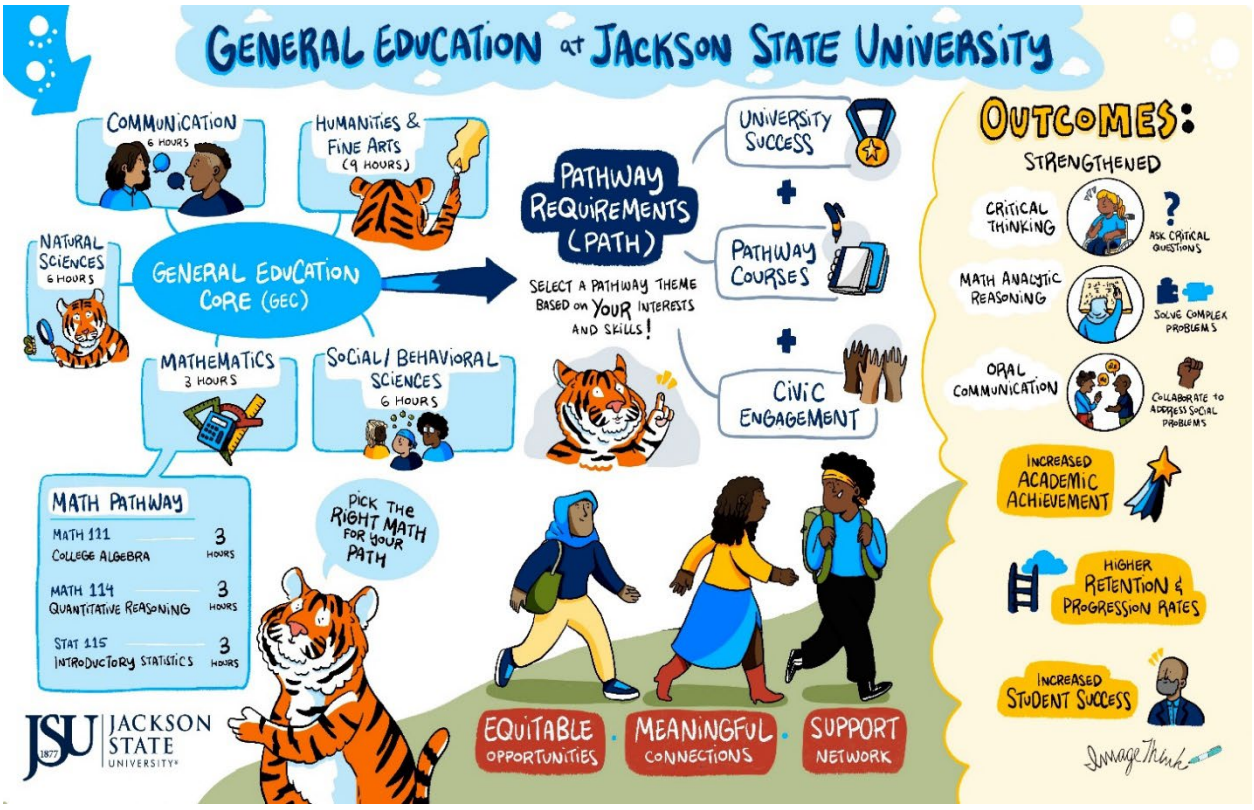
GENERAL EDUCATION at JACKSON STATE UNIVERSITY
COMMUNICATION 6 HOURS
HUMANITIES & FINE ARTS (9 HOURS)
NATURAL SCIENCES 6 HOURS
GENERAL EDUCATION CORE (GEC)
MATHEMATICS 3 HOURS
SOCIAL/BEHAVIORAL SCIENCES 6 HOURS
MATH PATHWAY
MATH 111 College Algebra 3 HOURS
MATH 114 Quantitative Reasoning 3 HOURS
STAT 115 Introductory Statistics 3 HOURS
PICK THE RIGHT MATH FOR YOUR PATH
PATHWAY REQUIREMENTS (PATH)
SELECT A PATHWAY THEME BASED on YOUR INTERESTS AND SKILLS!
UNIVERSITY SUCCESS
PATHWAY COURSES
CIVIC ENGAGEMENT
OUTCOMES:
STRENGTHENED
CRITICAL THINKING
ASK CRITICAL QUESTIONS
MATH ANALYTIC REASONING
SOLVE COMPLEX PROBLEMS
ORAL COMMUNICATION
COLLABORATE to ADDRESS SOCIAL PROBLEMS
INCREASED ACADEMIC ACHIEVEMENT
HIGHER RETENTION & PROGRESSION RATES
INCREASED STUDENT SUCCESS
EQUITABLE OPPORTUNITIES
MEANINGFUL CONNECTIONS
SUPPORT NETWORK
JSU JACKSON STATE UNIVERSITY
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GENERAL EDUCATION CORE REQUIREMENTS (Effective Fall 2022):

GENERAL EDUCATION CORE (GEC) REQUIREMENTS—30 Credit Hours	
REQUIREMENT	CREDIT HOURS
Communication	6
Humanities & Fine Arts	9
Mathematics	3
Natural Sciences	6
Social & Behavioral Sciences	6
Total Hours Required:	30

COMMUNICATION OPTIONS (GEC)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
ENG 103	Composition I with Co-Requisite Support	3
ENG 104	Composition I	3
ENG 105	Composition II	3

HUMANITIES & FINE ARTS OPTIONS (GEC)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
ART 206	Art Appreciation	3
MUS 205	Music Appreciation	3
MUS 218	Jazz Appreciation	3
DR 201	Introduction to Theatre	3
ENG 201	Humanities I	3
ENG 202	Humanities II	3
ENG 205	World Literature	3
FR 101	Elementary French I	3
FR 102	Elementary French II	3

HIST 101	History of Civilization I	3
HIST 102	History of Civilization II	3
HIST 201	US History I	3
HIST 202	US History II	3
PHIL 301	Introduction to Philosophy	3
PHIL 309	Ethics	3
PHIL 416	Logic	3
SP 101	Elementary Spanish I	3
SP 102	Elementary Spanish II	3
SPCH 201	Speech Arts	3
SW 210	Professional Behaviors, Ethics, & Communications	3
MATHEMATICS OPTIONS (GEC)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
MATH 103	College Algebra with Co-Requisite Support	3
MATH 111	College Algebra	3
MATH 114	Quantitative Reasoning	3
MATH 118	Algebra II & Trigonometry	3
MATH 241	Calculus I with Lab	3
STAT 115	Introductory Statistics	3
** Students with transfer math courses may be eligible to substitute alternate options to fulfill general education math requirements.*		
NATURAL SCIENCES OPTIONS (GEC)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
BIO 101/BIOL 101	Biological Science & Lab	3
BIO 111/BIOL 111	General Biology & Lab	4
SCI 201/SCIL 201	Physical Science & Lab	3
CHEM 131	Introduction to Chemistry	3
CHEM 141/CHML 141	General Chemistry & Lab	4
PHY 201/PHYL 201	Basic Physics & Lab	4
PHY 211/PHYL 211	General Physics & Lab	4
PHY 241	Introduction to Astronomy	3
MET 200	Introduction to Meteorology	3
SOCIAL & BEHVAVIORAL SCIENCES OPTIONS (GEC)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
COUN 315	Human Growth & Development	3
ECO 211	Principles of Macroeconomics	3
GEOG 105	Introduction to Cultural Geography	3
MUS 203	Music for Children *(Music Majors Only)*	3

SOC 214	Introduction to Sociology	3
SOC 325	Cultural Anthropology	3
SS 201	Social Institutions	3
SW 225	Human Diversity & Social Justice	3
PS 134	Introduction to Political Science	3
PS 135	American Government	3
PS 136	State & Local Government	3
PSY 201	Introduction to Psychology	3

UNIVERSITY REQUIRED COURSES (UR)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
BIZ 101/BIZ 102	University Success for Business *(Business Majors Only)*	2
UNIV 100	University Success	2
UNIV 105	University Success for Adult Learners *(PRIS Majors Only)*	2
UNIV 200	Civic Engagement	1

THEE PATHWAY
General Education Program

DATA & INFORMATION LITERACY PATHWAY OPTIONS (PATH)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
CSC 115	Computer Digital Principles	3
CSC 215	Data Analytics	3
ENG 325	Black Image in the Media	3
ITD 114	Computer Aided Drafting	3
JMS 250	Media Literacy	3
MET 270	Computational Data Analysis Visualization	3

MNGT 350	Business Computer Applications	3
PS 236	Political Statistics	3
DISCOURSE PATHWAY OPTIONS (PATH)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
CLL 104	Workforce Communication, Behavior & Culture	3
CLHR 220	Training, Developing, and Communicating	3
CMD 211	Introduction to Communication Disorders	3
ENG 213	Professional Writing	3
ENG 300	Introduction to Creative Writing	3
ENG 331	Introduction to Linguistics	3
JMS 200	Introduction to Mass Communications	3
JMS 201	Introduction to Media Writing *(Prerequisites: ENG 104, 105 or 111 and 112. JMS 200 recommended)*	3
SPCH 201	Speech Arts	3
SPCH 214	Interpersonal Communications	3
SPCH 215	Training the Speaking Voice	3
SPCH 216	Public Speaking	3
SPCH 218	Listening	3
American Sign Language Recommended Sequence of Courses		
SPED 466	Introduction to Sign Language	3
SPED 467	Advanced Sign Language	3
ENVIRONMENT, CONSERVATION & SUSTAINABILITY PATHWAY OPTIONS (PATH)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
BIO 103	Environmental Science	3
BIO 114	Introduction to Marine & Environmental Science	2
CHEM 131	Introduction to Chemistry	3
GEOG 105	Introduction to Cultural Geography	3
ITEM 301	Principles of Emergency Management	3
SOC 216	Modern Social Problems	3
FINANCIAL LITERACY PATHWAY OPTIONS (PATH)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
ACC 202	Foundations of Accounting	3
ECO 202	Foundation of Economic Issues	3
ECO 204	Black Economic & Social Issues	3
ECO 206	Foundations of Global Economics	3
ENTR 285	Creativity, Innovation & Entrepreneurship	3

GB 201	Introduction to Legal Aspects of Business	3
FIN 220	Foundations of Finance	3
FIN 247	Foundations of Stock Market Investing	3
GLOBAL PATHWAY OPTIONS (PATH)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
ART 206	Art Appreciation	3
ART 337	Non-Western Art	3
French Recommended Sequence of Courses		
FR 101	Elementary French	3
FR 102	Elementary French II	3
FR 201	Intermediate French	3
History Recommended Sequence of Courses		
HIS 101	History of Civilization I	3
HIS 102	History of Civilization II	3
HIS 201	US History I	3
HIS 202	US History II	3
MUS 202	World Music Cultures	3
MUS 205	Music Appreciation	3
MUS 218	Jazz Appreciation	3
MUS 350	Roots of Music from Africa	3
SS 111	Ethnic Studies Survey- Black Americans	3
SS 211	Ethnic Studies Survey- Native & Hispanic Americans	3
SS 212	Ethnic Studies Survey- Jewish & Asian Americans	3
SOC 325	Cultural Anthropology	3
Spanish Recommended Sequence of Courses		
SP 101	Elementary Spanish	3
SP 102	Elementary Spanish II	3
SP 201	Intermediate Spanish	3
Study Abroad Courses	*Consult with JSU Global for applicable Study Abroad Pathway options.*	
JUSTICE PATHWAY OPTIONS (PATH)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
CJ 100	Introduction to Criminal Justice	3
CJ 210	Introduction to Correctional Services	3
CJ 215	Ethics in Criminal Justice	3
SOC 216	Modern Social Problems	3
SW 215	Social Welfare Policies & Programs	3

SOC 329	Social Change	3
SW 360	Social Issues in Film	3
ECO 204	Black Economic & Social Issues	3
PHYSICAL, MENTAL & PUBLIC HEALTH PATHWAY OPTIONS (PATH)		
COURSE NUMBER	COURSE TITLE	CREDIT HOURS
BIO 236	Concepts of Public Health	3
HE 101	Concepts of Health	3
HE 113	First Aid	3
HE 122	Foundations of Health	3
HE 208	Epidemiology of Diseases	3
SOC 302	Basic Issues in Mental Health	3
SOC 310	Introduction to Alcohol & Drug Abuse	3
SW 230	Basic Trauma and Trauma-Informed Care	3
TREC 104	Introduction to Therapeutic Recreation	3
PE	Any three (3) one-hour activity courses with a Physical Education prefix.	(1) x 3

University Success Course (UNIV 100/BIZ 101/BIZ 102/UNIV 105) This course offers a global, comprehensive and personalized approach to student success through a customized textbook, stimulating lectures, success seminars and workshops, action research, leadership development, library initiatives, and community service.

DEGREE PROGRAMS

JSU ONLINE

COLLEGE OF BUSINESS

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

COLLEGE OF HEALTH SCIENCES

COLLEGE OF LIBERAL ARTS

COLLEGE OF SCIENCE ENGINEERING AND TECHNOLOGY

JSU ONLINE

ORGANIZATION OF THE INSTRUCTIONAL PROGRAMS

The academic programs of the University are housed in five academic colleges: College of Business, College of Education and Human Development, College of Liberal Arts, College of Health Sciences, and the College of Science, Engineering, and Technology. Some degrees in these academic colleges are offered through JSU*Online.*

JSU*Online*
Dr. Keith Riley
Executive Director
keith.o.riley@jsums.edu
Office: 101 W. Capital Street, 5th Floor 601-979-0779

INTRODUCTION

JSU*Online* aims to assure the planning, development, and implementation of online education activities are in accordance with the mission of the University. Jackson State University's main goal is to utilize online learning to provide quality instruction to traditional and nontraditional students without the limitations of geographical boundaries and space. Students enrolled in an online or blended course and online degree program are provided resources equivalent to those provided to face-to-face students. Students can earn a quality education and work toward achieving long-term career goals at their convenience. For additional information, please contact JSUOnline at (601) 979-0779, email jsuonline@jsums.edu, or visit 101 West Capitol Street, Jackson, MS, 39201.

A listing of the academic degree programs offered through JSU*Online* can be found at: https://www.jsums.edu/new-jsuonline/online-degree-programs/.

State Authorization

Jackson State University participates in the State Authorization Reciprocity Agreement (SARA), which is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. As a member of the National Council for State Authorization, Jackson State University is authorized to provide online programs and courses to students who reside in a state other than Mississippi. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA approval does not extend to programs that lead to professional licensure.

Professional Licensure

Professional licensure/certification requirements vary from state to state, which may affect a student's ability to apply for a professional license/certification upon the completion of the program. The U.S. Department of Education regulation, *34 CFR 668.43 (a) (5) (v)*, requires an institution to disclose whether the program will fulfill educational requirements for licensure or certification for each state. Students who reside in a state other than Mississippi must review

the professional licensure disclosures pertaining to the academic program and consult with the state professional licensing board. Licensure disclosures for specific programs can be found at:
https://www.jsums.edu/new-jsuonline/professional-licensure-disclosure/
https://www.jsums.edu/socialwork/files/2020/09/Jackson-State-Universit-Licensure.pdf
https://www.jsums.edu/commdisorders/licensure-certification-disclosure/

Online Undergraduate Programs

Bachelor of Arts in History
Bachelor of Science in Childcare and Family Education (Non-Licensure)
Bachelor of Science in Criminal Justice
Bachelor of Science in Healthcare Administration
Bachelor of Science in Professional Interdisciplinary Studies
Bachelor of Science in Technology – Emergency Management Technology Concentration

COLLEGE OF BUSINESS

Dr. Fidelis Ikem
Dean
fidelis.ikem@jsums.edu
Office: College of Business Building, Suite 521 601-979-2411

Dr. Sheila C. Porterfield
Associate Dean
sheila.y.porterfield@jsums.edu
Office: College of Business Building, Suite 521 601-979-2411

INTRODUCTION

The College of Business at Jackson State University is committed to providing undergraduate and graduate business education programs that prepare students with competencies to succeed in the competitive global business world. Students are provided every opportunity for success in preparation for meeting the changing needs of business, industry, government, nonprofits, and education.

The College is committed to offering a supportive learning environment that will allow students to grow and flourish under the leadership of qualified faculty who value academic excellence. The College also incorporates special presentations by speakers from business and industry as well as by notable alumni to enrich the learning environment. Thus, students have regular opportunities to interact with executives and other professionals from the business community.

The College of Business awards the Bachelor of Business Administration (B.B.A.) degree in the following areas: Accounting, Business Administration, Economics, Entrepreneurship, Finance, Management, and Marketing. In addition, the College, through its Business Graduate Programs Office, awards the Master of Business Administration Degree (MBA), the Master of Business Administration Degree – Online (MBA), and the Master of Professional Accountancy (MPA) Degree. The College also awards the Doctor of Philosophy Degree in Business Administration (Ph.D.) with three concentrations: Accounting, Economics, and Management.

COLLEGE ACCREDITATIONS

The College of Business at Jackson State University is fully accredited by the Association to Advance Collegiate Schools of Business (AACSB International), the highest business school accrediting body in the world.

The College is also accredited by the Network of International Business Schools (NIBS). NIBS Accreditation recognizes business schools that have demonstrated a commitment to internationalization in all facets of their organization.

COLLEGE OF BUSINESS MISSION STATEMENT

The College of Business provides an undergraduate and graduate management education to a

student body that is growing in diversity, by serving students from the southern region, expanding our national presence, and with growing emphasis serving international students. We focus on students and families who value the HBCU educational experience and on educating those from historically disadvantaged backgrounds. Our faculty, serving at the only major urban university in the state of Mississippi, actively engage in research and value excellence in the classroom as they prepare our students to provide creative business-centered solutions that promote economic and social advancement in local and national economies. The College produces ethical, technologically advanced, and globally aware business leaders.

PURPOSE AND OBJECTIVES

The primary purpose of the College of Business at Jackson State University is to provide opportunities for (1) intellectual and professional development for students enrolled in its instructional programs; (2) discovery of new and useful knowledge through academic and applied research; (3) effective application of knowledge in the business and economic development of the state, region, and nation through service activities.

The educational programs aim to provide students with the basic knowledge in business and related disciplines that will provide them with the needed skills and competencies required to pursue careers or advanced study. The College emphasizes a close student-teacher relationship through an advisory system designed to help students match their ability and interest with a specialized professional field.

In addition, the educational program includes professional development activities designed to enhance communication, critical thinking, and problem-solving skills and acquaint students with social and behavioral attitudes and norms required for success in business.

The student who graduates from the College of Business should (1) be able to deal with the technical complexities of his/her chosen career; (2) have the ability to reason and independently make decisions; (3) possess written and oral communication skills; (4) possess the requisite computer skills; (5) have an inclusive perspective on society and its progress; and (6) have an appreciation of the global/international dimensions of the economy and business. Each graduate should have the skills and competencies required to ensure success in his/her chosen career or field of graduate study.

The College also works to assist students in obtaining placement in internships and co-ops. The CAPS Center staff also works diligently to assist students with the process involved in obtaining career opportunities in business, industry, and/or graduate and professional schools upon graduation.

ACADEMIC DEPARTMENTS

Department of Accounting, Finance and Entrepreneurship
Dr. Bobbie Daniels, Interim Chair
Office: College of Business Building, Suite 462
Phone: 601-979-2414

Majors
Accounting
Finance
Entrepreneurship

Minor for Non-Business Majors
Finance
Entrepreneurship

Department of Business Administration
Dr. Chali Nondo Chair
Office: College of Business Building, Suite 385
Phone: 601-979-2534

Majors
Business Administration
Economics
Management
Marketing
Supply Chain Management

Minors for Non-Business Majors
Business Administration
Marketing

CENTERS

College of Business Center for Academic and Professional Success (CAPS)
Dr. Sheila c. Porterfield, Associate Dean/Managing Director
Ms. Jacqueline Spires, Coordinator of Student Success (teaching component)
and Internship Services
Center Location: College of Business Building, Suite 350

The Center for Academic and Professional Success (CAPS) is a comprehensive College of Business resource center that focuses on preparing students for their entry into the business world. The Center is comprised of professional development courses, student professional development services, and student career management and placement services.

The purpose of the Center is to provide students with a wide-range of career-related services, whether they seek experiential learning experiences in business organizations, permanent employment opportunities in business and industry, or advanced study opportunities in graduate or professional schools. Students are provided with a variety of career and employment-related tools, resources, and interview opportunities.

The follow courses are offered through the College of Business Center for Academic and Professional Success (CAPS):

BIZ 101 (1) University Success for Business Major. The course is designed to assist first year students in their adjustment to college life and explore career options. Students are introduced to professional development requirements.

BIZ 102 (1) University Success for Business Major. Prerequisite: BIZ 101. The course is designed to assist first year students in their adjustment to college life and explore career options. Students are introduced to professional development requirements including portfolio development.

BIZ 200 (3) Introduction to Business. Prerequisites: BIZ 101, BIZ 102. This course is designed to introduce students to the basic concepts of business. Students receive instruction regarding the business environment, management of the enterprise, marketing management, accounting and financial management, and business careers. Professional dress is required.

BIZ 350W (3) Business Communications. Prerequisites: BIZ 101, BIZ 102, BIZ 201. This course is designed to merge written, oral and nonverbal communication theory and applications. Strong emphasis will be given to leadership theory and development content, organization, presentation, networking, problem-solving and decision-making. Students must actively participate in at least one business student organization. Professional dress is required

JSU Center for Small Business Development
Mr. Rickey Jones, Director
Office: College of Business Building, Suite 332

The JSU Small Business Development Center (JSU SBDC) is part of a network of Small Business Development Centers across the nation bringing expert business knowledge to small businesses at no cost. The JSU SBDC is located in Suite 332 in the College of Business Building.

JSU Women Business Center
Mr. Sydney Brown, Director
Office: College of Business Building, Suite 332

The JSU Women Business Center supports women entrepreneurs as they dream, launch, and grow their business in Mississippi. The Centers offers support with business coaching, small

business contracting, access to capital, technology development, and more.

JSU Financial Wellness Center
Location: College of Business Building, Suite 332

The JSU Financial Wellness Center serves as a focal point for financial literacy training, information, and program marketing for the campus and community. The Center is staffed by SFE&PD Student Ambassadors. The Center contains partner financial education materials from Wells Fargo, computers for online training, calculators, financial games, and more.

RESOURCES
Trading Room-Interdisciplinary Learning Laboratory (TR-ILL) Center for Academic and Professional Success (CAPS) Computer Laboratories

SCHOLARSHIPS
In addition to the scholarship programs offered by the University, the College of Business has a number of financial resources for business majors. Scholarships include:

- Bill Cooley College of Business Scholarship
- Brandon J. Bolden Endowed Book Award
- C Spire Foundation Endowed Scholarship
- George F. and Alleane M. Currie Endowed Scholarship
- John Palmer Endowed Scholarship Fund
- Yates Construction Endowed Scholarship
- Dr. Jacquelyn C. Franklin Annual Scholarship
- Brandon J. Bolden Book Scholarship
- Charles F. Moore Endowed Scholarship
- Five-for-Five Book Scholarship

DEGREE REQUIREMENTS
The College of Business awards the Bachelor of Business Administration (B.B.A.) degree in the following areas: Accounting, Business Administration, Economics, Entrepreneurship, Finance, Management, and Marketing.

In order to earn the B.B.A. degree, students must complete requirements in the following areas:
(1) the University's general education requirements;
(2) the College of Business core requirements,
(3) the major requirements; and
(4) the elective requirements unrestricted and
business.

COLLEGE CORE REQUIREMENTS:
The College Core Requirements are intended to provide basic grounding in the body of knowledge common to all business disciplines. All students pursuing the Bachelor of Business

Administration (B.B.A.) degree are required to take the core requirements.

Course Number	Course Title	Credit Hours
ACC 211	Principles of Financial Accounting	3
ACC 212	Principles of Managerial Accounting	3
BIZ 201	Introduction to Business	3
BIZ 350	Business Communications	3
ECO 212	Principles of Microeconomics	3
ECO 256	Business Statistics I	3
ECO 356	Business Statistics II	3
FIN 320	Business Finance	3
GB 201	Introduction to the Legal Aspects of Business	3
MNGT 330	Management to Organizations	3
MNGT 334	Supply Chain Management	3
MNGT 351	Management Information Systems and Applications	3
MNGT 458	Strategic Management	3
MNGT 482	Business Ethics	3
MKT 351	Marketing Management	3
MATH 221	Calculus for Business	3
TOTAL 48 hours		

Major Requirements
Students must complete 24.0 credit hours in their selected major. The major requirements are shown in the departmental sections. Note: Please see the Department section for a description of the major requirements.

Elective Requirements
Every student in the College of Business is required to meet the following elective requirements:
Restricted, Business Elective – *Any international business course that is not already required on the curriculum for the major* 3 hours

Business Elective (*may be restricted or unrestricted by the major department; please see the curriculum sheet for the major)* 3 hours

TOTAL 6 hours

Non-Transferable Courses
The College of Business does *not* accept for credit:

1. Remedial or developmental courses;
2. Courses from the community/junior colleges to transfer as a junior or senior level course;
3. Courses designed specifically for technical and vocational career programs.

MAJOR FIELD TEST IN BUSINESS

Students in the College of Business must take the Major Field Test in Business (MFTB) upon completion of the business core. The MFTB is a national standardized exam that covers content from the common body of business knowledge. The common body of business knowledge is taught in business core courses in the College of Business. All College of Business students, regardless of major, are required to take these courses. The MFTB is administered in the College of Business capstone course, MNGT 458, strategic management, and is counted as a test score. Students are urged to give their studies in the business curriculum their utmost time, attention, and commitment.

In addition, the Major Field Test in Business is a requirement for graduation in the College of Business.

GRADUATION REQUIREMENTS

To earn a degree in the College of Business, each student must satisfactorily complete all degree requirements. Specific requirements for the completion of each course of study within the College of Business are as follows:

1. Complete a minimum of 120 semester hours.
2. Earn a cumulative academic average of not less than 2.0 in all courses taken at the University. The 2.0 cumulative GPA must be earned at the end of the semester prior to the semester that the student applies for graduation.
3. Earn a cumulative academic average of not less than 2.0 in all business courses that are required in the business curriculum (including the business core, the business electives, the business philosophy requirement—business ethics, and the business major.) The 2.0 cumulative GPA must be earned at the end of the semester prior to the semester that the student applies for graduation.
4. Earn a cumulative average of not less than 2.0 in all courses that constitute the 24 hours in the business major. The 2.0 cumulative GPA must be earned at the end of the semester prior to the semester that the student applies for graduation.
5. Take all senior outcome measures and examinations required by the College (Major Field Test in Business, goal assessments, etc.).
6. Complete, in residence, not less than half of the credit hours which fulfill the combined College core requirements and the major requirements (33.0).
7. Complete the final semester's course work in residence.
8. Complete all senior exit requirements (College of Business Questionnaire; submission of final resume; Jackson State University Graduating Student Survey, etc.).

DOUBLE MAJOR REQUIREMENTS IN THE COLLEGE OF BUSINESS

A student in the College of Business may simultaneously undertake two business majors. The student is encouraged to discuss interest in pursuing two majors with the assigned College faculty advisor.

Standard criteria are as follows:

1. Student must have completed a minimum of 32.0 credit hours and a maximum of 89.0 credit hours in residence at Jackson State University, with a minimum cumulative grade

point average of 3.0.

2. Student must declare each major by completing the required forms.
   a. The order in which each of the majors is declared is not prescribed, as long as the second major is declared when the student has completed no fewer than 32.0 credit hours and no more than 89.0 credit hours in residence at Jackson State University.
   b. The applications must be signed by the Chair of each of the two departments and the Associate Dean of the College of Business.
   c. Student must return completed and signed applications to the Office of the Registrar and Records.
   d. Degree plans must be developed and approved by an advisor from each of the respective departments.
   e. Student must meet requirements and follow procedures of each department.
3. Degree requirements for each major must be met simultaneously. (Meeting the requirements of dual majors may lengthen completion time of academic programs.)
4. Neither of the two majors will be considered the "primary" major for the student with a double major within the Business Administration degree program. Therefore, the student must demonstrate equal commitment to both majors through engagement with faculty from each department (major), participating in extracurricular activities organized by each of the departments (majors), and interaction with other students from each department (major).
5. Student must maintain grade point average of 2.00 or higher in each major.
6. Student may withdraw from this arrangement at any time prior to the final semester in which the degrees are to be awarded by submitting a formal letter of withdrawal to the Associate Dean of the College of Business.

DEPARTMENT OF ACCOUNTING, FINANCE & ENTREPRENEURSHIP

Dr. Bobbie W. Daniels
Interim Department Chair
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FACULTY:
N. Alsharari, D. Causey, L. Day, L. Didia, L. Liddell, C. Maiden, M. Nabulsi, S. Simmons, G. Yu

INTRODUCTION / MISSION
The Accounting, Finance and Entrepreneurship Department in the College of Business at Jackson State University offers a Bachelor of Business Administration Degree in Accounting, Finance, and Entrepreneurship. The mission of the Department is to provide quality education that is based on professional standards and best practices to our undergraduate students who are majoring in Accounting, Finance and Entrepreneurship. Our program will prepare undergraduate students with the knowledge, competencies, critical thinking skills and field experience to operate as ethical and solutions-oriented professionals and business innovators. The undergraduate programs will also prepare students for entry into graduate programs and prepare them for

further professional development in their careers. Our program will prepare students to expand their knowledge, conduct research and continue their professional growth in their chosen fields.

OBJECTIVES

The primary objective of the Department of Accounting, Finance and Entrepreneurship is to prepare students for careers in professional accountancy and finance. The academic curriculum for entrepreneurship is designed to expose students to the challenges and opportunities of new venture start-up, the management of developing businesses, and/or the management of existing small businesses and franchises.

STUDENT LEARNING COUTCOMES

- Undergraduate accounting students will demonstrate a thorough understanding of financial reporting related to financial statements, asset measurement, and income determination.
- Undergraduate accounting students will demonstrate basic accounting concepts for state and local governments and not-for-profit organizations.
- Undergraduate accounting students will demonstrate a working knowledge of the Federal Income Code and gain sufficient knowledge to begin an entry-level position as a tax practitioner.
- Undergraduate accounting students will demonstrate the nature of auditing and develop a foundation for acquiring the skills and knowledge to become an auditor.
- Students will demonstrate a solid foundation in applying the financial principles of the time value of money.
- Students will be able to evaluate a large and complex business problem, make some assumptions, structure the firms' cash flows and make a decision.
- Students will demonstrate knowledge and application of various investment instruments
- Students will demonstrate knowledge of risk and returns in evaluation of portfolios performance
- Students will be able to demonstrate how international business activities influence financial decisions.
- The student will demonstrate knowledge of the business start-up process using the lean methodology approach.
- The student will be able to develop the business model for a new start-up by proper completion of the business model canvas.
- The student will demonstrate effective oral communication skills by preparing an oral presentation of the business model to an outside group.
- The student will demonstrate knowledge of the available sources of start-up funding for a successful business.

BACHELOR OF BUSINESS ADMINISTRATION - ACCOUNTING

MAJOR REQUIREMENTS: A total of eight accounting courses are required of all accounting majors. A minimum of 24 semester hours of accounting beyond ACC 211 and 212 is required for a degree. In general, all upper division accounting courses must be completed at Jackson State University.

Course Number	Course Title	Credit Hours
ACC 314	Intermediate Accounting I	3
ACC 315	Intermediate Accounting II	3
ACC 321	Cost Accounting	3
ACC 381	Government and NFP Accounting	3
ACC 423	Income Tax Accounting	3
ACC 436 OR	Advanced and International Accounting	3
ACC 473	Advanced Income Tax Accounting	
ACC 455W	Auditing	3
ACC 492	Accounting Information Systems	3

TOTAL 24

In addition, accounting majors must complete 9 semester hours of electives as shown below:

ELECTIVES

Restricted, Business Elective 3 hours
(Any international business course that is not already required on the curriculum for the major)

Restricted Business Elective 3 hours
GB 302 Business Law

**General Education = 42 hours; COB Core = 48 hours; Major = 24 hours; Electives = 6 hours (includes GB 302)

A 2.0 GPA is required in all courses taken at the University, all business courses required in the curriculum, and all courses that constitute the major. ACC 211 and ACC 212 are excluded from the major average.

ACCOUNTING CERTIFICATE

The accounting certification program is open to those with a baccalaureate degree from an accredited institution. The primary objective of the certificate program is to provide the accounting coursework necessary for those individuals who desire basic skills for entry-level positions or for employees who want to be promoted or transferred within their organizations. The proposed program will be offered entirely online (8-week classes).

The following courses will be required for the program:

Course Number	Course Title	Credit Hours
ACC 211	Principles of Financial Accounting	3
ACC 212	Principles of Managerial Accounting	3

ACC 314	Intermediate Accounting	3
ACC 423	Income Tax Accounting	3
Accounting Elective are to be selected from the following:		**6**
ACC 321 Cost Accounting (3 hours)		
ACC 381 Governmental and NFP Accounting (3 hours)		
ACC 455 Auditing (3 hours)		
ACC 436 Advanced & International Accounting (3 hours)		
ACC 473 Advanced Income Tax Accounting (3 hours)		
TOTAL 18		

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/08/Accounting-2022_JSU.pdf

COURSE DESCRIPTIONS

ACC 202 (3) – Foundations of Accounting (for Non-business majors). The course is open only to non-business students. A nontechnical introduction to the principles of financial and managerial accounting with emphasis on the use and interpretation of financial reports, managerial planning and control. The course is for the individual who seeks a basic knowledge of accounting and its uses. It is designed for the user of accounting information rather than the preparer.

ACC 211 (3) Principles of Financial Accounting. Introduction to accounting principles and concepts, including a study of the basic accounting equation, business transaction analysis, and financial statements preparation.

ACC 212 (3) Principles of Managerial Accounting. Prerequisite: ACC 211. Accounting principles and concepts as applied to managerial accounting.

ACC 314 (3) Intermediate Accounting I. Prerequisite: ACC 212. A study of the functions of financial accounting, basic theory, asset and liability recognition and measurement.

ACC 315 (3) Intermediate Accounting II. Prerequisite: ACC 314. A study of accounting theory and practice as applied to stockholders' equity, dilutive securities, investments, income measurement issues, and preparation and analysis of financial statements.

ACC 321 (3) Cost Accounting. Prerequisites: ACC 211 and ACC 212. Introduces students to the concepts and techniques of managerial accounting. The course teaches accounting principles and concepts as applied to managerial accounting.

ACC 381 (3) Government and NFP Accounting. Prerequisite: ACC 211 and ACC 212. A study of accounting practice and theory as it relates to state and local governments, and other non-for-profit entities.

ACC 423 (3) Income Tax Accounting. Prerequisite: ACC 212. An in-depth study of federal and

state income tax laws, tax research methods, effects on the distribution of individual income.

ACC 436 (3) Advanced and International Accounting. Prerequisite: ACC 315. Special accounting problems related to partnerships, consolidations, international operations, and International Financial Reporting Standards.

ACC 473 (3) Advanced Income Tax Accounting. Prerequisite: ACC 423. A study of federal and state income tax laws for fiduciaries, partnerships, and corporations integrating recent technologies and research applications.

ACC 455 (3) Auditing. Prerequisite: ACC 315. Analysis of the problems encountered by practicing public accountants as related to financial statements, audits; preparation of working papers and reports; and professional ethics.

ACC 492 (3) Accounting Information Systems. Prerequisite: ACC 314. A study of theory and practice as applied to accounting information systems. The course examines the process of purchasing or designing accounting systems and a variety of topics dealing with the role of technology in building, implementing, controlling, and auditing accounting information systems. A secondary goal of the course is to help students become more comfortable using computer-based tools including e-mail, accounting software and the World Wide Web.

ACC 495 (3) Special Topics in Accounting. Prerequisite: ACC 212 and consent of department chair. Independent study of accounting topics. Credit granted for formalized research studies and/ or accounting practicum (co-op).

BACHELOR OF BUSINESS ADMINISTRATION - FINANCE

MAJOR REQUIREMENTS: A minimum of 24 semester hours is required for the degree.

Course Number	Course Title	Credit Hours
ECO 311	Intermediate Macroeconomic Theory	3
OR		
ECO 312	Intermediate Microeconomic Theory	
FIN 317	Principles of Insurance	3
FIN 443	Financial Management	3
FIN 446	Commercial Banking	3
FIN 447	Investments	3
FIN 451	Portfolio Management	3
FIN 452	International Finance	3
OR		
ECO 446	International Trade	
GB 302	Business Law	3
TOTAL 24		

In addition, finance majors must complete 6 semester hours of electives as shown below:

ELECTIVES:

Restricted, Business Elective 3 hours
(Any international business course
that is not already required
on the curriculum for the major)

Restricted ECO or FIN Elective 3 hours
Any 300 or 400 Economics or Finance course
not already in major.
**General Education = 42 hours; COB Core = 48 hours; Major = 24 hours; Electives = 6 hours

A 2.0 GPA is required in all courses taken at the University, all business courses required in the curriculum, and all courses that constitute the major.

MINOR IN FINANCE FOR NON-BUSINESS MAJORS

A minor in finance is offered to students earning degrees outside the College of Business. The minor introduces the student to the principles of finance. Students pursuing the finance minor are expected to apply these principles in analyzing financial issues and in developing problem-solving and quantitative skills that are widely used in business. Students learn how to apply key financial concepts to real-life situations. Students also gain insight on financial markets and their wide-ranging impacts.

Course No.	Course Title	Credit Hours
ECO 211	Principles of Macroeconomics	3
OR		
ECO 212	Principles of Microeconomics	3
ACC 202	Foundations of Accounting	3
FIN 220	Foundations of Finance	3
FIN 247	Foundations of Stock Market	3
FIN 315	Personal Finance	3
GB 201	Introduction to the Legal Aspects of Business	3
TOTAL 18		

CURRICULUM MAP

https://www.jsums.edu/studentsuccess/files/2022/08/Business-Finance-2022_JSU.pdf

COURSE DESCRIPTIONS

FIN 220 (3) Foundations of Finance (for Non-business majors). This course provides students with a concise yet comprehensive survey approach to Finance. The course, intended for non-business majors, introduces the three main areas of finance: markets and financing instruments, investments, and financial management. Topics include banks and financial institutions, interest rate and the saving process, time value of money, introduction to bonds and stocks, characterizing risk and return, etc.

FIN 247 (3) Foundations of Stock Market Investing. A concise yet comprehensive survey approach that provides students with the opportunity to understand what stock market investing is about. The course introduces three main areas of stock market investing: building a core portfolio, maintaining stocks to watch, using key measurements, and tracking investment performance. Specific topics include how the stock market works, the language of stocks, the best techniques to build and refine your portfolio, easy timing tools to stop losses, how the masters tell us to invest, how history tells us to invest, and fundamental vs. technical analysis.

FIN 315 (3) Personal Finance. Prerequisite Junior Classification. This course covers personal finance and financial planning from both the individual's perspective and the planner's perspective. The students will be taught how to prepare financial plans and how to incorporate the theory and practice of personal finance into everyday life.

FIN 317 (3) Principles of Insurance. Prerequisite: Junior classification. This course covers the theory of insurance and risks shifting, and current insurance practices. We also examine personal and business insurance coverage, and the significance of various insurance related contract clauses.

FIN 320 (3) Business Finance. Prerequisite: ACC 212. This course acquaints students with business organizational forms, financial statement analysis, capital budgeting, time value of money, international finance, and ethics.

FIN 443 (3) Financial Management. Prerequisites: FIN 320. This course is a study of capital budgeting, risk analysis and valuation, cost of capital, leasing, reorganization, capital structure, and dividend policy.

FIN 446 (3) Commercial Banking. Prerequisites: FIN 320. This course considers the theory of commercial banking's effect on the money supply and national income. Emphasis is placed on the concept of asset management, the relationship of asset management to liquidity and profitability, and commercial banking and the nation's credit structure.

FIN 447W (3) Investments. Prerequisite: FIN 320. This course covers alternative investment analysis, securities markets, valuation of securities, capital market theory, and aggregate stock market analysis.

FIN 450 (3) Financial Institutions. Prerequisite: FIN 320. This course is a study of financial institutions and markets. Students will be exposed to historical factors that led to the development of major financial institutions and the impact of legislation on financial institutions. The importance of intermediation will be stressed along with the theory of interest rates, and regulatory issues.

FIN 451 (3) Portfolio Theory. Prerequisite: FIN 447. This course is a study of the theory underlying the management of portfolios consisting of securities and other assets, the measurement of risk and return, utility analysis, the construction of portfolios, and the evaluation of portfolio

performance, international diversification, and the legal and ethical responsibilities of financial planners.

FIN 452 (3) International Finance. Prerequisite: FIN 320. This course considers financial decision making involving the transfer of funds across national boundaries. A multi-dimensional approach is used in examining terms of trade, the international monetary system, foreign exchange markets, international financial markets and portfolio diversification, import and export financing, theory of comparative advantage, and global issues.

BACHELOR OF BUSINESS ADMINISTRATION IN ENTREPRENEURSHIP

MAJOR REQUIREMENTS: A minimum of 24 semester hours is required for the degree.

Course Number	Course Title	Credit Hours
ENTR 285	Creativity, Innovation and Entrepreneurship	3
ENTR 382	Applied Information Systems For Entrepreneurs and Small Businesses	3
ENTR 385/ MKT 385	Marketing for Entrepreneurs and Small (cross-listed course)	3
ENTR 384	Internship and Apprenticeship in Entrepreneurship Studies	3
ENTR 300/ FIN 300	Finance for Small Business and Entrepreneurial Ventures (cross-listed course)	3
ENTR 485	Venture Creation I	3
ENTR 486	Venture Creation II	3
ENTR 462/ MNGT 462	International Business and Entrepreneurship (cross-listed course)	3
TOTAL 24		

In addition, entrepreneurship majors must complete 6 semester hours of electives as shown below:

ELECTIVES

Restricted, Business Elective 3 hours
(Any international business course that is not already required on the curriculum for the major)

Restricted Entrepreneurship Electives 3 hours
Choose one of the following:
ENTR 460 - Managing Technological Elective and Creative Art Innovations or
ENTR 470 - Managing Urban, Social and Non-Profit Entrepreneurial Ventures
ENTR 487 - Family Business Management

**General Education = 42 hours; COB Core = 48 hours; Major = 24 hours; Electives = 6 hours

ENTREPRENEURSHIP MINOR FOR NON-BUSINESS MAJORS

The Minor in Entrepreneurship provides students from across the university the perspective and tools to recognize new business opportunities, to apply creativity and innovation to develop those opportunities, to identify funding resources, and to develop skills to manage and sustain entrepreneurial ventures. The inter-disciplinary nature of the Minor in Entrepreneurship enables students to identify entrepreneurial opportunities within their own disciplines by combining innovation and the integration of business, technical, and creative learning. The coursework is designed for students who seek an understanding of entrepreneurship without making it the center of their education.

Course No.	Course Title	Credit Hour
BIZ 201	Introduction to Business	3
ENTR 285	Creativity and Innovation	3
GB 201	Introduction to Legal Aspects of Business	3
ACC 202 OR	Foundations of Accounting	3
ENTR300/FIN300	Finance for Small Business and Entrepreneurs	
ENTR 385	Marketing for Small Business and Entrepreneurs	3
ENTR 460 OR	Managing Technological and Creative Art Innovations	3
ENTR 470	Managing Urban, Social and Non-Profit E Ventures	
TOTAL 18		

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/08/Business-Entrepreneurship-2022_JSU.pdf

COURSE DESCRIPTIONS

ENTR 285 (3) Creativity, Innovation and Entrepreneurship. An introductory course designed to familiarize the students with the world of small business and entrepreneurship by exploring the foundational concepts of creativity and innovation. Attention is given to leveraging intellectual capital by enhancing innate creativity and support the generation of unique and innovative ideas while, at the same time, include an overview of the other aspects of the entrepreneurial process including opportunity recognition, entrepreneurial marketing, practical use of financial statements, analysis of small business and small business financing, operating a small business and legal and ethical issues in entrepreneurship.

ENTR 300 (3) Finance for Small Business and Entrepreneurial Ventures (cross-listed course FIN 300). Prerequisites: FIN 341, ENTR 285, ENTR 382. Finance for Small businesses and Entrepreneurial Ventures takes a three-pronged stage sensitive approach to introduce financial thinking, tools, and techniques adapted to the realm of entrepreneurship and small business ownership. The course emphasizes the differences between large corporations and Small & Medium Enterprises (SMEs) relative to funding, risk assessment, and management. Topics include introduction to financial tools, financial markets, and instruments, and management of short-term assets and liabilities.

ENTR 382 (3) Applied Information Systems for Entrepreneurs and Small Business. Prerequisites: ENTR 381, FIN 320, and junior standing. Success as an entrepreneur or small business owner depends on the availability of relevant, accurate, and timely information. This course teaches fundamental business planning and accounting concepts while developing the skills to implement a cloud-based, technology enabled small business accounting system.

ENTR 384 (3) Internship and Apprentices in Entrepreneurship Studies. Prerequisite: Written proposal and consent of Internship Coordinator, Department Chair, and JSU Faculty me mber. A work experience in an operating business where the student, under academic and firm management supervision, participates in actual managerial functions (40 work hours per semester credit hour). Students must keep an executive diary of work experiences and submit frequent reports to the academic supervisor. All internships, practical, and other external learning experiences are supervised by JSU faculty(s), who also assign grades in the courses.

ENTR 385 (3) Marketing for Entrepreneurs and Small Businesses. Prerequisites: ENTR 285 and 382. This course focuses on the application of marketing principles and practices in entrepreneurial and small business contexts. Using marketing research methods, students will use a cloud-based, technology enabled business planning application to develop a marketing plan for a proposed or existing business concept. Topics include opportunity analysis, strategy and marketing mix development, business model creation including franchising and acquisition, and the importance of mentoring. Small Business Development Center counselors will provide mentoring to students.

ENTR 460 (3) Managing Technological and Creative Art Innovations. An experiential learning class that focuses on creating streams of new products or services in established and new firms by leveraging science and technology. This class is well suited for students whose entrepreneurial venture is in science, engineering, mass communication, history, arts, music, etc. This course will address topics and problems related to new ventures in the technology and art industry, with emphasis on distribution, publishing, performance and intellectual property rights, agents, personal managers, and contracts. Students will be required to develop an entrepreneurial initiative for this course.

ENTR 462 (3) International Business (cross-listed course MNGT 462). Prerequisite: MNGT 330. This course provides an in-depth study of international business. Most businesses today are impacted by globalization. Multinational corporations, as well as small and medium-sized businesses face both opportunity and challenges in the international marketplace. This course helps students develop a global perspective on business and understand how strategies must be adapted to be successful in other contexts and cultures.

ENTR 470 Managing Urban, Social and Non-Profit Entrepreneurial Ventures. An experiential learning class that explores entrepreneurship as a mechanism for urban and social change through economic development, and community wealth creation. This course examines organizational approaches (for-profit and nonprofit) that emphasize both urban and social mission and effectiveness. Students learn how to recognize social impact opportunities, how to

reconfigure products and services for underserved markets, and how to develop urban or social enterprise models that are sustainable and scalable. Students will be required to develop an urban, social or non-profit entrepreneurial initiative for this course.

ENTR 485 (3) Venture Creation /Entrepreneurship Senior Project. Prerequisites: MNGT 330 and senior standing. This course is designed to prepare the entrepreneurship student for the role of practicing entrepreneur by providing meaningful experiences to simulate the process of starting a firm. The course combines theory with practice by giving the student the opportunity to launch the business plan which has been developed in previous coursework and within the constraints of a classroom let the student experience the many problems and unexpected outc omes that accompany successful firm creation. The Lean Launch Pad approach as adopted in the Stanford University Technology Ventures I-corp program will be taught in phase I. The customer discovery process will be used to develop strategies in marketing, finance, human resource management and strategic planning.

ENTR 486 (3) Venture Creation II/Entrepreneurship Senior Project. Prerequisites: ENTR 485, MNGT 330 and senior standing. This course is designed as a continuation of ENTR 485 to prepare the entrepreneurship student for the role of practicing entrepreneur. The development of the enterprise begun in 485 will continue to a more advanced level and ideally lead to early stage launch depending upon the data gathered and analyzed in the previous score. A recommended course of action and implementation plan is expected with data driven justification and resource allocation decisions designed to provide satisfactory investor outcomes.

ENTR 487 (3) Family Business Management. Prerequisites: ENTR 382 and junior standing. This course will explore the unique challenges and opportunities present in managing a family business. Topics will include: the decision to join the family firm, establishing credibility as a son or daughter, the stages of family business growth, strategic planning in the family firm, dealing with non-family managers, and succession.

DEPARTMENT OF BUSINESS ADMINISTRATION

Dr. Chali Nondo
Department Chair
Phone: 601-979-2534

FACULTY:
O. Anyamele, D. Didia, M. Granger, J. Smith, J. Assad, Y. Cho, H. Chong, P. Freeman, P. Thiagarajan, E. Davidson; H. Kim, S. McFarland, J. White

INTRODUCTION/MISSION
The mission of the undergraduate majors in the Department of Business Administration is to produce students equipped with skills necessary to understand how the business environment works, and how to apply this knowledge and skill to tackle practical business problems that arise

and exist in the real world. The department is committed to high standards, and high levels of achievements for its students, in line with its maintenance of the Association to Advance Collegiate Schools of Business (AACSB) international accreditation, of the College of Business.

OBJECTIVES

The objectives of the Department of Business Administration are to train and produce skilled practitioners in the business areas of general Business Administration, Economics, Management, and Marketing. The degrees are designed to:

- Train and produce students with critical thinking, analytical, problem solving, and communication skills;
- Enable students acquire practical experience to be able to succeed in the real business world;
- Raise students' level of academic performance and retention; and
- Attract and retain high quality and highly productive faculty.

STUDENT LEARNING OUTCOMES

- Students will demonstrate a solid foundation in applying the financial principles of the time value of money.
- Students will be able to evaluate a large and complex business problem, make some assumptions, structure the firms' cash flows and make a decision.
- Students will demonstrate knowledge and application of various investment instruments
- Students will demonstrate knowledge of risk and returns in evaluation of portfolios performance
- Students will be able to demonstrate how international business activities influence financial decisions.
- Students will develop and demonstrate oral and written communication skills with focus on effectiveness, clarity, and sophistication.
- Students will be able to demonstrate an understanding of the processes involved in ethical decision making in personal, professional and civic life.
- Students will be able to demonstrate an understanding of the dynamics of the global economy.
- Students will be able to demonstrate competency with utilizing information technology.
- Students will be able to develop and strengthen critical thinking skills in conjunction with quantitative analysis.
- To develop an awareness of multiculturalism and diversity understanding.
    - To demonstrate mastery of basic knowledge concerning the importance of cultural values and diversity and the impact these factors have on business organizations.
    - To demonstrate a clear understanding of knowledge of different cultures as they relate to diversity
- To develop an awareness to recognize the dynamics of the global markets and its impact on global economy.
    - To demonstrate an understanding of the process of making business recommendations after reviewing external and internal industry information.

- To demonstrate the ability to explain how various economic and market outcomes exists and how businesses respond to those nuances.
- To demonstrate competency with utilizing information technology.
  - To demonstrate a competency regarding business productivity software.
  - To demonstrate competency concerning the techniques used in the collection, presentation, manipulation and interpretation of numerical data.

BACHELOR OF BUSINESS ADMINISTRATION – BUSINESS ADMINISTRATION

MAJOR REQUIREMENTS: A total of eight courses are required of all Business Administration majors.

Course Number	**Course Title**	**Credit Hours**
Restricted Elective	Any 300 or 400 Upper Business ACC/ECO/FIN Course (that is not already required in the major)	3
ECO 442	Money and Banking	3
ENTR 285	Innovation & Entrepreneurship	3
FIN 447	Investments	3
GB 302	Business Law	3
*Restricted Upper Business Elective	*Any 300 or 400 Level Business Course (that is not already required in the major)	3
*Restricted Upper Business Elective	*Any 300 or 400 Level Business Course (that is not already required in the major)	3
*Restricted Upper Business Elective	*Any 300 or 400 Level Business Course (that is not already required in the major)	3
TOTAL 24		

NOTE: Restricted Upper Level (300 or 400) Business Electives – Not more than two of these courses can be taken from the same area.

In addition, business administration majors must complete 6 semester hours of electives as shown below:

ELECTIVES

Restricted, Business Elective *(Any international business course that is not already required on the curriculum for the major)*	3 hours
Unrestricted Business Elective *Any business course (not already required in major)*	3 hours

NOTE: General Education = 42 hours; COB Core = 48 hours; Major = 24 hours; Electives = 6 hours (includes GB 302)

A 2.0 GPA is required in all courses taken at the University, all business courses required in the curriculum, and all courses that constitute the major.

MINOR IN BUSINESS ADMINISTRATION FOR NON-BUSINESS MAJORS

The Minor in Business Administration for Non-Business Majors provides a general study of business to students in Majors outside of Business. This enables students to gain a core understanding of business without making it the center of their education. Students who fulfill the requirements for the Minor in Business Administration will gain understanding of functional areas such as accounting, economics, finance, management, and marketing.

A minimum of 18 credit hours is required for the Minor in Business Administration for Non-Business Majors.

Course Number	Course Title	Credit Hours
ACC 202	Foundations of Accounting	3
ENTR 285	Creativity, Innovation, and Entrepreneurship	3
FIN 220	Foundations of Finance	3
MKT 351	Marketing Management	3
MNGT 330	Management to Organizations	3
GB 201	Introduction to the Legal Aspects of Business	3

CURRICULUM MAP

https://www.jsums.edu/studentsuccess/files/2022/08/Business-Administration-2022_JSU.pdf

COURSE DESCRIPTIONS

GB 201 Introduction to the Legal Aspects of Business (3). Examines the application of laws to the business community, the legal structure and operation of business organizations, and the effect of government regulations on business activity.

GB 302 Business Law (3). In-depth review of the law of contracts, formation, operation, discharge, and legal and equitable remedies. Examines Articles 2, 3, 4, and 9 of the Uniform Commercial Code (UCC); and covers a review of individual and business organizations bankruptcy relief. Prerequisite: GB 201.

BACHELOR OF BUSINESS ADMINISTRATION – ECONOMICS

MAJOR REQUIREMENTS: A minimum of 24 semester hours is required for the degree.

Course Number	Course Title	Credit Hours
ECO 311	Intermediate Macroeconomics	3
ECO 312	Intermediate Microeconomics	3
ECO 325	Economic Development	3
ECO 360	Math for Economics and Finance	3
ECO 444	Public Economics	3
ECO 446	International Trade	3
ECO 456	Urban Economics	3
ECO 460	Introduction to Econometrics	3
TOTAL 24		

In addition, economics majors must complete 6 semester hours of electives as shown below:

ELECTIVES

Restricted, Business Elective	3 hours
(Any international business course that is not already required on the curriculum for the major)	
Restricted Economics Elective	3 hours
(Any upper level economics course not already required)	

**General Education = 42 hours; COB Core = 48 hours; Major = 24 hours; Electives = 6 hours

A 2.0 GPA is required in all courses taken at the University, all business courses required in the curriculum, and all courses that constitute the major.

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/09/Business-Economics-2022.pdf

COURSE DESCRIPTIONS

ECO 211 Principles of Macroeconomics (3). Provides an overview of the macroeconomic issues of the national income, unemployment, inflation, interest rates, monetary and fiscal policies, government budget deficits, and the public debt.

ECO 212 Principles of Microeconomics (3). Provides an overview of the microeconomic issues of resource scarcity and resource allocation, demand and supply analyses, price determination, production in business firms, and market structures.

ECO 256 Business Statistics I (3). Introductory course in statistical methods for business and economics. Covers the basic topics of descriptive statistics, probability theory, random variables, normal and standard normal distributions.

ECO 311 Intermediate Macroeconomics (3). Analyses of the neoclassical and Keynesian aggregate demand and supply models, and the partial and general equilibrium macroeconomic frameworks. Prerequisite: ECO 211.

ECO 312 Intermediate Microeconomic Theory (3). Basic theory of consumer behavior, production, and costs; partial equilibrium analysis of pricing in competitive and uncompetitive market structures, and general equilibrium. Prerequisite: ECO 212.

ECO 325 Economic Development (3). Study of ways to understand and promote the patterns and policies of economic growth and development in society. Involves the analysis of the economic and business variables that determine ability of communities and nations to achieve and sustain economic growth and development. Prerequisites: ECO 211 and ECO 212.

ECO 356 Business Statistics II (3). Review of methods of estimation and confidence intervals,

hypothesis testing, correlation and regression analysis, chi-square tests, analysis of variance, and non-parametric concepts. Prerequisite: ECO 256.

ECO 360 Mathematics for Economics and Finance (3). Introduction of mathematical approaches and techniques used in economics and finance. Develops mathematical skills needed to understand technical economic and finance literature. Prerequisites: MATH 221, ECO 211, ECO 212.

ECO 416 History of Economic Thought (3). Study of the origins and evolution of the key ideas on which our modern economic and business systems are founded. Explores the foundations that form the operational basis of the economic ideas of the Western free-market system, from the ancient and medieval times through to the modern era. Prerequisites: ECO 211 and ECO 212.

ECO 442 Money and Banking (3). Analyzes the roles of banks and non-bank financial institutions, money supply and demand, monetary policy, and interest rates, and their impacts on the economy. Prerequisites: ECO 211 and ECO 212.

ECO 444 Public Economics (3). Examines the public sector of the economy, regarding the economic roles and functions of government, with particular focus on their economic activities and their impact on the economy as a whole. Prerequisites: ECO 211 and ECO 212.

ECO 446 International Trade (3). Study of the nature, patterns, and structure of trade and other forms of economic transactions between nations. Prerequisites: ECO 211 and ECO 212.

ECO 456 Urban Economics (3). Analyses of the economic issues of urban areas, and the appropriate policies for addressing them; involves the socioeconomic, business, and institutional variables that shape and sustain urban economic development. Prerequisites: ECO 211 and ECO 212.

ECO 460 Introduction to Econometrics (3). Applies the techniques of single equation linear regression models, multiple regression, estimation procedures, significant tests of parameter estimates, autocorrelation, multicollinearity, and heteroscedasticity tests. Prerequisite: ECO 356.

ECO 470 Economics Seminar (3). Guides individual research projects with applications of concepts in economic theory and basic econometrics procedures. Prerequisites: ECO 211 and ECO 212

BACHELOR OF BUSINESS ADMINISTRATION – MANAGEMENT

MAJOR REQUIREMENTS: A minimum of 24 semester hours is required for the degree.

Course Number	Course Title	Credit Hours
ENTR 285	Creativity, Innovation & Entrepreneurship	3
MNGT 353	Production and Operations Management	3
MNGT 416	Organizational Behavior	3

MNGT 452	Human Resource Personnel Management	3
MNGT 460	Data Communications	3
MNGT 462	International Business and Entrepreneurship	3
MNGT 468	Collective Bargaining	3
MNGT 472W	Managerial Leadership	3

TOTAL 24

In addition, management majors must complete 6 semester hours of electives as shown below:

ELECTIVES

Restricted, Business Elective 3 hours
(Any international business course that is not already required on the curriculum for the major)

Restricted Business Elective 3 hours
(Any 300-400 level business course not already required)

**General Education = 42 hours; COB Core = 48 hours; Major = 24 hours; Electives = 6 hours

A 2.0 GPA is required in all courses taken at the University, all business courses required in the curriculum, and all courses that constitute the major.

CURRICULUM MAP

https://www.jsums.edu/studentsuccess/files/2022/08/Business-Management-2022.pub .pdf

COURSE DESCRIPTIONS

MNGT 330 Management to Organizations (3). Foundation of management focusing on the principles, functions, and practices of management.

MNGT 334 Supply Chain Management (3). Analysis of network simulation approaches, use of management science techniques, and forecasting in decision making in the management of supply inventories. Prerequisite: MNGT 330.

MNGT 351 Management Information Systems and Applications (3). Introduction to information processing and hands-on experience with modern information technology in business applications of word processing and presentation software.

MNGT 353 Production and Operations Management (3). Concepts related to production and operations management. Covers product and service design, location, planning, process selection and capacity planning, facilities layout, just-in-time systems, scheduling, and product management. Prerequisite: MNGT 330.

MNGT 416 Organizational Behavior (3). Organization theory and investigation of the impact that individuals, groups, and structure have on behavior within organizations.
Prerequisite: MNGT 330.

MNGT 452 Human Resource and Personnel Management (3). Administration of the human resource in organizations, including recruitment, selection, placement, training, motivation, performance appraisal, and compensation. Prerequisite: MNGT 330.

MNGT 458 Strategic Management (3). Expressed and implied guides to behavior and action within the framework of the business organization including managerial implementation of policies, and the appropriate enforcement of those guidelines. Prerequisites: ACC 212, ECO 212, FIN 320, MKT 351, and MNGT 330.

MNGT 460 Data Communications (3). Covers the information system development life cycle. Use of data flow diagrams and structure charts, database design, and program development; and utilizes a relational database management system to illustrate system development techniques. Prerequisite: MNGT 330, MNGT 351.

MNGT 462 International Business and Entrepreneurship (3). Study of the problems facing business organizations in the international setting. Prerequisite: MNGT 330.

MNGT 468 Collective Bargaining (3). The study of labor movements, strikes, and arbitration of strikes and labor disputes. An historical perspective tied in with contemporary labor issues. Prerequisite: MNGT 330.

MNGT 472 Managerial Leadership (3). Examines the influencing function of management and applications of behavioral science research and theories, to study how to motivate, help, guide, and coach employees for maximum performance. Prerequisite: MNGT 330.

MNGT 482 Business Ethics (3). In-depth examination of the impact of business ethics on corporate decision making. Covers the relationship between ethics and corporate governance, ethical dilemmas in the workplace, and the actions of corporations. Prerequisites: MNGT 330, and FNGB 201.

BACHELOR OF BUSINESS ADMINISTRATION – MARKETING

MAJOR REQUIREMENTS: A minimum of 24 semester hours is required for the degree.

Course Number	Course Title	Credit Hours
MKT 432	Advertising	3
MKT 436	Retail Management	3
MKT 438	Market Research	3
MKT 440	Consumer Behavior	3
MKT 448	Marketing Channels	3
MKT 450	Personal Selling	3
MKT 462W	Marketing Policy and Strategies	3
MKT 466	International Marketing	3
TOTAL 24		

In addition, marketing majors must complete 6 semester hours of electives as shown below:

ELECTIVES

Restricted, Business Elective	3 hours
(Any international business course that is not already required on the curriculum for the major)	
Restricted Business Elective	3 hours
(Any 300-400 level business course not already required)	

**General Education = 42 hours; COB Core = 48 hours; Major = 24 hours; Electives = 9 hours (includes GB 302)

A 2.0 GPA is required in all courses taken at the University, all business courses required in the curriculum, and all courses that constitute the major.

MINOR IN MARKETING FOR NON-BUSINESS MAJORS

The Minor in Marketing for Non-Business Majors provides a general study of Marketing to students in Majors outside of Business. This enables students to gain a core understanding of Marketing without making it the center of their education. Students will learn how to apply marketing concepts through the use of case studies and organizational projects on business as well as non-profit organizations. Students will also gain understanding of consumer behavior, along with the knowledge and tool needed to coordinate marketing elements into integrated campaigns.

A minimum of 18 credit hours is required for the Minor in Marketing for Non-Business Majors.

Course Number	Course Title	Credit Hours
BIZ 201	Introduction to Business	3
ECO 211	Principles of Macroeconomics	3
MKT 351*	Marketing Management	3
MKT 432 or	Marketing Management	3
MKT 448	Advertising or Marketing Channels	3
MKT 440	Consumer Behavior	3
MKT 450	Personal Selling	3
TOTAL 18		

*ECO 211 (Principles of Macroeconomics) is a prerequisite for MKT 351 (Marketing Management). Students interested in taking the Minor in Marketing for Non-Business Majors, need to take ECO 211 before taking MKT 351.

*MKT 351 (Marketing Management) is a prerequisite for MKT 432, MKT 448, MKT 440, and MKT 450. Students interested in taking the Minor in Marketing for Non-Business Majors, need to take MKT 351 before taking the upper level Marketing courses.

CURRICULUM MAP

https://www.jsums.edu/studentsuccess/files/2022/08/Business-Marketing-2022_JSU.pdf

COURSE DESCRIPTIONS

MKT 351 Marketing Management (3). Marketing-management approach in solving problems related to product planning, channels of distribution, pricing, advertising, and personal selling. Analytical survey of problems encountered by business people in distributing goods and services to markets. Prerequisite: ECO 211.

MKT 432 (3) Advertising (3). Advertising as a communications tool in marketing management. Understanding the role of advertising under diverse marketing conditions related to firm's marketing program pertaining to media-selection, budgeting, production and layout, and measurement of effectiveness. Prerequisite: MKT 351.

MKT 436 Retail Management (3). Profit planning and business control; buying, stock control, pricing, promotion; store location and layout organization; policies, systems, and coordination of store activities. Prerequisite: MKT 351.

MKT 438 Marketing Research (3). Study of the role of research in marketing decision-making, the research process, including research designs, measurements, data analysis and interpretation. Prerequisites: MKT 351, ECO 356.

MKT 440 Consumer Behavior (3). Survey of contributions of various research techniques in the social sciences to the understanding of consumer purchasing and decision making processes, with particular attention to formal and informal influence patterns. Prerequisite: MKT 351.

MKT 448 Marketing Channels (3). The development of channels, functional, and behavioral dimensions, environmental forces, power, conflict, and communication within the channels, including current and future trends in the development and management of channels.
Prerequisite: MKT 351.

MKT 450 Personal Selling (3). Examines today sales tactics in the face of a skeptical, well educated, and sophisticated buyer. Prerequisite: MKT 351.

MKT 462 Marketing Policies and Strategies (3). Detailed consideration of process of formulating and implementing marketing policies. Major emphasis on markets, distribution channels, and product analysis. Prerequisites: MKT 351 and nine (9) hours of additional marketing courses. Prerequisite: MKT 351.

MKT 466 International Marketing (3). Institutions, functions, policies, and practices in international marketing. Relates marketing activities to market and marketing environment. Prerequisite: MKT 351.

BACHELOR OF BUSINESS ADMINISTRATION – SUPPLY CHAIN MANAGEMENT
MAJOR REQUIREMENTS:
A minimum of 24 semester hours is required for the degree.

Course Number	Course Title	Credit Hours
MNGT 353	Production and Operations Management	3
MKT 443	Marketing Channels	3
SCM 410	Quality Management	3
SCM 420	Strategic Procurement	3
SCM 430	Project Management	3
SCM 450	Logistics	3
SCM 460	Risk Management	3
SCM 480	Supply Chain in Practice	3
TOTAL 24		

In addition, supply chain management majors must complete 6 semester hours of electives as shown below:

ELECTIVES

Restricted, Business Elective *(Any international business course that is not already required on the curriculum for the major)*	3 hours
Restricted Business Elective *(Any 300-400 level business course not already required)*	3 hours

**General Education = 42 hours; COB Core = 48 hours; Major = 24 hours; Electives = 6 hours (includes GB 302)

A 2.0 GPA is required in all courses taken at the University, all business courses required in the curriculum, and all courses that constitute the major.

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/08/Business-Supply-Chain-2022-2.pub .pdf

COURSE DESCRIPTIONS

SUPPLY CHAIN MANAGEMENT

SCM 401 Quality Management (3). This course focuses on developing knowledge and skills to improve quality and process efficiency by exploring various quality control tools and methods such as total quality management, quality function deployment, Lean System, Six Sigma, benchmarking, and Just-In- Time manufacturing. Strong emphasis is placed on Statistical Process Control (SPC) with control chart analysis. Prerequisite: MNGT 334 Supply

Chain Management.

SCM 420 Strategic Procurement (3). This course provides an in-depth understanding of the fundamentals surrounding procurement and supplier management in the context of domestic and global supply chain networks. Particular emphasis is placed on the strategic purchasing and sourcing process, to include supplier selection, evaluation, negotiation, and contracting. Prerequisite: MNGT 334 Supply Chain Management

SCM 430 Project Management (3). This course provides a systematic and thorough introduction to essential aspects of project management. The course emphasizes the importance of understanding the relationship between projects and the strategic goals of the organization. The technical, cultural, and interpersonal skills necessary to successfully manage projects from start to finish are also explored. analysis. Prerequisite: MNGT 334 Supply Chain Management

SCM 450 Logistics (3). This course provides an understanding of the analysis and design of logistics systems. The course emphasizes the importance of logistic types, channel development, control and management, and vertical marketing systems.
Prerequisite: MNGT 334 Supply Chain Management.

SCM 460 Risk Management (3). This course explores risk management concepts, tools, and measurement systems. In particular, the course provides a comprehensive understanding of supply chain risk management principles, including practical ways to identify, mitigate, and measure the impact of potential supply chain disruptions.
Prerequisite: MNGT 334 Supply Chain Management.

SCM 480 Supply Chain in Practice (3). This capstone course enables students to synthesize the theoretical and practical skills they have learned throughout the program. The course utilizes case studies and projects to allow students to analyze and synthesize program coursework. Prerequisites: MNGT 353 Production and Operations Management, SCM 420 Strategic Procurement, SCM 450 Logistics, and senior classification.

CENTER FOR ACADEMIC AND PROFESSIONAL SUCCESS (CAPS)

BUSINESS PROFESSIONAL DEVELOPMENT

BIZ 101 (1) University Success for Business Major. The course is designed to assist first year students in their adjustment to college life and explore career options. Students are introduced to professional development requirements.

BIZ 102 (1) University Success for Business Major. Prerequisite: BIZ 101. The course is designed to assist first year students in their adjustment to college life and explore career options. Students are introduced to professional development requirements including portfolio development.

BIZ 200 (3) Introduction to Business. Prerequisites: BIZ 101, BIZ 102. This course is designed to introduce students to the basic concepts of business. Students receive instruction regarding the business environment, management of the enterprise, marketing management, accounting and financial management, and business careers. Professional dress is required.

BIZ 350W (3) Business Communications. Prerequisites: BIZ 101, BIZ 102, BIZ 201. This course is designed to merge written, oral and nonverbal communication theory and applications. Strong emphasis will be given to leadership theory and development content, organization, presentation, networking, problem-solving and decision-making. Students must actively participate in at least one business student organization. Professional dress is required.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Dr. Jerri Haynes, Dean
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601-979-2433

DEPARTMENTS
Educational, Multicultural, and Exceptional Studies
Elementary and Early Childhood Education
Health, Physical Education, and Recreation
School of Lifelong Learning

The College of Education and Human Development has as its primary purpose and responsibility the development, administration, supervision and evaluation of programs in teacher education and other related human services which support the teaching profession and the mission of the University. It offers programs of professional training in non-teaching areas such as counseling, rehabilitative services and recreation leadership. More specifically, the College of Education and Human Development is responsible for developing and administering quality, comprehensive, career-oriented programs which attract culturally and economically diverse students into the fields of early childhood education, elementary education, secondary education, health and physical education, recreation, special education, social science education, educational administration and supervision and guidance and counseling. Further, the College of Education and Human Development: (1) emphasizes inquiry, research, and publication; (2) promotes faculty, staff, and student development programs; (3) provides ongoing programs for the education community, and promotes cooperation and collaboration between the College of Education and Human Development and other education or human service agencies at the local, state, national and international levels; and (4) seeks external assistance to aid in the support of its program offerings.

COLLEGE ACCREDITATIONS
The College of Education and Human Development's teacher education programs are accredited by the Council for Accreditation of Educator Preparation (CAEP). The Clinical Mental Health, Rehabilitation Counseling and School Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

VISION
The vision of the College of Education and Human Development is to be the premier urban institution of choice within the state of Mississippi, the region, and the nation for the preparation of teachers, counselors and mental health professionals, professional development specialists, school leaders, and other school related professional practitioners with the latest in technology, best practices and as responsive educators with adaptive expertise.

MISSION
The mission of the College of Education and Human Development is to employ teaching, research

and service within an urban learning community, and to prepare practitioners from diverse backgrounds for outstanding professional service through the development of solutions to potential or existing challenges facing urban institutions.

CENTERS & ORGANIZATIONS

Lottie W. Thornton Early Childhood Center - The Lottie W. Thornton Early Childhood Center provides childcare services for faculty, students, and the general community. The Center currently serves students ages 3 and 4 and serves as a training ground for the College of Education and Human Development's education programs. The Center offers diversified laboratory experiences for graduate and undergraduate students who are studying the cognitive, psychomotor and social development of young children.

Professional Test Preparation Center - The Professional Test Preparation Center is designed to facilitate the College of Education and Human Development's efforts to improve the performance of undergraduate and graduate students on standardized tests. General testing strategies, thinking, reading, and writing skills are emphasized. The center is used widely for assisting students with Praxis preparation.

Cleopatra D. Thompson Curriculum Center - The Cleopatra D. Thompson Curriculum Center provides a variety of multimedia resources, professional and instructional materials, and related equipment to support faculty and students in the College of Education and Human Development. The Center serves the objectives of programs in the College by locating, collecting, organizing, promoting, and distributing learning resources for use by faculty and students. It also provides facilities for assistance in the production of instructional materials, displays and demonstrations.

Center for Teacher Quality - The Center for Teacher Quality (CTQ) provides administrative oversight for teacher education programs and has the primary responsibility for coordinating admissions to teacher education and field-based experiences. The CTQ is responsible for facilitating the delivery of required and structured clinical and field-based experiences at both the basic and the advanced levels. Thus, all internships, field, clinical and student teaching experiences operate under the auspices of this office. Students who have completed at least 44 hours in their core curriculum and maintained a 2.75 grade point average may be eligible for admission to teacher education. For complete admissions requirements please visit the Center for Teacher Quality's website at https://www.jsums.edu/teacherquality/. Please note that admission to the Teacher Education Program does not guarantee admission to student teaching. Supervised student teaching is required for teacher certification by the Mississippi Department of Education (MDE) and most other states.

The Center for Teacher Quality also manages the Professional Education Council (PEC). Teacher education programs in various disciplines (Elementary Education, English, History, Math, Physics, etc.) are overseen by the Professional Education Council (PEC). The PEC consists of related faculty representatives and also includes opportunities for undergraduate student representatives to participate in reviewing and approving curriculum changes. The PEC's major functions include

ensuring the overall quality of programs and that state certification standards as well as national specialty area association's standards are met. Meetings of the Council are held a minimum of three times each semester during the fall and spring. If you are interested in participating, please contact your department chair.

Professional Licensure and Disclosure Statement

The following programs may lead to a professional license or certification that is required for employment. Professional licensure/certification requirements vary from state to state, which may affect a student's ability to apply for a professional license/certification upon the completion of the program. The U.S. Department of Education regulation, *34 CFR 668.43 (a) (5) (v)*, requires an institution to disclose whether the program will fulfill educational requirements for licensure or certification for each state. The administrative departments that offer the programs have made the following determination regarding their curriculum.

- Counseling Education
- Educational Leadership
- Elementary Education
- English Education
- Health Education
- History Education
- Master of Arts in Teaching
- Math Education
- Music Education
- Social Science Education
- Special Education
- Physical Education
- Physics Education
- Therapeutic Recreation

The Mississippi Department of Education's licensure requirements may periodically change. To review current licensure guidelines, please visit the following link: http://www.mde.k12.ms.us/docs/educator-licensure . A background check is required by most school districts prior to employment.

DEPARTMENT OF EDUCATIONAL, MULTICULTURAL, AND EXCEPTIONAL STUDIES

Faculty:

D. Myrie, T. Otieno, A. Yeboah-Ohwofasa, D. Wheaton, G. Williams, G. Windfield, D. Williams.

INTRODUCTION/MISSION

The mission of the Department of Educational, Multicultural, and Exceptional Studies is to provide academic and professional training that leads to licensure in Special Education, Social Studies Education, and alternate route Teacher Education. The department develops candidates who are committed to becoming responsive educational leaders, researchers, and advocates,

who embody the content knowledge expertise, pedagogical skills, and professional dispositions to educate diverse populations of students. The Educational, Multicultural, and Exceptional Studies Department includes academic programs that offer undergraduate degrees in Social Science Education (licensure), Social Science with a concentration in Ethnic Studies (non-licensure), Special Education (licensure), and Special Education with a concentration in Disability Studies (non-licensure).

OBJECTIVES

The objectives for undergraduate programs in the Department of Educational, Multicultural, and Exceptional Studies are:

1. To support teacher candidates as they become responsive educational leaders, researchers, and advocates;
2. To provide updated curricula that embodies the content knowledge expertise and pedagogical skills needed for the 21st century classroom educator;
3. To foster an intellectual environment that is conducive to developing dispositions that are necessary to educate a diverse population of students.

ACCREDITATION

The academic programs within the EMES Department are accredited by the following agencies:
Council for the Accreditation of Educator Preparation (CAEP)
Council for Exceptional Children (CEC)
National Council for Social Studies (NCSS)
The teacher preparation programs within the EMES Department are approved by the Mississippi Department of Education.

ADMISSION CRITERIA AND OTHER REQUIREMENTS/OFFERINGS

All Social Science Education and Special Education majors enrolled in teacher preparation programs (educator licensure/certification programs) must:

- Complete a two-semester clinical experience for student teaching. This clinical experience will not increase the number of required completion hours (121-124 hours (about 5 days) for graduation.
- Have a grade point average of 2.75 or higher to be admitted to the Center for Teacher Quality--the academic program through which the educator licensure is obtained. For additional information please see the JSU Center for Teacher Quality.
- Complete all Teacher Certification Tests (Praxis Core Academic Skills for Educators, Principles of Learning and Teaching, Praxis II-Content Knowledge) to enroll for selected restricted courses. (Refer to the Approved Curriculum Map)
- Not enroll in EDCI 401 and EDCI 402 during the same semester.
- Submit to a criminal background check prior to receiving a clinical internship placement for student teaching. The fee associated with this screening is the responsibility of the teacher candidate.
- Special Education majors have the following additional requirement: Pass a Departmental Undergraduate Comprehensive Examination (Contact Faculty Mentor).

SOCIAL SCIENCE EDUCATION (TEACHER LICENSURE)

OBJECTIVES

The objectives of the EMES Department's Social Science Education Program are to guide students:

- To demonstrate knowledge of how to utilize knowledge of social science and social studies in planning and implementing effective lessons.
- To develop understanding of the basic logical processes and resources useful in information retrieval.
- To serve as facilitators for the total process of growing and learning.
- To locate, interpret, and apply research pertinent to social, cultural, and educational problems.
- To investigate and analyze the dynamic relationship between schooling, education, diverse cultures and societies with interpretive, normative, critical and comparative theory and methods.
- To derive the greatest benefit from classroom experiences as prepared prospective teachers skilled in the techniques of instruction.

STUDENT LEARNING OUTCOMES

Upon completion of the Social Science Education Program students will be able to:

- Apply relevant content Knowledge, concepts, and tools of the social science disciplines(s) to foster student learning and engagement.
- Integrate self-reflection and knowledge of the social and cultural factors (race, gender, class, inequity, diversity, and social justice) that impact schools and communities to discuss and develop appropriate responses to social and/or educational problems and teaching scenarios.
- Design oral presentations using effective communication, educational technology, and social studies instructional strategies to foster inquiry and engagement of learners.
- Write formal and informal assessments to promote the continuous intellectual growth, social development, and civic competence of students.
- Develop and implement a unit plan (five sequenced social studies lessons) that aligns with the required national and state standards for Social Studies.

BACHELOR OF SCIENCE IN EDUCATION IN SOCIAL SCIENCE EDUCATION (TEACHER LICENSURE)
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
SS 111	Survey of Black Americans	3
SS 201	Social Institutions	3
SS 203	Historical and Cultural Foundations of Education	3
SS 301	Inquiry-Based Instruction in Geography & Civics Education	3
SS 401	Social Science Methods	3
SS 443	Seminar in Social Science	3
HIST 201,201	United States History	6

HIST 325	Mississippi History	3
ECO 211, 212	Microeconomics and Macroeconomics	6
PS 135	American Government	3
GEOG, PHIL, SOC	Social Science Content Knowledge Electives	9
RE 310	Reading in the Content Areas	3
SPED 311	Survey of Exceptional Children and Youth in Schools	3
EDCI 100	Introduction to Education	3
EDCI 301	Classroom Management	3
EDCI 401	Research, Theory, and Classroom Management	3
EDCI 402	Clinical Internship in Student Teaching	12
TOTAL 72		

(Note: See the 2021 curriculum map for additional general education and program requirements.)

CURRICULUM MAP:
https://www.jsums.edu/studentsuccess/files/2022/09/Social-Science-Education-2022.pdf

SOCIAL SCIENCE ETHNIC STUDIES CONCENTRATION (NON-TEACHER LICENSURE)

OBJECTIVES
The objectives of the EMES Department's *Social Science Education Ethnic Studies Concentration (Non-licensure)* are to guide students:

- To demonstrate knowledge of how to utilize knowledge of social science and social studies in planning and implementing effective lessons.
- To develop understanding of the basic logical processes and resources useful in information retrieval.
- To serve as facilitators for the total process of growing and learning.
- To locate, interpret, and apply research pertinent to social, cultural, and educational problems.
- To investigate and analyze the dynamic relationship between schooling, education, diverse cultures and societies with interpretive, normative, critical and comparative theory and methods.
- To derive the greatest benefit from classroom experiences as prepared prospective teachers skilled in the techniques of instruction.

STUDENT LEARNING OUTCOMES
Upon completion of the Social Science Education Ethnic Studies Concentration (Non-licensure) students will be able to:

- Define and explain key concepts related to racial and cultural studies such as colonialism, oppression, slavery, privilege, sexism, colorblindness, multiculturalism, diversity, tolerance, anti-racism.
- Use research to examine how historical and contemporary forces shape constructions of race, ethnicity, and social problems over time.

- Develop curricula and programs related to multicultural and multiethnic history, diversity, and social justice.
- Construct an advocacy plan for racial/ethnic groups and/or social issues while interning (or serving) within a community-based agency.

BACHELOR OF SCIENCE IN EDUCATION IN SOCIAL SCIENCE ETHNIC STUDIES CONCENTRATION (NON-TEACHER LICENSURE)
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
SS 111	Survey of Black Americans	3
SS 201	Social Institutions	3
SS 202	Economic Institutions	3
SS 203	Historical and Cultural Foundations of Education	3
SS 211	Ethnic Studies Survey of Native and Hispanic Americans	3
SS 212	Ethnic Studies Survey of Jewish and Asian Americans	3
SS 401	Social Science Methods	3
SS 443	Seminar in Social Science	3
SS 412	Internship in Ethnic Studies	3
HIST 201,201	United States History	6
HIST 325	Mississippi History	3
ECO 211, 212	Microeconomics and Macroeconomics	6
PS 135	American Government	3
GEOG, PHIL, SOC	Social Science Content Knowledge Electives	9
TOTAL 60		

(Note: See the approved curriculum map for additional program requirements.)

CURRICULUM MAP:
https://www.jsums.edu/studentsuccess/files/2022/08/Ethnic-Studies-2022.pdf

COURSE DESCRIPTIONS

SS 101 (3) Introduction to the Social Sciences– Foundations. This course examines the basic definitions, concepts, generalizations, literature, values, valuing process, and evaluation techniques in the Social Sciences and Social Studies.

SS 111 (3) Survey of Black Studies. This course examines the cultural traits of blacks, conflicts of blacks and whites, and the status of blacks in America.

SS 201 (3) Social Institutions. The course examines the basic domestic, educational and religious institutions, relying heavily on the interdisciplinary approach.

SS 202 (3) Economic Institutions. This course examines the basic economic institutions, relying heavily on the interdisciplinary approach.

SS 203 (3) Historical and Cultural Foundations of Education. Prerequisite: EDCI 100. This course is concerned primarily with selected historical facts and philosophical ideas, which have influenced the development of modern education.

SS 204 (3) Introduction to Social Science–Value and Valuing. Basic social values, the valuing process and the role of values in decision-making are explored.

SS 205 (3) Introduction to Social Science–Inquiry. Explains the inquiry strategies and techniques used in concept formation and generalization discovery, as they pertain to the social sciences.

SS 211 (3) Ethnic Studies Survey of Native and Hispanic Americans. This course examines cultural traits of Native Americans and Hispanic Americans, their conflicts with white people, and their status in the United States of America.

SS 212 (3) Ethnic Studies Survey of Jewish and Asian Americans. This course examines the cultural traits of Jewish and Asian Americans, their conflicts with white people, and their status in the United States of America.

SS 300 (3) Organization and Regulations for Social Studies Teachers. This course acquaints students with the legal and professional obligations and opportunities for social studies teachers.

SS 301 (3) Inquiry-Based Instruction in Geography and Civic Education. This course examines the four dimensions of the social studies inquiry arc and challenges teacher candidates to apply the dimensions of inquiry to plan impactful geography and civics lessons that promote geo-literacy, civic engagement, and transformative citizenship.

SS 305 (3) African American Futures. This course is designed to involve Jackson State University in an examination and study of relevant futurist issues. The content for this course will be explored using an interdisciplinary approach.

SS 311 (3) Ethnic Studies and Curriculum Development. Prerequisite: Completion of SS 111, 211 and 212. This course focuses on the evaluation and development of ethnic studies curriculum materials.

SS 400S (3) Social Studies Equipment and Materials. Prerequisite: Junior standing. Students are acquainted with the selection and utilization of reading, audio, graphic, and visual materials and equipment designed for social studies.

SS 401 (3) Social Science Methods. This course provides students with exposure to the methods of developing objectives, carrying out strategies, and evaluating social studies teaching, learning, and interactions.

SS 412 (9) Internship in Ethnic Studies. Prerequisite: Completion of SS 111, 211, and 212. In this course, students are placed within educational institutions where they practice what they have

learned and get on-the-job experience.

SS 443 (3) Seminar in Social Science. Prerequisite: Completion of all substantive courses in the social sciences. Contemporary issues and problems are analyzed by means of student research papers and project reports. Standardized examinations and job application techniques are also explored.

SS 498 (3) Seminar in Job Acquisition. Students are given practical exercises in preparing for standardized examinations and in applying for jobs.

SPECIAL EDUCATION (LICENSURE)

OBJECTIVES

The EMES Department's *Special Education* academic program objectives are:

- To prepare personnel for staffing special education and disabilities services positions in schools and other related human resource agencies.
- To offer a comprehensive curriculum that incorporates a variety of experiences including campus-based experiences (micro-teaching clinics, case studies, computer-assisted instruction, as well as field-based experiences– student teaching, internships, tutoring, etc.).
- To facilitate student development by broadening the knowledge base in which the curriculum is based by attending conferences, workshops, seminars and participating in collaborative activities with other community agencies (public schools, human resource agencies, etc.).
- To enhance students' ability to work with individuals with disabilities and culturally diverse populations through selected research, teaching, and field-based experiences.
- To accommodate students from various ethnic backgrounds through an open, multi-cultural approach to Special Education personnel preparation.

LEARNING OUTCOMES

Upon completion of the Special Education program, students will be able to:

- Demonstrate knowledge of special education content, concepts, and tools.
- Demonstrate knowledge of the basic principles of special education by responding to questions based on the CEC standards.
- Create a plan for instruction using those components that contain information on where and how students reach identified goals and objectives (Design for Instruction Module).
- Assess, plan, develop and implement the Individualized Education Plan (IEP) as part of a collaborative effort among families, students, and colleagues.

BACHELOR OF SCIENCE IN SPECIAL EDUCATION (LICENSURE)
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
SPED 304	Organizational Procedures in Special Education	3

SPED 307	Behavioral Management for Exceptional Children	3
SPED 311	Exceptional Children and Youth in Schools	3
SPED 339	Vocational Career Planning for Exceptional Adolescents	3
SPED 420	Introduction to Assistive Technology and Devices	3
SPED 422	Teaching Children with Mild/Moderate Disabilities	3
SPED 428	Educational Assessment	3
SPED 430	Teaching Children with Intellectual Disabilities	3
SPED 432	Teaching Children with Learning Disabilities	3
SPED 499	Seminar and Methods in Mild/Moderate Disabilities	3
EDCI 100	Introduction to Education	3
EDCI 401	Research, Theory, and Classroom Management	3
EDCI 402	Clinical Internship in Student Teaching	12
TOTAL 48		

CURRICULUM MAP:
https://www.jsums.edu/studentsuccess/files/2022/08/Special-Education-Mild-Moderate-2022.pdf

Supplemental Content Endorsement Areas: Many schools and programs require Special Education teachers to have a content endorsement in addition to their Special Education licensure. The Mississippi Department of Education offers several pathways to achieve this. Routes to licensure can be found in the MDE document entitled, "Licensure Guidelines K-12," available at http://www.mde.k12.ms.us/docs/educator-licensure/licensure-guidelines-k12-.pdf?sfvrsn=0, and includes subjects that can be added by taking an additional Praxis Subject Area exam.

Another optional route includes the completion of "Acceptable Coursework in Core Academic Subject Area Endorsements," found at http://www.mde.k12.ms.us/docs/educator-licensure/acceptable-coursework-list-revised-06-14.pdf?sfvrsn=0. Supplemental Endorsements may be added with course work having a prefix in the specific endorsement area (course work must have a grade of "C" or higher). Courses with prefixes below may be counted toward an add-on endorsement in the areas listed. A minimum of 21 semester hours will be required to add. Education methods courses may not be counted toward supplemental endorsements. CONCENTRATION: English, General Science, Math, Social Studies, Physical Ed, Other

COURSE DESCRIPTONS

SPED 304 (3) Organizational Procedures for Special Education. A study of organizational structures, programmatic procedures, policies, resources, and guidelines essential to the delivery of educational services for children with exceptionalities.

SPED 306W (3) Introduction to Disabilities Studies. A study of classifications, characteristics, and interactions of biological, emotional and social factors concerning individuals with disabilities. It will also emphasize programs and practices for individuals with disabilities in non-traditional

settings.

SPED 307 (3) Behavioral Management for Children with Exceptionalities. Emphasis will be placed on current techniques, educational strategies and tools that will aid the teacher in understanding and handling behavior problems in the classroom.

SPED 311 (3) Exceptional Children and Youth in the Schools. A study of definitions, classifications, characteristics, educational programs and problems of children with exceptionalities.

SPED 315W (3) Assessment and Individualized Programming for 7-12. Introduction and orientation to the diagnosis, appraisal and programming of children with exceptionalities at the secondary level.

SPED 339 (3) Vocational/Career Transition Planning for Adolescents with Exceptionalities. This course is an investigation of transition strategies for developing vocational/career education and employment opportunities for students with disabilities.

SPED 367 (3) Introduction to Hearing Impairments. Focuses on causes of hearing impairment, educational facilities, the methods, controversy, and family adjustment which are necessary in order to fully understand children with hearing impairments.

SPED 368 (3) Family and Community Resources. An exploration of locating and utilizing community resources in helping persons with disabilities and their families.

SPED 369 (3) Strategies for Managing Violent and Aggressive Behaviors. This course emphasizes prevention and crisis management models, verbal interaction and personal safety skills applicable with verbally aggressive and physically violent behavior.

SPED 400 (3) Medical Aspects of Disabilities. This course is a study of definitions, classifications, characteristics, evaluations, diagnosis, and treatments of medical conditions of children or youth with exceptionalities.

SPED 402A (12) Clinical Internship. This course is a continuation of the practical learning experience engaged in during the EDCI 302 course, but in a more intensified and concrete manner. These experiences occur in an off-campus school and community situations for twelve weeks where opportunity is given to the student teacher to test theories of teaching and learning, to initiate and test ideas with children. With guidance and supervision, the student teacher is also given the opportunity to develop the ability, initiative and responsibility for planning, guiding and evaluating the total program of the children with whom he/she is working.

SPED 402B (12) Clinical Internship in Disabilities Studies. Placement of Seniors who have completed SPED 306, 307, 339, 368, 369, 400, 403, 466, 467, 480W, 482, and 499, with agencies where they can get on- the-job experiences in non-teaching settings.

SPED 403 (3) Teaching Students with Severe and Profound Handicaps. Provides students with the skills and understanding needed to teach students with severe and profound handicaps; program needs, services, and an overview of the role of people with severe and profound handicaps within society.

SPED 420 (3) Introduction to Assistive Technology. This course provides hands-on demonstration of assistive technology and software that facilitates new ways of teaching and learning for individuals with disabilities.

SPED 422 (3) Education and Psychology of Individuals with Mildly/Moderate Handicaps. This course is an overview of three traditional groups of individuals with handicaps: learning disabilities, mild intellectual disabilities, and mild behavior disabilities.

SPED 428W (3) Educational Assessment. Investigation of instruments and procedures in assessing children with exceptionalities; their interpretation, usefulness, and limitation in diagnosing problems and planning educational programs.

SPED 430 (3) Teaching Children with Intellectual Disabilities. Deals with medical and behavioral classifications, characteristics, interaction of biological, emotional and social factors, educational philosophy, objectives and programs for children with intellectual disabilities.

SPED 432 (3) Teaching Children with Learning Disabilities. Survey of the historical development of learning disabilities, problems of definition and classification, screening and diagnosis, and instructional systems.

SPED 450 (3) Teaching Children with Emotional and Behavioral Disorders. Characteristics, causes and problems of emotional and behavior disorders in children and youth; diagnosis, and placement and in-depth study of educational programs.

SPED 466 (3) Introduction to Sign Language. Emphasizes fundamental skills of sign language used by individuals who are deaf in a communicative process.

SPED 467 (3) Advanced Sign Language. Prerequisite: SPED 466. Emphasizes the interpretation of English language into sign language and presents colloquialisms that are prevalent in informal conversational situations among people who are deaf.

SPED 468 (3) Introduction to Interpreting. Prerequisites: SPED 466 and 467. Development of skills necessary for interpreting for individuals who are deaf in educational and other related settings. It also emphasizes the values and ethics of interpreting.

SPED 480 (3) Education and Psychology of Individuals with Physical Handicaps. Description of the various types of orthopedic and other health impairments that children and youth have; etiology, characteristics, medical aspects, and needs of each type.

SPED 498 (3) Seminar in Hearing Impairments. Current problems, issues, and trends in the field of hearing impairments.

SPED 499 (3) Seminar and Methods in Mild/Moderate Disabilities. Current problems, trends, and issues in the field of mild/moderate disabilities.

DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION

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INTRODUCTION/MISSION

The Department of Elementary and Early Childhood Education (EECE) offers three undergraduate programs to include Childcare and Family Education (Non-Licensure); Elementary Education K-3; and Elementary Education K-6. The department houses the Test Preparation Center which assists in preparing students for licensure examinations toward educator licensure; and the Harris-Gambrell Reading Center which assists students with various components of reading. The department also houses the Student National Education Association (SNEA) and the EECE Club which are open to all education majors. The mission of the Department of Elementary and Early Childhood Education (EECE) is to prepare responsive and effective educators for working with learners of all ages, infancy through adulthood.

OBJECTIVES

The objectives for undergraduate programs in the Department of Elementary and Early Childhood Education are to produce educators who:

1. Are responsive in the field of Early Childhood and Elementary Education;
2. View the profession of education as most influential in the advancement of mankind; and
3. Understand and have as a primary goal to help children develop into productive citizens who will enhance the advancement of humanity.

Courses and experiences support the development of independent thinking, effective communication, professional collaborating, effective participation in the education system, and

professional ethics.

STUDENT LEARNING OUTCOMES

Childcare and Family Education Majors (*Program Does Not Lead to Licensure*)

- Plan, write, and implement related thematic content lessons for all early learners.
- Construct and present a collaborative plan to advocate the needs of children, parents, and families.
- Generate developmentally appropriate instructional designs through observation and practice.

Elementary Education K-3 and K-6 Majors (*Licensure Programs*):

- Demonstrate, explain, and exhibit knowledge of the major concepts, assumptions, debates, and processes of inquiry that are central to the discipline s/he teaches;
- Develop and utilize multiple methods of assessment to evaluate learners' growth, monitor learner progress, and guide learners' decision making;
- Utilize a variety of instructional strategies to encourage learners to develop understanding of content areas and connections to build skills and apply knowledge in meaningful ways;
- Demonstrate the ability to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

ACCREDITATION

The Elementary Education K-3 and K-6 programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP).

OTHER REQUIREMENTS

All EECE majors must:

- Pass the Undergraduate English Proficiency Examination
- Complete 120 Hours of Community Service or Service Learning (60 Hours for Transfer Students).
- Earn a C or better in all major (EDCI and RE) courses; Elementary Education majors must earn a C or better in all major and core courses as denoted by the Center for Teacher Quality (Teacher Education Admission policies).

  Students pursuing a major in elementary education (educator licensure programs) must:
- Select one of two options:
  - Bachelor of Science in Education for Elementary Education: Grades K-3 *or*
  - Bachelor of Science in Education for Elementary: Grades K-6 (Includes 18 hours of concentration courses in English, Science, Social Science, *or* Mathematics.)
- Have a grade point average (GPA) of 2.75 or higher *and* complete a minimum of 44 hours of the core curriculum to become eligible for Teacher Education Admission through the Center for Teacher Quality. Teacher Education is the academic program through which educator licensure is obtained. For additional information please refer to the Center for Teacher Quality.
- Complete all educator preparation examinations (Praxis Core Academic Skills for Educators,

Principles of Learning and Teaching, Praxis II - Content Knowledge, Foundations of Reading) to enroll for selected restricted courses as denoted on the departmental curriculum sheets.

- Submit to a criminal background check prior to receiving a clinical internship placement for student teaching. The fee associated with this screening is the responsibility of the teacher candidate.
- Complete a two semester clinical internship for student teaching. This clinical experience will not increase the number of required completion hours (122 hours for graduation for K-3 and K-6 majors).

BACHELOR OF SCIENCE IN EDUCATION-ELEMENTARY EDUCATION - K-3/K-6
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
EDCI/L 100	Introduction to Education and Lab	3
EDCI 201	Elementary Mathematics Methods	3
EDCI 306	Educational Psychology	3
EDCI 301	Classroom Management & Learning Environments	3
EDCI 400	Theories and Principles of Early Childhood	3
EDCI 401	Unit Planning, Assessment & Classroom Management	3
EDCI 402	Clinical Internship in Student Teaching	12
RE 204	Pre-Reading Skills for Preschoolers & Early Primary Grades	3
RE 309	Early Literacy I	3
RE 310	Teaching Reading in Content Areas	3
RE 311	Strategies & Techniques for Teaching English Language Arts & Literacy in the Elementary Schools	3
RE 455	Diagnostic Reading Instruction	3
TOTAL 45		

CURRICULUM MAP:
Elementary Education –K-3
https://www.jsums.edu/studentsuccess/files/2022/09/Elementary-Education-K-3-2022.pdf

Elementary Education - K-6
https://www.jsums.edu/studentsuccess/files/2022/09/Elementary-Education-K-6-2022.pub_.pdf

BACHELOR OF SCIENCE IN CHILD CARE AND FAMILY EDUCATION
MAJOR REQUIREMENTS (Childcare and Family Education/Non-Licensure Program)

Course Number	Course Title	Credit Hours
EDCI/L 100	Introduction to Education and Lab	3
EDCI 120	Practical Child Care Experiences	3
EDCI 121	Innovations, Problems & Issues in Child Care	3
EDCI 122	Family Dynamics and Interpersonal Relations	3

EDCI 208	Materials and Methods of EECE	3
EDCI 220	Teaching and Learning Styles of Young Children	3
EDCI 221	Administration of Child Care Services	3
EDCI 303	Parent, Child Teacher Interactions	3
EDCI 305	Studies in Child Guidance	3
EDCI 320	Field Experiences in Child Care	3
EDCI 400	Theories & Principles of Early Childhood	3
RE 204	Pre-Reading Skills for Preschoolers & Early Primary Grades	3
RE 301	Literature for Children	3
TOTAL 39		

CURRICULUM MAP:
(**This program does not lead to an educator license*.)
https://www.jsums.edu/studentsuccess/files/2022/09/Childcare-and-Family-Education-2022.pdf

COURSE DESCRIPTIONS

EDCI 100 (3 hours) Introduction to Education. A prerequisite to all other education courses for prospective teachers and is to be taken during the Freshman year by students seeking careers in Teacher Education. It is a multipurpose foundation course designed to give an overview of teaching and learning. Requires 10 clock hours of field-based activity.

EDCIL 100 (0 hours) Introduction to Education Laboratory. The lab is a required co-requisite to EDCI 100 and is designed to provide students with preparation, training, and practice with mandated licensure examinations, i.e., Praxis Core (10 hours required).

EDCI 120 (3 hours) Practical Child Care Experiences. Designed to introduce the students to a variety of personnel certification programs and to assist in the preparation for assessment when appropriate (i.e., Child Development Associate [CDA] and National Association of Education for Young Children's Validation. Includes an in-depth review of the functional areas providing the basis for competency goals as designated by validating agencies.

EDCI 121 (3 hours) Innovations, Problems, and Issues in Child Care. A comprehensive study of the growth and development of the infant and toddler– including physical environment, care and handling, immunizations and health care, toilet training, developmentally appropriate activities, and the special needs of infants and toddlers.

EDCI 122 (3 hours) Family Dynamics and Interpersonal Relations. Discuss the development of family structures and the various types and functions of families. Emphasizes basic communication skills and their application within the family; family values; and the caregiver's role in the family.

EDCI 201 (3 hours) Elementary Mathematics Methods for Teachers. This course is designed to

instruct teacher candidates on how to orchestrate student centered problem-based mathematics confidently. A secondary goal is to help prospective teachers understand the ongoing change in mathematics education and provide them with ways to become facilitators who help learners develop self-efficacy as they explore mathematics through an active learning approach.

EDCI 208 (3 hours) Materials and Methods of Early Childhood Education. This course is designed to investigate curricula methods and materials for teaching nursery, kindergarten and primary school children. This includes preparation, executive, and evaluation of materials and methods within the subject matter areas of mathematics, science, social science, music, art, and language arts.

EDCI 220 (3 hours) Teaching and Learning Styles of Young Children. Prerequisite: EDCI 120, 121, 122, or special permission by the department Chair prior to enrollment. Instructional strategies of content and materials, and evaluation of childcare procedures in programs designed for infants, toddlers, and preschool children.

EDCI 221 (3 hours) Administration of Child Care Services. Leadership styles, director-staff relationships, staff training, and goal setting are explored within the framework of developing lessons with appropriate developmental activities for young children. Construction of lesson plans, integration of yearly curriculum goals with weekly plans and evaluation of curriculum should be included.

EDCI 301 (3 hours) Classroom Management and Effective Learning Environments. This course explores theories and various models of discipline that enhance student motivation, classroom management, and learning. Its focus is to develop an understanding of the needs of diverse student populations and create an atmosphere for learning in the classroom. Emphasis will be placed on the development of a personal discipline system, learning environment creation and management, and parental involvement.

EDCI 303 (3 hours) Parent, Child and Teacher Interactions. This course examines the importance of developing good relationships between parents, children and teachers during the early childhood and elementary years. The goal is to assist students to delineate non blaming environments where dialogue and mutual planning can take place between families and school personnel.

EDCI 305 (3 hours) Studies in Child Guidance. This course is designed to provide comprehensive information on the nature and needs of infants, toddlers, and pre-school children. Emphasis is placed on psychological, sociological, and physiological development and growth.

EDCI 306 (3 hours) Educational Psychology and Learner Development. This course is designed to study the teaching-learning process. Design includes student behavior, research data, theory, and illustrations concerned with actual classroom application of psychological principles. Educational Psychology uses scientific inquiry to study how human beings learn, and the principles by which learning can be increased through educational strategies.

EDCI 320 (3 hours) Field Experiences in Child Care. Prerequisites: EDCI 120, 121, 122, 220, or special permission by the department chair prior to enrollment. This course is of practical learning experiences engaged in a more intensified and concrete manner. These experiences occur in off campus, school, and community situations where opportunity is given to the student to test theories of teaching and learning, to initiate and test ideas with children. With guidance and supervision, the student is also given the opportunity to develop the ability, initiative, and responsibility for planning, guiding, and evaluating the total childcare program.

EDCI 400 (3 hours) Theories and Principles of Early Childhood. This course is concerned with the basic history, philosophy, theories, and principles underlying early childhood education.

EDCI 401 (3 hours) Unit Planning, Assessment & Classroom Management. This course is designed to integrate research on effective teaching and learning with theory and practice. Candidates will develop an understanding of unit planning, traditional and authentic assessment, and how they are used to guide instructional practice. Additionally, candidates will be introduced to classroom management strategies and teaching routines through video analysis and rehearsal. Candidates will apply skills in unit planning, assessment, data analysis, and classroom management during a clinical experience parallel to each candidate's respective discipline.

EDCI 402 (12 hours) Clinical Internship in Student Training. This course is a continuation of the practical learning experiences engaged in during the 401C course, but in a more intensified and concrete manner. These experiences occur in off-campus school and community situations for twelve weeks where an opportunity is given to the student teacher to test theories of teaching and learning, to initiate and test ideas with children. With guidance and supervision, the student teacher is also given the opportunity to develop the ability, initiative and responsibility for planning, guiding and evaluating the total program of the children with whom they are working.

RE 100 (1 hour) Developmental Reading I. An individualized course for meeting reading needs of students whose entrance score indicates likelihood of difficulty in doing college work.

RE 102 (2 hours) Developmental Reading II. An individualized course designed for any student desiring to increase speed of reading and to improve study skills.

RE 200 (2 hours) Analytical Reading. Techniques for reading in the scientific areas with emphasis on data interpretation.

RE 201 (1 hour) Basic Speed Reading. An individualized course designed for students who desire to increase their speed of reading.

RE 204 (3 hours) Pre-Reading Skills for Preschoolers and Early Primary Grades. Students will participate in situations involving reading readiness skills, oral language, concept development, early experiences with children's literature-creative storytelling and the study of management systems.

RE 309 (3 hours) Early Literacy I. Concepts, materials and teaching strategies for oral language development (as it relates to phonological processing) and systematic early reading instruction, specific to concepts about print, phonemic awareness, phonics, and spelling conventions. Writing instruction in this course is addressed as encoding (the inverse of decoding).

RE 310 (3 hours) Teaching Reading in Content Areas. A thorough study of techniques for promoting reading growth through teaching content materials. (F, S, Sum) RE 311 (3) Strategies and Techniques for Teaching Reading in the Elementary School. This course is designed to introduce strategies and techniques for teaching reading in elementary school, and to provide theoretical knowledge and principles appropriate to the teaching of reading. Special emphasis will be placed on suitable materials and equipment for enhancing reading skills. Focus will also be given to assessment, exceptionality and multicultural education relative to the teaching of reading.

RE 311 (3 hours) Strategies and Techniques for Teaching English Language Arts and Literacy in Elementary Schools. The course will provide comprehensive information of instructional strategies needed to provide the learner with competencies in the communicative arts. Emphasis will be on the communicative areas to enhance responsible, receptive, and expressive language arts and literacy skills. Focus will also be given to application of reading strategies, as well as multicultural education relative to literacy.

RE 312 (3 hours) Early Literacy II. Concepts, materials, and teaching strategies for oral language development (related to meaning) and systematic early reading instruction specific to vocabulary, spelling (related to morphology) fluency, writing (to support comprehension) and reading comprehension in order to understand that literacy is an integrated process that results in comprehension/communication as a product.

RE 455 (3 hours) Diagnostic Reading Instruction in the Secondary School. This course is designed to assist students in utilizing a diagnostic/prescriptive model in determining the unique needs of students' specific teaching strategies and techniques, approaches, and materials useful in acquiring and/or maintaining essential reading skills needed for concept attainment in content areas in the secondary school classroom.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

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INTRODUCTION/MISSION

The Department of Health, Physical Education and Recreation (HPER), offers three undergraduate degree programs including: Health Education, Physical Education and the comprehensive Health, Physical Education and Recreation degree with two emphasis- Recreation Administration and Therapeutic Recreation. HPER also offers a Master of Science graduate degree in Sport Science with an emphasis in Strength and Conditioning or Sport Management as well as a Masters of Education in Physical Education. The department houses the HPER club that is open to all HPER majors.

Department Mission: Leveraging JSU's historic mission of empowerment, HPER will graduate change-makers skilled in heart, mind, hand, and voice to increase health equity in Mississippi.

OBJECTIVES

The objectives of the Department of Health, Physical Education and Recreation are in keeping with those of the University's strategic plan, the College of Education and Human Development.

To increase health equity in Mississippi by:

- Educating and training the next generation of recreation, healthcare and sport science professionals
- Preparing K-12 Health and Physical Education teachers with the latest in technology, best practices and as responsive educators with adaptive expertise.
- Providing solutions to Mississippi's most pressing issues via research and scholarly writing.
- Hiring, developing and retaining world-class faculty.
- Developing student-centric practices.

ACCREDITATION

The College of Education and Human Development's teacher education programs are accredited by the Council for Accreditation of Educator Preparation (CAEP).

ADMISSION CRITERIA (Health Education and Physical Education Licensure Programs)

- Complete a 12 credit hour Clinical Internship in Student Teaching.
- Have a grade point average of 2.75 or higher to be admitted to the Center for Teacher Quality--the academic program through which the educator licensure is obtained. For additional information please see the JSU Center for Teacher Quality.
- Complete all Teacher Certification Tests (Praxis Core Academic Skills for Educators, Principles of Learning and Teaching, Praxis II-Content Knowledge) to enroll for selected restricted courses. (Refer to the Approved Curriculum Map)
- Not enroll in EDCI 401 and EDCI 402 during the same semester.
- Submit to a criminal background check prior to receiving a clinical internship placement for student teaching. The fee associated with this screening is the responsibility of the teacher candidate.

BACHELOR of SCIENCE in HEALTH, PHYSICAL EDUCATION AND RECREATION - Health Education (Licensure) Concentration

OBJECTIVES

The objectives of the undergraduate program in Health Education are to produce educators who increase health equity by:

- Understanding that good health increases one's quality of life.
- Teaching skills that promote life-long good health.

STUDENT LEARNING OUTCOMES

- Health Education students will demonstrate classroom knowledge and delivery of content, pedagogy and classroom management to K-12 students.
- Health Education students will project leadership, instill practices, and teach educational activities with adaptations to K-12 students.

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hour
HE 122	Foundation of Health Education	3
HE 113	First Aid	3
HE 206	Organization & Adm. of School	3
HE 102	Concepts of Health for Teachers	3
HE 498	Introduction to Alcohol & Drug	3
PE 360	Physiology of Muscular Activity	3
HE 208	Epidemiology of Disease	3
SPED 311	Exceptional Children & Youth	3
HE 399	Human Sexuality	3
HE 333	Methods & Practicum in Health Education	3
HE 404	Family Living Education	3
HE 401	Consumer Health & Safety Education	3
HE 495	Problems & Issues in Health Education	3
EDCI 100	Introduction to Education	3
ETEC 336	Advance Multimedia in the Classroom	3
PSY 201	General Psychology	3
COUN 315	Human Growth and Development	3
ETEC 367	Intro. to Assessment, Measurement, & Evaluation	3
SS 203	Historical and Cultural Foundation of Education	3
EDCI 301	Classroom Management & Learning Environ.	3
RE 310	Teaching Reading in the Content Area	3
EDCI 401	Unit Planning, Assessment, & Classroom Management	3
EDCI 402	Clinical Internship in Student Teaching	12
TOTAL: 78		

CURRICULUM MAP: Health Education Concentration (Licensure)

https://www.jsums.edu/studentsuccess/files/2022/08/HPER-Health-Education-2022.pdf

BACHELOR of SCIENCE in HEALTH, PHYSICAL EDUCATION AND RECREATION - Physical Education (Licensure) Concentration

OBJECTIVES

The objectives of the undergraduate program in Physical Education are to produce educators who increase health equity by:

- Understanding that Physical fitness increases one's quality of life.
- Teaching skills that promote life-long physical fitness.

STUDENT LEARNING OUTCOMES

- Physical Education students will demonstrate classroom knowledge and delivery of content, pedagogy and classroom management to K-12 students.
- Physical Education students will project leadership, instill practices, and teach educational activities with adaptations to K-12 students.

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hour
HE 102	Concepts of Health	3
PE 222	Introduction to Physical Education	3
PE 309	Elem. and Secondary Folk Eth. Rhy. & Dance (fall only)	1
PE 319	Kinesiology (Cognate Area)	3
PE 323	Organization & Adm. of Physical Education (Fall Only)	3
SPED 311	Exceptional Children and Youth in School	3
HE 311	First Aid, Preventive and Care of Injuries	3
PE 320	Adapted Physical Education (Spring Only)	3
PE 322	Motor Development and Mov. Education	3
PE 350	Measurement, Evaluation and Statistics (Spring only)	3
PE 360	Physiology of Muscular (Spring only)	3
PE 411	Methods and Practices in PE	3
PE 415	Individual and Team Sport	3
PE 404	Family Living Education	3
PE 455	PE in the Elementary School	3
COUN 315	Human Growth and Development	3
EDCI 100	Introduction to Education	3
ETEC 336	Advance Multimedia in the Classroom	3
SS 203	Historical & Cultural Foundation of Education	3
ETEC 367	Intro. to Assessment, Measurement, & Evaluation	3
EDCI 301	Classroom Management, & Learning Environments	3
EDCI 401	Unit Planning, Assessment, & Classroom Management	3
RE 210	Teaching Reading in Content Area	3
EDCI 402	Clinical Internship in Student Teaching	12
Total: 79		

CURRICULUM MAP: Physical Education Concentration (Licensure)
https://www.jsums.edu/studentsuccess/files/2022/08/HPER-Physical-Education-2022.pdf

BACHELOR of SCIENCE in HEALTH, PHYSICAL EDUCATION AND RECREATION - Recreation Administration (Non-Licensure) Emphasis

OBJECTIVES
The objectives of the undergraduate program in Recreation Administration are to produce graduates who increase health equity by:

- Preserve, protect, maintain, improve, and enhance natural resources, parkland, and recreational opportunities
- Develop programs for residents of all ages that develop skills, abilities and talents needed for a good quality of life.

STUDENT LEARNING OUTCOMES

- Recreation Administration students will demonstrate content, pedagogy, historical foundation, principles and procedures, leadership skills and techniques, research and theories of recreation and leisure.
- Recreation Administration students will demonstrate assessment, planning, implementation, and evaluation of community-based, volunteer-based and private-based recreation and leisure programs.
- Recreation Administration students will demonstrate in-class skills and transfer these skills to their internship experience.

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hour
REC 104	Introduction to Recreation	3
REC 225	Practicum in Recreation Administration (Fall only)	1
REC 218	History & Philosophy of Recreation (Fall only)	3
REC 205	Cultural & Recreation Program Planning (Fall only)	3
PE 231	Intermediate Swimming	1
REC 307	Recreation Leadership (Fall Only)	3
PE 309	Elementary, Sec., and Folk Dance (Fall only)	1
PE 319	Kinesiology (Fall only)	3
REC 350	Introduction to Leisure Education (Fall only)	3
TREC 313	Implication of Disabling Conditions (Fall only)	3
REC 317	Community and Urban Recreation	3
REC 305	Facility Design and Maintenance	3
REC 325	Practicum in Recreation Administration	1
REC 418	Principles, Practice, & Procedures in Recreation	3
REC 404	Recreation Program Design	3
REC 406	Legal Issues in Recreation	3
REC 415	Current Issues and Trends in Recreation	3

REC 421	Management in Recreation	3
REC 405	Outdoor Recreation Programming	3
REC 423	Research and Evaluation Recreation	3
REC 424	Seminar in Recreation Administration	3
REC 425	Internship in Recreation	9
Total: 69		

CURRICULUM MAPS: Recreation Administration Emphasis
https://www.jsums.edu/studentsuccess/files/2022/08/HPER-Recreation-Administration-2022.pdf

BACHELOR of SCIENCE in HEALTH, PHYSICAL EDUCATION AND RECREATION -Therapeutic Recreation (Non-Licensure) Emphasis

OBJECTIVES
The objectives of the undergraduate program in Therapeutic Recreation are to produce graduates who increase health equity by:

- Educating practitioners to Improve or maintain the physical, cognitive, social, emotional and spiritual functioning of their clients in order to facilitate full participation in life.

STUDENT LEARNING OUTCOMES

- Therapeutic Recreation Students will demonstrate content, pedagogy, historical foundation, principles and procedures, practices and application to work effectively with culturally diverse populations and persons with special needs and disabilities.
- Therapeutic Recreation students will be able to demonstrate assessment, planning, implementation, and evaluation of treatments and programs for individuals with disabilities utilizing evidence-based research practices.
- Therapeutic Recreation students will demonstrate in-class skills and transfer these skills to their internship experience.

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hour
TREC 104	Introduction to Therapeutic Recreation	3
HE 101	Concepts of Health	3
TREC 225	Practicum in Recreation Administration	1
TREC 218	History and Philosophy of Therapeutic Recreation	3
REC 205	Cultural and Recreational Program Planning	3
PE 231	Intermediate Swimming	1
BIO 234 and BIOL 234	Anatomy and Physiology and Lab	4
PSY 216	Abnormal Psychology	3
REC 307	Recreation Leadership	3
PE 309	Elementary, Sec., and Folk Dance	1

PE 319	Kinesiology	3
REC 350	Introduction to Leisure Education	3
PHIL 301	Introduction to Philosophy	3
REC 305	Facility Design and Maintenance	3
TREC 325	Practicum in Therapeutic Recreation	1
TREC 329	Program Design and Evaluation in Therapeutic Recreation	3
TREC 313	Implications of Disabling Conditions	3
COUN 315	Human Growth and Development	3
TREC 415	Current Issues and Trends in Therapeutic Recreation	3
TREC 421	Management in Therapeutic Recreation	3
TREC 418	Principles, Practices, and Procedures in Therapeutic Recreation	3
TREC 423	Research and Evaluation in Therapeutic Recreation	3
REC 405	Outdoor Recreation Programming	3
TREC 424	Seminar in Therapeutic Recreation	3
TREC 425	Internship in Therapeutic Recreation	9
Total: 74		

CURRICULUM MAP: Therapeutic Recreation Emphasis
https://www.jsums.edu/studentsuccess/files/2022/08/HPER-Therapeutic-Recreation-2022.pdf

COURSE DESCRIPTIONS

HEALTH EDUCATION
HE 101 (3) Concepts of Health. This course is designed to give students a basic knowledge in the areas of drugs, alcohol, sexually transmitted diseases, ecology, chronic diseases, nutrition and physical fitness enabling them to make wise decisions concerning their life and health.

HE 102 (3) Concepts of Health for Teachers. This course is designed to give prospective health teachers a comprehensive body of knowledge in the areas of mental and emotional health, alcohol and drugs, nutrition, physical fitness, infectious diseases, chronic diseases, STD's and AIDS.

HE 113 (3) First Aid. Designed to acquaint students with the skills needed to provide immediate aid to persons who suffer sudden injury or illness. This course also services as a preparatory course for certification as an instructor.

HE 122 (3) Foundations of Health. This course is designed to provide an understanding of the historical background, principles, philosophy and contemporary problems in the field of health.

HE 206 (3) Organization and Administration of School and Community Health. This course is designed to provide information on the organizational structures of the various community health and related agencies and the public school system. Emphasis is placed on the functions of each entity and how they coordinate activities with other agencies and the public schools.

HE 208 (3) Epidemiology of Diseases. This course is a survey of selected communicable and non-communicable diseases of man. An in-depth study of pathogenic and non-pathogenic disease theories will be examined as well as sign symptoms of these selected conditions.

HE 311 (3) First Aid, Prevention, and Care of Injuries. This course provides for an integrated interpretation of the principles of anatomy, physiology and kinesiology as related to the prevention and care of injuries.

HE 333 (3) Methods and Materials in Teaching Health. This course provides for instruction in the significant aspects related to integration and coordination of health methods, materials and techniques of teaching health.

HE 399, 399H (Honors) (3) Human Sexuality. This course provides the student with a basic orientation to the varied dimensions of sexuality. This orientation includes information on historical perspectives on sexual customs and behavior, methods in sex research, anatomy and physiology of the reproductive systems, reproduction, birth control, STDs, and emphasis on sexual responsibility.

HE 401 (3) Consumer Health and Safety (A– Elementary Schools, B–Secondary Schools). This course is designed to integrate the research of effective teaching and learning with theory and practice. Students will engage in micro-teaching and will be expected to demonstrate mastery of fourteen competencies measured by the Mississippi Teacher Assessment Instrument. Students will also be introduced to classroom management strategies for effective classroom discipline and teaching routines. The clinical practice will be a field-based activity.

HE 402 (12) Clinical Internship in Student Training (A–Elementary Schools, B–Secondary Schools). This course is a continuation of the practical learning experiences engaged in during the 401 course, but in off-campus school and community situations for two twelve weeks where opportunity is given to the student teacher to test theories of teaching and learning, to initiate ideas with children. With guidance and supervision, the student teacher is also given the opportunity to develop the ability, initiative and responsibility for planning, guiding and evaluating the total program of the children with whom he/she is working.

HE 404 (2) Family Living Education. This course is designed to provide basic information in the physiological/sociological cultural aspects of sex education and family living. Critical issues in sex will be vied including sex as it affects the Black American.

HE 495 (3) Problems and Issues in Health. This course is an investigation of special health problems with emphasis on possible prevention of such problems. Directed individual study of selected problems in drug abuse, alcoholism, venereal disease, cancer and heart disease will be conducted.

HE 498 (3) Introduction to Alcohol and Drug Education. This course provides an overview of the

world of drugs– drug abuse, drug dependence, drug-using behavior, and examining the use, effects, and potential for abuse of the major psychoactive drugs.

PHYSICAL EDUCATION-TEACHING

PE 101 (1) Archery and Golf. Emphasis is given to the fundamentals of archery and golf. The student is taught how to select, purchase, and maintain equipment. Development of fundamental skills in archery and golf is the basic concern of this course. The student will be given experiences using the various clubs. The course includes actual course play generally culminating in a tournament.

PE 102 (1) Badminton and Tennis. Emphasis is given to the fundamentals of badminton and tennis. This includes the basic strokes, serves, and court movements. The student will also receive instructions on selection, purchase and maintenance of equipment.

PE 104 (1) Bowling. This course is designed for beginner bowlers. The main emphasis of this course is to acquaint the student with the fundamentals of bowling.

PE 109 (1) Beginning Swimming. This course gives basic skills of swimming, including the adjustment to the water, breathing, floating, propulsion through the water by use of the elementary stroke, backstroke, front crawl, finning, sculling, and safety.

PE 113 (1) Beginning Modern Dance. This course is designed to give the student a background in Modern Dance and its pioneers. It is designed to develop a movement vocabulary and instruction in organization of dance moves into finished compositions.

PE 122 (1) Freshman Seminar in Physical Education. This is an orientation course that is designed to familiarize prospective PE Majors with the fundamental components of the department, the school, the community, and the discipline. Students will be given the opportunity to observe classes in physical education taught by master teachers. They will also be given a Physical Fitness Test battery to familiarize themselves with the components of Physical Fitness.

PE 150 (1) Basketball and Volleyball. This course is designed to give the students a richer background in the game of basketball and volleyball. Fundamentals and game strategies will be stressed.

PE 208 (1) Elementary and Secondary Modern Dance and Rhythms. This course is designed for the development of a vocabulary of movement, and the application of movements as a means of expression.

PE 209 (1) Square and Social Dance. This course gives instruction in the fundamentals of social and American square dancing, emphasizing the execution of basic movements, analyses and timing of movements. Emphasis will also be put on skills and techniques for dances suggested by students.

PE 210 (1) Modern Composition and Jazz Dance. This course offers instruction in the organization of dance movements into finished and unfinished compositions including modern jazz techniques with the application of these techniques to composition. Students will have opportunities to analyze compositions originated in the classroom.

PE 215 (2) Tumbling and Apparatus. This course covers basic knowledge, techniques and practice of fundamental skills of stunts, tumbling and apparatus work.

PE 222 (3) Introduction to Physical Education. Prerequisite: PE 122. This course is a study of the purpose, history, requirements, and opportunities for a career in physical education.

PE 231 (1) Intermediate Swimming. Prerequisite: PE 109 or Deep-Water Proficiency. In this course emphasis is placed on improving skills in the standard swimming strokes particularly the American Crawl, side stroke, breaststroke, back crawl, and elementary backstroke.

PE 250 (1) Archery and Golf. In this course emphasis is given to developing fundamentals for archery and golf. The student is taught how to select, purchase, maintain, and properly care for equipment and facilities involved in each activity.

PE 253 (1) Body Mechanics and Weight Control. The basic intent of this course is to improve body carriage, posture, physical condition, and structure. The student will be exposed to a variety of exercises, weights, and machines.

PE 254 (1) Bowling. This course is designed for the advanced bowler. The major concern of this course is to afford students opportunities to participate in tournaments and learn methods and techniques of teaching bowling.

PE 258 (1) Badminton and Tennis. In this course emphasis is given to the fundamentals of tennis and badminton. This includes the basic strokes, serves, and court movements. The student is also taught rules, strategies, and skills of double and single matches.

PE 259 (1) Advanced Swimming. Prerequisite: PE 231. In this course emphasis is placed on techniques of advanced strokes, springboard diving, and preparation for competition.

PE 270 (1) Basketball and Volleyball. This course is designed to give the student a richer background in the games of basketball and volleyball. Fundamentals, skills, game strategy, and knowledge of rules will be emphasized.

PE 272 (1) Soccer and Touch Football. The main purpose of this course is to acquaint the student with fundamentals, rules and regulations, and game strategy relative to the game of touch football and soccer.

PE 276 (1) Track and Field and Softball. This course emphasizes advanced fundamentals of these activities as well as methods and techniques of teaching them.

PE 300 (1) Apprenticeship in Physical Education and Sports. Prerequisite: PE 222. This is a field-based experience course designed to provide the junior level students with opportunities to observe and work under a master teacher.

PE 309 (1) Elementary and Secondary Folk and Ethnic and Rhythm Dance. This course gives instruction in dances of specific people, including related cultural readings. Emphasis will be placed on dances of American and Afro-American people.

PE 319 (3) Kinesiology. Prerequisite: BIO 234 and BIOL 234. This course is a study of the mechanics of body movement including form and style in athletic performance, and an analysis of muscle coordination in sports, gymnastics and ordinary activities of daily life.

PE 320 (3) Adapted Physical Education. This course is a study of procedures and practices for programs that meet the needs of those students who have various disabling conditions.

PE 322 (2) Motor Development and Movement Education. Prerequisite: Anatomy and PE 319–Kinesiology. This course is designed to give students a broad and comprehensive view of the field of motor development and movement education. Students will study prenatal to neonatal development, early motor sequence, perceptual motor area, and competition and the pre-adolescent child.

PE 323 (3) Organization and Administration of Physical Education. Prerequisite: PE 222. This course is a study of the physical education and athletic program including staffing, teaching load, time schedule, finance, public relations, school plant operation, legal implications, and maintenance.

PE 350 (2) Measurement, Evaluation, and Statistics in Physical Education. This course is a study of the theory and methods of test administration, evaluation and interpretation of measurement data. The development of basic competencies in use of descriptive statistics and correlation and the evaluation and grading in the physical education program are emphasized.

PE 360 (3) Physiology of Muscular Activity. Prerequisite: BIO 234, BIOL 234, and PE 319. This course is a study of the nature of body variation during and resulting from physical exertion. Laboratory experiences deal with physical work capacity, reaction time, cardiovascular stress and anthropometric measures and evaluation.

PE 401 (3) Research, Classroom Management, and Clinical Practice (A–Elementary Schools, B–Secondary Schools). This course is designed to integrate research on effective teaching and learning with theory and practice. Students will engage in micro-teaching and will be expected to demonstrate mastery of fourteen competencies measured by the Mississippi Teacher Assessment Instrument. Students will also be introduced to classroom management strategies for effective classroom discipline and teaching routines. The clinical practice will be a field-based activity.

PE 402 (12) Clinical Internship in Student Training (A–Elementary Schools, B–Secondary Schools). This course is a continuation of the practical learning experiences engaged in during the 401 courses, but in off-campus school and community situations for twelve weeks where opportunity is given to the student teacher to test theories of teaching and learning, to initiate ideas with children. With guidance and supervision, the student teacher is also given the opportunity to develop the ability, initiative and responsibility for planning, guiding and evaluating the total program of the children with whom he/she is working.

PE 406 (1) Aerobic Dance. This course is designed to enable participants to understand and develop skills necessary to improve cardiovascular fitness.

PE 411 (3) Method and Practice in Physical Education. This course in leadership, practices, and teaching physical education activities with adaptations to different age groups. Teaching methods are discussed in the classroom and provision is made for practice in classroom situations.

PE 412 (1) Techniques and Skills in Physical Education. Prerequisite: PE 215. This course is designed to develop techniques of teaching skills for activities on mats, floors, uneven parallel bars, horizontal bar, side horse, long horse, vaulting box, trampoline, and still rings.

PE 415 (2) Individual and Team Sports. In this course emphasis is given to teaching students the progressive skills involved in a variety of individual, dual and team sports. Selection of equipment, tournament planning as well as facilities are discussed. This course is also designed to give students the opportunity to participate and develop competencies in individual and team sports. It is further a purpose of this course that students learn teaching methodology in specific sports activities for elementary and secondary schools.

PE 416W (3) International Ballet Workshop. A workshop designed to give enrichment experiences in ballet with leading ballet teachers of the world. Emphasis on American, Bournonville, Russian Technique.

PE 417 (3) Advanced Modern Dance Workshop. The course is designed to enable participants to understand and be able to plan a comprehensive modern dance program, develop a knowledge of movement terminology, space and time principles, fundamentals of choreography, history of and personalities in modern dance; gain experience in roles of leader and follower, and develop enjoyment of life-time activity with tremendous carry-over value in all three domains: cognitive, psychomotor, and affective.

PE 430 (1) Coaching and Officiating. Prerequisite: PE 415. This course is a study of theory, principles, and techniques of coaching and officiating sports. Sports reviewed are selected by students and instructors. Actual practice on the field/floor is required.

PE 444 (2) Physical Education in the Elementary School. Prerequisite: PE 300. This course is a study of trends which have the greatest influence on programs, methods, and practices in

physical education. The student will conduct an independent study on some aspect of physical education that interests them.

PE 445 (3) Physical Education in the Elementary School. In this course emphasis is placed on methods and materials used in the effective teaching of physical education in elementary school. Consideration is given to the integration of physical education with other subject matter areas.

PE 489 (2) Principles and Problems of Coaching. This course is designed to deal with the precognitive, discussion, and systematic analysis of controversial issues and problems in coaching and athletics. Topics studied are psychological, sociological implications of athletics, crowd control, profiles of coaches, women and athletics, financial crisis in athletics, personality traits, structure of athletics, interscholastic athletics, competition below high school level, recruitment of minority athletes and financial aid.

PE 490 (2) Theory and Practice of Coaching Football. Designed to give the student experiences in dealing with the football program from a scientific standpoint. The student will be exposed to experiences relative to the application of mechanical, physiological, and kinesiological laws to the football program. The student will complete the psychology of coaching as well as review some of the problems that are specifically related to football programs such as recruiting, theories of the game, organizing practice, sideline coaching, and the rules and regulations of various governing bodies.

PE 491 (2) Theory and Practice of Coaching Basketball. Designed to give the student experiences in dealing with the basketball program from a scientific standpoint. The student will be exposed to experiences relative to the application of mechanical, physiological, and kinesiological laws to the basketball program. The student will explore the psychology of coaching as well as review some of the problems that are specifically related to the basketball program such as recruiting, theories of the game, organizing practice, sideline coaching, and the rules and regulations of various governing bodies.

PE 492 (2) Theory and Practice of Coaching Baseball. Designed to give the student experiences in dealing with the basketball program from a scientific standpoint. The student will be exposed to experiences relative to the application of mechanical, physiological, and kinesiological laws to the baseball program. The student will explore the psychology of coaching as well as review some of the problems that are specifically related to the baseball program such as recruiting, theories of the game, organizing practice, sideline coaching, and the rules and regulations of various governing bodies.

PE 493 (2) Theory and Practice of Coaching Track and Field. Designed to give the student experiences in dealing with the track program from a scientific point of view. The student will be exposed to experiences relative to the application of mechanical, physiological, and kinesiological laws to the track program. The student will explore the psychology of coaching track as well as review some of the problems that are specifically related to the track program such as recruiting, organizing practice, and the rules of the governing bodies.

RECREATION ADMINISTRATION

REC 104 (3) Introduction to Recreation. This course presents an orientation to the field of organized recreation in terms of its history, philosophy, and development, and the contribution of organized recreation to the leisure and play movement, to the school and community.

REC 205 (3) Cultural and Recreation Program Planning. The course is designed to provide students with a variety of experiences in the development of cultural and recreational opportunities and events for a multicultural society.

REC 218 (3) History and Philosophy of Recreation. This course provides a thorough investigation of the philosophical basis for recreation, history, events, landmark legislation and the formation of the profession.

REC 225 (1) Practicum in Recreation Administration. Recreation administration experiences will be obtained for students during the fall semester at local recreation administration agencies institutions. Students will have opportunities to gain experience as an observer in program planning principles and procedures.

REC 305 (3) Facilities, Design and Maintenance. This course provides various learning experiences in facility, equipment, and areas designed uniquely for recreation. Consideration will be given to new trends in building and park designs. Equipment purchase and development will also be discussed.

REC 307 (3) Recreation Leadership. The content of the course is designed to teach various methods and techniques utilized in developing competent recreation leaders. Students will have experiences in conducting recreational programs for all ages.

REC 308 (3) Camp Counseling and Programming. The course is designed to offer experiences in organized camping techniques; individual and group counseling skills as well as programming procedures which include out-door cookery, camp, crafts, dramatics, nature study, and other camping activities.

REC 317 (3) Urban and Community Recreation. This course is a study of the various aspects, problems and practices of recreational agencies in urban areas. Students will be afforded experiences in the organization of street groups, family projects, commercial groups, and neighborhood schools.

REC 325 (1) Practicum in Recreation Administration. Experiences in recreation administration will be obtained by students at local recreation administration agencies that have viable programs. Students will gain experiences in initiating leadership and programming techniques.

REC 350 (3) Introduction to Leisure Education. Introduces students to the concept of leisure, fundamental and critical trends, and future perspectives vital for growth and development of leisure attitudes.

REC 404 (3) Recreation Program Design. This course entails a study of various aspects, problems and practices of agencies, governmental, and private programs and their planning with particular emphasis on playground, community and teen center plans and procedures.

REC 405 (2) Outdoor Recreation Programming. Emphasis of this course is placed on the philosophy, scope, and trends in outdoor recreation. It includes planning, administering, programming, and evaluating various outdoor recreation programs.

REC 406 (3) Legal Issues in Recreation. This course provides a legal structure by which students can best learn liability, legal and risk management principles, and understand and develop professional ethics.

REC 415 (3) Current Issues and Trends in Recreation. This course focuses on critical issues and trends surrounding the professional practice of recreation, leisure, play, and recreation administration and the challenges for future growth and development. This course will also focus on leisure style development, resource allocation and decision making for a constantly changing society.

REC 418 (3) Principles, Practices, and Procedures in Recreation. This course provides an overview of service delivery, practice, guidelines, theories, facilitation techniques and evaluation of the recreation and leisure process.

REC 421 (3) Management in Recreation. This course is a study of principles, methods, techniques, organizational patterns, personnel, public relations and administrative problems involved in the management of recreation, leisure and park programs. This course of study includes finance and budget, the art of human relations, communication, problem solving skills and techniques.

REC 423 (3) Research and Evaluation in Recreation. Emphasis is placed on the principles and techniques of research and evaluation in therapeutic recreation to the organization, administration, and objectives of viable therapeutic recreation programs.

REC 424 (3) Seminar in Recreation Administration. This course will emphasize review of current recreation administrative literature; completing abstracts, budget planning, community relations and annotated bibliographies; role playing, situation resolution and site visits. Students will be expected to take a major leadership role in the course.

REC 425 (9) Recreation Internship. Emphasis is placed on supervised leadership assignments in public or private agencies with emphasis on a variety of recreation leadership experiences common to such organization programs. Students will have the responsibility of planning, implementing and evaluating a special program during internship.

THERAPEUTIC RECREATION

TREC 104 (3) Introduction to Therapeutic Recreation. This course provides orientation to the field of therapeutic recreation in terms of its history, philosophy, development, practice

procedures and the contribution of therapeutic recreation to the school, community, and client.

TREC 218 (3) History and Philosophy of Therapeutic Recreation. This course provides a thorough investigation of the philosophical basis for therapeutic recreation, history, events, landmark legislation and the formation of the profession.

TREC 225 (1) Practicum in Therapeutic Recreation. Learning experiences will be provided for students during the fall and summer at local therapeutic recreation agencies. Students will have opportunities to gain experience as an observer in programming procedures.

TREC 313 (3) Implications of Disabling Conditions in Therapeutic Recreation. This course is designed to provide students with knowledge, and skills in planning and developing opportunities and for persons with various disabilities and the implications related to service delivery.

TREC 325 (1) Practicum in Therapeutic Recreation. Experiences will be obtained by students at local agencies and institutions that have viable therapeutic recreation programs. Students will gain experiences in initiating leadership and programming techniques and procedures.

TREC 329 (3) Programs Design and Evaluation in Therapeutic Recreation. This course presents a study of the various therapeutic recreation programs and problems encountered in recreation program planning for the special population.

TREC 415 (3) Current Issues and Trends in Therapeutic Recreation. This course focuses on critical issues and trends surrounding the professional practice of therapeutic recreation and the challenges for future growth.

TREC 418 (3) Principles, Practices, and Procedures in Therapeutic Recreation. This course provides an overview of service delivery, practice, guidelines, theories, facilitation techniques and evaluation of the therapeutic recreation process.

TREC 421 (3) Management in Therapeutic Recreation. This course is a study of the principles, methods, techniques, organizational patterns, personnel, public relations and administrative problems involved in the management of therapeutic recreation programs.

TREC 423 (3) Recreation and Evaluation in Therapeutic Recreation. Emphasis of the course on the principles and techniques of research and evaluation in therapeutic recreation to the organization, administrators, and objectives of viable therapeutic recreation programs.

TREC 424 (3) Seminar in Therapeutic Recreation. This course is designed to provide students with current information that pertains to issues, practices and procedures in therapeutic recreation. Emphasis will be placed on reviewing the literature, doing case studies, and abstracts.

TREC 425 (9) Therapeutic Recreation Internship. Emphasis is placed on supervised leadership assignments in public or private agencies institutions with emphasis on a variety of therapeutic

recreation leadership experiences common to such organizational programs. Students will have the responsibility of planning, implementing, and evaluating a special senior program during internship.

SCHOOL OF LIFELONG LEARNING

E.E. Thrash Universities Center, 3825 Ridgewood Road, Jackson, MS
601-979-8895

Faculty:
M. Bingham, J. Ke, H. Lackey, G. Stamps Smith, D. Wheaton

DEPARTMENT OF PROFESSIONAL INTERDISCIPLINARY STUDIES

MISSION OF THE SCHOOL
The mission of the School of Lifelong Learning is to provide adult students quality learning opportunities for professional and personal development throughout their lifetime. The School's mission meets the urban and comprehensive education goals of the University. The School of Lifelong Learning addresses problems created by the alarming statistics of Mississippi's school "dropouts," worker layoffs, industry demands for skilled labor, and a shrinking economy.

GOALS
The goals of the School of Lifelong Learning are to:

1. Provide world class education for adults, 25 years-of-age and older, who desire to prepare themselves for handling personal and professional challenges throughout their lifetime.
2. Build and maintain students' high quality academic performance and scholarship by emphasizing quality academics, professionalism, high accreditation standards, and the acquisition of relevant knowledge and resources.
3. Increase the accessibility of adult learners to higher education and training.
4. Respond to the global demands for a quality workforce using a rigorous curriculum that is aligned with student educational needs and professional standards.
5. Promote and sustain quality teaching and learning through scholarship, service- learning projects, and research by utilizing high quality, diverse faculty for adult learners in a supportive, adult-friendly environment.
6. Ensure that the School remains dynamic and responsive to the changing needs, policies, and technologies of adult education.

PURPOSE AND OBJECTIVES
A primary purpose of the School is to meet the needs of the present-day workforce and adult learners across the state, region, nation, and world. The School allows participants to work with academic advisors to customize studies that meet their personal and professional needs, while taking into consideration their myriad family-life and employment responsibilities.
The objectives of the School of Lifelong Learning are to:

1. Offer academic degree programs and professional development training to non- traditional

adult learners.

2. Recruit high quality non-traditional learners and offer training and classes during the evening, weekends, and at more convenient times through technological innovations.
3. Provide training products and services that meet the needs of individual schools, government, business and industry, and faith- based organizations.
4. Implement a comprehensive distance learning program that extends the accessibility of the School to distant populations of adult learners.
5. Provide comprehensive student support services including mentoring, tutoring, advisement and counseling that result in high quality academic performance outcomes.
6. Prepare adult learners for conducting, interpreting, and applying research to solve local, national, and global problems.
7. Implement a rigorous interdisciplinary curriculum using best practice instructional strategies and alignment with the current market demands of the workforce.
8. Attract and obtain high quality faculty who consistently engage in scholarly activities.
9. Provide opportunities for students to complete a minimum of 60 service- learning project hours, in rural and urban communities, consistent with the service-learning mission of the University.

Center for Professional Development

The Center for Professional Development offers non-academic credit courses for professional and personal development. The Center sponsors workshops, seminars, institutes, and conferences. These activities may be offered on-site at the business or agency, Universities Center, or online through innovative technologies and research-based strategies. Additionally, training activities may be offered at the Metro Classroom Sites to permit participants to receive needed on-site training; thus, removing the barrier of distance to make training cost-effective for the contracted agency.

The Center for Professional Development awards credit in the form of Continuing Education Units (CEUs), Certificates of Completion, and Certificates of Attendance. In collaboration with other units and agencies, the Center offers Social Work Units to licensed social workers, Orientation for School Leaders (OSL) credit to entry-level administrators, School Executive Management Institute (SEMI) credit to school administrators, and other non-academic credit units sponsored by professional associations.

The Center partners with a variety of agencies and organizations to deliver professional development training. Professional development is delivered to the members of the workforce through research- based strategies and innovative technologies. Participants of the Center include teachers, administrators, counselors, parent/teacher organization members, childcare administrators, pre-service educators, students, local, state, and government employees, entrepreneurs, and paraprofessionals. Local and national consultants are hired from local educational agencies, business, government, industry, and institutions of higher learning.

The School of Lifelong Learning also sponsors professional and personal development activities and services through additional research and service units. These units are described below:

Institute for Educational Renewal (INFER)
The Institute for Educational Renewal (INFER) is a continuing academic support unit designed to provide university support to public schools as they endeavor to meet the needs of all learners – prenatal through adulthood – and their families.

INFER's interdisciplinary, multifaceted program is dedicated to focusing its attention on outreach, collaboration, and staff development for school and daycare personnel; mentoring, and technical assistance to schools; and sharing diverse learning to communities around the world. INFER enlists federal, state, and private funding sources to assist in achieving its goals.

INFER is the home of the Southwest Mississippi Education Consortium (SMEC) and the Regional Education Service Center. SMEC serves 24 school districts, in 18 counties across Mississippi. The Southern Regional Education Service Center provides professional development and other support services for public schools primarily in the central Mississippi area.

Regional Education Service Center for Central Mississippi
The Regional Education Service Center, also known as the Southwest Mississippi Education Consortium (SMEC), represents one of the six regional education service centers that provide professional development and community services to diverse educational entities across Mississippi. Since 1997, the Center has formed partnerships with public and private education providers for the following purposes: to supplement, enhance, and expand the capacity of member agencies toward improving the quality of student performance in schools. The Center serves 24 school districts across 18 counties in Mississippi as a facilitator or sponsor of these activities and services. All professional development activities are delivered through workshops, conferences, seminars, institutes, interactive video, and online training. The offerings of the Service Center are designed and developed with input from district superintendents, principals, professional development coordinators, and teachers. Some of the training themes include but are not limited to the following: technology, curriculum and instruction, evaluation, research, leadership, literacy, classroom management, safety, cultural diversity, and others. Completion of training usually results in the awarding of Continuing Education Units (CEUs), Certificate of Attendance, Certificate of Participation, Orientation for School Leaders (OSL) credit to entry-level administrators, or School Executive Management Institute (SEMI) Credits.

Southwest Mississippi World-Class Teaching Initiative (SMWCTI) for National Board Certification
The Southwest Mississippi World-Class Teaching Initiative (SMWCTI) was established by legislation in 1999 for Jackson State University as one of the six World-Class Teaching Programs to support Mississippi teachers as they seek National Board certification. The SMWCTI Mentoring Program pairs groups of selected National Board candidates with experienced, devoted, knowledgeable, and caring mentors who are National Board-Certified teachers. During the mentoring sessions, the mentors guide and support candidates through the National Board process. The mentors work with the candidates through a series of performance- based assessments, including teaching portfolios, student work samples, videotapes, and thorough

analysis of classroom teaching and students' learning. The candidates also complete written exercises that probe the depth of their subject- matter knowledge.

Continuing Education Learning Center (CELC)

The Continuing Education Learning Center (CELC) consists of the following programs: (a) General Education Development (GED), (b) Basic Skills Training, and (c) Parenting Skills. The Learning Center provides self-paced, individualized, computer- based instruction on an on-going basis. Students can choose from a wealth of subjects including intermediate reading, GED preparation, pre- employment skills, parenting classes, job centered ethics, computer skills, and various enrichment workshops conducted by community leaders. The Learning Center collaborates with various non-profit agencies and city, state, and federal programs.

Jackson State University continues to have both urban and traditional missions. The CELC is central to the urban thrust of the University. It is one of three critical strategies used by the School of Lifelong Learning to help Jackson State University address its urban responsibilities. The CELC along with the School of Lifelong Learning's academic and non-academic credit units act in concert to provide substantive development programs for e-City and other community development projects in literacy, workforce, and health.

Student Support Services Unit

The Student Support Services Unit provides students with assistance in the areas of admissions, transcript evaluation, academic and financial aid counseling, advisement, and registration. Also, mentoring, tutoring, and other student support services are provided for students pursuing both academic and non-academic credit coursework and training activities. These services are offered weekdays and weekends at selected hours. The services are provided on- site, in the students' communities; via telephone, email, and zoom; and at the Universities Center location. Additionally, the School of Lifelong Learning works in concert with the Division of Student Life to coordinate student involvement in the community through volunteerism or community service opportunities that engage students in service at various community- based sites.

PROFESSIONAL INTERDISCIPLINARY STUDIES (BACHELOR OF SCIENCE)

INTRODUCTION/MISSION

The Department of Professional Interdisciplinary Studies offers two unique degree completion programs with an emphasis on cross-disciplinary knowledge that connects different disciplines. Our mission is to prepare nontraditional students to be future global leaders through the development of critical thinking, communication, theoretical inquiry, and technological skills in response to a diverse society and changing workforce. Students participate in service-learning activities to foster civic responsibility and lead to competence in personal and organizational development. Students also achieve success through the flexible design of the program curriculum which can be tailored to students' academic, personal, and professional needs.

The Bachelor of Science Degree in Professional Interdisciplinary Studies (PRIS) Program is a

flexible program designed for mature adults who seek a nontraditional method for obtaining a bachelor's degree. The curriculum has rigor, coherence, and logical progressions and is aligned with current and anticipated market demands of students and the workforce. PRIS allows students to tailor coursework to meet their personal and professional needs. Specific program benefits include the opportunity for students to (a) achieve their educational and personal goals, (b) expand their knowledge base by completing a comprehensive, individually paced plan of study, and (c) take advantage of college studies as they balance their family life and employment while working toward achieving their long-term career goals. This program is offered in a traditional and fully online format.

PROGRAM OPTIONS

In the Bachelor of Science in Professional Interdisciplinary Studies Degree Program, participants may choose from one of two program options:

Option 1: Professional Interdisciplinary Studies with a concentration in General Interdisciplinary Studies

- General Interdisciplinary Studies

  This option prepares students for a broad spectrum of employment opportunities in such career fields as Arts and Humanities; Business, Education, Health and Human Services; Social Sciences; and STEM (science, technology, engineering, and mathematics). Additionally, the program is flexible enough for students to customize studies for today's and tomorrow's emerging positions and organizations.

Option 2: Professional Interdisciplinary Studies with a concentration Human Resource Development

- Human Resource Development

  This specialization prepares students for careers as professional training directors, training/development managers, human resource directors, etc. Students will develop skills in communication, conflict resolution, training and development, team leadership, workplace learning, career planning, succession planning, organizational development, and performance improvement

OBJECTIVES

The educational objectives of the Bachelor of Science in Professional Interdisciplinary Studies Degree Program are to:

1. Prepare adult learners for leadership positions in business, education, government, community, and professional organizations.
2. Decrease time to degree for adult and nontraditional students by providing alternative degree options, modes of delivery, and adequate student services.
3. Expand students' interdisciplinary knowledge and understanding of the relationships among the areas of humanities and fine arts, natural sciences, social and behavioral science.
4. Develop students' ability to read, interpret and evaluate the work of scholars in their

chosen career field and design and apply research skills in the study of career related problems.

5. Provide adult learners with high quality education that allows them to communicate effectively and reason critically when confronted with workforce and societal issues.

STUDENT LEARNING OUTCOMES

1. Students will demonstrate verbal and written communication skills through writing assignments, presentation of projects, and/or job application portfolios.
2. Students will differentiate qualitative and descriptive quantitative analyses/approaches, apply a selected approach of research, and demonstrate proficiency in the use of technology for inputting, collecting, and analyzing information and developing presentations and other forms of communication.
3. Students will demonstrate a minimum of six leadership and ethical traits for diverse global and regional markets.
4. Students will demonstrate an understanding of the interdisciplinary relationships among the humanities and fine arts, social and behavioral sciences, and natural sciences in response to workforce trends and societal challenges.
5. Students will identify the origin and development of Human Resource Development (HRD) as well as the critical functions and roles of HRD in an organization, make connections between the HRD issues in theory and those in practice, design HRD interventions in different contexts, and identify contemporary cutting-edge topics in HRD research. (Human Resource Development Concentration)

OTHER REQUIREMENTS/OFFERINGS

1. Must complete 30 semester hours at the 300-400 level.
2. Must complete 30 hours in residence at Jackson State University

BACHELOR of SCIENCE in PROFESSIONAL INTERDISCIPLINARY STUDIES
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
Major Core		
CLL 104	Workforce Communication Behavior and Culture	3
CLL 120	Introduction to Interdisciplinary Studies	3
CLL 301	Principle-Centered Leadership	3
CLL 383	Research Tools and Fundamentals for Working Adults	3
CLL 480/CLL 481/ CLL 482	Independent Study / Specialized Professional Training or Internship	3
CLL 483	Special Field Research Project	2
Interdisciplinary Concentration*		
Electives	Discipline One	12
Electives	Discipline Two	12

Professional Concentration (Option 1: General Interdisciplinary Studies)*

Electives	Professional Emphasis	27

Professional Concentration (Option 2: Human Resource Development)

CLHR 200	Foundations of Human Resource Development	3
CLHR 215	Design, Delivery, and Facilitation of Training	3
CLHR 220	Training, Developing, and Communicating	3
CLHR 310	Management and Administration of the Training Function	3
CLHR 320	Conflict Resolution and Negotiation	3
CLHR 330	Ethical Procedures in the Workforce	3
CLHR 415	Program Planning and Development in Continuing Education	3
CLHR 425	Assessing and Analyzing Training Needs	3
CLHR 450	Human Resource Development Seminar	3

Total: 68

***INTERDISCIPLINARY CONCENTRATION AND PROFESSIONAL EMPHASIS OPTIONS**

Students may choose from the following disciplines when selecting their two interdisciplinary concentrations and their professional emphasis.

- Arts and Humanities (English, Journalism & Media Studies, Speech Communication and Theater, Art, Music, History, Philosophy);
- Business (Accounting, Business Administration, Economics, Entrepreneurship, Finance, Management, Marketing);
- Education (Elementary and Childhood Education, Special Education, Early Childhood Education, Human Resource Development)
- Health and Human Services (Health, Physical Education and Recreation, Communicative Disorders, Healthcare Administration, Social Work)
- Social Sciences (Criminal Justice, Sociology, Political Science, Psychology, Social Science);
- STEM (Science, Technology, Engineering, Mathematics)

CURRICULUM MAPS: General Interdisciplinary Studies Concentration
https://www.jsums.edu/studentsuccess/files/2022/08/Professional-Interdisciplinary-Studies-General-2022.pdf

CURRICULUM MAPS: Human Resource Development Concentration
https://www.jsums.edu/studentsuccess/files/2022/08/Professional-Interdisciplinary-Studies-Human-Resources-2022.pdf

COURSE DESCRIPTIONS

CLL 104 Workforce Communication, Behavior, and Culture (3). This course is designed to introduce working adults to the practices of collaborative learning in education and professional

(workforce) environments. This course is intended to help students understand group dynamics in the workforce, enhance written and oral expression, and improve reading comprehension, critical thinking, and cultural intelligence.

CLL 120 Introduction to Interdisciplinary Studies (3). This course is designed to introduce students to interdisciplinary studies as an academic field. Students will learn the key terms, major periods of development, and the principles that guide interdisciplinary inquiry. Additionally, students will compose a rationale for selecting an interdisciplinary studies program. They will consult with an academic advisor to develop an interdisciplinary studies degree plan.

CLL 301 Principle-centered Leadership (3). The most important roles of a leader are to motivate others and lead organizational change. This course will help students to assess personal and professional leadership skills by increasing proactive behavior, becoming more opportunity minded and productive.

CLL 383 Research Tools and Fundamentals for Working Adults (3) This course provides students with the basic skills needed to conduct research and write substantive reports. It gives an overview of the major research approaches and the fundamental tools needed in critical inquiry, the interpretation of data and evaluation of research studies. Students will engage in hands-on experiences in designing and conducting simple research projects.

CLL 400 Leadership Seminar (3) This course examines various theories and models of leadership and their practical application in commercial recreation, resort operational settings and faith-based organizations. The course addresses the structure of commercial recreation organizations and styles of effective leadership in different situations within this venue. Students learn practical skills such as group process, problem solving, conflict resolution and negotiation, team building, and effective presentation skills. Students engage in resort management activities in a leadership role designed to provide leadership practice and develop confidence. This course provides the critical elements of analytical and intellectual examination and reflection of certain core issues in the practice of leadership in commercial recreation.

CLL 480 Independent Study (1-3). This course provides students with the skills needed to conduct research and write substantive reports in both academia and practical work situations. Students are provided an opportunity to explore topics through interdisciplinary studies that they cannot adequately pursue in a traditional degree program. Students will engage in research which results in case or observation studies, research studies, research reports, or literature reviews/abstracts.

CLL 481 Specialized Professional Training (3). This course offers a unique, comprehensive combination of academic and professional training to equip employees with the complete and adequate range of knowledge and skills they need for success in their profession.

CLL 482 Internship (1-3). This course provides valuable work-learn experience in a professional

environment outside of the classroom. Students will be able to explore many different career areas, gain practical skills, and make industry contacts. A minimum of 150 hours of on-site training with a relevant agency is required for successful completion of this course.

CLL 483 Special Field Research Project (2). Required Prerequisite: CLL 383 (Courses may not be taken concurrently.) This course is designed to support students in their efforts to complete quality research projects in their prospective field. Students will select a topic, design studies, select appropriate permission, conduct projects, analyze results and prepare written reports. Students will also be required to present their findings to their fellow students. Extra credit will be given to students that present their research findings at professional conferences. Students will also be highly encouraged to submit their findings in article format to professional journals for possible publication.

HUMAN RESOURCE DEVELOPMENT (HRD)

CLHR 200 Foundations of Human Resource Development (3). This course provides an overview of the discipline and field of human resource development. The course will focus on how individuals and groups learn and interact within organizations. Topics will include strategic planning for human resource development, needs assessment, program development, application of workplace learning theories, career development theories and methods, and application of organizational learning theories.

CLHR 215 Design, Delivery, and Facilitation of Training (3). This course provides theoretical and applied introduction to the analysis, design, development, implementation, and evaluation of training for adults in organizations. Students will create a learning community to safely explore the theoretical and practical issues of adult learning research and theory.

CLHR 220 Training, Developing, and Communicating (3). This course is designed to teach perspective trainers the importance of effective communication skills at every level of the training process. From assessing the audience's needs to developing and marking the training session, students will hone their communication skills and apply those skills to produce the types of documents required in an effective training program.

CLHR 310 Management and Administration of the Training Function (3). This course addresses the principles and processes necessary to effectively manage and coordinate the training function in business and industry. Topics include strategic planning of the training function, responsibilities and tasks of managing training, analyzing training problems, managing training projects, facilities planning, legal and ethical considerations in training, budget and trends in the training and development field.

CLHR 320 Conflict Resolution and Negotiation (3). Students will learn conflict resolution skills for managing and resolving conflict in the workplace. Emphasis will be placed on alternate dispute resolution methodologies, including mediation and negotiation strategies. An extensive use of case studies as they relate to conflict resolution among peers, subordinates, and

superiors will be examined. A special project will include the design and implementation of an Alternative Dispute Resolution (ADR) program for an organization.

CLHR 330 Ethical Procedures in the Workforce (3). This course is designed to prepare students to apply ethical principles to issues that exemplify the kinds of moral challenges encountered in everyday life and the workplace. This course prepares the student to do ethical analysis, think critically about ethical issues, and evaluate ethical considerations which face human resource professionals and line managers as they relate to employee rights and employer responsibilities.

CLHR 415 Program Planning and Development in Continuing Education (3). This course will examine methods for establishing a productive continuing education/lifelong learning program. The principles and procedures involved in designing, organizing, operating, and evaluating comprehensive continuing education and training programs will be explored. An emphasis will be placed upon the role and responsibilities of the program manager or director.

CLHR 425 Assessing and Analyzing Training Needs (3). This course is designed to provide students with an opportunity to effectively plan, develop, and implement training for organizations. The course will allow students to determine the training needs of an organization, develop the training design, implement, and evaluate training material.

CLHR 450 Human Resource Development Seminar (3). This course is designed to help students better understand contemporary HRD issues and examine critical HRD issues through discussions, presentations and case studies.

UNIVERSITY STUDIES (BACHELOR OF UNIVERSITY STUDIES)

INTRODUCTION/MISSION:
Our mission is to prepare nontraditional students to be future global leaders through the development of critical thinking, communication, theoretical inquiry, and technological skills in response to a diverse society and changing workforce. Students participate in service-learning activities to foster civic responsibility and lead to competence in personal and organizational development. Students also achieve success through the flexible design of the program curriculum which can be tailored to students' academic, personal, and professional needs.

The Bachelor of University Studies, an adult degree completion program, provides adult learners with a flexible path to a bachelor's degree and is one option for returning students to obtain degree completion through the Complete 2 Compete (C2C) Initiative. The C2C initiative, a statewide program, was developed to encourage Mississippi adults who have completed some college, but earned no degree, to return to college and finish what they started. The Bachelor of University Studies is intended to serve adult learners who have earned at least 90 credit hours but have not completed a baccalaureate degree and have not attended a postsecondary institution in the past twenty-four months based on the last date of attendance. The curriculum

may be individualized for each adult learner based on their previously completed coursework and future career goals. This program is offered in a traditional and fully online format.

OBJECTIVES:

The educational objectives of the Bachelor of University Studies Degree Program are to provide adult students with the opportunity to:

1. Achieve personal and professional objectives of earning a university degree.
2. Expand their knowledge and understanding of the relationships among the areas of humanities and fine arts, natural sciences, social and behavioral science.
3. Develop the ability to read, interpret and evaluate the work of scholars in their chosen career field.
4. Design and apply research skills in the study of career related problems.
5. Manage at a comfortable level family and work responsibilities while successfully pursuing college studies.
6. Communicate effectively and reason critically when confronted with issues.
7. Meet all requirements for the baccalaureate degree including the demonstration of skill proficiency in disciplined academic inquiry.

NOTE: The Bachelor of University Studies Degree Program is only open to adult learners who qualify for the Complete 2 Compete program and have earned 90 or more semester hours of college-level coursework.

STUDENT LEARNING OUTCOMES

1. Students will demonstrate verbal and written communication skills through writing assignments, presentation of projects, and/or job application portfolios.
2. Students will differentiate qualitative and descriptive quantitative analyses/approaches, apply a selected approach of research, and demonstrate proficiency in the use of technology for inputting, collecting, and analyzing information and developing presentations and other forms of communication.
3. Students will demonstrate a minimum of six leadership and ethical traits for diverse global and regional markets.
4. Students will demonstrate an understanding of the interdisciplinary relationships among the humanities and fine arts, social and behavioral sciences, and natural sciences in response to workforce trends and societal challenges.

ADMISSION CRITERIA

The Bachelor of University Studies Degree Program is open to all adult learners who qualify for the Complete 2 Compete program and have earned 90 or more semester hours of college-level coursework. Students must meet all admissions requirements set forth by Jackson State University and the School of Lifelong Learning. Students must complete the following processes to satisfy undergraduate admission into the Bachelor of University Studies Degree Program:

1. Must meet all admission requirements of Jackson State University.
2. Must qualify for the Complete 2 Compete (C2C) Program:

a. Must apply for the Complete 2 Compete program at MSC2C.org,
b. Have completed 90 semester hours of college-level coursework,
c. Be at least 21 years of age,
d. Have been out of college at least 24 consecutive months,
e. Have not completed a baccalaureate degree, and
f. Be a resident of Mississippi or an Out-of-state adult who previously attended a Mississippi public institution

OTHER REQUIREMENTS/OFFERINGS

1. Must complete 30 semester hours at the 300-400 level.
2. Must complete 30 hours in residence at Jackson State University
3. Not required to take the Undergraduate English Proficiency Examination for graduation.
4. Not required to meet Service Learning/Community Service hours required for graduation.

BACHELOR of UNIVERSITY STUDIES
MAJOR REQUIREMENTS

Courses	**Credit Hours**
Professional Electives	12
Interdisciplinary Concentration	27
General Interdisciplinary Concentration (Professional Emphasis)	27
Internship and Research Project	6
TOTAL 72	

CURRICULUM MAP: University Studies (C2C)
https://www.jsums.edu/studentsuccess/files/2022/08/Bachelor-of-University-Studies-C2C-2022.pdf

COURSE DESCRIPTIONS

CLL 104 Workforce Communication, Behavior, and Culture (3). This course is designed to introduce working adults to the practices of collaborative learning in education and professional (workforce) environments. This course is intended to help students understand group dynamics in the workforce, enhance written and oral expression, and improve reading comprehension, critical thinking, and cultural intelligence.

CLL 120 Introduction to Interdisciplinary Studies (3). This course is designed to introduce students to interdisciplinary studies as an academic field. Students will learn the key terms, major periods of development, and the principles that guide interdisciplinary inquiry. Additionally, students will compose a rationale for selecting an interdisciplinary studies program. They will consult with an academic advisor to develop an interdisciplinary studies degree plan.

CLL 301 Principle-centered Leadership (3). The most important roles of a leader are to motivate

others and lead organizational change. This course will help students to assess personal and professional leadership skills by increasing proactive behavior, becoming more opportunity minded and productive.

CLL 383 Research Tools and Fundamentals for Working Adults (3). This course provides students with the basic skills needed to conduct research and write substantive reports. It gives an overview of the major research approaches and the fundamental tools needed in critical inquiry, the interpretation of data and evaluation of research studies. Students will engage in hands-on experiences in designing and conducting simple research projects.

CLL 400 (3) Leadership Seminar (3). Examines various theories and models of leadership and their practical application in commercial recreation, resort operational settings and faith-based organizations. The course addresses the structure of commercial recreation organizations and styles of effective leadership in different situations within this venue. Students learn practical skills such as group process, problem solving, conflict resolution and negotiation, team building, and effective presentation skills. Students engage in resort management activities in a leadership role designed to provide leadership practice and develop confidence. This course provides the critical elements of analytical and intellectual examination and reflection of certain core issues in the practice of leadership in commercial recreation.

CLL 480 Independent Study (1-3). This course provides students with the skills needed to conduct research and write substantive reports in both academia and practical work situations. Students are provided an opportunity to explore topics through interdisciplinary studies that they cannot adequately pursue in a traditional degree program. Students will engage in research which results in case or observation studies, research studies, research reports, or literature reviews/abstracts.

CLL 481 Specialized Professional Training (3). This course offers a unique, comprehensive combination of academic and professional training to equip employees with the complete and adequate range of knowledge and skills they need for success in their profession.

CLL 482 Internship (1-3). This course provides valuable work-learn experience in a professional environment outside of the classroom. Students will be able to explore many different career areas, gain practical skills, and make industry contacts. A minimum of 150 hours of on-site training with a relevant agency is required for successful completion of this course.

CLL 483 Special Field Research Project (2). Required Prerequisite: CLL 383 (Courses may not be taken concurrently.). This course is designed to support students in their efforts to complete quality research projects in their prospective field. Students will select a topic, design studies, select appropriate permission, conduct projects, analyze results and prepare written reports. Students will also be required to present their findings to their fellow students. Extra credit will be given to students that present their research findings at professional conferences. Students will also be highly encouraged to submit their findings in article format to professional journals for possible publication.

COLLEGE OF HEALTH SCIENCES
"A CEPH Accredited School of Public Health"

Dr. Russell Bennett
Interim Dean
Jackson Medical Mall, Suite 301
350 West Woodrow Wilson Avenue
Jackson, MS 39213
girmay.berhie@jsums.edu
601-979-6387

COLLEGE ACCREDITATIONS:
The Bachelor of Social Work (BSW) and Master of Social Work (MSW) degree programs are accredited by the Council on Social Work Education (CSWE).

Academic Departments:
- Department of Communicative Disorders
- Department of Health Policy and Management
  - Healthcare Administration Program
- School of Social Work
  - Bachelor of Social Work Program

Centers or other Programs in College:
- Jackson Heart Study Graduate Education and Training Center (JHS-GTEC)
- Mississippi Child Welfare Institute
- Central Mississippi Speech, Language, Hearing Clinic

INTRODUCTION:
The College of Health Sciences is committed to providing advanced quality education. We provide a learning environment that supports interdisciplinary communication, development of professional public health concepts, values, and the resolution of healthcare issues. We prepare students to be outstanding leaders and practitioners in professional careers in public health, healthcare administration, speech language pathology, communicative disorders, speech and hearing sciences, and social work.

MISSION:
The mission of the College of Health Sciences is to provide quality teaching, research, and service to produce team-oriented leaders who think critically and address health and societal issues that impact quality of life and well-being in communities at the local, state, national and global levels.

DEPARTMENT OF SOCIAL WORK (Bachelor of Social Work Program)

Dr. Kristin Richardson
B.S.W. Program Director
(601) 979-2631
College of Health Sciences
Location: College of Business Suite 408

Faculty:
T. Allen, B. Anderson, T. Buckley, J. Loggins, B. JMSKenny, S. Tompkins

INTRODUCTION/MISSION
The mission of the Bachelor of Social Work (B.S.W.) Program is to prepare diverse students for generalist social work practice in local and global communities. Students will be able to integrate knowledge and skills related to practice, theory, critical thinking, evidence-based research, ethical reasoning, policy, and technology to facilitate social change, empower at-risk populations, and promote human rights in diverse social work practice.

ACCREDITATION
The Bachelor of Social Work Program is accredited by the Council on Social Work Education.

ADMISSION CRITERIA
Students may declare Social Work as a major upon entry to the University. Students are identified as pre-majors until they have been formally admitted to the B.S.W. Program. Admission to the University alone will not ensure admission to the B.S.W. Program. The B.S.W. Program admits students during the Fall and Spring semesters. In order to be considered for admission into the program, the student must complete the application in its entirety. The application consists of questions pertaining to the admission requirements, thoughts and perceptions of the Social Work profession, references, the professional expectations for Social Work students and student statement of understanding. In addition, students must be admitted to the University; completed all developmental courses required by the University; completed or enrolled in ENG 104/105: Composition & Literature, removed all incomplete grades ("I") in courses; attended and/or accessed the virtual or face to face B.S.W. Program orientation and achieved a minimum cumulative institutional grade point average of 2.5 by the end of the semester in which the student has applied for admission to the B.S.W. Program. Students are notified by email at the end of the semester regarding the status of admissions. In addition to the admission application, the admission process may include participation in a personal interview with the B.S.W. Program Admissions Committee. Only students who have met all B.S.W. Program admissions requirements will be allowed to enroll in SW 385: Social Work Practice I and SW 301: Human Behavior and the Social Environment I.

OTHER REQUIREMENTS/OFFERINGS
Students must maintain a 2.5 or higher institutional grade point average and complete all Social Work and ENG 104: English Composition I and ENG 105: English Composition II courses with a "C"

or better.

BACHELOR of SOCIAL WORK
MAJOR REQUIREMENTS:

Course Number	Course Name	Credit Hours
SW 200	Introduction to Social Work	3
SW 210	Professional Behaviors, Ethics, & Communication	3
SW 215	Social Welfare Policies & Programs	3
SW 225	Human Diversity & Social Justice	3
ECO 211/212	Principles of Macroeconomics or Microeconomics	3
SW 250	Theoretical Perspectives for Generalist Social Work	3
SW 260	Behavior Modification: Assessment & Intervention	3
SW 301	Human Behavior & the Social Environment I	3
SW 385	Social Work Practice I	3
SW	Social Work Elective	6
HCA 311	Public Health and Epidemiology	3
HE 101	Concepts of Health	3
Statistics Option		3
Speech Option		3
SW 302	Human Behavior & the Social Environment II	3
SW 455	Research Methods in Social Work	3
SW 485	Skills in Interviewing	3
SW 486	Social Work Practice II	3
SW 489	Field Practicum	9
SW 499	Integrative Seminar	3
TOTAL HOURS: 69		

Minor Requirements: The Social Work minor requires completion of 18 credit hours and a passing grade in each social work course with a C or better. Students must complete the courses listed below:

SW 200 Introduction to Social Work	3 Credit Hours
SW 210 Professional Behaviors, Ethics and Communication	3 Credit Hours
SW 215 Social Welfare Policies and Programs	3 Credit Hours
SW 225 Human Diversity and Social Justice	3 Credit Hours
Social Work Electives	6 Credit Hours

CURRICULUM MAP:
https://www.jsums.edu/studentsuccess/files/2022/08/Social-Work-2022_JSU-1.pdf

COURSE DESCRIPTIONS

SW 200 (3) Introduction to Social Work. This is an introductory course that provides students with the historical development of social welfare and programs. It provides a broad survey of the social work profession, including its fields of practice, an overview of theory, history, values and

ethics, diversity of societal population and policies that are fundamental to this profession. Students are introduced to generalist social work practice and the use of critical thinking in the helping professions. The course provides an understanding of key social welfare concepts. Students in the course participate in twenty hours of service learning.

SW 210 (3) Professional Behaviors, Ethics & Communications. This course focuses on the values of the social work profession and the process of ethical decision making in the practice of professional social work. The intent of the course is to provide a foundation knowledge of professional values and ethics in order to develop sensitivity to ethical issues and dilemmas in social work and social welfare. The course concentrates on knowledge about the codes of ethics of the National Association of Social Workers and the National Association of Black Social Workers. Legal issues related to malpractice and liability and ethical issues related to at-risk populations are covered. The course examines personal values as well as societal values and analyzes the interaction and interrelationship of these values with the social work professional values.

SW 215 (3) Social Welfare Policies & Programs. This course focuses on helping students understand the historical foundation of social welfare, the values and beliefs underlying social welfare policy, and how it impacts our lives. An overview of the history of social welfare policy in the United States is explored. This theoretical and practically based course provides a special focus social welfare policies and programs designed to promote social and economic justice, to include themes of poverty, racism, sexism, homophobia, and other forms of oppression. Students will conduct a social welfare policy analysis.

SW 225 (3) Human Diversity & Social Justice. This course in human diversity provides students with a framework for understanding race, class, and gender, along with ethnicity, sexual orientation, and privilege. Students are taught to develop critical thinking skills, engage in culturally sensitive practice, and advocate for social, economic, and political justice.

SW 250 (3) Theoretical Perspectives for Generalist Social Work. (Pre-requisites: SW 200, SW 210) This course outlines the historical development of social work theory. It equips students with a variety of perspectives in social work theories, while fostering a critical analysis in comparing and contrasting those theories and their applications. It provides opportunities for students to utilize theory to analyze different case scenarios working with individuals, families, groups, organizations, and communities in generalist social work practice. It orients students to the conceptual, ethical and practical basis for analyzing social problems and issues and translating these theoretical constructs into problem-solving methods in social work practice

SW 260 (3) Behavior Modification: Assessment & Intervention. (Pre-requisites: SW 200, SW 210) Social work students develop skills in using learning theory to modify human behavior. This course introduces a practical approach to assessment and intervention in achieving stabilization and behavior change. The focus is on overt behavior exhibited by clients whom the social worker encounters in practice. Students are expected to know the major psycho pathologies studied in the course such as Anxiety Disorders, Personality Disorders, Schizophrenia, and other major

disorders. In additional to these competencies, knowledge of the classification and assessment of abnormal is required. The criteria of abnormal behavior; symptomatology and dynamics of psychological disorders and therapeutic considerations will also be examined in this course.

SW 301 (3) Human Behavior & the Social Environment I. (Pre-requisites: BIO 101, BIOL 101, HE 101, PSY 201, SOC 214,5W 200,5W 210, SW 215, SW 225) Course Restricted to Admitted Social Work Majors. This first course in human behavior and the social environment orients students to theoretical perspectives regarding the person-in-environment focus upon which social work bases its practice. Systems theory and an ecological perspective with a life-span approach and situational context are utilized to explore the periods from conception through later adulthood to understand individuals as they develop and have membership in diverse families, groups, organizations and communities. Knowledge of the theories about and the relationships among human biological, social, psychological, cultural, and economic systems during these periods of life span development is included and assessed for use in problem-solving while working with individuals, families, groups, organizations, and communities in social work practice.

SW 302 (3) Human Behavior & the Social Environment II. (Pre-requisites: SW 200, SW 210, SW 215, SW 225, SW 250, SW 260, SW 301, SW 385); Course Restricted to Admitted Social Work Majors. This is the second of two required courses in the Human Behavior and the Social Environment sequence. This course expounds on the students' knowledge of theoretical perspectives and human development stages of the individual from young and middle adulthood through later adulthood. An in-depth review of gender, gender identity, gender expression, sexism as well as sexual orientation is provided in this course. The course provides knowledge for the assessment of individual human development and behavior and focuses on the biological, psychological, sociological, cultural and spiritual determinants of human behavior. Application of human behavior knowledge to social work practice is applied at the micro, mezzo, and macro levels.

SW 385 (3) Social Work Practice I. (Pre-requisites: SW 200, SW 210); Course Restricted to Admitted Social Work Majors. This is the first of two required practice courses in the Social Work Practice sequence. This course provides the knowledge, skills, values, and ethics to prepare students to function as generalist social work practitioners. It focuses on the relationship-building and problem-solving skills necessary for social work practice with individuals and families.

SW 455 (3) Research Methods in Social Work. (Pre-requisites: SW 215, SW 250, SW 301, SW 385); Course Restricted to Admitted Social Work Majors. This course focuses on the practical methods of research, which beginning level social workers can incorporate into their field education and practice environment with diverse populations including at risk populations. It reviews the fundamental theoretical frameworks, research concepts and the process of research from the point of view of the problem- solving approach. Students will obtain the needed knowledge to monitor their practice, evaluate agency programs, social welfare policies, and understand the ethical use of social work research.

SW 485 (3) Skills in Interviewing. (Pre-requisites: SW 301, SW 385); Course Restricted to

Admitted Social Work Majors. This course introduces essential communication skills and techniques, along with pitfalls most commonly encountered in building helping relationships as a social work generalist practitioner. Emphasis is directed to the skills needed in interviewing individuals, families, small groups and organizational and community systems. This course builds upon the assessment knowledge acquired through the biopsychosocial study of human behavior and the social environment and an understanding of the helping process in generalist social work practice.

SW 486 (3) Social Work Practice II. (Pre-requisites: SW 200, SW 210, SW 215, SW 225, SW 250, SW 260, SW 301, SW 385); Course Restricted to Admitted Social Work Majors. This is the second of two required practice courses in the Social Work Practice (Social Work Practice I and II) sequence. This course is a continuation of Social Work Practice I in the development of the generalist social worker. It focuses on social work practice skills with groups, organizations and communities.

SW 489 (3) Field Practicum. (Pre-requisites: All required social work course and B.S.W. Program Core Requirements, to include ENG 400: English Proficiency or ENG 399: Functional Writing); Course Restricted to Admitted Social Work Majors. Field instruction enables students to integrate and apply to social work practice the knowledge, skills, and values and ethics obtained in the social work foundation courses. Agency-based learning experiences are provided which allow the students to develop generalist practitioner skills for social work practice with diverse individuals, families, small groups, organizations, and communities, including populations at risk of injustice, oppression and discrimination. Each student completes a minimum of 450 hours of supervised practice in a community agency.

SW 499 (3) Integrative Seminar. (Pre-requisites: All required social work course and B.S.W. Program Core Requirements, to include ENG 400: English Proficiency or ENG 399: Functional Writing); Course Restricted to Admitted Social Work Majors. This integrative seminar is an extension of the field instructional process and is dependent upon the field instructional learning experiences for considerable teaching content. This seminar serves as the bridge between the educational process and entry- level professional social work practice. Also, this course provides information for students who wish to pursue graduate professional education. It provides a forum for the discussion of practice-related issues and the integration of social work knowledge, skills, and values and ethics. The seminar also emphasizes the importance of the evaluation of one's own practice and the use of research skills in program evaluation.

HCA 311(3) Public Health & Epidemiology. The accreditation standards set by their Council on Education for Public health requires that all departments under an accredited School of Public Health (College of Health Sciences) must add a public health course to its curriculum. This course is designed to focus on modern organization, philosophy, and objectives of public health policies and practices. This course examines methods, information, and determinants of health status involved in application of epidemiology to control the health problems of community populations

Social Work Electives

SW 220 (3) International Perspectives on Diversity and Social Justice (Study Abroad). This course will enhance students understanding of diverse perspective regarding contemporary social issues, globalization, cultural diversity and oppressive dynamics.

SW 230 (3) Basic Trauma and Trauma-Informed Care. Basic Trauma & Trauma-Informed Care will provide a foundational understanding of the impact of psychological trauma including the neurophysiological alterations associated with trauma and a trauma-informed approach aimed at assisting individuals and systems impacted by trauma. This course will visit the trauma of systemic racism, history of trauma research, and a variety of conceptualizations of trauma with special attention and focus on Trauma-Informed Care (TIC) and self-care practices. The effects of stress and crises will serve as a foundation for understanding the physical and mental health outcomes associated with trauma. This course will not certify any student to practice as a mental health practitioner. However, students will gain the most basic knowledge about trauma, stress, and self-care practices. This course will introduce evidence-based self-care skills and practices as related to mental well-being.

SW 330 (3) Child Welfare. The focus of this course is on social welfare programs and services, legislation and policies in child welfare as they relate to children with special needs and their families.

SW 360 (3) Social Issues in Film. This elective course explores pivotal life transitions as they are depicted in film. Students will examine diversity, social justice, biological, psychological, and sociological aspects of major life events and issues such as Lesbian, Bi-sexual, Gay, Transgender, Queer (LBGTQ) discrimination/oppression, giving birth, becoming a parent, marrying, aging, dying and explore the portrayal of these events in film to understand their potential impact and influence on human behavior.

SW 400 (3) Military Social Work. This elective course focuses on knowledge and skills regarding life cycle issues, developmental theory, personality theory, and general systems theory, which will be applied to practice with military service populations. Additionally, this course will address specific issues such as the military as a sub-culture of our society, gender issues, the role of rank structure and its premises to transitioning to civilian sector, psychological development of basic training, and ethics of counseling in the military.

SW 401 (3) Social Work & Criminal Justice. This elective course provides a study of the various treatment and rehabilitation methods used in correctional settings. Topics include the roles of correctional personnel, the assessment and treatment of juveniles and adults, casework in correctional settings, crisis intervention, the assessment and treatment of special populations in correctional settings, and the evaluation of treatment and rehabilitation programs.

SW 402 (3) Leadership & Management Skills. This course focuses on social work management and leadership skills necessary to successfully develop and operate human service delivery

systems. Emphasis is placed on the organizational theories associated with the social work profession. The course focuses on organizational and agency administrative and management structures as they relate to the delivery of services. It develops leadership skills and a systematic approach to management of workloads through the functions of management. Theories of management and motivation are considered in relationship to operation of organizations and agencies.

SW 404 (3) School Social Work. This elective course prepares students to apply social work knowledge and skills in school settings through prevention, assessment, intervention and evaluation from an ecological multilevel approach focused on students, families and the school community.

SW 405 (3) Community Organization & Development. This course is offered to develop skills in community organization and development, one of the primary social work methods of practice. The focus is "the community as the client" and the course is both didactic and experiential in structure. The history, theories, and models of community organization practice are reviewed. The functions and roles of human service professionals in macro practice are examined.

SW 406 (3) Death & Dying. This elective course is designed to provide the student with an opportunity to understand the process of dying and bereavement. We will explore theory and research about dying and bereavement from a variety of interdisciplinary perspectives. The course offers the student an opportunity to explore personal and professional issues and experiences with death and bereavement. Social, cultural, ethical, and spiritual concepts that have an impact on death and bereavement are considered throughout the course. Attention will be given to lifespan and family perspectives. The values and ethics of multiple disciplines will be incorporated into the course.

SW 410 (3) Social Legislation. (Study Abroad). This course allows students an opportunity to demonstrate knowledge of governmental issues at the national and international levels. Students will learn content on social legislation and politics, contemporary social programs as well as an analysis of laws and court decisions relating to social, economic and legal problems. Also, students will be taught to advocate for diverse clients at the micro, mezzo, and macro levels.

SW 421 (3) Teenage Sexuality & Teenage Parenting. An investigation of those social, psychological, educational, and/or economic factors which influence teenagers toward sexual activity, pregnancy, marriage, pregnancy termination, etc. Emphasis is also placed on functional research relative to understanding the adolescent mind in urban centers, the unique problems and needs of the adolescent, and those social services in urban centers which attempt to meet the needs of adolescents.

SW 430 (3) Family Treatment. This course is designed for students and professionals who want to learn more about the theory and process of family therapy. The course offers a presentation of the major theoretical underpinnings and clinical practices in the family treatment field today.

SW 435 (3) Family Violence. In recent years the family has become one of the most violent social institutions in this country. This course will increase student knowledge and awareness of domestic violence in all its forms: child and adolescent abuse and neglect, spouse abuse (women and men), and elderly abuse. The social and historical background of family violence will be examined. Emphasis will also be placed on the extent and seriousness of the problem. Current social legislation, programs and services and intervention strategies will be reviewed.

SW 436 (3) Child Abuse & Neglect: Protective Services. This course focuses specifically on the complex problems of child abuse and neglect. It covers the incidence, causes, symptomatology, and types of child abuse and neglect with critical study of child sexual abuse. State-of-the-art research and approaches to treatment utilizing a multidisciplinary perspective (legal, medical, educational, and social services) are included.

SW 445 (3) Introduction to Social Gerontology. This course is designed to give students a general overview of social gerontology as a branch of knowledge in the field of gerontology. Social gerontology concerns itself with the psychosocial and economic aspects of the aged individual and the social problems encountered from living in both formal and informal societal groupings. The interaction of these aspects and groupings and the services established and considered for the aged through public and social policy will be discussed.

SW 450 (3) Social Work in Health-Related Fields. This course is designed to help students develop knowledge, skills and attitudes necessary to work in health-related fields. Two broad areas of concern in this course are: (1) social work in medical and psychiatric settings, and (2) delivery of health care services. Though general in scope, the course enables students to acquire knowledge in problem solving and in analyzing service systems.

DEPARTMENT OF COMMUNICATIVE DISORDERS

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INTRODUCTION/MISSION

The Department of Communicative Disorders offers a program leading to the Bachelor of Science Degree in Communicative Disorders. Students enrolled in this program are prepared for entry into graduate programs in speech-language pathology, audiology, and speech-hearing science.

The mission of the Department of Communicative Disorders is to provide quality education to

diverse pre-professional and graduate students, who are majoring in Communicative Disorders. The program will: (a) prepare pre-professional students for entry into graduate programs; and, (b) guide graduate students to (i) acquire the knowledge and develop the skills, competencies, and attitudes that are essential for the prevention of communicative disorders, and the safe, effective and efficient practice of entry-level speech-language pathology, (ii) develop the ability to analyze, synthesize, and evaluate data, and to conduct research, (iii) provide professional and public services to local, state, national, and world communities, (iv) continue their professional growth by exploring developments in the profession and learning new models of management, and (v) develop an understanding and appreciation of ethnic and cultural diversity on normal and disordered communication.

OBJECTIVES

The Department of Communicative Disorders provides academic and clinical education to its students, who prepare to work in a health service profession or prepare for post-graduate studies leading to the doctorate. The objectives of the Department are listed below:

- Educate students to independently, effectively and safely: (a) differentiate between normal and abnormal communication, as well as normal and abnormal swallowing patterns; (b) diagnose and treat persons of all ages who have speech, voice, cognitive, language, communication and swallowing disorders; and, (c) habilitate/rehabilitate infants, children and adults with hearing loss
- Equip students to ask relevant questions and provide appropriate information to patients, their families, caregivers and other service providers regarding the prevention, diagnosis and management of human communication and swallowing disorders
- Facilitate clinical experiences that will train students to provide clinical services in a variety of settings including community clinics, hospitals, private practices, schools and university settings
- Prepare students to meet the academic and clinical requirements for licensure granted by the Mississippi State Department of Health and the Certificate of Clinical Competence in Speech-Language Pathology awarded by ASHA
- Guide students to evaluate developments in the professions, and conduct research in (a) the normal processes of language, speech, hearing and swallowing; and, (b) the prevention, diagnosis and treatment of disorders of human communication and swallowing
- Assist students to develop sensitivity to and an appreciation of diversity in society, so that they (a) take into consideration individual differences in the provision of clinical services, (b) do not discriminate in the delivery of services on the basis of race or ethnicity, age, gender, religion, national origin, sexual orientation or disability; and, (c) work effectively with other professionals who may be different from them in respect to race or ethnicity, age, gender, religion, national origin, sexual orientation or disability
- Encourage students to develop high standards of integrity, responsibility and ethics, so that they (a) hold paramount the welfare of patients they serve; (b) provide services only in areas in which they are competent; and, (c) adhere to the fundamentals of ethical conduct
- Prepare students for advanced programs of study in communicative disorders
- Advocate the pursuit of continued professional growth through continuing education

- Offer educational programs that will (a) promote the maintenance of current knowledge and skills of speech-language pathologists in the Jackson area, state, national and world communities; and (b) provide the general public with information regarding the prevention, nature, diagnosis and treatment of communication disorders and swallowing disorders
- Provide professional and public services to local, state, national and world communities

STUDENT LEARNING OUTCOMES

- Identify principles of ASHA Code of Ethics that guide professional practices of speech-language pathologists and audiologists.
- Recognize key components of speech-language pathology and audiology clinical practice while observing assessment and intervention sessions and discuss them in writing.
- Explain the impact of hearing on speech, language, communication, and learning.
- Explain the roles and responsibilities of a speech-language pathologist and audiologist

BACHELOR of SCIENCE in COMMUNICATIVE DISORDERS
MAJOR REQUIREMENTS:

Course Number	Course Name	Credit Hours
CMD 211	Introduction to Communicative Disorders	3
CMD 219	Phonetics	3
CMD 312	Anatomy and Physiology of the Speech and Hearing Mechanism	3
CMD 321	Language and Cognitive Development	3
CMD 316	Speech and Hearing Sciences	3
CMD 322	Speech Sound Disorders	3
CMD325	Language and Cognitive Disorders	3
CMD 450	Speech-Language Pathology Services in the Schools	3
CMD 410	Introduction to Clinical Practicum	1
CMD 423	Introduction to Audiology	3
CMD 441	Introduction to Aural Rehabilitation	3
CMD 344	Assessment of Children	3
CMD 488	Seminar in Career and Professional Development	2
CMD 446	Seminar in Communicative Disorders on Children from Diverse Backgrounds	3
CMD 480	Clinical Practicum	3
TOTAL: 42		

CURRICULUM MAP:
https://www.jsums.edu/studentsuccess/files/2022/08/Communicative-Disorders-2022_JSU.pdf

COURSE DESCRIPTIONS

CMD 211 (3) Introduction to Communicative Disorders. Describes normal speech, language, and cognitive development. The nature, symptoms, and etiology relating to articulation, voice, fluency, motor disorders, impaired hearing, delayed language, and acquired neurological

language disorders are discussed. Open to Juniors and Seniors in other departments.

CMD 219 (3) Phonetics. Provide general knowledge about the nature of speech sounds, how they are formulated, vocalized, and visually symbolized. Auditory recognition and discrimination between phonemes are stressed. The dynamics of speech sounds are considered in relation to pronunciation, phonetic change, and dialectal variation. Open to Juniors and Seniors in other departments.

CMD 312 (3) Anatomy and Physiology of the Speech Mechanism. Basic course designed for an in-depth study of the anatomical structures of the head, neck, and trunk. The physiology of these structures will be related to the process of normal breathing and verbal speech production.

CMD 316 (3) Speech and Hearing Science. An introductory course in psychological measures of speech production, speech perception, and speech acoustics. Students will be introduced to basic elements of the physics of sound and acoustic cues relevant to the perception of speech and non-speech auditory stimuli.

CMD 321 (3) Language Development. Study of acquisition and development of child language. Emphasis is placed on structural aspects of language and language-learning.

CMD 322 (3) Articulation Disorders. Prerequisites: CMD 211, 312, and 321. Study of the etiology, assessment, and management of disorders of articulation and phonology.

CMD 325 (3) Language and Cognitive Disorders in Children. Prerequisite: CMD 211, 219, 312, and 321. Study of the assessment and management of children with developmental and acquired language and cognitive disorders.

CMD 344 (3) Assessment of Children. Prerequisite: 21 semester hours in basic and advanced speech pathology courses. A study of the methods and procedures employed in testing and evaluating speech and language disorders in children.

CMD 410 (1) Introduction to Clinical Practicum. Prerequisite: CMD 211, 219, 312, 316, and 321. An introduction to clinical methods and procedures. The student will earn twenty-five (25) clock hours in observation that are needed for ASHA ‘s Certificate of Clinical Competence. Restricted to majors only.

CMD 423 (3) Introduction to Audiology. Prerequisites: CMD 312, 316, 321, 322, and 325. Study of the physics of sound, the anatomy and physiology of the ear, hearing loss, and basic audiological assessment.

CMD 441 (3) Intro to Aural Rehabilitation. Prerequisite: CMD 423. The course will include principles of habilitation /rehabilitation for communication disorders related to hearing impairment.

CMD 446 (3) Seminar in Communicative Disorders in Children from Diverse Backgrounds. The course serves as the capstone class for seniors in the undergraduate communicative disorders major. The class provides opportunities for bridging knowledge of communication disorders in children with evidence-based interventions.

CMD 450 (3) Speech-Language Pathology Services in Schools. Prerequisite: CMD 322, 324, and 325. Study ethics, case load selection, disability criteria, behavior management, as well as the administration and organization of speech-language programs in schools.

CMD 480 (3) Clinical Practicum in Speech-Language Pathology I. Prerequisites: CMD 322, 324, 325, 344, and CMD 410. Supervised clinical experiences in speech, language, and hearing disorders.

CMD 488 (2) Seminar in Career and Professional Development. Students will explore and demonstrate knowledge related to educational and occupational options for persons who have a BS degree in communicative disorders.

DEPARTMENT OF HEALTH POLICY AND MANAGEMENT/HEALTHCARE ADMINISTRATION

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INTRODUCTION/MISSION

The Healthcare Administration (HCA) Program provides sound theoretical and practical education. As part of the HCA curriculum, students have direct field experiences designed to prepare them for entry- level supervisory positions in a range of healthcare organizations, as well as establishes professionalism that results in continuous career growth and development. In support of JSU's rich heritage, the HCA Program is sensitive to the needs of a diverse student body that will address national, state, and local needs for more minorities in management and the professional healthcare workforce. Our evidence- based curriculum is designed to develop competencies necessary for students' future successes in healthcare administration.

OBJECTIVES

The HCA Program objectives are categorized across five domains: *Knowledge of the Healthcare Environment, Business Skills and Knowledge, Leadership, Professionalism, and, Communication and Relationship Management*

- To understand healthcare delivery systems.
- To understand the functions of management and administration of healthcare systems.
- To practice leadership and managerial skills that will positively impact performance as a healthcare manager.
- To integrate healthcare professional ethics with business skills and industry knowledge.
- To practice communication that supports a three prong approach: patient health literacy, cultural understanding, and language barriers.

STUDENT LEARNING OUTCOMES

Upon completion of the B.S. in Healthcare Administration program, graduates will be able to do the following:

- Identify the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
- Apply the principles of project implementation, including planning, assessment, and evaluation in organizational initiatives.
- Explain the fundamental characteristics and organizational structures of the U. S. health system as well as to the differences in systems in other countries.
- Demonstrate competence in health information literacy.
- Develop skills to collaborate and consult as a strategic member of the healthcare team.
- Demonstrate the ability to evaluate the scientific literature, understand and synthesize relevant information from it, and be able to convey this information both orally and in writing.
- Ability to analyze and interpret financial information specific to the healthcare setting.
- Develop effective professional behavior, communication and leadership skills for careers in health care.
- Apply management techniques and theories into leadership activities.
- Integrate concepts of ethics, privacy, law, and regulation to achieve optimal organizational effectiveness while adhering to personal and professional values in all elements of the healthcare delivery systems.

ADMISSION CRITERIA

The B.S. degree requirement in the HCA Program is 122 hours. Students begin the HCA core curriculum after completing the first two years of preparatory work. Admission prerequisites include courses in accounting, statistics, economics, and computer science. Faculty advisors are assigned to guide all students through matriculation and field work requirements.

BACHELOR of SCIENCE in HEALTH CARE ADMINISTRATION

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
ACC 211	Principles of Accounting	3
ACC 212	Principles of Accounting	3
ECO 211	Principles of Macroeconomics	3
HCA 301	Intro to Healthcare Organizations	3

HCA 311	Public Health & Epidemiology	3
HCA 320	Healthcare Services Management	3
HCA 380	Statistics for Health Services	3
HCA 381	Healthcare Administration of Long Term Care	3
HCA 310	Health Economics and Payer Systems	3
HCA 352	Human Resources Management in Healthcare	3
HCA 384	Healthcare Policy and Politics	3
HCA 402	Healthcare Planning and Marketing	3
HCA 470	Healthcare Research & Evaluation	3
HCA 420	Administrative Law & Ethics	3
HCA 440	Health Mgmt. Info Systems	3
HCA 450	Financial Mgmt. of Health Serv.	3
HCA 480	Applied Research Mgmt.	3
HCA 431	Health Professional Career Dev Seminar	3
HCA 400	Health Administration Internship	3
HCA 482	Managed Care & Integrated Systems	3
HCA	HCA Elective	6

TOTAL 66

CURRICULUM MAP:
https://www.jsums.edu/studentsuccess/files/2022/08/Healthcare-AdminIstration-2022_JSU.pdf

COURSE DESCRIPTIONS:

HCA 301 (3) Introduction to Healthcare Organizations. An overview of the healthcare delivery systems in the United States. It is designed to familiarize beginning healthcare administration students with social, political, economic, demographic, cultural, financial, and technological forces that shape the organization, structure, and operation of the United States healthcare system.

HCA 310 (3) Health Economics and Payer Systems. This course is designed to acquaint students with the application of micro-economics to the health sector. Topics covered will include concepts and measures of health, markets for medical and hospital care, health insurance, financing of healthcare, demands for healthcare, physician supply, cost efficiency, cost effectiveness, and cost benefit analysis.

HCA 311 (3) Public Health and Epidemiology. This course is concerned with the modern organization, philosophy and objectives of public health policies and practices. This course examines methods, information, and determinants of health status involved in applications of epidemiology to control the health problems of community populations.

HCA 320 (3) Healthcare Services Management. This course introduces students to modern management concepts, tools, and techniques in healthcare administration, and to practical

applications of management theory in health services organizations. Topics covered will include: (a) the ethical, legal and technological aspects of healthcare administration; (b) motivational theories and leadership and managerial styles; (c) strategic planning and marketing; (d) problem-solving, decision-making, and conflict resolution strategies; (e) organizational communication; (f) human resources management; and (g) labor relations.

HCA 352 (3) Human Resource Management in Healthcare. Human resources are the most valuable elements of any organization, especially in the healthcare industry. It is management's responsibility to implement and coordinate a total human resource system–composed of work force planning, recruitment and selection, placement, and retention– to ensure that the health service organization is properly staffed.

HCA 380 (3) Statistics for Health Services. This course studies basic biomedical public health and administrative statistical measurement techniques to test hypotheses, confirm correlations and interpret health information for management, clinical, and organization decision purposes.

HCA 381 (3) Healthcare Administration of Long-Term Care. This course is designed to provide students with a basic overview of the long-term care continuum, including nursing homes, mental health systems, and non-institutional alternatives, such as home health agencies, adult day care centers, retirement homes, etc. The long-term needs of various sub-populations will be examined.

HCA 384 (3) Healthcare Policy and Politics. This course is an overview of healthcare policy in the United States. It is designed along four major themes: (1) a historical and socio-political analysis of the relationship of government and health; (2) an exploration of health policy and the political structure; (3) an examination of the role of interest groups and public opinion in health policy; and (4) health policy and the political process.

HCA 400 (3) Healthcare Administration Internship. The second in a two-sequence series of administrative internships for healthcare administration students. The course is designed to allow students to apply learned theories and concepts in a work situation. Placement sites will include, but not be limited to, hospitals, long-term care facilities, ambulatory care centers, managed care organizations, mental health centers, community health centers, medical group practice, health insurance companies, rehabilitation centers, and public health agencies.

HCA 402 (3) Healthcare Planning and Marketing. This course is designed to provide students with an overview of the strategic planning processes used by healthcare organizations. Methods and practices of determining market demands and resource requirements for health services development are explained.

HCA 420 (3) Administrative Law and Ethics in Healthcare. This course is an exploration of the legal issues and professional management ethics related to providers and consumers of health services. Emphasis is placed on application of legal doctrines in the healthcare settings and the administrative implications of health related legislation and programs. Study topics include

negligence, liability, medical malpractice, labor law, informed consent, and related patient care protective rights.

HCA 431 (3) Health Professional Career Development Seminar. This is a professional development course designed to socialize and familiarize the student with the historical background and trends in the field of healthcare administration. The social, political, economic, and technological factors influencing the development and growth of the healthcare administration profession will be explored. Additionally, students will be introduced to the job search process and the process of applying for admission to professional schools. Students will learn how to: (a) write a cover letter and resume, (b) write a job search plan, (c) apply interviewing techniques, (d) dress professionally, and (e) develop networking skills.

HCA 440 (3) Health Management Information Systems. The analysis, design and installation of management of information systems in healthcare organizations are studied, including their application to data processing, inventory control, resource allocations, space utilization, work flow and job design and analysis, quality improvement, reengineering, and change management.

HCA 450 (3) Financial Management of Health Services. This course teaches students the fundamental concepts and principles of financial medical services in health businesses. Topics include financial management systems, breakeven analysis, cost-benefit ratios, rate-setting, working capital, cash flow, and asset-budget planning for financial control.

HCA 470 (3) Healthcare Research and Evaluation. This is an introductory examination of the theories, methods and approaches in research and evaluation of healthcare problems. Students are taught how to design scientific investigations of problems affecting personal health status and the organizations providing health services. The classroom learning concludes with student applications of research designs and proposals to formulate selected health problems.

HCA 480 (3) Applied Research/Management Project. Prerequisite: All other courses. Students conclude their curricular studies by independently designed and implementing either research or administrative projects that address positive advances for health service problems through scientific management solutions. The research option uses small-scale studies of specific organizational or personal health problems. The management project similarly expects students to design and complete an operational problem or change in some healthcare setting by applying administrative practices. Each project option requires a proposal and final report approved by the faculty advisors that students select for supervision.

HCA 482 (3) Managed Care and Integrated Systems. This course offers students a descriptive survey and assessment of the trends, concepts, policies and practices in the managed care industry (JMSO). Emphasis is on how administrative personnel fulfill the JMSO mission and dynamic development. Students review the different models of these networks and organizations together with the impact of regulation, subscriber rights, risk management, physician relationships, and other challenges to manager care. National healthcare reform via

private markets and JMSO's versus public system interventions is also considered within the vexing dilemma of benchmark social change in American health policy.

Healthcare Administration Electives Course Descriptions

HCA 340 (3) Healthcare Administration of Ambulatory Services. This course examines the organizational characteristics and management requirements of the diverse range of ambulatory healthcare setting, including emergency departments, primary care centers, attached and free-standing outpatient service units, physician office practices, and other such non-inpatient diagnostics, surgical, and rehabilitation facilities. Of special interest is the exploration of both general and distinct administrative competencies and practices that are essential for professional managers of these ambulatory-based services.

HCA 365 (3) Hospital Acute Care Administration. Major teaching hospitals (academic medical centers), short-term general community hospitals, community hospitals, long-term care hospitals, rehabilitation hospitals, military and Veteran Administration hospitals, psychiatric hospitals, and women and children's hospitals, are all licensed as institutions offering acute medical care. Among these various types of facilities are vast differences in their characteristics and the different needs of people served. This course explores these various institutional distinctions of organizational design, service goals, and professional cultures.

HCA 498 (3) Contemporary Issues in Health Care Administration. This course is designed to teach the participants ways to abstract research journals on issues prevalent to the course. It focuses on areas of Healthcare Agencies that contribute to the Academic growth of the students. A variety of readings are required and oral presentation given to improve their communication skills. Visitations to these agencies are highly recommended.

HCA 499 (3) Independent Study. This course is intended to provide to students, especially graduating seniors, the opportunity to acquire an in-depth and specialized knowledge of one or more of the myriad issues in the healthcare system. It calls for an individualized and independent investigation and study of a healthcare or public health issue or problem. Under the guidance of an instructor of similar interest in the issue problem, the student develops and implements a conceptual framework that undergirds the study. Pedagogy is expressed through the use and application of management science theories.

BACHELOR OF SCIENCE IN PUBLIC HEALTH

INTRODUCTION/MISSION

The Bachelor of Science in Public Health (BSPH) degree program, housed in the Department of Health Policy & Management, *An Accredited School of Public Health*, College of Health Sciences, provides a sound theoretical and practical education for public health practitioners. This program also prepares students to enter the workforce in a number of jobs that fall under the public health umbrella, most including a focus on disease prevention and the promotion and protection of the

health of a community through education or policy advocacy. As part of the Public Health curriculum, students have direct field experiences designed to prepare them for entry-level practice and supervisory positions in a range of public health organizations. Public Health undergraduates typically assume entry and middle-level position as community health planners, first responders, epidemiologists, public policymakers, public health physicians, public health nurses, and occupational and safety professionals.

OBJECTIVES

The public health curriculum exposes students to concepts and experiences necessary for success in the workplace, further education, and lifelong learning. Students will:

- Understand the concepts and applications of basic statistics
- Understand the foundations of biological and life sciences
- Understand the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
- Integrate concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
- Understand the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course

LEARNING OUTCOMES

Upon completion of the B.S. in Public Health program, graduates will be able to:

- Analyze and apply public health information, in both oral and written forms, through a variety of media and to diverse audiences
- Evaluate, locate, use and synthesize public health information

In addition, through concentrations in Health Education, Allied Health, and Healthcare Administration, students are able to:

- Design advocacy interventions and strategies for the protection and promotion of the public's health at all levels of society
- Analyze community dynamics through integrated learning experiences during the internship
- Apply critical thinking skills and creativity
- Analyze and evaluate cultural context in which public health professionals work
- Analyze and evaluate research methods in public health
- Apply systems thinking skills to public health situations
- Analyze and apply dynamics of teamwork and leadership skills in public health organizations

ADMISSION CRITERIA

The Bachelor of Science in Public Health (BSPH) program curriculum requirement is 123 credit hours. Students begin the BSPH required course curriculum after completing the first two years of the General Education course work including the Pathways and Civic Engagement courses. Faculty advisors are assigned to guide all students through matriculation and field work requirements.

OTHER REQUIREMENTS/OFFERINGS

All students are required to integrate, synthesize and apply knowledge through an integrated learning experience. This integrated experience serves as a capstone in the form of a 150-hour internship. This experience provides exposure to local level public health professional and/or agencies that engage in public health practice.

B.S. in PUBLIC HEALTH
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hour
BIO 236	Concepts of Public Health	3
BIZ 201	Introduction to Business	3
HE 208	Epidemiology of Diseases	3
CSC 215	Data Analytics	3
SOC 302	Basic Issues in Mental Health	3
ALH XXX	Introducing Environmental and Occupation Health (MS College)	3
ECO 211	Principles of Macroeconomics	3
ENG 213	Professional Writing	3
PHS 301	Introduction to Public Health Organization	3
SW 225	Human Diversity and Social Justice (social & behavioral science)	3
HCA 303	Medical and Administrative Terminology	3
HCA 311	Public Health and Epidemiology	3
HCA 380	Statistics for Health Services	3
PHS 350	Public Health Communications	3
PHS 431	Public Health Professional Career Development Seminar	3
PHS 395	Problems and Issues in Public Health	3
PHS 470	Public Health Research & Evaluation	3
PHS 400	Public Health Internship	3
PHS 420	Public Health Law & Ethics	3
PHS 450	Financial Management of Public Health Services	3
PHS 480	Applied Research Project in Public Health	3
ITEM 301	Principles of Emergency Management	3

BSPH with a concentration in Health Education

Course Number	Course Title	Credit Hour
ALH XXX	Health Promotion/Education in Contemporary Society	3
HE 206	Organization and Administration of School & Community Health	3
HE 333	Methods & Materials in Teaching Health	3
HE 401	Consumer Health and Safety	
HE 498	Introduction to Alcohol and Drug Education	3

BSPH with a concentration in Allied Health

Course Number	Course Title	Credit Hour
PHS 401	Disease Pathogenesis and Risk Factors in Public Health	3
HE 311	First Aid, Prevention, and Care of Injuries	3
PHS 404	Data Driven Solutions for Public Health	3
PHS 405	Public Health Leadership Seminar	3
PHS 403	Disaster Management in Public Health	3

BSPH with a concentration in Healthcare Administration

Course Number	Course Title	Credit Hour
CLL 301	Principle-Centered Leadership	3
HCA 320	Healthcare Services Management	3
HCA 352	Human Resource Management in Healthcare	3
HCA 402	Healthcare Planning and Marketing	3
HCA 482	Managed Care and Integrated Systems	3

CURRICULUM MAP:
https://www.jsums.edu/studentsuccess/files/2022/08/Public-Health-2022_JSU.pdf

COURSE DESCRIPTIONS

PHS 301 (3) Introduction to Public Health Organizations. This course is designed to introduce the basic tenets, applications, and foci of the U.S. and global public health systems and how public health is integrated with other health professions and systems. Students are introduced to various public health settings, specific careers in public health, and public health certifications. This course provides a history of public health, an overview of the core disciplines, current events, and issues in the field. It provides a practical and equity-focused approach to the fundamentals of public health.

PHS 350 (3) Public Health Communication. This course is designed to provide students with the knowledge of how to effectively frame communication, select media, and construct public health campaigns. While providing both theoretical and applied foundations, this course provides students the knowledge of how to inform, empower, or persuade individuals to adopt healthier lifestyles as well as foster public debate and health policy change.

PHS 384 (3) Public Health Policy and Politics. This course is designed to provide students with an opportunity to understand the framework and concepts used in public health policy and politics. Processes of formulation, implementation and policy modification will be discussed. Evidence-based decision making and the role of politics in relation to public health policy are highlighted. This course also examines the strengths and weaknesses of different approaches to public health and health care delivery and financing, including private, single-payer and universal systems. Students analyze the impact of these approaches on access, cost, quality, and disparities.

PHS 395 (3) Problems and Issues in Public Health. This course is designed to provide students with an opportunity to learn multiple ways to view current controversial topics in public health. The course covers current public health issues/topics encompassing biomedical issues, social and behavioral factors related to health, and the environment.

PHS 400 (3) Public Health Internship. This course is designed to provide students with an opportunity to apply learned theories and concepts in a "real world" situation. The Public Health Internship activity is a culminating experience and organized into two components: field experience, which require students to participate with agencies, and organizations that provide public-health experiences; and coursework, which focuses on professional development, problem-solving, experience sharing, and reflection on work-related issues. It is intended to broaden the student's public health perspectives and provide an opportunity to interact with public health professionals and participate in activities that constitute public health. It is further expected that the student is exposed to various paradigms and ways to solve public health problems, with experiences that reinforce communication principles, use of relevant information technology, sensitivity to diversity and cultural issues, and enhance a student's leadership, program planning, and systems thinking skills.

PHS 401 (3) Disease Pathogenesis and Risk Factors in Public Health. This course provides a foundation of biology and pathophysiology concepts necessary for the practice of public health including an evaluation of the natural history and mechanisms underlying infectious and chronic human diseases. This course will also address population level targets for prevention and treatment of major diseases of human health. The goals of this course are to provide students with a fundamental understanding of the biology and pathophysiology underlying major human diseases which cause significant morbidity or mortality and to develop an appreciation for the role of public health in the prevention, identification, and treatment of human disease.

PHS 403 (3) Disaster Management in Public Health. This course is designed to provide students with an introduction to different types of public health and environmental health disasters, their consequences, and the role of public health agencies and practitioners in preparedness, response, and recovery. The course will employ an all-hazards, domestic perspective, and explore different types of natural, biological, chemical, radiological, and nuclear disasters. Additionally, the course introduces core public health preparedness concepts and issues through readings, lecture, discussion, debate, and other active learning activities. Topics include role and

responsibility of public health in disasters; at-risk populations; command and control; public health legal preparedness; and ethical issues in disaster events.

PHS 404 (3) Data Driven Solutions in Public. This course is designed to provide students with an introduction to the importance of data in public health, including collection, analysis, interpretations, and dissemination. It provides examples of how data is used to evaluate public health decisions, policy, and resource allocation. It is an introduction to bio-statistical and epidemiological methods, informatics, and big data including usage, management, and challenges. Lab sessions are part of this course to give students more advanced and intimate learning experiences with statistical software designed to provide hands-on examples of concepts presented in class.

PHS 405 (3) Public Health Leadership Seminar. This course is designed to provide students with an opportunity to enhance their understanding of organizations, their culture, and behaviors, as well as encourage systemic thinking, relationship building, negotiation and conflict resolution in public health leadership. Students gain professional development and leadership and management training throughout the term via class lectures, interactive exercises and team building activities. Role playing, leadership exercises, and engagement techniques are utilized to enhance the students' understanding of emotional intelligence and enhance self-confidence in leadership and management.

PHS 420 (3) Public Health Law and Ethics. This course is designed to provide students with an overview of major legal and ethical concepts in public health. An introductory briefing on health law is provided, as well as key legal concepts that are central to working in the domain of healthcare, and the Public Health Act. This also course considers the role of the legal system in resolving public health problems through the legislature, courts, and/or administrative agencies. Students develop knowledge and skills in identifying legal and ethical issues in public health policy development by reference to some recurring tensions: balancing individual rights with the goal of achieving healthy populations; the challenges of health care rationing; and addressing the needs of particular population groups. Further, this course includes an introduction to some key theoretical frameworks and concepts for public health ethics and explores ways of applying these to a variety of cases and contexts.

PHS 431 (3) Public Health Professional Career Development Seminar. This course is designed to provide students with an opportunity to explore a variety of allied and public health careers, including the roles, responsibilities, and training required for each. Students engage guided self-assessments to help them envision themselves in rewarding careers that are appropriate to their skills and interests. Students are introduced to the roles and responsibilities of different members/functional units of the public health and health care team; information on related job and educational opportunities in public health and related fields; and needs and roles of health providers in rural and urban settings.

PHS 450 (3) Financial Management of Public Health Services. This course is designed to provide students with an overview of the structure and functioning of the finance components of the Public Health System using Federal Basis Generally Accepted Accounting Principles (FGAAP). It will provide students with the theory, concepts, and tools utilized in decision making regarding the acquisition and deployment of resources and promote the financial well-being of public health organizations. This course provides a review and discussion of the following concepts / topics: financial goals; time value analysis; financial risk and return; debt and equity financing; capital decisions; cost of capital; capital investment decisions; business valuation; and leasing decisions.

PHS 470 (3) Public Health Research and Evaluation. This course is designed to provide students with an opportunity to explore the roles of research and evaluation in public health through a practical and applied approach. A major focus of this course is the framing of research questions to be answered, selecting subjects, finding, and measuring data for inputs and outcomes, determining cost-effectiveness and cost-benefit, analyzing data, and interpreting results. Throughout the course, students conduct an examination of the issues, problems, and techniques involved in the evaluation of public health research and programs.

PHS 480 (3) Applied Research Project in Public Health. This course is designed to provide students with a means to use established research methods to address practical questions about policies, intervention, treatment, practices, programs, etc. in public health research. It constitutes a professional activity that allows the student to extend the basic characteristics of research scholarship into the realm of practical application. This course also provides a means for the student to broaden their scholarly activity to address immediate real-world problems and provide concrete results or solutions within a reasonable time frame.

COLLEGE OF LIBERAL ARTS

Dr. Bessie House Soremekum
Interim Dean
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ACADEMIC DEPARTMENTS

Art and Theatre, Criminal Justice and Sociology, English, Foreign Languages, and Speech Communication, History and Philosophy, Journalism and Media Studies, Military Science, Music, Political Science, Public Policy and Administration, and Psychology.

INTRODUCTION

The College of Liberal Arts (CLA) at Jackson State University promotes and supports significant research, innovative scholarship, and creative expression in the arts, humanities, and social and behavioral sciences. By offering a rich array of undergraduate and select graduate programs, the CLA provides a diverse and engaged student body with an outstanding education founded on nurturing relationships between students and distinguished faculty. Our academic disciplines, programs, interdisciplinary centers, and institutes strive to cultivate skills in research and analysis, written and verbal communication, critical thinking, and visual literacy, as well as encourage a commitment to service to the city of Jackson and the global community.

MISSION

The mission of the College of Liberal Arts is to nurture the mind and spirit of its graduate and undergraduate students and to develop and refine students' spoken, written, and analytical skills, their artistic and creative talents, and their knowledge of the humanities and the social and behavioral sciences, and the ways in which technology can be used to advance their capacity to understand world events, successfully compete globally, and contribute to improvements in the human condition.

PURPOSE AND OBJECTIVES

The College is committed to (1) providing and sustaining a competent, diverse and resourceful faculty and staff committed to original research, artistic excellence, rigorous teaching, and robust mentorship; (2) emphasizing inspiring and experiential pedagogies that fully engage learners; (3) enhancing the quality of its academic programs; (4) cultivating among its learners the strongest appreciation for knowledge, critical inquiry, and effective oral and written communication skills; and (5) encouraging its learners in their quests for meaningful and productive citizenship. Further, the College promotes faculty, staff, and student development programs and provides excellent visual and performing arts programs which include exhibits, performances, lectures, and outreach to the community across the city, state, and entire southern region.

COLLEGE ACCREDITATIONS

Undergraduate academic programs in the College of Liberal Arts are accredited by the National Association of Schools of Art and Design, the National Association of Schools of Music, and the National Council of Teachers of English/National Council for Accreditation of Teacher Education. The Master's in Public Policy and Administration is accredited by the National Association of Schools of Public Administration. The doctoral program in clinical psychology, accredited by the American Psychological Association, is one of only two doctoral clinical psychology programs accredited at a historically black college/university.

SCHOLARSHIPS OFFERED

The College of Liberal Arts maintains 36 active scholarships in the Foundation. In addition to the scholarships listed below, individual departments offer scholarships and other internal funding to support student research, travel, and study.

https://www.jsums.edu/scholarships/

RESOURCES

The College of Liberal Arts possesses a variety of resources to enhance the educational experiences and development of its students. These resources include but are not limited to JSUTV, WJSU FM, JSU art galleries, the *Blue & White Flash* newspaper, and numerous student organizations, societies, and groups.

DEGREE REQUIREMENTS

The following requirements must be met in order to earn an undergraduate degree in the College of Liberal Arts:

1. Earn a minimum cumulative academic average of 2.00 ("C") in all courses.
2. Take and pass the PRAXIS (teacher education majors only).

COURSE EXAMINATION

Teaching majors must apply for admission to Teacher Education, after approval by subject advisor, at the end of the sophomore year. Academic requirements are overall grade point average of 2.75 and completion of all required work of the first two years including a grade of "C" or above in all teacher education courses. Students must also pass the Mississippi Educator Licensure Exams Praxis CASE, ACT Test score of 21 or better, or SAT equivalent score.

CENTERS and PROGRAM

- Interdisciplinary Alcohol/Drug Studies Center
- Margaret Walker Center
- Richard Wright Center for Writing, Rhetoric, and Research
- Applied Psychological Services Clinic, and Community Health Program.

DEPARTMENT OF ART AND THEATRE

Mr. Mark Geil
Interim Department Chair
Phone: 601.979.2040
mark.geil@jsums.edu

Faculty:
H. Kim, C. Carraway, M. Geil, K. Stewart, B. Myburgh, H. Kim, Y. Williams, P. Duren, C. Mayers

INTRODUCTION/MISSION
The Department of Art and Theatre is committed to educating its students to be creative problem-solvers, dynamic leaders, effective communicators and innovative artists. The Bachelor of Arts (B.A.) degree provides students hands-on training in theory and practice, with a curriculum that includes graphic design, sound design, motion graphic, web-design, painting, photography, printmaking, and sculpture and theatre. The theatre emphasis provides students with the fundamental knowledge of communication, performance, design through research and practical application. Our program provides students with the education needed to enter a variety of careers or to pursue graduate work in the arts or related fields.

OBJECTIVES
- Provide opportunities for students to develop knowledge and understanding of art.
- Provide opportunities for students to view a variety of traditional and contemporary modes of visual expression.
- Provide opportunities for students to participate in competitive and professional activities.
- Provide comprehensive training in communicative arts theatre production, and science.
- Develop comprehensive aesthetic awareness and interaction among students, faculty, and community members.
- Present forensic activities for theatre students.
- Offer practical communicative experiences through laboratory activities, problem solving exercises, internships, and independent study.

STUDENT LEARNING OUTCOMES (B.A. in Art)
- Students will be able to create graphic designs that meet the specifications and requirements of communication problems.
- Students will be able to identify materials and methods of oil and/or acrylic painting so as to convey form, color relationship, and space in painting.
- Students will be able to successfully use principles of composition and perspective to create the illusion of depth in two-dimensional photographs.
- Students will develop final cumulative portfolios and artist/design statements that encompass a broad range of media, techniques, and critical inquiries.
- Students will demonstrate proficiency in the application of the specific communication

principles of clarity, concision, ability to be compelling, accuracy, and awareness of the audience in professional settings.

STUDENT LEARNING OUTCOMES (B.A. in Speech with a Concentration in Theatre)

- Students will demonstrate proficiency in the application of the specific communication principles of clarity, concision, ability to be compelling, accuracy, and awareness of the audience in professional settings (e.g., community organizations, legal and political environments, cross-cultural exchanges, social movements).
- Students will demonstrate proficiency in oral and written communication for scholarly and creative purposes.
- Students will be able to analyze and apply various acting theories and techniques based on the system of realistic acting to provide proper preparation and character development for professional environments.

ACCREDITATION

The Department of Art is accredited by the National Association of Schools of Art and Design (NASAD).

AREAS OF CONCENTRATIONS

- Ceramics: Art 211, 312, 313, 314, 414, and 415
- Painting: Art 224, 322, 323, 324, 412, and 413
- Photography: Art 335, 336, 339, 420 and 421
- Printmaking: Art 242, 342, 343, 445 and 446
- Sculpture: Art 232, 332, 333, 334, 416 and 417

OTHER REQUIREMENTS/OFFERINGS

Students are required to earn a minimum grade of ("C") in all major courses. A student who plans to pursue a concentration in Ceramics, Painting, Photography, Printmaking or Sculpture must complete 12 hours of 300 – 400 level courses.

BACHELOR of ARTS in ART- Studio Art Concentration

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
ART 221, 222, 337, 338 455	Art History	12
ART 102, 201, 202, 403	Design I – Design IV	12
ART 111, 112, 216, 217	Drawing I – Drawing IV	12
ART 211	Ceramics	3
ART 224	Intro to Painting	3
ART 232	Intro to Sculpture	3
ART 242	Intro to Printmaking	3
ART 335	Photography	3
ART 454	Portfolio Development	3
ART 300 or 400 level	Studio Concentration	12
TOTAL 66		

BACHELOR of ARTS in ART-Graphic Design Concentration
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
ART 210	Visual Thinking	3
ART 203	Intro to Computer Graphics	3
ART 213	Intro to Graphic Design	3
ART 228	Typography	3
ART 311	Web Design	3
ART 327	Sound Design	3
ART 349	Junior GD Studio I	3
ART 351	Junior GD Studio II	3
ART 430	Graphic Design Internship	3
ART 441	Senior GD Studio I	3
ART 443	Senior GD Studio II	3
ART 454	Portfolio Development	3
TOTAL 36		

MINOR REQUIREMENTS IN ART FOR NON-ART MAJORS
The Art minor requires 21 credit hours of coursework. For an Art minor, all students must take Art 102 (3), Art 111 (3) and Art 221 (3). For the remaining Art courses (12), a student can take art studio courses, graphic design courses or a combination of art studio and graphic design courses.

BACHELOR of ARTS in SPEECH- Theatre Concentration
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
DR 101, 102	Production Laboratory	2
DR 201	Intro to Drama	3
DR 213	Fundamentals of Acting	3
DR 103, 104	Production Laboratory	2
DR 204	Intro to Tech Theatre	3
DRL 204	Intro to Tech Theatre Lab	1
DR 207	Voice for Actor	3
DR 105, 106	Production Laboratory	2
DR 310, 311	Theatre History	6
DR 313	Survey of Black Drama	3
DR 314	Fundamentals of Playwriting	3
DR 317	Scene Design	3
DR 410	Theories & Techniques of Directing	3
DR 416	Stage Make-Up/Costuming	2
DRL 416	Stage Make-Up/Costuming Lab	1
DR 421	Creative Dramatics	3
DRL 414	Stage Lighting	3

DRL 419	Dramatic Criticism	3
DRL 425	Play Production	6
DRL 426	Independent Study	3
TOTAL 60		

MINOR REQUIREMENTS IN THEATRE FOR NON-SPEECH MAJORS (THEATER CONCENTRATION)

The theatre minor requires 21 credit hours of coursework. A student must take DR 201, 202, 205, 421 (9 hrs), DR 310, DR 311, DR 419, DR 422 (6 hrs), Drama Electives (6 hrs).

CURRICULUM MAPS:
Art Studio
https://www.jsums.edu/studentsuccess/files/2022/08/Art_ArtStudio2022.pdf

Graphic Design
https://www.jsums.edu/studentsuccess/files/2022/08/Art_GraphicDesign2022.pdf

Speech Theatre
https://www.jsums.edu/studentsuccess/files/2022/08/Speech-Communication_Theatre2022.pdf

COURSE DESCRIPTIONS ART

ART 101 (3) Art Fundamentals. Designed for non-Art majors. Study and experimentation with art elements and art principles.

ART 102 (3) Design I. Exploration of processes and concepts of the visual arts and an introduction to design fundamentals.

ART 111 (3) Drawing I. Introduction to drawing with emphasis on the use of various media and techniques.

ART 112 (3) Drawing II. Prerequisite: ART 111. Representational drawing, concerned with space and volume relationships.

ART 201 (3) Design II. Introduction to two-dimensional composition with emphasis on art elements and art principles.

ART 202 (3) Design III. Introduction to design in the third dimension with emphasis on art elements, art principles, and color theory.

ART 203 (3) Introduction to Computer Graphics I. This course provides students with skills needed to produce raster-based graphics. Students gain a thorough understanding of the nature of raster-based digital file development, as well as an in-depth study of the application used to

create them. Projects and assignments focus on an exploration and understanding of the application, applying color, tools, and techniques.

ART 206 (3) Art Appreciation. Introduction to art and survey of architecture, painting, sculpture and related arts. Not required for art majors.

ART 210 (3) Visual Thinking. Prerequisites: ART 102 and 111. Students explore the creative process of making images that can move ideas and information to the minds of others. Assigned projects will explore the fundamental rigors of art theory and practice while honing students' conceptual and presentation skills. As a result, students will broaden their visual thinking and perceptual literacy to the point where they can easily transcend media barriers.

ART 211 (3) Introduction to Ceramics. Introduction and experimentation with various forming processes in ceramics; study of the nature and properties of clay; firing procedures; methods of glazing and decorating ceramic wares.

ART 213 (3) Introduction to Graphic Design. Prerequisites: ART 102, 111, 112, 201, 203, 210. Students will learn to use the principles of visual communication and to combine them successfully with basic production techniques. Also, they will gain awareness of how important ethics and social responsibility are in the creation of visuals. Questions and various activities will prompt discussions about the nature of design. The questions address issues that span time periods and stylistic groupings. The material is intended to offer different viewpoints rather than draw conclusions about what makes something a work of design.

ART 216 (3) Drawing III. Prerequisites: ART 111, 112. Representational drawing from models.

ART 217 (3) Drawing IV. Prerequisite: ART 216. Figure drawing with emphasis on inventive lines and independent expression.

ART 221 (3) Art History. Survey of art history from prehistoric civilizations through the Renaissance.

ART 222 (3) Art History. Prerequisite: ART 221. Survey of art history from Baroque through contemporary movements.

ART 224 (3) Introduction to Painting. Prerequisite: ART 111, 112. Introduction to media and procedures in painting.

ART 228 (3) Typography. Prerequisites: ART 203 and 210. The theme of this course is the integration of type and image. The primary goal of the projects is how to achieve a harmonious and effective interplay of typography and imagery to express meaning. Through a confident use of grids, colors, images, type, and visual hierarchy, students will explore a variety of solutions to design problems that require both expressiveness as well as an understanding of the practical uses of communication design.

ART 232 (3) Introduction to Sculpture. Prerequisites: ART 111, 112, 201. Introduction to the media, tools, and procedures in sculpture.

ART 242 (3) Introduction to Printmaking. Prerequisites: ART 111, 112. Introduction to Printmaking processes.

ART 301 (3) Art for Children. Study and experimentation with art programming and art activities in the elementary school.

ART 311 (3) Web Design. This course concentrates on the software knowledge, design, development, and implementation of effective static html interfaces based on principles of graphic design.

ART 312 (3) Ceramics. Prerequisite: ART 211. Advanced clay forming. Introduction to wheel throwing, and ceramic decoration procedures.

ART 313 (3) Ceramics. Prerequisite: ART 312. Introduction to ceramic processes, mold making, slip casting and the hand jigger process.

ART 314 (3) Ceramics. Prerequisite: ART 313. Experimentation with ceramic materials, properties and classification and calculation, compounding of ceramic glazes and clay bodies.

ART 322 (3) Painting. Prerequisites: ART 201, 224. Special emphasis on composition utilizing the elements of design.

ART 323 (3) Painting. Prerequisite: ART 322. Figure painting.

ART 324 (3) Painting. Prerequisite: ART 323. Experimentation with a variety of subjects emphasizing procedures, style and composition.

ART 327 (3) Sound Design. This course provides a basic introduction to sound design principles. Sound will be examined through digital audio workstations where students will cover fundamental, technical, and creative aspects of sound production, for both stand-alone audio projects and audio for film.

ART 332 (3) Sculpture. Prerequisite: ART 232. Basic procedures in casting with varied media. Emphasis on piece molds and waste molds.

ART 333 (3) Sculpture. Prerequisite: ART 332. Experimentation with procedures in construction of sculpture, combining materials and exploring spatial relationships.

ART 334 (3) Sculpture. Prerequisite: ART 232, 333. Introduction to wood; exploring its possibilities as a sculpture medium, and independent research and experimentation.

ART 335 (3) Introduction to Photography. Introduction to basic camera operation and black and white darkroom procedures, with an emphasis on creative applications for photography.

ART 337 (3) Non-Western Art. Survey of Non-Western Art: The Art of Africa, India and China are discussed.

ART 338 (3) African American Art. A survey of African American Art from 1619 to the present.

ART 349 (3) Junior Graphic Design Studio I. This course is a study of the structural and organizing systems at work in graphic design such as grids, modules, proportion, progression, symmetry, and rhythm. Design problems will be studied holistically through projects that stress dynamic relationships among content, form, and context to gain a deeper understanding of systems at many levels.

ART 351 (3) Junior Graphic Design Studio II. This course expands and builds on previous graphic design knowledge and skills, offering students the opportunity of development of complex design projects. The emphasis will be on research and analysis, and the design processes that lead to creative conceptualization and polished final design solutions. All students are expected to demonstrate sophisticated design decisions and solutions. All students are expected to demonstrate sophisticated design decisions and appropriate design solutions that demonstrate a high level of expertise and achievement.

ART 403 (3) Design IV. Prerequisites: ART 201 and 202. Advanced problems in design.

ART 412 (3) Painting. Prerequisite: ART 324. Advanced problems in painting.

ART 413 (3) Painting. Prerequisite: ART 324. Advanced independent research and experimentation in painting.

ART 414 (3) Ceramics. Prerequisite: ART 314. Special problems in ceramic kiln design and construction.

ART 415 (3) Ceramics. Prerequisite: ART 414. Independent study and experimentation with ceramic sculpture and introduction to the history of ceramics.

ART 416 (3) Sculpture. Prerequisite: ART 331. Introduction to Lost Wax casting.

ART 417 (3) Sculpture. Prerequisite: ART 416. Special problems independent research and experimentation in sculpture.

ART 420 (3) Photography. Introduction to camera operation, chemical solutions, negative development and contact printing.

ART 421 (3) Photography. Prerequisite: ART 420. Advanced problems in photography.

ART 430 (3) Graphic Design Internship. Training with professional designers of firms, eight hours per day for one semester. Students must have completed seven semesters in graphic design.

ART 441 (3) Senior Graphic Design Studio I. Prerequisites: ART 203, 210, 213, 228, 311, 327, 349, and 351. This course is to purposely apply acquired knowledge and skills (e.g., typography, color, visual translation, photography, and theory) to a set of "real" problems based on a theme. Necessary vehicles for information (such as brochures, printed materials, posters, web sites, etc.) will be developed from concept up to production. This course is intended to closely duplicate the actual working context of professional studio situations.

ART 443 (3) Senior Graphic Design Studio II (Motion Graphics). This course trains students in the basic and essential vocabularies, techniques, and methodologies of broadcast design/motion graphics. Students will receive training in video, sound, and motion software necessary for the creation of professional broadcast/motion graphic projects. It is set up to give a foundation in these techniques and software.

ART 454 (3) Portfolio Development. This course prepares students to meet the challenges of professional practice within the arts. Components of this class include building a resume, writing an artist's statement, portfolio development, and strategies for a web presence, grant funding, self- promotion, marketing strategies, presentation, and senior exhibition.

ART 455 (3) African Art. Study of the art of West and Central Africa.

THEATRE

DR 101, 102, 103, 104, 105, 106 (1) Production Laboratory. Practical application in at least one departmental production activity. A requirement of freshman and sophomore majors. Open to non-majors. Repeatable to a maximum of six (6) credit hours.

DR 201 (3) Introduction to Theatre. A survey of drama and theatre history examining historical practices used in modern theatre. Attendance at theatre performances and the reading of the representative plays are required to be open to all students.

DR 202 (3) Fundamentals of Acting. Basic training in voice, movement, and improvisation to enhance the beginning actor's understanding and artistic growth. Open to all students.

DR 204 (3) Introduction to Technical Production. Prerequisite: DR 201, co-requisite: DRL 204. An overview of the theory and practices in implementation of set construction and related aspects of technical theatrical production.

DRL 204 (1) Introduction to Technical Production Lab. A laboratory course for practical application of theory in DR 204. Technical participation in departmental rehearsals and productions is required.

DR 205 (3) Advanced Acting. Prerequisite: DR 201, 202 and 204. Study and practice of the art and craft of acting. Selected readings, discussion, laboratory exercises.

DR 301 (3) Movement for the Stage. A fundamental movement course for the student performer. Emphasis is placed on developing within the actor an understanding of his/her body as an instrument of expression and communication and enhancing the actor's ability to use his/her instrument. The course encompasses exercises and explorations based on a variety of techniques for developing body and spatial awareness and use.

DR 306 (3) Introduction to Science Design. Prerequisites: DR 201 and 204. This course acquaints the student with artistic elements and practical techniques of scene design. Laboratory work consists of several scene designs in different styles. Each design includes ground plans, perspective drawings and frontal evaluations.

DR 310 (3) Theatre History and Literature: Origins to 1700s. Prerequisite: DR 201. The history of the physical theatre, drama, and the participants from Egyptian origin of theatre ritual through the Greek classical theatre to Elizabethan England.

DR 311 (3) Theatre History and Literature: 1700s-Present. Prerequisite: DR 201. The history of physical theatre, drama, and the participants from Elizabethan England to the development of the modern theatre.

DR 313 (3) Survey of Black Drama and Theatre. Prerequisite: DR 201. A study of Black drama and theatre in America, treating the contributions and involvement of Black artists in the drama and theatre in this country from 1553 to the present.

DR 314 (3) Fundamentals of Playwriting. A lecture laboratory course in the fundamentals of playwriting. Laboratory work consists of exercise in exposition, traditional scenes, builds, crisis, resolution, etc. Lectures include script analysis; discussion of certain avant-garde plays and the works of the individual playwright. A scenario will be written.

DR 356 (3) Reader's Theatre. A course designed for the oral study of dramatic literature through analysis and group performance.

DR 410 (3) Theories and Techniques of Directing. Prerequisites: DR 201, 310 and 311. The director's initial approach to the play, research, research, textual study, and formal analysis. Demonstrations and directorial skills in composition, movement, and business.

DR 414 (3) Stage Lighting. Prerequisite: DR 204. Work in lighting design plots for different modes of staging. The study of lighting control principles, color theory, and design theory in practical application.

DR 415 (3) Advanced Playwriting. Prerequisite: DR 314. A course designed to give the student further experience in concepts and techniques of playwriting. Each student is required to write a one-act play or scenario.

DR 416 (3) Costuming and Make-up. Discussion of basic elements of design for costumes and makeup. Overview of historical dress and accessories. Practical experience in make-up application. Open to all students.

DR 419 (3) Dramatic Criticism. Prerequisites: DR 310 and 311. An in-depth study of the principles of dramatic criticism from Aristotle to the modern period. Reference is given to the influence of the theory of the church, state and press in evaluating drama.

DR 421 (3) Creative Dramatics. Prerequisite: a lecture-laboratory course acquainting the student with the acting and directing techniques of children's theatre. Emphasis is on improvisational acting. Some attention is devoted to production techniques.
DR 422 (3) Children's Theatre: Production and Directing. Prerequisite: DR 421. Study the principles and techniques of acting and staging for children's theatre. Practical application through laboratory, assignments, and participation in production projects.

DR 425 (6) Play Production. Prerequisite: Reserved for senior Drama majors only. Full directing responsibility to produce a one-act play or approved activity.

DR 426 (3) Independent Study. Prerequisite: Drama majors only; requires Coordinator approval and Departmental approval necessary. Directed research or project work for the superior student of drama.

DEPARTMENT OF CRIMINAL JUSTICE AND SOCIOLOGY

Faculty:
C. McNeil, T. Kersen, E.F. Morgan, X. Su. R. Bullie, T. Hoard, and K. Lavine

INTRODUCTION/MISSION
The mission of the Department of Criminal Justice and Sociology is to advance knowledge and skills through teaching and research that will lead to a well-balanced education. The department seeks to develop competent social scientists and teachers while preparing students for careers in various professions. Our programs also provide students with the education needed to pursue graduate work in criminology, criminal justice, and sociology as well as other disciplines.

OBJECTIVES
The objectives of the Department of Criminal Justice and Sociology are as follows:

1. To teach students to think critically as they learn about institutions and processes.
2. To identify the value choices and ethical considerations involved in decision making in the administration of justice and justice systems in a democratic society.
3. To provide students with information and skills needed for employment in a variety of public and private service agencies related to society.
4. To advance sociological knowledge and skills through teaching and research.
5. To develop competent social scientists and teachers.

STUDENT LEARNING OUTCOMES (B.S. Criminal Justice)

- Students will be able to determine and apply appropriate criminological perspectives to specific situations.
- Students will be able to review and analyze various types of research related to criminal justice.
- Students will be able to describe in detail the process of a criminal trial.
- Students will be able to examine, analyze, and question the presentation of facts to determine the reality of a situation.

STUDENT LEARNING OUTCOMES (B.A. Sociology)

- Students will be able to apply and summarize social issues using sociological theories.
- Students will be able to compare and contrast competing explanations of social reality.
- Students will be able to design and conduct social science research effectively.
- Students will able to find and use sociological solutions for global issues.

OTHER REQUIREMENTS/OFFERINGS

1. Earn a cumulative academic average of not less than 2.0 (“C”) in all courses.
2. A 2.0 GPA in Criminal Justice and/or Sociology courses is required for graduation.
3. Students must also take the Departmental Exam in Criminal Justice or Sociology no later than the last semester of junior standing based on hours earned.
4. Earn a grade of “C” in all courses applied to the degree in the Department of Criminal Justice and Sociology whether the course is required for the major or major elective course.
5. An incomplete “I” grade must be satisfied within the first six weeks of the next semester after receiving the incomplete grade.
6. Complete a degree evaluation in the department each semester.
7. File an Application for Degree when cleared by the department.

BACHELOR of SCIENCE in CRIMINAL JUSTICE
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
CJ 100	Introduction to Criminal Justice	3
SOC 214	Introduction to Sociology	3
CJ 200	Introduction to Law Enforcement	3
CJ 210	Introduction to Correctional Services	3
CJ 212	Criminal Law	3

CJ 215	Ethics in Criminal Justice	3
CJ 304	Juvenile Justice	3
CJ 326	Issues and Procedures in Criminal Justice Research	3
PS 135	American Government	3
Soc. Sci.	Social Science Elective Courses	6
CJ 333	Criminology	3
CJ 440	Comparative Justice Systems	3
CJ/SOC 451	Social Statistics	3
CJ 483	Seminar in Criminal Justice	3
CJ ___	Criminal Justice Electives	15
TOTAL 60		

BACHELOR OF ARTS IN SOCIOLOGY
MAJOR REQUIREMENTS

Course Number	**Course Title**	**Credit Hours**
SOC 214	Introduction to Sociology	3
SOC 216	Modern Social Problems	3
SOC ___	Sociology Electives (3)	9
SOC 325	Cultural Anthropology	3
PS 135/136	American Government or State/Local Gov.	3
CJ 100	Introduction to Criminal Justice	3
HIST 201/202	U.S. History I & II	3
ENG 201/202	Humanities	3
SOC 326	Social Psychology	3
SOC 445	Methods of Social Research	3
CJ/SOC 451	Social Statistics	3
SOC 446	Social Theory	3
SOC 455	Race and Ethnic Relations	3
SOC 470	Seminar in Sociology	3
Soc. Sci.	Social Science Electives (2)	6
TOTAL 54		

CRIMINAL JUSTICE MINOR REQUIREMENTS (21 Credit Hours): The following courses must be completed in order to have a minor in Criminal Justice: CJ 100 Introduction to Criminal Justice; CJ 210 Introduction to Correctional Services; CJ 304 Juvenile Justice; CJ 326 Issues and Procedures in Criminal Justice Research; CJ/SOC 333 Criminology; CJ 483 Seminar in Criminal Justice; CJ/SOC 451 Social Statistics

SOCIOLOGY MINOR REQUIREMENTS (21 Credit Hours): The following courses are required to minor in Sociology: SOC 214 Introduction to Sociology; SOC 216 Modern Social Problems; SOC 445 Methods of Social Research; SOC 446 Social Theory; Sociology Electives (9 credit hours)

CURRICULUM MAPS:
Criminal Justice
https://www.jsums.edu/studentsuccess/files/2022/08/Criminal-Justice-2022.pdf

Sociology
https://www.jsums.edu/studentsuccess/files/2022/08/Sociology2022.pdf

COURSE DESCRIPTIONS

CRIMINAL JUSTICE
CJ 100 (3) Introduction to Criminal Justice. The student of the major components or subsystems of criminal justice systems in America. Special consideration will be devoted to analyzing Law Enforcement, Law Adjudication and Correction from a functional as well as administrative perspective.

CJ 200 (3) Introduction to Law Enforcement. Principles of organization and administration in law enforcement; functions and activities; planning and research; community relations; personnel and training; inspection and control; policy formulation.

CJ 210 (3) Introduction to Correctional Services. Principles of formal control devices, with emphasis on legal systems, philosophical background of criminal justice systems and Anglo-Afro experience. Introduction to criminal jurisprudence and a descriptive overview of present criminal justice components.

CJ 212 (3) Criminal Law. Examination of precedent setting cases of procedural criminal law in the United States and their application to American governance in producing a formal social control mechanism. Cases which develop the rights of the individual in a changing legal order.

CJ 215 (3) Ethics in Criminal Justice. This course involves the study of ethics as related to criminal justice. Included in this discussion will be morality, ethics, and human and moral behavior; making ethical decisions; origins and concepts of justice; law and the individual; ethics and criminal justice and legal professionals; ethics related to corrections and punishment; and ethics related to the "war on terror."

CJ 220 (3) Corrections and Rehabilitation. This course provides an overview of the rights of the convicted in the United States. Topics covered include Conviction, adjudication and their consequences, attacks upon validity of a conviction–past conviction, legal rights of probationers, prisoners, and parolees– an overview, and state and federal remedies for enforcement of prisoners' rights.

CJ 304 (3) Juvenile Justice. An overview of the Juvenile Justice System in the United States and a case law approach to the topics of jurisdiction, adjudication, arrest search and seizure, preliminary procedures, initiation of proceedings, and the judicial process.

CJ 310 (3) Women in the Criminal Justice System. A critical analysis of women and crime. Includes theories about crime causation, the women's liberation movement and crime and women in prison.

CJ 326 (3) Issues and Procedures of Criminal Justice Research. Acquaints the student with the procedures and techniques employed in criminal justice research. Emphasis is on the scientific processes of social research, problem development, the role of theory in research, research design, sampling, data collection, statistical analysis, table construction and interpretation.

CJ 328 (3) Offender's Rights. Legal problems from conviction to release; presentence investigations, sentencing, probation and parole; incarceration, loss and restoration of civil rights. (Emphasis on practical SOC 102 legal problems confronting the probation and parole officer and the correctional administrator.)

CJ 330 (3) Community Corrections. Techniques and procedures utilized in the supervision of adult and juvenile probationers and parolees. Preparation of social history, pre-hearing; and pre-sentence investigation reports. Emphasis on practical problems confronting the probation and parole officer.

CJ 333 (3) Criminology. Theories of the genesis of criminal behavior in terms of the person and the group; theories of crime and punishment.

CJ 399 (3) Introduction to Corporate Security. This is a special workshop which informs students, practitioners, and citizens of the historical developments of security and the role of technology in recent developments. Focuses on loss prevention, risk management and safety for personnel in security.

CJ 440 (3) Comparative Study of Criminal Systems. Prerequisite: Prerequisite: CJ 100 and seven hours of senior standing. Comparison of American Criminal Justice System with that of other federated nations.

CJ 443 (3) Foundation of Criminal Investigation. Prerequisites: Prerequisite: CJ 100, six hours of senior standing. Physical evidence, people, and documents; their pertinence to criminal investigation. Ethical problems; impact of legal systems on investigative process; elements of effective testimony. Lectures and case materials.

CJ 445 (3) Introduction to Criminalistics. Prerequisites: Prerequisite: CJ 100 and six hours of senior standing. Role of criminalistics as a forensic science. Investigative and probative values of clue materials such as fingerprints, blood, firearms, shoe impressions, tool imprints, and glass. Advantages and limitations of instrumental analysis; nature of expert testimony.

CJ 447 (3) Financial Investigations. Prerequisites: CJ 100, and CJ 443. Methods of tracing funds, recordkeeping, interviewing for detecting and resolving crimes, theoretical principles and applications of techniques.

CJ 460 (3) Law Enforcement and Societal Responses. Prerequisite: CJ 100- and seven-hours senior standing. Consideration of realistic approaches to selected law enforcement problems. Emphasis on establishment of beneficial relationships between law enforcement agencies and subculture groups.

CJ 464 (3) Seminar in Court Procedures and Family Law. Prerequisite: CJ 100. Philosophy and procedures of the juvenile court, dependency and delinquency; evaluations of juvenile court practices. Family law.

CJ 470 (3) Directed Study in Criminal Justice. Designed for academic flexibility. Take the semester prior to graduation.

CJ 471 (3) Correctional Counseling. Prerequisite: CJ 100. Counseling psychology with emphasis on principles and procedures; the theoretical foundations of counseling; casework techniques; therapeutic techniques and processes.

CJ 482 (3) Internship Theory. Prerequisite: CJ 100, junior/ senior standing with a minimum 3.00 GPA or permission of the internship coordinator. In-service students will have to do a minimum of eighteen weeks (one semester). Non- in-service students will be placed in agencies dealing with some aspects of Law Enforcement and Corrections to fulfil the three- hour requirement.

CJ 483 (3) Seminar in Criminal Justice. Prerequisite: CJ 100. This course will examine contemporary issues in crime and criminal justice. Topics will vary each semester and the course may be repeated for up to nine hours of credit.

CJ 484 (3) Agency Placement I. Prerequisites: CJ 100, CJ 482, and Junior Class Standing. This course is designed to place students in various agencies related to criminal justice and social services. Students will complete a minimum of 240 hours during the semester.

CJ 485 (3) Agency Placement II. Prerequisites: CJ 100, CJ 482, CJ 484, and Junior Class Standing. This course is designed to place students in various agencies related to criminal justice and social services. Students will complete a minimum of 240 hours during the semester.

CJ 487 (3) Crime Mapping and Analysis Using GIS. Prerequisites: CJ 100, CJ/SOC 451. CJ 483-Data Analysis and permission of the instructor. This course will introduce students to the basic techniques of crime mapping and analysis. Students will acquire skills for collecting, entering, and interpreting crime data using ArcGIS for crime mapping.

SOCIOLOGY

SOC 214 (3) Introduction to Sociology. An introduction to the basic concepts and generalizations in the field of sociology and a descriptive study of culture, societal processes, social institutions, and the significance of group behavior.

SOC 216 (3) Modern Social Problems. A brief survey of some of the social problems prevalent in contemporary America. Attention will be given to their nature, type, causes, and collective action toward them.

SOC 231 (3) Marriage and the Family. The marriage-family system, a critical approach to the study of courtship, marriage and the family modern functions, characteristics, and maladjustments.

SOC 301 (3) Community Organization. A study of the historical evaluation of community organizations, methods of securing community support, the ecological characteristics, the social processes and interactional patterns. Attention is given to agency organization and functions. Student participation in organizational practices and professional supervision.

SOC 302 (3) Basic Issues in Mental Health. This course will examine basic issues in the mental health service delivery system. Emphasis will be placed upon clients' rights, mental health laws, goals of mental health systems, and areas of specialization. Students will study selected interdisciplinary literature as related to: (a) the psychosocial and historical context of mental illness and community mental health services, (b) problems and needs of target populations, and (c) implications for health practice.

SOC 310 (3) Introduction to Alcohol and Drugs. Encompasses factual and scientific information on alcohol and drug use, misuse and non-use. The physiological, psychological and social manifestations of the use of mind-altering substances will be explored.

SOC 318 (3) Women in Contemporary American Society. To examine the interrelationship of sex- role stereotypes and the translation of sex-roles into social institutions. It will provide a description and an analysis of the experiences of women in social and individual roles–the social structure and social institution which both serve and are served by the differential treatment of the female/male roles.

SOC 320 (3) Counseling the Chemically Dependent. Explores the philosophy and principles of the helping relationship including the theoretical orientation to counseling, techniques of counseling, counseling approaches and overview of counseling theories and techniques.

SOC 321 (3) Personality and Culture. This course is designed to study the role of culture in the development of personality and the range of personal adjustments in the light of cultural variability.

SOC 322 (2) Alcohol/Drug Seminar. This course focuses attention on basic alcohol content and exposure to state-of-the-art alcohol/drug research.

SOC 323 (3) Introduction to Anthropology. An introduction to basic anthropological concepts and a descriptive and analytical study of selected cultural traits, patterns and themes found

among contemporary preliterate culture groups, with emphasis focused on cultural similarities and differences.

SOC 324 (3) Social Psychology of Women. Will be designed to offer insight into the socialization process of women. It is to pursue the process of adaptation, which starts at birth and continues for a considerable period in the life of the individuals. It will also focus on stress techniques used by women in everyday life.

SOC 325 (3) Cultural Anthropology. An introduction to basic anthropological concepts and a descriptive and analytical study of selected cultural traits, patterns and themes found among contemporary preliterate folk, and literate culture groups, with emphasis focused on cultural similarities and differences.

SOC 326 (3) Social Psychology. A study of processes of interrelationships and of stimuli as they affect individual and group reactions and behavior such as fashions and social movements. (F, S) SOC 327 (3) Social Stratification. An analysis of American social structure. Topics to be considered include criteria for differentiation, types of stratification, the composition of strata and status systems, mobility and consequences of stratification.

SOC 328 (3) Urban Sociology. Special attention is given to types of cities. Consideration is given also to the rise of urbanism, suburbanism, the culture of cities, segregated ethnic areas, community and neighborhood organization and disorganization.

SOC 329 (3) Social Change. Concern with the basic principles and theories of social change, trends in the major societal institutions, e.g., family, government, religion, economics, and education, special emphasis on the roles that technology and invention play as factors in social change.

SOC 330 (3) Urban and Rural Transportation Concepts. Sociological implications of urban-rural transportation network systems interfacing with the ecological, social, political and other established social institutions in America.

SOC 332 (3) Rural Sociology. The characteristics of agricultural communities in the United States. A comparative analysis of rural America prior to World War I and World War II emphasizing specific problems of Black Americans.

SOC 333 (3) Criminology. Prerequisite: Junior standing. Theories of the genesis of criminal behavior in terms of the person and the group; theories of crime and punishment.

SOC 334 (3) Social Disorganization. Review of sociological perspective used in the study of deviance and deviants. Examines societal reactions to deviance and consequences for people defined as deviant. Analysis of selected forms of deviance, such as mental illness, eating disorders, drug and alcohol abuses and sex workers.

SOC 420 (3) Black Female and the Family. To enhance the existing interrelated concepts of the family and women's studies. It will offer a descriptive account of how women have, and still are, a significant force in implementing the major functions of the family which include: replacement of the species, e.g., nurturing its offspring, initial status ascriptions tension management, household maintenance, cultural transmission, and informal education. Special attention will be given to black women heads of household with a relationship or the lack of a relationship to a "culture of poverty thesis."

SOC 427 (3) Urban Anthropology. Prerequisite: Senior standing. Special focus on the problems of rural-urban migration of ethnic minority groups and subsequent adaptation of them within the United States explored in terms of methods and perspective of anthropology.

SOC 428 (3) Seminar in Urban Social Problems. A critical examination of contemporary social issues which have produced unrest in the cities. Emphasis will be upon urban problems in Mississippi. The topics to be studied will include poverty, housing, racism, riots, power structure, educational problems, and community organizing.

SOC 430 (3) Family Treatment. This course will deal with the utilization of social work intervention techniques necessary in working with the family as a unit. Emphasis is placed on services to the family in crisis.

SOC 433 (3) Laboratory/Research Center-Based Internship. During the three-month internship attention will be given to research conceptualization, implementation, design, data collection and analytical procedures.

SOC 442 (3) Collective Behavior and Social Movements. Conditions giving rise to crowds, mobs, riots, and social unrest. Natural history of reform and revolutionary movements, referring to public opinion, propaganda, tactics, strategy, and leadership. Sectarian movements, general social movements. Emergence of the mass society in the United States.

SOC 443 (3) Population and its Problems. Prerequisite: Senior standing investigation of the qualitative and mobile aspects of the human composition of the various nations. Special attention is given to the United States and those areas experiencing population pressure.

SOC 445W (3) Methods of Social Research. Prerequisite: Junior standing. Consideration is given to the essential tools of sociological research; field work is given to the student to orient him/her in collecting, presenting, analyzing, and interpreting sociological data.

SOC 446 (3) Development of Social Theory. Prerequisite: Senior standing. A comparative and historical survey of basic concepts and theories in sociology, a critical analysis of trends in theory construction of early European and American pioneers in sociological theories from Comte through Weber.

SOC 447 (3) Sociology of the Family. A sociological analysis of the development of the modern family, its structure, its interrelationships in society, and its sociological functions.

SOC 448 (3) Comparative Family Systems. Prerequisite: Senior standing. A study of family structures, kinship patterns, social relationships, comparative functions and variations in the family organization in selected cultures.

SOC 451 (3) Social Statistics. Prerequisite: Senior standing. Basic methods of presenting, analyzing and interpreting social data through statistical methods with concentration on statistical series, frequency distributions, normal curve, measures of central tendency, dispersion, variability, correlation, and such analysis of variance as chi-square.

SOC 453 (3). Women and Employment: Selected Topics of Concern. It will cover such issues as: how women combine the work role with other major roles, the matching of workers to jobs including both women's own career decision and organizational process of placement, and the problems and rewards associated with non-traditional occupations.

SOC 455 (3) Race & Ethnics Relations. A description and analysis of the race and ethnic characteristics of groups within the United States, with special emphasis on patterns of racial and ethnic relationship and factors influencing them.

SOC 458 (3) Group Dynamics. Emergence of social organization from unorganized collective behavior. Conditions giving rise to crowds, mobs, riots, panic, social unrest. Attentions to dynamics of small group behavior, patterns of leadership, and formation of public opinion.

SOC 460 (3) Honors Independent Reading and Research. Prerequisites: Cumulative grade point average of 3.0 and 3.3 in all sociological courses and permission of instructor. Emphasis will be focused on giving highly individualized guidance to the student interested in exploring in depth a selected independent reading or research area in sociology for either one or two semesters.

SOC 470 (3) Seminar in Sociology. Prerequisites: Senior standing and completion of all required sociology courses through the First Semester, Senior year with a minimum of 2.00 average and a grade of "C" or better in all sociology courses. Critical analysis of research papers presented by the students. Methods of finding and organizing source and secondary materials.

SOC 490 (3) Special Topics in Sociology. Varying advanced topics selected by the instructor for study in depth. May be repeated for a maximum of nine hours provided registrations cover different topics, Topics announced in advance.

DEPARTMENT OF ENGLISH, FOREIGN LANGUAGES, AND SPEECH COMMUNICATION

Dr. Ebony O. Lumumba
Department Chair

ebony.o.lumumba@jsums.edu
601-979-2249

Faculty -AREA OF ENGLISH:
P. McDaniels, R. Smith-Spears; H. Crump, D. Ginn, E. Lumumba, C. Meyer, C. Pizzetta; L. Alonso, F. Cosey, S. Smith; L. Dickens, D. Dixon, M. Granderson-Little, K. Harrion, L. Miller, K. Pitts, N. Ravick, J. Robinson, S. Salins, L. Sledge; C. Jackson

INTRODUCTION/MISSION
The department of English, Foreign Languages, & Speech Communication at Jackson State University is a unified, multidisciplinary marketplace of ideas committed to creating a more equitable global society that supports diverse cultural experiences, fosters professionalism, and honest academic integrity and responsibility. It is our goal to foster independent, innovative, and ethical leaders who take initiative to make decisions and solve problems in their communities.

The department offers the following majors and minors:

- B.A. in English
- B.A. in English with a concentration in Computer Science
- B.A. in English with a concentration in Business
- B.A. in English with a concentration in Education (teacher certification)
- B.A. in English with a concentration in Journalism
- B.A. in English with concentration in Creative Writing
- B.A. in Foreign Languages, primary language French
- B.A. in Foreign Languages, primary language Spanish
- B.A. in Foreign Languages with a concentration in Translation Studies
- B.S. in Speech Communication
- Minors in English, Creative Writing, French, Spanish, Translation Studies, and Speech Communication

OBJECTIVES
The area of English at Jackson State University has established the following major objectives:

- To help students develop the ability to read, think, and write clearly and critically.
- To help students understand and appreciate good writing and literature.
- To help students become aware of the truth, beauty, and wisdom of our culture to the extent that they are able to make value judgments about the society in which they live.
- To prepare students for teaching English and for other careers that require critical thinking, cultural awareness, and clear writing.
- To provide the necessary courses for all students to fulfill state and university requirements.
- To encourage students to engage in creative and scholarly writing.

STUDENT LEARNING OUTCOMES (B.A. in English)

- Students will be able to draw on relevant cultural and historical information to analyze and interpret a literary text.

- Students will be able to demonstrate familiarity with literary traditions pre- and post-1800, including identifying authors, genres, literary movements, and styles.
- Students will be able to analyze underrepresented experiences and cultural diversity, including issues of race, gender, class, sexuality, and ethnicity through the study of ethnic minority or non-Western texts.
- Students will be able to research and write focused, convincing analytical essays in clear, grammatical prose.
- Students will be able to read, write, and speak effectively in at least one foreign language.

ACCREDITATION

The Bachelor of Arts in English Education is accredited through the College of Education and Human Development's accreditation process for the Council for the Accreditation of Educator Preparation (CAEP), which has adopted the National Council of Teachers of English (NCTE) Program Standards for Initial Preparation of Teachers of Secondary English Language Arts -- Grades 7-12. These program standards were derived from NCTE's Guidelines for the Preparation of Teachers of English Language Arts. Institutions seeking CAEP accreditation are required to submit program review documents showing how their programs meet the NCTE Program Standards.

OTHER REQUIREMENTS/OFFERINGS

Departmental Policies

Students are required to earn a minimum grade of "C" in all major courses applied toward a Bachelor of Arts or a Bachelor of Science degree.

Foreign Language Requirements

Students earning the B.A. in English, English with a journalism concentration, English with a business concentration, English with a computer science concentration or English with a concentration in Creative Writing must complete 12 semester hours of the same foreign language.

BACHELOR OF ARTS in ENGLISH

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
ENG 205	World Literature	3
ENG 206-228	English Elective	3
ENG 319	Survey of English Literature	3
ENG 321	Survey of American Literature	3
ENG 418/419	Survey of Black Authors	3
ENG 303	Grammar and Composition	3
ENG 320	Survey of English Literature	3
ENG 322	Survey of American Literature	3
ENG 421/424	Chaucer or Milton	3
ENG ___	Period or Genre Course	3

ENG ___	Period of Genre Course	3
ENG ___	Period Course	3
ENG ___	Genre Course	3
ENG 423/429	Shakespeare	3
ENG 495	Senior Seminar	3
ENG 436	Literary Criticism	3
TOTAL 48		

BACHELOR OF ARTS in ENGLISH–Business Administration Concentration
MAJOR REQUIREMENTS

Course Number	Course Title	Credit Hours
ENG 205	World Literature	3
ENG 206-228	English Elective	3
ENG 319	Survey of English Literature	3
ENG 321	Survey of American Literature	3
ENG 418/419	Survey of Black Authors	3
ENG 331/332	Introduction to Linguistics or English Language	3
ENG 303	Grammar and Composition	3
ENG 320	Survey of English Literature	3
ENG 322	Survey of American Literature	3
ENG 421/424	Chaucer or Milton	3
ENG ___	Period or Genre	3
ENG 423/429	Shakespeare	3
ENG 495	Senior Seminar	3
ENG 436	Literary Criticism	3
TOTAL 42		

Business Administration Concentration Courses

Course Number	Course Title	Credit Hours
ECO 211	Principles of Macroeconomics	3
MNGT 351	Mgmt. Information Systems & Application	3
ACC 211	Principle of Financial Accounting	3
ECO 212	Principles of Microeconomics	3
ACC 212	Principles of Managerial Accounting	3
ECO 256/357	Business Statistics	3
MNGT 330	Management to Organization	3
FIN 320	Business Finance	3
GB 201	Legal Aspects of Business	3
MKT 351	Marketing Management	3
TOTAL 30		

BACHELOR OF ARTS in ENGLISH–Computer Science Concentration
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours

ENG 205	World Literature	3
ENG 206-228	English Elective	
ENG 319	Survey of English Literature	3
ENG 321	Survey of American Literature	3
ENG 418/419	Survey of Black Authors	3
ENG 331/332	Introduction to Linguistics or English Language	3
ENG 303	Grammar and Composition	3
ENG 320	Survey of English Literature	3
ENG 322	Survey of American Literature	3
ENG 421/424	Chaucer or Milton	3
ENG ___	Period or Genre	3
ENG 423/429	Shakespeare	3
ENG 495	Senior Seminar	3
ENG 436	Literary Criticism	3
TOTAL 42		

Computer Science Concentration Courses

Course Number	**Course Title**	**Credit Hours**
CSC 118	Computer Science I	3
CSC 119	Computer Science II	3
CSC	Computer Science 200 level or higher Elective	3
CSC 225	Discreet Structure	3
MATH 112	Trigonometry	3
CSC 216	Computer Architecture and Organization	3
CSC 228	Data Structure and Algorithm	3
CSC ___	Computer Science 200 level or higher Elective	3
TOTAL 24		

BACHELOR OF ARTS in ENGLISH –Creative Writing Concentration
MAJOR REQUIREMENTS:

Course Number	**Course Title**	**Credit Hours**
ENG 205	World Literature	3
ENG 206-228	English Elective	3
ENG 319	Survey of English Literature	3
ENG 321	Survey of American Literature	3
ENG 418/419	Survey of Black Authors	3
ENG 303	Grammar and Composition	3
ENG 320	Survey of English Literature	3
ENG 322	Survey of American Literature	3
ENG 421/424	Chaucer or Milton	3
ENG ___	Genre Course	3
ENG ___	Period Course	3
ENG 423/429	Shakespeare	3
ENG ___	Period or Genre Course	3

ENG ___	Period or Genre Course	3
ENG 436	Literary Criticism	3
TOTAL 45		

Creative Writing Concentration Courses

Course Number	Course Title	Credit Hours
ENG 300	Intro to Creative Writing	3
ENG 304	Fundamentals of Poetry	3
ENG 306	Fundamentals of Fiction Writing	3
ENG 407	Forms of Poetry	3
ENG 408	Forms of Fiction Writing	3
ENG ___	Creative Writing Elective	3
ENG 496	Creative Writing Capstone	3
TOTAL 21		

BACHELOR OF ARTS in ENGLISH – Education Concentration
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
ENG 205	World Literature	3
ENG 316	Adolescent and Young Adult Literature	3
ENG 319	Survey of English Literature	3
ENG 321	Survey of American Literature	3
ENG 418/419	Survey of Black Authors	3
ENG 331/332	Introduction to Linguistics or English Language	3
ENG 320	Survey of English Literature	3
ENG 322	Survey of American Literature	3
ENG ___	Period or Genre Courses	6
ENG 402	Language Arts in Middle & Secondary School	3
ENG 423/429	Shakespeare	3
ENG 495	Senior Seminar	3
ENG 436	Literary Criticism	3
TOTAL 42		

Education Concentration Courses

Course Number	Course Title	Credit Hours
EDCI 100	Introduction to Education	3
SS 301	Inquiry Based Education	3
COUN 315	Human Growth and Development	3
SPED 311	Exceptional Children and Youth	3
ETEC 367	Assessment, Measurements and Evaluation	3
RE 455	Diagnostic Reading	3
EDCI 401	Research, Theory, Clinical Practice	3
EDCI 402	Clinical Internship in Student Teaching	12
TOTAL 33		

BACHELOR OF ARTS in ENGLISH– Journalism Concentration
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
ENG 205	World Literature	3
ENG 206-228	English Elective	3
ENG 319	Survey of English Literature	3
ENG 321	Survey of American Literature	3
ENG 418/419	Survey of Black Authors	3
ENG 331/332	Introduction to Linguistics or English Language	3
ENG 303	Grammar and Composition	3
ENG 320	Survey of English Literature	3
ENG 322	Survey of American Literature	3
ENG 421/424	Chaucer or Milton	3
ENG ___	Period or Genre	3
ENG 423/429	Shakespeare	3
ENG 495	Senior Seminar	3
ENG 436	Literary Criticism	3
TOTAL 42		

Journalism Concentration Courses

Course Number	Course Title	Credit Hours
JMS 201	Introduction to Media Writing	3
JMS 301	Introduction to Reporting	3
JMS 305	Copy Editing	3
JMS 320	Online Journalism	3
JMS 400	Media Law	3
JMS 404	Feature Writing	3
JMS ___	Mass Communication 300 or 400 Level Elective	3
TOTAL 21		

MINOR REQUIREMENTS IN ENGLISH
The minor in English requires a minimum of 21 credit hours in English including ENG 303 (3); ENG 331 or 332 (3); ENG 319, 320 (6); 321, 322 (6); ENG 421, 423, or 429 (3).

The minor in Creative Writing requires a minimum of 21 credit hours in English including ENG 300 (3); ENG 304 (3); ENG 306 (3); ENG 407 (3); ENG 408 (3); ENG 496 (3); and ENG 350, 441 or DR 314 (3).

CURRICULUM MAPS:
English
https://www.jsums.edu/studentsuccess/files/2022/08/English_2022.pdf

English-Business Administration

https://www.jsums.edu/studentsuccess/files/2022/08/English_BusinessAdministration2022.pdf

English-Computer Science
https://www.jsums.edu/studentsuccess/files/2022/08/English_ComputerScience2022.pdf

English- Creative Writing
https://www.jsums.edu/studentsuccess/files/2022/08/English_CreativeWriting2022.pdf

English-Education
https://www.jsums.edu/studentsuccess/files/2022/08/English-Education-Teacher-Licensure-2022.pdf

English-Journalism
https://www.jsums.edu/studentsuccess/files/2022/08/English_Journalism2022_JSU.pdf

COURSE DESCRIPTIONS

ENG 104 Composition I (3). This course is the first part of the two-semester freshman composition program and is designed to give intensive study and practice in writing themes. Emphasis is placed on grammar and mechanics, the sentence, the paragraph, and the essay.

ENG 105 Composition II (3). ENG 105 is a continuation of ENG 104 with emphasis on critical thinking and writing essays; writing the research paper, business letters, and resumes. *Prerequisite: ENG 104.*

ENG 111, 111X–Honors (3) Composition for the Language Arts Major. An intensive course in the principles of rhetoric and composition with emphasis on the structure, organization and style of the various types of discourse: exposition, description, narration, and argumentation.

ENG 112, 112X–Honors (3) Composition for the Liberal Arts Major. A continuation of ENG 111, with emphasis on the styles and types of writing reflected in literary genres. *Prerequisite: ENG 111.*

ENG 201 Expressions in Blackness—Humanities & African Diaspora I (3). The purpose of this course is to explore the humanities (philosophy, history, politics, education, and various forms of artistic expression such as paintings, sculpture, music, literature, etc.) from the Black perspective and the influence of the African Diaspora. While exploring these modes of human expression through the Black experience, this course will also examine the influence of popular culture and social media on the Humanities, Black culture, and Black identity.

ENG 202 Expressions in Blackness—Humanities & African Diaspora II (3). The purpose of this course is to explore the humanities (philosophy, history, politics, education, and various

forms of artistic expression such as paintings, sculpture, music, literature, etc.) from the Black perspective and the influence of the African Diaspora. While exploring these modes of human expression through the Black experience, this course will also examine the influence of popular culture and social media on the Humanities, Black culture, and Black identity.

ENG 205 World Literature I (3). A one-semester survey of classical literary masterpieces representative of the Ancient, Medieval, and Renaissance and Modern Periods. The course will assist the student in reading literary works with increased perceptiveness and understanding of the complex resources available to the imaginative writer for the representation of human experience and reality. *Prerequisites: ENG 104, 105, or ENG 111, 112.*

ENG 206 Literature of Science I (3). A one-semester survey of literature by scientists or about science which conveys scientific and literary values.

ENG 207 Literature of Science II (3). A continuation of Literature of Science I, which surveys additional works by scientists or about science having both literary and scientific value. A unit on the relationships between mathematics and the arts will be included.

ENG 208 The Law in Literature I: Humanities and Criminal Justice (3). To gain knowledge of human applications of the law and their consequences through a study of fictional works from ancient times to the 20th Century.

ENG 209 The Law in Literature II: Humanities and Criminal Justice (3). Course is a continuation of ENG 208.

ENG 211 Expressions in Blackness—Humanities & the African Diaspora I (for English and Mass Communication majors) (3). The purpose of this course is to explore the humanities (philosophy, history, politics, education, and various forms of artistic expression such as paintings, sculpture, music, literature, etc.) from the Black perspective and the influence of the African Diaspora. While exploring these modes of human expression through the Black experience, this course will also examine the influence of popular culture and social media on the Humanities, Black culture, and Black identity.

ENG 212 Expressions in Blackness—Humanities & the African Diaspora II (for English and Mass Communication majors) (3). The purpose of this course is to explore the humanities (philosophy, history, politics, education, and various forms of artistic expression such as paintings, sculpture, music, literature, etc.) from the Black perspective and the influence of the African Diaspora. While exploring these modes of human expression through the Black experience, this course will also examine the influence of popular culture and social media on the Humanities, Black culture, and Black identity.

ENG 213 Professional Writing (3). A course designed for those students of varied academic backgrounds and occupational interests whose jobs or careers will, or already do, require specific writing skills. Since many of the types of writing are not taught in basic composition courses, this

course offers students opportunities to enhance these skills, thereby providing them with on-the-job experience that would not ordinarily be gained in regular composition courses offered at Jackson State University.

ENG 216 Survey of the Elements of Fiction (3). A one semester course dealing with the elements of fiction with specific emphasis on the analysis of the elements.

ENG 218 Advanced Composition (3). This course is designed to help students master the basic forms of writing appropriate to each level of discourse.

ENG 219 Classical Mythology (3). A course designed to gain knowledge of Greek and Roman myths and what they symbolize in the contemporary world.

ENG 222 World Literature II (3). A one-semester survey of literary masterpieces representative of the Enlightenment, Romantic, Realist, and Modernist traditions. The course is designed to serve as a direct although optional continuation of ENG 205.

ENG 223 Practical Rhetoric (3). Practical Rhetoric is a course in effective writing with the disciplines. While the course reinforces the writing skills students have already learned, it is concentrated on learning to apply the modes of discourse-exposition, description, narration, and persuasion–to issues, problems, and concerns related to one's discipline. Attention is also given to writing summaries, syntheses, and critiques.

ENG 228 English Word Power (3). This course focuses on building English vocabulary from a knowledge of Latin and Greek roots.

ENG 300 Introduction to Creative Writing (3). A laboratory of imaginative writing emphasizing composition for students interested and talented in creative writing.

ENG 303 Grammar and Composition (3). A study of the structural, functional, and rhetorical aspects of composition. Linguistic concepts will be discussed. Articles on applied linguistics will be reviewed, and language will be presented from an objective structural point of view.

ENG 304 Fundamentals of Poetry (3). This course is designed to provide a thorough introduction to various received forms of poetry, including griot court poetry, epic, lyric, ballad, ghazal, quatrain, tanka, sestina, courtly love poem, sonnet, narrative, haiku, villanelle, and kwansaba. Additionally, this course will consider the emergence and practice of free verse. Students will also learn defining qualities of traditional genres of poetry, such as narrative, lyric, and satirical, and will explore subgenres, such as elegy, ode, palinode, ekphrastic, concrete (visual), acrostic, and occasional poetry. The goal is to provide students with a wealth of resources to enable them to expand and hone their voices with a multitude of tools and with the knowledge of their own moment in the ongoing conversation that we call literature, ending with a portfolio of original poems.

ENG 306 Fundamentals of Fiction (3). This course explores the fundamentals of fiction writing, focusing on aspects of the story such as exposition, characterization, setting, dialogue, and point of view. Students will gain a greater understanding of the process of fiction writing through the study of short stories by writers such as James Baldwin, Flannery O'Connor, and James Joyce. Students will complete short writing exercises and participate in workshop sessions. They will produce complete short works and go through the revision process.

ENG 310 Peer Tutoring in a Global Context (1). This course is an experiential-learning colloquium that prepares students to work as peer tutors in a writing center. It will introduce students to the writing process on theoretical and practical levels, and to the theoretical and practical components of writing/speaking center work. Specific topics will include the role of the peer tutor, the rhetorical situation, types of academic writing and speaking, global perspectives, and approaches to talking about the various stages of developing papers and presentations for global audiences.

ENG 311 Issues in Tutoring Writing (1). This course examines the theoretical and practical components of writing/speaking center work, paying particular attention to their reflexive nature, that is, to the ways in which theories of collaborative learning challenge and extend practice and the ways in which practice interrogates and shapes theory. The course will also introduce peer tutors to aspects of RWC administration, particularly the task of assessing their individual effectiveness and the effectiveness of the RWC on the JSU campus. Areas of focus will change each semester. The course can be repeated.

ENG 313 Seminar on Learning Strategies (3). A course designed to improve student's performance on standardized tests.

ENG 315 Women in Literature (3). Women in Literature is a study of various portraits and delineations in the literature showing both problems and progress of women. Male and female authors will be studied with particular emphasis given to a study of works by female writers. The course is multi-ethnic and multi-cultural in its approach. It is open to all students as an elective.

ENG 316 Adolescent and Young Adult Literature (3). The course is designed to give students an overview of books and related materials suitable for adolescent and young adult readers. This course will investigate various issues in adolescent and young adult literature theory, teaching resources, and effective pedagogy.

ENG 319, 320 Survey of English Literature (3) (3). A two-semester course designed to acquaint the student with the masterpieces of English Literature and with the various intellectual and literary movements (ENG 319–Beowulf to Pope; ENG 320– Johnson to contemporary writers).

ENG 321 Survey of American Literature (1600- 1865) (3). Prerequisites: ENG 205, English Option. A general survey of American Literature and the Literary and intellectual movements from colonial days to the Civil War. Writers from Smith to Whitman are studied.

ENG 322 Survey of Recent American Literature (1865 to present) (3). A survey of American Literature from the Civil War to the present.

ENG 325 The Black Image in the Media (3). This survey course will critically examine the presentation of the African American image in various forms of media, considering its distortion as well as the pushback against such misrepresentations. Students will learn to analyze the media as text.

ENG 330 Syntax (3). The study of principles by which words are combined to form grammatical sentences. Discussions of constituent structure, transformation, grammatical category, and lexicon.

ENG 331 Introduction to Linguistics (3). An introduction to major linguistic theories, including transformational-generative theory. Illustrations will be drawn from modern languages with their phonological, syntactic, and semantic components.

ENG 332 The English Language (3). The origins and development of the English language, with stress on the problem of change. The relationship of English orthography to pronunciation will be discussed.

ENG 335, 336 Creative Writing (3) (3). A laboratory of imaginative writing emphasizing composition for students interested and talented in creative writing. Hours and credits to be arranged by instructor.

ENG 338 Caribbean Literature (3). This course studies major works of Caribbean literature and analyzes the historical contexts shaping the Caribbean world. It addresses Caribbean philosophy, film, and music, and foundational works of literary theory that attend to Caribbean identity. It also approaches key issues such as race, gender, class, sexuality, migration, power, and the Caribbean literary imaginary.

ENG 351 Elements of Nonfiction (3). This course focuses on the history and aesthetics of nonfiction writing. Students will read various sub-genres of nonfiction such as literary criticism and analysis, opinion journalism, and creative nonfiction. Students will produce original pastiches of each form, practicing style, structure, narration, scene, dialogue, and voice. There is also dedicated focus on the analysis of original student nonfiction. Students will participate in peer review and workshop. Prerequisites: ENG 300.

ENG 401 Language Arts in Elementary School (3). All phases of an effective language arts program in the elementary school curriculum are examined.

ENG 402 Language Arts in Secondary Schools (3). This course examines exploratory and systematic approaches to teaching the language arts in the high school to give prospective teachers alternate approaches to teaching language arts.

ENG 403 Linguistics and the Teaching of English (3). This course is designed to equip students with a general background of linguistic theory and orientate them to the most effective methods for teaching the expressive arts.

ENG 404 Richard Wright: Art and Protest in Twentieth Century Black Prose and Fiction (3). A study of the major works of Richard Wright, his career as a bridge between the Harlem Renaissance and the Black Arts Movement, and as a major figure in literary criticism and art as protest.

ENG 405 Margaret Walker: Art and Protest in Twentieth Century Black Poetry and Fiction (3). A study of the major works of Margaret Walker, her career as a bridge between the Harlem Renaissance and the Black Arts Movement, and as a major figure in literary criticism, humanism, and feminism.

ENG 407 Forms of Poetry (3). This course builds from the objectives learned in ENG 304 Fundamentals of Poetry and provides students the workshops and feedback needed to develop their mastery of form and to develop their unique voices into publishable poems. As such, this course will focus on learning to write for particular audiences and understanding that each audience represents a particular aesthetic ideal whether that is an academic audience, mass popular, slam/spoken word, and grassroots/community. Finally, the goal will be to produce a manuscript of poems that can be submitted individually or collectively to journals, contests, agents, and publishing houses. Prerequisites: ENG 304.

ENG 408 Forms of Fiction (3). This course will build on the skills learned in Fundamentals of Fiction Writing. Students will continue to practice the elements of the fiction story, but will expand their knowledge of various types of stories such as fables, epistolary stories, flash fiction, and framed stories, etc. and the decisions involved in determining the best format for their story. Through workshops and assignments, students will work on producing a novella or chapbook of short stories as a final project for the class. This class will also explore the procedures involved in the publication process. Pre-requisite: ENG 306

ENG 415 The English Novel (3). The development of the novel from the works of Richardson to the present.

ENG 416 The American Novel (3). The study of Puritan, Romantic, Naturalistic, and Realistic traditions in the American novel from its origin to the present.

ENG 418, 419 Survey of Literature Black Authors (3) (3). A two-semester course that treats selected works by African American authors.

ENG 420 Medieval Literature (3). A study of English Literature up to 1500. Beowulf, Sir Gawain and the Green Knight, and The Pearl will be read in translation. The works of Malory and Chaucer will be read in the original Middle English.

ENG 421 Chaucer (3). This course centers on Chaucer's literary achievement and merit and on treatment of the Prologue to the Canterbury Tales, selected Tales, and selections from his shorter works.

ENG 422 Renaissance Literature (3). The study of English Literature from 1500 to 1649, excluding the works of Shakespeare and Milton.

ENG 423 Comedies of Shakespeare (3). A study of the major comedies and histories. Students can earn a total of six (6) hours of credit in Shakespeare. (See ENG 429.)

ENG 424 Milton (3). The major poetry and selected prose within the context of the historical and literary background of the period.

ENG 425 Restoration and Neoclassical Literature (3). A study of English Literature from 1660 to 1798 emphasizing the historical, rational, critical, and philosophical trends.

ENG 426 The English Romantic Movement (3). Primarily the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats as they express the literary trends of the age.

ENG 427 Dramatic Literature of England (1581- 1640) (3). A study of the drama of the period, exclusive of Shakespeare.

ENG 428 The Victorian Period (3). An intensive survey of literature of the period, especially of the poets and essayists.

ENG 429 Tragedies of Shakespeare (3). Study of the major tragedies, including historical tragedies of Shakespeare. Tragedies and comedies alternate per year. Students can earn a total of six (6) hours of credit for Shakespeare. (See ENG 423.)

ENG 430 Classical and World Literature (3). Studies in translation of outstanding literary models throughout the world.

ENG 431 Modern and Contemporary World Literature (3). The study of worldwide literature and literary trends in relationship to social aspects of today's world.

ENG 432 American Renaissance Literature (3). Selected works of Emerson, Thoreau, Hawthorne, Melville, Poe, Whitman, and Dickinson.

ENG 433 American Drama (3). The development of American theatrical writing since the First World War.

ENG 434 Twentieth-Century American Fiction (3). This course studies major writers of the period.

ENG 435 Twentieth-Century American Poetry (3). The study of contemporary American poets.

ENG 436 Principles of Literary Criticism (3). The study of basic principles of literary evaluation in the light of major critical theories from Plato to Deconstruction.

ENG 440 Independent Study (Honors Course) (3). Intense reading and writing of a long investigative paper in a specific area of American or English Literature under the direction of a specialist in that area, by permission of department head.

ENG 445 Sociolinguistics (3). This course intends to promote awareness of various language patterns in the oral and written language of individuals from multi-ethnic backgrounds.

ENG 452 Comparative Literature (3). Comparative studies of great authors, genres, and periods.

ENG 495 Senior Seminar in English (3). A research course designed to have majors think through what they have learned in their discipline, to share their knowledge with one another and the faculty, and to expand their knowledge of the field both in depth and breadth.

ENG 496 Creative Writing Capstone (3). Students will apply the knowledge and skills gained through the creative writing curriculum to create a culminating project consisting of three major parts: 1) a creative core (fiction, creative nonfiction, poetry, or drama); 2) a researched analysis essay exploring a complex social justice issue or problem that is closely related to the creative core; and 3) a reflective essay that discusses the student's process of selecting a social justice issue and how it manifests in the creative core. The reflective essay should also discuss the student's future writing goals and aspirations. The student will select an appropriate capstone advisor to work closely with to guide the project. Only students who are enrolled in the creative writing concentration or minor are eligible for this course. Completion of this course satisfies the ENG 495 requirement for English majors. Prerequisites: ENG 407 and ENG 408.

FOREIGN LANGUAGES PROGRAM

Faculty:
H. Cunningham, B. Phillips; G. Sakinah Abdur-Rashied, M. Ricketts, C. Tchakoua

The Department of English, Foreign Languages, and Speech Communication offers a Bachelor of Arts degree in foreign languages with a concentration in either French, Spanish, or Translation Studies. Students may also minor in French, Spanish, or Translation Studies.

OBJECTIVES
The primary objectives of general foreign language instruction at Jackson State University are those shared by most foreign language departments today:

- To teach the student the fundamental skills of speaking, reading, and writing in the foreign language.
- To help the student to develop an understanding of and a respect for another culture.

- To give the student an awareness and appreciation of the aesthetic and intellectual history of the target culture and of its present-day manifestations.
- To help the student comprehend, analyze and explicate literary works in the foreign language.
- To help the student acquire command of the target language as a tool for written and oral communication.
- To provide for the student's training so that they are capable of teaching and transmitting to others the skills, attitudes, and abilities.

STUDENT LEARNING OUTCOMES (B.A. in Foreign Languages)

- Students will demonstrate proficiency in speaking the target language with an interlocutor and are able to handle a variety of communicative tasks, including inference in conversations and interpretation of topics related to formal introductions, education, description of concepts relevant to their specific career and relevant to current events.
- Students demonstrate proficiency in listening in the target language and are able to handle a variety of communicative tasks, including interpreting or inferring meaning in conversations on topics related to formal introductions, education, description of concepts relevant to their specific career and relevant to current events with an interlocutor. Students are able to listen to short missives or narratives and/or watch short and feature-length films, listen to and interpret key modes of differentiation between intercultural attitudes and dialectal differentiation.
- Students demonstrate proficiency in writing in the target language, including the ability to identify, break down, classify and produce different types of writing, i.e., dialogue, narration, technical writing, description and argumentative essays.
- Students demonstrate proficiency in reading the target language, including the ability to identify, differentiate, categorize and explain different types of writing and the purpose of each type of writing, i.e., dialogue, narration, technical writing, description and argumentative essays.
- Students apply intercultural competence, critical thinking and analytical abilities, including structured knowledge and understanding of other cultures and their norms as they relate to linguistic variance, literature and the professions.

BACHELOR of ARTS in FOREIGN LANGUAGES – Primary Language French
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
ENG 205	World Literature	3
FR 201/202	Intermediate French	6
FR 311/312	Survey of French Literature	6
FR 230	French Civilization Studies	3
FR 231	Culture of France	3
FR 321/322	Composition & Conversation	6
FR 421/422	Advanced Topics for Conversation	6
SP 101/102	Elementary Spanish	6
SP 201/202	Intermediate Spanish	6

SP 230	Spanish Civilization Studies	3
SP 231	Spanish American Civilization Studies	3
SP 321/322	Composition and Conversation	6
TOTAL 57		

BACHELOR of ARTS in FOREIGN LANGUAGES – Primary Language Spanish
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
ENG 205	World Literature	3
SP 201/202	Intermediate Spanish	6
SP 230	Spanish Civilization Studies	3
SP 231	Spanish American Civilization Studies	3
SP 321/322	Composition and Conversation	6
SP 313	Landmarks of Spanish Literature	3
SP 317	Landmarks of Spanish American Literature	3
SP 421/422	Advanced Topics for Conversation	6
FR 101/102	Elementary French	6
FR 201/202	Intermediate French	6
FR 230	French Civilization Studies	3
FR 231	Culture of France	3
FR 321/322	Composition & Conversation	6
TOTAL 57		

BACHELOR of ARTS in FOREIGN LANGUAGES – Translation Studies in Spanish
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
ENG 205	World Literature	3
SP 201/202	Intermediate Spanish	6
SP 313	Landmarks of Spanish Literature	3
SP 317	Landmarks of Spanish American Literature	3
SP 321/322	Composition and Conversation	6
SP 425	Advanced Spanish Grammar	3
SP 430	History of Spanish Peninsular Civilization	3
SP 431	History of Latin American Civilization	3
SP 405	Literary Translation & Localization	3
SP 406	Technical Translation & Localization	3
SP 407	Spanish for the Professions	3
SP 486	Translation Capstone	3
SP 300-400	Spanish Course Elective	3
TOTAL 45		

MINOR REQUIREMENTS

A minor in French or Spanish requires eighteen (18) hours of college-level language courses with at least six (6) credit hours at the 300 or 400 level. Students should consult with the department

to complete a placement test and determine which courses best prepare the student in the minor. The minor in each language may include courses from the following lists.

French:

Course Number	Course Title	Credit Hours
FR 101-102	Elementary French	6
FR 201-202	Intermediate French	6
FR 321-322	Composition and Conversation	6
TOTAL 18		

Spanish:

Course Number	**Course Title**	**Credit Hours**
SP 101-102	Elementary Spanish	6
SP 201-202	Intermediate Spanish	6
SP 321-322	Composition and Conversation	6
TOTAL 18		

A minor in Translation Studies in Spanish requires 21 total Spanish credits to include a minimum of 9 credits at the 300/400 course level, of which Spanish 405 Literary Translation and Localization and Spanish 406 Technical Translation and Localization are required.

Translation Studies in Spanish:

Course Number	Course Title	Credit Hours
SP 101-102	Elementary Spanish	6
SP 201-202	Intermediate Spanish	6
SP 405	Literary Translation & Localization	3
SP 406	Technical Translation & Localization	3
SP 300/400	Course Elective	3
TOTAL 21		

CURRICULUM MAP

Foreign Language-French
https://www.jsums.edu/studentsuccess/files/2022/08/ForeignLanguages_French2022.pdf

Foreign Language-Spanish
https://www.jsums.edu/studentsuccess/files/2022/08/ForeignLanguages_Spanish2022.pdf

Foreign Language-Translation Studies (Spanish)
https://www.jsums.edu/studentsuccess/files/2022/08/ForeignLanguages_TranslationStudies2022.pdf

COURSE DESCRIPTIONS

FLG 455 Travel/Study Course in Languages and Culture (3-6). Supervised travel to a foreign country prepared for with the completion of an independent study reading list. The student will

enroll in this course the semester before the two-week period scheduled for the trip, and at that time the student will be given a reading list from which he/she will prepare for an examination. A total of six credits will be received for passing the examination and taking the trip: three credits for passing the examination.

FLG 460 Special Studies in Modern Foreign Languages (1-6). A course designed to adapt to almost any problem posed by a student whose needs cannot be filled by the existing arrangement of course titles and credit hours. Subjects can include study of language, literature, or culture with emphasis on either oral, reading, or written aspects. Senior standing preferred.

FR 252 French for Scientists/Technologies (1) (Mini course). Condensed study of linguistic structures. Exercises and reading of selections in mechanical, electrical, and civil engineering; chemistry, biology; physics; health-related sciences. Designed principally for the community.

FR 254 French for Business Careers (1) (Mini course). Vocabulary, phraseology, and sentence structure of business organization; transactions; money and legal matters; business letters; inquiry and information; application and references. Exercises and readings. Designed principally for the community.

SP 250W Spanish for Travelers (1) (Mini course). A course tailored to the needs of those Mississippians who plan to travel to Spain and/or Latin America. Emphasis will be given to expressions and vocabulary necessary for passing through customs, registering in a hotel, ordering meals, and asking directions. Designed for the community.

SP 254W Spanish for Business Majors (1). To acquaint business majors with the vocabulary, office procedures, and customs of the Spanish-speaking business world. Proper pronunciation will be stressed to facilitate communication. Designed for the community.

SP 256W Spanish for Industry (1). This course is designed to acquaint the trained technologist with the possible uses of the many technical manuals available in Spanish. Stress will be placed on developing facility in the use of these manuals to promote communication with industrialists and technologists of the Spanish-speaking world. Designed for the community.

SP 258W Spanish for Health-related Professions (1). To acquaint the professional in the areas related to health with various manuals available to communicate with the Spanish-speaking patient. Proper pronunciation of the materials in these manuals will be stressed so that communication with the patient will not be impeded. Designed for the community.

FRENCH

FR 101, 102 Elementary French (3) (3). An introduction to French. Essentials of the language. Training in the four skills of listening, speaking, reading, and writing in the French language. May not be taken by native speakers.

FR 201 Intermediate French (3). Review of essentials. Reading of appropriate texts and analysis and discussion emphasizing content and grammar. Conducted in French. May not be taken by native speakers. May be used to satisfy 3rd or 4th semester departmental requirements.
Prerequisites: FR 101, 102, or equivalent.

FR 202 Intermediate French (3). Continuation of FR 201. May not be taken by native speakers. May be used to satisfy the 4th semester departmental requirement. Prerequisites: FR 101, 102, 201 or equivalent.

FR 213 French Phonetic and Reading (3). Scientific study of the sounds and pronunciation of the French language using the International Phonetics Alphabet (IPA) as a foundation. Prerequisites: Intermediate option, FR 201 or equivalent.

FR 230, 231 French Civilization Studies (3) (3). Emphasis on French history, philosophy, sociology, politics, cultural and social institutions, and, to a limited degree, literature. Taught in English and open to the general study body.

FR 311 Survey of French Literature (3). A general outline course in the history of French literature from the Middle Ages to the end of the 18th Century. Prerequisites: FR 201 and 202.

FR 312 Survey of French Literature (3). A general outline course in the history of French literature from the beginning of the 19th Century to the present. Prerequisites: FR 201 and 202.

FR 321 Composition and Conversation (3). Exercises in speaking, comprehension, and composition. May not be taken by native speakers. Prerequisites: Any 6 hours of Intermediate options or equivalent.

FR 322 Composition and Conversation (3). A continuation of FR 321. May not be taken by native speakers. Prerequisite: FR 321.

FR 401 Methods of Teaching Modern Foreign Languages (3). A course designed to treat the principles, problems and materials involved in the teaching of French and other foreign languages on the secondary level. Required foreign language majors with senior standing who follow a teaching program.

FR 421, 422 Advanced Topics for Conversation (3) (3). Intensive practice in oral French using topics of culture, civilization, politics, and economics of the French- speaking world. May not be taken by native speakers. Prerequisite: FR 321, 322 or equivalent.

FR 425, 426 French Structural Review I and II (3) (3). Development of written skills through grammatical and stylistic drills; guided and original compositions. Individual corrections. Prerequisites: Any 6 hours of intermediate options.

FR 430, 431 Advanced French Civilizational Studies (3) (3). Advanced studies of the political, cultural, social, literary, and philosophical background of French Civilization. Taught in French with emphasis on in-depth study and research. Course countries may be adapted to student needs and interests. Prerequisites: FR 230 and 231.

FR 441 Medieval and Renaissance French Literature (3). Study of the origins of French literature, from courtly romances through lyric poetry, culminating with an examination of the humanistic literature of the French Renaissance. Discussions, reports, tests, papers. Prerequisites: FR 230 and 231.

FR 443 Seventeenth-Century French Literature (3). An examination of artistic and social writings, of baroque and classical literary figures such as Comeille, Moliere, Racine, La Fontaine, Descartes, Pascal, Mme de LaFayetts, La Bruyere, and La Rochefoucauld. Discussions, reports, tests, papers. Prerequisites: FR 230 and 231.

FR 444 The Classic Theater (3). A study of representative plays of Corneille, Racine, and Moliere. Discussions, reports, tests, papers. Prerequisites: FR 230 and 231.

FR 445 Eighteenth-Century French Literature (3). Representative works of Montesquieu, Voltaire, Diderot, and Rousseau. Discussions, reports, tests, papers. Prerequisites: FR 230 and 231.

FR 447 Nineteenth-Century French Literature (3). Selected works of prose, poetry, and drama from the writers of the first half of the 19th Century. Discussions, reports, tests, papers. Prerequisites: FR 230 and 231.

FR 448 Nineteenth-Century French Literature (3). Selected works of poetry and drama from the writers of the second half of the 19th Century. Discussions, reports, tests, papers. Prerequisites: FR 230 and 231.

FR 449 Twentieth-Century French Literature (3). A study of the writers and dominant literary currents from 1900 to the 1950s. Discussions, reports, tests, papers. Prerequisites: FR 230 and 231.

FR 450 Twentieth-Century French Literature (3). A continuation of FR 449, covering literary works during and after the 1950s. Discussions, reports, tests, papers. Prerequisites: FR 230 and 231.

FR 451 The Negritude Literary Movement (3). An introductory seminar on Black Authors of French Expression from French-speaking Africa, Haiti, the Antillean Islands, and the Malagasy Republic. Discussions, reports, tests, papers. Prerequisites: Any 6 hours of Intermediate options.

FR 452 The Novel in Afro-French Literature (3). Prerequisites: Any 6 hours of Intermediate options. An examination of novels written in French by Black authors from Africa, Haiti, the Antillean Islands, and the Malagasy Republic. Discussions, reports, tests, papers.

FR 454 Poetry in Afro-French Literature (3). An examination of the poetry written in French by Black authors from Africa, Haiti, the Antillean Islands, and the Malagasy Republic. Discussions, reports, tests, papers. Prerequisites: Any 6 hours of Intermediate options.

FR 464, 465 Honors Course in French (3) (3). Topics vary yearly, depending on needs and desires of students. Prerequisites: Departmental approval and a 3.00 average in French.

FR 480 Independent Study (3). Special reading assignments, investigative paper, or research project in a specific area of French literature, philosophy or culture directed by a specialist in that area. Prerequisite: Departmental approval.

FR 499 Senior Seminar (3). The primary purpose of this course is to interrelate all areas covered in French during the first three years of study of the language, literature, and culture. Prerequisites: Departmental approval and senior status.

SPANISH

SP 101-102 Elementary Spanish (3) (3). An introduction of Spanish. Essentials of the language. Training in the four skills of listening, speaking, reading, and writing in the Spanish language. May not be taken by native speakers.

SP 201 Intermediate Spanish (3). Review of essentials. Reading of appropriate texts and analysis and discussion emphasizing content and grammar. Conducted mainly in Spanish. May not be taken by native speakers. May be used to satisfy 3rd or 4th semester department requirements. Prerequisites: SP 101, 102 or equivalent.

SP 202 Intermediate Spanish (3). Continuation of SP 201. May not be taken by native speakers. May be used to satisfy the 4th semester departmental requirement. Prerequisites: SP 101, 102, 201, or equivalent.

SP 230 Spanish Civilization Studies (3). Emphasizes Spanish Peninsular History, Philosophy, Sociology, Politics, Cultural and Social Institutions, and to a limited degree, Literature. Taught in English and open to the general student body. Required of majors.

SP 231 Spanish-American Civilizational Studies (3). Emphasizes Spanish American History, Philosophy, Sociology, Politics, Cultural and Social Institutions, and to a limited degree, Literature. Taught in English and open to the general student body. Required of majors.

SP 254 Spanish for Business Majors (3). To acquaint business majors with the vocabulary, office procedures, and customs of the Spanish-speaking business world. Proper pronunciation will be stressed to facilitate communication.

SP 311 (3) Survey of Spanish Literature (3). A general outline course in the history of Spanish Literature up to the Seventeenth Century. Lectures, readings, oral and written reports. Prerequisites: SP 201 and 202.

SP 312 Survey of Spanish Literature (3). A general outline of the history of the literature of the Eighteenth and Nineteenth Centuries and a study of the most significant aspects of modern and contemporary literature in Spain. Prerequisites: SP 201 and 202.

SP 313 Landmarks of Peninsular Spanish Literature (3). A course in which peninsular Spanish masterpieces will be studied in order to familiarize the students with these works, plots, characters, and literary and cultural importance. Prerequisites: SP 230, 231 or the equivalent.

SP 315, 316 Introduction to Spanish- American Literature (3)(3). A general survey of the main currents in Spanish- American Literature from the Colonial Period through the Contemporary Period. Prerequisites: SP 230, 231 or the equivalent.

SP 317 Landmarks of Spanish American Literature (3). A course in which Spanish American masterpieces will be studied in order to familiarize the students with these works, plots, characters, and literary and cultural importance. Prerequisites: SP 230, 231 or the equivalent.

SP 321 (3) Conversation and Composition (3). Practice in idiomatic Spanish Composition, conversations and discussions on current events. May not be taken by native speakers. Prerequisites any 6 hours of Intermediate options or equivalents.

SP 322 Conversation and Composition (3). A continuation of SP 321. May not be taken by native speakers. Prerequisite SP 321.

SP 401-S Methods of Teaching Modern Foreign Languages (3). A course designed to treat the principles, problems, and materials involved in teaching Spanish and other modern languages on the secondary level. Required foreign language majors with senior standing who follow the teaching program.

SP 405 Literary Translation and Localization (3). Prerequisites: SP 201 and 202 or equivalent. This course will focus on the translation and localization of a variety of literary and creative texts from English to Spanish and Spanish to English. We will approach the process of translating as a cross-cultural phenomenon that transcends spatiotemporal borders. Students will become familiar with different genres, discourses and registers ranging from literature, cinema, television, politics, videogames and art to develop competency in textual and contextual issues that may arise during the translation process. Special attention will be paid to structural differences between English and Spanish innately hinged to differing localities (localization), the problems of fidelity, freedom, preservation of audible effects and the difficulties or impossibility of translating humor.

SP 406 Technical Translation and Localization (3). Prerequisites: SP 201 and 202 or equivalent. This course will focus on the translation and localization of a variety of technical and professional texts from English to Spanish and Spanish to English. We will approach the process of translating as a cross-cultural phenomenon that transcends spatiotemporal borders. Students will become familiar with different genres, discourses and registers ranging from technical manuals, instructional texts, business texts, law and courtroom translation to develop competency in textual and contextual issues that may arise during the translation process. Special attention will be paid to structural differences between English and Spanish innately hinged to differing localities (localization), the problems of fidelity, freedom, preservation of audible effects and the difficulties of varying lexicon. The course will also familiarize students with translation memory software programs and the pitfalls associated with machine translation.

SP 407 Spanish for the Professions (3). Prerequisites: SP 201 and 202 or equivalent. Spanish for the Professions provides cultural and linguistic insight into the Spanish-speaking professional world. Students will analyze cultural, literary, audio and video mediums from a variety of countries to compare and contrast professional practices while acquiring new lexical and grammatical structures appropriate for a wide range of socio-cultural contexts. The focus of the course will vary according to student interest by semester, i.e., business Spanish, Spanish for Law Enforcement, Spanish for the courtroom, medical Spanish and etcetera.

SP 421, 422 Advanced Topics for Conversation (3) (3). Intensive practice in oral Spanish using topics of culture, civilization, politics, and economics of the Spanish- speaking world. May not be taken by native speakers. Prerequisites: SP 321, 322 or equivalent.

SP 425 Advanced Spanish Grammar (3). Special aspects and problems of Spanish grammar. Development of written skills through grammatical and stylistic drills; guided and original compositions. Individual corrections. Prerequisites: Any 6 hours of Intermediate options or equivalent.

SP 430 History of Spanish Peninsular Civilization (3). Prerequisites: SP 201 and 202. An outline study of the physical, racial, historical, and artistic influences which have molded the culture of Spain. Lectures, readings, oral and written reports.

SP 431 History of Latin American Civilization (3). Prerequisites: SP 201 and 202. An outline study of the physical, racial, historical, and artistic influences which have molded the culture of Spanish speaking Latin America. Lectures, readings, oral and written reports.

SP 441 Siglo de Oro (3). A detailed study of the Golden Age. Lectures, readings, oral and written reports. Prerequisites SP 311 and 312.

SP 443 Cervantes (3). A study of the life and works of Miguel de Cervantes, with special attention to “Don Quijote de la Mancha” as a masterpiece of world literature. Lectures, readings, oral and written reports. Prerequisites SP 311 and 312.

SP 447 The Regional Novel (3). A study of the Spanish novel of the Nineteenth Century. Lectures, readings, oral and written reports. Prerequisites SP 311 and 312.

SP 449 Twentieth Century Spanish Literature (3). New currents in the prose and poetry of the Twentieth Century. Lectures, readings, oral and written reports. Prerequisites SP 311 and 312.

SP 451 Spanish-American Novel (3). A study of the contemporary Spanish-American Novel. Lectures, readings, oral and written reports. Prerequisite SP 231.

SP 480 Independent Study (3). Special reading assignments, investigative paper or research project in a specific area of Spanish-American literature, philosophy or culture directed by a specialist in that area. Prerequisite Departmental approval.

SP 486 Translation Capstone (3). Capstone project in translation completed under the supervision of a mentor or instructor in a specialized area of translation according to the student's area of interest. Possible specializations include literary, technical, commercial, legal, medical, media or journalism translation. The student may combine the project with an internship or apprenticeship in an appropriate organization, such as a health center, courthouse, international corporation, government or non-governmental agency or museum. Students must complete a contract with the course instructor and mentor prior to initiating the project and meet with the advisor weekly. A log of all meetings will be kept.
Prerequisites: SP 405 Literary Translation and Localization or SP 406 Technical Translation and Localization.

SP 499 Senior Seminar (3). The primary purpose of this course is to interrelate all areas covered in Spanish during the first three years of study of the language, literature and culture. Prerequisites Departmental approval and senior status.

SPEECH – SPEECH COMMUNICATION CONCENTRATION PROGRAM

Faculty:
M. Henderson; M. Anderson, R. Henderson

OBJECTIVES
The area of Speech with a Speech Communication Concentration at Jackson State University has established the following major objectives:

- To provide comprehensive training in communicative arts and science.
- To develop comprehensive aesthetic awareness and interaction among students, faculty, and community.
- To present forensic activities.
- To offer practical communicative experiences through laboratory activities, problem solving exercises, internships, and independent study.

STUDENT LEARNING OUTCOMES (B.S. Speech – Speech Communication Concentration)

- Students will demonstrate knowledge of communication theory and application
- Students will practice critical thinking to develop innovative and well-founded perspectives related to the students' emphases
- Students will demonstrate the ability to apply communication concepts and skills to both case studies and real-world circumstances
- Students will complete an internship in Speech/Communication Studies

BACHELOR of SCIENCE in SPEECH
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
ENG 205	World Literature	3
MFL 101/102	Modern Foreign Language	6
SPCH 214	Interpersonal Communication	3
SPCH 215	Training the Speaking Voice	3
SPCH 216	Public Speaking	3
SPCH 217	Oral Interpretation	3
SPCH 218	Listening	3
SPCH 300	Organizational Communication	3
SPCH 335	Persuasion	3
SPCH 337	Analysis of Communication	3
SPCH 338	Nonverbal Communication	3
SPCH 339	Intercultural Communication	3
SPCH 430	Small Group Communication	3
SPCH 496	History and Development of Black Protest	3
SPCH 497/498	Communication Project or Internship	6
SPCH 499	Seminar in Communication	3
SPED 466	Introduction to Sign Language	3
TOTAL 57		

MINOR REQUIREMENTS
The minor requires a minimum of 21 semester hours: SPCH 214, 215, 216, 217 (12); DR 201, DR 202, or DR 421 (3); 2 SPCH electives (6)

CURRICULUM MAP:
https://www.jsums.edu/studentsuccess/files/2022/08/Speech-Communication2022.pdf

SPEECH

SPCH 201 Speech Arts (3). A discussion, demonstration, and performance-based course designed for the non-speech major. It aims to develop the student's ability to speak fluently with confidence and poise with another individual, in the group setting, and before an audience. A University core course.

SPCH 214 Interpersonal Communication (3). A course designed to analyze communication from one to several people. It offers opportunities to engage in face-to-face interactions through interviews, conversations, etc.

SPCH 215 Training the Speaking Voice (3). A course designed to improve vocal conditions for speech purposes in general, and for the classroom teaching situation. It deals primarily with the basic elements of voice and diction, articulation, pronunciation and development of vocal skills.

SPCH 216 Public Speaking (3). An intensified study of and training in speech composition and techniques of delivery. Basic and special types of speech are considered.

SPCH 217 Oral Interpretation (3). A course designed to help students analyze, experience, and orally communicate various types of literature.

SPCH 218 Listening (3). The course aims to explain the causes and nature of poor listening; to foster insight into personal listening habits and to initiate a method of training to improve listening behavior.

SPCH 300 Introduction to Organizational Communication (3). A course designed to study the key variables influencing the communication behavior of people in organizations and those variables most affected by that behavior. The organization as a living open system connected by the flow of information between and among people who occupy various roles and positions will be examined.

SPCH 334 Argumentation and Debate (3). An application of logical principles to discourse in order to develop cogency and standards for criticism. Attention is given to analysis, evidence, straight thinking, methods of attack and defense, organization of ideas, preparation of briefs, and the techniques of delivery in debating.

SPCH 335 Persuasion (3). A course designed to give both theoretical knowledge and practical skill in recognizing and applying the various techniques of influence.

SPCH 337 Analysis of Communication (3). A detailed analysis of the process of communication. Methods and models of communication will be studied in-depth to understand theories that guide criticism, interpretation and validation of the process and effects of communication, oral and written, in all sectors of life.

SPCH 338 Nonverbal Communication (3). The course will explore the functions of communication in such areas as posture, gesture, facial expressions, voice, touching, clothing, proxemics and environment as they impact on the process of communication.

SPCH 339 Intercultural Communication (3). A course designed to analyze the nature of intercultural communication and its importance to the survival of humanity and society.

SPCH 416 Rhetorical Criticism (3). Prerequisite SPCH 337 or consent of instructor. An examination of rhetorical methods and artifacts for the purpose of understanding various communication situations and the rhetoric of social reality set forth by rhetoricians and rhetorical communities.

SPCH 430 Small Group Discussion (3). A course designed to teach the student skills for effective communication in group settings such as panel, symposium, and forum. Deals specifically with group cohesion in topic understanding and problem solution.

SPCH 431 Political Communication (3). This course focuses on the communication process in politics through political campaigning as a specialized approach to mass persuasion.

SPCH 435 Directing Forensics (3). A course designed to study the theories and techniques involved in organizing interscholastic and interscholastic speech activities. Attention is given to the directing of debate, oral interpretation and oratory taught by teachers and coaches on the high school and/or college level.

SPCH 499 Seminar in Communication (3). Prerequisites Senior standing and consent of instructor. This course will provide the student with intensive reading and critical discussion of literature on advanced topics, with particular attention to interaction processes characterizing speech communication. The student will design, perform and report original research on speech communication variables.

SPCH 496 History and Development of Black Protest Oratory (3). Students will identify and analyze (1) the basic historical periods in African American history, (2) persuasive elements within selected protest ovations, and (3) rhetorical strategies and tactics used to accomplish persuasive goals.

SPCH 497 Communication Project (3). Prerequisites Senior standing and consent of instructor. The student will design a research project as an outgrowth of knowledge learned or skills acquired. The nature of the project will vary depending upon student interest but may include attitudinal studies, program effective- ness studies, and student-teacher departmental relationships.

SPCH 498 Communication Internship (3). Prerequisites Senior standing and consent of instructor. The student will spend a semester in an actual job setting utilizing knowledge learned or skills acquired. The nature of the work may vary depending upon the particular placement, but may include speech writing, public relations, and research.

DEPARTMENT OF HISTORY AND PHILOSOPHY

Dr. Mario Azevedo
Department Chair
mario.j.azevedo@jsums.edu
601-979-2493

Faculty:
M. Bernhardt, R. Luckett, L. Roopnarine, J. Brockley, K. Barima, C. Turnipseed, J. Cotton

INTRODUCTION/MISSION
The department's mission is to nurture global citizens and lifelong learners through the study of humanity's vast and diverse past and to equip our students with research, analytical, and communication skills to succeed in a variety of careers.

The department offers a Bachelor of Science degree for students who wish to be teachers. Students in this degree program combine history and education courses and finish as licensed teachers. The department also offers a Bachelor of Arts degree for students interested in careers beyond teaching, including public history. BA students may choose to pursue a general degree or select a concentration in African Diaspora history or Public History. We also offer a minor in History.

OBJECTIVES
The Department of History and Philosophy's objectives are:

- To promote historical literacy through the transmission of knowledge about the human experience.
- To emphasize the diversity of the human historical experience and the multicultural basis of the contemporary global village.
- To provide the opportunity and occasion for students to hone their verbal and writing skills.
- To promote student learning and mastery via conceptual, analytical, and critical thought.
- To expose students to the skills, techniques, and opportunities necessary to conduct archival and primary document research. As future professionals, graduates will find it necessary to access, process, interpret, and present information.

STUDENT LEARNING OUTCOMES

- Students will contribute to historical knowledge through original and ethical research using primary and secondary sources.
- Students will analyze scholarly historical texts and synthesize multiple historical works.
- Students will create historical arguments and narratives.
- Students will communicate their historical research clearly, in oral and written form.

OTHER REQUIREMENTS

Students must receive at least a "C" in any History course for it to be accepted towards degree requirements. Students must have at least a 2.0 GPA to be enrolled in HIST 344 or HIST 447.

BACHELOR of ARTS in HISTORY

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
HIST 111 & 112	History of Civilization I & II	6
HIST 221 & 222	United States History I & II	6
HIST _____	History Electives(7)	21
HIST 344	Historiography	3
HIST 447	Research Seminar	3
SS_____	Social Science Elective (6)	18
TOTAL 57		

BACHELOR of SCIENCE in HISTORY-Education Concentration

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
HIST 111 & 112	History of Civilization I & II	6
HIST 221 & 222	United States History I & II	6
HIST 325	History of Mississippi	3
HIST 360/361	Blacks in American History	3
HIST 344	Historiography	3
HIST 447	Research Seminar	3
HIST 483	Teaching History	3
EDCI 100	Introduction of Education	3
SS 203	Foundations of Education	3
RE 310	Teaching Reading in the Content Area	3
EDCI 301	Classroom Management	3
ETEC 336	Advance Multimedia in Classroom	3
ETEC 367	Introduction to Measurement, Evaluation and Assessment	3
SS 301	Law and Our Society	3
COUN 213	Human Growth and Development	3
EDCI 401	Research Classroom Management and Clinical Practice	3
SS 401	Social Science Methods	3
SPED 311	Exceptional Children and Youth	3
EDCI 402	Clinical Internship in Student Teaching	12
TOTAL 72		

NOTE: At the end of their sophomore year, students must apply for admission to Teacher Education. To be admitted, students must have a 2.75 GPA and an acceptable score on the PRAXIS Core, ACT, or SAT. Students must apply for Student Teaching in their senior year.

History Minor Requirements:

Course Number	Course Title	Credit Hours
HIST 334	Historiography	3
HISTXXX	History Elective	3
HISTXXX	History Elective	3
HISTXXX	History Elective	3
HISTXXX	History Elective	3
HISTXXX	History Elective	3
TOTAL 18		

Students must take HIST 344 and five other courses in history, excluding HIST 101/102 and HIST 111/112. At least three of these courses must be at the 300 or 400 level.

Public History Minor Requirements:

Course Number	Course Title	Credit Hours
HIST 334	Historiography	3
HISTXXX	Public History Elective	3
HISTXXX	Public History Elective	3
HISTXXX	Public History Elective	3
HISTXXX	Public History Elective	3
HISTXXX	Public History Elective	3
TOTAL 18		

Public History Electives

HIST 300 Oral History Methodology

HIST 452 Introduction to Public and Applied Historical Studies

HIST 473 Introduction to Museums

HIST 476 Archives and Records Management

HIST 498 Discovery and Preservation of Local, State, and National History.

African Diaspora History Minor Requirements:

Course Number	Course Title	Credit Hours
HIST 334	Historiography	3
HISTXXX	African Diaspora History Elective	3
HISTXXX	African Diaspora History Elective	3
HISTXXX	African Diaspora History Elective	3
HISTXXX	African Diaspora History Elective	3
HISTXXX	African Diaspora History Elective	3
TOTAL 18		

African Diaspora History Electives:

HIST 309 Modem Civil Rights Movement

HIST 325 History of Mississippi

HIST 329 History of the Caribbean
HIST 360 Early African American History
HIST 361 Modem African American History
HIST 382 History of the South
HIST 385 History of African American Women I
HIST 386 History of African American Women II
HIST 405 Early Africa
HIST 406 Colonial Africa
IRST 407 Contemporary Africa
HIST 449 Black Americans in the South

CURRICULUM MAPS:
History-B.A.
https://www.jsums.edu/studentsuccess/files/2022/08/BAHistory2022.pdf

History-B.S.
https://www.jsums.edu/studentsuccess/files/2022/08/BAHistory2022.pdf

COURSE DESCRIPTIONS

HISTORY
HIST 101 (3) History of Civilization I. A survey of the history of the world from the earliest civilizations of Mesopotamia and Egypt to the rise of capitalism and the beginnings of European imperialism before 1648.

HIST 102 (3) History of Civilization II. A survey of the history of the world tracing the rise and fall of European domination and the growing significance of Africa, Asia, and Latin America in the twentieth century.

HIST 111 (3) History of Civilization I. A survey of the history of the world from the earliest civilizations of Mesopotamia and Egypt to the rise of capitalism and the beginnings of European imperialism before 1648. This course introduces history majors to historical research and criticism. The student is then required to use this knowledge in writing historical essays.

HIST 112 (3) History of Civilization II. A survey of the history of the world tracing the rise and fall of European domination and the growing significance of Africa, Asia, and Latin America in the twentieth century. History majors will continue their study of historical research and criticism and write improved historical essays.

HIST 201 (3) United States History I. A survey of society from the Colonial period to Reconstruction emphasizing political, cultural, social, and economic development.

HIST 202 (3) United States History II. A survey of society since Reconstruction emphasizing political, cultural, social, and economic development.

HIST 221 (3) United States History I. This course introduces history majors to a survey of society from the Colonial period to Reconstruction emphasizing political, cultural, social, and economic development.

HIST 222 (3) United States History II. This course introduces history majors to a survey of society since Reconstruction emphasizing political, cultural, social, and economic development.

HIST 300 (3) Oral History Methodology. An introduction to the application of oral history techniques and methodology.

HIST 306 (3) Topics in History. An analysis of American and European topics designed to promote intense topical reading, research, and critical writing exercises.

HIST 308 (3) American Military History. Survey of the American war experience from the colonial period to the Vietnam War.

HIST 309 (3) This course will serve as a survey course that will delve into the inception of the civil rights movement beginning in 1619 through the Black Power movement of 1966 and beyond. Emphasis will be placed on the evolution of the modern civil rights movement with an emphasis on the period from the 1954 Brown v. Board of Education decision through the complete enfranchisement of Black Americans.

HIST 321 (3) Birth of the American Republic. The course chronicles the founding and development of the colonies that became the United States and analyzes the origins of the American Revolution and establishment of the American Republic.

HIST 322 (3) Antebellum America. A survey of America's Antebellum era. The course emphasizes the major historical developments of the period, which included social reform movements, the growing sectional divide, the expansion of slavery, the pursuit of manifest destiny, and the nation's drift toward Civil War.

HIST 323 (3) Civil War and Reconstruction. Emphasis is placed on the causes of the War, the emancipation of slaves, the transition from slavery to freedom, and the interpretations of Reconstruction.

HIST 325 (3) History of Mississippi. A survey of the political, economic, social, and cultural development of Mississippi with special emphasis on late nineteenth and twentieth centuries.

HIST 328 (3) History of Latin America. A readings and research centered course focusing on the historical development of Latin America in the Western Hemisphere. Primary emphasis will be

given to the impact of Spanish culture in the region, patterns of political, economic, social and intellectual ferment as well as historic and enduring problems specific to Latin America.

HIST 329 (3) History of the Caribbean. A study of the economic, political, social, and cultural life of the people of the Caribbean area and their relationship with the United States.

HIST 331 (3) Renaissance and Reformation. A survey of the political, economic, social, scientific, intellectual, and ecclesiastical developments in Europe during the fourteenth and fifteenth centuries, culminating with the Reformation and Counter-Reformation movements of the sixteenth century.

HIST 344 (3) Historiography. Designed to study the problems encountered in studying, interpreting, and writing history. Majors will also be introduced to schools and theories of historical interpretation in American, Asian, European, and African historiography.

HIST 360 (3) Early African American History. An examination of African-descended people's historical participation in American life from the Atlantic slave trade through Reconstruction.

HIST 361 (3) Modern African American History. An examination of African descended people's historical participation in modern American life since Reconstruction.

HIST 380 (3) History of the Frontier. The concept of the Frontier is arguably one of the most contentious interpretations of U.S. History. Is the Frontier a process, a place, or perhaps both? As a source of endless debate, the Frontier will be examined along with the American West. The Frontier and the West each have a long complex history that is often difficult to separate from myth. It is a history that this course will explore from many different angles.

HIST 382 (3) History of the South. An examination of the social, political, and economic development of the American South from Jamestown to the present with a particular focus on the history of race relations.

HIST 383 (3) Women in America. Designed to examine the role of women in the development of America. Emphasis will be on reform, resistance to their movements, their role in politics and their impact on society.

HIST 384 (3) Sexuality in the United States. Students will examine the changes in sexual morals, the regulation of sexual behavior, and the construction of sexual identities from the colonial period to the present.

HIST 385 (3) History of African American Women I. An in depth exploration of the historical experience of African American women from settlement through the Civil War.

HIST 386 (3) History of African American Women II. An in depth exploration of the historical experience of African American women from Reconstruction through the present.

HIST 390 (3) United States Media History. This course examines the history of media in the United States and its relationship to American society and culture. It will trace the role media has played in shaping public understanding of historical events, developments in technology and the creation of new forms of media, the political and social uses of media, and the place of media in American culture.

HIST 403 (3) Contemporary Middle East, 1900 to Present. Dissolution of the Ottoman Empire, rise of Zionism and Arab Nationalism, the conflict of Palestine, the establishment of the state of Israel in 1948, the Egyptian Revolution.

HIST 405 (3) Early Africa. A study of pre-colonial African History. The course emphasizes African civilizations before the coming of Europeans.

HIST 406 (3) Colonial Africa. The study of the European scramble for Africa and the subsequent division of the continent's societies into colonies. The course explores the emergence of nationalism in Africa and the struggle for independence.

HIST 407 (3) Contemporary Africa. A study of the emergence of Africa since 1945 with emphasis on the role of nations of the continent in both regional and world affairs.

HIST 412 (3) European Imperialism. An analysis and interpretation of the circumstances that enabled Europeans and their descendants to explore, settle, conquer, control, and dominate two-thirds of the world's peoples.

HIST 417 (3) Emergence of Modern America, 1875-1917. An analysis of American society emphasizing political, economic, and social changes between the end of Reconstruction and our entry into World War I.

HIST 418 (3) War, Depression, and Recovery, 1917-1941. The period of the 1920s and 1930s was an age of extremes in U.S. History. Situated between two World Wars, the United States experienced an era of economic growth and prosperity followed by the worst depression in the nation's history. These extremes dramatically shaped the social, cultural, and political events of these decades.

HIST 419 (3) Contemporary United States, 1941 to the Present. The Postwar Era in the United States has been marked by social upheaval. Marginalized people, including African Americans, Mexican Americans, Native Americans, women, and homosexuals, fought for their civil rights. The Cold War pushed the world to the brink of annihilation. Vietnam divided the nation. The counter-culture challenged the status quo. The contrast between the Rust Belt and the Sun Belt signified economic, demographic, and political changes. Liberals launched a political revolution and Conservatives a counterrevolution in response. This course will address these social, cultural, and political developments, and others, that have taken place since 1941.

HIST 447 (3) Research Seminar. Prerequisite: HIST 344. For senior History majors with emphasis on completion of a major historical research paper.

HIST 448 (3) Independent Study and/or Directed Readings. Prerequisite: Consent of instructor. Intensive study in research materials or reading directed toward a specified topic or project.

HIST 449 (3) Black Americans in the South. A study of the development of the Black Southerners culturally and institutionally between the Civil War and 1915.

HIST 452 (3) Introduction to Public and Applied Historical Studies. An introduction to selected subjects and skills related to the use of history in the public and private sectors.

HIST 460 (3) Science and Society. Study of scientific theories, experimentations, and personalities from an historical perspective with an emphasis on the influence of science on society and culture.

HIST 461 (3) History of Disability. An exploration of the historical experience of people with mental and physical disabilities, including a critical survey of the shifting cultural conceptions of mental and physical disability in American history. Emphasis will be placed on the lives of people with disabilities in the community, the development of residential institutions, the growth of social welfare programs, and the disability rights movement of the late twentieth and early twenty-first centuries.

HIST 462 (3) History of Childhood and Youth. An exploration of the historical experiences of children and youth. The class examines how race, gender, class, religion, and disability shaped the lives of children and youth. Other topics to be discussed include the role of the community and state in child-rearing and evolving concepts of childhood and adulthood.

HIST 463 (3) History of Public Health. A critical study of the history public health, including the changing role of epidemic disease, the development of government public health programs, lay health care practices, the rise of the modern medical professions, the growing influence of technology in health care, and the persistence of racial, ethnic, and class differences in health care, morbidity, and mortality.

HIST 473 (3) Introduction to Museums. Survey of the history of American museums and principles of museum management.

HIST 476 (3) Archives and Records Management. Survey of the principles of archive and resource management with an emphasis on material culture.

HIST 483 An introduction of alternative pedagogical approaches to equip prospective secondary teachers with the skills to teach history to students as an active method of learning and investigation.

HIST 491 (3) Film and History Seminar: Filmmakers' Responses to Political Debates and Policies in the United States. Students will examine the ways in which films engaged with selected political debates and policies in the United States between 1900 and the present. Topics may include the World Wars, Cold War, War on Terror, Great Depression, immigration, Prohibition, the Red Scares, and urban development.

HIST 492 (3) Film and History Seminar: Filmmakers' Responses to Social Change and Conflict in the United States, 1900-Present. Students will examine the ways in which films reflected and engaged with selected social issues in the United States from the beginning of the twentieth century to the present. Topics may include African American, Mexican American, and Native American civil rights; the Feminist Movement; Gay and Lesbian civil rights; sexual revolutions of the 1920s and postwar era; and class conflict.

HIST 493 (3) Film and History Seminar: Filmmakers' Interpretations of the War Experience. Students will examine the ways in which films from around the world reflected and engaged with the political, social, and military issues of a selected war or of multiple wars during and since the war(s).

HIST 498 (3) Discovery and Preservation of Local, State, and National History. Survey of techniques and methodologies for researching and writing the histories of various political and cultural subdivisions. The subdivisions that will serve as venues for the historical studies include and range from local municipalities, small towns and counties to the state, region and nation.

HIST 499 (3) History Internship. History majors relate their academic education to on-the-job training situations in public and private programs, organizations, and agencies.

PHILOSOPHY

PHIL 205 (3) Old Testament and Its World. Development of literary and doctrinal statements from primitive oral tradition of narrative and religious experience. Covenant election and views of history. Non-Hebraic influences on Old Testament doctrine and belief.

PHIL 207 (3) New Testament and Its World. Development of literary and doctrinal formulations from private oral tradition to current forms of gospel, epistle, and apocalypse. Influences of classical thought and literary styles.

PHIL 301 (3) Introduction to Philosophy. Four principal types: metaphysics, epistemology, logic, ethics. Illustrated from classical, medieval and modern philosophic systems.

PHIL 308 (3) Aesthetics. Nature of artistic perception. Major theorists from Greece to the modern period. Socio-economic influences larger cultural settings. Place of artists in society.

PHIL 309 (3) Ethics. Representative thinkers from the pre-Axial Age up to the modern period focusing on capacities for analysis and critical thinking.

PHIL 416 (3) Logic. Development of normative mental act in classical deductive and inductive forms, up to the syllogism. Relation of logical structure to effective communication.

PHIL 432 (3) Philosophy of Religion. Philosophical critique of representative religious experience and doctrine. Representative thinkers from various periods.

PHIL 433 (3) Far Eastern Religions. Islam, India, China, Japan. Major doctrinal developments. Influence of Western thought upon normative systems.

PHIL 434 (3) African Religions. Major deity formulations are related to nature. The religious foundation of social structures. Influence of Western religions and socio-economic systems on African urban centers.

PHIL 436 (3) Black Church and Black Theology. Influence of slavery period on African religious origins and presentation of Christianity. Post-Civil War growth of belief and institutions. Modern religious movement related to social change. "Liberation Theology."

PHIL 437 (3) History of Modern Philosophy. Philosophy from the Renaissance to the modern period. Related to a contemporary cultural movement.

PHIL 438 (3) Ancient Philosophies. Philosophy from Egypt to Rome and/or India and China.

GEOGRAPHY

GEOG 105 (3) Introduction to Cultural Geography. Knowledge of the basic concepts characterizing each culture with emphasis on past population and global problems; patterns and spatial aspects of fertility and mortality; migration; social customers on the landscape; and urban patterns. Students are required to do two cultural field based projects.

GEOG 209 (3) World Regional Geography. Study of the different geographical regions of the world consisting of early settlement; people and economic development; physical environment; resources; and future. This class is a lecture-lab. Students are required to do lab activities in class, the library, and community field based as well.

DEPARTMENT OF JOURNALISM AND MEDIA STUDIES

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The Department of Journalism and Media Studies, currently located at the Mississippi e-Center, has in-house classrooms, computer labs, and editing labs. The Department manages JSU- TV, channel 14 on cable CoJMSast; WJSU-FM 88.5, the university's public radio station; the Blue & White Flash, the campus newspaper; and eXperience magazine, a publication produced by students two times per academic year.

MISSION STATEMENT
The mission of the Department of Journalism and Media Studies is to provide academic excellence in the areas of media production, multimedia journalism, sports media, and integrated marketing communications. The Department provides students with theoretical and hands-on training needed to be successful in the field of media and communications, combined with the core principles of good, ethical journalism and digital communication.

OBJECTIVES
The Department developed the following program objectives to assist students Receiving a degree in Journalism and Media Studies in developing the necessary knowledge and skills required in the current field of journalism. By the end of the program of study, students should be able to:

- Understand the basic historical and theoretical foundations of the field of journalism and media studies.
- Apply critical thinking skills.
- Conduct communications research that addresses problems in a global society.
- Exhibit professional skill levels in radio news writing and delivery; print and online news writing; and broadcast newsgathering and delivery.
- Report news clearly, accurately, truthfully, and fairly in appropriate journalistic forms and styles.
- Implement the use of technology to meet the demands of the media industry.
- Understanding media laws and the rights and responsibilities of media professionals in the field of journalism and media studies.
- Apply skills and knowledge gained in the practicum and internship courses to their careers as media professionals.

STUDENT LEARNING OUTCOMES
A capstone course is utilized to assess student learning within their last semester of the program. Individual student outcome measures are the ability to

- demonstrate ways to produce broadcast quality standard VO, VOSOT, packages, and whips;
- produce broadcast quality standard documentaries;

- demonstrate an understanding of media programming and producing a broadcast quality standard newscast.
- publish professional quality journalistic news articles;
- adhere to journalistic standards of timeliness and professionalism;
- produce professional quality journalist photographs and digital news stories
- produce client satisfactory advertising and public relation campaigns;
- produce strategic and aesthetically pleasing advertising layouts and materials; and
- perform communication audits.

DEGREE REQUIREMENTS

The Department of Journalism and Media Studies awards the Bachelor of Science degree in the following concentration areas, Media Production, Multimedia Journalism, Sports Media, and Integrated Marketing Communications. To be eligible to earn this degree, students must:

1. Complete the university's general education core requirements.
2. Complete the major concentration area requirements.
3. Complete a minor or take elective courses outside of the major.

CAPSTONE COURSE

Senior Journalism and Media Studies Students must take the Capstone course to demonstrate their professional skill levels writing, shooting, and editing, as well as their understanding of media laws and ethical practices of journalism.

MAJOR REQUIREMENTS IN JOURNALISM AND MEDIA STUDIES

JMS 200, JMS 201 and JMS 301* are prerequisites for all concentration areas in Journalism and Media Studies. A grade of "C" or higher is required in all major courses.

CORE CREDIT HOURS REQUIRED FOR ALL CONCENTRATIONS

All students who major in Journalism and Media Studies must complete the following major courses to be eligible for graduation*

BACHELOR of SCIENCE in JOURNALISM and MEDIA STUDIES

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
JMS 200	Intro to Mass Communications	3
JMS 201	Intro to Media Writing	3
JMS 301*	Intro to News Reporting	3
JMS 400	Media Law	3
JMS 401	Research Methods in Mass Communications	3
JMS 405	Media Ethics	3
JMS 486	Practicum in Mass Communications	3
JMS 489	Internship in Mass Communications	3
TOTAL		**21**

*Majors in the Sports Media Concentration do not have to take JMS 301 Intro to Reporting.

CONCENTRATION AREAS

BACHELOR of SCIENCE in JOURNALISM AND MEDIA STUDIES - Multimedia Journalism Concentration

The Multimedia Journalism concentration is designed to introduce students to the basic skills needed in an increasingly multimedia platform news-industry. Students will be taught skills in print media, broadcast, and online journalism. This concentration area requires a total of 21 hours. The required hours for all students in this area are as follows:

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
JMS 303	Radio TV Newswriting	3
JMS 307	Photojournalism	3
JMS 310	Multimedia Production I	3
JMS 320	Online Journalism	3
JMS 409	Multimedia Reporting	3
JMS 404	Feature Writing	3
JMS 426	Broadcast Documentary	3
Electives or Minor		35-36
TOTAL 56-57		

BACHELOR of SCIENCE in JOURNALISM AND MEDIA STUDIES – Media Production Concentration

The Media Production concentration is designed to provide undergraduate students with professional experience and training for careers in electronic media. Students will be taught skills in shooting, editing, and news reporting. This concentration area requires a total of 21 hours. The required hours for all students in this area are as follows:

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
JMS 303	Radio TV Newswriting	3
JMS 307	Photojournalism	3
JMS 310	Multimedia Production I	3
JMS 315	Digital Editing	3
JMS 323	Multimedia Reporting II	3
JMS 426	Broadcast Documentary	3
JMS 440	Media Programming	3
Electives or Minor		35-36
TOTAL 56-57		

BACHELOR of SCIENCE in JOURNALISM AND MEDIA STUDIES - Sports Media Concentration

The Sport Media concentration is designed to introduce students to the skills needed in the rapidly growing industry of sports journalism. Students will learn sports casting, sports writing

and reporting, and electronic filed production. This concentration area requires a total of 30 hours. The required hours for all students in this area are as follows:

Course Number	Course Title	Credit Hours
JMS 205	Cross Platform Sports Writing	3
JMS 210	Sports Culture	3
JMS 325	Sports Media and Society	3
JMS 307	Photojournalism	3
JMS 310	Media Production	3
JMS 313	Electronic Field Reporting	3
JMS 335	Sports casting	3
MKT 351	Marketing Management	3
JMS 450	Media Literacy	3
JMS 426	Broadcast Documentary	3
Electives or Minor		35-36
TOTAL 65-66		

B. S. JOURNALISM AND MEDIA STUDIES - Integrated Marketing Communications Concentration

The Integrated Marketing Communications (IJMS) concentration prepares students for careers in public relations, advertising, sales promotion, and marketing. This concentration area requires a total of 24 hours. The required hours for all students in this area are as follows:

Course Number	Course Title	Credit Hours
JMS 330	Introduction to IJMS	3
JMS 336	Advertising Copy Layout and Design	3
JMS 423	Advertising and Media Selection	3
JMS 470	Writing for Public Relations	3
JMS 425	Advertising Media Sales	3
JMS 452	Sales Promotion Management	3
JMS 471	Public Relations Practice	3
JMS 473	IJMS Campaigns	3
TOTAL 24		

CURRICULUM MAPS:

Multimedia Journalism

https://www.jsums.edu/studentsuccess/files/2022/08/JMSMultimediaJournalism2022_JSU.pdf

Media Production

https://www.jsums.edu/studentsuccess/files/2022/08/JMSMediaProduction2022_JSU.pdf

Sports Media

https://www.jsums.edu/studentsuccess/files/2022/08/JMSportsMedia2022_JSU.pdf

Integrated Marketing Communication
https://www.jsums.edu/studentsuccess/files/2022/08/JMSIntegratedMarketing2022_JSU.pdf

COURSE DESCRIPTIONS

JMS 150 (3) Urban Media Literacy. Designed to teach students to critically examine media industries and the messages they produce and disseminate. The course gives particular focus to media images of urban life. The course also explores the underlying power relationships in media, the construction of media messages, and the influences of those images on urban culture and media audiences.

JMS 200 (3) Introduction to Mass Communications. Prerequisites: ENG 104, 105 or ENG 111, and 112. Survey of the development and operation of print and electronic media. An overview of the basic theoretical perspectives of the media and a synopsis of the various mass communications professions. This course also introduces to practitioners the field of mass communications.

JMS 201 (3) Introduction to Media Writing. Prerequisites: ENG 104, 105 or 111, and 112, and JMS 200 recommended. Acquaints students with the various forms of writing required in the journalism and mass communications professions. Students work in laboratory settings utilizing current computer systems and software.

JMS 205 (3) Cross Platform Sports Writing and Reporting. Prerequisite: None. This course will introduce the student to the various writing and reporting platforms of sports journalism. The student will learn minute-by-minute writing and reporting for online outlets, blogging and podcasting, social media, radio and television. Students will also learn basics of interviewing, feature writing, reporting, and commentary for radio and television.

JMS 210 Sports Culture (3). Students will study the development of contemporary sports from its ancient practices to its inception in the mid-nineteenth century. The student will learn how sports are implemented into school-age activities and how such play leads to its practice and spectating by its audience and the media. This course examines sports culture and how it affects society as well as how society itself influences sports culture.

JMS 230 (3) Athletes and Media Engagement. This course is intended for student athletes, training them to navigate the media landscape. Student athletes will learn how to articulate the game and their performances to a broadcast audience, as well as learn to strategically answer hard-hitting interview questions. The student athletes will participate in live discussions to practice their interviewing skills as to always be prepared for media engagement before and after their sporting events.

JMS 301 (3) Introduction to News Reporting. Prerequisites: JMS 200, and JMS 201. Helps students learn how to develop meaningful new story ideas, conduct thorough interviews, report accurately, and write news stories that adhere to Associated Press style.

JMS 303 (3) Radio-TV Newswriting. Prerequisites: JMS 200 and JMS 201. Developing and writing scripts, rewriting wire service materials for broadcast journalism. Students will also use CNN news source video and scripts. The course is coordinated with closed-circuit campus channel JSU 22.

JMS 305 (3) Copy Editing. Prerequisites: JMS 200, JMS 201, and JMS 301. Editing of stories, writing headlines, developing skills for the use of desktop publishing, and print media design and layout.

JMS 306 (3) Advance Copy Editing. Prerequisites: JMS 200, JMS 201, JMS 301, and JMS 305. An advanced, computer-assisted course in copy editing, page layout, and graphics for newspapers and magazines.

JMS 307 (3) Photojournalism. Prerequisites: JMS 200 and JMS 201. Introduction to the principles and techniques of photojournalism. The course involves the study and practice of using still photography to cover news, feature stories, sports, and social and cultural issues for the publication. Students will learn the fundamentals of photography and will be introduced to digital imaging, photo editing, page layout design, and multimedia journalism. The course also covers the history of photojournalism and documentary photography, as well as the ethical and legal issues related to the field.

JMS 310 (3) Media Design and Production I. Prerequisites: JMS 200 and JMS 201. Introduction to the digital audio and video production techniques within studio and field environments. Skills to be covered include camera operation, audio and visual editing, set and message design, planning, directing and managing productions.

JMS 313 (3) Electronic Field Production. Prerequisites: JMS 200, JMS 201, JMS 205. Electronic Field Production is intended to give career-path communication students instruction in the use of digital audio and video production tools as well as the fundamentals of effective visual storytelling in the field of sports media.

JMS 315 (3) Digital Editing. Prerequisites: JMS 200, JMS 201, and JMS 310. Students will develop skills in editing video and sound for multimedia productions. This is an advanced course emphasizing non-linear video editing, audio editing, motion graphics, and DVD development using the Final Cut Pro Suite, Adobe After Effects, DVD Studio Pro and/or other software.

JMS 320 (3) Online Journalism. Prerequisites: JMS 200, JMS 201, and JMS 301. Students are exposed to the unique skill sets needed for online news storytelling that often integrate a rich repertoire of headlines, text, pictures, audio, video, slideshows, animation, and/or interactive features on a news website.

JMS 323 (3) Media Design and Production II. Prerequisites: JMS 200, JMS 201, and JMS 310. This course is a continuation of JMS 310 whereby students study and gain hands-on experiences in

the practical aspects of media design and production. Students write, design, direct, and produce quality productions. Students apply and refine skills in both multi-camera studio and field productions. The course is coordinated with JSU's TV 23 and its program productions.

JMS 325 (3) Sports, Media, and Society. In this class the student will discuss prominent athletes in American history, events such as Title IX, and how sports can reflect and drive change in society. The student will analyze how the media has treated athletes, sports and their cultural role in contemporary and historical contexts.

JMS 330 (3) Introduction to Integrated Marketing Communications. Prerequisites: JMS 200 and JMS 201. An overview of integrated marketing communications (IJMS) and the ways in which IJMS is used in strategic marketing communication efforts. The course also explores: 1) concepts, theories, principles, and processes of IJMS planning; 2) how all elements of the promotional mix (advertising, personal selling, public relations, direct marketing, and sales promotion) can work together to achieve overall marketing objectives; 3) how to use coordinated messages in convergent media and non-media platforms to build and sustain consumer interest and product message response, and the use of lectures and industry case studies to provide analytical and competency skills in the design and integration of theories, concepts and principles of IJMS campaigns.

JMS 336 (3) Advertising Copy Layout and Design. Prerequisites: JMS 200, JMS 201, JMS 330 or consent of instructor. An overview of the origin and development of advertising and public relations; how a firm or institution relates to its audience and develops campaigns. An overview of the skills and strategies involved in print, TV, and radio advertising with specific focus on visualizing layouts, conceiving radio and TV commercials, target marketing, conducting an ad campaign, and understanding legal and ethical constraints. The role of the advertising agencies and other marketing organizations, and changes in ethnic and minority advertising will also be examined.

JMS 400 (3) Media Law. Prerequisites: JMS 200, JMS 201, and three (3) courses in the concentration. A study of the laws governing print and electronic media. The course explores the evolution of media laws in areas such as First Amendment rights and protection, slander, libel, and rights to privacy. The course will familiarize students with the function and rulings of the courts and of the Federal Communications Commission.

JMS 401 (3) Research Methods in Mass Communications. Prerequisites: JMS 200, JMS 201 and three (3) concentration courses. Analysis of research in mass communications, including survey research, content analysis, basic statistics, rating research, and focus group methodology.

JMS 402 (3) Advanced Reporting. Prerequisites: JMS 200, JMS 201, and JMS 301. An extensive course in news writing that emphasizes investigative reporting. Contemporary issues, events, and problems are given major attention. Students will also access various databases.

JMS 404 (3) Feature Writing. Prerequisites: JMS 200, JMS 201, and JMS 301. This course requires substantial research for the writing of feature length articles. The market for features is analyzed and selling strategies are pursued.

JMS 405 (3) Media Ethics. Prerequisites: JMS 200, JMS 201 and JMS 400. Course examining the ethical aspects of communications media. It also explores various ethical theories and perspectives, while introducing students to models of moral reasoning for ethical decision-making. Students complete case studies in ethics.

JMS 406 (3) Seminar in Urban Affairs Report. Prerequisites: JMS 200, JMS 201, and JMS 301. This course prepares the student to work the various beats of an urban affairs reporter.

JMS 409 (3) Multimedia Reporting. Prerequisites: JMS 200, JMS 201, JMS 303, JMS 310, and JMS 320 suggested. Prepares students for the news work of multimedia newsgathering. Students enter the course with basic news writing and reporting skills and will apply "cross-platform" reporting techniques in developing story ideas that take advantage of the interactivity, non-linear, user-driven environment of the Internet.

JMS 411 (3) Scriptwriting. Prerequisites: JMS 200 and JMS 201. Course will emphasize writing fiction scripts and developing narrative-based media. It will provide a detailed study and application of scriptwriting for television dramas and narrative films. It will also provide skills in directing and producing narrative media for television and film.

JMS 423 (3) Advertising Media and Selection. Prerequisites: JMS 200, JMS 201, JMS 330 or consent of instructor. Acquaint students with advanced concepts in marketing strategies and marketing objectives with specific emphasis on the successful selection of the appropriate media to use when initiating an ad campaign, the use of market surveys to test the success of the ad campaign, and application of these skills in the actual simulation of a model ad campaign.

JMS 425 (3) Advertising and Marketing. Prerequisites: JMS 200, JMS 201, JMS 330, or consent of instructor. Acquaint the student with the psychology of advertising sales along with the basic techniques and procedures involved in selling copy to the various media. Develops skills specifically related to actual sales. The student must learn the business aspects of planning the sale, processing the sale, and evaluating the effectiveness of the transaction in regard to the increase or decrease in sales of the said product.

JMS 426 (3) Broadcast Documentary. Prerequisites: JMS 200, JMS 201, JMS 303, JMS 310, JMS 323, and JMS 409 suggested. Writing, producing, and taping radio and television documentaries. Exposes students to a variety of documentaries that serve as style and content models for student projects.

JMS 430 (3) Management of New Technologies. Prerequisites: JMS 200, JMS 201, and three (3) concentration courses. Examines the practical management of media properties with emphasis

on new and emerging technologies. This course discusses management style and the evolution of those styles.

JMS 432 (3) International Journalism. Prerequisites: JMS 200, JMS 201, and JMS 402. A comparative study of print and electronic journalism in the world media; influence and government restraints upon media, and other international problems.

JMS 440 (3) Media Programming. Prerequisites: JMS 200, JMS 201, and JMS 310. This course introduces students to the fundamental concepts and strategies of media programming. This course will include discussions of radio, television, and cable programming methodology. It will emphasize the television stations as a business; exposing students to concerns of distribution, scheduling, designing formats, and targeting audiences. This course will be coordinated with the closed-circuit campus channel JSU 22.

JMS 450 (3) Special Projects in Mass Communications. Prerequisite: JMS 200, JMS 201 and two (2) courses in the concentration. Students develop and complete projects related to the concentration areas. This project may take the form of a research paper or a production.

JMS 452 (3) Sales Promotions Management. Prerequisites: JMS 200, JMS 201, and JMS 330. This course introduces students to the concepts, theories, and principles of sales promotions. Major emphasis is on how to plan and use promotional techniques including joint promotions, price promotions, and on-the-shelf promotions; how to develop and implement integrated marketing communication strategy; and how to achieve and maintain creative comparative advantage in sales promotions strategy and execution. The course also examines current trends in and redefining the role of sales promotions.

JMS 470 (3) Writing for Public Relations. Prerequisites: JMS 200, JMS 201 and JMS 330. Helps students learn how to write and develop a portfolio of specialized public relations material such as press releases, public service announcements, brochures, newsletters, letters, memos, reports, media kits, and speeches.

JMS 471 (3) Public Relations Practice. Prerequisites: JMS 200, JMS 201, JMS 330, and JMS 470. Help students learn how to create a public relations campaign using the case-study approach.

JMS 472 (3) Corporate Communications. Prerequisites: JMS 200, JMS 201, JMS 470, and JMS 471. Emphasis is on the way in which corporations and businesses communicate with internal and external publics to transmit mediated messages.

JMS 473 (3) Advertising Campaigns. Prerequisites: JMS 200, JMS 201, JMS 330, and JMS 423. Developing the IJMS campaign from concept through development, production, and final evaluation.

JMS 475 (3) Special Topics: Public Relations strategy. Prerequisites: JMS 200, JMS 201, and two (2) courses in the concentration. This course will deal with various topics in Multimedia

Journalism, Integrated Marketing Communications, and Media Production on a rotating basis. The course is designed to explore current, relevant topics in the field of mass communications.

JMS 486 (3) Practicum in Mass Communications. Prerequisite: JMS 200, JMS 201, and two (2) courses in the concentration. Students will apply skills and theories learned in the classroom and gain practical work experience at an on-campus media outlet.

JMS 489 (3) Internship in Mass Communications. Prerequisites: JMS 200, JMS 201, three (3) courses in the concentration, and a minimum 2.50 GPA. Students may also be eligible for an Internship based on the decision of the Internship Review Board. Internship is open to advanced students in each concentration on the basis of a written application submitted one semester in advance. Students apply skills and theories learned in the classroom to gain real world on-the-job experience at an off-campus site. Internships are with television and radio stations, newspaper, public relations, and advertising agencies, media and online organizations, and also with businesses, non-profit groups, and government agencies.

DEPARTMENT OF MILITARY SCIENCE

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INTRODUCTION/MISSION

Army ROTC is a college elective that teaches you the skills needed for a successful career. You'll combine classroom time with hands-on-experience and learn leadership and management skills. Upon graduation, you are commissioned as an Army officer to serve on active duty or with the Army Reserves or National Guard. Whatever you decide, the experience you will gain in Army ROTC will give you the confidence you need to be successful in college and beyond. Whether you choose to pursue a career in the Army or in the corporate world, Army ROTC is unlike any other college course you can take.

OBJECTIVES

Commission as a Second Lieutenant in the United States Army in either Active, Reserve or National Guard components. ROTC produces a leader of character possessing a professional identity; thrives in operationally ambiguous environments; is a moral exemplar and is prepared to be an Army leader, skilled critical thinker, problem solver, and team builder; skilled oral and written communicator committed to the Army ethic and profession; who has advanced interpersonal skill, knowledge of training management, and understands Army Doctrine; is culturally aware and displays characteristics of a lifelong learner.

The objectives of the program are as follows:

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

The Program of instruction includes developing self- discipline, physical stamina, and other qualities that are cornerstones of leadership excellence.

The ROTC Program is divided into a Basic Course of instruction (Freshman and Sophomore classes) and an Advanced Course of instruction (Junior and Senior classes). In addition to the course of instruction, students are required to attend a Leadership Laboratory. Mathematics, English, and Reading courses are offered through the ROTC Enhancement Skills Training Program. Students enrolled in the junior and senior ROTC classes are also required to enroll in and complete one course in History of the Military (HIST 308) prior to commissioning. Three (3) semester hours are earned for each course.

All students complete an internship during the summer between their junior and senior years. Some overseas internships are available. Off campus summer training in parachuting, helicopter operations, engineering and outdoor marksmanship are available to all ROTC students.

ADMISSION CRITERIA

Students must meet Jackson State University's minimum academic standards.
Students must be contracted to the United States Army to take MS301-MS402.

OTHER REQUIREMENTS/OFFERINGS

Students must pass an Army Physical Fitness Test, complete a Department of Defense Medical Evaluation Board, maintain a cumulative GPA of 2.5, complete an interview with the Professor of Military Science, be an active participant in the ROTC program and complete an academic plan worksheet.

COURSE REQUIREMENTS

Course Number	Course Title	Credit Hours
Fall		
MS 101	Fundamentals of Leadership and Management I	1
MS 103	Leadership Lab	1
MS 201	Leadership and Ethics	2
MS 203	Leadership Lab	1
MS 301	Training Management and Warfighting Functions	3
MS 303	Leadership Lab	1

MS 401	The Army Officer	3
MS 403	Leadership Lab	1
Spring		
MS 102	Foundations of Leadership	1
MS 104	Leadership Lab	1
MS 202	Army Doctrine and Decision Making	2
MS 204	Leadership Lab	1
MS 302	Applied Leadership in Small Unit Operations	3
MS 304	Leadership Lab	1
MS 402	Company Grade Leadership	3
MS 404	Leadership Lab	1
Summer		
MS 300	Basic Camp	3
MS 400	Advanced Camp	3
TOTAL 32		

MINOR REQUIREMENTS

Course Number	Course Title	Credit Hours
MS 301	Training Management and Warfighting Functions	3
MS 302	Applied Leadership in Small Unit Operations	3
MS 400	Advanced Camp	3
MS 401	The Army Officer	3
MS 402	Company Grade Leadership	3
TOTAL 15		

COURSE DESCRIPTIONS

MS 101: Introduction to the Army (1 hr.) MS101 focuses on introduction to the Army and basic Soldier skills. It introduces Cadets to the Army and the Profession of Arms. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also begin learning map reading and land navigation. Students will have initial classes on field craft, first aid, individual/team movement techniques that will include a weekly lab facilitated by MS III Cadets and supervised by MS IV's and cadre.

MS 102: Foundations of Leadership (1 hr.) MS102 introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn the personal development of life skills such as critical thinking, time management, goal setting, and communication. Cadets learn the basics of the communications process and the importance for leaders to develop the essential skills to effectively communicate in the Army. Cadets will begin learning the basics of squad level tactics that will be reinforced during a weekly lab facilitated by MS III Cadets, supervised by MS IVs and cadre.

MS 201: Leadership and Ethics (2 hrs.) MS201 focuses on leadership and ethics. The course adds depth to the Cadets knowledge of the different leadership styles. Cadets will conduct a leadership analysis of famous leaders and self-assessment of their own leadership style. The Army Profession is also stressed through understanding values, ethics and how to apply both to different situations they may encounter as a leader. Army Values and Ethics and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MS III Cadets, supervised by MS IV's and cadre.

MS 202: Army Doctrine and Decision Making (2hrs.) MS202 focuses on Army doctrine and decision making. The course begins with analytical techniques, creative thinking skills and the Army problem solving process as related to situations faced by leaders when making decisions. TLPs and OPORD will lead Cadets to an understanding of Army Doctrine and Symbology. Squad tactics will be covered in classes on Unified Land Operations, Offensive Operations and Defensive Operations. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MS III Cadets and supervised by cadre.

MS 301: Training Management and the Warfighting Functions (3 hrs.) MS 301 focuses on training management and the warfighting functions. It is an academically challenging course where you will study, practice, and apply the fundamentals of Training Management and how the Army operates through the Warfighting functions. At the conclusion of this course, you will be capable of planning, preparing, and executing training for a squad conducting small unit tactics. Includes a lab per week using peer facilitation overseen by MSL IVs, supervised by ROTC Cadre.

MS 302: Applied Leadership in Small Unit Operations (3hrs.) MS 302 focuses on applied leadership in small unit operations. It is an academically challenging course where you will study, practice, and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of a mission. Includes a lab per week using peer facilitation overseen by MSL IVs, supervised by ROTC Cadre. Successful completion of this course will help prepare you for the Cadet Summer Training Advance Camp, which you will attend in the summer at Fort Knox, KY.

MS 401: The Army Officer (3hrs.) MS 401 focuses on development of the Army Officer. It is an academically challenging course where you will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. You will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, you will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company level. Includes a lab per week overseeing MS III lesson facilitation and supervised by ROTC Cadre.

MS 402: Company Grade Leadership (3hrs.) MS 402 is an academically challenging course where cadets will develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Officer roles and responsibilities. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a midterm exam, and an Oral Practicum as the final exam. Successful completion of this course will assist in preparing you for your BOLC B course and is a mandatory requirement for commissioning. Includes a lab per week overseeing MS III lesson facilitation and supervised by ROTC Cadre.

DEPARTMENT OF MUSIC

Dr. Lisa Beckley-Roberts
Department Chair
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Faculty:
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INTRODUCTION/MISSION
The Department of Music is committed to providing the highest quality of educational opportunities in music education, performance, and technology by empowering a diverse population of students to develop the technologically advanced skills required to assume leadership roles in music education, music industry, and related areas in the global market. The Department of Music offers courses and performance opportunities that broaden music education in the liberal arts and provide artistic enrichment for the University, Community, State, and Nation while facilitating opportunities for artistic activism which begins to address the socio-cultural inequalities and challenges of the world.

The Department of Music offers the following degree programs and minor

- Bachelor of Music in Performance (BM) -Vocal, Instrumental, Keyboard, or Jazz Emphasis
- Bachelor of Music in Performance (BM) - (Technology Concentration)
- Bachelor of Music Education (BME)-Vocal, Instrumental, Keyboard, or Jazz Emphasis
- Minor in Music

To this end, and in alignment with the mission of the University as a whole, the department is committed to challenging students to explore new ideas and reach their highest potential through engaging course work, research, and seminars. Additionally, the Department of Music resolves to:

- Provide competitive, accredited, undergraduate and graduate degree programs and curricula which focus on advancing education, research, performance, and

technology.

- Engage students of all majors in opportunities to develop their knowledge, and ability in all aspects of music by participating in concerts, performances, workshops, master classes, and guest artist residencies.
- Inspire students and faculty to participate globally in culturally enriching activities by encouraging engagement with Western classical, world, and modern music and through involvement in student exchange and study abroad programs, competitions, international music festivals, and conferences.
- Encourage students to increase knowledge and mastery of the means by which to communicate (verbally, in written form, and through artistic interpretation) the value and vastness of knowledge expressed in music and art, historically and in contemporary times.
- To encourage critical thinking, listening and analytical skills which are reinforced and articulated through college-level rhetorical writing, speaking, and performance of and about Western and world music.

OBJECTIVES

The primary objectives of the Music unit focus on the means of assuring the highest level of achievement. Through measured student learning outcomes, music majors and non-majors are provided opportunities for greater musical understanding and competency in all music subject areas.

STUDENT LEARNING OUTCOMES

BM-Performance:

1. Students will demonstrate the ability to think, speak, and write clearly and effectively about the art of music from antiquity through the present day.
2. Students will develop and demonstrate motor skills and technical facility on a major applied instrument sufficient to perform increasingly demanding literature.
3. Students will perform at a basic functional level of proficiency on secondary instruments for use in teaching and/or community performance settings.

BM-Performance (Technology Concentration):

1. Students will demonstrate the ability to think, speak, and write clearly and effectively about the art of music from antiquity through the present day.
2. Students will apply working knowledge of current music technology in practical application.
3. Students will create and present an aural and visual presentation that demonstrates mastery of notation software, use of MIDI and music sequencing software, and the ability to engineer a complete studio recorded track.

BME:

1. Students will demonstrate preparedness to teach both instrumental and choral music in a clinical environment.
2. Students will develop advanced skills on their chosen instrument through the study and

performance of solo, chamber, and large ensemble repertoire.

3. Students will demonstrate functional secondary instrument skills which will afford them the ability to provide skeletal accompaniment to individuals and/or ensembles if necessary.

ACCREDITATION

Jackson State University and the Department of Music have maintained accreditation with the National Association of Schools of Music (NASM) since 1977.

ADMISSION CRITERIA

All students must have basic proficiency on an applied instrument as demonstrated in auditions with an ensemble director and/or applied instructor.

Placement Exams

- Audition: Auditions and basic musicianship tests are administered to prospective students prior to acceptance. Technology students may be required to submit digital projects upon admission.
- Theory Placement Examination: All music majors must take the theory placement examination.

Other Requirements/Offerings

Performance: One (1) Student Recital Performance is required each semester for all Bachelor of Music Education students, except the first semester of enrollment. Two (2) Student Recital Performances are required for all Bachelor of Music in Performance students, except the first semester.

Jury: Examination required for all majors at the end of each semester of applied study.

Sophomore Proficiency Evaluation: Required evaluation for students during the second semester of the sophomore year.

Sophomore Proficiency Evaluation Guidelines:

1. All music majors who have completed the required Freshman and Sophomore music courses and requirements as listed in the music curriculum are required to take the Sophomore Proficiency Evaluation during the spring semester of their sophomore year before matriculating to 300-level music courses.
2. Students who fail the Sophomore Proficiency Evaluation will be allowed to repeat the evaluation or enroll in and pass MUS 113 before matriculating to 300-level courses. MUS 113 is a one-semester course.
3. Transfer Students: All transfer students will be advised on the Sophomore Proficiency Evaluation after an evaluation of their college or community college transcript. Based upon their transcript evaluation, the student will be advised to take additional class work, take the Sophomore Proficiency Evaluation, or proceed into 300-level courses. Students who have obtained the Associate Degree in Music are exempt from the examination.

Piano Proficiency Examination: Required at the conclusion of study in Applied Secondary Piano – (MUS 215) for all music and music education majors.

Junior and Senior Recital: Required of all Bachelor of Music Education and Bachelor of Music in Performance majors.

Students who major in Music Education must be admitted to the Teacher Education Program. Students who major in Music Education must meet all requirements for Student Teaching.

- Requirements for Admission to Teacher Education can be found in the Office of Professional and Field - Based Experiences section of the Undergraduate catalog.
- Admission to the Teacher Education Program does not guarantee admission to student teaching.
- A student must submit the required minimum scores on teacher licensure tests: Praxis II–Principals of Learning and Teaching–and Praxis III–Specialty Area Test.

BACHELOR OF MUSIC EDUCATION- Music Education (Instrumental/Keyboard/Vocal Emphasis)
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MUS_ 101-472	Performance Ensemble	3.5
MUS 111-212	Music Theory I-IV	8
MUS 311	Form & Analysis	3
MUSY 111-211	Sight Singing and Ear Training	3
MUSD/L 114-215	Applied Secondary Piano	4
MUS 200	Recital Hour (8 semesters)	0
MUS_ 114-414	Applied Instrument	14
MUS 117	Voice Class	1
MUS 221	String Class	1
MUS 321-322	Music History I-II	6
MUS 226	Intro to Music Technology	3
MUS 338	Woodwind Class	1
MUS 302	Music in Elementary School	3
MUS 303	Music in Secondary Schools	3
MUS 305	Music Classroom Management	3
MUS 337	Brasswind Class	1
MUS 339	Percussion Methods	1
MUS 333	Conducting	2
MUS 411	Instrumental Arranging	2
MUSM 421	Instrumental Methods	3
TOTAL 65.5		

BACHELOR OF MUSIC EDUCATION- Music Education (Jazz Emphasis)

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MU__171-471	Jazz Performance Ensemble	3.5
MUS 111-212	Music Theory I-IV	8
MUS 311	Form & Analysis	3
MUSY 111-211	Sight Singing and Ear Training	3
MUS_114-215	Applied Secondary Voice or Piano	4
MUS 200	Recital Hour (8 semesters)	0
MUS_114-414	Applied Instrument or Voice	14
MUS 117	Voice Class	1
MUS 337	Brasswind Class	1
MUS 230	Jazz/Commercial Piano Skills	1
MUS 217	Jazz History	1
MUS 231	Jazz/Commercial Piano Skills	1
MUS 226	Introduction to Music Technology	3
MUS 302	Music In Elementary Schools	3
MUS 303	Music in Secondary Schools	3
MUS 305	Music Classroom Management	3
MUS 338	Woodwind Class	1
MUS 339	Percussion Class	1
MUS 333	Conducting	2
MUS 411	Vocal/Instrumental Arranging	2
MUS 420	Jazz Pedagogy Methods & Materials	3
MUS 321-322	Music History I-II	6
TOTAL 67.5		

BACHELOR OF MUSIC- PERFORMANCE (Jazz Studies Emphasis-Instrumental)

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MUS 100	Careers in Music	2
MUS 111-212	Music Theory I-IV	8
MUSY 111-211	Sight Singing & Ear Training	3
MUS 311	Form & Analysis	3
MUS 313	Jazz Theory	3
MUS_ 114-415	Applied Instrument	8
MUS_ 114-215	Applied Secondary Piano	4
MUJE 171-472	Jazz Ensemble	4
MUS 190-490	Jazz Combo I-IV	4
MUS 200	Recital Hour (8 semesters)	0
MUS 226	Intro to Music Technology	3
MUS 230-231	Jazz/Commercial Piano I-II	2
MUS 321-322	Music History I-II	6
MUS 292-393	Jazz Improv I-IV	8

MUS 217	Jazz History	1
MUS 333	Conducting	3
MUS 440-441	Jazz/Commercial Arranging	6
MUS 420	Jazz Pedagogy	3
TOTAL 71		

BACHELOR OF MUSIC- PERFORMANCE (Jazz Studies Emphasis-Vocal Concentration)
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MUS 100	Careers in Music	2
MUS 111-212	Music Theory I-IV	8
MUSY 111-211	Sight Singing & Ear Training	3
MUS 311	Form & Analysis	3
MUS 313	Jazz Theory	3
MUS_ 114-414	Applied Major -Voice-Jazz	8
MUS_ 114-215	Applied Secondary Voice	4
MUJE 171-472	Jazz Ensemble	4
MUS 190-490	Jazz Combo I-IV	4
MUS 200	Recital Hour (8 semesters)	0
MUS 226	Intro to Music Technology	3
MUS 230-231	Jazz/Commercial Piano I-II	2
MUS 321-322	Music History I-II	6
MUS 292-393	Jazz Improv I-IV	8
MUS 217	Jazz History	1
MUS 333	Conducting	3
MUS 440-441	Jazz/Commercial Arranging	6
MUS 420	Jazz Pedagogy	3
TOTAL 71		

BACHELOR OF MUSIC- PERFORMANCE (Instrumental Performance Emphasis)
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MUS_ 101-472	Performance Ensembles	8
MUS 111-212	Music Theory I-IV	8
MUSY 111-212	Sight Singing & Ear Training	4
MUS 311	Form & Analysis	3
MUS 312	Counterpoint	3
MUSD 114-215	Applied Secondary Piano	4
MUS_ 142-428	Applied Major Instrument	24
MUS 200	Recital Hour (8 semesters)	0
MUS 100	Careers in Music	2
MUS 321-322	Music History I-II	6
MUS 226	Intro to Music Tech	3

MUS 210	Jazz Improvisation	2
MUS 333	Conducting	2
MUS 319	Chamber Music	3
MUS 431	Symphonic Lit	3
MUS 408	Keyboard Pedagogy	3
MUS 427	Music Seminar	3
MUS 407	Instrumental Pedagogy	3
TOTAL 84		

BACHELOR OF MUSIC- PERFORMANCE (Vocal Performance Concentration)
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MU__ 101-472	Performance Ensembles	8
MUS 111-212	Music Theory I-IV	8
MUSY 111-212	Sight Singing & Ear Training	4
MUS 311	Form & Analysis	3
MUS 312	Counterpoint	3
MUSD 114-215	Applied Secondary Piano	4
MUSV 142-428	Applied Major Voice	24
MUS 200	Recital Hour (8 semesters)	0
MUS 100	Careers in Music	2
MUS 321-322	Music History I-II	6
MUS 226	Intro to Music Tech	3
MUS 208	Diction for Singers	3
MUS 333	Conducting	2
MUS 431	Symphonic Lit	3
MUS 426	Voice Pedagogy	3
MUS 433	Song Literature	3
MUS 435	Song Literature II	3
TOTAL 82		

BACHELOR OF MUSIC – PERFORMANCE (Piano/Keyboard Emphasis)
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MUS_ 101-472	Performance Ensembles	8
MUS 111-212	Music Theory I-IV	8
MUSY 111-212	Sight Singing & Ear Training	4
MUS 311	Form & Analysis	3
MUS 312	Counterpoint	3

MUSL 114-215	Applied Secondary Voice	4
MUS 142-428	Applied Major Piano	24
MUS 200	Recital Hour (8 semesters)	0
MUS 100	Careers in Music	2
MUS 321-322	Music History I-II	6
MUS 226	Intro to Music Tech	3
MUS 210	Jazz Improvisation	2
MUS 333	Conducting	2
MUS 319	Chamber Music	3
MUS 431	Symphonic Lit	3
MUS 408	Keyboard Pedagogy	3
MUS 427	Music Seminar	3
MUS 407	Instrumental Pedagogy	3
TOTAL 84		

BACHELOR OF MUSIC-PERFORMANCE (Technology Emphasis)

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MUS 100	Careers in Music	2
MU_ 101-472	Performance Ensemble	4
MUS 111-212	Music Theory I-IV	8
MUS 311	Form & Analysis	3
MUSY 111-211	Sight Singing & Ear Training	3
MUS_ 114-215	Applied Instrument or Voice	8
MUS_114-215	Applied Secondary Piano or Voice	4
MUS 200	Recital Hour (8 semesters)	0
MUS 226	Intro to Music Tech	3
MUS 280	MIDI Basic	3
MUS 281	Intro to Music Sequencing	3
MUS 321-322	Music History I-II	6
MUS 282	Intro to Music Notation	3
MUS 381	Advanced Music Sequencing	3
MUS 382	Advanced Music Notation	3
MUS 383	Digital, Audio, and Video	3
MUS 480	Intro to Digital Media	3
MUS 481	Computer Applications in the Music Industry	3
MUS 482	Studio Recording Techniques	3
MUS 483	Digital Senior Recital	3
MUS 484	Music Technology Internship	12
TOTAL 83		

Departmental Grade Policy: Students must earn a minimum grade of “C” in all major courses.

Minor in Music Course Requirements

Course Number	Course Title	Credit Hours
MUS 111-212	Music Theory I-IV	8
MUSY 111-211	Sight Singing & Ear Training	3
MUS_ 114-115	Applied Instrument	4
MUS_ 114-115	Applied Secondary Voice or Piano	2
MUS_101-122	Performance Ensemble	2
MUS 200	Recital Hour (2 semesters)	0
MUS 321 or 205	Music History I or Music Appreciation	3
TOTAL 22		

CURRICULUM MAPS

Music Education-Instrumental/Keyboard/Vocal Concentration
https://www.jsums.edu/studentsuccess/files/2022/10/Music-Education-Inst.Piano_.Vocal2022-1.pdf

Music Education-Jazz Studies
https://www.jsums.edu/studentsuccess/files/2022/10/Music-Education-Jazz-2022.pdf

Music Performance -Jazz Studies (Instrumental) Concentration
https://www.jsums.edu/studentsuccess/files/2022/10/Music-Performance-Instrumental-2022-1.pdf

Music Performance- Jazz Studies (Vocal) Concentration
https://www.jsums.edu/studentsuccess/files/2022/10/Music-Performance-Jazz-Studies-Vocal-2022.pdf

Music Performance-Instrumental Performance Concentration
https://www.jsums.edu/studentsuccess/files/2022/10/Music-Performance-Instrumental-2022-1.pdf

Music Performance-Piano Performance Concentration
https://www.jsums.edu/studentsuccess/files/2022/10/Music-Performance-Piano-2022.pdf

Music Performance-Vocal Performance Concentration
https://www.jsums.edu/studentsuccess/files/2022/10/Music-Performance-Vocal-2022-1.pdf

Music Performance- Music Technology Concentration
https://www.jsums.edu/studentsuccess/files/2022/10/Music-Performance-Music-Technology-2022-1.pdf

COURSE DESCRIPTIONS

Music Theory

MUS 011 (2) Introduction to Music Theory. Special study for students who plan to major in music and do not meet standards for MUS 111. Designed to strengthen basic musicianship areas as needed.

MUS 111 (2) Music Theory. Prerequisite: Theory Placement Examination. Functional study of basic music theory including notation, rhythm, scales, modes, intervals, sight-singing, diction, part writing, composition and performance style practices, and development of basic aural skills. Laboratory experience required.

MUSY 111 (1) Sight Singing and Ear Training. Development of basic skills in music reading and aural perception. Laboratory experience required.

MUSY 112 (1) Sight Singing and Ear Training. Prerequisite: MUSY 111. Continuation of the development of basic skills in music reading and aural perception. Laboratory experience required.

MUS 112 (2) Music Theory. Prerequisite: MUS 111. Continuation of MUS 111 with emphasis on the application of common elements of music to rhythmic, melodic and harmonic diction, three- and four-part writing, aural and visual analysis. Laboratory experience required.

MUS 113 (2) Music Theory. Prerequisite: MUS 112. Elective course in basic musicianship designed to provide additional study in stylistic analysis of diatonic structures and experimentation with four voice homophonic writing.

MUS 201 (3) Fundamentals of Music. Study of the basic elements of music needed by Elementary and Special Education majors as a prerequisite to MUS 203. Elective for other non-music majors.

MUS 211 (2) Music Theory. Prerequisite: MUS 112. More advanced study in basic musicianship including altered chords, modulation to near-related keys, part writing, development of aural skills, stylistic analysis and compositional techniques. Laboratory experience required.

MUSY 211 (1) Sight Singing and Ear Training. Prerequisite: MUS 112. More advanced studies in the development of music reading and aural perception skills. Laboratory experience required.

MUSY 212 (1) Sight Singing and Ear Training. Prerequisite: MUS 211. More advanced studies in the development of music reading and aural perception skills. Laboratory experience required.

MUS 212 (2) Music Theory. Prerequisite: MUS 211. Advanced study in basic musicianship including ninth, eleventh and thirteenth chords, modulation to distant keys, and continued development of aural skills, stylistic analysis and compositional techniques. Laboratory

experience required.

MUS 213 (2) Music Theory. Prerequisite: MUS 212. Elective with emphasis on twentieth century techniques.

MUS 226 (3) Introduction to Music Technology. A survey of computer hardware, software, and other electronic devices as they relate to computer generated music. Topics include computer basics, MIDI sequencing, music notation, database building, and internet resources for musicians.

MUS 311 (3) Form and Analysis. Prerequisite: MUS 212. Analysis of forms and styles representative of works from the Renaissance period to the present.

MUS 411 (2) Vocal Arranging. Prerequisite: MUS 311 or equivalent. Arranging and adapting scores for small and unusual groups of vocal combinations.

MUSY 411 (2) Instrumental Arranging. Prerequisites: MUS 311, and 331-332. Fundamental techniques of arranging and transcribing music for varied instrumental ensembles. MUS 412 (3) Orchestration. Prerequisites: MUS 311, 332, and 222. Practical study in the art of scoring for various sections of the orchestra, singly and in combination. Elective.

MUS 437 (3) Seminar in Church Music. The course will enable participants (1) to become aware of how to intelligently use instruments in the worship service; (2) to understand and be able to plan a comprehensive church music program; (3) to understand when to use the hymn, anthem, spiritual, response or gospel selection in worship; and (4) to become cognizant of appropriate materials and techniques for use in developing choirs of varying age groups.

MUS 451 (3) Counterpoint. Prerequisite: MUS 311. Study of model, eighteenth century and contemporary counterpoint with experiences in writing. Required for Bachelor of Music students, elective for others.

MUS 452, 453 (3) (3) Composition I and II. Prerequisite: MUS 311. Exploration and understanding methods by which music is composed, study of traditional musical styles, experiences in improvisation and manipulating common elements in traditional and nontraditional ways. Original compositions required. Elective.

MUS 461 (2) Special Studies in Theory I. Prerequisite: Consent of instructor. Creative or research projects in music theory on an individual basis. Elective.
MUS 462 (3) Special Studies in Theory II. Prerequisite: Consent of instructor. More advanced creative or research projects in music theory on an individual basis. Elective.

Music History and Literature
MUS 205 (3) Music Appreciation. Study of music designed to provide the general student with knowledge and understanding of the history, structure, and style of various types of music

literature and development of listening skills.

MUS 206 (3) Elementary School Music Appreciation. Prerequisite: Mus 203. Student of classical, romantic, and contemporary music with emphasis on its use in elementary schools. For Elementary and Special Education majors concentrating in music, elective for others.

MUS 217 (1) Jazz History. Study of the development of jazz from its African origins to its present status as an organized art form, contributions of selected jazz.

MUS 219 (1) Jazz Vocal Techniques II. Student of organ literature, style analysis, historical and practical organ design. Comparison of electronic, computerized and pipe organs.

MUS 319 (3) Chamber Music. Prerequisite: MUS 322. Study of the historical background, literature, media, forms and styles of ensemble music, including small group rehearsals for instrumentalists, vocalists, and pianists.

MUS 321 (3) Music History. Prerequisite: MUS 112. A chronological and comparative study of the historical development of musical practices, forms and styles from Antiquity to the Baroque era.

MUS 322 (3) Music History. Prerequisite: MUS 321. Continuation of MUS 321 with emphasis on the literature, forms, styles and practices of music in the Baroque era to the present time.

MUS 323 (3) Music History. Elective course designed to study the various forms, styles, media and techniques utilized in music at the present time.

MUS 350 (3) Roots of Music Springing from Africa. The study of music from its beginning with an emphasis on African cultures contributed to its development. Elective may be substituted for MUS 205.

MUS 351 (3) Contributions of Black Americans to Western Music: The Influence of Africa. The influence of Africa on American music and the contributions of Black Americans to its development. Elective may be substituted for MUS 205.

MUS 352 (3) Folk Music of Black People in the United States, Latin America, South America and the Caribbean. The contribution of Black People to the development of Folk Music. Elective.

MUS 431 (3) Symphonic Literature. Prerequisite: MUS 322. Study of symphonic literature of various periods with emphasis on listening, score reading, style and analysis, historical practices and procedures, and technical problems of performance.

MUS 432 (3) Keyboard Literature I. Prerequisite: MUS 322. Study of literature for keyboard instruments from earliest periods to the present. Performance, listening sessions and discussion of aesthetic value, structure and style.

MUS 433 (3) Song Literature. Prerequisite: MUS 322. A chronological survey of song literature with emphasis on principal types, forms, composers, stylistic features, trends and influences in representative style periods.

MUS 434 (3) Keyboard Literature II. Prerequisite: MUS 432. Concentrated study of selected topics in keyboard literature. Correlation of art, music and literature; performance, listening and discussion of aesthetic values, structure and style.

MUS 435 (3) Song Literature II. Prerequisite: MUSV 433. An advanced survey of literature for solo voice(s) from the English Lutenists to literature of the 21st century. A study of interpretation both practical and within historical context and program building are included, along with a review of song study techniques.

Music Education

MUS 104, 105 (1) (1) Voice Class. Artistic singling, diction, phrasing, breath support and control, methods and materials applicable to elementary school students in grade 1 - 6. Elementary and Special Education majors only.

MUS 117 (1) Voice Class. Essential elements of artistic singing, including effective methods of breath control, formation and color of vowels, resonance, phrasing, diction, and development of effective singing techniques.

MUS 118 (1) Voice Class. Voice diagnosis: consideration of the fundamentals of vocal production as related to each individual; study of breath control, resonance and diction; application of fundamentals to song material. Elective.

MUS 203 (3) Music for Children. Prerequisite: MUS 201. Study of philosophy, aims, appropriate musical experiences, materials and methods, application of skills and techniques of teaching music to elementary school children. For prospective elementary school teachers.

MUS 221, 222 (1) (1) String Class. The study of application of fundamentals of playing and teaching string instruments including correct tone production, bowing techniques and care of the instruments. Laboratory experience required.

MUS 223 (1) String Class. Prerequisite: MUS 222 or equivalent. More advanced study and application of essential playing and teaching techniques for string instruments. Elective.

MUS 230, 231 (1) (1) Jazz/Commercial Keyboard Skills. Prerequisite: MUSD 115. Basic jazz keyboard skills. Keyboard realization of jazz harmony with typical idiomatic voicing.
performance required.

MUS 301 (3) Music in the Elementary School. Prerequisites: MUS 201 and 203. Historical, philosophical, psychological, social and aesthetic foundations of music for children. Emphasis on

effective organization and implementation of musical experiences for children.

MUS 302 (3) Music in the Elementary School. Prerequisites: MUS 212, and PRAXIS I. Philosophy, aims, and principles of music teaching and learning; content, methods and materials for music teaching; creative approaches to the development of musical concepts in elementary school children.

MUS 303 (3) Music in the Secondary School. Prerequisite: MUS 302. Philosophy, basic concepts and principles of music teaching and learning in secondary school. Emphasis on content, techniques and materials for effective program building and implementation.

MUS 304 (3) Recreation Music. An introduction to innovative ways in which music may be applied to recreation and leisure. For Elementary and Special Education majors concentrating in music. Elective for others.

MUS 333 (2) Conducting. Prerequisite: Junior standing or consent of instructor. Elements and techniques of conducting; stylistic interpretation; choral, band and orchestral score reading; rehearsal techniques, individual practice in conducting performance groups.

MUS 334 (2) Conducting. Prerequisite: MUS 333. More advanced study in the fundamentals of conducting both choral and instrumental groups. Elective.

MUS 337 (1) Brasswind Class. Prerequisite: Junior standing or consent of instructor. Study of the origin and development of brasswind instruments and development of fundamental performance proficiency on one or more brass instruments.

MUS 338 (1) Woodwind Class. Study of the origin and development of woodwind instruments and development of fundamental proficiency on one or more woodwind instruments.

MUS 339 (1) Percussion Class. Study of the origin and development of percussion instruments and development of fundamental performance proficiency on basic percussion instruments.

MUS 341 (3) Advanced String Class. Prerequisite: MUS 222 or consent of instructor. More advanced study of the content, methods, techniques and materials useful for effective teaching of string instruments in schools, individually and in groups. Elective.

MUS 407 (3) Instrumental Pedagogy. Prerequisite: MUS 315. Students will master objectives, methods and materials applied to instrumental teaching. This course is designed to teach the student skills for studio instruction from various stages for the beginning, intermediate, and advanced student.

MUS 410 (3) Advanced Band Instrument Class. Prerequisite: MUS 332 or equivalent. More advanced study of the content, methods, techniques and materials useful for effective teaching of band instruments in schools, individually or in groups. Elective.

MUS 420 (3) Jazz Pedagogy/Methods. Prerequisite: MUS 311. Techniques for the effective organization, administration and implementation of the jazz studies program in the school and private studio.

MUS 421 (3) Piano Methods and Materials. Prerequisite: MUS 315. Techniques needed to understand teaching private piano and piano classes, pedagogical methods, content and literature. This course combines historical, theoretical and educational strategies into an effective teaching method in compliance with music education standards.

MUSQ 421 (3) Choral Methods and Materials. Prerequisites: MUS 303 and 315. Techniques of organizing and developing choral groups in schools; study and evaluation of choral methods, content and literature.

MUSM 421 (3) Instrumental Methods and Materials. Prerequisites: MUS 315. Techniques of organizing and developing instrumental groups; musical content, pedagogical practices, procedures, methods and materials for developing bands, orchestras, ensembles and solo performances.

MUS 422 (3) Church Music. Basic objectives, organizational procedures, administration, and literature of modern liturgical music. Elective.

MUS 423 (3) Art of Accompanying. Prerequisite: MUS 215. Practical training for music majors in coaching and playing choral, vocal, dance and instrumental accompaniments. Elective.

MUS 425 (3) Administration of School Music. Study of administrative considerations basic to essential facets of school music programs, K-12, including objectives, organization, staffing, financing, equipment, facilities, scheduling, public relations and instruction. Elective.

MUS 426 (3) Voice Pedagogy. Prerequisite: MUS 215 or 225. Objectives, methods and materials applied to vocal teaching. Procedures in voice production, respiration, phonation, articulation, resonation; voice classification, quality, diction, support and control.
Elective.

MUS 427 (3) Music Seminar. Prerequisite: Senior standing. Integrative analysis, review and assimilation of basic concepts in the development of musicianship as related to contemporary needs and uses. Elective.

MUS 428 (3) Applied Piano Recital. This course studies the development of hymnology from the early church to the present. Additional attention is given to the historical performance practice unique to the respective periods.

MUS 429 (3) The Church and Music Education. A comprehensive program constructed to enable the church musician to study materials, methods, and activities and to present programs

specifically designed to educate the taste of various congregations.

MUS 436 (2) Church Music Workshop. Prerequisite: MUS 212. Rehearsal procedures, reviewing literature of the past and present, philosophies of church music, as well as liturgies will be studied. Planning of a church music program that is flexible and dynamic, as well as contemporary; contemporary trends will be covered.

Support Music Courses

MUS 100 (2) Careers in Music. A study of alternative careers to teaching in the fi...of music. Current needs, future trends, economic considerations, preparation of courses of study, geographical advantages, special characteristics and preparation required.

MUS 207 (3) Keyboard Skill. Prerequisite: MUS 212. Applied experience for music communication skills: sight-reading scores, improvisation, accompanying, transposing and ensemble playing. Additional master class laboratory required.

MUS 408 (3) Piano Pedagogy I. Prerequisite: MUS 325. Designed to teach the student technical skills needed for piano studio instruction and to examine teaching materials from various periods for the beginning, intermediate and advanced piano students.

MUS 409 (3) Piano Pedagogy II. Prerequisite: MUS 408. Practical teaching of beginning intermediate and advanced pupils in piano. Application of technical skills and materials studied in MUS 408 and 409 to instruction of piano students.

MUS 498 (2) Independent Study. Prerequisites: MUS 315 or 325. Intensive study of a subject selected in accordance with student needs, under the direction of the faculty. Written report required.

MUS 499 (2) Independent Study. Prerequisite: Senior standing. Individual program of study in major areas of interest, under the direction of the faculty. Opportunities to broaden knowledge and develop further skills in special areas of music.

Basic Applied

MUS 001, 002 (1) (1) Basic Applied. Private instruction in the basic concepts of piano, vocal, or instrumental performance. For students who need to be strengthened in the fundamental principles and techniques of their applied major.

Piano

MUS 101, 102 (1) (1) Basic Keyboard. Beginning class piano instruction. Principal chords in all keys; ear training, rhythm, harmonization and transposition of melodies suitable for grades K - 6.

MUS 114, 115 (2) (2) Applied Piano. Prerequisite: Freshman standing on piano auditions. All major and minor scales and arpeggios, technical exercises, selections from Mikrokosmos and

selected repertoire from Baroque, Classical, Romantic and Contemporary periods.

MUSD 114, 115 (1) (1) Applied Secondary Piano. For all vocal and instrumental students. Emphasis on scales, chords, sight-reading, improvised accompaniments to melodies and transposition. Must be enrolled in MUS 111.

MUSD 116 (1) Applied Secondary Piano. Continued development of basic keyboard skills in scales, techniques, sight-reading, and easy ensemble compositions. Elective.

MUS 214, 215 (2) (2) Applied Piano. Prerequisite: MUS 115. All scales, 3rds, 6ths, 10ths, dominant 7th and diminished 7th arpeggios; advanced studies including Mikrokosmos; advanced repertoire including suites, sonatas and preludes from all major historical periods.

MUSD 214, 215 (1) (1) Applied Secondary Piano. Prerequisite: MUSD 115. For vocal and instrumental students. Sight-reading and performance and materials are suitable for school and community use. organizations, transpositions, accompaniments, and moderately easy compositions. Piano proficiency is required in MUS 215.

MUSD 216 (1) Applied Secondary Piano. Prerequisite: MUSD 215 or consent of instructor. Continuation of development of basic keyboard skills including sight-reading, harmonization and transposition of simple melodies. Elective.

MUS 314, 315 (1) (2) Applied Piano. Prerequisite: MUS 215. Advanced technical studies; detailed study of Bach or Handel Suites, compositions by Schubert, Chopin, Brahms, Mendelssohn or Liszt and representative 20th century repertoire. Junior recital at 315B level.

MUSD 314 (1) Applied Secondary Piano. Development of piano skills to enable students to sight-read moderately easy compositions including jazz idioms, emphasis on community songs and choral accompaniments. Elective.

MUSD 315 (1) Applied Secondary Piano. Continuation of MUSD 314 with the same types of materials on a moderately difficult level. Elective.

MUSD 316 (1) Applied Secondary Piano. Continuation of MUSD 315 with emphasis on piano literature of a more difficult level. Elective.

MUS 414 (2) Applied Piano. Prerequisite: MUS 315. Preparation for and presentation of senior recital. Selection of compositions from Baroque to Twentieth Century forming a well-balanced program.

MUS 415 (3) Applied Piano. Prerequisite: MUS 414. Advanced piano study beyond the senior recital level. Elective.

Organ

MUSO 114, 115 (2) (2) Applied Organ. Prerequisite: Audition and consent of instructor. Easy to moderately difficult literature of all periods and natural schools. Selected materials; The Church Organist by Andrews and Riddle, J. S. Bach's Eight Preludes and Fugues. The Little Organ Book, hymn playing.

MUSO 214, 215 (2) (2) Applied Organ. Prerequisite: MUSO 115. Continuation of MUSO 115. More advanced literature of all periods and further instruction in hymn playing.

MUSO 314, 315 (2) (2) Applied Organ. Prerequisite: MUSO 215. Advanced literature including specific types of accompaniments. Reduction of orchestral accompaniments to choral works.

Voice

MUSV 114, 115 (2) (2) Applied Voice. Prerequisite: Freshman standing on voice audition. Vocalization for development of tone quality, diction, range, breathing and correct singing posture. Individualized basic musicianship and technical studies. Repertoire Requirements; Eight songs. Four songs per semester.
Four Italian and Four English songs from the 17th and 18th centuries. At least three songs are to be memorized per semester.

MUSL 114, 115 (1) (1) Applied Secondary Voice. Prerequisite: Audition. For students other than voice majors. Emphasis on the essentials and elements of artistic singing and reading skills. Songs in English and Italian.

MUSL 116 (1) Applied Secondary Voice. For students other than voice majors. Emphasis on the essentials and elements of artistic singing and music reading skills. Repertoire requirements; One song in English and One song in Italian. Both songs are to be memorized.

MUSV 214, 215 (2) (2) Applied Voice. Prerequisite: MUSV 115. A continuation of basic musicianship and technical studies. Repertoire requirements. Five songs per semester; two selected from the Oratorio repertoire, Two French chanson, Two German lieder, Two American art songs or sacred songs, Two Operatic arias. At least four are to be memorized per semester.

MUSL 214, 215 (1) (1) Applied Secondary Voice. Prerequisite: MUSL 115. Continuation of voice 115. Development of sufficient vocal skills to assure effective use of the voice in demonstrations. Experience in solo vocal performance. Songs in English and Italian.

MUSL 216 (1) Applied Secondary Voice. Prerequisite: MUSL 116 or consent of constructor. More advanced elective course with emphasis on development of increased technical and technical skills. Repertoire requirements: Two American art songs or sacred songs and one Italian art song. At least two songs are to be memorized.

MUSL 314, 315 (1) (1) Applied Secondary Voice. Prerequisite: Audition. Elective courses for continued development of musicianship with the emphasis on stylistic interpretation through the use of vocal literature and technical studies. Songs in English, Italian, Spanish or French.

MUSV 314, 315 (2) (2) Applied Voice. Prerequisite: MUSV 215. Continuation of technical studies with more emphasis on musical style, interpretation and performance practice. Repertoire requirements: Twelve new songs. Six new songs each semester. Three American art songs, Three German lieder, Three French chanson, Two oratorio or cantata arias, and one operatic aria. At least five are to be memorized per semester. Junior Recital at the 315 level.

MUSL 316 (1) Applied Secondary Voice. Prerequisite: MUSL 216 or consent of instructor. Continuation of vocal technique and interpretive skills. More advanced repertoire. Repertoire Requirements: Four songs. Two American art songs or sacred songs, one operatic aria and one oratorio or cantata aria. At least three songs are to be memorized.

MUSV 414 (2) Applied Voice. Prerequisite: MUSV 315. Advanced vocal technique and literature. Greater emphasis on performance practice and communicative skills. Repertoire requirements: Twelve new songs. Six new songs per semester. One song cycle or chamber work. Three French chanson, Three German lieder, Three American art songs or sacred songs. At least five songs are to be memorized per semester. Preparation and presentation of senior recital.

Violin

MUSN 114, 115 (2) (2) Applied Violin. Prerequisite: Freshman standing on violin audition. Private instruction on developing fundamental techniques of violin playing. Scales, arpeggios, sight-reading, technical studies, solo and ensemble literature.

MUSN 214, 215 (2) (2) Applied Violin. Prerequisite: MUSN 115. Application of technique to performance. Elements of position, tone production, bow management, finger placement covering entire and tonal range in all positions. Standard orchestral bowings, technical studies, solo and ensemble literature.

MUSN 314, 315 (2) (2) Applied Violin. Prerequisite: MUSN 215. Continuation of technical studies, expansion of repertoire and development of performance skills. Junior recital at 315 level.

MUSN 316 (2) Applied Violin. Prerequisite: Consent of instructor. Elective course in more advanced development of technique, repertory and performance skills.

MUSN 414 (2) Applied Violin. Prerequisite: MUSN 315. Advanced technical study, continued development of repertoire, stylistic interpretation and performance skills. Preparation and presentation of senior recital.

Viola

MUSA 114, 115 (2) (2) Applied Viola. Prerequisite: Freshman standing on viola audition. Private instruction on developing fundamental techniques of viola playing. Scales, arpeggios, sight-reading, technical studies, solo and ensemble literature.

MUSA 214, 215 (2) (2) Applied Viola. Prerequisite: MUSA 115. Application of technique to

performance up to fifth position with standard orchestral bowings; harmonics, double stops and chords in first three positions. Scales, arpeggios, technical studies; solo, ensemble, orchestral literature.

MUSA 314, 315 (2) (2) Applied Viola. Prerequisite: MUSA 215. Continuation of technical study, development of basic musicianship applied to performance skills. Stylistic interpretation, repertory development; selected literature in preparation for junior recital at 315 level.

MUSA 316 (2) Applied Viola. Prerequisite: MUSA 315 or equivalent. Elective course in more advanced development of techniques, repertory and performance skills.

MUSA 414 (2) Applied Viola. Prerequisite: MUSA 315 or equivalent. Advanced technical study; continued development of repertoire, stylistic interpretation, understanding and application of musical concepts to performance skills. Preparation and presentation of senior recital.

Violoncello

MUSI 114, 115 (2) (2) Applied Violoncello. Prerequisite: Freshman standing on violoncello auditions. Study and review of basic left- and right-hand techniques, playing postures and sound production. Two octave scales, arpeggios, double- stops. Selected studies, etudes and solo pieces.

MUSI 214, 215 (2) (2) Applied Violoncello. Prerequisite: MUSI 115. Continuation of principles studied previous year with emphasis on bowings, thumb position, scales and arpeggios in three octaves. Concentration on more challenging studies, etudes, ensemble and solo materials.

MUSI 314, 315 (2) (2) Applied Violoncello. Prerequisite: MUSI 215. Continuation of principles and materials studied previous year. Scales and arpeggios, four octaves; double-stops, three octaves; advanced technical etudes, problematical studies; selected standard solo-repertoire. Junior recital, 315 level.

MUSI 316 (2) Applied Violoncello. Prerequisite: MUSI 315. Advanced technical study, continued development of repertory, stylistic interpretation and application of musical concepts to performance skills. Elective.

MUSI 414 (2) Applied Violoncello. Prerequisite: MUSI 315. Advanced technical study, continued development of repertory, stylistic interpretation and application of musical concepts to performance skills. Preparation and presentation of senior recital.

String Bass

MUSS 114, 115 (2) (2) Applied String Bass. Prerequisite: Freshman standing on string bass audition. Study and review of basic left- and right-hand techniques, playing postures and tone production. Scales and arpeggios in two octaves. Selected studies, etudes and short solo pieces.

MUSS 214, 215 (2) (2) Applied String Bass. Prerequisite: MUS 115. Continuation of principles

studied previous year, emphasis on bowings and thumb position. Scales and arpeggios in three octaves; more progressive etudes, studies, and selected short solo materials.

MUSS 314, 315 (2) (2) Applied String Bass. Prerequisite: MUS 215. Continuation of principles and materials studied previous year. Advanced etudes, problematic exercises, passages from standard orchestral studies, selected solo works. Junior recital at 315 level.

MUSS 316 (2) Applied String Bass. Prerequisite: MUS 315 or equivalent. Elective course in more advanced development of musicianship, technique, repertory and performance skills.

MUSS 414 (2) Applied String Bass. Prerequisite: MUS 315. Advanced technical study, continued development of repertoire, stylistic interpretation and application of musical concepts to performance skills. Preparation and presentation of senior recital.

Bassoon

MUSB 114, 115 (2) (2) Applied Bassoon. Prerequisite: Freshman standing on bassoon audition. Basic musicianship and technical studies including major, minor and chromatic scales and arpeggios. Embouchure development, tone production, reed making. Selected technical and solo material.

MUSB 214, 215 (2) (2) Applied Bassoon. Prerequisite: MUS 115. Continuation of principles and techniques studied previous year including all scales, intervals, arpeggios, characteristics, tone production, articulations, rhythms, sight-reading, standard technical, solo and ensemble material, making and adjusting reeds.

MUSB 314, 315 (1) (2) Applied Bassoon. Prerequisite: MUS 215. More advanced technical study and repertoire development. Scales in thirds, fourths, and fifths, extended arpeggios, articulatory studies, range and dynamics development. Representation solo, ensemble and orchestral literature. Junior recital, 315 level.

MUSB 414 (3) Applied Bassoon. Prerequisite: MUS 315. Intensive study of bassoon literature, advanced technique, stylistic interpretation, and application of musical concepts to performance skills. Preparation and presentation of senior recital.

Clarinet

MUSC 114, 115 (2) (2) Applied Clarinet. Prerequisite: Freshman standing on clarinet audition. Study of tone production, proper breath support, embouchure development, articulations, major and minor scales and arpeggios. Basic musicianship development: technical studies and selected solo literature.

MUSC 214, 215 (2) (2) Applied Clarinet. Prerequisite: MUSC 115. Continuation of basic musicianship principles and techniques. Major, minor and chromatic scales in third, skill in adjusting clarinet reeds, sight-reading and transposition and various articulations. Selected solo and ensemble material.

MUSC 314, 315 (2) (2) Applied Clarinet. Prerequisite: MUSC 215. Continuation of technical study and repertoire development. More advanced performance of scales, arpeggios, articulations, embellishments, sight-reading and transposition. Representative solo, ensemble and orchestral literature. Junior recital, 315 level.

MUSC 414 (2) Applied Clarinet. Prerequisite: MUSC 315. Advanced technical and repertory study. Emphasis on stylistic interpretation of solo, ensemble and orchestral literature from principal historical periods. Preparation and presentation of senior recital.

Saxophone

MUSX 114, 115 (2) (2) Applied Saxophone. Prerequisite: Freshman standing on saxophone audition. Study of correct tone production, embouchure development, breath support and elements of basic musicianship. Major, minor and chromatic scales and arpeggios, articulations, technical studies and selected solo materials.

MUSX 214, 215 (2) (2) Applied Saxophone. Prerequisite: MUSX 115. Continuation of basic musicianship, techniques and repertoire development. Scales, arpeggios, intervals, tonguing studies, sight-reading, transposition studies.
Representative solo, ensemble and orchestral literature. Junior recital, 315 level.

MUSX 314, 315 (2) (2) Applied Saxophone. Prerequisite: MUSX 215. Advanced technical study, stylistic interpretation and repertory development. More advanced scale, arpeggios, articulatory, sight- reading and transposition studies. Representative solo, ensemble and orchestral literature. Junior recital, 315 level.

MUSX 414 (2) Applied Saxophone. Prerequisite: MUSX 315. Advanced technical study. Intensive study of saxophone literature, original and transcribed, with emphasis on the stylistic interpretation of standard solo, ensemble and orchestral materials. Preparation and presentation of senior recital.

Flute

MUSF 114, 115 (2) (2) Applied Flute. Prerequisite: Freshman standing on flute audition. Two octave major and minor scales and arpeggios; development of embouchure and tone quality, breath control and varying articulation with emphasis on basic musicianship. Selected technical studies and solo materials.

MUSF 214, 215 (2) (2) Applied Flute. Prerequisite: MUSF 115. Continued stress on basic musicianship, tone quality, technical development and repertory. All major, minor and chromatic scales, arpeggios and embellishments. Standard solo, ensemble and technical material progressing in difficulty.

MUSF 314, 315 (2) (2) Applied Flute. Prerequisite: MUSF 215. Continued technical study, development of repertoire, stylistic interpretation and performance skills. Selected solo,

ensemble and orchestral material from standard repertoire. Junior recital at 315 level.

MUSF 414 (2) Applied Flute. Prerequisite: MUSF 315. Advanced technical study. Special exercises with emphasis on the stylistic interpretation of a well-balanced repertoire. Preparation and presentation of senior recital.

Oboe

MUSZ 114, 115 (2) (2) Applied Oboe. Prerequisite: Freshman standing on auditions. Study of basic musicianship including sales and arpeggios in major and minor keys, embouchure development, tone production articulation, making and adjusting reeds. Selected technical and solo materials.

MUSZ 214, 215 (2) (2) Applied Oboe. Prerequisite: MUSZ 115. Continuation of basic musicianship principles and technical studies. Application of technique to performance skills, scales; intervals, arpeggios, articulations, technical studies, solo ensemble materials.

MUSZ 314, 315 (2) (2) Applied Oboe. Prerequisite: MUSZ 215. Continuation of technical studies, extension of repertoire and development of stylistic interpretation. Selected solo, ensemble and orchestral literature from standard repertoire of principal periods. Junior recital at 315 level.

MUSZ 414 (2) Applied Oboe. Prerequisite: MUSZ 315. Advanced technical study and development of performance skills with stylistic interpretation of balanced repertoire from the principal historical periods. Preparation and presentation of senior recital.

Trumpet

MUST 114, 115 (2) (2) Applied Trumpet. Prerequisite: Freshman standing on trumpet audition. Methods pertinent to development of good tone production, proper breath usage, embouchure formation, articulation and musical interpretation in correlation with basic elements of musicianship. Selected technical and solo materials.

MUST 214, 215 (2) (2) Applied Trumpet. Prerequisite: MUST 115. Continuation of the study of basic musicianship, embouchure development, intervals, scales and study of arpeggios. Articulations, transposition and selected technical studies. Standard orchestral, solo and ensemble literature.

MUST 314, 315 (2) (2) Applied Trumpet. Prerequisite: MUST 215. Continuation of previous studies. More intensive study of stylistic interpretation, technique, transposition, and standard solo, ensemble and orchestral literature for trumpet from principal historical periods. Junior recital, 315 level.

MUST 414 (2) Applied Trumpet. Prerequisite: MUST 315. Advanced technical study and repertory development. Representative literature from principal historical periods. Preparation and presentation of senior recital.

French Horn

MUSH 114, 115 (2) (2) Applied French Horn. Prerequisite: Freshman standing on French Horn audition. Methods pertinent to development of good tone production, proper breath techniques, articulation and musical interpretation in correlation with music fundamentals. Selected technical and solo materials.

MUSH 214, 215 (2) (2) Applied French Horn. Prerequisite: MUSH 115. Continuation on tone quality, breath control, two octave major and minor scales and arpeggios, register expansion, embouchure building and lip flexibility. Study of transposition, technical exercises, solo and ensemble materials.

MUSH 314, 315 (2) (2) Applied French Horn. Prerequisite: MUSH 215. Continuation of previous studies with emphasis on embouchure building, range and muting studies, trilling exercises, other technical considerations; transposition, stylistic interpretation and repertoire development. Junior recital, 315 level.

MUSH 414 (2) Applied French Horn. Prerequisite: MUSH 315. Advanced technical and repertoire development. Standard solo, ensemble and orchestral literature from principal historical periods. Preparation and presentation of senior recital.

Trombone

MUSR 114, 115 (2) (2) Applied Trombone. Prerequisite: Freshman level on trombone auditions. Study of tone production, breath support, embouchure development, one octave major and minor scales and arpeggios and elements of basic musicianship. Selected technical studies and solo material.

MUSR 214, 215 (2) (2) Applied Trombone. Prerequisite: MUSR 115. Concentration on basic musicianship, technical studies, stylistic interpretation. Lip flexibility studies within one and a half octaves, increased tone, velocity and dynamic range. Selected technical, solo and ensemble literature.

MUSR 314, 315 (2) (2) Applied Trombone. Prerequisite: MUSR 215. Continuation of previous studies; emphasis on stylistic interpretation, rhythmic fluency, advanced lip and wrist flexibility exercises, phrasing and articulation, clef studies and repertoire development. Junior recital, 315 level.

MUSR 414 (2) Applied Trombone. Prerequisite: MUSR 315. Advanced technical study and extended repertoire development. Intensive study of trombone solo, ensemble, and technical materials. Preparation and presentation of senior recital.

Euphonium

MUSE 114, 115 (2) (2) Applied Euphonium. Prerequisite: Freshman level on applied audition. Study of tone production, breath support, embouchure development, and elements of

musicianship. Major, minor scales and arpeggios, clef studies, and lip flexibility exercises. Selected technical studies and solo materials.

MUSE 214, 215 (2) (2) Applied Euphonium. Prerequisite: MUS 115. Continuation of previous studies with emphasis on basic musicianship, repertoire, and technical development. Major, minor, chromatic scales, arpeggios, sight-reading, transposition; technical exercises, solo and ensemble materials and stylistic interpretation.

MUSE 314, 315 (2) (2) Applied Euphonium. Prerequisite: MUS 215. Advanced technical study and repertoire development. Representative literature for solo and ensemble performance. Junior recital preparation and presentation at 315 level.

MUSE 414 (2) Applied Euphonium. Prerequisite: MUS 315. Continuation of advanced technical study and repertoire development. Intensive study of selected literature for Euphonium. Preparation and presentation of senior recital.

Tuba

MUSU 114, 115 (2) (2) Applied Tuba. Prerequisite: Freshman level on applied audition. Fundamentals of good tone production, embouchure development, playing position, breath support and articulation. One octave major scales and arpeggios. Basic elements of musicianship and technical exercises. Selected studies and solos.

MUSU 214, 215 (2) (2) Applied Tuba. Prerequisite: MUS 115. Continuation of basic musicianship, technical development, and solo studies. Lip flexibility, articulation and rhythmic studies. Major, minor and chromatic scales, arpeggios, sight-reading, transposition, selected solo and technical material.

MUSU 314, 315 (2) (2) Applied Tuba. Prerequisite: MUS 215. Advanced technical study, repertoire development. Velocity and extended range studies; two octave major, minor, chromatic scales, stylistic interpretation; orchestral solo passages, solo and ensemble materials. Junior recital, 315 level.

MUSU 414 (2) Applied Tuba. Prerequisite: MUS 315. Advanced technical study, stylistic interpretation and repertoire development. Intensive study of representative literature for the tuba. Preparation and presentation of senior recital.

Percussion

MUSP 114, 115 (2) (2) Applied Percussion. Prerequisite: Freshman level on applied audition. Snare drum and timpani technique. Basic elements of musicianship applied to tone production, rhythm, dynamics, sight-reading, tuning, pedaling, intonation, sticking, rudiments and control. Standard technical studies and solos.

MUSP 214, 215 (2) (2) Applied Percussion. Prerequisite: MUS 115. Continuation of snare drum, timpani and basic musicianship studies. Study of xylophone, marimba, bass drum, cymbals, traps

and other mallet instruments. Selected technical solo and ensemble literature.

MUSP 314, 315 (2) (2) Applied Percussion. Prerequisite: MUS 215. Continuation and expansion of prior technical studies, solos and ensemble literature to include more advanced studies, multi-percussion techniques and new notational systems. Junior recital, 315 level.

MUSP 414 (2) Applied Percussion. Prerequisite: MUS 315. Continued development of technique and musicianship with application to expanded repertoire, stylistic interpretation, preparation and presentation of senior recital.

MUSIC PERFORMANCE

Piano Performance Concentration

MUS 124, 125 (3) (3) Applied Major Piano. In-depth study of piano performance techniques, including all major/minor scales, arpeggios, chord progressions, and selected etudes. Detailed study of representative keyboard works all periods. Two one-hour lessons and nine hours minimum practice weekly. Audition required.

MUS 224, 225 (3) (3) Applied Major Piano. Prerequisite: MUS 125. Continued in-depth study of piano performance technique including all major/ minor scales in various rhythms and touches, diminished 7th and dominant 7th arpeggios, chord progressions and selected Etudes. Continued detailed study of representative keyboard works of all periods. Two one-hour lessons and nine hours minimum practice weekly. Proficiency examination at the end of sophomore year.

MUS 324, 325 (3) (3) Applied Major Piano. Prerequisite: MUS 225. Advanced in-depth study of piano performance techniques and advanced Etudes. Continued detailed study of representation works of all periods and preparation for a Junior Recital. Two one-hour lessons and nine hours minimum practice weekly.

MUS 424 (3) Applied Major Piano. Prerequisite: MUS 325. Advanced piano literature of varying forms, styles, idioms and techniques.

MUS 428 (3) Applied Piano-Recital. Prerequisite: MUS 424. Advanced keyboard techniques, study of advanced Etudes and preparation of selected repertory for the Senior Recital. Public presentation of a Senior Recital.

Voice Performance Concentration

MUSV 124, 125 (3) (3) Applied Major Voice. Prerequisite: Freshman standing on voice audition. Vocalization for development of tone quality, diction, range, breath management, and poetic interpretation and correct singing posture. Individualized technical studies. Repertoire requirement; Five songs per semester; Four English and Four Italian songs of the 17th and 18th centuries; and Two Twentieth Century American art songs. At least Four memorized per semester.

MUSV 208 (3) Diction for Singers. Prerequisite: Music majors only. This course is an introduction

to the phonetic analysis, diction, and pronunciation skills for Italian, German, French, and English.

MUSV 224, 225 (3) (3) Applied Major Voice. Prerequisite: MUSV 125. Continuation of basic musicianship and technical studies. Interpretation and Character analysis. Repertoire Requirements; Six songs per semester; Three French songs; Three German songs; and Three Twentieth Century American art songs. Two Oratorio arias and One Operatic aria. At least Five memorized per semester. Satisfactory Sophomore Proficiency is required.

MUSV 324, 325 (3) (3) Applied Major Voice. Prerequisite: MUS 225. Continuation of vocal technique with more emphasis on musical style and interpretation. Repertoire requirement; Eight songs per semester; Four French songs; Four German songs; Four American art songs; Two Oratorio or Cantata arias; and Two Operatic arias. At least Six memorized per semester. Preparation for junior recital. Junior Recital required at level 325.

MUSV 424, 428 (3) (3) Applied Major Voice. Prerequisite: MUSV 325. Advanced vocal technique and vocal literature. Greater emphasis on musical style, interpretation and performance practice. Repertoire Requirements: Eight songs per semester; (Must include one complete song cycle); Two Oratorio or Cantata Arias; Two Operatic arias; Three American art songs; Three French songs; Three German songs. At least Six memorized per semester. Preparation for senior recital. Senior recital performance required at level 428.

Support Courses: Opera Workshop

MUSV 121, 122 (1) (1) Opera Workshop I. Prerequisite: Sophomore voice major or minor. Offers talented singers the opportunity to perform a variety of opera and operetta music. Students will have the opportunity to perform in staged opera scenes. Proper vocal technique, musical styles and acting are the focal points that will provide young singers with the essential musical, artistic and vocal skills needed to begin a career in opera.

MUSV 131, 132 (1) (1) Opera Workshop II. Prerequisite: Junior voice major or minor.

MUSV 141, 142 (1) (1) Opera Workshop III. Prerequisite: Senior voice major or minor.

Bassoon Performance

MUSB 124 (3) Applied Major Bassoon. Entrance by Audition. In-depth study of bassoon performance techniques, including all major/minor scales, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

MUSB 125 (3) Applied Major Bassoon. Prerequisite: MUSB 124. Continuation of MUS 124. Recital performance required.

MUSB 225 (3) Applied Major Bassoon. Prerequisite: MUSB 224. Continuation of MUS 224. Recital performance required. Sophomore proficiency required.

MUSB 324 (3) Applied Major Bassoon. Prerequisite: MUSB 225. Advanced in-depth study of bassoon performance techniques, technical studies, etudes, the standard repertoire, and the introduction to reed making and adjustment. Detailed study of representative works of all historical periods. Recital performance required.

MUSB 325 (3) Applied Major Bassoon. Prerequisite: MUSB 324. Continuation of MUS 324. Junior Recital performance required.

MUSB 424 (3) Applied Major Bassoon. Prerequisite: MUSB 325. Advanced study in 20th century bassoon literature and bassoon techniques, various forms and idioms. Recital performance required.

MUSB 428 (3) Applied Major Bassoon. Prerequisite: MUSB 424. Continued advanced study in 20th century bassoon literature and Bassoon techniques, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

Clarinet Performance

MUSC 124 (3) Applied Major Clarinet. Entrance by Audition. In-depth study of clarinet performance techniques, including all major/minor scales, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

MUSC 125 (3) Applied Major Clarinet. Prerequisite: MUSC 124. Continuation of MUS 124. Recital performance required.

MUSC 224 (3) Applied Major Clarinet. Prerequisite: MUSC 125. Continued in-depth study of clarinet performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, technical studies, etudes and the standard repertoire. Recital performance required.

MUSC 225 (3) Applied Major Clarinet. Prerequisite: MUSC 224. Continuation of MUS 224. Recital performance required. Sophomore Proficiency required.

MUSC 324 (3) Applied Major Clarinet. Prerequisite: MUSC 225. Advanced in-depth study of clarinet performance techniques, technical studies, etudes and the standard repertoire. Detailed study of representative works of all historical periods. Recital performance required.

MUSC 325 (3) Applied Major Clarinet. Prerequisite: MUSC 324. Continuation of MUS 324. Junior Recital performance required

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MUSC 424 (3) Applied Major Clarinet. Prerequisite: MUSC 325. Advanced study in 20th century clarinet literature and clarinet techniques, clarinet in A, various forms and idioms. Recital performance required.

MUSC 428 (3) Applied Major Clarinet. Prerequisite: MUSC 424. Continued advanced study in

20th century clarinet literature and clarinet techniques, clarinet in A, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

Euphonium Performance

MUSE 124 (3) Applied Major Euphonium. Entrance by Audition. In-depth study of euphonium performance techniques, including all major/minor scales, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

MUSE 125 (3) Applied Major Euphonium. Prerequisite: MUSE 124. Continuation of MUS 124. Recital performance required.

MUSE 224 (3) Applied Major Euphonium. Prerequisite: MUSE 125. Continued in-depth study of euphonium performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, transposition, multiple tonguing, technical studies, etudes and the standard repertoire. Recital performance required.

MUSE 225 (3) Applied Major Euphonium. Prerequisite: MUSE 224. Continuation of MUSE 224. Recital performance required. Sophomore Proficiency required.

MUSE 324 (3) Applied Major Euphonium. Prerequisite: MUSE 225. Advanced in-depth study of euphonium performance techniques, technical studies, etudes and the standard repertoire. Detailed study of representative works of all historical periods. Recital performance required.

MUSE 325 (3) Applied Major Euphonium. Prerequisite: MUSE 324. Continuation of MUS 324. Junior Recital performance required.

MUSE 424 (3) Applied Major Euphonium. Prerequisite: MUSE 325. Advanced study in 20th century euphonium literature and euphonium techniques, various forms and idioms. Recital performance required.

MUSE 428 (3) Applied Major Euphonium. Prerequisite: MUSE 424. Continued advanced study in 20th century euphonium literature and euphonium techniques, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

Flute Performance

MUSF 124 (3) Applied Flute Major. Entrance by Audition. In-depth study of flute performance techniques, including all major/minor scales, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

MUSF 125 (3) Applied Major Flute. Prerequisite: MUSF 124. Continuation of MUSF 124. Recital performance required.

MUSF 224 (3) Applied Major Flute. Prerequisite: MUSF 125. Continued in-depth study of flute performance techniques, including all major/minor scales, diminished 7th and dominant 7th

chords, technical studies, etudes and the standard repertoire. Recital performance required.

MUSF 225 (3) Applied Major Flute. Prerequisite: MUSF 224. Continuation of MUSF 224. Recital performance required. Sophomore proficiency required.

MUSF 324 (3) Applied Major Flute. Prerequisite: MUSF 225. Advanced in-depth study of flute performance techniques, technical studies, etudes and the standard repertoire. Detailed study of representative works of all historical periods. Recital performance required.

MUSF 325 (3) Applied Major Flute. Prerequisite: MUSF 324. Continuation of MUS 324. Junior Recital performance required.

MUSF 424 (3) Applied Major Flute. Prerequisite: MUSF 325. Advanced study in 20th century flute literature and flute techniques, various forms and idioms. Recital performance required.

MUSF 428 (3) Applied Major Flute. Prerequisite: MUSF 424. Continued advanced study in 20th century flute literature and flute techniques, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

French Horn Performance

MUSH 124 (3) Applied Major French Horn. Entrance by Audition. In-depth study of French horn performance techniques, including all major/minor scales, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

MUSH 125 (3) Applied Major French Horn. Prerequisite: MUSH 124. Continuation of MUS 124. Recital performance required.

MUSH 224 (3) Applied Major French Horn. Prerequisite: MUSH 125. Continued in-depth study of French horn performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, transposition, multiple tonguing, technical studies, etudes and the standard repertoire. Recital performance required.

MUSH 225 (3) Applied Major French Horn. Prerequisite: MUSH 224. Continuation of MUS 224. Recital performance required. Sophomore Proficiency required.

MUSH 324 (3) Applied Major French Horn. Prerequisite: MUSH 225. Advanced in-depth study of French horn performance techniques, technical studies, etudes and the standard repertoire. Detailed study of representative works of all historical periods. Recital performance required.

MUSH 325 (3) Applied Major French Horn. Prerequisite: MUSH 324. Continuation of MUS 324. Junior Recital performance required.

MUSH 424 (3) Applied Major French Horn. Prerequisite: MUSH 325. Advanced study in 20th century French horn literature and French horn techniques, various forms and idioms. Recital

performance required.

MUSH 428 (3) Applied Major French Horn. Prerequisite: MUSH 424. Continued advanced study in 20th century French horn literature and French horn techniques, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

Oboe Performance

MUSZ 124 (3) Applied Major Oboe. Entrance by Audition. In-depth study of oboe performance techniques, including all major/minor scales, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

MUSZ 125 (3) Applied Major Oboe. Prerequisite: MUSZ 124. Continuation of MUS 124. Recital performance required.

MUSZ 224 (3) Applied Major Oboe. Prerequisite: MUSZ 125. Continued in-depth study of oboe performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, technical studies, etudes and the standard repertoire. Recital performance required.

MUSZ 225 (3) Applied Major Oboe. Prerequisite: MUSZ 224. Continuation of MUSZ 224. Recital performance required. Sophomore Proficiency required.

MUSZ 324 (3) Applied Major Oboe. Prerequisite: MUSZ 225. Advanced in-depth study of oboe performance techniques, technical studies, etudes, the standard repertoire, and the introduction to reed making and adjustment. Detailed study of representative works of all historical periods. Recital performance required.

MUSZ 325 (3) Applied Major Oboe. Prerequisite: MUSZ 324. Continuation of MUSZ 324. Junior Recital performance required.

MUSZ 424 (3) Applied Major Oboe. Prerequisite: MUSZ 325. Advanced study in 20th century oboe literature and oboe techniques, various forms and idioms. Recital performance required.

MUSZ 428 (3) Applied Major Oboe. Prerequisite: MUSZ 424. Continued advanced study in 20th century oboe literature and oboe techniques, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

Percussion Performance

MUSP 124 (3) Applied Percussion Major. Entrance by Audition. Snare drum, xylophone, and timpani techniques. In-depth study of percussion performance techniques, including all major/minor scales, tone production, rhythm, dynamics, sight-reading, tuning, pedaling, intonation, sticking, rudiments, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

MUSP 125 (3) Applied Major Percussion. Prerequisite: MUSP 124. Continuation of MUS 124. Recital performance required.

MUSP 224 (3) Applied Major Percussion. Prerequisite: MUSP 125. Study of xylophone, marimba, bass drum, cymbals, traps and other mallet instruments. Continued in-depth study of percussion performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, technical studies, etudes and the standard repertoire. Recital performance required.

MUSP 225 (3) Applied Major Percussion. Prerequisite: MUSP 224. Continuation of MUS 224. Recital performance required. Sophomore Proficiency required.

MUSP 324 (3) Applied Major Percussion. Prerequisite: MUSP 225. Continuation of prior percussion instruments studied with the addition of multi-percussion techniques and new notational systems. Advanced in-depth study of percussion performance techniques, technical studies, etudes and the standard repertoire. Detailed study of representative works of all historical periods. Recital performance required.

MUSP 325 (3) Applied Major Percussion. Prerequisite: MUSP 324. Continuation of MUSP 324. Junior Recital performance required.

MUSP 424 (3) Applied Major Percussion. Prerequisite: MUSP 325. Advanced study in 20th century percussion literature and percussion techniques, various forms and idioms. Recital performance required.

MUSP 428 (3) Applied Major Percussion. Prerequisite: MUSP 424. Continued advanced study in 20th century percussion literature and percussion techniques, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

String Bass Performance

MUSS 124, 125 (3) (3) Applied Major String Bass. Entrance by audition. In-depth study of string bass performance techniques, including all major/minor scales and arpeggios, selected technical studies, clef studies, etudes and standard repertoire. Chamber ensemble and recital performance required.

MUSS 224, 225 (3) (3) Applied Major String Bass. Prerequisite: MUSS 125. Continued in-depth study of string bass performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, advanced clef studies, multiple tonguing, technical studies, etudes and standard repertoire. Chamber ensemble and recital performance required. Sophomore Proficiency required.

MUSS 324, 325 (3) (3) Applied Major String Bass. Prerequisite: MUSS 225 and passing score on the Sophomore Proficiency. Advanced in-depth study of string bass performance techniques, technical studies, etudes and standard repertoire. Detailed study of representative works from all historical periods. MUSS 325 Junior Recital performance required.

MUSS 424 (3) Applied Major String Bass. Prerequisite: MUSS 325. Advanced study in contemporary string bass literature and cello techniques. Chamber ensemble and recital performance required.

MUSS 428 (3) Applied Major String Bass. Prerequisite: MUSS 424. Advanced study in contemporary string bass literature and string bass techniques. Preparation of selected repertory for the Senior Recital. MUS 425 Senior Recital performance required.

Trombone Performance

MUSR 124, 125 (3) (3) Applied Major Trombone. Entrance by audition. In-depth study of trombone performance techniques, including all major/minor scales and arpeggios, selected technical studies, clef studies, etudes and standard repertoire. Chamber ensemble and recital performance required.

MUSR 224, 225 (3) (3) Applied Major Trombone. Prerequisite: MUSR 125. Continued in-depth study of trombone performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, advanced clef studies, multiple tonguing, technical studies, etudes and standard repertoire. Chamber ensemble and recital performance required. Sophomore Proficiency required.

MUSR 324, 325 (3) (3) Applied Major Trombone. Prerequisite: MUSR 225 and passing score on the Sophomore Proficiency. Advanced in-depth study of trombone performance techniques, technical studies, etudes and standard repertoire. Detailed study of representative works from all historical periods. MUSR 325 Junior Recital performance required.

MUSR 424 (3) Applied Major Trombone. Prerequisite: MUSR 325. Advanced study in contemporary trombone literature and trombone techniques, including; alto trombone, improvisation, and computer assisted performance. Chamber ensemble and recital performance required.

MUSR 428 (3) Applied Major Trombone. Prerequisite: MUSR 424. Advanced study in contemporary trombone literature and trombone techniques, including; alto trombone, improvisation, and computer assisted performance. Preparation of selected repertory for the Senior Recital. MUS 425 Senior Recital performance required.

Trumpet Performance

MUST 124 (3) Applied Major Trumpet. Entrance by Audition. In-depth study of trumpet performance techniques, including all major/minor scales, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

MUST 125 (3) Applied Major Trumpet. Prerequisite: MUST 124. Continuation of MUST 124. Recital performance required.

MUST 224 (3) Applied Major Trumpet. Prerequisite: MUST 125. Continued in-depth study of trumpet performance techniques, including all major/minor scales, diminished 7th and dominant 7th chords, transposition, multiple tonguing, technical studies, etudes and the standard repertoire. Recital performance required.

MUST 225 (3) Applied Major Trumpet. Prerequisite: MUST 224. Continuation of MUST 224. Recital performance required. Sophomore Proficiency required.

MUST 324 (3) Applied Major Trumpet. Prerequisite: MUST 225. Advanced in-depth study of trumpet performance techniques, technical studies, etudes and the standard repertoire. Detailed study of representative works of all historical periods. Recital performance required.

MUST 325 (3) Applied Major Trumpet. Prerequisite: MUST 324. Continuation of MUST 324. Junior Recital performance required.

MUST 424 (3) Applied Major Trumpet. Prerequisite: MUST 325. Advanced study in 20th century trumpet literature and trumpet techniques, trumpet in C, various forms and idioms. Recital performance required

MUST 428 (3) Applied Major Trumpet. Prerequisite: MUST 424. Continued advanced study in 20th century trumpet literature and trumpet techniques, trumpet in C, piccolo trumpet, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

Tuba Performance

MUSU 124 (3) Applied Major Tuba. Entrance by Audition. In-depth study of tuba performance techniques, including all major/minor scales, arpeggios, and thirds, selected technical studies, etudes and standard repertoire. Recital performance required.

MUSU 125 (3) Applied Major Tuba. Prerequisite: MUSU 124. Continuation of MUSU 124. Recital performance required.

MUSU 224 (3) Applied Major Tuba. Prerequisite: MUSU 125. Continued in-depth study of tuba performance techniques, including all major/ minor scales, diminished 7th and dominant 7th chords, transposition, multiple tonguing, technical studies, etudes and the standard repertoire. Recital performance required.

MUSU 225 (3) Applied Major Tuba. Prerequisite: MUSU 224. Continuation of MUSU 224. Recital performance required. Sophomore Proficiency required.

MUSU 324 (3) Applied Major Tuba. Prerequisite: MUSU 225. Advanced in-depth study of tuba performance techniques, technical studies, etudes and the standard repertoire. Detailed study of representative works of all historical periods. Recital performance required.

MUSU 325 (3) Applied Major Tuba. Prerequisite: MUSU 324. Continuation of MUSU 324. Junior Recital performance required.

MUSU 424 (3) Applied Major Tuba. Prerequisite: MUSU 325. Advanced study in 20th century tuba literature and tuba techniques, various forms and idioms. Recital performance required.

MUSU 428 (3) Applied Major Tuba. Prerequisite: MUSU 424. Continued advanced study in 20th century tuba literature and tuba techniques, various forms and idioms. Preparation of selected repertory for the Senior Recital. Senior Recital performance required.

Violin Performance

MUSN 124, 125 (3) (3) Applied Major Violin. Entrance by audition. In-depth study of Violin - Viola performance techniques, including all major/minor scales and arpeggios, selected technical studies, etudes and standard repertoire. Chamber ensemble and recital performance required.

MUSN 224, 225 (3) (3) Applied Major Violin. Prerequisite: MUSN 125. Continued in-depth study of Violin - Viola performance techniques, including all major/minor scales, major and minor 3 and 4 octave scales and arpeggios, technical studies, etudes and standard repertoire. Chamber ensemble and recital performance required. Sophomore Proficiency required.

MUSN 324, 325 (3) (3) Applied Major Violin. Prerequisite: MUSN 225 and passing score on the Sophomore Proficiency. Advanced in-depth study of Violin - Viola performance techniques, technical studies, etudes and standard repertoire. Detailed study of representative works from all historical periods. MUSN 325 Junior Recital performance required.

MUSN 424 (3) Applied Major Violin. Prerequisite: MUSN 325. Advanced study in contemporary Violin - Viola literature and Violin - Viola techniques. Chamber ensemble and recital performance required.

MUSN 428 (3) Applied Major Violin. Prerequisite: MUSN 424. Advanced study in contemporary Violin - Viola literature and Violin - Viola techniques. Preparation of selected repertory for the Senior Recital. MUSN 425 Senior Recital performance required.

Viola Performance

MUSA 124, 125 (3) (3) Applied Major Viola. Entrance by audition. In-depth study of Violin - Viola performance techniques, including all major/minor scales and arpeggios, selected technical studies, etudes and standard repertoire. Chamber ensemble and recital performance required.

MUSA 224, 225 (3) (3) Applied Major Viola. Prerequisite: MUSA 125. Continued in-depth study of Violin - Viola performance techniques, including all major/minor scales, major and minor 3 and 4 octave scales and arpeggios, technical studies, etudes and standard repertoire. Chamber ensemble and recital performance required. Sophomore Proficiency required.

MUSA 324, 325 (3) (3) Applied Major Viola. Prerequisite: MUSA 225 and passing score on the

Sophomore Proficiency. Advanced in-depth study of Violin - Viola performance techniques, technical studies, etudes and standard repertoire. Detailed study of representative works from all historical periods. MUSA 325 Junior Recital performance required.

MUSA 424 (3) Applied Major Viola. Prerequisite: MUSA 325. Advanced study in contemporary Violin - Viola literature and Violin - Viola techniques. Chamber ensemble and recital performance required.

MUSA 428 (3) Applied Major Viola. Prerequisite: MUSA 424. Advanced study in contemporary Violin - Viola literature and Violin - Viola techniques. Preparation of selected repertory for the Senior Recital. MUSA 425 Senior Recital performance required.

Violoncello Performance

MUSI 124, 125 (3) (3) Applied Major Violoncello. Entrance by audition. In-depth study of cello performance techniques, including all major/minor scales and arpeggios, selected technical studies, clef studies, etudes and standard repertoire. Chamber ensemble and recital performance required.

MUSI 224, 225 (3) (3) Applied Major Violoncello. Prerequisite: MUSI 125. Continued in-depth study of cello performance techniques, including all major/ minor scales, diminished 7th and dominant 7th chords, advanced clef studies, multiple tonguing, technical studies, etudes and standard repertoire. Chamber ensemble and recital performance required. Sophomore Proficiency required.

MUSI 324(3) Applied Major Violoncello. Prerequisite: MUSI 225 and passing score on the Sophomore Proficiency. Advanced in-depth study of cello performance techniques, technical studies, etudes and standard repertoire. Detailed study of representative works from all historical periods.

MUSI 325 (3) Junior Recital performance. Required.

MUSI 424 (3) Applied Major Violoncello. Prerequisite: MUSI 325. Advanced study in contemporary cello literature and cello techniques. Chamber ensemble and recital performance required.

MUSI 428 (3) Applied Major Violoncello. Prerequisite: MUSI 424. Advanced study in contemporary cello literature and cello techniques. Preparation of selected repertory for the Senior Recital. MUSI 425 Senior Recital performance required.

Jazz Studies Concentration

MUS 440 (3) Jazz Composition/Arrangement I. Prerequisite: MUS 312 or permission of instructor. A study of jazz arranging and composition dealing with the basic and intermediate tools for creative writing in the jazz idiom as applied to small jazz ensembles (instrumental and vocal), 4-part writing, harmonics practices, philosophies, music preparation and computer

notation.

MUS 441 (3) Jazz Composition/Arrangement II. Prerequisite: MUS 440 or permission of instructor. A study in jazz arranging and composition dealing with the tools for creative writing in the jazz idiom as applied to large jazz ensembles (instrumental and vocal), harmonics practices, music preparation and computer notation.

MUS 190, MUS 191 (.5, .5) Jazz Combo I. A performance group class for the novice to the advanced jazz improviser. This class explores the repertoire for the jazz combo with emphasis placed on Jazz Standards. Jazz concepts studies include fundamentals, and the development of improvised melodies. Students are expected to have at least an intermediate level of skill on their instruments at the time they begin this course sequence. All combo assignments are made based on the student's level of proficiency, specifically the ability to improvise.

MUS 415 (3) Senior Recital (Jazz). Prerequisite: MUS 414. Continued development of jazz technique and musicianship with application to expanded jazz repertoire and jazz stylistic interpretations. Preparation and presentation of jazz senior recital.

MUS 292 (2) Jazz Improvisation I. Prerequisite: MUS 112 or permission by the instructor. The study of basic theoretical improvisation elements and concepts of jazz improvisation. This will include the study of basic jazz scales and chords, jazz musical forms, jazz ear training, and standard jazz literature that will enable the student to create an improvised solo based on chord changes in selected jazz literature.

MUS 293 (2) Jazz Improvisation II. Prerequisite: MUS 292 or permission of instructor. The study of jazz chord progressions, including the "blues," rhythm changes and jazz standards incorporating basic jazz voice leading techniques, non-harmonic tones, a jazz chord to scale applications, advanced jazz ear training and an introduction to transcribing jazz improvisational solos.

MUS 392 (2) Jazz Improvisation III. Prerequisite: MUS 293 or permission of instructor. The study of jazz improvisational techniques, concepts and practice methods used by jazz artists to gain improvisational skills techniques and how to apply these skills to performance on selected jazz repertoire. Also, develop advanced skills in transcribing jazz solos.

MUS 393 (2) Jazz Improvisation IV. Prerequisite: MUS 392 or permission of instructor. The study of advanced improvisational methods, jazz dramatic melodic devices and techniques, developing transposition skills, improvising in odd meters, performing free jazz and to acquire a basic repertoire of contemporary jazz standards.

MUS 119 (1) Jazz Vocal Techniques I. This course is dedicated to exploring the basic elements of vocal jazz techniques. This exploration will include correct vocal techniques, jazz standards in the vocal jazz repertory, jazz scatting and basic concepts of vocal jazz improvisation.

MUS 219 (1) Jazz Vocal Techniques II. Prerequisite: MUS 119 or permission of instructor. This course is a continuation of Jazz Vocal Techniques I dedicated to further exploring the advanced vocal jazz techniques. This exploration will include the study of vocal physiology, jazz diction, advanced jazz vocal productions, jazz scales, advanced jazz scat singing, advanced jazz repertoire and vocal jazz dramatic devices.

Music Technology Concentration

MUS 280 (3) MIDI Basics. Prerequisites: Ability to read music, instrumental keyboard competency. Study of the essential components of MIDI (Musical Instrument Digital Interface) technology; synthesizer and sequencer capabilities; sequence recording and editing.

MUS 281 (3) Introduction to Music Sequencing. Prerequisites: MUS 280, ability to read music; instrumental keyboard competency. Study of the basic components of MIDI (Musical Instrumental Digital Interface) sequencing technology; synthesizer and sequencer capabilities; sequence recording and editing.

MUS 282 (3) Introduction to Music Notation. Prerequisites: MUS 280, ability to read music; instrumental keyboard competency. Introduction of the basic concepts of music notation using computer software focusing on the FINALE application from CODA Music Technology.

MUS 381 (3) Advanced Music Sequencing. Prerequisites: MUS 226, 280, 281, and 282. This course will center around the development of advanced sequencing projects using CAKEWALK'S SONOR and similar sequencing software programs. Projects will be based on knowledge learned in the Introduction to Music Sequencing course and will be major in scope.

MUS 382 (3) Advanced Music Notation. Prerequisite: MUS 282. This course is a practical study of music notation with an emphasis on the application of recent computer technology to traditional notational practice. Advanced concepts of music notation and using computer software will be explored in detail using FINALE and SIBELIUS notation software programs.

MUS 383 (3) Digital Audio and Video. Prerequisites: MUS 281 and 381. A comprehensive introduction to the techniques of generating and manipulating electronic imagery (video) by means of digital instrumentation. Study also includes digital video format standards, the principles of videotape recording, replay and editing, in addition to basics of sound including stereo and digital audio, and the synchronization of audio and video files.

MUS 480 (3) Introduction to Digital Media. Prerequisite: MUS 383. In this course, students will learn the skills necessary to effectively create presentations in Multimedia formats such as Microsoft's PowerPoint. Students will learn how to create and edit bullet slides, use drawing tools, incorporate clipart and WordArt, create and enhance organizational charts, and create and edit charts using Microsoft Graph.

MUS 481 (3) Computer Applications in the Music Industry. Prerequisite: MUS 480. Students will understand how the Internet can be used as an indispensable tool in many areas of the music

industry with a focus on music merchandising, recording studio operation and artist promotion.

MUS 482 (3) Studio Recording Techniques. Prerequisite: MUS 480. This course is an examination of the art of audio recording. The curriculum will cover signal flow of the mixing console as it applied to both recording and sound reinforcement; microphones and techniques of application; use of sonic effects; recording devices (analog, digital, and hard disk); synchronization formats and wiring.

MUS 483 (3) Digital Senior Recital. Prerequisite: MUS 383. The digital senior recital represents the culmination of the student's tenure as a music technology major. The recital is a presentation of original works, a display of general knowledge related to the development of music technology, and the production of music using digital compositional tools available to today's musician.

MUS 484 (12) Music Technology Internship. Prerequisite: MUS 482. The Music Technology Internship program is designed to provide practical experience for advanced students in a professional recording industry setting. Students will develop professionalism in the field, reasoning ability, critical thinking, resourcefulness, and self-reliance. Students will establish contacts within the industry that may lead to entry level employment.

Performance Ensembles

MUBE 171-472 (.5) Brasswind Ensemble I. Prerequisite: Music Major. This course is designed to develop technical and musical skills through the rehearsal and performance of traditional and contemporary brass quintet music.

MUSG 101-142 (.5) Choir. The course is designed to provide the student with knowledge and understanding of various styles of choral literature and development of listening skills with a large group. The University Choir performs on and off campus, and throughout the United States.

MUCH 171-472 (.5) Chorale. Prerequisite: By audition only. The Chorale comprises 40-50 students whose objective is to provide opportunities for music majors and other students to perform chorale music that includes the Renaissance through Contemporary periods. The Chorale is designed to achieve exemplary artistic levels while performing on and off campus at special events, touring, and interfacing with other professional organizations.

MUJE 171-472 (.5) Jazz Ensemble I. This is a music performance course. The purpose of this course is to provide a comprehensive experience regarding the common qualities of jazz, dances, and show band playing styles. Emphasis will be placed on the performance of various styles of jazz music for the large ensemble.

MUJE 171-472 (.5) Jazz Ensemble II. This is a music performance course. The purpose of this course is to provide a comprehensive experience regarding the common qualities of jazz, dances, and show band playing styles. Emphasis will be placed on the performance of various styles of jazz music for the large ensemble.

MUSK 101-142 (.5) Marching Band. Prerequisite: Audition required. This course covers the fundamentals of marching technique, performing while moving, discipline, physical conditioning, school pride, commitment, as well as learning how to work as a group. The Marching Band performs at all football games, selected marching band festivals, campus, and throughout the United States.

MUWE 171-472 (.5) Woodwind Ensemble. The student will study the classics of woodwind ensemble literature, and contemporary woodwind ensemble music through performance. Woodwind Ensemble is a requirement of all those who are on scholarship with the band program and may be called upon to provide entertainment at various school and community functions. Attendance at rehearsals and performances is required. This course may be repeated for credit, but not for a grade change.

MUSK 101-142 (.5) Symphonic Wind Ensemble. Prerequisite: Audition required. This ensemble is the university's premier instrumental ensemble. Repertoire for the ensemble is chosen from the entire spectrum of wind ensemble and concert band literature and includes everything from new commissions to traditional literature to music of other cultures. The ensemble keeps an active rehearsal and travel schedule both regionally and nationally. Membership is by audition.

MUSK 101-142 (.5) Concert Band. Prerequisite: Audition required. The University Concert Band performs literature from the concert band repertoire. Membership is open to all students, and adult community members. The group performs on- campus concerts.

MUPE 171-472 (.5) Percussion Ensemble. The student will study the classics of percussion literature, and contemporary percussion music through performance. Percussion Ensemble is a requirement of all Music Education percussion majors and those who are on scholarship with the band program.

MUTE 171-472 (.5) String Ensemble. The student will acquire a broad knowledge of technique and literature related to the performance and teaching of the String/Chamber Ensemble. Musical awareness and perceptions will be developed through the use of theoretical knowledge and skills while performing string ensemble literature.

MUJE 171-472 (.5) Vocal Jazz Ensemble. This course is designed to provide the student with the knowledge and understanding of various styles of vocal jazz literature and the development of listening and performance skills within a vocal jazz ensemble. The Vocal Jazz Ensemble performs on and off campus.

DEPARTMENT OF POLITICAL SCIENCE

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INTRODUCTION/MISSION
The Department of Political Science at Jackson State University helps students combine theoretical creativity and empirical research. Among the department's areas of strength are American Politics, Comparative Politics (particularly African Politics), International Relations, and Public Law. The departmental faculty use diverse analytic perspectives, but their research programs share a common concern for the role of citizenship in government, political processes, and institutions. The department encourages students to participate in research activities and experiential learning. Mississippi's capital city, Jackson, is a rich learning laboratory that provides our students with internships in state and local government, the court system, law firms, and political campaigns.

OBJECTIVES
- To develop in students a substantive body of knowledge about the history and evolution of the discipline including its various approaches and methods.
- To nurture in students specialized and thorough knowledge in American Politics, International Affairs, or Legal Studies.
- To help students acquire the capacity to gather and analyze primary and secondary political data, to critique extant studies, to construct creative research proposals, and to craft original research.
- To develop students' critical and analytical thinking and writing.
- To encourage students to participate in service-learning activities–local, national and international–that permit access to early job placements and an appreciation for the practice of citizenship.

STUDENT LEARNING OUTCOMES
- Students will learn how national, state, local and international governments operate in a democracy.
- Students will learn about the principles of state and local governments in the democratic system.
- Students will learn the fundamentals of state, local, and international governments.

AREAS OF CONCENTRATION

Political Science
The curriculum for a B.A. in political science exposes majors to the key areas of the discipline—American politics and institutions, comparative politics and international relations with a special emphasis on African Politics, Political Theory and Philosophy and Research Methods.

Legal Studies Curriculum

Jackson State University's legal studies program exists to engage students in the readiness process for successful law school admission and retention. The Legal Studies Curriculum introduces students to terminology, ideas, and skills related to law and the legal profession. The curriculum has been specifically designed to enhance student readiness for law school and/other graduate study. The courses within the curriculum assist students in developing analytical and communication skills understanding the social, political, and economic contexts within which legal issues arise engaging in the meanings, values, practices, and institutions of law and legality in local, national, and international and international contexts that permit access to job placements and an appreciation for the practice of citizenship.

Paralegal Studies Curriculum

The Paralegal Studies Concentration is an online concentration that provides a pathway for aspiring paralegals and will complement the Legal Studies Concentration. Many students can use this concentration as a pathway to work in the legal profession, while others can use the certificate as a pathway to law school. Paralegal Studies introduces students to terminology, ideas, and skills related to law and the legal profession. The curriculum is designed to enhance student readiness for employment as a paralegal or administrative professional. The courses within the curriculum assist students in developing the necessary skills to perform in government or private businesses efficiently and effectively.

BACHELOR of ARTS in POLITICAL SCIENCE
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
PS 134	Introduction of Political Science	3
PS 135	American Government	3
PS 136	State & Local Government	3
PS 236	Political Statistics	3
PS 238	Introduction to Comparative Politics	3
PS 341	African American Politics	3
PS 343	Political Philosophy	3
PS 347	Judicial Process	3
PS 350	American Political Parties	3
PS 351	The American Presidency	3
PS 431	African International Relations	3
PS 446	Scope and Methods	3
PS 447	Senior Research Seminar	3
PS 450	Urban Politics	3
PS 473	Legislative Politics	3
TOTAL 45		

BACHELOR of ARTS in POLITICAL SCIENCE- Legal Studies Concentration
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours

PS 134	Introduction of Political Science	3
PS 135	American Government	3
PS 136	State & Local Government	3
PS 236	Political Statistics	3
PS 238	Introduction to Comparative Politics	3
PS 320	Legal Research and Writing	3
PS 341	African American Politics	3
PS 343	Political Philosophy	3
PS 347	Judicial Process	3
PS 423	Constitutional Law	3
PS 432	Introduction to Law	3
PS 446	Scope and Methods	3
PS 447	Senior Research Seminar	3
PS 450	Urban Politics	3
PS 473	Legislative Politics	3
PS 484	Intergovernmental Relations	3
PS ___	Political Science Elective	3
PS ___	Legal Studies Elective	3
TOTAL 54		

LEGAL STUDIES CONCENTRATION (30 Hours): PS 236, 320, 343,347, 376, 423, 432, 433, 473, and one elective (PS 346 or 424)

B.A. in POLITICAL SCIENCE - Paralegal Studies Concentration
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
PS 134	Introduction of Political Science	3
PS 135	American Government	3
PS 136	State & Local Government	3
PS 236	Political Statistics	3
PS 238	Introduction to Comparative Politics	3
PS 320	Legal Research and Writing	3
PS 341	African American Politics	3
PS 343	Political Philosophy	3
PS 347	Judicial Politics	3
PS 351	The American Presidency	3
PS 432	Introduction to Law I	3
PS 446	Scope and Methods	3
PS 447	Senior Research Seminar	3
PS 450	Urban Politics	3
PS 484	Intergovernmental Relations	3
PS 490	Computer-Assisted Research Legal Environment	3
PS 491	Law Office Management and Technology	3
PS 492	Trial Preparation	3

PS 493	eDiscovery for Paralegals	3
PS 494	Paralegal Internship	3
TOTAL 60		

MINOR REQUIREMENTS IN POLITICAL SCIENCE

The minor in Political Science requires a minimum of 18 credit hours in Political Science including PS 134; PS 135; PS 136 and nine (9) additional hours may be distributed according to the student's desires or in consultation with their major advisor.

CURRICULUM MAPS

Political Science:

https://www.jsums.edu/studentsuccess/files/2022/08/PoliticalScience_Basic-2022.pdf

Political Science –Legal Studies Concentration

https://www.jsums.edu/studentsuccess/files/2022/08/PoliticalScience_Legal-Studies-2022.pdf

Political Science- Paralegal Studies

https://www.jsums.edu/studentsuccess/files/2022/09/PoliticalScience_ParalegalStudies2022.pdf

COURSE DESCRIPTIONS

PS 134 (3) Introduction to Political Science. An introduction to the discipline of political science, its concepts and methods of analysis.

PS 135 (3) American Government. Prerequisite: 134. Survey of the constitutional basis, organization, and functioning of the American national government; the principles underlying constitutional government, citizenship, civil rights and political institutions.

PS 136 (3) State and Local Government. Prerequisite: 134. The role of the state and local governments in the federal system: political institutions, elections, the organization, functions and problems of state and local government, with special emphasis on Mississippi government.

PS 236 (3) Political Statistics. An examination of a set of techniques for describing groups of data and for making decisions related to the allocation of political resources.

PS 238 (3) Introduction to Comparative Politics. Prerequisite: PS 134. An introduction to the basic concepts and approaches in comparative politics and the application of these concepts and approaches to major regions of the world.

PS 320 (3) Legal Research and Writing. Introduction to the basic research and writing techniques in law. Special emphasis will be placed upon the use of legal reference materials such as reporters, legal encyclopedias, digests and periodicals, and Lexis-Nexis.

PS 341 (3) African American Politics. Prerequisite: PS 135. A study of the role of black people in the American political process. Consideration will be given to the impact of American institutions upon black people in America and the diaspora.

PS 343 (3) Political Philosophy. Prerequisite: PS 135. An introductory analysis of the major works in political thought from Montesquieu to Mao Tse-Tung with special attention placed on the relevance of the political tracts in examining recent political problems. Open to juniors and seniors only.

PS 346 (3) Civil Rights and Liberties. Prerequisite: PS 135. A study of development in the field of civil rights under the Bill of Rights and the Fourteenth Amendment to the United States Constitution and under federal and state legislation.

PS 347 (3) Judicial Process. Prerequisite: PS 135. An analysis of the structure and functions of judicial systems emphasizing the organization, administration and politics of judicial bureaucracies and roles of judges, juries, counsel, litigants and interest groups in the adjudication process.

PS 350 (3) American Political Parties and Pressure Groups. Prerequisite: PS 135. The nature and functions of political parties; nominations; elections and the role of interest groups in the political process.

PS 351 (3) The American Presidency. Prerequisite: PS 135. A consideration of the nature, powers, and functions of the American presidency with emphasis on executive-congressional relations and presidential leadership in foreign and domestic matters.

PS 376 (3) LSAT Survey. An analysis and survey of the mechanics, techniques and content of the Law School Admission Test.

PS 390 (3) Internship in Political Science. Prerequisite: PS 330. Supervised field work with public related agencies. Students receive three (3) semester hours for halftime work for one semester. No student may receive more than a total of fifteen (15) semester hours in political science from the internship program.

PS 423 (3) Constitutional Law. This is the first of a two-semester course which will examine the philosophy and constitutional growth of Supreme Court decisions. Emphasis in this portion is on the limitations imposed upon governmental interferences with individual rights.

PS 424 (3) Constitutional Law II. This is the second part of a two-semester course which examines the limitations placed upon the federal and state government.

PS 429 (3) African Governments and Politics. Prerequisite: PS 238. This is a survey course. It will analyze African traditional political institutions, the cause of the demise of those institutions, colonialism, independence, and the past independent governments and politics of African countries.

PS 431 (3) African International Relations. This course is designed to study and analyze the role of African countries and organizations in the global system.

PS 432 (3) Introduction to Law I. Prerequisite: PS 135. This is the first part of a two-semester course which examines the role of law in society. Emphasis is on the nature of law and the variety of legal mechanisms that exist in society.

PS 433 (3) Introduction to Law II. Prerequisite: PS 135. This is the second part of a two-semester course which examines the processes of how law functions to meet the political, social and economic needs of society.

PS 437 (3) International Relations. Prerequisite: PS 428. Nature of international relations, problems of national power, the state system, diplomacy, war and peace.

PS 446 (3) Scope and Methods. Prerequisite: PS 236. This course is designed to introduce students of political science to critical epistemological and methodological issues, to the philosophy of science and to the scientific and intellectual issues that characterize major trends in the disciplines.

PS 447 (3) Senior Research Seminar in Political Science. Prerequisite: PS 446. This course is designed for students of political science. It is an attempt to integrate research methods with the substance of politics. Statistical techniques and illustrative computer applications will be utilized focusing on political research.

PS 449 (3) Mississippi Legislative Internship Program. Prerequisite: PS 134, PS 136. Students become acquainted with legislative functions by working as interns for a legislator during a regular legislative session. Students will observe, participate in the writing of bills and perform other tasks germane to the operation of the legislature.

PS 450 (3) Urban Politics. This course will examine the concept of community and the political process in a variety of American localities. An examination of the black community with special emphasis upon political problems will be examined.

PS 453 (3) Independent Study and/or Directed Readings. Prerequisites: Senior standing, 2.0 grade point average in major courses and consent of instructor (a specialist in the area of study).

PS 473 (3) Legislative Politics. Prerequisites: PS 135, PS 409. Analytical treatment of the law-making functions of the national and state legislatures and their place in the political system.

PS 484 (3) Intergovernmental Relations. Prerequisite: PS 135, 136. Evolution of the American Federal System; consideration of inter-unit cooperation and conflict; review of administrative issues like revenue sharing, federal grants and regulations.

PS 490 Computer-Assisted Research in the Legal Environment. Establishes the foundations and practical applications of computer-based research in the legal environment. Computer-assisted legal research will include understanding government legal databases and private legal databases such as Westlaw and Lexis and filing mechanisms for Mississippi and the Federal Government.

PS 491 Law Office Management and Technology. Examines applications of computer software and hardware in the legal environment. Legal applications of word processing, databases, and spreadsheets. Legal software for document generation, document management, fiscal management, time billing, time and document management, computer-assisted legal research, and information management in the workflow process.

PS 492 Trial Preparation. Presents a comprehensive overview of the criminal and civil trial processes. Preparation for trial of criminal and civil cases, as studied through case law, procedures, techniques, and strategies. This course presents a comprehensive overview of the criminal trial process. Preparation and trial of a criminal case as studied through case law, procedures, techniques, and strategies. Contrast of Mississippi law and Federal procedures.

PS 493 eDiscovery for Paralegals. Introduces the eDiscovery process. This will analyze the entire eDiscovery process, from preparation, requests, collection, and review of Electronically Stored Information (ESI).

PS 494 Paralegal Internship. Encompasses field work experience of 90 hours in a private sector law office, corporation, bank, or public sector agency. Required classroom seminar supplements experiential component and includes discussion of field work experience, ethical considerations, and career options.

DEPARTMENT OF PSYCHOLOGY

Dr. Pamela G. Banks
Department Chair
pbanks@jsums.edu
601-979-3376

Faculty:
P. Banks, D. Bishop McLin; K. Sly; J. Broussard, D. Groat, K. Hudson, C. Moreland, J. Schweitzer,.

INTRODUCTION/MISSION
The mission of the Undergraduate Major in the Psychology Department is to expose students to the breadth and depths of the various fields of psychology. Students are encouraged and taught

to think critically about psychological issues and to understand the value of empirical investigation. The department seeks to foster each student's appreciation for the field of psychology and its applications to individual and social problems. The department is dedicated to high standards of original inquiry and personal growth. Students are taught that sound research and scholarship serve to expand knowledge and improve the quality of peoples' lives. Our program provides students with the education needed to enter a variety of careers or to pursue graduate work in psychology or related fields.

OBJECTIVES

The objectives of the Department of Psychology are for:

- students to develop an understanding of the field of psychology and its scientific nature by studying its history, methodology, and contents;
- students to acquire the capacity to critically evaluate new developments within the field;
- students to be qualified to enter the job market and/or to successfully pursue graduate study.
- departmental faculty to function as effective teachers by providing carefully prepared lectures, assignments, and examinations;
- departmental faculty to serve as effective role models by maintaining high standards of professional and personal conduct;
- departmental faculty to contribute to the advancement of knowledge by conducting meaningful research and publishing the results;
- departmental faculty to be actively engaged in service to the University and the community.

STUDENT LEARNING OUTCOMES:

- Students will be able to recognize and recall major constructs, theoretical perspectives, empirical research findings, and historical trends in psychology.
- Students will develop skills in analytical reasoning, scientific inquiry, critical thinking, and the use of the scientific methods in investigating behaviors and mental processes through various research experiences.
- Students will demonstrate effective oral and written communication skills in their discussion of various psychological topics and perspectives.
- Students will be able to analyze psychological principles and ideas associated with multicultural competency, ethical conduct and social responsibility at a developmentally-appropriate level.

ADMISSION CRITERIA

There are no additional admission criteria for first-time freshmen, but to transfer to Psychology from another major or university, the student must have a GPA of 2.5 or higher.

OTHER REQUIREMENTS/OFFERINGS

- Earn a 2.5 GPA in Psychology courses to qualify for graduation
- Pass the Departmental Exam

- Earn at least a "C" in PSY 111 prior to enrolling in PSY 112
- Earn at least a "C" in PSY 112 prior to enrolling in any 200 level and above Psychology courses.

BACHELOR of SCIENCE in PSYCHOLOGY
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
PSY 111-112	Introduction to Psychology	6
PSY 211-212*	Statistics I, II	6
PSY 214	Developmental Psychology	3
PSY 216	Abnormal Psychology	3
PSY 310	Personality	3
PSY 314	Social Psychology	3
PSY 315	Physiological Psychology	3
PSY 411	Learning	3
PSY 415	Experimental Psychology	4
PSY ___	Psychology Electives	12
TOTAL 46		

MINOR REQUIREMENTS IN PSYCHOLOGY
The minor in Psychology requires 21 credit hours including the following courses, some of which have additional prerequisites.

Course Number	Course Title	Credit Hours
PSY 201	General Psychology	3
PSY 211	Statistics I (Pre-requisites: PSY 111 or PSY 201 and MATH 111)	3
PSY 214	Developmental Psychology (Pre-requisites: PSY 111 or PSY 201)	3
PSY 216	Abnormal Psychology (Pre-requisites: PSY 111 or PSY 201 and PSY 214)	3
PSY 315	Physiological Psychology (Pre-requisites: PSY 111 or PSY 201 and PSY 214, BIO 111, BIOL 111, BIO 112, BIOL 112)	3
PSY ___	300-400 Level Psychology Course (Must take pre-reqs. as stated in the course description.)	3
PSY ___	300-400 Level Psychology Course (Must take pre-reqs as stated in the course description.)	3
TOTAL 21		

*Students must have at least a 2.50 GPA and must <u>first</u> submit a letter requesting approval to obtain a Minor in Psychology that will include a signature from an academic advisor.

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/08/Psychology2022_JSU.pdf

COURSE DESCRIPTIONS

PSY 111 (3) Introduction to Psychology. Fundamental topics and methodology in the scientific study of behavior.

PSY 112 (3) Introduction to Psychology. Prerequisite: PSY 111 or equivalent. A continuation of PSY 111.

PSY 211 (3) Statistics I. Prerequisites: PSY 111 or equivalent, 112, and MATH 111 or equivalent. Collection and organization of data; central tendency, variability and correlation; elementary probability theory; basic inferential procedures, including large and small sample tests of differences between two groups and an introduction to the analysis of variance.

PSY 212 (3) Statistics II. Prerequisite: PSY 211. Analysis of variance; non-parametric techniques, selected advanced topics.

PSY 214 (3) Developmental Psychology. Prerequisite: PSY 111 or equivalent, and 112. Genetic background, prenatal development, infancy and childhood, early experience and personality development; adolescence and adulthood; conflicts, roles and adjustment mechanisms.

PSY 216 (3) Abnormal Psychology. Prerequisites: PSY 111 or equivalent, 112, and 214. Historical overview of abnormal psychology; criteria of abnormal behavior; symptomatology and dynamics of psychological disorders; therapeutic considerations.

PSY 304 (3) Child Psychology. Prerequisite: PSY 201 or equivalent. The systematic study of the development and behavior of the human from conception to puberty. (Psy. Elective)
PSY 305 (3) Adolescent Psychology. Prerequisite: PSY 201 or equivalent. Influence on development and behavior of the human from puberty to adulthood. (Psy. Elective)

PSY 306 (3) Educational Psychology. Prerequisites: PSY 111 or equivalent, and 112. Application of psychological principles of student learning and achievement, teaching methods, and performance assessment. (Psy. Elective)

PSY 307 (3) Measurement and Evaluation. Prerequisites: PSY 111 or equivalent, 112, and MATH 111 or equivalent. An introduction to classroom uses of statistical and testing methods, concentrating on the preparation of educational objectives and the construction and evaluation of teacher-made tests. (Psy. Elective)

PSY 310W (3) Personality. Prerequisites: PSY 111 or equivalent, 112, 214, and junior standing. Biological, learning, social and psychometric-trait approaches with emphasis on methodology and the relation of research findings to theoretical perspectives.

PSY 312 (3) Psychology of Adjustment. Prerequisite: PSY 111 or equivalent, and 112. Socioemotional adjustment and personality; interpersonal and intrapersonal relationships; normal personality development and mechanisms of adjustment. (Psy. Elective)

PSY 314W (3) Social Psychology. Prerequisites: PSY 111 or equivalent, 112, 214, and junior standing. A detailed examination of social behavior from various theoretical viewpoints, with an emphasis on possible causes of and solutions to contemporary social problems.

PSY 315 (3) Physiological Psychology I. Prerequisites: PSY 111 or equivalent, 112, 214; BIO 111, 112, or equivalent; BIOL 111, 112, or equivalent; and junior standing. Physiological mechanisms mediating behavior. The neural and endocrine systems in man and other animals are emphasized.

PSY 320 (3) Behavior Modification. Prerequisites: PSY 111 and 112. An in-depth analysis of principles and procedures use in modifying and controlling behavior. (Psy. Elective)

PSY 411 (3) Learning. Prerequisites: PSY 111 or equivalent, 112, 214, and 315. Classical and instrumental conditioning: aversive control; discrimination and attention; cognitive processes; selected behavioral and neurophysiological models; recent theoretical developments.

PSY 415 (4) Experimental Psychology. Prerequisites: PSY 111 or equivalent, 112, 211, 212 and 214. An overview of experimental psychology emphasizing experimental design, methodology and the use of statistical software for data analysis. Lecture and laboratory.

PSY 416 (3) History and Systems. Prerequisites: PSY 111 or equivalent, 112, 214, and junior standing. A survey of the historical development of psychology, with emphasis on the major contemporary systems of psychology. (Psy. Elective)

PSY 418 (3) Seminar. Prerequisite: Senior standing. Contemporary topics in psychology. (Psy. Elective)

PSY 498 (3) Readings and Research. Prerequisites: PSY 211, 212, and 415C. A research project and/ or intensive reading in an area of interest will be undertaken with the consent and supervision of the instructor. A written report will be required. (Psy. Elective)

COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY

Dr. Wilbur L. Walters, Jr.
Dean
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INTRODUCTION

The College of Science, Engineering and Technology is committed to implementing the University's urban mission and focusing its intellectual expertise, and other resources on improving the quality of life for students, the local, state, national and the global community. A fundamental objective of the College is the focus on quality instruction and engagement in research and experiential experiences. We believe such exposure embellishes the development of the skills and knowledge to prepare students for the workforce and/or graduate studies.

MISSION

The mission of the College of Science, Engineering and Technology (CSET) at Jackson State University is to provide an innovative program of excellence in education, research, public and professional services at both the undergraduate and graduate levels. CSET promotes the production of highly competitive graduates as judged by the highest academic standards in the fields of science, technology, engineering, and mathematics (STEM). The College also endeavors to be recognized both nationally and internationally as preparers of outstanding men and women scientist. CSET is committed to implementing the University's mission to ensure that students are technologically advanced, ethical, global leaders who think critically and address societal problems and compete effectively.

GOALS AND OBJECTIVES

- To provide high quality, efficient and cost-effective STEM educational programs.
- To strengthen the research agenda of the College through faculty support, professional development, and student research/experiential initiatives
- To provide high quality STEM outreach services to the local, state, national, and international community

COLLEGE ACCREDITATIONS
Chemistry (B.S.) – American Chemical Society

Civil Engineering and Environmental (B.S.) - Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.

Computer Engineering (B.S.) - Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.

Computer Science (B.S.) - Computing Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.

Electrical Engineering (B.S.) - Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.

Industrial Technology (B.S.) – Association of Technology, Management, and Applied Engineering

COLLEGE DESCRIPTION
The College of Science, Engineering and Technology (CSET), comprised of 7 Departments including the Department of Aerospace Science (Air Force ROTC); Department of Biology; Department of Chemistry, Physics and Atmospheric Sciences; Department of Civil & Environmental Engineering and Industrial Systems & Technology; Department of Electrical & Computer Engineering and Computer Science; Department of Mathematics & Statistical Sciences; and Department of Urban & Regional Planning, is committed to producing highly competitive science, technology, engineering and mathematics (STEM) graduates.

CSET is constantly redefining itself and is confident that along with its dedicated faculty and staff, strong emphasis on research, continued commitment to recruiting highly motivated students and continued growth in new innovative programs, will have an inspiring effect on our graduates.

COLLEGE DEPARTMENTS
Department of Aerospace Science (Air Force ROTC)
Department of Biology
Department of Chemistry, Physics, and Atmospheric Sciences
Department of Civil & Environmental Engineering and Industrial Systems & Technology
Department of Electrical & Computer Engineering and Computer Science
Department of Mathematics & Statistical Sciences
Department of Urban & Regional Planning

CENTERS
Interdisciplinary Center for Nanotoxicity - The National Science Foundation-sponsored Interdisciplinary Center for Nanotoxicity (ICN) is an interdisciplinary initiative of researchers

focused on the development and production of nanomaterials and investigations of their toxicity.

Institute for Multimodal Transportation -The Institute for Multimodal Transportation (IMTRANS) is an umbrella Institute to formally recognize the substantial Multimodal Transportation outreach, research, and education initiatives at JSU. IMTRANS currently includes the Mississippi Summer Transportation Institute (MSTI), Southeastern Transportation Research, Innovation, Development and Education (STRIDE) Center, and the Maritime Transportation Research and Education Center (MarTREC).

The National Institutes of Health Research Centers in Minority Institutions (NIH-RCMI)- Center for Health Disparities Research (CHDR). The Center for Health Disparities Research focuses on enabling JSU researchers to use innovative approaches for examining disease and developing novel prevention and treatment strategies for important health issues of concern to minorities and underserved communities.

RESOURCES

The REGALS program supports the College in the achievement of developing and implementing strategic activities that enhance the successful matriculation and graduation of science, engineering, technology, and mathematics (STEM) students. The Scholars Academy Office is actively engaged in students' recruitment and retention, advising, tutoring, financial support, academic year research placement, and experiential learning through summer research internships. In addition, the Scholars Academy is also responsible for engaging STEM students in clubs, organized seminars, distinguished speaker's series, workshops, conferences, science and engineering fairs, community services, students' organizations, and international programs. Furthermore, the Scholars Academy actively work with STEM students to develop their soft skills in the specific areas of learning style, time management, study habits, oral and poster presentation skills, and critical thinking skills. For more information, contact: (601) 979-1604.

DEPARTMENT OF AEROSPACE STUDIES

Lt. Col. Natosha Reed
Department Chair/ Commander
Jackson State University, J.Y. Woodard Bldg.
1400 John R. Lynch St, Jackson, MS 39217

Faculty of the Department: Capt. Christopher Flowers, SSgt Desiree Martinez, and SSgt. Ian Tracy

OBJECTIVES

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

Upon completing the AFROTC Program and all requirements for an academic degree, students can achieve their goal of a degree in their chosen academic field and a presidential commission as an Air Force Second Lieutenant. The objectives of the program are:

- To produce the future officer leadership of the U.S. Air Force.
- To provide an introduction to the Air Force Reserve Officers Training Corps and the Air Force, how they're organized, how they work.
- To provide first-year cadets an informative and motivational program designed to recruit, retain, and familiarize them with the Air Force way of life and foster leadership, followership, teamwork, and esprit de corps.
- To provide cadets returning from field training sufficient opportunities to demonstrate and develop the leadership and management skills needed to successfully function as an active duty officer.
- To provide cadets to be commissioned additional opportunities to demonstrate and develop the leadership and management skills needed to successfully function as an

active duty officer and to adequately prepare them to transition from the ROTC environment to active duty.

The topics covered include the history and structure of the US Air Force, the Air Force's capabilities, career opportunities, benefits, Air Force installations, core values, leadership, managing diversity, teambuilding, communications skills, general aspects of air and space power through a historical perspective, the National Security process, regional studies, advanced leadership ethics, and Air Force doctrine. A separate Leadership Laboratory is a mandatory requirement for all cadets.

The Air Force ROTC Program is divided into the General Military Course (GJMS) during the freshman and sophomore years and the Professional Officer Course (POC) for the remaining two years of college. Four-year cadets participate in a four-week training period during the summer between their sophomore and junior years.

MAJOR REQUIREMENTS

Course Number	Course Title	Credit Hours
AS 101	Heritage and Values l	1
ASL 101	Leadership Laboratory	1
AS 102	Heritage and Values ll	1
ASL 102	Leadership Laboratory ll	1
AS 201	Team and Leadership Fundamentals l	1
ASL 201	Leadership Laboratory l	1
AS 202	Team and Leadership Fundamentals ll	1
ASL 202	Leadership Laboratory ll	1
AS 301	Leading People and Effective Communication l	3
ASL 301	Leadership Laboratory l	1
AS 302	Leading People and Effective Communication ll	3
ASL 302	Leadership Laboratory ll	1
AS 401	National Security/Leadership Responsibilities & Commissioning Preparation l	3
ASL 401	Leadership Laboratory l	1
AS 402	National Security/Leadership Responsibilities & Commissioning Preparation ll	3
ASL 402	Leadership Laboratory ll	1
TOTAL 24		

DEPARTMENT OF BIOLOGY

Dr. Wilbur L. Walters, Jr.
Dean/Acting Chair
wilbur.l.walters@jsums.edu

601-979-2586

Faculty:
H. Ahmad, I. Farah, C. Howard, J. Stevens, B. Graham, R. Kafoury, K. Ndebele, M. Pacurari, H. Huang, F. Noubissi-Kamden, A. Mbemi, G. Miller, M. Pacurari, T. Taylor, B. Thoma, T. Wright, P. Tchounwou, L. Drummond, N. Ibrahim, A. Patlolla, T. Turner, A. Mohamed (Dean Emeritus)

OBJECTIVES
The objectives of the Department of Biology are as follows:

- To develop the students' understanding of the basic biological principles.
- To help students think logically and communicate clearly.
- To help students become conscious of social problems especially those relevant to the life sciences.
- To prepare students for careers in the life sciences, teaching, and graduate studies.
- To provide a strong pre-professional foundation for medicine, dentistry, veterinary medicine, pharmacy, optometry, physical therapy, dental hygiene, medical technology, nursing, and medical records administration.
- To engage in basic and applied research that benefit the local and scientific community.
- To offer introductory biology courses to non-biology majors to fulfill their general education requirements.

STUDENT LEARNING OUTCOMES

- Students will demonstrate the ability to analyze primary scientific literature, interpret results (including graphs, tables, and charts), evaluate, and summarize findings, and present their analysis in written or oral form.
- Students will be able to compare the biotic and abiotic factors that shape major ecosystems and assess how changes in these factors would alter the boundaries between these habitats.
- Students will be able to explain the biochemical processes that carry out transfer of biological information from DNA and how these processes are regulated and illustrate the principles of genetics and epigenetics to explain heritable traits in a variety of organisms.
- Students will be able to apply understanding of principles of how molecular and cell assemblies, organs, and organisms develop structure and carry out functions.
- Students will demonstrate the ability to inventory and differentiate the major systems of the human body and describe their function.

OTHER REQUIREMENTS/OFFERINGS
Earning at least a "C" or better in all required BIO/BIOL courses

BACHELOR of SCIENCE in BIOLOGY
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
BIO 111, BIOL 111	General Biology and Lab	4

BIO 112, BIOL 112	General Biology and Lab	4
BIO 119, BIOL 119	General Botany and Lab	4
BIO 313, BIOL 313	Introduction to Microbiology and Lab	4
BIO 318 (w), BIOL 318	Introduction to Genetics and Lab	4
BIO 390 (w)	Seminar in Biology	1
CHEM 141, CHML 141	General Chemistry and Lab	4
CHEM 142, CHML 142	General Chemistry and Lab	4
CHEM 241, CHML 241	Organic Chemistry and Lab	4
CHEM 242, CHML 242	Organic Chemistry and Lab	4
MATH 111	College Algebra	3
MATH 112	Trigonometry	3
MATH 241	Calculus I	3
PHY 201, PHYL 201	Basic Physics I and Lab	4
PHY 202, PHYL 202	Basic Physics II and Lab	4
TOTAL 54		

BIOLOGY - Pre-Medicine, Pre-Veterinary, Pre-Dentistry, Pre-Optometry Concentration

Course Number	Course Title	Credit Hours
BIO 114	Intro to Marine/Environmental Sciences	2
BIO 115, BIOL 115	General Zoology and Lab	4
BIO 440, BIOL 440	Cell Biology and Lab	4
BIO 470 (w), BIOL 470	Human Physiology and Lab	4
BIO_____	Biology Electives	11
PSY 201	General Psychology	3
TOTAL 28		

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/08/Biology-Pre-Med-Dent-Opt-Vet-2022_JSU.pdf

- BIO 202, BIO 234, BIO 235, BIO 236, BIO 380, BIO 391, BIO 393, BIO 409, BIO 423, BIO 425, BIO 430, BIO 441, BIO 443, BIO 450, BIO 475, BIO 476 or BIO 491 may be taken as Biology electives. Other courses may be taken with the approval of the department Chair.

- Students may not take Biology, Math, Chemistry or Physics for a general elective

NOTE: Laboratory courses must be taken during the same semester as lecture for biology, chemistry and physics courses unless approved by the department chair.

BACHELOR of SCIENCE in BIOLOGY- Pre-Physical Therapy Concentration
CONCENTRATION REQUIREMENTS:

Course Number	Course Title	Credit Hours
BIO 115, BIOL 115	General Zoology	4

BIO 234, BIOL 234	Human Anatomy and Physiology I and Lab	4
BIO 235, BIOL 235	Human Anatomy and Physiology II and Lab	4
BIO 392	Independent Study	2
PSY 201	General Psychology	3
PSY 214	Developmental Psychology	3
PSY 216	Abnormal Psychology	3
SOC 214	Introduction to Sociology	3
BIO ___	Biology Elective	4
STAT___	Statistics Elective	3
TOTAL 32		

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/09/Biology-Pre-Physical-Therapy-2022_9.13.222.pdf

NOTES: Laboratory courses must be taken during the same semester as lecture for biology, chemistry and physics courses unless approved by the department chair.

BACHELOR of SCIENCE in BIOLOGY-Environmental Science Concentration
CONCENTRATION REQUIREMENTS:

Course Number	Course Title	Credit Hours
BIO 114	Intro to Marine/Environmental Sciences	2
BIO 115, BIOL 115	General Zoology and Lab	4
BIO 201, BIOL 201	Environmental Science and Lab	4
BIO 392 (w)	Independent Study	2
BIO 412, BIOL 412	Natural Resources and Conservation and Lab	4
BIO ___	Environmental Science Electives	8
BIO___	Biology Electives	4
PSY 201	General Psychology	3
TOTAL 33		

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/08/Biology-Environmental-Science-2022_JSU.pdf

BIO 202, BIO 218, BIO 236, BIO 404, BIO 414, BIO 423, BIO 425, BIO 431, BIO 433, BIO 450, BIO 480, BIO 481 may be taken as Biology electives.

NOTE: Laboratory courses must be taken during the same semester as lecture for biology, chemistry and physics courses unless approved by the department chair.

BACHELOR of SCIENCE in BIOLOGY - Pre-Pharmacy Concentration
CONCENTRATION REQUIREMENTS:

Course Number	Course Title	Credit Hours

BIO 114	Intro to Marine/Environmental Sciences	2
BIO 234, BIOL 234	Human Anatomy and Physiology I	4
BIO 235, BIOL 235	Human Anatomy and Physiology II	4
BIO 392	Independent Study	2
BIO 440, BIOL 440	Cell Biology	4
STAT___	Statistics Option	3
ECO___	Economics Option	3
BIO ___	Biology Electives	9
TOTAL **31**		

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/08/Biology-Pre-Pharmacy-2022_JSU.pdf

BIO 236, BIO 380, BIO 390, BIO 404, BIO 409, BIO 423, BIO 425, BIO 441, BIO 443, BIO 450 or BIO 475 may be taken as Biology electives. Other courses may be taken with the approval of the department Chair.

NOTE: Laboratory courses must be taken during the same semester as lecture for biology, chemistry and physics courses unless approved by the department chair.

BACHELOR of SCIENCE in BIOLOGY - Marine Science Concentration
CONCENTRATION REQUIREMENTS:

Course Number	Course Title	Credit Hours
BIO 114	Intro to Marine/Environmental Sciences	2
BIO 115, BIOL 115	General Zoology	4
BIO 304	Marine Science	2
BIO 392	Independent Study	2
BIO 436 & BIOL 436	Marine Botany	4
BIO ___	Marine Science Electives	7
BIO ___	Biology Elective	8
TOTAL 29		

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/08/Biology-Marine-Science-2022_JSU.pdf

BIO 202, BIO 236, BIO 412, BIO 414, BIO 425, BIO 431, BIO 433, BIO 434, BIO 438, BIO 450, BIO 480, or BIO 481 may be taken as Biology electives. Other courses may be taken with the approval of the department Chair.
Students may not take Biology, Math, Chemistry or Physics for a general elective.

NOTE: Laboratory courses must be taken during the same semester as lecture for biology, chemistry and physics courses unless approved by the department chair.

REQUIREMENTS FOR A MINOR IN BIOLOGY

A minor in Biology requires at least 20 credit hours of Biology courses (BIO & BIOL). BIO 101 and BIOL 101 cannot be used toward the 20 credit hours. All coursework must be completed with grades of "C" or better.

REQUIRED COURSES (16 HOURS)

Course Number	Course Title	Credit Hours
BIO 111	General Biology I	3
BIOL 111	General Biology I laboratory	1
BIO 112	General Biology II	3
BIOL 112	General Biology II laboratory	1
BIO/BIOL	300-400 level Biology electives	8

ELECTIVE COURSES (4 OR MORE HOURS)

Students may choose any BIO or BIOL course to satisfy the remaining 4 hours needed. BIO 101 and BIOL cannot be used.

COURSE DESCRIPTIONS

BIO 101 (2) Introduction to Biology. Designed to acquaint the student with fundamental principles of biological science and their functional applications. This course is primarily for the general education program.

BIOL 101 (1) Introduction to Biology Lab. Laboratory experience designed to re-enforce lecture materials in BIO 101. Primarily, the activities will involve the study of the basic principles in Biology including cell structures, metabolism, photosynthesis, genetics, etc.

BIO 103 (3) Environmental Science. An introduction to the fundamental principles of ecology, biology, and chemistry for a better understanding of the inter-relationships between man and his environment.

BIOL 103 (1) Environmental Science Lab. Laboratories will consist of demonstrations of lecture materials as well as films and outside speakers relative to each week's topic. Field trips will be planned when appropriate.

BIO 105 (2) Introduction to Botany. An introduction to the basic principles of botany especially those that have an impact on human affairs. Must be taken concurrently with BIOL 105. Designed for the general education requirement.

BIOL 105 (1) Introduction to Botany Lab. The laboratory exercises will consist of studies pertaining to morphology, physiology, and taxonomy of lower and higher plants.

BIO 106 (2) Introduction to Marine Science. An introduction to the fundamental principles in key

areas of marine science. Emphasis will be placed on marine and estuarine ecology, marine chemistry, diversity of marine flora and fauna, etc. Must be taken concurrently with BIOL 106.

BIOL 106 (1) Introduction to Marine Science Lab. Laboratory exercises and field trips will provide students with practical experience in the basic biology using the marine environment as a model.

BIO 107 (2) Introduction to Zoology. Prerequisite: BIO 101. Diversification of animal groups and adaptive changes pertinent to solving problems of survival. Designed for the general education program.

BIOL 107 (1) Introduction to Zoology Lab. Laboratory exercises involving basic structure of protozoa through chordata.

BIO 111 (3) General Biology. An introduction to the major unifying concepts among the biological sciences: metabolism, physiology, organization, genetics, evolution, and ecology.

BIOL 111 (1) General Biology Lab. Prerequisite: Concurrent enrollment in BIO 111. Laboratory experiments designed to study the principles of metabolism, photosynthesis, genetics, and other principles basic to biology.

BIO 112 (3) General Biology. Prerequisite: BIO 111. An introduction to the major unifying concepts among the biological sciences: metabolism, physiology, organization, genetics, evolution, and ecology.

BIOL 112 (1) General Biology Lab. Continuation of laboratory experiments begun in BIOL 111. Exercises will complement those topics covered in BIO 112.

BIO 114 (2) Introduction to Marine/Environmental Sciences. An introduction to the fundamental principles of marine and environmental sciences. Emphasis will be placed on broad treatment of aquatic and terrestrial ecology, chemistry, pollution, and biodiversity for a better understanding of the interrelationships between man and his environment.

BIO 115 (3) General Zoology. Study of the phyla protozoa through Chordata.

BIOL 115 (1) General Zoology Lab. Laboratory exercise involving the basic structure of protozoans through chordates. Laboratory must be taken with lecture (BIO 115).

BIO 119 (3) General Botany. Prerequisite: BIO 111 and 112. Fundamentals of plant morphology, plant taxonomy and plant physiology are discussed in addition to the survey of lower and higher plants.

BIOL 119 (1) General Botany Lab. Laboratory exercises pertaining to plant morphology, plant

taxonomy, plant physiology, and lower and higher plants are conducted. Laboratory must be taken with the lecture.

BIO 135 (1) Professional Development in Pre-Veterinary Medicine. This course is focused on the professional preparation of pre-veterinary medicine students and helps to prepare them for the Veterinary Medical College Application Service application process and provides them with an understanding of the academic and "profile" of a successful applicant for a Doctor of Veterinary Medicine Program.

BIO 200 (3) Introduction to Cell Biology. Emphasis on the structure and function of cellular organelles. Introduction to bioenergetics and enzymes. Laboratory instruction for developing molecular biological techniques.

BIO 201 (3) Introduction to Environmental Science. Basic environmental principles involved in natural environments will be addressed. Their relationships to human environmental functioning will be stressed.

BIOL 201 (1) Introduction to Environmental Science Lab. Laboratory studies, field trips, and speakers will focus on pollution, environmental degradation, and population problems relative to natural versus built environments.

BIO 202 (3) Elementary Biostatistics. This course is designed as an applied introductory course for biology students. The students will be exposed to the basic concepts of biostatistics that will form the foundation for future admission to other schools that include biostatistics in their requirements. The Statistical Analysis System (SAS) computer software will be used to analyze and explain the various concepts. The course serves as a prerequisite for BIO 511.

BIO 213 (3) Principles of Microbiology. Prerequisite: BIO 112. Cultural and immunological properties of medically important bacteria and viruses and their epidemiology. Concepts of pathogenicity, antibiotic action, and drug resistance.

BIOL 213 (1) Principles of Microbiology Lab. Methods for isolating pathogenic bacteria and determining their significant properties. Laboratory must be taken with lecture.

BIO 218 (3) Comparative Anatomy. Prerequisites: BIO 111 and 112. Comparative study of vertebrate organ systems.

BIOL 218 (1) Comparative Anatomy Lab. Detailed dissection of the shark, cat, and other selected vertebrates. Must be taken with lecture.

BIO 233 (3) Anatomy and Physiology. Prerequisite: BIO 112. The structure and function of the human body, tissues, skeletal, muscular, endocrine, circulatory, respiratory, reproductive, and

urinary systems.

BIOL 233 (1) Anatomy and Physiology Lab. Laboratory study of selected biological systems utilizing preserved specimens and models. Laboratory must be taken with lecture.

BIO 234 (3) Human Anatomy and Physiology I. Prerequisites: BIO 111 and 112. A study of introductory biological principles and some of the structure, physiology, and disorders of the human body with emphasis on the various organs and systems.

BIO 235 (3) Human Anatomy and Physiology II. Prerequisite: BIO 234. A study of the structure, physiology, and disorders of the human body with emphasis on the various organs and systems.

BIO 236 (3) Concepts of Public Health. This course introduces the concepts and practice of public health at the community, state, and national levels. It addresses the philosophy, purpose, history, organization, function, tools, activities, and result of public health practice.

BIO 302 (3) Bioinformatics and Computational Biology. This course aims to introduce basic concepts of bioinformatics analyses such as (multiple) sequence alignment, distance matrix for clustering, molecular phylogeny, RCSB & NCBI database searching, and NGS data analyses. Also, introduction of the important probability and statistics concept for bioinformatics is covered in this course. Prerequisites BIO 101 or BIO 111 and CSC 115.

BIO 304 (2) Marine Sciences. Introduction to subject matter and scope of the various marine studies specialties with view to stimulating undergraduate interest in participating in marine sciences program. No formal laboratory.

BIO 313 (3) Introduction to Microbiology. Prerequisites: BIO 111, 112, CHEM 141, 142, 241, 242, and MATH 111. The study of bacteria, molds, yeasts, and viruses. Structure, growth, and the significance of these organisms in medicine, industry, and environment.

BIOL 313 (1) Introduction to Microbiology Lab. Laboratory designed to acquaint students with techniques for culturing and identifying bacteria and fungi. Must be taken with lecture

BIO 318 (3) Introductory Genetics. Prerequisite: BIO 112, open for juniors and seniors only. An introductory study of the principles of heredity to include mechanisms of gene action and gene diversity.

BIOL 318 (1) Introductory Genetics Lab. Prerequisites: BIO 111, 112. Designed to illustrate genetic principles through laboratory experiences. Studies on Drosophila and plant genetics are utilized. Must be taken with lecture.

BIO 324 (3) Vertebrate Embryology. Prerequisites: BIO 114, 115, and 218. Descriptive and

comparative development of the amphibian, avian, and mammalian embryos.

BIOL 324 (1) Vertebrate Embryology Lab. Prerequisite: Current enrollment in BIO 324. Laboratory studies of frog, chick, and pig.

BIO 332 (3) Parasitology. Prerequisites: BIO 111, 114, and 115. The basic principles of parasitology. Emphasis will be placed on classification, morphology, life-histories, host-parasite relationships, and ecology of the important parasites of man and other animals.

BIOL 332 (1) Parasitology Lab. Prerequisite: Concurrent enrollment in BIO 332. Laboratory study of parasitic organisms with respect to morphology and physiology.

BIO 335 (3) Introduction to Animal Science. This course provides a survey of animal agriculture and companion animal husbandry. Aspects of inheritance, breeding, development, feeding and nutrition, and animal management will be introduced. An overview of animal products and the animal industry will be covered. Prerequisites: BIO 112 and CHEM 142.

BIO 380 (3) Modern Molecular Biology. Prerequisites: BIO 313, 318, CHEM 241, and 242. A study of the structure of biological molecules and how these molecules regulate the various metabolic processes of the cell, a study of genetics and cell biology at the molecular level.

BIO 390 (1) Seminar in Biology. Prerequisite: Junior or senior standing. Student is provided with an opportunity to present an oral and written report on current scientific topics to acquire the fundamentals of biological statistics and to evaluate critically scientific papers.

BIO 391 (2) Introduction to Research. Basic research methodology in the biological sciences will be demonstrated. Faculty advisors will be assigned based on the nature of the project.

BIO 392 (2) Independent Study. Prerequisite: Junior or senior standing. Students will select a specific topic that is not covered in other biology courses. The student, working independently will be required to submit a paper that includes an exhaustive review of literature

BIO 393 (3) Introduction to Medical Terminology. Prerequisites: Junior standing or consent of instructor. The etymology of Greek and Latin terms as it relates to the medical sciences.

BIO 401 (1) Biology in Secondary School. Prerequisite: Senior level biology major. A study of objectives, procedures, and trends in teaching high school biology.

BIOL 401 (1) Biology in Secondary School Lab. Skills and techniques for conducting laboratories and projects at the high school level.

BIO 404 (3) Environmental Science. Prerequisites: BIO 115 and CHEM 142. An introduction to

the fundamental principles of ecology, biology, and chemistry, which are necessary for a better understanding of the inter-relationships between man and his environment.

BIOL 404 (1) Environmental Science Lab. Field trips and lab exercises with emphasis on air and water pollution, noise, population, and thermal pollution.

BIO 406 (3) Human Environments and Natural Systems. Prerequisite: Consent of instructor. Emphasis will be placed on the fundamental problems that confront man from day to day. Topics for discussion are population, energy, food, transportation, land pollution, drugs, etc.

BIOL 406 (1) Human Environments and Natural Systems Lab. Laboratory Studies in Human Environments and Natural Systems. Prerequisite: Consent of instructor. Laboratory associated with pollution, energy, transportation, drugs, etc.

BIO 409 (3) General Genetics. Prerequisite: BIO 318. Provides general considerations of the principal concepts of heredity and the application of classical and modern genetics.

BIO 412 (3) Natural Resources and Conservation. Prerequisites: BIO 115 and CHEM 142. A study of our natural resources with emphasis on their origin, properties, use and misuse and good conservation practices.

BIOL 412 (1) Natural Resources and Conservation Lab. Experiments and field exercises in natural resources studying soil profiles, erosion, deposition, and other parameters.

BIO 413 (3) Principles of Human Nutrition. Prerequisites: BIO 111, and 112. A course designed to study the sources, requirements and chemical composition of food constituents; a survey of human diseases resulting from malnutrition.

BIOL 413 (1) Principles of Human Nutrition Lab. Laboratory activities to develop techniques for diet evaluation, qualitative and quantitative analyses of food for protein, carbohydrates, fat and mineral content.

BIO 414 (3) Methods of Environmental Analysis. Prerequisites: BIO 115 and CHEM 142. The course offers theory, methods, and techniques for identifying and quantifying environmental contaminants. Sampling methods are discussed, and some coverage is provided on methods for separation and concentration.

BIOL 414 (1) Methods of Environmental Analysis Lab. Experimentation with the various tools and instruments in environmental science: atomic absorption, gas chromatography, and thin layer chromatography.

BIO 421 (3) Plant Morphology. Prerequisite: BIO 119. Study of anatomical, reproductive,

ontogenetic, and phylogenetic aspects of vascular plants.

BIOL 421 (1) Plant Morphology Lab. Study and dissection of selected plants, maceration, and study of various plant vascular tissues. Must be taken with lecture.

BIO 422 (3) Plant Taxonomy. Classification and nomenclature of flowering plants, introductory method of collection; laboratory and field studies of representative plant families.

BIOL 422 (1) Plant Taxonomy Lab. Laboratory and field studies of representative plant families. Must be taken with BIO 422.

BIO 423 (3) Ecology. Prerequisite: Senior standing and consent of instructor. A study of the trophic relationships and energy transfer in the ecosystem.

BIOL 423 (1) Ecology Lab. Laboratory exercises on relationships among ecosystems. Must be taken with lecture.

BIO 424 (3) Plant Physiology. Prerequisites: BIO 119 and CHEM 242. An introductory course dealing with principal physiological processes of plants including water relations, synthesis, and use of foods and growth phenomenon.

BIOL 424 (1) Plant Physiology Lab. Experiments will be conducted to illustrate principles of plant physiology.

BIO 425 (3) Introduction to Marine Biology. Prerequisites: BIO 114, 115, CHEM 142 and CHML 142. Life in the sea: an introduction to marine organisms, their position and function in the marine environment. Lecture and lab to be taken in the same semester.

BIOL 425 (1) Introduction to Marine Biology Lab. Field trips, collection, preservation techniques, classification, and identification of marine organisms with emphasis on structure of the marine environment. Must be taken with lecture.

BIO 426 (3) Mycology. Prerequisite: BIO 119. A survey of the principal fungal classes, morphology and cytology of fungi and their relation to industry and agriculture.

BIOL 426 (1) Mycology Lab. Laboratory observations and related exercises with each of the major classes of fungi. Laboratory must be taken with lecture.

BIO 428 (3) Evolution. A study of the processes of organic change. Historical development of organisms.

BIO 430 (3) Advanced Microbiology. Prerequisite: BIO 313. Special methods for culturing

microorganisms. Extensive consideration is given to some of the important microbes in medicine, industry, and public health.

BIOL 430 (1) Advanced Microbiology Lab. The course gives the student practice in special methods of isolating and culturing microorganisms important in industry and medicine. Must be taken with BIO 430.

BIO 431 (3) Invertebrate Zoology. Prerequisite: BIO 115, and CHEM 142. An extensive review of the principal types of invertebrates not studied in the introductory zoology course.

BIOL 431 (1) Invertebrate Zoology Lab. A laboratory concerning the identification and morphology of various invertebrates in land and aquatic systems.

BIO 433 (3) Biology of Water Pollution. Prerequisite: BIO 313. Biological approaches to water pollution problems are discussed. The effect of pollution on life in aquatic environments is emphasized.

BIOL 433 (1) Biology of Water Pollution Lab. Selected laboratory exercises, instrument use, and field trips are designed to further enhance the student's awareness in water pollution effects, analysis and problem solving.

BIO 434 (3) Marine Vertebrate Zoology. Prerequisites: BIO 114, 115, or consent of instructor. Study of all vertebrate groups found in marine environment, emphasis on introduction to fishes. Lecture and lab to be taken during the same semester.

BIOL 434 (1) Marine Vertebrate Zoology Lab. Collection of available marine vertebrate animals, preservation techniques, classification and identification, emphasis on fishes as the largest group. Must be taken with BIO 434.

BIO 435 (3) Animal Nutrition. This course examines the science of animal feeding and the nutrition of common animal foodstuffs with a focus on major domesticated animal species. Topics include: anatomy and physiology of animal digestive systems; classification and functions of feedstuffs (carbohydrates, proteins, lipids, minerals, and nutrients); nutritional requirements for maintenance, growth, reproduction, and lactation; common nutritional and metabolic diseases. Prerequisites: BIO 335 and CHEM 24.

BIO 436 (3) Marine Botany. Survey of marine algae, phytoplankton, and maritime vascular plants, treating structure, reproduction, life histories, distribution, and ecology.

BIO 437 (3) Applied Ecology. Prerequisite: Consent of instructor. A study of the effects of environments on plants and animals with emphasis on factors of environment and the interaction with different plant and animal groups.

BIOL 437 (1) Applied Ecology Lab. The classification of representative groups of organisms, demonstrations, field trips and preparation of term paper citing practical applications.

BIO 438 (3) Marine Invertebrate Zoology. Prerequisites: BIO 114, 115, or consent of the instructor. Introduction to invertebrate groups, emphasis on association of organisms in large categories and understanding function of each group in marine systems. Lecture and lab must be taken together.

BIOL 438 (1) Marine Invertebrate Zoology Lab. Collection of available representatives of marine invertebrates, preservation, classification, and identification; position in marine environment emphasized. Lecture and lab must be taken together.

BIO 440 (3) Cell Biology. Prerequisites: BIO 111 and CHEM 242. Emphasis on the structure and function of cellular organelles; introduction to biochemical properties of proteins, carbohydrates, lipids, and nucleic acids; the genetic code and protein synthesis.

BIOL 440 (1) Cell Biology Lab. Prerequisites: BIOL 111 and CHML 242. Experimentation to develop techniques for cell fractionation, introduction to spectrophotometry, electrophoresis, and chromatography.

BIO 441 (3) Histology. Prerequisites: BIO 115 and 218. Development and characteristics of cellular organization of tissues and organ systems.

BIOL 441 (1) Histology Lab. Exercises studying the microanatomy of tissues and organ systems. Must be taken with BIO 441.

BIO 443 (3) Biotechnology. Prerequisites: BIO 313, 318, and CHEM 241, 242. Emphasis on techniques in recombinant DNA technology; gene cloning, analysis, and manipulation; understanding polymerase chain reactions and development of genetically engineered pharmaceuticals.

BIOL 443(1) Biotechnology Lab. Experimentation to develop techniques in recombinant DNA technology; gene cloning, analysis, and manipulation; polymerase chain reactions and genetic engineering. Must be taken with BIO 443.

BIO 444 (3) Arthropod Diseases. A study of the control and prevention of insect and other arthropod borne diseases. The physiology, taxonomy, life cycles and ecology of important vectors.

BIOL 444 (3) Arthropod Diseases Lab. Study the external structure and make outline sketches to indicate the characteristics used in the classification of representative forms and unknown specimens of medical importance and to a limited extent veterinary important organisms.

BIO 450 (3) General Entomology. An introductory course in entomology that covers diverse topics including insect structure and function, benefits and harm as related to humans. Emphasis is given to insects of medical and agricultural importance. Use of insecticides to control harmful insects and the impacts of insecticides on the environment is also addressed.

BIO 452 (3) Advanced Principles of Environmental Science. Prerequisites: BIO 115, and CHEM 142. A study of the various air pollution problems facing man in his environment, diseases related to pollution and other health hazards.

BIOL 452 (1) Advanced Principles of Environmental Science Lab. The lab will involve the use of various types of air pollution analysis including the use of high-volume air samplers, particulate and pollen samplers, and decibel meters. Must be taken with BIO 452.

BIO 460 (3) Micro-zoological Techniques. Study of the principals involved in making simple and differential stains.

BIO 461 (3) Introduction to Virology. An introduction to the types of viruses that infect humans, animals, and plants and bacteria, their mode of replication, mode of swiping cellular functions, human viral diseases and viral vaccines, and drug development, and the medical and economic significance of viral diseases in public health.

BIOL 460 (1) Micro-zoological Techniques Lab. Development of skills and techniques in tissue and slide preparations. Must be taken concurrently with BIO 460.

BIO 470 (3) Human Physiology. Study of normal physiological processes in mammals with reference to abnormal conditions.

BIOL 470 (1) Human Physiology Lab. Use of instrumentation for diagnostic studies of normal physiological processes with reference to certain abnormal conditions.

BIO 475 (3) Endocrinology. Prerequisites: BIO 114, 115, CHEM 141 and 142. An introduction to endocrine organs in animals, with major emphasis on roles of endocrine glands and their hormonal secretions in integration, control systems and metabolism.

BIO 476 (3) Histopathology. Prerequisites: BIO 115, 218, and 441. A study of the principal concepts of tissue and cellular pathology, with emphasis on human tissue and pathology.

BIOL 476 (1) Histopathology Lab. Exercises studying diseased tissues. Must be taken with BIO 476.

BIO 480 (3) Limnology. Prerequisites: BIO 115, CHEM 142 or consent of the instructor. Physical and chemical factors affecting the biology of ponds, reservoirs, and streams. Includes the use of

various instrumentation in biological monitoring.

BIOL 480 (1) Limnology Lab. Chemical and biological monitoring of aquatic systems will be explored. Hack Kits, conductivity meters, oxygen meters, BOD, COD, and map survey will be taught.

BIO 481 (3) Research in Environmental Science. Prerequisites: BIO 115, and CHEM 142. Theory in the use of various scientific instruments; automatic analyzers, spectrophotometers, Such Disk, and others. Writing techniques and procedures. Research by individual student on a research problem.

BIOL 481 (1) Research in Environmental Science Lab. The lab will involve the various tools and instruments in Environmental Science, automatic analyzers. Surber samplers, collection of field data.

BIO 490 (3) Reproductive Physiology. Prerequisites: BIO 115, 218, CHEM 142, 424 or may be waived with approval of instructor. The mammalian reproductive system is presented with emphasis on sex determination, species variations in the estrus cycle, and the endocrine factors controlling normal development and function.

BIOL 490 (1) Reproductive Physiology Lab. Prerequisites: BIO 115, 218, CHEM 142 and 242. Experimental analyses of the mammalian reproductive system. Emphasis is placed on basic methodologies employed in anatomical and physiological studies of the reproductive system. Must be taken concurrently with BIO 490 or with consent of instructor.

BIO 491 (3) Neurobiology. Introduction to the physical chemical properties of excitable cells, synaptic physiology and the logic circuits mediating behavior. Emphasis will be placed on the neuro- ethology of simple systems.

BIOL 491 (1) Neurobiology Lab. Introduction to electrophysiology and various other laboratory techniques employed in neuroscience research. Each student will be expected to complete an approved project and submit a written report.

DEPARTMENT OF CHEMISTRY, PHYSICS AND ATMOSPHERIC SCIENCES

Dr. Mehri Fadavi
Department Chair
Just Hall of Science Building, Room 327

Faculty:
F. Han, E. Heydari, G. Hill, A. Hossain, M. Huang, K. Lee, J. Leszczynski, Y. Liu, P. Ray,

T. Shahbazyan, J. Watts, L. White; N. Campbell, S. Goupalov, D. Lu, I. Ogungbe, R. Reddy, S. Yang; Q. Dai, M. Islam, N. Pradhan, Y. Zhao; A. Khan, B. Napolion, J. Saloni, J. Zhou; V. Shankar; R. Sullivan, H. Tachikawa, W. Walters

MISSION

- To provide quality education to its diverse undergraduate and graduate students in fundamental, applied, and interdisciplinary areas of the chemical, physical, atmospheric, earth and space sciences.
- To carry out corresponding research activities leading to scientific discovery by its faculty, research personnel, and students in the areas of computational sciences, nanotechnology, material science, theoretical condensed matter, machine learning, renewable energy, optics and photonics, meteorological observations, modeling and forecasting, and science education.
- To use scientific knowledge and technology to serve its surrounding and international communities.

OBJECTIVES

- To prepare students to compete globally by offering rigorous quality science programs, that will inspire and prepare them to seek advanced graduate studies and research and become prepared to enter the science, technology, engineering and mathematics (STEM) workforce, and contribute professional services within the world's scientific community
- To Maintain excellent research programs
- To provide services to the community and the state
- To promote the professional growth and development of the faculty

The Department of Chemistry, Physics & Atmospheric Sciences (CPAS) offers the Bachelor of Science degrees in Chemistry with American Chemical Society Certification and with concentrations in Pre-Health Profession Preparatory Pathway, Biomedical Science, Environmental Science, and Forensic Science; Physics with concentrations in Pre-Health Profession Preparatory Pathway, Management and Physics Teaching; Meteorology; and Earth System Sciences. Pre-Health Profession Preparatory Pathway includes pre-medicine, pre-dentistry, and pre-pharmacy.

STUDENT LEARNING OUTCOMES

JSU Chemistry graduates will:

- acquire comprehensive knowledge of the fundamentals and application of major scientific theories in chemistry;
- be able to carry out laboratory experiments in chemistry in a safe manner as well as accurately record, analyze, and interpret the results of such experiments.
- learn, develop, and be able to apply information literacy skills in chemistry.
- be able to clearly communicate chemistry knowledge in both oral and written formats.
- be able to participate and contribute to new scientific discoveries and/or technology development efforts using their chemistry knowledge.

ACCREDITATION

The department offers a comprehensive chemistry program, BS in Chemistry with ACS Certification that is accredited by American Chemical Society. The department certifies certificates to BS graduates who have completed ACS certification requirements. According to ACS accrediting body, graduates must complete introductory, foundational, and in-depth chemistry courses; 400 hours of laboratory experience beyond the general chemistry laboratory; and undergraduate research. Our accrediting body is ACS Committee on Professional Training (CPT), American Chemical Society, 1155 Sixteenth Street NW, Washington, D.C. 20036, 202-872-4589, www.acs.org/cpt.

PLACEMENT EXAMS

For students to be eligible to take general chemistry (CHEM 141) and lab (CHML 141), the minimum score of 21 in MATH ACT, or passing the placement exam will be required.

REQUIREMENTS FOR THE MAJOR:

To receive the BS degree, a student must maintain a C or higher grade in all core science and math courses. The total number of hours of coursework for the BS is 124 semester hours including transfer credits. Standardized tests (GRE, JMSAT, MFT, PCAT, etc.), Chemistry Exit Exam, Research Report, and Research Presentation are required before graduation.

CHEMISTRY PROGRAM

GENERAL EDUCATION CORE CURRICULUM

Course Number	Course Title	Credit Hours
UNIV 100	University Success	2
ENG 104-105/ 111-112	English Composition I and II.	6
Humanities/ Fine Arts	Humanities & Fine Arts Options	9
Social & Behavior	Social & Behavioral Sciences Options	6
MATH 241	Calculus I with Lab	3
BIO 111 & BIOL 111	General Biology I with Lab	4
BIO 112 & BIOL 112	General Biology II with Lab	4
THEE Pathway Option	Three General Education Pathway Courses	9
UNIV 200	Pathway Associated Civic Engagement	1
Total 44 hours		

BACHELOR of SCIENCE in CHEMISTRY- ACS Certification

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours

CHEM 141-142	General Chemistry I and II	6
CHML 141-142	General Chemistry Lab I and II	2
CHEM 241-242	Organic Chemistry I and II	6
CHML 241-242	Organic Chemistry Lab I and II	2
CHEM 310	Introduction to Research	2
CHEM 320	Analytical Chemistry	3
CHML 320	Analytical Chemistry Lab	1
CHEM 340	Inorganic Chemistry	3
CHML 340	Inorganic Chemistry Lab	1
CHEM 341	Physical Chemistry I	3
CHML 341	Physical Chemistry Lab I	1
CHEM 381-382	Chemistry Seminar	1
CHEM 429	Org Structure Determination by Spect	3
CHEM 481-482	Chemistry Seminar	1
MATH 242	Calculus II	3
Total 38 hours		

CONCENTRATION (ACS Certification)

Course Number	Course Title	Credit Hours
CHEM 342	Physical Chemistry II	3
CHML 342	Physical Chemistry Lab II	1
CHEM 380	Independent Study	2
CHEM 421	Instrumentation	3
CHML 421	Instrumentation Lab	1
CHEM 431	Biochemistry I	3
CHML 431	Biochemistry Lab I	1
CHEM XXX	Advanced Chemistry Elective	6
PHY 211	General Physics I	3
PHYL 211	General Physics I Lab	1
PHY 212	General Physics II	3
PHYL 212	General Physics II Lab	1
MATH 243	Calculus III	3
Total 31 hours		

CURRICULUM MAP

https://www.jsums.edu/studentsuccess/files/2022/08/Chemistry_ACSCCertification2022_JSU.pdf

BACHELOR of SCIENCE in CHEMISTRY- Pre-Professional Concentration

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
CHEM 141-142	General Chemistry I and II	6
CHML 141-142	General Chemistry Lab I and II	2
CHEM 241-242	Organic Chemistry I and II	6

CHML 242-242	Organic Chemistry Lab I and II	2
CHEM 310	Introduction to Research	2
CHEM 320	Analytical Chemistry	3
CHML 320	Analytical Chemistry Lab	1
CHEM 340	Inorganic Chemistry	3
CHML 340	Inorganic Chemistry Lab	1
CHEM 341	Physical Chemistry I	3
CHML 341	Physical Chemistry Lab I	1
CHEM 381-382	Chemistry Seminar	1
CHEM 481-482	Chemistry Seminar	1
MATH 242	Calculus II	3
Total 35 hours		

CONCENTRATION (Pre-Professional)

Course Number	Course Title	Credit Hours
PHY 201-202	Basic Physics I and II	6
PHYL 201-202	Basic Physics Lab I and II	2
BIO 234-235	Human Anatomy & Physiology I and II	6
BIOL 234-235	Human Anatomy & Physiology Lab I and II	2
BIO 313	Microbiology	3
BIOL 313	Microbiology and Lab	1
STATS XXX	Statistics Elective	3
CHEM 380	Independent Study	2
CHEM 431-432	Biochemistry I and II	6
CHML 431	Biochemistry Lab I	1
CHEM XXX	Advance Chemistry Elective	6
Total 38 hours		

CURRICULUM MAP

https://www.jsums.edu/studentsuccess/files/2022/09/Chem-Pre-Prof-pre-med-pre-dent-pre-pharm-2022.pdf

BACHELOR of SCIENCE in CHEMISTRY- Biomedical Sciences Concentration

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
CHEM 141-142	General Chemistry I and II	6
CHML 141-142	General Chemistry Lab I and II	2
CHEM 241-242	Organic Chemistry I and II	6
CHML 241-242	Organic Chemistry Lab I and II	2
CHEM 310	Introduction to Research	2
CHEM 320	Analytical Chemistry	3
CHML 320	Analytical Chemistry Lab	1
CHEM 340	Inorganic Chemistry	3
CHML 340	Inorganic Chemistry Lab	1

CHEM 341	Physical Chemistry I	3
CHML 341	Physical Chemistry Lab I	1
CHEM 381-382	Chemistry Seminar	1
CHEM 429	Org Structure Determination by Spect	3
CHEM 481-482	Chemistry Seminar	1
MATH 242	Calculus II	3
Total 38 hours		

CONCENTRATION (Biomedical)

Course Number	Course Title	Credit Hours
PHY 201-202	Basic Physics I and II	6
PHYL 201-202	Basic Physics Lab I and II	2
STATS XXX	Statistics Elective	3
CHEM 380	Independent Study	3
CHEM 421	Instrumentation	3
CHML 421	Instrumentation Lab	1
CHEM 431-432	Biochemistry I and II	6
CHML 431	Biochemistry Lab I	1
BIO XXX	Biomedical Option	6
BIOL XXX	Biomedical Lab Option	1
Total 32 hours		

NOTE: Students are qualified to receive a minor in biology.

CURRICULUM MAP

https://www.jsums.edu/studentsuccess/files/2022/08/Chemistry_BiomedicalSciences2022_JSU.pdf

BACHELOR of SCIENCE in CHEMISTRY – Forensic Chemistry Concentration

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
CHEM 141-142	General Chemistry I and II	6
CHML 141-142	General Chemistry Lab I and II	2
CHEM 241-242	Organic Chemistry I and II	6
CHML 241-242	Organic Chemistry Lab I and II	2
CHEM 310	Introduction to Research	2
CHEM 320	Analytical Chemistry	3
CHML 320	Analytical Chemistry Lab	1
CHEM 340	Inorganic Chemistry	3
CHML 340	Inorganic Chemistry Lab	1
CHEM 341	Physical Chemistry I	3
CHML 341	Physical Chemistry Lab I	1
CHEM 421	Instrumentation	3
CHML 421	Instrumentation Lab	1
CHEM 381-382	Chemistry Seminar	1

CHEM 481-482	Chemistry Seminar	1
MATH 242	Calculus II	3
Total 39 hours		

CONCENTRATION (Forensic Chemistry Concentration)

Course Number	Course Title	Credit Hours
PHY 201-202	Basic Physics I and II	6
PHYL 201-202	Basic Physics Lab I and II	2
CHEM 371	Forensic Chemistry	3
CHML 371	Forensic Chemistry Lab	1
BIO 313	Microbiology	3
CJ 100	Intro to Criminal Justice	3
CJ 443	Foundation of Criminal Investigation	3
STATS ___	Statistics Elective	3
CHEM 431	Biochemistry I	3
CHML 431	Biochemistry Lab I	1
CHEM 471	Forensic Toxicology	3
CHEM 475	Forensic Practicum	3
Total 34 hours		

CURRICULUM MAP

https://www.jsums.edu/studentsuccess/files/2022/08/Chemistry-Forensic-Chemistry-2022_JSU.pdf

BACHELOR of SCIENCE in CHEMISTRY- Environmental Sciences Concentration

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
CHEM 141-142	General Chemistry I and II	6
CHML 141-142	General Chemistry Lab I and II	2
CHEM 241-242	Organic Chemistry I and II	6
CHML 241-242	Organic Chemistry Lab I and II	2
CHEM 310	Introduction to Research	2
CHEM 320	Analytical Chemistry	3
CHML 320	Analytical Chemistry Lab	1
CHEM 340	Inorganic Chemistry	3
CHML 340	Inorganic Chemistry Lab	1
CHEM 341	Physical Chemistry I	3
CHML 341	Physical Chemistry Lab I	1
CHEM 381-382	Chemistry Seminar	1
CHEM 481-482	Chemistry Seminar	1
CHEM 421	Instrumentation	3
CHML 421	Instrumentation Lab	1
CHEM 429	Org Structure Determination by Spect	3
MATH 242	Calculus II	3

Total 42 hours

CONCENTRATION (Environmental Sciences)

Course Number	Course Title	Credit Hours
PHY 201-202	Basic Physics I and II	6
PHYL 201-202	Basic Physics Lab I and II	2
CHEM 380	Independent Study	3
BIO XXX	Environmental Option	6
BIOL XXX	Environmental Option Lab	2
CHEM 410	Environmental Chemistry	3
CHML 410	Environmental Chemistry Lab	1
CHEM 431	Biochemistry I	3
CHML 431	Biochemistry Lab I	1
CHEM XXX	Toxicology Option	3

Total 30 hours

CURRICULUM MAP

https://www.jsums.edu/studentsuccess/files/2022/08/Chemistry-Environmental-Science-2022_JSU.pdf

BACHELOR of SCIENCE in CHEMISTRY- Without Certification

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
CHEM 141-142	General Chemistry I and II	6
CHML 141-142	General Chemistry Lab I and II	2
CHEM 241-242	Organic Chemistry I and II	6
CHML 241-242	Organic Chemistry Lab I and II	2
CHEM 310	Introduction to Research	2
CHEM 320	Analytical Chemistry	3
CHML 320	Analytical Chemistry Lab	1
CHEM 340	Inorganic Chemistry	3
CHML 340	Inorganic Chemistry Lab	1
CHEM 341	Physical Chemistry I	3
CHML 341	Physical Chemistry Lab I	1
CHEM 380	Independent Study	2
CHEM 421	Instrumentation	3
CHML 421	Instrumentation Lab	1
CHEM 429	Org Structure Determination by Spect	3
CHEM 381-382	Chemistry Seminar	1
CHEM 481-482	Chemistry Seminar	1
CHEM ___	Advance Chemistry Elective	6
MATH 242	Calculus II	3
PHY 201-202	Basic Physics I and II	6
PHYL 201-202	Basic Physics Lab I and II	2

Total 58 hours

NOTE: Students are qualified to obtain a minor degree in Biology.

CURRICULUM MAP

https://www.jsums.edu/studentsuccess/files/2022/08/Chemistry2022_JSU.pdf

CHEMISTRY MINOR REQUIREMENTS

The Chemistry minor requires a minimum of 21 credit hours in Chemistry. The minor includes 9 credit hours of core courses and 12 credit hours of 3 elective lecture and lab courses. All coursework must be completed with grades of "C" or higher. Since our chemistry program is approved by American Chemical Society (ACS), the 2003 ACS guidelines for a minor in chemistry require 200 hours of laboratory work beyond the first year of general chemistry (ACS).

Core Courses

Required Core Courses (9 hours)

Course Number	Course Title	Credit Hours
CHEM 241	Organic Chemistry I	3
CHML 241	Organic Chemistry I Lab	1
CHEM 242	Organic Chemistry II	3
CHML 242	Organic Chemistry II Lab	1
CHEM 381	Chemistry Seminar	0.5
CHEM 382	Chemistry Seminar	0.5
TOTAL 9		

ELECTIVE COURSES

Choose 3 Lecture and Lab Elective Courses (12 hours)

Course Number	Course Title	Credit Hours
CHEM 320 & CHML 320	Analytical Chemistry And Lab	4
CHEM 371 & CHML 371	Forensic Chemistry and Lab	4
CHEM 340 & CHML 340	Inorganic Chemistry I and Lab	4
CHEM 341 & CHML 341	Physical Chemistry I and Lab	4
CHEM 342 & CHML 342	Physical Chemistry II and Lab	4
CHEM 410 & CHML 410	Environmental Chemistry and Lab	4
CHEM 421 & CHML 421	Instrumentation and Instrumentation Lab	4
CHEM 431 & CHML 431	Biochemistry I and Lab	4
TOTAL 12		12

COURSE DESCRIPTIONS

CHEM 131 (3) Introduction to Chemistry. Co-Requisite Mathematics 004 or higher. A study of scientific measurements, mathematic concepts, and basic principles of chemistry to prepare students for General Chemistry (CHEM 141) classes.

CHEM 141 (3) General Chemistry I. Prerequisite: A score of 30 or above on the Toledo Chemistry Placement Test: grade of "C" or higher in CHEM 131 or MATH 111 or a higher-level mathematics course. A study of the types and properties of matter, measurement, qualitative and quantitative descriptions of chemical reactions, atomic structure, bonding, and thermochemistry.

CHML 141 (1) General Chemistry Lab. Prerequisite or co-requisite: CHEM 141. Experiments in the areas covered in CHEM 141.

CHEM 142 (3) General Chemistry II. Prerequisite: A passing grade of "C" or higher in CHEM 141 and CHML 141. A study of solutions, chemical equilibria, kinetics, thermodynamics, descriptive chemistry.

CHML 142 (1) General Chemistry II Lab. Prerequisite: A passing grade of "C" or higher in CHML 141, co-requisite: CHEM 142. Laboratory experiments in the areas covered in CHEM 142.

CHEM 231 (3) Introduction to Organic Chemistry. Prerequisite: A passing grade of "C" or higher in General Chemistry Part II Lecture and Lab (CHEM 142 and CHML 142). A study of the fundamentals in Organic Chemistry including structure and properties of organic chemistry based on the functional groups. The nomenclature and structure of organic molecules will be covered. It is a bridging course between general chemistry and organic chemistry.

CHEM 241 (3) Organic Chemistry I. Prerequisite: A passing grade of "C" or higher in CHEM 142 and CHML 142. Chemistry of carbon compounds, with emphasis on structure, stereochemistry, spectroscopy, and an introduction to synthesis.

CHML 241 (1) Organic Chemistry I Lab. Prerequisites: A passing grade of "C" or higher in CHEM 142, CHML 142. Co-requisite: CHEM 241. Laboratory experiments in the areas covered by CHEM 241.

CHEM 242 (3) Organic Chemistry II. Prerequisite: A passing grade of "C" or higher in CHEM 241, CHML 241. Chemistry of carbon compounds, with emphasis on synthesis, and an introduction to biochemistry.

CHML 242 (1) Organic Chemistry II Lab. Prerequisites: A passing grade of "C" or higher in CHEM 241, CHML 241. Co-requisite: CHEM 242. Laboratory experiments in the areas covered by CHEM 242.

CHEM 254 (3) Elementary Quantitative Analysis. Prerequisites: A passing grade of "C" or higher in CHEM 142 and CHML 142. A study of the theory and applications of analytical chemistry. This is a lecture course primarily intended for students preparing for careers in the health sciences.

CHML 254 (1) Quantitative Analysis Lab. Co-requisite: CHEM 254. Laboratory experiments in the areas covered by CHEM 254.

CHEM 310 (2) Introduction to Scientific Research. Prerequisite: Consent by advisors. The course serves as an introduction to scientific research for chemistry students and it is especially important for students entering graduate studies. The course covers scientific literature, scientific writing, scientific presentation, research ethics, and introduction to federal agencies (NSF, NIH, DoD, etc.) and their research focuses, trends, and funding opportunities.

CHEM 320 (3) Analytical Chemistry. Prerequisite: A passing grade of "C" or higher in CHEM 142, CHML 142, and CHEM 242. A quantitative study of the equilibrium in aqueous and non-aqueous systems and the application to analytical methods. The application of modern instrumentals techniques is emphasized.

CHML 320 (1) Analytical Chemistry Lab. Co- requisite: CHEM 320. Laboratory experiments in the areas covered by CHEM 320.

CHEM 331 (3) Introduction to Biochemistry. Prerequisite: A passing grade of "C" or higher in CHEM 241 and 242. A survey of the chemical composition of living matter and the chemical reactions of living cells.

CHEM 340 (2) Inorganic Chemistry I. Prerequisites: A passing grade of "C" or higher in CHEM 142 and CHML 142. This course is the first part of a series of two courses. Basic principles, such as chemical equilibrium and reaction kinetics, of inorganic reactions are emphasized in this course. The construction and application of the periodic table of the elements will be discussed. A descriptive discussion of the chemistry of elements will also be included in this course.

CHML 340 Inorganic Chemistry I Lab. Co-requisite CHEM 340. Laboratory experiments on inorganic chemistry principles.

CHEM 341 (3) Physical Chemistry I. Prerequisite: A passing grade of "C" or higher in CHEM 241, CHEM 242, MATH 241, 242, CHML 241 and CHML 242; co-requisite prerequisite: PHY 201 or 211. A study of fundamental concepts; includes structure, properties of gases and thermodynamics.

CHML 341 (1) Physical Chemistry I Lab. Co-requisite: CHEM 341. Laboratory experiments on physical chemistry phenomena.

CHEM 342 (3) Physical Chemistry II. Prerequisite: A passing grade of "C" or higher in CHEM 341, and CHML 341. A study of physical chemistry, theory, and practice; includes structure of matter, quantum mechanics, electrochemistry, and kinetics.

CHML 342 (1) Physical Chemistry II Lab. Prerequisite: A passing grade of "C" or higher in CHEM 341; Co-requisite: CHEM 342. Laboratory experiments on Physical Chemistry phenomena.

CHEM 350 (Variable 1-3) Special Topics. Prerequisite: Permission of instructor. A specialized topic course covering recent developments in chemistry selected based on faculty and student interest and needs.

CHEM 371 (3) Forensic Chemistry. Prerequisite: A passing grade of "C" or higher in CHEM 320. This course covers the major forensic sub- disciplines such as firearms and tool mark examination, forensic biology, arson, and explosives, questioned documents, and trace evidence. Evidence categories include glass, soil, hairs, fiber, paint (surface coating), and impressions resulting from friction ridge skin, tools, footwear, etc.

CHML 371 (1) Forensic Chemistry Lab. This course covers the theory and practice of techniques commonly used in forensic science including examination of biological evidence (DNA fingerprinting, bloodstains, etc.), fingerprinting and impressions resulting from friction ridge skin, tools, footwear, etc.

CHEM 380 (1-6) Independent Study. Prerequisite: Permission of instructor. Laboratory investigation on literature research of a topic selected by the student in consultation with the staff.

CHEM 381, 382, 481, 482 (.5, .5, .5, .5) Chemistry Seminar. Prerequisite: Permission of instructor. Presentation and discussion of current chemical topics and research by students, faculty and visiting speakers.

CHEM 401 (3) Chemistry in the Secondary School. A course designed to treat the principles, problems, and materials involved in teaching chemistry on the secondary level.

CHEM 410 (3) Environmental Chemistry. Prerequisite: A passing grade of "C" or higher in CHEM 320. Environmental Chemistry is to study of the sources, reactions, transport, effects, and fates of chemical species in water, soil, air, and living environments, and the effects of technology thereon. This course will cover three major areas of environmental chemistry: aquatic chemistry, atmospheric chemistry, and geochemistry. Each one includes organic, inorganic, analytical chemistry, and biochemistry for pollutants in the environment, their fates, and analysis. The objectives in the course are to understand how environmental system will behave for the chemical species and to learn how to analyze the pollutants in the system.

CHML 410 (1) Environmental Chemistry Laboratory. Prerequisites: A passing grade of "C" or higher in CHEM 242 and CHML 242 Co- Requisite: CHEM 410 This course is the laboratory course of CHEM 410 Environmental Chemistry. Laboratory experiments are designed to illustrate the topics in the lecture and acquaint students with laboratory techniques in environmental chemistry.

CHEM 421 (3) Instrumentation. Prerequisite: A passing grade of "C" or higher in CHEM 320, CHML 320 or permission of the instructor. A lecture course covering the theory and applications of spectroscopic chromatographic and electroanalytical methods.

CHML 421 (1) Instrumentation Lab. Prerequisite: A passing grade of "C" or higher in CHEM 320, CHML 320; co-requisite: CHEM 421. A laboratory course covering the use of spectroscopic,

chromatographic, and electrochemical instrumentation for the analysis of materials.

CHEM 429 (3) Organic Structure Determination by Spectroscopy. Prerequisite: A passing grade of "C" or higher in Organic Chemistry (CHEM 242). Using of modern spectroscopic methods, mainly Nuclear Magnetic Resonance, Mass Spectrometry, X-Ray Crystallography, and Infrared Spectroscopy, for elucidation of simple to complex structures of organic compounds. Topics on new developments in modern NMR, X-Ray, MS, and IR will be updated and included.

CHEM 431 (3) Biochemistry I. Prerequisite: A passing grade of "C" or higher in CHEM 242. A study of the chemical composition of living matter and the chemical mechanics of life processes.

CHML 431 (1) Biochemistry I Lab. Co-requisite: CHEM 431. Basic purification and characterization techniques in biochemistry.

CHEM 432 (3) Biochemistry II. Prerequisite: A passing grade of "C" or higher in CHEM 431. A study of the chemical composition of living matter and the chemical mechanics of life processes.

CHML 432 (1) Biochemistry II Lab. Co-requisite: CHEM 432. Basic purification and characterization techniques in biochemistry.

CHEM 436 (3) Physical Organic Chemistry. Prerequisite: A passing grade of "C" or higher in CHEM 342. Structure, bonding, and properties of organic compounds.

CHEM 438 (3) Organic Synthesis. Prerequisite: A passing grade of "C" or higher in CHEM 242. The use of practical organic research techniques in the preparation of organic compounds.

CHEM 439 (3) Introduction to Polymer Chemistry. Prerequisite: A passing grade of "C" or higher in Organic Chemistry (CHEM 242). Polymer chemistry is for studying the macromolecules, natural or synthetic polymers, which can be found in everywhere in our life. Understanding the structure and the properties of these polymers with its chemical preparation is imperative for students majoring in the chemical sciences. The course will cover the types, properties, how-to synthesize, and application of polymers.

CHEM 441 (3) Inorganic Chemistry II. Prerequisite: A passing grade of "C" or higher in CHEM 340, 341. An in-depth discussion of atomic properties, nature of chemical bonds, and symmetry properties of compounds will be discussed built upon the first part of inorganic chemistry and the following topics will be included: chemistry application of transition metals, mechanism of catalysis process, and function of inorganic elements in living systems.

CHML 441 (1) Advanced Inorganic Lab. Co-requisite: A passing grade of "C" or higher in CHEM 441. Theoretical principles and laboratory techniques involved in the preparation and the characterization of inorganic compounds.

CHEM 451 (3) Chemical Application of Group Theory. Prerequisite: A passing grade of "C" or

higher in CHEM 341. A course which places emphasis on the application of group theory to interpretation of the electronic and molecular spectra of molecules. An elementary treatment of abstract mathematical group theory is presented to serve as an introduction to the symmetry of point groups to which most molecular systems belongs.

CHEM 452 (3) Atomic and Molecular Structure. Prerequisite: A passing grade of "C" or higher in CHEM 342. An introduction to the concepts and methods of modern molecular spectroscopy.

CHEM 453 (3) Thermodynamics. Prerequisite: A passing grade of "C" or higher in CHEM 342. Principles of thermodynamics and their application to chemical and phase equilibria.

CHEM 458 (3) Quantum Mechanics. Prerequisite: A passing grade of "C" or higher in CHEM 342. Principles and applications of quantum theory.

CHEM 471 (3) Forensic Toxicology. Pre-Requisites: A passing grade of "C" or higher in CHEM 320 and CHEM 371. This course covers the major concepts of toxicology that include drug or toxin absorption, distribution, and excretion as well as binding to receptors. The processes and reactions, which transform a drug or toxin into a water-soluble substance, also will be discussed.

CHEM 475 (3) Forensic Practicum. Prerequisite: Departmental approval and a passing grade of "C" or higher in CHEM 371 and CHML 371. Students will have an internship at a local or regional crime laboratory to satisfy the practice component.

PHYSICS PROGRAM

REQUIREMENTS FOR THE MAJOR:
To receive the BS or BS Ed degree, a student must maintain an overall GPA of at least 2.0 and 2.5 in all core science, technology, engineering, and math courses. The total number of hours of coursework for the BS or BS Ed is at least 124 semester hours. In addition, to receive the BS Ed degree, a student must be admitted to the Teacher Education Program, which is sought through the College of Education and Human Development. Students interested in entering teacher education should see the Requirements for Admission to Teacher Education in this issue of the Jackson State University Undergraduate Catalog under the College of Education and Human Development.

General Education

Course Number	Course Title	Credit Hours
UNIV 100	University Success	2
ENG 104/111	English Composition I	3
ENG 105/112	English Composition I	3
Humanities/Fine Arts	Humanities & Fine Arts Options	9
Social & Behavior	Social & Behavioral Sciences Options	6
MATH 241	Calculus I with Lab	3

CHEM 141, CHML 141	General Chemistry with Lab	4
BIO 111, BIOL 111	General Biology with Lab	4
THEE Pathway Option	Three General Education Pathway Courses	9
UNIV 200	Pathway Associated Civic Engagement	1
TOTAL 44		

BACHELOR of SCIENCE in PHYSICS
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
PHY 198-499	Physics Seminar	4
PHY 211-212	General Physics I and II	6
PHYL 211-212	General Physics Lab I and II	2
PHY 216	Modern Physics	3
PHY 311	Theoretical Mechanics I and II	3
PHY 330	Methods of Experimental Physics	3
PHY 342	Optics	3
PHY 351	Thermal and Statistical Physics	3
PHY 361	Math Methods of Physics I	3
PHY 411	Electromagnetic Theory I	3
PHY 422	Quantum Mechanics	3
PHY 431	Atomic and Molecular Physics	3
MATH 242	Calculus II with Lab	3
CHEM 142, CHML 142	General Chemistry	4
TOTAL 46		

GENERAL PHYSICS CONCENTRATION

Course Number	Course Title	Credit Hours
PHY 297	Research Methods for Physics	2
PHY 312	Theoretical Mechanics II	3
PHY 362	Math Methods of Physics II	3
PHY 380	Independent Study	1
PHY 412	Electromagnetic Theory II	3
PHY ____	Physics Elective	6
MATH 243	Calculus III with Lab	3
MATH 244	Calculus IV with Lab	3
TOTAL 24		

BACHELOR of SCIENCE in PHYSICS (Physics Alternate Careers)
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours

PHY 198-499	Physics Seminar	4
PHY 211-212	General Physics I and II	6
PHYL 211-212	General Physics Lab I and II	2
PHY 311	Theoretical Mechanics I	3
PHY 330	Methods of Experimental Physics	3
PHY 351	Thermal and Statistical Physics	3
PHY 361	Math Methods of Physics I	3
MATH 242	Calculus II with Lab	3
CHEM 142, CHML 142	General Chemistry and Lab	4
TOTAL 31		

CONCENTRATION ALTERNATE CAREERS
PRE-MEDICINE, PRE-DENTISTRY, AND PRE-PHARMACY

Course Number	Course Title	Credit Hours
PHY 342	Optics	3
PHY 411	Electromagnetic Theory I	3
PHY 422	Quantum Mechanics	3
PHY 431	Atomic and Molecular Physics	3
BIO 112, BIOL 112	General Biology	4
BIO 318 (w), BIOL 318	Introduction to Genetics	4
CHEM 241, CHML 241	Organic Chemistry and Lab	4
CHEM 242, CHML 242	Organic Chemistry and Lab	4
CHEM 431, CHML 431	Biochemistry I and Lab	4
BIO 470	Human Physiology	3
BIO 440	Cell Biology	3
PSY 201	General Psychology	3
STAT___	Statistics Elective	3
TOTAL 44		

BACHELOR of SCIENCE PHYSICS (Education)
MAJOR REQUIREMENTS:

Course number	Course title	Credit hours
PHY___	Physics Elective	3
EDCI 100	Introduction to Education	3
SS 203	Historical and Cultural Foundation	3
SPED 311	Exceptional Child and Youth In School	3
ETEC 336	Adv. Multimedia In The Classroom	3
EDCI 301	Classroom Management &Amp; Learning Environments	3
ETEC 367	Introduction To Assessment, Measurement, &Amp; Evaluation	3

RE 310	Teaching Reading In Content Areas	3
SS 301	Inquiry-Based Instruction in Geography and Civics Education	3
EDCI 401	Unit Planning, Assessment, & Classroom Management (Requires full admission to Teacher Education)	3
COUN 315	Human Development	3
EDCI 402	Clinical Internship in Student Teaching	12
TOTAL 45		

BACHELOR of SCIENCE in PHYSICS - (Physics STEMBA - Business Management)
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
PHY 216	Modern Physics	3
PHY 411	Electromagnetic Theory I	3
PHY 422	Quantum Mechanics	3
PHY 431	Atomic and Molecular Physics	3
ECO 211	Principles of Macroeconomics	3
ECO 212	Principles of Microeconomics	3
MKT 351	Marketing Management	3
MNGT 330	Management to Organizations	3
ACC 211	Principles of Financial Accounting	3
ACC 212	Principles of Managerial Accountant	3
FIN 320	Business Finance	3
MNGT 502	Human Rel. & Org. Behavior	3
MNGT 516	Statistics for Business Decisions	3
TOTAL 39		

CURRICULUM MAP
Physics
https://www.jsums.edu/studentsuccess/files/2022/08/Physics-General-2022.pdf

Physics-Alternate Career Choice:

Physics-Pre-Med
https://www.jsums.edu/studentsuccess/files/2022/09/Physics-Pre-Med-2022.pdf

Physics STEMBA
https://www.jsums.edu/studentsuccess/files/2022/08/Physics-steMBA-2022_JSU.pdf

Physics-Education
https://www.jsums.edu/studentsuccess/files/2022/08/Physics-Education-Teacher-Licensure-

2022.pdf

COURSE DESCRIPTION

PHY 151 (3) Introduction to Physics. An introduction to some of the basic concepts of physics, intended both for non-science majors seeking scientific literacy and for students who desire some experience in physics before taking PHY 201 or 11. This course satisfies the Core II physical science requirement.

PHY 201, PHYL 201 (3, 1) Basic Physics I with Lab. Prerequisites: MATH 111 and 112, or MATH 118 passed with a C or better. Introduction to mechanics, wave motion, sound, and heat for science majors whose curricula may not include calculus. Weekly lab experiments are performed in the areas covered by the lecture course.

PHY 202, PHYL 202 (3, 1) Basic Physics II with Lab. Prerequisite: PHY 201 passed with a C or better. A continuation of PHY 201. Introduction to electricity, magnetism, optics, and modern physics. Weekly lab experiments reinforce the material covered in the lecture course.

PHY 211, PHYL 211 (4, 1) General Physics I with Lab. Prerequisite: MATH 241 passed with a C or better. Introduction to mechanics, wave motion, sound, and heat. Calculus-based and more intensive than PHY 201. Weekly lab experiments reinforce the material covered in the lecture course.

PHY 212, PHYL 212 (4, 1) General Physics II with Lab. Prerequisites: PHY 211 and MATH 242 passed with a C or better. A calculus-based continuation of PHY 211. Introduction to electricity, magnetism, optics, and modern physics. Weekly lab experiments reinforce the material covered in the lecture course.

UNDERGRADUATE COURSES FOR PHYSICS MAJORS

PHY 198, 199, 298, 299, 398, 399, 498, 499 (.5 each) Physics Seminar. Presentation and discussion of current physics topics and research by students, faculty, and visiting speakers. All physics majors are expected to participate.

PHY 216 (3) Modern Physics. Prerequisite: PHY 212 passed with a C or better. An introduction to relativity and quantum effects, including atomic structure and spectra, nuclear structure and reactions, and high energy physics.

PHY 241 (4) Introduction to Astronomy. Prerequisite MATH 241 passed with a C or better. An introductory survey of the solar system, stars, nebulae, and galaxies, with a discussion of cosmology, life in the universe, and the space program. Includes weekly observatory sessions. This course satisfies the Core II physical science requirement.

PHY 242 (4) Life in the Universe. An examination of the conditions necessary for the existence of

life in the universe and the possibilities for detecting such life and for communication with intelligent life. Relevant fundamental astronomy is included.

PHY 251 (4) Cosmology for Non-Scientists. A study of the structure, origin, and evolution of the universe. Includes relevant basic astronomy and discussion of fundamental observations.

PHY 261 (2) Astrophotography. An introduction to photographic principles and basic observational techniques in astronomy. Emphasis is on information for the amateur, but professional observations are also discussed.

PHY 311 (3) Theoretical Mechanics I. Prerequisites: PHY 211 and MATH 242 passed with a C or better. A modern treatment of classical mechanics, including single-particle dynamics, oscillations, gravitation, and the calculus of variations. Lagrangian and Hamiltonian dynamics, and central-force motion.

PHY 312 (3) Theoretical Mechanics II. Prerequisite: PHY 311 passed with a C or better. A continuation of PHY 311 includes the study of systems of particles, noninertial reference frames, rigid-body dynamics, coupled oscillations, continuous systems, the wave equation, and the special theory of relativity.

PHY 328 (4) Digital Electronics for Scientists. Prerequisite: PHY 212 passed with a C or better. An introduction to digital electronics and microcomputers including digital logic, programming and interfacing microcomputers, and applications of microcomputers to projects of interest to the physical scientist.

PHY 329 (4) Analog Electronics for Scientists. Prerequisite: PHY 212 passed with a C or better. An introduction to analog electronics including D.C. and A.C. circuit analysis, source transformations, semiconductor devices, mathematical models of semiconductor devices, and a survey of the use of modern linear integrated circuits in applications of interest to the advanced physical science student.

PHY 330W (3) Methods of Experimental Physics I. Prerequisite or Co-requisite: PHY 216 passed with a C or better. Primarily a laboratory course, comprised of lectures and advanced experiments in electronics, optics, modern physics, and astronomy. Satisfies writing across the curriculum requirements.

PHY 342 (3) Optics. Prerequisite: PHY 216 passed with a C or better. A lecture course in modern optics covering geometrical, wave, and quantum optics, and modern optical technology, with applications to atomic spectroscopy and lasers.

PHY 351 (3) Thermodynamics and Statistical Physics. Prerequisite: PHY 212 passed with a C or better. A study of equations of state, the laws of thermodynamics, thermodynamic potentials, statistical thermodynamics, kinetic theory, and elementary statistical mechanics.

PHY 361 (3) Mathematical Methods of Physics and Chemistry I. Prerequisite: PHY 212 passed with a C or better. An introduction to advanced techniques of applied mathematics used in physics and chemistry, including applied linear algebra, ordinary differential equations, and Laplace's equation.

PHY 362 (3) Mathematical Methods of Physics and Chemistry II. Prerequisite: PHY 361 passed with a C or better. A continuation of PHY 361, including vector calculus, Fourier series, orthogonal expansions, Fourier integrals, complex variables, conformal mappings, complex integration, and the heat and wave equations.

PHY 381 (1-6) Independent Study. Prerequisite: Approval of instructor. Investigation of a topic selected by the student in consultation with the faculty, this course may be repeated for credit.

PHY 401S (3) Physics for Secondary Teachers. Prerequisite: PHY 212 passed with a C or better. Examination of various text and laboratory materials that are available for high school physics courses. Discussion of the goals of the high school physics course and consideration of some of the difficulties which are likely to be encountered.

PHY 410 (3) History of Physics. Prerequisite: PHY 216 passed with a C or better. Survey of the historical development of physics-based on the study of classical papers and scholarly works.
PHY 411 (3) Electromagnetic Theory I. Prerequisite: PHY 362 passed with a C or better. A study of static electric and magnetic fields including Gauss' Law, Ampere's Law, and the solution of Laplace's equation.

PHY 412 (3) Electromagnetic Theory II. Prerequisite: PHY 411 passed with a C or better. A continuation of PHY 411 includes the study of time-dependent fields, Maxell's equations, electromagnetic waves, and radiation.

PHY 422 (3) Quantum Mechanics. Prerequisites: PHY 216 and 362 passed with a C or better. An introduction to quantum mechanics wave functions, and the Schrodinger equation, including the solution of the Schrodinger equation for a box, barrier, square well, harmonic oscillator, and the hydrogen atom.

PHY 430 (3) Methods of Experimental Physics II. Prerequisite: PHY 330 passed with a C or better. A continuation of PHY 330. Selected advanced experiments in electronics, optics, modern physical and astronomy. Satisfies writing across the curriculum requirement.

PHY 431 (3) Atomic and Nuclear Physics. Prerequisite: PHY 422 passed with a C or better. A lecture course comprising a study of the properties of atoms and nuclei, and review of classic experiments, and an investigation of related applications of quantum mechanics.

PHY 433 (3) Solid State Physics. Prerequisites: PHY 216 and 422 passed with a C or better. An introduction to solid state physics including crystal structures, electron, and mechanical waves in crystals, semiconductors, electric and magnetic properties of solids, and point defects in crystals.

PHY 441 (4) Solar System Astronomy. Prerequisite: PHY 212 passed with a C or better. An introduction to the solar system intended for mathematics and science majors and including the physics and chemistry of the sun, planets, moons, comets, and the interplanetary medium, life on other planets, and artificial satellites.

PHY 442 (4) Stellar and Galactic Astronomy. Prerequisite: PHY 212 passed with a C or better. An introduction to stellar and galactic astronomy intended for mathematics and science majors and including the physics and chemistry of the stars and the interstellar medium, star and galaxy formation, and basic cosmology.

PHY 449 (3) Special Topics in Physics. Prerequisite: Approval of instructor. Advanced specialized topic courses selected based on faculty and student interest. This course may be repeated for credit.

PHY 461 (3) Computational Physics. Prerequisite: PHY 362 passed with a C or better. A study of numerical and computational techniques for solving physical problems including using analytical and physical theory to simplify and approximate, writing algorithms and programs, and using commercial and other available software.

PHY 480 (1-6) Research Project. Prerequisite: Approval of instructor. Supervised original research by the individual student on a problem selected in consultation with the faculty. This course may be repeated for credit.

METEOROLOGY PROGRAM

General Education

Course Number	Course Title	Credit Hours
UNIV 100	University Success	2
ENG 104/111	English Composition I	3
ENG 105/112	English Composition II	3
Humanities/Fine Arts Option		9
Social and Behavioral Sciences		6
MATH 241	Calculus I with Lab	3
CHEM 141, CHML 141	General Chemistry I with Lab	4
CHEM 142, CHML 142	General Chemistry II with Lab	4
THEE Pathway Option	Three General Education Pathway Courses	9
UNIV 200	Pathway Associated Civic Engagement	1
TOTAL 44		

BACHELOR of SCIENCE in METEOROLOGY
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MET 200	Intro to Meteorology	3
METL 200	Atmospheric Process & Patterns	1
MET 210	Climatology	3
METL 219	Weather Analysis/Forecasting Lab	1
MET 270	Computational Data Analysis	3
METL 299	Weather Analysis/Forecasting Lab	1
MET 303	Measurements and Obs.	3
METL 303	Measurements and Obs, Lab	1
MET 311	General Meteorology	3
MET 321	Atmospheric Thermodynamics	3
MET 341	Dynamic Meteorology	3
METL 399	Weather Analysis/ Forecasting Lab	1
MET 411	Physical Meteorology	3
MET 421	Synoptic Meteorology	3
METL 421	Synoptic Meteorology Lab	2
MET 431	Numerical Methods	3
MET 472	Research Methods	1
MET 499	Meteorology Seminar	1
SCI 331	GIS/RS	3
MET ___	MET Elective	6
PHY 211-212	General Physics I and II	6
PHYL 211-212	General Physics Lab I and II	2
MATH 242	Calculus II with Lab	3
MATH 243	Calculus III with Lab	3
MATH 244	Calculus IV with Lab	3
MATH 355	Probabilities & Statistics I	3
MATH 368	Differential Equations	3
TOTAL 71		

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/08/Meteorology-2022_JSU.pdf

METEOROLOGY COURSE DESCRIPTION

MET 200 Introduction to Meteorology (3). Prerequisites: None. Although this course places strong intellectual demands upon each student, the instructors' objective is to help each student to pass the course with an adequate understanding of meteorology/weather sufficient for him/her to understand basic atmospheric/climate processes and to be prepared to profit from studying more advanced courses

METL 200 Atmospheric Process & Patterns (1). Prerequisites: MET 200. The lab is designed to provide applications for many of the theories and principles presented in the lecture course MET 200, Introduction to Meteorology. The course will give students hands-on experience with weather instruments and data. Working through exercises should enhance your basic understanding of those theories. Students will learn more about the collection, dissemination, and analysis of weather data and the students will be able to work with real-time data and apply concepts to current weather situations. These procedures used in the lab exercises will help in Atmospheric Thermodynamics, Dynamic Meteorology, and Synoptic Metrology to analyze thermodynamic charts, weather maps, and produce forecasts.

METL 219 Weather Analysis/Forecasting Lab (1). Discussion and oral presentation of current operational meteorology topics. Prerequisites: MET200.

MET 270 Computational Data Analysis and Visualization (3). Prerequisites: None. This course is an introduction to scientific data analysis and visualization. It focuses on Linux commands, FORTRAN programming language, PYTHON, and NCAR Command Language (NCL) visualization software. This course will be helpful for students who are research-oriented or intend to pursue graduate studies. The goal of this class is to provide a hands-on experience of an understanding of visualization analysis of environmental data, both in the space, time, and spectral domain. Ideally, at the end of the course students will have developed a series of computer programming skills and skills that will aid them in their ability to analyze, interpret, and model research data. This course is structured around two tracks: computer programming and data visualization. Some knowledge of probability and statistics, and Linux commands would be beneficial. However, a background review of concepts and notations will be provided.

MET 303 Measurements & Obs. (3). Prerequisites: MET 200, MET 210, Co-requisite: PHY 211. The course provides a basic understanding of the physics and technological requirements for both manual and automated observing of the earth-atmosphere system. The student will also learn the requirements and elements of coding and decoding weather observations, as used by the National Weather Service and related agencies. The main goal of this course is to introduce students to the basic atmospheric measurement methodology and the fundamental physics behind the measurements. Specific topics include barometry, thermometry, hygrometry (atmospheric water), precipitation, anemometry (winds), radiation and visibility, and cloud height. The course will focus primarily on in-situ measurement techniques but will also cover some aspects of remote sensing such as satellite and radar observations of precipitation for purposes of inter-comparison. The course will focus on the basic physical principles of measurements while providing examples of actual instrumentation.

METL 303 Measurements & Obs. Lab (1). Prerequisites: MET 200, MET200L, MET 303. The main goal of this course is to introduce students to the basic atmospheric measurement methodology and the fundamental physics behind the measurements. Specific topics include barometry, thermometry, hygrometry (atmospheric water), precipitation, anemometry (winds), radiation and visibility, and cloud height. The course will focus primarily on in-situ measurement

techniques but will also cover some aspects of remote sensing such as satellite and radar observations of precipitation for purposes of inter-comparison. The course will focus on the basic physical principles of measurements while providing examples of actual instrumentation. It will cover sources and mitigation of measurement errors and how to represent and analyze both static and dynamic errors. It will discuss how to analyze and interpret the measurement results and characterize the measurement results statistically.

MET 311 General Meteorology (3). Prerequisites: MET 210, PHYS 211, MATH 232, and CEM 141; enrollment in PHY 212. This course introduces the field of meteorology to both meteorology majors and other scientists and engineers. In this course, we will use the basic mathematics, physics, and chemistry that you have studied to this point to describe the atmosphere and many atmospheric processes in a quantitative fashion. This course is the first of a series of theoretical and practical courses that you will take to qualify yourself as a meteorologist. The material that you see here will be repeated and expanded upon as you move on to higher-level courses. An added benefit of this course is the improvement of your knowledge of physics, mathematics, and chemistry as you apply those general concepts to the more specific problems related to the atmosphere and its behavior.

METL 299 Weather Analysis/Forecasting Lab (1). Prerequisites: MET 200, MET 210. Discussion and oral presentation of current operational meteorology topics.

MET 321 Atmospheric Thermodynamics (3). Prerequisites MET 311, MATH 242, PHY 211. The basic objective of this course is to provide students with knowledge of the fundamentals of atmospheric thermodynamics. Thermodynamics deals with the processes that transfer energy and thermodynamic processes help to create and change atmospheric systems. Knowledge of the basic principles of thermodynamics and their interactions will facilitate students' comprehension of meteorological processes that determine the weather and climate of the Earth. Understanding thermodynamic processes are critical to an accurate assessment of the current state of the atmosphere and to an accurate evaluation of the output from numerical models of weather and climate. Although this course places strong intellectual demands upon each student, the instructors' objective is to help each student to pass the course with an adequate understanding of the fundamentals of Atmospheric Thermodynamics. The knowledge will facilitate the students' comprehension of meteorological processes that determine the weather. This, in turn, will improve their ability to analyze and forecast changes in the weather.

MET 341 Dynamic Meteorology (3). Prerequisites: MET 311, MATH 243, and PHY 212.
Physical and mathematical models of atmospheric motion are developed from the basic equations of motion.

MET 399 Weather Analysis & Forecasting Lab (1). Prerequisites: MET 200, MET 210, MET 303. Discussion and oral presentation of current operational meteorology topics.

MET 411 Physical Meteorology (3). Prerequisites: MET 311, MET 321, MATH 242, and PHY 212. This course will familiarize you with the physical processes which govern the behavior of the

atmosphere, including cloud processes, radiative processes, and turbulent processes. We will also cover applications to the understanding of boundary layer structure, remote sensing, and optical phenomena. The student will develop skills in understanding interrelationships among ideas, distinguishing cause-and-effect relationships from sequential relationships, and recognizing the assumptions essential to analytical formulations of physical processes in the atmosphere. Students will compile written reports following standard research journal format, to satisfy "Writing across the Curriculum" requirements.

MET 421 Synoptic Meteorology (3). Prerequisites: MET 341, MET 210, MET 303, MET 303L, MET 399, and MATH 233. The course emphasizes the synergy between dynamic meteorology, observations, and numerical model simulations for understanding the processes influencing day-to-day weather changes. Although we will mainly consider large-scale mid-latitude weather systems, mesoscale and tropical weather patterns will also be discussed.

METL 421 Synoptic Meteorology Laboratory (1). Co-requisite: MET 421. Application of synoptic analysis skills to understand and explain the processes driving current and historical weather events. Daily forecasting and presentation of weather briefings.

MET 431 Quantitative and Numerical Methods in Meteorology (3). Prerequisites: MET 270, MET 341, MET 421, and MATH 361. Application of quantitative and numerical techniques to solution and evaluation of various equations and systems of equations relating to the atmosphere. Applications to various areas of meteorology, with an emphasis on requirements for numerical weather prediction models.

MET 472 Research Methods (1). Prerequisites: Consent of department and instructor. Use of scientific literature and resources in meteorology. Skills in written and oral communication of meteorological research.

MET 499 Meteorology Seminar (1). Discussion and oral presentation of current research topics in meteorology.

EARTH SYSTEM SCIENCE PROGRAM

General Education

Course Number	Course Title	Credit Hours
UNIV 100	University Success	2
ENG 104/111	English Composition I	3
ENG 105/112	English Composition II	3
Humanities/Fine Arts	Humanities/Fine Arts Options	9
Social and Behavioral Sciences	Social and Behavioral Science Options	6
MATH 118	College Algebra & Trigonometry	5

CHEM 141, CHML 141	General Chemistry I with Lab	4
BIO 111, BIOL 111	General Biology with Lab	4
THEE Pathway Option	Three General Education Pathway Courses	9
UNIV 200	Pathway Associated Civic Engagement	1
TOTAL 46		

BACHELOR of SCIENCE in EARTH SYSTEM SCIENCE
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MET 200	Intro to Meteorology	3
MET 210	Climatology	3
METL 219	Weather Analysis/Forecasting Lab	1
SCI 205	Earth & Space Science	3
SCIL 205	Earth & Space Science Laboratory	1
SCI 215	Global Changes	3
SCI 310	Earth History	3
SCIL 310	Earth History Laboratory	1
SCI 320	Sed. Environments	3
SCI 325	Mineralogy-Petrology	3
SCI 331	GIS/RS*	3
SCI 410	Oceanography	3
SCI 415	Geochemistry	2
SCI 420	Structural Geology	3
SCI 425	Environmental Geology	3
SCI 432	Hydrology	3
SCI 480	Earth Science Seminar	1
SCI ___	SCI Elective	6
PHY 211-212	General Physics I and II	6
PHYL 211-212	General Physics Lab I and II	2
PHY 241	Introduction to Astronomy	4
CHEM 142, CHML 142	General Chemistry II	4
MATH 241	Calculus I with Lab	3
MATH 242	Calculus II with Lab	3
TOTAL 70		

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/08/Earth-System-Science-2022_JSU.pdf

COURSE DESCRIPTIONS

SCI 201 (3) Physical Science. A study of the universe and natural events in the environment. The

course introduces the general principles of physics and chemistry. Topics include measurement, motion, and Newton's laws of motion, momentum, energy, work, power, heat, thermodynamics, waves, sound, light, electricity, magnetism, and chemical principles. Upon completion, students should be able to demonstrate an understanding of the physical environment and be able to apply the scientific principles to observations experienced.

SCIL 201 is a (0) zero credit (NG) Co-requisite laboratory to accompany SCI 201. The labs are designed based upon the learned concepts from the lecture, the experiments are expected to further implement deeper comprehension of the scientific concepts with more direct physical experimentations and visual observations.

SCI 202 (3) Physical Science. A study of the changes in matter and energy which leads to the utilization of energy and material resources for man's benefit.

SCI 204 (3) General Science for Teachers. Topics in astronomy, biology, chemistry, geology, and physics are studied. Laboratory work provides for experiments and projects.

SCI 205 (3) Earth and Space Science. A geophysical study of the earth with emphasis on the major scientific discoveries about the earth and its relation to the universe.

SCI 206 (3) Elementary Geology. The course is designed to give a basic understanding of the origin and classification of rocks and materials in the geologic process that alters the earth's surface.

SCI 215 (3) Global Change. This course introduces a new concept that views Earth as a synergistic physical system of interrelated phenomena governed by complex processes involving the atmosphere, the hydrosphere, the biosphere, and the solid Earth. The course emphasizes that events that shape the physical, chemical, and biological processes of the Earth do not occur in isolation. Rather, there is a delicate relationship between events that occur in the ocean, atmosphere, and solid Earth. The course provides a multidimensional approach to solving scientific issues related to Earth-related sciences, namely geology, meteorology, oceanography, and ecology.

SCI 228 (3) Science Technology and Environment. An overview of contemporary topics in science technology and the environment.

SCI 310 (3) Earth History. Prerequisite: SCI 205 passed with a C or better. This course covers major events that have shaped the Earth during the past 4.6 billion years. Physical, chemical, and biological characteristics of Precambrian, Paleozoic, Mesozoic, and Cenozoic intervals are discussed. Important topics include the evolution of continents, the origin of mountain ranges, the evolution of oceans, sea-level fluctuations, variation in seawater chemistry, the evolution of atmospheric gases, and major deformation events. In the laboratory portion of the course, students are familiarized with major fossil groups and geological maps.

SCI 312 (3) Innovative Approaches in Science Teaching. This course is designed to introduce pre-service science teachers to new and alternative instructional materials for science teaching. Emphasis is placed on analyzing, comparing, and contrasting these materials with implications for science teaching.

SCI 320 (3) Sedimentary Environments. Prerequisites: SCI 205 and 310 passed with a C or better. Sedimentary environments are areas where sediments accumulate. These include deserts, lakes, rivers, deltas, marshes, beaches, lagoons, shallow seas, and deep sea. This course discusses sediment types, hydrodynamics, and stratal packages of each of these environments. Fundamental knowledge about physical processes that operate in these areas is conveyed. Special attention is paid to sedimentary rock types and structures. Students are expected to be able to recognize and interpret the record left behind by these environments in the geological record. In the laboratory portion of the course, students are familiarized with grain size analysis, sedimentary structures, stratigraphic analysis, and depositional environments.

SCI 325 (3) Mineralogy-Petrology. Prerequisites: SCI 205 and 310 passed with a C or better. This course is designed to familiarize students with the characteristics of the Earth's materials. This is accomplished by a detailed analysis of minerals and rocks through microscopic examinations. The course begins with an overview of the nature of light. This is followed by a discussion of the response of minerals to the passage of light. Then, microscopic properties of major mineral groups are presented. After these, mineralogical and petrological characteristics of igneous rocks, sedimentary rocks, and metamorphic rocks are evaluated. In the lab segment of the course, students learn to examine microscopic properties of minerals and learn to identify major rock groups through petrographic examinations.

SCI 331 Intro to GIS/Remote Sensing (3 credits). This course is open to any students who have an interest in learning the theory of RS (Remote Sensing), applications of RS, and how to use GIS (Geographic Information Systems) as an analytic tool. We will also discuss theoretical and methodologic issues associated with the integration of remote sensing and geographic information systems. The expected results from this course are to help students: 1). develop spatial questions related to their own interests; 2) accurately explain the differences between the vector and raster data models and choose the appropriate model to address their spatial questions; 3) at a beginning level, define and conceptualize goals for a GIS project, including the spatial extent of the study area, the data needed, accessibility of data, and the approaches to analysis; 4) evaluate the accuracy of spatial data and locate sources of error; and 5) visualize and present the results of spatial analysis using GIS. Prerequisites: 1) a working familiarity with personal computing, and spreadsheets; 2) a basic familiarity with elementary data analysis.

SCI 401 (3) Science for Children. Prerequisite: Junior standing. Designed to familiarize students with materials, techniques, and unifying principles of science with laboratory exercises emphasized.

SCI 401 (3) Science in the Secondary School. Prerequisite: Junior standing. Consideration is given to helping the student organize curriculum materials and gain proficiency in presenting science

to high school students.

SCI 403 (3) Seminar in Science. Prerequisite: Senior standing. Provides an opportunity for the student to discuss the most pertinent trends in the fields of science.

SCI 410 (3) Methods and Curriculum Materials for Science Classroom. Prerequisites: SCI 205, and 310 passed with a C or better. This course is designed to familiarize students with the major characteristics of the oceans. Students learn about ocean physiography, seawater composition, ocean circulation, the evolution of seawater through time, marine life, and ocean management. Particular emphasis is placed on major and rapid perturbation of the chemistry of seawater and ocean circulation. Additionally, ocean-atmospheric interactions are emphasized.

SCI 410 (3) Science for Children. Prerequisite: Junior standing. Designed to familiarize students with materials, techniques, and unifying principles of science with laboratory exercises emphasized.

SCI 415 (2) Geochemistry. Prerequisites: CHEM 141, 142, and SCI 205 passed with a C or better. This course discusses basic geochemical principles as applied to Earth Science. First, an overview of thermodynamic principles is presented. Then, geochemical aspects of the most common reactions of the atmosphere, rivers, lakes, estuaries, and oceans are evaluated. Other important issues that are discussed include geochemical reactions which occur during weathering, early diagenesis, burial diagenesis, and the formation of ore deposits. A dedicated geochemical laboratory is also associated with the class where students learn to calculate mineral solubility and perform simple experiments.

SCI 420 (3) Structural Geology. Prerequisites: SCI 205, and 310 passed with a C or better. This course familiarizes students with changes that occur in Earth's materials collectively referred to as deformation. The course is designed to present the deformation of rocks at a scale ranging from microscopic to continent-wide regions. The course begins with the introduction of stress, strain, force, and factors controlling rock behavior including an analysis of the mechanical behavior of rocks. This is followed by a discussion of folds, normal faults, thrust faults, strike-slip faults, joints, lineation, and foliation. In the laboratory portion of the course, students learn basic elements of structural geology, work with Brunton compasses, prepare structural cross-sections, and apply graphical solutions to solve structural problems.

SCI 425 (2) Environmental Geology. Prerequisites: SCI 205, and 310 passed with a C or better. The aim of this course is to provide basic and fundamental information about processes, which affects the environment. The course begins with elementary background on some important concepts of Earth Science including overviews and rocks and minerals, global tectonics, earthquakes, and volcanoes. This is followed by discussions of environmental issues produced by flooding, hurricanes, groundwater pollution, waste management, fossil fuel, climate change, global warming, and sea-level change. In the lab section of this course, students conduct hands-on projects related to our environmental projects in an urban setting.

SCI 430 (3) GIS/RS (Geographic Information Systems/Remote Sensing). Fundamental concepts of remote sensing, including airborne and spaceborne platforms for collecting data, analysis, and integration into GIS, are introduced in this course. Techniques in remotely identifying various earth features and their changes are taught. Students are also introduced to digital manipulation and analysis techniques used by today's remote sensing technicians.

SCI 432 (3) Hydrology. Prerequisites: SCI 205, and 310 passed with a C or better. This course is designed to provide students with fundamental information about fresh water on Earth. As the human population increases, so does our need for drinking water. The course provides an analysis of surface and groundwater reservoirs. An analysis of drainage basin characteristics is presented. Darcy's Law is presented in detail. Aquifer and aquitard characteristics are covered. Water chemistry, groundwater resource evaluation, and water quality are presented.

SCI 441 (3) Field Geology. Prerequisite: SCI 205 passed with a C or better. This course investigates Africa's physical and natural environments. It promotes the concept that Africa's natural environments are connected with health issues across the continent. The term "health" refers to humans and/or ecosystems. Each topic begins with a scientific investigation into climate, water systems, and meteorological events. Discussions are held on physical conditions that may trigger environmental risks for humans and the environment.

SCI 480 (1) Earth Science Seminar. Prerequisites: SCI 205, 310, and 430 passed with a C or better. This course is designed to familiarize students with major topics in Earth Science. Students conduct research and prepare presentations. Topics covered include plate tectonics, mountain building, mass extinction, meteoric impact, carbon cycle, ocean circulation, ocean chemistry, climate change, global warming, coastal land loss, groundwater contamination, and major environmental issues.

DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING, AND INDUSTRIAL SYSTEMS AND TECHNOLOGY

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*Joint appointment with the Environmental Science Program (Department of Biology)
**Joint appointment with the department of Chemistry, Physics, and Atmospheric Science

BACHELOR of SCIENCE in CIVIL ENGINEERING PROGRAM

INTRODUCTION/MISSION

The mission of the Civil Engineering Program is to prepare students for professional careers in civil engineering in the global society, and for life-long learning and continuous development in the profession through a comprehensive curriculum emphasizing basic engineering principles and fundamentals, practical design applications, communication skills, critical thinking, teamwork, laboratory skills, and professional and ethical issues.

The Programs offers two concentrations: 1) General Civil Engineering; and 2) Environmental Engineering.

OBJECTIVES

Graduates of JSU Civil Engineering Program are expected to:

1. Establish themselves as professionals actively engaging in problem solving to address the needs of society.
2. Progress in their civil engineering careers or other chosen professions and/or engaged in advanced studies in civil engineering or other related fields.
3. Demonstrate their ability to act professionally and ethically in making decisions and to practice life-long learning and continuing education.

STUDENT LEARNING OUTCOMES

The JSU Civil Engineering graduates will have

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics,
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors,
3. an ability to communicate effectively with a range of audiences,
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts,
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives,
6. an ability to develop and conduct appropriate experimentation, analyze, and interpret data, and use engineering judgment to draw conclusions, and
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

ACCREDITATION

The B.S. in Civil Engineering program is accredited by Accreditation Board for Engineering and Technology (ABET), Inc.

IMPORTANT NOTES

1. The students are required to contact their advisers or Department Chair prior to taking any civil engineering elective.
2. The students must take the Fundamentals of Engineering (FE) exam prior to graduation.
3. Civil Engineering classes are generally offered once a year.
4. No pre-requisite violations are allowed. If a student has a pre-requisite violation, the student may not be able to graduate on time.

BACHELOR of SCIENCE in CIVIL ENGINEERING – General Civil Engineering Concentration
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MATH 242	Calculus II with Lab	3
MATH 243, 244	Calculus III & IV with Labs	6
BIO & BIOL 101 or SCI 205	Introduction to Biology with Lab or Earth Space Science	3
PHY 212, PHYL 212	General Physics II & Lab	4
CIV 222	Engineering Mechanics I	3
MATH 368	Ordinary Differential Equations I	3
CIV 223	Engineering Mechanics II	3
CIV 201	Engineering Graphics	2
CIV 330, CIVL 330	Fluid Mechanics Lecture & Lab	4
MATH 307	Probability & Statistics for Engineers	3
CIV 320	Structural Analysis	3
CIV 340, CIVL 340	Intro. To Environmental Eng. & Lab	4
CIV 360	Design of Steel Structures	3
CIV 355	Engineering Economy	3
CIV 370	Water Res. Eng.	3
CIV 380, CIVL 380	Intro. To Geotechnical Eng. & Lab	4
CIV 390	Intro. to Transportation Eng.	3
CIV 410	Capstone Design I	3
CIV 411	Capstone Design II	3
CIV 430	Foundation Engineering	3
CIV 420	Design of Concrete Structures	3
CIVL 421	Structural Engineering Lab	1
CIV 461	Professional & Ethical Issues in Civil Eng.	1
CIV elective	Civil Engineering Elective	15
TOTAL 90		

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/09/Civil-Engineering-General-2022_YLi-Review-1.pdf

CIVIL ENGINEERING TECHNICAL ELECTIVES:

CIV 310 & CIVL 310 Eng. Surveying Lecture and Lab.

CIV 431Traffic Engineering
CIV 441 Water & Wastewater Treatment Processes
CIV 451 Computer Methods in Civil Engineering
CIV 460 Design of Environmental Engineering Facilities
CIV 465 Advanced Water Resources Engineering
CIV 466 Advanced Design of Hydraulic Structures
CIV 468 Hazardous Waste Engineering
CIV 470 Urban Transportation Engineering System Design
CIV 471 Principles of Geoenvironmental Engineering
CIV 472 Applied Geotechnical Engineering Design
CIV 475 Pavement Design
CIV 476 Advanced Design of Steel Structures
CIV 477 Advanced Design of Concrete Structures
CIV 478 Design of Wood and Masonry Structures
CIV 479 Evaluation, Maintenance, and Rehabilitation of Public Works Infrastructure
CIV 481 Special Problems in Civil Engineering
CIV 491 Internship in Civil Engineering I
CIV 492 Internship in Civil Engineering II

At least one civil engineering elective must be chosen from CIV 441 or CIV 460 (required environmental engineering elective). At least one civil engineering elective must be chosen from CIV 431, CIV 470, CIV 475 or CIV 479 (required transportation engineering elective). The selection of other courses requires the approval of adviser and Dept. Chair.

- The students are required to contact their advisers or Department Chair prior to taking any civil engineering elective.
- The students must take the Fundamentals of Engineering (FE) exam during the last semester, prior to graduation.
- Engineering classes are generally offered once a year.
- No pre-requisite violations are allowed. If a student has a pre-requisite violation, they may not be able to graduate on time.

BACHELOR of SCIENCE in CIVIL ENGINEERING – Environmental Engineering Concentration
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MATH 242	Calculus II with Labs	3
MATH 243, 244	Calculus III & IV with Labs	6
CHEM 142, CHML 142	General Chemistry II & Lab	4
BIO 101& BIOL 101 or SCI 205	Introductory Biology with Lab or Earth Space Science	3
CHEM 241, CHML 241	Organic Chemistry I & Lab	4
CIV 222	Engineering Mechanics I	3
MATH 368	Ordinary Differential Equations I	3
CIV 223	Engineering Mechanics II	3

CIV 201	Engineering Graphics	2
CIV 240	Strength of Materials	3
CIV 330, CIVL 330	Fluid Mechanics Lecture & Lab	4
MATH 307	Probability & Statistics for Engineers	3
CIV 320	Structural Analysis	3
CIV 340, CIVL 340	Intro. To Environmental Eng. & Lab	4
CIV 360	Design of Steel Structures	3
CIV 355	Engineering Economy	3
CIV 370	Water Resources Eng.	3
CIV 380, CIVL 380	Intro. To Geotechnical Eng. & Lab	4
CIV 390	Intro. to Transportation Eng.	3
CIV 410	Capstone Design I	3
CIV 411	Capstone Design II	3
CIV 430	Foundation Engineering	3
CIV 420	Design of Concrete Structures	3
CIVL 421	Structural Engineering Lab	1
CIV 461	Professional & Ethical Issues in Civil Eng.	1
CIV elective	Civil Engineering Elective	12
TOTAL 90		

CURRICULUM MAP

https://www.jsums.edu/studentsuccess/files/2022/08/Civil-Engineering-Environmental-2022_YLi-Review.pdf

CIVIL ENGINEERING TECHNICAL ELECTIVES

CIV 310 & CIVL 310 Eng. Surveying Lecture and Lab.
CIV 431Traffic Engineering
CIV 441 Water & Wastewater Treatment Processes
CIV 451 Computer Methods in Civil Engineering
CIV 460 Design of Environmental Engineering Facilities
CIV 465 Advanced Water Resources Engineering
CIV 466 Advanced Design of Hydraulic Structures
CIV 468 Hazardous Waste Engineering
CIV 470 Urban Transportation Engr. System Design
CIV 471 Principles of Geo-environmental Engineering
CIV 472 Applied Geotechnical Engineering Design
CIV 475 Pavement Design
CIV 476 Advanced Design of Steel Structures
CIV 477 Advanced Design of Concrete Structures
CIV 478 Design of Wood and Masonry Structures
CIV 479 Evaluation, Maintenance, and Rehabilitation of Public Works Infrastructure
CIV 481 Special Problems in Civil Engineering
CIV 491 Internship in Civil Engineering I

CIV 492 Internship in Civil Engineering II

- At least two civil engineering electives must be chosen from CIV 441, CIV 460, CIV 468, or CIV 471. The selection of other courses requires the approval of advisor and Dept. Chair.
- At least one civil engineering elective must be chosen from CIV 431, CIV 470, CIV 475 or CIV 479. The selection of other courses requires the approval of advisor and Dept. Chair.
- The students are required to contact their advisors and department chair prior to taking any civil engineering elective.
- The students must take the Fundamentals of Engineering (FE) exam during the last semester, prior to graduation.
- Engineering classes are generally offered once a year.

COURSE DESCRIPTIONS

CIV 201 (2) Engineering Graphics. Prerequisite: MATH 112 or Equivalent. Develop skills to visualize and represent three-dimensional objects graphically, orthographic projection, pictorial drawings, graphics and charts, principles of computer-aided drafting and design (CADD) including substantial use of the AutoCAD software or equivalent, two and three-dimensional drafting and pictorial drawings using a CADD system, applications in various engineering disciplines and systems approach.

CIV 222 (3) Engineering Mechanics I. Co-requisite: PHY 211. Calculus-based statics of particles and rigid bodies; equilibrium; distributed forces; centroids; structures, trusses, frames, machines; forces in beams and cables; friction; moments of inertia, real life examples for engineering applications and systems approach.

CIV 223 (3) Engineering Mechanics II. Prerequisite: CIV 222, MATH 242. Calculus-based kinematics and kinetics of a particle. Planar kinematics of a rigid body: planar kinetics of a rigid body including force and acceleration; work and energy; impulse and momentum; vibrations, real life examples and systems approach.

CIV 240 (3) Strength of Materials. Prerequisite: CIV 222. Forces and stresses, axial loading, torsion, pure bending, transverse loading, shear force and bending moment diagrams, transformation of stress and strain, design of beams and shafts, deflection of beams, statically indeterminate problems, energy methods, columns, real life examples and systems approach.

CIV 310 (2) Engineering Surveying. Prerequisite: PHY 211, Co-requisite: CIVL 310. Plane surveying, measurement of distances and angles, differential leveling, traverse adjustment and area computations, topographic surveying and contours, horizontal and vertical curves, surveying computations, elements of site plan, Professional ethics in surveying.

CIVL 310 (1) Engineering Surveying Laboratory. Prerequisite: PHY 211, Co-requisite: CIV 310.

Field experience to measure surveying parameters including distances, angles, and elevations. Field notes, surveying equipment; critically analyze and interpret data, report writing.

CIV 320 (3) Structural Analysis. Prerequisite: CIV 240. Analysis of statically determinate and indeterminate structures for fixed and moving loads. Equations of equilibrium and compatibility. Influence lines, and shear and moment envelopes. Analysis of forces and deflections in structures by methods of moment distribution, consistent deformation, and virtual work, computer analysis of structures, real life examples.

CIV 330 (3) Fluid Mechanics. Prerequisites: CIV 223, CIV 240, Co-requisite: MATH 368, CIVL 330. The objective of this course is to provide students with a fundamental knowledge in the dynamics of fluid flows. In this course basic conservation laws of mass, momentum, energy principles, dimensional analyses, boundary layer, fluid drag, and lift will be taught with an emphasis in developing problem-solving skills for real world engineering applications.

CIVL 330 (1) Fluid Mechanics Laboratory. Co-requisite: CIV 330. Laboratory experience to measure fluid properties and apply principles for application in engineering design. The experiments will include pressure and velocity measurement, application of mass, energy, and momentum principles, energy losses, forces on immersed bodies, and flow measurement devices; critically analyze and interpret data, report writing.

CIV 340 (3) Introduction to Environmental Engineering. Prerequisites: CHEM 141; co-requisites; CIVL 340, CIV 330, and CIVL 330. Basic concepts of environmental engineering, local and global environmental issues, scientific, social, ethical, regulations and public policy on environmental protection; quantitative engineering analysis of sources, transformations, and effects of pollutants in water, air, and soil; introduction to water and wastewater treatment processes, air pollution control technologies, solid waste, and hazardous waste management. This course requires the completion of a service -earning component in specific areas of environmental engineering.

CIVL 340 (1) Environmental Engineering Laboratory. Prerequisite: CHEM 141, Co-requisites: CIV 340, CIV 330, CIVL 330. Experiments for the analysis of water, wastewater, and certain solid wastes. Selected experiments may include determinations of water's or wastewater's pH, alkalinity, turbidity, hardness, and electric conductivity; solids, nitrogen species, dissolved oxygen, biochemical oxygen demand (BOD), chemical oxygen demand (COD), total organic carbon, and chlorinated compounds. Also included will be contaminant leaching test of some solid or hazardous wastes and absorption of contaminants by solid media. Critical analysis of experimental and interpretation of data and scientific presentation (reporting) of results are emphasized.

CIV 355 (3) Engineering Economy. Prerequisite: MATH 242 and junior standing. Introduction to economic principles, application of economic principles to multidisciplinary engineering problems; calculation of capitalized costs, present worth, prospective rates of return, and annual costs, economy of equipment replacement, market forces and firm analysis; case studies and

group project.

CIV 360 (3) Design of Steel Structures. Prerequisite: CIV 320. The course topics includes engineering properties and behaviors of structural steel subjected to various environmental variations, including fatigue, cold work, and temperature impacts, and dynamic impacts; basic design philosophy of Load and Resistance Factored Design (LRFD) and its theoretical background; design methods and code provisions on steel tension members, connections of bolts and weld, steel compression members, and steel columns in steel frame system; and basic practice of design of various steel structures.

CIV 370 (3) Water Resources Engineering. Prerequisites: CIV 330 and CIVL 330.This course is designed to review the fundamentals and practices of water resources engineering. Students will explore water resources engineering processes in the theoretical and applied realm in the fields of closed conduit (pipe) flow, open channel flow, surface water hydrology, and groundwater flow. Application of probability and statistical concepts along with the legal, economic, and environmental considerations to the analysis and design of complex hydraulic and hydrologic systems will prepare interested students for future careers in water supply, wastewater, floodplain, storm water, and groundwater management.

CIV 380 (3) Introduction to Geotechnical Engineering. Prerequisites: EN 240, and CIV 330. Co-requisite: CIVL 380. Engineering soil classification, flow of water in soils, soil permeability and seepage, concepts of effective stress, stress and compressibility of soils, primary andsecondary consolidation settlement, time rate of settlement, soil compaction, soil shear strength, introduction to slope stability, critical thinking, and engineering judgment.

CIVL 380 (1) Geotech. Engr. Laboratory. Co-requisite: CIV 380. Laboratory experiments to be performed by students to obtain soil parameters required for designed problems. Engineering classification of soils, grain size distribution, Atterberg limits, specific gravity, unconfined compression, compaction, in-situ field tests, consolidation, and shear strength determination, applications to design problems, critically analyze and interpret data, report writing.

CIV 390 (3) Introduction to Transportation Engineering. Co-requisite: CIV 380. Introduction to planning practice and procedure, design, operation, management, and maintenance of transportation systems, with emphasis on urban issues. General characteristics of transportation engineering systems including streets, highways, transit, airways. Capacity considerations including time-space diagrams. Elementary dynamics of traffic and functional consideration of routes and terminals. Components of transportation engineering facility design including geometric design, earthwork, and pavements.

CIV 410 (3) Capstone Design I. Prerequisite: CIV 340, CIV 360, CIV 390 and senior Standing in Civil Engineering. Group projects for senior students to work in teams to analyze and design civil engineering systems, and to consider various factors for design. Understanding of multi-disciplinary systems, interaction between design and construction professionals, realistic design constraints, economic issues, professional practice issues including importance of professional

licensure and continuing education, contemporary issues, procurement of work, bidding vs. quality-based selection processes, engineering professionalism and ethics.
Developing teamwork and leadership skills. Oral presentation and written report are required.

CIV 411 (3) Capstone Design II. Prerequisite: CIV 411. Continuation of Capstone Design I. Group projects for senior students to work in teams to analyze and design civil engineering systems, and to consider various factors for design. Understanding of multi-disciplinary systems, interaction between design and construction professionals, realistic design constraints, economic issues, professional practice issues including importance of professional licensure and continuing education, contemporary issues, procurement of work, bidding vs. quality-based selection processes, engineering professionalism and ethics. Developing teamwork and leadership skills. Oral presentation and written report are required.

CIV 420 (3) Design of Concrete Structures. Prerequisites: CIV 320. The course topics include behaviors of reinforced concrete structural elements under different conditions; design criterions of Load and Resistance Factored Design (LRFD) for strength and serviceability of concrete structures; design method and code provisions on reinforced concrete members subjected to bending, shear, combination of shear and torsion, and combination of axial compression and bending moment; development length of reinforcement in concrete, design method and code provisions on columns in concrete frame systems; basic practice of design and construction of various concrete structures; and introduction to project management.

CIVL 421 (1) Structural Engineering and Materials Testing Lab. Prerequisite EN 240. Engineering properties and behavior of concrete and other structural members. Test of a small-scale model structures. Use of computer-based data acquisition and interpretation systems for comparison of experimental and theoretically predicted behavior; nondestructive testing, critically analyze and interpret data, report writing.

CIV 430 (3) Foundation Engineering. Prerequisite: CIV 380. Shallow foundation analysis and factors to consider for design, subsurface investigations for design, bearing capacity and settlement, mat foundations, piles, caissons, lateral earth pressures and retaining walls, site improvement techniques, design of sheet pile walls and support systems, critical thinking and engineering judgment, ethical considerations.

CIV 431 (3) Traffic Engineering. Prerequisite: CIV 390. Study of fundamentals of traffic engineering; analysis of traffic stream characteristics, capacity of urban and rural highways; design and analysis of traffic signals and intersection; traffic control; traffic impact studies; and traffic accidents.

CIV 441 (3) Water and Wastewater Treatment Processes. Prerequisites: CHEM 141, CHML 141, CIV 340, CIVL 340. Theories, engineering principles, and design of modern water supply and wastewater treatment processes. Physical-chemical processes including screening, sedimentation, aeration, coagulation, flocculation, filtration, absorption, softening, and disinfection. Biological processes including activated sludge process and anaerobic processes for

wastewater and sludge digestion, with emphasis on urban issues. Completion of a design project.

CIV 451 (3) Computer Methods in Civil Engineering. Prerequisites: EN 105, MATH 368, and departmental approval. Fundamentals of analog and digital computers. Organization of problems for computational solution, flow charts, programming, simulation of nonlinear physical systems for application in engineering design, numerical methods in civil engineering. Case studies in civil engineering.

CIV 452 (3) Construction Project Management. The course covers the fundamental knowledge of Construction Management functions including Project Management, Cost Management, Time Management, Quality Management, Contract Administration, and Safety Management. Emphasis is placed on the application of each function throughout the project phases in developing problem-solving skills for real world engineering applications. Prerequisites: CIV 201, CIV 240, and CIV 355.

CIV 453 (3) Construction Estimating. The course covers the fundamental knowledge of quantity take-off and cost estimating of construction resources including materials, labor, and equipment. Topics include types of cost estimates, budget estimates, preconstruction services estimates, quantity take-off, self-performed work estimates, subcontractor work estimates, and bid preparation in developing problem-solving skills for real world engineering applications. Prerequisites: CIV 201, CIV 240, and CIV 355.

CIV 454 (3) Construction Scheduling. This course aims to increase and improve the working knowledge of students in project scheduling and to train them as professional construction managers as stated in the program mission. Students will be provided an understanding of planning, scheduling, and monitoring of construction projects including development of critical path networks, Gantt bar charts and construction cost control and reporting practices. The students will also learn how to use the software tools to accurately prepare and analyze the project schedule and to effectively communicate the schedule to the management team. Prerequisites: CIV 355.

CIV 455 (3) Building Information Modeling and Integrated Project Delivery. This course covers the Building Information Modeling (BIM) and Integrated Project Delivery (IPD) approaches that address and resolve the perceived inefficiencies in the construction industry. BIM covers geometry, spatial relationships, geographic information, quantities, and properties of building components and can be used to demonstrate the entire building lifecycle including the processes of construction and facility operation. IPD deals with the integration of people, systems, business structures and practices into a single process and collaboratively harness the talents and insights of all participants on a particular construction project to optimize project results, increase value to the owner, reduce waste, and maximize efficiency through all phases of design, fabrication, and construction. Prerequisite: CIV 355.

CIV 460 (3) Design of Environmental Engineering Facilities. Prerequisites: CIV 330, CIV 340 and CIVL 340. Analysis and design considerations for environmental engineering facilities such as

water and wastewater treatment plants; physical engineering management of solid and hazardous waste, design constraints, resources recovery; biological processes; economical, ethical, societal, and other professional considerations, urban issues, completion of a major design project.

CIV 461 (1) Professional & Ethical Issues in Civil Engineering. Prerequisites: senior standing in civil engineering. The task of this course is to reflect on the professional and ethical responsibilities of engineers, which can sometimes conflict with technical responsibilities. This course will articulate an ethical framework for engineers by critically reflecting on engineering practice and examining the ethical challenges that confront engineers working within teams and organizations. The course covers issues such as the social responsibility of engineers, attitudes, truth-telling and disclosure, whistleblowing, contemporary issues, risk-assessment, and the importance of professional licensure.

CIV 465 (3) Advanced Water Resources Engineering. Prerequisite: CIV 370. Advanced engineering hydrology, advanced hydraulic structures, hydraulic similitude and modeling, wave action, flow over spillways, optimization of water resources systems, design constraints, introduction to GIS applications to water resources engineering, completion of a major design project.

CIV 466 (3) Advanced Design of Hydraulic Structures. Prerequisite: CIV 370. Analysis and characteristics of flow in open channels (natural and artificial); channel design considerations including uniform flow (rivers, sewers), flow measuring devices (weirs, flumes), gradually varied flow (backwater and other flow profiles, flood routing), rapidly varied flow (hydraulic jump, spillways), and channel design problems (geometric considerations, scour, channel stabilization, sediment transport); analysis and design of hydraulic structures such as dams, spillways etc. based on economic, environmental, ethical, political, societal, health, urban issues, and safety considerations.

CIV 468 (3) Hazardous Waste Engineering. Prerequisite: CHEM 241, CHML 241, CIV 340, CIVL 340. Comprehensive study of the complex, interdisciplinary engineering principles involved in hazardous waste handling, collection, transportation, treatment, and disposal. Also covered are waste minimization, site remediation, and regulations important for engineering applications. Design constraints, engineering judgment, and ethical responsibility are covered. Contemporary hazardous waste issues and urban issues are also addressed.

CIV 470 (3) Urban Transportation Engineering System Design. Prerequisite: CIV 310, CIVL 311, CIV 390. Advanced design of highway systems, vehicle and driver characteristics, highway capacity, design of urban streets and expressways. Design constraints. Individual and team design projects oriented toward the solution of local urban transportation problems, societal and economic considerations.

CIV 471 (3) Principles of Geo-Environmental Engineering. Prerequisite: CIV 380. Topics in geo-environmental engineering in an urban environment. landfill design and incineration options.

Stability of landfills, geotechnical characteristics of landfills, liner systems. Waste characterization, minimization, collection, treatment, transport, and disposal. Leachate characteristics and potential groundwater contamination, design constraints. Legal and ethical considerations.

CIV 472 (3) Applied Geotechnical Engineering Design. Pre or co-requisite: CIV 430. Practical real life urban projects and advanced laboratory experience in geotechnical engineering, construction dewatering, construction issues, safety and economy, urban geotechnical engineering issues, preparation of subsurface investigation and geotechnical engineering reports, ethical considerations, oral presentation.

CIV 475 (3) Pavement Design. Prerequisite: CIV 380 and CIV 390. Aggregate, binder systems. Theory and design of pavement structures, rigid and flexible pavement design, subgrade materials, pavement management, nondestructive testing, pavement maintenance, design constraints, infrastructure maintenance, major design project.

CIV 476 (3) Advanced Design of Steel Structures. Prerequisite: CIV 360. Behavior and design of members subjected to fatigue, dynamic, combined loading. Methods of allowable design stress, and load resistance factor design. Design of continues beams, plate girders, composite beams, open-web joists, connections, torsion and plastic analysis and design. Framing systems and loads for industrial buildings and bridges, design constraints and a major design project.

CIV 477 (3) Advanced Design of Concrete Structures. Prerequisite: CIV 420. Theory and design of reinforced concrete continuous beams, slender columns, two-way-slabs, footings, retaining walls, shear walls and multi-story buildings. Design for torsion and design constraints. Framing systems and loads for buildings and bridges, design constraints and a major design project.

CIV 478 (3) Design of Wood and Masonry Structures. Prerequisite: CIV 420. Engineering Properties and behavior of wood for analysis and design of wood beams, walls, and diaphragms. Engineering properties and behavior of masonry for analysis and design of masonry walls, columns, and shear walls. Framing systems and loads for multi-story buildings, design constraints and a major design project.

CIV 479 (3) Evaluation, Maintenance, and Rehabilitation of Public Works Infrastructure. Prerequisites: CIV 390, CIV 475. Evaluation, maintenance, and rehabilitation of deteriorated infrastructure systems by considering life cycle costs and long-term performance. Understanding rehabilitation alternatives in the practical field and designing rehabilitation schemes based on the non-destructive testing methods and economic considerations.

CIV 481 (3) Special Problems in Civil Engineering. Prerequisite: Departmental Approval. Individual investigation in a recognized major area of civil engineering of particular interest to the students that is not normally covered in regular courses. May include a co-op project.

CIV 491 (1-3) Internships in Civil Engineering I. Prerequisites: Junior or senior standing. Students

work as interns with engineering firms or research laboratories to receive career-related training under the supervision of qualified engineers. The projects and tasks for the internship must be approved by both the work supervisor and the departmental instructor. Progress reports and final reports in both writing and oral presentation are required. A minimum of 50 hours per credit is required.

CIV 492 (1-3) Internships in Civil Engineering II. Prerequisite: CIV 491. Continuation of the internship projects or tasks that the students conducted in the previous CIV 481 course and need more time to finish or start of the second internship with engineering firms or research laboratories. The projects and tasks for the internship must be approved by both the work supervisor and the departmental instructor. Progress reports and final reports in both writing and oral presentation are required. A minimum of 50 hours per credit is required.

BACHELOR of SCIENCE in INDUSTRIAL TECHNOLOGY PROGRAM

INTRODUCTION/MISSION

The mission of the Industrial Systems and Technology program is to provide a nationally accredited program, which serves the technical, managerial, and communication needs of persons desiring to enter or advance professionally in an industrial technology-related career. The JSU Industrial Technology Programs will:

1. Prepare our graduates to meet employer expectations for competent professional, and ethical practice.
2. Prepare our graduates to pursue advanced studies in the areas of technology other fields.
3. Prepare our graduates to adapt and continuously practice life-long learning and continuing education.

OBJECTIVES

The objectives of the Industrial Systems and Technology program are as follows:

- To produce competent technologists with specialized educational experiences that will enable them to become capable of ascertaining managerial, supervisory and production positions in areas such as business, industry, and government.
- To produce students with the capability to perform quality research in technology.
- To produce students with the ability to perform and take leadership roles in local, state, and national arenas.

STUDENT LEARNING OUTCOMES

1. Demonstrate an understanding of the basic concepts of DC, AC, and analog circuits as well as an understanding of and use specialized instruments in a laboratory or workbench environment.
2. Understand the structure of a computing system, the design of its basic components and the interactions of hardware and software components
3. Demonstrate a basic knowledge of using, setting up, and maintaining personal computers and computer network systems

4. Demonstrate the skills needed to effectively manage a disaster scene.

ACCREDITATION

The Industrial Systems and Technology program at Jackson State University is accredited by the Association of Technology, Management, and Applied Engineering (ATMAE).

BACHELOR of SCIENCE in INDUSTRIAL TECHNOLOGY -Computer Technology Concentration

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
IT 100	Introduction to Technology	1
IT 300	Internship/Industrial Experience	3
IT 490	Senior Capstone	3
ITC 400	Technical Seminars	3
ITD 114	Computer Aided Design	3
ITE 111 & ITEL 111	Basic Electronics & Lab	4
ITE 112 & ITEL 112	Intermediate Electronics & Lab	4
ITE 221 & ITEL 221	Devices and Circuits & Lab	4
ITE 338 & ITEL 338	Digital Logic & Lab	4
ITE 449 & ITEL 449	Computer Networking & Lab	4
ITE 452	Fiber Optics and Communications	3
ITE 465	Microprocessor and Application	4
ITE 466	Microprocessor and Troubleshooting	3
ITE 475	Microprocessor Software/Hardware	3
ITE 476	Real Time System Design	3
ITMA 105	Industrial Safety Management	3
ITMA 325	Industrial Psychology	3
ITMA 410	First Line Supervision	3
ITMA 420	Labor & Industrial Relations	3
MNGT 351	MIS and Applications	3
TOTAL 64		

CURRICULUM MAP

https://www.jsums.edu/studentsuccess/files/2022/08/Industrial-Technology-Computer-Technology-2022.pdf

The computer technology option is designed to provide students with both theoretical knowledge and practical skills in computer and information technologies. Courses included in this option provide experiences in computer components, networking systems, networking installation, troubleshooting, and operating systems. Graduates of this option typically work as computer technicians, process/product analyst, application analysts, computer network specialists, programmers, or managers of computer operations.

BACHELOR of SCIENCE in INDUSTRIAL TECHNOLOGY -Electronic Systems Technology Concentration

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
IT 100	Introduction to Technology	1
IT 300	Internship/Industrial Experience	3
IT 490	Senior Capstone	3
ITC 400	Technical Seminars	3
ITD 114	Computer Aided Design	3
ITD 316	Electronic Design	3
ITE 111 & ITEL 111	Basic Electronics & Lab	4
ITE 112 & ITEL 112	Intermediate Electronics & Lab	4
ITE 221 & ITEL 221	Devices and Circuits & Lab	4
ITE 338 & ITEL 338	Digital Logic & Lab	4
ITE 438	PLC	3
ITE 449 & ITEL 449	Computer Networking & Lab	4
ITE 450	Telecom Systems	3
ITE 452	Fiber Optics and Communications	3
ITE 475	Microprocessor Software/Hardware	3
ITMA 105	Industrial Safety Management	3
ITMA 325	Industrial Psychology	3
ITMA 410	First Line Supervision	3
ITMA 420	Labor & Industrial Relations	3
MNGT 351	MIS and Applications	3
TOTAL 63		

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/08/Industrial-Technology-Electronic-Systems-Technology-2022.pdf

The electronics systems technology option is designed to provide students with both theoretical knowledge and practical skills in electronics systems that are essential in the 21st century. Courses included in this option provide experiences in devices and circuits, digital and instrumentation. Typical entry-level professions include electronics technologists, circuit designers, and electronic systems maintenance supervisors.

BACHELOR of SCIENCE in INDUSTRIAL TECHNOLOGY- Emergency Management Technology Concentration

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
IT 100	Introduction to Technology	1
ITD 114	Computer Aided Design	3
ITEM 301	Principles of Emergency Management	3
ITEM 302	Intro to Incident Management	3
ITEM 303	Comm. Emergency Response Team	3
ITEM 304	Internship	3

ITEM 407	Technology in Emergency Response and Management	3
ITEM 402	Basic GIS & Remote Sensing	3
ITEM 403	Disaster Management	3
ITEM 404	Special Project	3
ITHM 300	Principles of HMM	3
ITHM 301	Regulatory Framework	3
ITHM 302	Tech Treatment of HM	3
ITHM 402	Industrial Hygiene	3
ITHM 405	Risk Assessment	3
ITMA 105	Industrial Safety Management	3
ITMA 325	Industrial Psychology	3
ITMA 420	Labor & Industrial Relations	3
TOTAL 52		

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/09/Industrial-Technology-Emergency-Management-2022-1.pdf

The emergency management technology option focuses on disaster prevention, planning, preparedness, response, mitigation, and recovery. The curriculum cover needs and issues, operations management, planning and response, and terrorism and is designed to provide students with a global outlook, interpersonal skills, and emergency management knowledge and skills. Emergency management is the discipline of dealing with and avoiding risks. It is a discipline that involves preparing for disaster before it occurs. This undergraduate specialization provides an overview of public safety research, theory, and principles within an emergency management framework. The curriculum focuses on such topics as emergency planning and decision-making, homeland security, disaster response and recovery, and hazard identification and mitigation.

COURSE DESCRIPTIONS

IT 100 (1) Introduction to Industrial Technology. A survey of the technology field as it relates to the academic background and opportunities for industrial technology graduates.

IT 300 (3) Internship/Industrial Experience. Prerequisite: Junior standing or approval of academic advisor. This course provides a supervised practical work experience with an approved industrial enterprise, coordinated by employer, faculty, and student.

IT 490 (3) Capstone Course. Prerequisite: Senior standing. This course is designed to give student experience in real work applications through project in business and industry that will encompass all the different subject areas covered in an area related to the student's concentration.

ITC 400 (3) Technical Seminar. Prerequisite: Senior standing. An inter-departmental course where application of technical and occupational skills and knowledge are emphasized.

Experience in using a variety of techniques at various levels and areas of supervision both on and off campus.

ITD 114 (3) Computer-Aided Drafting. The fundamentals of planning and drawing, orthographic projections, graphical and technical analysis, visualization, delineation, and communication of special problems. Computer-aided drafting (CAD) will be used as a tool to solve the various problems.

ITD 316 (3) Electrical and Electronic Design. Prerequisite: ITD 114. A study of the types of electrical and electronic drawings and their uses. Topics include building, wiring diagrams, electronics wiring diagrams, pictorial drawings, graphs and charts.

ITE 111 (3) Basic Electronics. Prerequisite: MATH 111. An introductory study of laws, theorems, concepts, and principles of electricity and electronics.

ITEL 111 (1) Freshman Lab I. A laboratory course which covers the basic electric quantities, Ohms law, power, resistors, series and parallel circuits, current and voltage divider, voltage and current sources, power measurement, internal resistance, and maximum power transfer.

ITE 112 (3) Intermediate Electronics. Prerequisite: ITE 111. A study of DC/AC current, resistance, magnetism, inductance, capacitance, transformers, etc.

ITEL 112 (1) Intermediate Electronics Lab. Prerequisite: ITEL 111. A laboratory course which covers network analysis, measurement of DC and AC current and voltage, power in AC circuits, resonance, RL circuits, RC circuits, and RLC circuits.

ITE 221 (3) Device and Circuits. Prerequisite: ITE 111 & 112. Current flow in doped semiconductors, PN junctions, bipolar junction transistors, and single staffed amplifiers. Emphasis is placed on current control with PN Junction, and on recognition of and characteristic of the three basic amplifier configurations.

ITEL 221 (1) Device and Circuits Lab. Prerequisite: ITE 111 & 112. A laboratory course which studies oscilloscope operation, oscilloscope voltage calibration and frequency measurements, characteristics of an inductance, characteristics of a series RC circuits, RC time constants, characteristics of a capacitor, characteristics of a series RLC circuit, RF signal generator, parallel resonant circuit, diodes, and characteristics of amplifiers.

ITE 338 (3) Digital Logic. Prerequisite: ITE 111 & 112. A study of number systems, logic gates, Boolean algebra, Kamaugh map, combinational circuits and sequential circuits, flip flops, counters, etc.

ITEL 338 (1) Digital Logic Lab. Prerequisite: ITE 111 & 112. A laboratory course which covers logic gates, integrated circuit, half-adder circuit, full-adder circuit, and Kamaugh map.

ITE 438 (3) Programmable Logic Controller (PLC). Prerequisite: ITE 338 or Instructor's Permission. This course provides practical experience on PLC's through its operation, programming, and uses in the control of production, manufacturing, industrial, and other processes.

ITE 449 (3) Network Theories. Prerequisite: ITE 338. A study of computer networks and analysis of the behavior of networks.

ITEL 449 (1) Network Lab. Prerequisite: ITEL 338. This course provides practical instruction on the networks connection and trouble shooting. Students will be introduced to telecommunications cabling technology and learn the systems used for distribution of data communications. This course will cover identification and application of appropriate connectors, cable types, safety concerns, and testing of systems.

ITE 450 (3) Analog Communication System. Prerequisites: ITE 221, MATH 221. Study of complete communications systems selected from broadcast radio, broadcast television, closed circuit television or radar, AM, FM and phase-shift modulation and demodulation techniques.

ITE 452 (3) Fiber Optics & Communication. Prerequisites: ITE 221, 338 and MATH 221. This course prepares students to understand the principles of fiber optics, practical experience on the troubleshooting of the fiber-optic communication networks and systems, system components, applications of fiber optics in data and network communication systems.

ITE 465 (3) Microprocessor and Application. Prerequisites: ITE 221, 338. Logical organization of single-chip microprocessors, their timing and interface requirements. Applications in the control of external devices.

ITE 466 (3) Microprocessor Troubleshooting. Prerequisites: ITE 221, 338. This course is designed for senior standing students to study professional techniques in microprocessor troubleshooting. Students will learn how to write sample programs for use in troubleshooting, troubleshoot bus, processor, and I/O failures by analyzing signals, and design testable microcomputer.

ITE 475 (3) Microprocessor Software/Hardware Interfacing. Prerequisites: ITE 221, 338. This course is designed for senior standing students with an overview of microcomputer systems in software, hardware, and interface. Basic microcomputer hardware design at chip level, software programming at the machine language level, and interface to sensors, actuators, and external devices will be introduced.

ITE 476 (3) Real Time System Design. Prerequisites: ITE 221, ITE 338. The topics of this course include the general concepts of real-time systems, design and implementation techniques and specific examples. The instruction is divided into three parts. The first introduces the general concepts of real-time systems, the design and implementation process, with emphasis on the techniques useful for real-time applications. The third part is a detailed examination of specific system organization and their appropriate implementation techniques.

ITEM 301 (3) Principles of Emergency Management. The course introduces basic theory of emergency management. It identifies the roles of federal, state, local government, and community in case of emergency. The course also discusses disaster prevention, mitigation, recovery, technology support, and litigation issues.

ITEM 302 (3) Introduction to Incident Command System. This course covers the emergency management practices used by responders during an emergency. The structure and responsibilities of the Incident Command System, the management of facilities, and typing of resources are covered in this class. The National Incident Management System (NIMS) principles are also included in this course.

ITEM 303 (3) Community Emergency Response Team. This course provides students with the skills required by Federal Emergency Management Agency (FEMA) to serve as a Community (Citizen) Emergency Response Team (CERT) member within their society. Students will also be required to complete Community Emergency Response Team training, which will provide them with basic skills needed for immediate response in the aftermath of disasters. By working together, CERT members can assist in saving lives and protecting property by using the basic techniques learned from this course.

ITEM 304 (3) Internship. Prerequisites: ITEM 301, 302, or approval by instructor. The internship is designed primarily for students who have had little exposure to the field of emergency management. Students will file their placement (with the assistance and approval of the instructor) at national laboratories or DHS's funded COE laboratories to gain hands-on practical experience with a public, private, or nonprofit organization that has significant emergency management responsibilities.

ITEM 401 (3) Application of Emergency Management Computer Technology. The purpose of this course is to develop an in-depth understanding and practical knowledge of the most frequently used software such as WISER, HAZUS, and CAMEO, which were designed by Federal Government agencies. This course will enable students to effectively use a computer in an emergency. The students can apply this skill to analyze, predict, and prevent an emergency incident.

ITEM 402 (3) Basic GIS and Remote Sensing. This course introduces the theory and techniques of Geographic Information System (GIS) and remote sensing and their application to environmental analysis. Topics include the concepts of remote sensing, characteristics of spectromagnetic waves, types of remotely sensed data, sensor types, the theory of photogram metric techniques, and digital image analysis for acquisition of geographical information. Several lab activities involve the following learning the basics of ERDAS imagine, data acquisition through internet search for satellite images, importing datasets, band characteristics, and visual presentation.

ITEM 403 (3) Disaster Management. The course explores important functions to be performed before, during, and after disaster strikes. It also identifies the strategies, tools, challenges, and concerns relevant to the emergency manager and others involved in disaster management. The theoretical basis of emergency management will be the central focus of the course, but practical knowledge, skills and abilities relating to planning will also be addressed throughout the semester. Students are expected to think critically about controversial issues and policies pertaining to the emergency and disaster arenas.

ITEM 404 (3) Special Project. This course includes the following emergency management concepts: program planning and management, financial planning, and management, managing information, managing people and time, personality types, leadership styles, followership styles, decision-making skills, team-building skills and group dynamics, community-building skills, intergovernmental relationships, negotiating skills, communication skills, emergency management ethics, and professionalism.

ITHM 300 (3) Principles of Hazardous Materials Management. Prerequisite: CHEM 141. An introductory survey course for the hazardous materials management program. Provides firm foundation on basic hazardous materials management principles. Topics include definition of hazardous materials, regulatory overview, technology for storage and disposing hazardous materials, air and water quality Issues Industrial hygiene and hazardous waste management.

ITHM 301 (3) Regulatory Framework for Toxic and Hazardous Substances. Prerequisites: ITHM 300, CHEM 141. A study of legislation and regulations surrounding hazardous materials and toxic waste. A study of major legislative/regulatory areas which include: RCRA, TSCA, OSHA, HMTA, CERCLA, and EPA.

ITHM 302 (3) Technologies for Storage, Treatment and Disposal of Hazardous Materials. Prerequisites: ITHM 300, CHEM 141. A study of basic principles of hazardous waste management. Methods of treatment and disposal. A comprehensive look at the technologies and related issues in hazardous waste management.

ITHM 402 (3) Industrial Hygiene. Prerequisites: ITHM 300, CHEM 141. An overview of occupational health hazards, their recognition, evaluation, and control. Emphasis on how industries are regulated and how occupational health standards are promulgated.

ITHM 405 (3) Risk Assessment in Hazardous Materials Management. Prerequisites: ITHM 300, CHEM 141. Examines the risk assessment process and its application in various situations, ranging from setting hazardous facilities to regulation and control of toxic substances in the environment. Risk analysis methods and their interaction with social economic and political factors.

ITMA 105 (3) Industrial Safety and Management. Designed to emphasize the importance of safety in an industrial community.

ITMA 325 (3) Industrial Psychology. Prerequisite: PSY 201. Designed to acquaint students with the study of human behavior as it relates to production of goods and services of our society. A study of psychology as it relates to the employees of American industries.

ITMA 410 (3) First-Line Supervision and Foremanship. A management development course for business, industrial, and institutional supervisors. The topics covered include motivation, leadership, decision- making and supervisory skills.

ITMA 420 (3) Labor and Industrial Relations. Prerequisite: ITMA 325. Discussions of who individuals, groups, and organizations in unions, management, and government act as they do in industrial relations with emphasis on psychological and sociological factors.

DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING AND COMPUTER SCIENCE

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INTRODUCTION/MISSION

The mission of the Electrical and Computer Engineering and Computer Science department is to build and sustain a high quality and broad-based teaching and research programs in Electrical Engineering, Computer Engineering, Biomedical Engineering and Computer Science, to prepare graduates for successful professional careers, and to provide service to the community. The Department offers four undergraduate degrees: Bachelor of Science in Electrical Engineering, Bachelor of Science in Computer Engineering, Bachelor of Science in Biomedical Engineering, and Bachelor of Science in Computer Science.

BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

OBJECTIVES

The Electrical Engineering is a diverse field dealing with all aspects of designing and operating electrical devices and systems based on our technological society. The Electrical Engineering curriculum includes for example electronics, energy conversion, power generation and distribution, computing, communications, and control systems.

Graduates of the Electrical Engineering program will be able to achieve the following three objectives:

1. Employed in the electrical engineering profession with potential for successful career advancement.
2. For those with an interest in earning advanced degrees, they will have completed or be pursuing advanced degrees.
3. Be informed and involved members of their communities as well as professional organizations and engaged in life-long learning.

STUDENT LEARNING OUTCOMES

Each student who graduates from the Undergraduate Program in Electrical Engineering will have:

1. An ability to identify, formulate, and solve complex electrical engineering problems by applying principles of electrical engineering, science, and mathematics
2. An ability to apply electrical engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in electrical engineering situations and make informed judgments, which must consider the impact of electrical engineering solutions in global, economic, environmental, and societal contexts
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use electrical engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

ACCREDITATION

The Undergraduate Program in Electrical Engineering is accredited by Engineering Accreditation Commission of the Board for Engineering and Technology (ABET), Inc. https://www.abet.org.

Notes: Students are required to take the Mathematics Placement Test to determine if they need to take any math courses before taking Math 231-Calculus I.

BACHELOR of SCIENCE in ELECTRICAL ENGINEERING
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MATH 241	Calculus I with Lab	3
MATH 242	Calculus II with Lab	3
MATH 243	Calculus III with Lab	3
MATH 244	Calculus IV with Lab	3
MATH 307	Probability & Statistics for Eng.	3
MATH 368	Ordinary Diff Equation I	3
CHEM & CHEML 141	General Chemistry & Lab	4

PHY 211 & PHYL 211	General Physics & Lab	4
PHY 212 & PHYL 212	General Physics II & Lab	4
CSC 118	Computer Science I	3
CSC 119	Computer Science II	3
ECE 101	Introduction to ECE	2
ECE 212	Digital Logic	3
ECEL 212	Digital Logic Lab	1
ECE 220	Circuits Theory	3
ECEL 220	Circuits Lab	1
ECE 252	Engineering Analysis	3
CIV 355	Engineering Economy	3
ECE 312	Computer Organization	3
ECE 320	Circuits Theory II	3
ECE 330	Electronics I	3
ECEL 330	Electronics I Lab	1
ECE 331	Electronics II	3
ECEL 331	Electronics II Lab	1
ECE 335	Semiconductor Devices	3
ECE 345	Electromagnetics	3
ECE 351	Signal and Systems	3
ECE 355	Control Systems	3
ECE 360	Microprocessors	3
ECEL 360	Microprocessors Lab	1
ECE 440	Communication Systems	3
ECE 490	Senior Project Design I	3
ECE 491	Senior Project Design II	3
TOTAL 93		

ELECTRICAL ENGINEERING ELECTIVES:

Course Number	Course Title	Credit Hours
ECE 412	Computer Architecture	3
ECE 430	Digital VLSI Design	3
ECE 431	Digital Systems Testing	3
ECE 435	Power Electronics	3
ECE 441	Computers Network	3
ECE 442	Digital Communications	3
ECE 445	Applied Electromagnetics	3
ECE 446	Wireless Communications	3
ECE 447	Telecom Switching and Transmission	3
ECE 451	Digital Signal Processing	3
ECE 480	Power Systems	3
ECE 481	Electric Drives	3
ECE 492	Special Studies in ECE	3
ECE 493	Special Topics in ECE	3

Other Courses require Chair's approval.
TOTAL 42

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/08/ElectricalEngineering2022.pub_.pdf

BACHELOR OF SCIENCE IN COMPUTER ENGINEERING

OBJECTIVES
The Computer Engineering curriculum deals with all aspects of designing, building, and programming of computer systems. The curriculum introduces students to both hardware (electronic circuits) and software (programming) of computer systems.
Graduates of the Computer Engineering program will be able to achieve the following three objectives within the first few years after graduation:

1. Employed in the computing profession or closely related field with potential for successful career advancement.
2. For those with an interest in earning advanced degrees, they will have completed or be pursuing advanced degrees.
3. Be informed and involved members of their communities as well as professional organizations and engaged in life-long learning.

STUDENT LEARNING OUTCOMES
Each student who graduates from the Undergraduate Program in Computer Engineering will have:

1. An ability to identify, formulate, and solve complex computer engineering problems by applying principles of computer engineering, science, and mathematics.
2. An ability to apply Computer engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in computer engineering situations and make informed judgments, which must consider the impact of Computer engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use Computer engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

ACCREDITATION
The Undergraduate Program in Computer Engineering is accredited by Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology

(ABET), https://www.abet.org.

Notes:
Students are required to take the Mathematics Placement Test to determine if they need to take any math courses before taking Math 231-Calculus I.

BACHELOR of SCIENCE in COMPUTER ENGINEERING
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MATH 241	Calculus I with Lab	3
MATH 242	Calculus II with Lab	3
MATH 243	Calculus III with Lab	3
MATH 244	Calculus IV with Lab	3
MATH 307	Probability & Statistics for Eng.	3
MATH 368	Ordinary Diff Equation I	3
CHEM & CHEML 141	General Chem. & Lab	4
PHY 211 & PHYL 211	General Physics & Lab	4
PHY 212 & PHYL 212	General Physics II & Lab	4
CSC 118	Computer Science I	3
CSC 119	Computer Science II	3
CSC 225	Discrete Structures	3
CSC 228	Data Structures	3
CSC 325	Operating Systems	3
ECE 101	Introduction to ECE	2
ECE 212	Digital Logic	3
ECEL 212	Digital Logic Lab	1
ECE 220	Circuits Theory	3
ECEL 220	Circuits Lab	1
ECE 220	Circuits Theory	3
CIV 222	Eng. Mechanics I	3
CIV 355	Engineering Economy	3
ECE 312	Computer Organization	3
ECE 315	Synthesis HDL	3
ECE 330	Electronics I	3
ECEL 330	Electronics I Lab	1
ECE 351	Signal and Systems	3
ECE 360	Microprocessors	3
ECEL 360	Microprocessors Lab	1
ECE 412	Computer Arch.	3
ECE 490	Senior Project Design I	3
ECE 491	Senior Project Design II	3
TOTAL 92		

Elective Courses

Course Number	Course Title	Credit Hours
Elective	Free Elective	1
ECE 430	Digital VLSI Design	3
ECE 431	Digital Systems Testing	3
ECE 345	Electromagnetics	3
ECE 440	Communications Systems	3
ECE 441	Computer Networks	3
ECE 451	Digital Signal Processing	3
ECE 492	Special Studies in ECE	3
ECE 493	Special Topics in ECE	3
Other courses require Chair's approval.		3

Technical Electives for Computer Engineering Majors:

ECE 430	Digital VLSI Design	3
ECE 431	Digital Systems Testing	3
ECE 345	Electromagnetics	3
ECE 440	Communication Systems	3
ECE 441	Computer Networks	3
ECE 451	Digital Signal Processing	3
ECE 492	Special Studies in ECE	3
ECE 493	Special Topics in ECE	3

Other Courses require Chair's approval.

CURRICULUM MAP

https://www.jsums.edu/studentsuccess/files/2022/08/Computer-Engineering-2022.pdf

BACHELOR OF SCIENCE IN BIOMEDICAL ENGINEERING

OBJECTIVES

Graduates of the Biomedical Engineering program will be able to achieve the following three objectives within the first few years after graduation:

1. Employed in the biomedical engineering profession with potential for successful career advancement.
2. For those with an interest in earning advanced degrees, they will have completed or be pursuing advanced degrees.
3. Be informed and involved members of their communities as well as professional organizations and engaged in life-long learning.

STUDENT LEARNING OUTCOMES

Each student who graduates from the Undergraduate Program in Biomedical Engineering will have:

1. An ability to identify, formulate, and solve complex Biomedical engineering problems by applying principles of Biomedical engineering, science, and mathematics
2. An ability to apply Biomedical engineering design to produce solutions that meet specified

needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in Biomedical engineering situations and make informed judgments, which must consider the impact of Biomedical engineering solutions in global, economic, environmental, and societal contexts
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use Biomedical engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

NOTE: Students are required to take the Mathematics Placement Test to determine if they need to take any math courses before taking Math 231-Calculus I.

BACHELOR of SCIENCE in BIOMEDICAL ENGINEERING
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MATH 241	Calculus I with Lab	3
MATH 242	Calculus II with Lab	3
MATH 243	Calculus III with Lab	3
MATH 244	Calculus IV with Lab	3
MATH 307	Probability & Statistics for Eng.	3
MATH 368	Ordinary Diff Equation I	3
CHEM & CHEML 141	General Chemistry & Lab	4
CHEM & CHEML 142	General Chemistry II & Lab	4
CHEM & CHEML 241	Organic Chemistry I and lab	4
PHY 211 & PHYL 211	General Physics & Lab	4
PHY 212 & PHYL 212	General Physics II & Lab	4
BIO & BIOL 111	General Biology I and Lab	4
BIO & BIOL 112	General Biology II and Lab	4
BIO & BIOL 440	Cell Biology and Lab	4
BIO & BIOL 470	Human Physiology and Lab	4
CSC 118	Computer Science I	3
ECE 212	Digital Logic	3
ECEL 212	Digital Logic Lab	1
ECE 220	Circuits Theory	3
ECEL 220	Circuits Lab	1
CIV 222	Engineering Mechanics	3
ECE 312	Computer Organization	3
ECE 360	Microprocessors	3
ECEL 360	Microprocessors Lab	1

ECE 470	Biomedical Instrumentation	3
ECE 471	Biomed Signal Processing	3
ECE 472	Biomedical Materials	3
ECE 490	Senior Project Design I	3
ECE 491	Senior Project Design II	3
TOTAL 92		

Elective Courses

Course Number	Course Title	Credit Hours
BIO 318 & BIOL 318	Introductory Genetics with Lab	4
BIO 393	Introduction to Medical Terminology	3
BIO 443	Biotechnology	3
ECE 355	Control Systems	3
ECE 451	Digital Signal Processing	3
ECE 493	Special Topics	3
Other courses require Chair's approval.		3

CURRICULUM MAP

https://www.jsums.edu/studentsuccess/files/2022/08/Biomedical-Engineering-2022.pdf

COURSE DESCRIPTIONS

ECE 101 (2) Introduction to Electrical and Computer Engineering. Prerequisite: First year ECE students. This course gives first year students a survey of the field of the electrical and computer engineering. It describes the different subareas within the electrical and computer engineering field and the analytical tools that will be utilized throughout the curriculum. The course discusses the curriculum, the available technical electives, and professional careers for ECE students.

ECE 212 (3) Digital Logic. Prerequisites: MATH 111 or equivalent. This is an introductory course to digital design. Topics include number systems, binary logic, Boolean algebra, truth tables, minimization of Boolean functions. K-maps, and Flip-Flops, Designs include combinational circuits, counters, and sequential circuits.

ECEL 212 (1) Digital Logic Laboratory. Co-requisites: ECE 212. This laboratory course enables students to validate the major concepts covered in ECE 212, digital Logic. Experiments include basic gates, adders, counters, and Flip-Flops.

ECE 220 (3) Circuit Theory. Prerequisites: PHY 211. Co-requisites: MATH 242. This course introduces introduction to theory, analysis, and design of electric circuits. Voltage, current, power, energy, resistance, capacitance, inductance. Ohm's law, Kirchhoff's laws, nodal and mesh analysis, Thevenin's and Northon's theorem, Superposition, operational amplifier, steady state in RCL circuits and transient analysis in RL and RC circuits.

ECEL 220 (1) Circuits Laboratory. Co-requisites: ECE 220. This laboratory enables students to

validate the major concepts covered in ECE220, Circuit Theory. Experiments include OHM's law, node voltage analysis, RC circuits, and RL circuits.

ECE 252 (3) Engineering Analysis. Prerequisites: MATH 241. This course introduces the principles and applications of engineering mathematics, including linear algebra, Fourier analysis, and complex variable theory.

ECE 312 (3) Computer Organization and Design. Prerequisites: ECE 212, ECEL 212 and CSC 118. This course provides an overview of digital logic design. It covers modeling and simulation of basic digital systems using a hardware descriptive language. Topics include behavioral, data flow, and structural modeling.

ECE 315 (3) Synthesis with Hardware Descriptive Language. Prerequisites: ECE 212, ECEL 212, CSC 119 and CSCL 119. This course provides an overview of digital logic design. It covers modeling and simulation of basic digital systems using a hardware descriptive language. Topics include behavioral, data flow, and structural modeling.

ECE 320 (3) Circuit Theory II. Prerequisite: ECE 220, ECE 252 and MATH 368 This course is a continuation of ECE 220 Circuit Theory I, covering phasor analysis, steady state power, complex network functions, frequency response, and transformers.

ECE 330 (3) Electronics. Prerequisites: ECE 220 and ECE 252. This course introduces fundamental concepts in electronics. Topics include diode, BJT, and FET circuits. It covers frequency response, biasing, current sources and mirrors, small-signed analysis, and design of operational amplifiers.

ECEL 330 (1) Electronics Laboratory. Co-requisites: ECE 330. This laboratory course includes experiments that validate the concepts covered in ECE 330–Electronics. Experiments include diode circuits, BJT characteristics, FET characteristics, and MOSFET circuits.

ECE 331 (3) Electronics II. Pre-requisite: ECE 330, ECEL 330 and ECE 320 This course is a continuation of ECE 330 which focuses on characteristics and applications of both linear and digital integrated circuits; amplifiers, feedback analysis, frequency response, oscillators, amplifier stabilization, microprocessors, memory systems, and emphasizes on design.

ECEL 331 (1) Electronics II Laboratory. Co-requisite: ECE 331. This laboratory course includes experiments that validate the concepts covered in ECE 331, Electronics II. Experiments include amplifiers, feedback analysis, and oscillators.

ECE 335 (3) Semiconductor Devices. Pre-requisites: PHY 212, PHYL 212 and MATH 368. This course applies the fundamentals of semiconductor physics to the understanding of electronic devices. Energy band models, electron and hole concentrations and transport, p-n junctions, bipolar junction transistors, field effect devices, technology scaling, and nanotechnology.

ECE 345 (3) Electromagnetic Fields. Prerequisites: ECE 220, PHY 212, MATH 368 and MATH 244.

This course introduces fundamental concepts in electromagnetics. Concepts include Waves and phasors, Transmission lines, vector analysis, electrostatics and magnetostatics. Topics cover gradient, divergence, curl, laplacian, field intensity, charge and current distribution, Coulomb's law, Guess's law, electric and magnetic potential, conductors, dielectrics, capacitors, magnetic force and torques, Biot Savart law, and electric and magnetic boundary conditions.

ECE 351 (3) Signals and Systems. Pre-requisites: ECE 220, ECE 252 and MATH 368. This course introduces theoretical analysis of continuous-time signals and systems. Topics include time domain analysis using convolution integral, s-domain analysis using Laplace transform, real frequency domain analysis using Fourier series and Fourier transform, and relationships between time domain and frequency domain descriptions. Topics also include brief introduction of the applications of signals and systems in filter design, communications, and control systems.

ECE 355 (3) Control Systems. Prerequisites: ECE 351. This course introduces fundamental principles of classical feedback control. Topics include using Laplace transform and partial fraction to solve linear ordinary differential equations, impulse response, transfer function, block diagram, signal flow graph and gain formula, state diagram and state variable analysis of linear systems, modeling of physical systems, analysis of the stability of linear control systems, time-domain analysis of control systems and root-locus technique.

ECE 360 (3) Embedded Microprocessor Systems. Prerequisites: ECE 312. This course covers the architecture, operation, and applications of microprocessors. Topics include microprocessor programming, address decoding, interface to memory, interfacing to parallel and serial input/output, interrupts, and direct memory access. Course project is to design, build, and program a simple microprocessor-based system.

ECEL 360 (1) Microprocessor Laboratory. Co-requisite: ECE 360. This laboratory courses enables students to validate the major concepts covered in ECE 360–Embedded Microprocessor Systems. Experiments include building and/or interfacing a microprocessor system.

ECE 412 (3) Computer Architecture. Prerequisites: ECE 312. This course covers computer architecture design issues. Topics include organization of CPU, processor systems design, computer arithmetic, memory system organization and architecture, interfacing and communication, performance, and multiprocessing.

ECE 415 (3) Field Programmable Gate Arrays (FPGA). Pre-requisite: ECE 315. This course deals with the design and application of digital integrated circuits using field programmable gate arrays (FPGAs). This is a lab-oriented course, and a hardware laboratory experience is integrated with the course. A commercial set of FPGA CAD tools will be used in the laboratory portion of the course. Students will implement FPGA designs using commercial FPGA boards.

ECE 430 (3) Digital VLSI Design. Prerequisites: ECE 212, ECEL 212, ECE 330 and ECEL 330. This course introduces principles of the design and layout of Very Large Scale Integrated (VLSI) circuits with concentrations on the Complementary Metal-Oxide-Semiconductor (CMOS) technology.

Topics include MOS transistor theory and CMOS technology, characterization, and performance estimation of CMOS gates. Course projects involve layout designs and simulations using computer-aided design tools.

ECE 431 (3) Digital System Testing and Design for Testability. Prerequisites: ECE 330 and ECE 212. This course introduces fundamental techniques for detecting defects in VLSI circuits. Topics include fault models, fault detection, and schemes for designing systems to be easily testable and with self-test capability.

ECE 435 (3) Power Electronics. Pre-requisites ECE 331. This course introduces students to Switch-mode power electronics. Topics include Switch-mode DC power supplies and Switch-mode converters for DC and AC motor drives, wind/photovoltaic inverters, and interfacing power electronics equipment with utility systems, power semiconductor devices, magnetic design, and electro-magnetic interference.

ECE 440 (3) Communication Systems. Prerequisites: MATH 243 and MATH 307. This course introduces students to analog and digital modulation techniques. Topics include random processes, power special density, effects of noise on, and bandwidth requirements of, different modulation schemes.

ECE 441 (3) Computer Networks. Prerequisites: ECE 312 and ECE 351. This course introduces students to network protocols and network architectures. Topics include characteristics and principles related to Wide Area Network (WAN), and network devices and their relationship with network protocols and architectures. It also provides methods for characterizing and analyzing communications systems performance.

ECE 442 (3) Digital Communications. Prerequisites: ECE 440. This course introduces the principles of transmission and reception of digital signals, and the design and performance analysis of digital receivers. Topics covered include pulse code modulation (PCM), line coding, modulation schemes, digital multiplexing, optimum detection thresholds, and analysis of communications system in presence of noise, information theory, and error correcting codes.

ECEL 442 (1) Digital Communications Laboratory. Co-requisites: ECE 442. This laboratory courses includes experiments that validate the concepts covered in ECE 442–Digital Communications. Experiments include modulation and demodulation of AM and FM signals, sampling, matched filtering, generation, and detection of ASK, PSK, QPSK, and QAM signals, simulation, and analysis of a complete digital receiver.

ECE 446 (3) Wireless Communications. Prerequisites: ECE 440. This course introduces students to signal transmission and reception in wireless communication systems. Topics include understanding of radio channel characteristics, cellular concept, multiple access methods, modulation techniques, diversity and error correcting codes for wireless systems and wireless communication standards.

ECE 447 (3) Telecommunications Switching and Transmission. Prerequisites: ECE 440. The course introduces students to the telecommunications standards and infrastructure which includes both the switching and transmission components. Topics covered include public switching network hierarchy, various switching methods, the digital transmission hierarchy, transmission media characteristics and applications, and switching and transmission technologies and standards (ATM, ISDN, etc.).

ECE 448 (3) Telecommunications Standards and Standardization Processes. Prerequisites: ECE 440. This course aims at integrating knowledge of standards, which is critical part of today's engineering, technology, and science, into STEM curricula. Telecom involves documentary and measurement standards. The first designed to building equipment, systems, and networks; and the second are to measure how these building blocks work interface with each other, and with other matters. Telecom standards, of both types, are better viewed however from other angles: based on standards' organization, based on standardization processes, based on technical life cycle, and based on market forces. This course strikes a balance between all these axes and provides students with well-rounded perspective of standards and standardization.

ECE 451 (3) Digital Signal Processing. Prerequisite: ECE 351. This course introduces theoretical analysis of discrete-time signals and systems. Topics include sampling continuous-time signals and reconstructions of continuous-time signals from samples; z-transforms; signal flow graphs; spectral analysis of signals and systems using Fourier series and Fourier transform; the discrete Fourier transform; the fast Fourier transform algorithm; finite and infinite impulse response (FIR/IIR) filter design techniques, and applications in digital control systems and digital communications.

ECE 480 (3) Power Systems Analysis. Pre-requisites: ECE 320. This course introduces students to AC power systems. Topics include large power system networks, mathematics and techniques of power flow analysis, short circuit analysis, and transient stability analysis, and use of a power system simulation program for design.

ECE 481 (3) Electric Machines. Pre-requisites: ECE 480. This course introduces students to AC/DC electric-machine drives for speed/position control. Topics include integrated discussion of electric machines, power electronics, control systems and computer simulations. Applications include electric transportation, robotics, process control, and energy conservation.

ECE 490 (3) Senior Design Projects I. Prerequisites: ECE 330 and ECE 360. This course is based on group design projects. Students work in teams to develop proposals for their selected projects. Topics include engineering professionalism, ethics, design methodology, project management, development of specifications, and evaluation of alternatives. Students make oral presentation and submit written reports on their proposed projects.

ECE 491 (3) Senior Design Projects II. Prerequisite: ECE 490. In this course students complete the design projects proposed in ECE 490S– Senior Design Projects I. Students perform the design synthesis, analysis, construction, testing, and evaluation of their team projects. Topics include

engineering professionalism, ethics, and safety. Students make oral presentation and submit final reports documenting their results.

ECE 492 (1 - 4) Special Studies in Electrical and Computer Engineering. Prerequisites: Junior/Senior standing in Computer Engineering and consent of Chair. This course is based on individual projects and problems selected by instructors and individual students. It is open to juniors/seniors in computer engineering only. No more than four credit hours of ECE 493 can be applied towards the degree.

ECE 493 (1 - 4) Special Topics in Electrical and Computer Engineering. Prerequisites: Junior/Senior standing in Computer Engineering and consent of Chair. This course includes lectures on recent topics of special interests to students in various areas of computer engineering. It is designed to test new experimental courses in computer engineering. No more than four credits of ECE 493 can be applied toward the degree.

ECE 497 (1 to 3) Internship. Pre-requisite(s): Electrical engineering or computer engineering major and consent of Chair. This course is a supervised internship off campus. It allows students to perform work and or research in electrical engineering or computer engineering in industry or laboratory research setting. No more than four credit hours of ECE 497 can be applied towards the degree.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

INTRODUCTION/MISSION

The undergraduate major in Computer Science is intended to enable a student to pursue further studies in Computer Science or in related fields of Science, Engineering, and Business and to enter the work force as an entry level computer professional. The program combines a very thorough preparation in the fundamentals of Computer Science and related fields with the opportunity for more advanced work in either Computer Science or Computer Engineering.

OBJECTIVES

The educational objectives of the Computer Science undergraduate program at Jackson State University are to graduate students with: 1. An understanding of and the ability to apply the core principles and theories of Computer Science; 2. The motivation and preparation to engage in life-long learning, including entering graduate programs in Computer Science and related fields; 3. The professional skills needed for employment, while being able to adapt to rapidly changing technology; 4. An understanding of the ethical responsibilities of a computer professional and the social impact of computing.

STUDENT LEARNING OUTCOMES

Each student who graduates from the Undergraduate Program in Computer Science 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.

ACCREDITATION

The Undergraduate Program in Computer Science is accredited by the Computing Accreditation Commission of ABET, https://www.abet.org.

OTHER REQUIREMENTS/OFFERINGS

1. Students may need Pre-Calculus courses if indicated by math assessment score.
2. Students with no computer exposure must take CSC 115.
3. Laboratory courses must be taken during the same semester as lecture for Engineering, Mathematics, Biology, Chemistry, and Physics courses.
4. Students must take the ETS Major Field Examination in Computer Science.
5. A minimum grade of "C" is required in all Computer Science Courses. Prerequisite courses must be successfully completed before taking the next courses.

BACHELOR of SCIENCE in COMPUTER SCIENCE

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
CSC 118	Computer Science I	3
CSC 119	Computer Science II	3
CSC 225	Discrete Structures	3
CSC 228	Data Structures and Algorithms	3
CSC 215	Data Analytics	3
CSC 216	Computer Architecture & Organization	3
CSC 323	Algorithm and Analysis	3
CSC 330	Database Systems	3
CSC 360	Client-Server Programming with Java	3
CSC 435	Computer Networks	3
CSC 450	Senior Project	3
CSC 475	Software Engineering	3
CSC 325	Operating Systems	3
CSC 350	Organization of Programming Lang.	3
CSC 390	Computer Science Seminar	1
ECE 212	Digital Logic	3
ECEL 212	Digital Logic Lab	1

MATH 241	Calculus I with Lab	3
MATH 242	Calculus II with Lab	3
MATH 243	Calculus III with Lab	3
MATH 307	Probability & Statistics for Eng.	3
BIO & BIOL 101	Introduction to Biology	3
CHEM & CHEML 141	General Chem & Lab	4
PHY 211 & PHYL 211	General Physics & Lab	4
CSC XXX	Computer Science Electives	12
TOTAL 82		

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/08/Computer-Engineering-2022.pdf

COURSE DESCRIPTIONS

CSC 115 (3) Digital Computer Principles. An introduction to the study of computer science. Subject matter consists of word processing, spreadsheet, database, graphics, computing, data processing, the organization of a computer, input and output devices, number systems, internal data representation and an introduction to a high-level programming language.

CSC 118 (3) Computer Science I. Prerequisites: MATH 118 or equivalent, CSC 115 or equivalent. This is the first course in the computer science programming sequence and is required of all computer science majors. Course objectives include introduction to problem solving methods and algorithm development; definition of language syntax and semantics of Object-Oriented Programming I Language; and developing the ability to design, code, debug, document, and successfully execute programs. Topics include objects and classes, data types, applets and graphics, decision statements, iteration, methods, testing and debugging, arrays, sorting and searching, Students will learn to use Integrated Development Environment (IDE) to apply problem solving and programming concepts to write, compile, and run programs. The course consists of two lecture hours and one laboratory hour.

CSC 119 (3) Computer Science II. Prerequisites: CSC 118. This course is the follow-up of CSC 118. Additional topics in Object-Oriented Programming are covered in this course. Then the emphasis shifts to object-oriented analysis and design. This course covers I/O streams, exception handling, threads, reflection, UML, object-oriented analysis and design, object-oriented graphical user interfaces, design patterns, and refactoring. This course consists of two lecture hours and one laboratory hour.

CSC 209 (3) Programming in C/UNIX. Prerequisites: CSC 119. Problem-solving methods, algorithm development, debugging and documentation in the C programming language with emphasis on the UNIX operating system environment. Topics include pointers, strings, structures, unions, linked lists, UNIX process management, and UNIX shell programming.
CSC 214 (3) Programming for the Web. Prerequisites: CSC 119. This course is designed for students who have computer programming experience and who want to write Web applications.

Students will learn the basic programming skills and languages that are needed to implement distributed Web applications. Topics include client-side programming techniques including HTML, Dynamic HTML and JavaScript; server-side programming techniques including CGI programming using Perl; and Web architectures and servers.

CSC 215 (3) Data Analytics. Prerequisite CSC 119. This course introduces students to data analytics the science of examining raw data and deriving conclusions from it. Data analytics is used in business and industry to make better business decisions and in science to verify existing theories. It involves extracting useful properties of data using concepts from statistics, mathematics, and computer science. Students will use statistical method, machine learning algorithms and software tools for analyzing data from science, business, and industry. The course is designed for students in a variety of fields including statistics, artificial intelligence, engineering, marketing, finance etc. The course consists of two lecture hours and one laboratory hour.

CSC 216 (3) Computer Architecture and Organization. Prerequisites: CSC 119, 225, EN 212, ENL 212. Students will learn functional behaviors and structural organizations of a computer. Topics include machine level representations of data, computer arithmetic, instruction set architecture and assembly language, data path and control, memory system and bus architectures and I/O devices. Also, the compilation and the assembly processes, and linking and loading are covered.

CSC 225 (3) Discrete Structures for Computer Science. Prerequisites: CSC 118, MATH 118 or Higher. Introduces the foundations of discrete mathematics as they apply to computer science, focusing on providing a solid theoretical foundation for further work. Topics include basic logic, proof techniques, sets, bags, ordered structures, graphs, trees, facts and properties of functions, and construction techniques.

CSC 228 (3) Data Structures and Algorithms. Prerequisites: CSC 119. The main objective of this course is to study data structures (e.g., arrays, lists, binary trees, heaps, etc.) their properties and purposes, and algorithms (e.g., graph and tree algorithms, minimal paths, greedy algorithms, divide and conquer, dynamic programming) to manipulate these structures. A particular emphasis will be placed on understanding the theoretical foundations of data structures and associated algorithms, but also on their practical development from a software engineering perspective, and their associated algorithmic analysis. The course consists of two lecture hours and one laboratory hour.

CSC 235 (3) Security Awareness. Prerequisite: CSC 115 or equivalent. This course will increase students' understanding of cyber security issues and practices. It will teach them need-to-know information about staying secure and how to avoid security attacks through hands-on-projects. Topics covered will include personal security, mobile security, Internet security, computer security, and workplace security. The course consists of two lecture hours and one laboratory hours.

CSC 245 (3) Introduction to Bioinformatics. Introduces the foundations of Bioinformatics as they apply to computer science, focusing on providing a solid theoretical foundation in Biology for further work. Topics include sequence Alignments, Evolutionary processed, Genome characteristics, secondary structures & tertiary structures of proteins, Cells, and organisms. The course consists of two lectures hours and one laboratory hours.

CSC 323 (3) Algorithm Design and Analysis. Prerequisites: CSC 228. Introduces students to various techniques to design and analyze algorithms. Topics include examples of computational problems, basic issues related to algorithms, efficiency comparison, and the design and analysis of brute force, divide-and-conquer, decrease-and-conquer, and transform-and-conquer algorithm design strategies.

CSC 325 (3) Operating Systems. Prerequisites: CSC 216, 228. This course introduces the major concepts of process communication and synchronization, protection, performance measurement, and causes and evaluations of the problems associated with mutual exclusions and process synchronization among concurrent processes. This course introduces and analyzes various operating systems in terms of processor management, memory management, device management, information management, and distributed systems management.

CSC 330 (3) Database Systems. Prerequisites: CSC 228. This course is designed to introduce students to the concepts and theories of database systems. Topics include: information models and systems; the database environment; data modeling; conceptual modeling using the entity-relationship approach and mapping to relational tables; the relational model including the relational data structure, integrity rules, relational algebra and relational calculus; normalization; data definition and data manipulation in SQL; conceptual, logical, and physical database design; security; transaction management; query processing; and advanced topics in database systems. The course consists of two lecture hours and one laboratory hour.

CSC 335 (3) Computer Forensics. Prerequisites: CSC 325. This course introduces students to topics in computer crimes and computer forensics. Students are required to learn ways to uncover, protect, and exploit digital evidence. Topics covered will include e-mail investigation, data hiding, live acquisitions, processing a crime scene, data acquisition, analysis and validation, computer crimes, and cell phone and mobile device forensics. The course consists of two lecture hours and one laboratory hour.

CSC 350 (3) Organization of Programming Languages. Prerequisites: CSC 216, 228. Study of the organization and specification of programming languages. Topics include an overview of programming languages; issues in language design, including typing regimens, data structure models, control structure models, and abstraction; virtual machines; language translation; interpreters; compiler design; lexical analysis; parsing; symbol tables; declaration and storage management; code generation; and optimization techniques.

CSC 390 (1-3) Computer Science Seminar. Prerequisites: CSC 228. Discussion on trends in computer science. Students are required to prepare a paper and present it to their peers.

Students who have participated in a Co-op Program will conduct a seminar discussing their work assignments.

CSC 435 (3) Computer Networks. Prerequisites CSC 323,325. The CSC 435 course will primarily focus on the following five layers of the TCP/IP protocol stack: Physical, Link, Network, Transport and Application layers. Topics to be covered include Physical Layer -- encoding and decoding data for short-distance and long-distance communications; Link Layer -- local area network technologies and their extension using interconnection devices; Network Layer -- routing protocols, IP addressing, subnets, datagram forwarding, fragmentation and other auxiliary network-level communication protocols; Transport Layer -- UDP and TCP and Application Layer Socket programming. The course will also cover appropriate security aspects for each of the above layers. The course consists of two lecture hours and one laboratory hour.

CSC 437 (3) Computer Security. Prerequisite: CSC 325. This course will examine the risks of security in computing, consider available countermeasures, controls, and examine some of the uncovered vulnerabilities. Topics covered will include Cryptography, Program Security, Operating System Security, and Network Security. The course consists of two lecture hours and one laboratory hour.

CSC 439 (3) Advanced Information Security. Prerequisite: CSC 325. This course will discuss advanced topics in information security related to Cryptography, Steganography, Network security controls, Web and E-mail security, Wireless network security, Security in distributed systems, and Database security.

CSC 441 (3) Computers and Society. Prerequisites: CSC 325 and 330. This course presents concepts of computer moral and legal issues, describes the impact of computers on society and presents techniques which are applicable in addressing problems posed by the social impact of computers. As a Service-Learning Course, students will be able to help agencies and businesses in educating them on the most recent Anti-virus software available, viruses, e-mail scams, privacy issues, intellectual property rights, and computer crimes.

CSC 450 (3) Senior Project. Prerequisites: CSC 325 and CSC 475. Students will design, code, test, implement and document a large and complex application program.

CSC 452 (3) System Simulation. Prerequisites: MATH 355, CSC 228. Introduction to simulation models, writing programs to generate random numbers from various probability distributions. Simulation models using GPSS/H language for problem solving.

CSC 456 (3) Automata, Computability and Formal Languages. Prerequisites: CSC 350 and a knowledge of discrete structures. An introduction to formal models of computation. Assignments will develop students' skills in understanding vigorous definitions in computing environments and in determining their logical consequences.

CSC 460 (3) Introduction to Artificial Intelligence. Prerequisite: CSC 323. An introduction to the theory, research paradigms, implementation techniques, and philosophies of artificial intelligence. Introduction to Prolog, Lisp and expert system-shell programming.

CSC 470 (3) Computer Graphics. Prerequisites CSC 216, CSC 323. Introduction to Graphics Hardware and Software, Display Architectures, User-Computer Interface Design, 2D and 3D Transformations, Projections, Clipping, and Raster Graphics Algorithms.

CSC 475 (3) Software Engineering. Prerequisite: CSC 330. Introduction to software engineering, software design, APIs, software tools and environments, software development processes, software requirements and specifications, software verification and validation, software implementation, software evolution, and software project management.

CSC 485 (3) Digital Image Processing. Prerequisites: CSC 312, CSC 323. Introduction to Digital Image Processing and its Applications, where the emphasis is on earth resources analysis. Subject matter consists of Hardware and Software Requirements, Transformations, Registration, Encoding, Enhancement and Restoration, and Image Databases.

CSC 499 (3) Special Topics. Prerequisite: Approval of instructor. Advanced, specialized topics selected based on mutual interest of the student and the instructor.

DEPARTMENT OF MATHEMATICS AND STATISTICAL SCIENCES
(BS Mathematics, BSED Mathematics Education-Secondary Teaching, and BS Statistics)

Dr. Tor A. Kwembe
Department Chair

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INTRODUCTION/MISSION
The Department of Mathematics and Statistical Sciences prepares students for jobs that require quantitative, analytical, and critical mathematics and statistical skills. We ready our learners for

graduate studies and research of international excellence spanning broadly pure mathematics, computational and applied mathematics, statistics, and mathematics education. We foster collaborations with high-tech industries and government agencies with the goal of creating career paths for our students. We strive to showcase the relevance and pervasiveness of mathematics in the modern economy through regular outreach activities.

The Department of Mathematics and Statistical Sciences offers the Bachelor of Science Degree in Mathematics (BS), with concentrations in various areas of Pure and Applied Mathematics, the Bachelor of Science in Education Degree in Mathematics Education (BS Ed), and the Bachelor of Science Degree in Statistics (BS). Our graduates pursue advanced studies in mathematics or statistics, seek careers as mathematicians or statisticians in emerging high-tech industries and federal agencies or teach mathematics at the secondary level.

OBJECTIVES

The objectives of the Department of Mathematics and Statistical Sciences are as follows:

- To develop the quantitative skills of students who enjoy the enterprise of problem solving, statistical analysis, data visualization and the reward of discovery.
- To encourage students to pursue advanced training in mathematics or statistics commensurate with their goals and talents.
- To illustrate the role of mathematics and statistics in research, quantitative exploration of data, data analytics and visualization, and related areas of scientific endeavor.
- To prepare effective teachers of mathematics and competent mathematicians and statisticians for work in business, government, and industry.
- To offer courses in mathematics or statistics for students entering the University with mathematics or statistics deficiencies.
- To offer courses essential for those students pursuing study in major fields other than mathematics or statistics, including those that elect to minor in mathematics or statistics.

STUDENT LEARNING OUTCOMES

Upon the completion of the BS Degree requirements in mathematics, recipients will be able to:

- Solve real world problems using calculus methods.
- Combine mathematical methods to solve real world complex problems.
- Identify and utilize appropriate techniques to prove mathematical statements.
- Use appropriate algorithms, numerical methods, and computational technology to perform calculations and solve mathematical problems, and
- Effectively use mathematical notations and vocabulary to communicate mathematics in written form, oral presentations, and visual representations.

Upon Completing the BSED Degree requirements in the secondary mathematics teaching curriculum, recipients will be able to:

- Use content knowledge to explain mathematical concepts and procedures.
- Design lesson plans that effectively utilize research-based pedagogical strategies, and
- Design instruction that supports current state and national standards for teaching and learning.

Upon completing the BS degree requirements in statistics, recipients will be able to:

- Apply statistical content knowledge to solve problems and use appropriate technology to gain insights into statistical principles and data analysis.
- Demonstrate an understanding of statistical modeling and ability to carry out analysis using R/ Python software and interpret the results, and
- Communicate statistical ideas and methods effectively through oral presentation, written reports, visualization, and usage of popular statistical packages and graphical methods to display and interpret results independently and cooperatively.
- Students will be able to demonstrate the design of experiments and basic applied statistics, and their capabilities with a major software package.

ACCREDITATION

The Bachelor of Science in Education Degree in Mathematics Education (BS Ed) is one of the College of Education and Human Development (CEHD) program components in teacher education accredited by the National Council for Accreditation of Teacher Education (NCATE).

OTHER REQUIREMENTS/OFFERINGS

To receive the BS or BS Ed degree, a student must maintain an overall GPA of at least 2.0 and at least 2.5 in all core mathematics or statistics and English courses. The total number of hours of coursework for the BS or BS Ed is at least 120 or 124 semester hours, respectively. In addition, to receive the BS Ed degree a student must be admitted to the Teacher Education Program which is sought through the College of Education and Human Development. Students interested in entering teacher education should see the Requirements for Admission to Teacher Education in this issue of the Jackson State University Undergraduate Catalog under the College of Education and Human Development.

BACHELOR of SCIENCE in MATHEMATICS

MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MATH 241	Calculus I with Laboratory	3
MATH 242	Calculus II with Laboratory	3
MATH 243	Calculus III with Laboratory	3
MATH 244	Calculus IV with Laboratory	3
MATH 303	Introduction to Set Theory & Logic I	3
MATH 311	Abstract Algebra I	3
MATH 321	Modern Geometry I	3
MATH 331	Linear Algebra & Matrix Theory	3
MATH 351	Advanced Calculus I	3
MATH 355	Probability & Statistics I	3
MATH 368	Differential Equations	3
MATH 403	Seminar in Mathematics	3
MATH 451	General Topology I	3
MATH ___	Mathematics Elective	3

MATH ___	Mathematics Elective	3

TOTAL 45

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/08/Mathematics-2022.pdf

Concentration-Specialization Courses:

Pure Mathematics:	Applied Mathematics:
Algebra	Differential Equations
Analysis	Financial Mathematics
Complex Variables	Mathematical Modeling
Geometry	Numerical Analysis
Number Theory	Operations Research
Set Theory and Logic	Probability and Statistics

BACHHELOR of SCIENE in EDUCATION in MATHEMATICS EDUCATION
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MATH 241	Calculus I with Laboratory	3
MATH 242	Calculus II with Laboratory	3
MATH 243	Calculus III with Laboratory	3
MATH 244	Calculus IV with Laboratory	3
MATH 303	Introduction to Set Theory & Logic I	3
MATH 311	Abstract Algebra I	3
MATH 321	Modern Geometry I	3
MATH 331	Linear Algebra & Matrix Theory	3
MATH 355	Probability & Statistics I	3
MATH 368	Differential Equations	3
MATH 402	Methods of Teaching Math in Sec. Schools	3
MATH 403	Seminar in Mathematics	3
MATH 493	History in Mathematics Classroom I	3
EDCI 100	Introduction to Education	3
SPED 311	Exceptional Children and Youth in School	3
SS 203	Historical & Cultural Foundations of Education	3
COUN 315	Human Growth & Development	3
EDCI 301	Classroom Management & Effective Learning Environments	3
ETEC 367	Introduction to Assessment, Measurement, and Evaluation	3
RE 310	Teaching Reading in Content Areas	3
EDCI 401	Unit Planning, Assessment, & Classroom Management	3
SS 301	Inquiry-Based Instruction in Geog & CE	3

EDCI 402	Clinical Internship in Student Teaching	12
TOTAL 78		

NOTE: Students must complete MATH 399 before enrolling in MATH 402.

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/08/Mathematics-Education-2022.pdf

BACHELOR of SCIENCE in STATISTICS
MAJOR REQUIREMENTS:

Course Number	Course Title	Credit Hours
MATH 241	Calculus I with Laboratory	3
MATH 242	Calculus II with Laboratory	3
MATH 243	Calculus III with Laboratory	3
MATH 244	Calculus IV with Laboratory	3
MATH 271	Elementary Statistics	3
MATH 331	Linear Algebra & Matrix Theory	3
MATH 351	Advanced Calculus I	3
MATH 355	Probability & Statistics I	3
MATH 356	Probability & Statistics II	3
MATH 368	Differential Equations	3
STAT 272	Data Analysis	3
STAT 300	Regression Analysis	3
STAT 323	Nonparametric Statistics	3
STAT 350	Comp Stat & Data Management	3
STAT 357	Actuarial Science Exam 1 Prep	3
STAT 408	Time Series Analysis	3
STAT 414	Multivariate Data Analysis	3
STAT 418	Statistics Seminar	3
STAT 455	Experimental Design	3
TOTAL 57		

CURRICULUM MAP
https://www.jsums.edu/studentsuccess/files/2022/08/Statistics-2022.pdf

General electives must be taken with the consultation of the department academic advisor.

Specialization Courses:
Pure Mathematics:
MATH 311W Abstract Algebra I
MATH 431 Real Analysis
MATH 441 Complex Variables
MATH 321 Modern Geometry
MATH 341 Introduction to Number Theory

MATH 451 General Topology
MATH 332 Linear Algebra & Matrix Theory with Applications

Applied Mathematics:
MATH 415 Partial Differential Equations
MATH 215 Financial Mathematics
MATH 430 Mathematical Modeling
MATH 385 Numerical Analysis
MATH 466 Operations Research

Applied Statistics:
STAT 424 Internship in Statistics
STAT 447 Sampling Methods
MATH 461 Mathematical Statistics
STAT 496 Independent Study
STAT 301 Introduction to Experimental Design

ELEMENTARY EDUCATION MAJORS:
Elementary Education majors who are seeking a content knowledge area in mathematics must complete the following courses: MATH 111, 112, 226, 227, 306, 401, and 493.
Substitute courses must be approved by the Department of Mathematics and Statistical Sciences.

MINOR REQUIREMENTS
The Mathematics or Statistics minor requires a minimum of 21 semester hours in Mathematics or Statistics coursework. Students seeking a minor in Mathematics must complete 12 credit hours with a minimum grade of "C" in each course of the Calculus Sequence and 9 semester hours of coursework in mathematics beyond the Calculus Sequence. Those seeking a minor in Statistics must complete MATH 241 and 18 semester hours of statistics or data analysis courses with the approval of the Department of Mathematics and Statistical Sciences.

COURSE DESCRIPTIONS

MATHEMATICS

MATH 103 (3) College Algebra with Co-Requisite Support. This course is a Co-Requisite Math course in which the Intermediate Math course is coupled with the credit-bearing College Algebra course (IHL Policy 608E). Students will engage in extra time for mandatory labs and tutoring to help them master content necessary to successfully complete the course requirements. Upon successful completion of this course, students will receive credit for the Intermediate Math and the College Algebra course. The course will consist of an accelerated refresher on linear equations and inequalities and their graphs, absolute value equations and inequalities, exponents and polynomials, factoring, rational expressions, radicals, and quadratic equations. Followed by analysis of graphs and functions; polynomial functions; rational, power, and root functions;

inverse, exponential, and logarithmic functions with integrated refresher content as necessary.

MATH 111 (3) College Algebra. This course focuses on function concepts, solving quadratic equations, graphing quadratic functions, inequalities, absolute value, absolute value inequalities, Fundamental theorems of Algebra, roots, factors, systems of equations and matrices, math induction and Binomial Theorem, arithmetic and geometric progressions, logarithms, complex numbers, partial fractions, and applications of all topics. *Prerequisite: MATH 004 with a grade of "C" or better or the equivalent and Test Standing.*

MATH 112 (3) Plane Trigonometry. This course focuses on right and oblique triangular solutions, identities, trigonometric equations, systems of angular measurements, and applications. *Prerequisite: MATH 111 with a grade of "C" or better.*

MATH 114 (3) Quantitative Reasoning. Quantitative Reasoning is a general education course designed for students in non-STEM degree pathways. The course empowers students' reasoning with data in relation to real-life situations, arts, health, science, and social issues. It enhances critical thinking and quantitative literacy while developing awareness about rules or principles guiding the understanding and evaluation of real-life problems. It is designed to teach students a wide range of general mathematics. Problem-solving and critical thinking skills, along with the use of technology, will be emphasized and reinforced throughout the course in solving applied problems. Topics include: algebra, concepts of set theory, modeling, geometry, measurement, probability, statistics, simple regression analysis, and making predictions with data. Prerequisite: Test Standing

MATH 118 (5) College Algebra and Trigonometry. This course focuses on polynomial equations, exponents and radicals, logarithms, quadratic equations, inequalities, complex numbers, permutations and combinations, probability, determinants, simultaneous linear equations, induction, binomial theorem, progressions and series, triangular solutions, identities, trigonometric equations, systems of angular measurement applications. *Prerequisite: Test Standing, MATH 004 or equivalent.*

MATH 215 (3) Mathematics of Finance. This course focuses on simple and compound interest, simple and compound discount, annuities, amortization, sinking funds, and valuation of bonds, depreciation, life annuities, life insurance and reserves. *Prerequisite: Department approval.*

MATH 217 (3) Introduction Finite Mathematics (Education). This course focuses upon introductory ideas for students of education on compound statements, sets and subsets, partitions and counting, elementary probability theory. *Prerequisite: MATH 111.*

MATH 221 (3) Calculus Industrial or Business. This course is for business majors and focuses on foundations of functions, limits, continuity, differentiation, applications, basic analytic geometry, algebraic, exponential, and logarithmic functions, integration, applications, series and sequences, improper integrals. The course addresses specific applications. *Prerequisite: MATH 111 or MATH 103.*

MATH 226 (3) Concepts and Structures of Mathematics I. This course is for elementary education majors and focuses on the study of various numeration systems, rational and real numbers, fraction and decimal algorithms, ratios, percentages, consumer mathematics, introduction to problem-solving and logic, use of patterns and Venn diagrams. *Prerequisite: MATH 111 or MATH 103 with a grade of "C" or better.*

MATH 227 (3) Concepts and Structures of Mathematics II. This course is for elementary education majors and focuses on statistical graphs, measures of central tendencies, variations, odds and probability, conditional probabilities, expected values, use and abuse of statistics. The course also introduces geometry and concepts of measurements. *Prerequisite: MATH 226.*

MATH 231 (4) Calculus I with Laboratory. This course is intended for transfer students who have completed a three-course calculus sequence to earn 4 credit hours equivalent when the following topics are covered: Functions, limits, continuity, differentiation, limiting forms, applications, and properties of continuous functions, analytic geometry, and integration. The Laboratory component is designed to reinforce the lecture component with activities requiring the use of technology in the form of computers with selective software and graphing utilities. *Prerequisite: MATH 112 or MATH 118.*

MATH 232 (4) Calculus II with Laboratory. This course is intended for transfer students who have completed a three-course calculus sequence to earn 4 credit hours equivalent when the following topics are covered: Applications of the definite integral, logarithmic exponential and inverse trigonometric functions. Techniques and further application of the definite integral, parametric equations and polar coordinates are also addressed. The laboratory component is designed to reinforce the lecture component with activities requiring the use of technology in the form of computers with selective software and graphing utilities. *Prerequisite: MATH 231.*

MATH 233 (4) Calculus III with Laboratory. This course is intended for transfer students who have completed a three-course calculus sequence to earn 4 credit hours equivalent when the following topics are covered: Infinite sequences and series, differential calculus of functions of several variables, multiple integrals. The laboratory component is designed to reinforce the lecture component with activities requiring the use of technology in the form of computers with selective software and graphing utilities. *Prerequisite: MATH 232.*

MATH 234 (3) Proofs and Mathematical Writing. This course includes topics on introduction and basic mathematical terminology: statement, definition, theorem, lemma, corollary, argument, contraposition, hypothesis and conclusion of a theorem, some basic techniques used in proving a theorem of the form "A implies B", direct proof, proof by contraposition, special kinds of theorems: "if and only if" or equivalence theorems, counterexamples, mathematical induction, existence theorems, uniqueness theorems, equality of sets, non-equality of sets, introduction to elementary group theory, equality of numbers, composite statements, limits of functions, continuous functions, differentiability of functions of one variable (using epsilon definition). *Prerequisite: MATH 118.*

MATH 241 (3) Calculus I with Laboratory. This course covers functions, limits, continuity, differentiation, limiting forms, applications, and properties of continuous functions, analytical geometry, and integration. The laboratory component is designed to reinforce the lecture component with activities requiring the use of technology in the form of computers with selected software and graphing utilities. *Prerequisite: Placement, or MATH 111 or MATH 103 and MATH 112 with a grade of "C" or better or MATH 118 with a grade of "C" or better.*

MATH 242 (3) Calculus II with Laboratory. This course covers the applications of the definite Integral, Logarithmic, Exponential, and Inverse Trigonometric Functions, Techniques and Further Applications of Integral, Parametric Equations and Polar Coordinates. The laboratory component is designed to reinforce the lecture component with activities requiring the use of technology in the form of computers with selected software and graphing utilities. *Prerequisite: MATH 241 or Equivalent with a grade of "C" or better.*

MATH 243 (3) Calculus III with Laboratory. This course covers Infinite Sequences and Series, Tests of Convergence or Divergence, Power Series, Vectors, and the Geometry of Space, Vector Valued- Functions, Partial Derivatives: Chain Rule, Directional Derivatives, Gradient, Tangent Planes and Differentials. The laboratory component is designed to reinforce the lecture component with activities requiring the use of technology in the form of computers with selected software and graphing utilities. *Prerequisite: MATH 242 or Equivalent with a grade of "C" or better.*

MATH 244 (3) Calculus IV with Laboratory. This course is a continuation of functions of several variables and partial differentiation, multiple integrals, vector calculus and integration in vector fields. The laboratory component is designed to reinforce the lecture component with activities requiring the use of technology in the form of computers with selective software and graphing utilities. *Prerequisite: MATH 243 or Equivalent with a grade of "C" or better.*

MATH 251 (3) Finite Mathematics. This course focuses on compound statements, sets, and functions, probability theory, elementary linear algebra, convex sets, finite Markov chains, continuous probability theory. *Prerequisite: MATH 111 or MATH 103 and Department approval.*

MATH 271 (3) Elementary Statistics. This course introduces students to statistics and covers topics such as frequency distributions, location measures, variation, symmetry, skewness, peakedness, index numbers, probability, theoretical distributions, sampling, estimation, tests of hypotheses, non-parametric tests, linear regression, coefficient of correlation, time series analysts. *Prerequisite: MATH 112.*

MATH 301 (3) Elementary School Mathematics. This course is for in-service teachers and covers counting and numerical concepts, problem solving, equipment, achievement, examinations, and current topics and issues in teaching mathematics. *Prerequisite: MATH 111 or MATH 103.*

MATH 302 (3) Junior High School Mathematics. This course is for in-service teachers and covers

topics such as aims and problems of teaching, techniques of teaching, arousing, and maintaining interest, aids and trends, tests and measurements, organization and treatment of subject matter, organization and duties of teachers of junior high competence. *Prerequisite: Department approval.*

MATH 303 (3) Introductory Set Theory and Logic. This course focuses on sets and relations, natural number sequences, extension of natural numbers to reals, logic, informal axiomatic, Boolean algebra, interval and set theory, algebraic theories, first order theories. *Prerequisite: MATH 241, with a grade of "C" or better.*

MATH 306 (3) Elementary Concepts of Geometry. This course is for elementary education majors and covers basic notions of lines, angles, triangles, circles and proofs. Emphasis is placed on synthetic methodology and reasoning. *Prerequisite: Department approval.*

MATH 307 (3) Probability and Statistics for Engineers. This course is for engineering majors and introduces students to concepts of probability and statistics required for solving problems in various disciplines; mathematical basis for probability and statistics includes axioms of probability, continuous sampling distributions, and discrete probability, hypothesis testing, confidence intervals, probability estimations for risk assessment, data processing and statistical inference, statistical techniques of data analysis, simple and multiple regression model development; stochastic processes. Emphasis is on the application of probability, statistics and reliability to rational decision making, data analysis and model estimation in engineering context. *Prerequisite: MATH 242.*

MATH 311 (3) Abstract Algebra I. This course focuses on the basic concepts of modern algebra, preliminaries, and elementary ideas of groups, rings, integral domains, and fields. *Prerequisite: MATH 303.*

MATH 315 (3) Senior High Mathematics. This course is for in-service teachers and covers topics such as aims and problems techniques, arousing and maintaining interest, aids and trends, tests and measurements, traditional and non-traditional courses, operations, number systems, professional duties, supervision and improvement of instruction, geometry. *Prerequisite: Department approval.*

MATH 321 (3) Introduction to Modern Geometry. This course covers topics such as Euclidean, non-Euclidean, projective, and affine geometrics with emphasis on the appropriate postulates and the postulation method. Transformation theory is also addressed. *Prerequisite: MATH 242.*

MATH 331 (3) Linear Algebra and Matrix Theory. This course introduces students to the theoretical study of equations, matrices, vector spaces, inner product spaces, linear transformations, bilinear and quadratic forms, and eigenvalues. *Prerequisite: MATH 303*

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MATH 332 (3) Linear Algebra and Matrix Theory with Applications. This course focuses on the numerical methods of linear algebra, Fourier Series, vector and tensor analysis, orthogonality,

unitary, normal, and Hermitian operators, applications to differential equations, physics and engineering, special theory and infinite dimensional linear spaces. *Prerequisite: MATH 331.*

MATH 335 (3) Logic. This course is a continuation of Math 303 and covers topics such as symbolic logic, statement calculus, monies, axiomatic treatments, predicate calculus, equality, relations and functions, cardinals and ordinals, counting, the axiom of choice. *Prerequisite: MATH 303.*

MATH 341 (3) Introduction to Number Theory. This course covers topics such as multiplicativity and divisibility, congruences, arithmetic functions, primes, quadratic residues, addibility, generating functions, partitions, geometric number theory, ruler and compass constructions, and special topics*. Prerequisite: MATH 244.*

MATH 351 (3) Advanced Calculus. This course focuses on sets and functions, continuity, integration, convergence, differentiation, and applications to geometry and analysis, differential geometry, and vector calculus. *Prerequisite: MATH 244.*

MATH 355 (3) Probability and Statistics I. This course covers topics such as random variables, conditional probability and stochastic independence, and special distributions. *Prerequisite: MATH 243.*

MATH 356 (3) Probability and Statistics II. This course is a continuation of Math 355 and focuses on estimations, order statistics, limiting distributions, statistical hypotheses, variance, normal distribution theory, point and interval estimation, sampling, regression and correlation. *Prerequisite: MATH 355.*

MATH 368 (3) Ordinary Differential Equations. This course introduces students to differential equations and covers topics such as first-order differential equations, higher-order differential equations, and series solutions of linear equations, the Laplace transform and systems of linear first-order differential equations. *Prerequisite: MATH 244.*

MATH 369 (3) Introduction to Dynamical Systems. This course introduces students to dynamic systems and covers topics such as linear systems, fixed points, Lyapunov function, Lyapunov's method, periodicity and chaos, the Poincare-Bendixson theorem, the Hopf bifurcation, fractals and Cantor set. *Prerequisite: MATH 368.*

MATH 371 (3) Vector and Tenor Analysis. This course focuses on algebra of vectors, differential vector calculus, differential geometry, integration, static and dynamic applications, and tensor analysis. Emphasis is also placed on Riemannian geometry, applications of tensor analysis. *Prerequisite: MATH 244.*

MATH 381 (3) Protective Geometry. This course focuses on basic notions, triangles and quadrangles, duality principle, fundamental theorem, and theorem of Papus, Desarguesian figures, projectives, polarities, conics, finite planes, parallelism, coordinates. (A general sequence of synthetic and analytic projective geometry is also covered.) *Prerequisite: MATH 244.*

MATH 385 Numerical Analysis (3). This course focuses on summation of series, evaluation of expressions, equation solvability, systems of linear equations, interpolation, numerical integration and differentiation, ordinary differential equations, matrix algebra, eigenvalues and eigenvectors, partial differential equations. *Prerequisite: MATH 244.*

MATH 401 (3) Methods of Teaching Math - Elem/Middle School. This course focuses upon current curricular changes of interest to the prospective teacher. Special problems including lessons and teachable units will be emphasized in three major areas: teaching the number system, teaching algebraic principles, and teaching geometry in the elementary and middle school grades. *Prerequisite: Departmental approval.*

MATH 402 (3) Methods of Teaching Math - Secondary School. This course focuses on materials and sources of value to prospective teachers at high school, middle school and junior high school mathematics, reports, current articles, state-adopted textbooks, yearbooks and histories, special problems in teaching geometry and algebra. *Prerequisite: Department approval.*

MATH 403 (3) Seminar in Mathematics. This course provides students an avenue and opportunity to discuss pertinent trends and ideas in mathematics and to evaluate the experiences they have had through study and practice during their previous years of training in mathematics. *Prerequisite: Department approval.*

MATH 404 (3) Number Theory and Cryptography. This course covers topics in elementary number theory, finite fields, and quadratic residues. Cryptography public key, primality and factoring, and elliptic curves are also studied. *Prerequisite: MATH 331 or department approval.*

MATH 411 (3) Abstract Algebra II. This course focuses on groups, rings, integral domains, modules, vector spaces, fields, and linear transformations, special topics in group, ring, and field theory. *Prerequisite: MATH 311*.

MATH 415 (3) Partial Differential Equations I. This course focuses on the heat equations, Laplace's equation, Fourier series, wave equation, Strum-Liouville eigenvalue problems, nonhomogeneous problems, method of Green's functions, infinite domain problems and the methods of characteristics for wave equations. *Prerequisite: MATH 368.*

MATH 416 (3) Partial Differential Equations II. This course is a continuation of Math 415 and covers the first order partial differential equations and applications, multidimensional partial differential equations, existence and uniqueness, methods of variations, finite difference, and finite element numerical methods, use of MatLab in solving partial differential equations. *Prerequisite: MATH 415*.

MATH 421 (3) Modern Geometry II. This course focuses on modern elementary geometry, transformations, constructions, projective geometry, non-Euclidean geometries, foundations, analyticity, groups, complex numbers and limit operations, differential geometry, combinatorial

topology, n-dimensional geometry, and abstract spaces. *Prerequisite: MATH 321.*

MATH 425 (3) Secondary Math Topics I. This course focuses on the forces shaping today's mathematics programs, teaching for special outcomes, classroom applications. *Prerequisite: Department approval.*

MATH 430 (3) Mathematical Modeling. This course discusses discrete models, graphs, digraphs, games, Markov chains, recursion, differential equations, probability and statistics, linear algebra, strange attractors, basic applications, computer graphics, optimization, experimental modeling, dimensional analysis and similitude, dynamic systems (chaotic), model fitting, control system, and applications using advanced mathematics. *Prerequisite: MATH 221 or MATH 241.*

MATH 431 (3) Real Analysis I. This course focuses on the real number system, basics, numerical sequences and series, continuity, differentiation, Reimann-Stieltjes integral, sequences and series of functions, special series, functions of several variables, the Lebesgue theory. *Prerequisite: MATH 244.*

MATH 435 (3) The Teaching of Mathematics. This course focuses on the theory of arithmetical meanings, learning and rational, applied meanings, current trends. *Prerequisite: Department approval.*

MATH 437 (3) Fourier Series. This course covers topics such as linear spaces, orthogonal functions, Fourier series, Legendre polynomials and Bessel functions, applications. *Prerequisite MATH 368.*

MATH 441 (3) Complex Analysis I. This course covers topics such as complex numbers and representations, point sets, sequences, functions, analytic functions of one complex variable, elementary functions, integration, power series, and calculus of residues, conformal representation, and applications. *Prerequisite: MATH 244.*

MATH 447 (3) Sampling Methods I. This course focuses on simple random sampling, sampling for proportions and percentages, estimation of sample size, stratified random sampling, ratio estimates. *Prerequisite: MATH 271 or MATH 356.*

MATH 451 (3) General Topology I. This course focuses on elementary set theory, ordinals and cardinals, topological spaces, Cartesian products, connectedness, special topologies, and separation. The course also covers axioms, metric spaces, convergence, compactness, function spaces, complete spaces, elementary homotopy and homology theory. *Prerequisite: MATH 303.*

MATH 455 (3) Experimental Design I. This course focuses on the completely randomized design, randomized block designs, factorial experiments, split plot design, confounding. *Prerequisite: MATH 447.*

MATH 461 (3) Mathematical Statistics I. This course focuses on random variables and probability

distributions, statistical inference, estimation, testing of hypotheses, analysis of variance, least squares. *Prerequisite: MATH 356.*

MATH 466 (3) Operations Research. This course focuses on learning programming, network analysis, PERT-CPM, dynamic programming, queuing theory and decision analysis. *Prerequisite: MATH 355.*

MATH 471 (3) Approximation and Interpolation I. This course introduces students to the concepts of approximation and interpolation, interpolation, remainder theory, convergence theorems, infinite interpolation, uniform, best and least square approximations, spaces, polynomials and functions, closure and completeness, expansion theorems, degree of approximation, approximation of linear functions. *Prerequisite: MATH 385.*

MATH 485 (3) Number Theory. This course covers topics such as congruencies, representation of numbers by decomposable forms, divisibility, local methods, analytic methods, algebraic topics. *Prerequisite: MATH 341.*

MATH 491 (3) History of Mathematics Education I. This course Introduces students to history of mathematics, mathematics in schools, forces and issues related to Elementary and Early Childhood Education (K-6, 7-12), education of teachers of mathematics, school mathematics in Canada, outlook. *Prerequisite: Department approval.*

MATH 493 (3) History in Math Classroom I. This course focuses on the historical development of numbers and numerals, computation, geometry, algebra, trigonometry, calculus, modern mathematics. *Prerequisite: Department approval.*

STATISTICS

STAT 115 (3) Introductory Statistics. This course is designed for business, science, liberal arts, Public Health, Behavioral Health, economics, and education majors. Topics studied include descriptive measures for empirical data, theory of probability, probability distributions, sampling distributions of statistics from large and small samples, estimation theory, hypothesis testing, correlation, and regression. Prerequisite: Test Standing: ACT or SAT mathematics scores or Departmental Approval

STAT/MATH 271 (3) Elementary Statistics I. Introduction, frequency distributions, location measure, variation, symmetry, skewness, peakedness, index numbers, probability, theoretical distribution, sampling estimation, tests of hypothesis, nonparametric tests, linear regression, coefficient of correlation, time series analysts.

STAT 272 (3) Data Analysis. Prerequisite MATH 271 with a grade of "C" or better or department approval. This course covers simple linear regression, multiple linear regression and analysis of variance (ANOVA).

STAT 300 (3) Regression Analysis. Prerequisite: STATE 272, with a grade of "C" or better. This course covers multiple regression including variable selection procedures, detection and effects of multi-collinearity, identification and effects of influential observations, residual analysis, use of transformations, non-linear regression, the use of indicator variables, logistic regression and the use of R or SAS.

STAT 301 (3) Introduction to Experimental Design. Prerequisite: STAT 272. This course is an introductory approach to the principles of statistical experimental design with applications for non- statistics majors. Elementary approaches to randomized complete and incomplete designs
and computation will be introduced.

STAT 323 (3) Nonparametric Statistics. Prerequisite: STAT 272. This course covers distribution-free analysis of location and scale measures, nonparametric comparison procedures, association and contingency tables, goodness-of-fit, and tests of randomness, one sample and two sample problems. It also uses statistical packages to perform various tests and conduct nonparametric analysis and enhances to process distribution free data.

STAT 350 (3) Computational Statistics and Data Management. Prerequisite: STAT 272, with a grade of "C" or better. This course covers R, SAS, SPSS, S- Plus, computational statistics packages and other big data statistical computational packages with emphasis on reading, manipulating and summarizing data and implementations of simulation and bootstrapping.

STAT 357 (3) Actuarial Sciences Examination: Probability/ Exam 1. Prerequisite: MATH 355 or MATH 307. This course will cover basic elements of probability, addition and multiplication rules, conditional probability, independent events, Bayes' Rules, univariate probability distributions, multivariate probability distributions. It is designed for students who intend to take actuarial sciences Exam 1/Probability

STAT 408 (3) Time Series Analysis. Prerequisite: STAT 300 with a grade of "C" or better. This course covers the methods for analyzing data collected over time, review of multiple regression analysis, elementary forecasting methods, moving averages and exponential smoothing. Autoregressive-moving average (Box- Jenkins) models: identification, estimation, diagnostic checking, and forecasting, transfer function models and intervention analysis, and introduction to multivariate time series methods will also be covered.

STAT 414 (3) Multivariate Data Analysis. Prerequisite: STAT300. This course is primarily designed to expose students to conducting multivariate data analysis using real life data. This course will also serve to enhance the statistical analysis backgrounds of the students and expose the students to the use of statistical packages such as R, SAS, or SPSS to learn various methods of analyzing multivariate data. This course covers topics including multivariate normal; multiple and partial correlation, principal components analysis, factor analysis, discriminant, logic regression, cluster analysis, etc.

STAT 418 (3) Seminar in Statistics. Prerequisite: STAT 350 with a grade of “C” or better, or Departmental Approval. The provisions to the "student of an opportunity to discuss pertinent trends and ideas in statistics and to evaluate the experience he/she has had through study and practice during his/her previous years of training in statistics. It also provides students with the opportunity to discuss new trends and ideas in statistics by first exposing them to scholarly trends in the application of statistics to other academic and emerging fields of computational data-enabled science and engineering. This includes supervised activities on research projects identified on an individual or small group basis.

STAT 424 (1-6) Internship in Statistics. A well planned exercise of supervised off- campus, non-group instruction on the field, concentrated experiences, practical, or internships. Location for internship may include business, industry, banks, hospitals, governmental agencies, and other National research centers or appropriate educational entities. Up to six credit hours can be counted towards general electives for the degree of requirement.

STAT 455 (3) Experimental Design. Prerequisite: MATH 272. This course covers the principles of statistical experimental design with applications, randomized complete and incomplete block designs, Latin square designs, and analysis of covariance, split-plot design, factorial and fractional designs.

STAT 496 (1-3) Independent Study. Prerequisite: Departmental Approval. A well designed creative project, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses. The project may be selected by the student in consultation with a faculty member of the department. Up to three credit hours can also be used as general electives to meet the degree requirement.

OTHER ACADEMIC PROGRAMS

Degree programs in the academic colleges are enhanced by other programs at the University such as JSU Global, W.E.B. Du Bois-M.L.A. Harvey Honors College, and the Ronald E. McNair Post-Baccalaureate Achievement Program.

JSU GLOBAL
W.E.B. DU BOIS-M.L.A. HARVEY HONORS COLLEGE (DU BOIS-HARVEY HONORS COLLEGE)
RONALD E. JMSNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM (JMSNAIR SCHOLARS PROGRAM)

JSU GLOBAL

JSU Global (formerly known as International Studies) is located in Joseph H. Jackson College of Education and Human Development Building. Since September 1993, JSU Global has been leading Jackson State University's globalization and internationalization efforts. As the central office for Jackson State University's international programs, JSU Global serves an essential role in the university's mission to prepare students for global leadership. The unit is also the headquarters for the English as a Second Language (ESL) Institute, facilitates local programming for the International Visitors Center of Jackson and hosts Fulbright Language Teaching Assistants. Students from other countries are encouraged to share the history and culture of their home countries throughout the year, culminating in our annual International Week. Providing students with study abroad experiences and recruiting students from other countries are major priorities of JSU Global. For more information, please contact JSU Global at (601) 979-1611.

THE W.E.B. DU BOIS – M.L.A. HARVEY HONORS COLLEGE (Du BOIS – HARVEY HONORS COLLEGE)

The mission of the W.E.B. Du Bois Honors College at Jackson State University is to foster creativity, encourage intellectual curiosity and enhance critical and analytical thinking among selected high achieving students through exchanging ideas, conducting research, increasing leadership skills, achieving academically, and providing enrichment services; resulting in graduates who are technologically savvy contributing global citizens, scholars, and professionals.

MEMEBERSHIP ADMIT
Completion of College Preparatory Curriculum, 26 higher ACT score or SAT equivalent, minimum of 3.0 or higher high school GPA and admitted to JSU.

INVITE
Completion of College Preparatory Curriculum, 23-25 ACT score or SAT equivalent, minimum of 3.2 High School GPA or higher and evidence of community services and/or leadership experience.

FIRST-YEAR STUDENTS
Student who within their first year earn at least 30 hours with a GPA of 3.5 or higher will be invited.

TRANSFER STUDENTS
Admittance is by Honors College invitation only and students are required to be members of Phi Theta Kappa, 3.5 G.P.A. with an attained associate's degree.

The following courses are offered to DuBois-Harvey Honors College students:

HONORS COURSES
HON 100/101 University Success
HON 110 Honors Colloquia
HON ENG 111/112 Composition and Literature
HON ENG 205 World Literature I
HON ENG 222 World Literature II
HON HIST 101/102 History of Civilization
HON BIO 101 I Introduction to Biological Sciences
HON BIOL101 Introduction to Biological Sciences Lab
HON BIO 111/112 General Biology
HON BIOL111/112 General Biology Lab
HON BIO 318 Introduction to Genetics
HON BIOL 318 Introduction to Genetics Lab
HON BIO 409. Genetics
HON CHEM 141/142 General Chemistry
HON CHML 141/142 General Chemistry Lab
HON CHEM 241/242 Organic Chemistry
HON MATH 111 College Algebra
HON ART 206 Art Appreciation
HON MUS 205 Music Appreciation
HON HE 101 Concepts of Health
HON SP 101/102 Elementary Spanish
HON SCI 201 Physical Science
HON SCIL201 Physical Science Lab
HON PSY 201 General Psychology
HON SS 201 Social Institutions
HON SPCH 201 Speech Arts

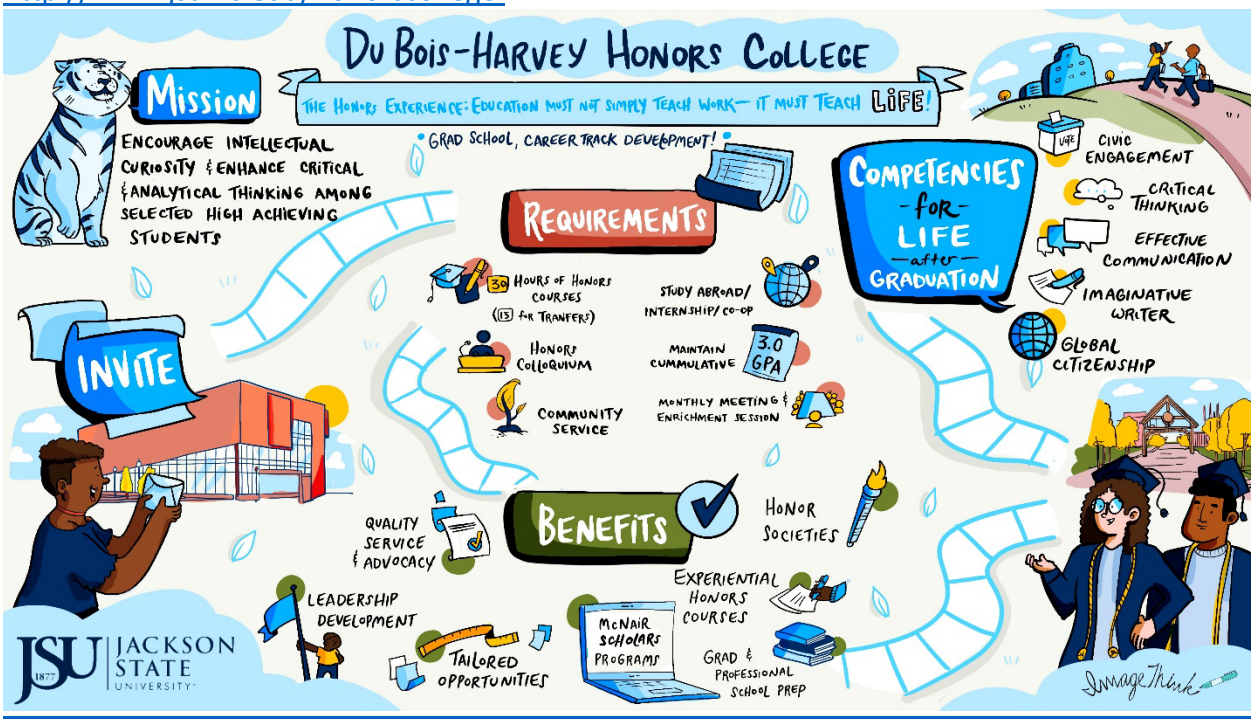
THE DU BOIS-HARVEY HONORS COLLEGE GRADUATE

The distinction as an Honors College Graduate recognizes that students have completed the leadership development requirements and are prepared to become renowned, technologically savvy, civically engaged, contributing global leaders, laureates, scholars, and

professionals.

- Completion of 30 hours of Honors courses/15 hours for Transfer Members
- Honors Colloquium
- Participation in one Honors College community service project per semester
- Participation in at least one Honors College monthly meeting and enrichment session per semester
- Study Abroad/Internships/Co-Op
- Maintain a 3.0 cumulative G.P.A.

For more information, call 601-979- 2107, email: honorscollege@jsums.edu or visit http://www.jsums.edu/honorscollege.



RONALD E. McNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM (McNAIR SCHOLARS PROGRAM)

The Ronald E. McNair Post-Baccalaureate Achievement Program (McNair Scholars Program) is designed to prepare participants for doctoral studies through involvement in research and other scholarly activities. McNair Scholars are from disadvantaged backgrounds and have demonstrated strong academic potential. The goal of the McNair Scholars Program is to increase the attainment of Ph.D. degrees by students from underrepresented segments of society.

ELIGIBILITY

Applicants must be undergraduates who are U.S. citizens or permanent residents and who attend Jackson State University. The program is designed to assist low-income, first-

generation college students and students from groups typically underrepresented in graduate schools (Native American, African American, Hispanic, or Asian Pacific Islander). Additionally, candidates must:

- Be a member of Du Bois–Harvey Honors College
- Be enrolled in a degree-seeking program of study;
- Have completed at least 60 credit hours with a 2.75 overall GPA;
- Be dedicated to entering a Ph.D. doctoral program;
- Be committed to completing the McNair Summer Research Internship.

For more information, call 601-979- 4275, email JMSnairscholarsprogram@jsums.edu or visit http://www.jsums.edu/JMSnairscholarsprogram/.

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