



Can the debate team answer the age-old question: should you remain friends with an ex?
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Forum unveils specifics of new doctorate

Corey Drummond
STAFF WRITER

The details of LSU Shreveport's first doctoral degree program in leadership studies were revealed in a public form on Thursday at the Noel Memorial Library. Dr. Paul Sisson, interim chancellor, began the forum explaining why LSUS was finally getting a higher level degree program, what this meant for the university and students, and broke down the specifics behind the program. "After an annual survey conducted by Louisiana, LSUS always ranks among the top of all universities in the state, and typically the very top in the northern half of the state in terms of the quality of our graduates," Sisson said. Interim provost Dr. John Vassar discussed the critical importance of northwestern Louisiana having a strong foundation for local transformative leadership, the doctorate of education in leadership studies can build that foundation. "Leadership is critical in any organization, but anytime an organization has to confront change, it has to have leadership that is well-equipped to ride the winds and waves that can be so challenging for us. Change is a constant, and having leaders in place that can begin that process is going to be critical for our community," Vassar said. Key speakers, Dr. Ruth Jackson, chair of the department of education, and Dr. Larry Garrison, See FORUM, pg. 4



Photo by Christopher Talerico

Dr. Dorie LaRue reads a selection of her published works to a nearly full crowd of LSUS students and faculty.

LaRue wows crowd with poems

Christopher Talerico
STAFF WRITER

A live poetry reading by Dr. Dorie LaRue was held in Bronson Hall last Wednesday as the first of a series of poetry-related events organized by Dr. Elisabeth Liebert. The reading, which took place in room 263 during Common Hour, was well-attended and received. A Q&A followed the reading and randomly-drawn door prizes were given out at its conclusion. "We're repeatedly asked to raise the profile of LSUS in the community and market

LSUS to the community. The poetry reading is one step towards that goal - a small one perhaps, but a step in the right direction," Liebert said. LaRue read a selection of works that spanned her writing career with different intentions for different selections. "The main criteria was just thinking [about] the various members of the audience. What would appeal to them," LaRue said. LaRue's analysis of her audience affected the selections not only prior to the reading, but during as well. "Then I had a few that...I didn't read

because I could kind of sense from the style of one that maybe it didn't go over as well and then skip over to the next one," LaRue said. "[I] can sense what [the audience] likes and what they want to hear more of." Despite the attention paid to her audience, LaRue's selection process gave her little grief. "I didn't want to spend a lot of time pouring over all of my poetry and deciding which [poems to read]. I used to go through all of this turmoil about choosing poems and what order and I didn't do that," LaRue said. "I got up this morning and over coffee I read See POEMS, pg. 4

Black Box Theatre gears up for new production



Photo by Jessica Ingram

Dr. Robert Alford listens to script read-throughs from potential cast members.

Jessica Ingram
PHOTO EDITOR

Dr. Robert Alford, associate professor of communications, hosted auditions for Southern Girls in the Black Box Theatre at 7 p.m. Sept. 24 and 26. Southern Girls was written by Sheri Bailey and Dura Temple in 1996. They met in college, this is the only play that they have written together. Southern Girls is an authentic southern drama with a hint of comedic relief. LSUS performed Southern Girls once before in 2011. The six-character cast of Southern Girls is entirely female--three Caucasian women (one of which is actually biracial) and three African-American women. Christine James, Emily Wright and Modeste Golston were a few of the women

who auditioned for a part in Southern Girls. Some of these women had experience in theatre and others had never done it before. Christine James's motivation for auditioning was to get over her fears of stage fright. "I was so nervous, I had no idea of what to expect, but I want my kids to know they can do anything," James said. Modeste Golston, auditioning for the part of Naomi, felt that she could relate to the character of Naomi, a strong-willed African-American woman. "I want Naomi because she is a sophisticated black woman," Golston said, "certain things she does and says reminds me of my mom." The women cast in the play will begin by playing their characters as young children. The story is set during the characters' lives

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# Pay no attention to the man behind the placard



**Crystal Vandegriff**

**From the Editor's Desk**

If a tree falls in a forest and no one is around, does it make a sound?

Obviously, the tree makes a noise, however, sound is debatable.. Sound depends upon there being someone around to interpret the sound waves caused by an event as sound.

Last Thursday, at around 12:30 p.m., my sister texted me to tell me that a local religious man was on campus, shouting hellfire and brimstone at students yet again. When I got there, campus police were just arriving, so he could not have been there long.

The self-identified preacher stood on the grass between the University Center and the technology building, wearing a homemade placard listing the people that he dubbed as going to hell. A woman he identified as his wife, to whom he entrusted holding his placard while he went to sign-in with someone in the UC, sat alone on one of the benches in the small circular garden between the buildings. She did not speak, or even noticeably react, at any point while I was there observing.

A few student bystanders, myself included, watched from the UC Mall. Other students, who appeared to have been sitting in front of the UC prior to the preacher's appearance, simply dispersed after a brief few moments.

Those who stayed commented on watching it for the novelty: my sister and I have heard sto-

ries of this man (or someone with the same message visiting campus) since our freshmen years, respectively; another woman talked about how amusing she found his antics, though she spoke negatively about his message; yet another young woman said she had never seen such a protester in real life before and that seeing one first-hand did make her feel a little worried about possible security issues.

There did not seem to be a real need for concern about security, Officer Rodney Christian of the campus police had things well in hand. Christian explained that the preacher was required to stay on the grass and students were required to stay on the sidewalk—the preacher was not allowed to approach or touch students, students were not allowed to approach or touch the preacher, lest they should be brought before the student conduct board.

Students were allowed to respond vocally, though Christian said he encouraged students to leave rather than do so because responses merely played into the preacher's desires.

In truth, witty responses to the man would not be difficult: his entire message was the general damnation of "party-animal college students," people engaging in premarital sex, "lewd" women, and, as he termed it, "the homosexuals."

Responses could have ranged from visual protest, rainbow flags or same-sex kisses (maybe even opposite-sex kisses if the participants aren't married!), larger protests, such as a group of students merely standing around the sidewalks and turning their backs to him, students countering the hateful message with shouts of a more loving message to fellow students, or even a debate over Bible verses—his version seems to be the Sparknotes version heavy on the strictest interpretation of ancient moral code and, sadly, lacking on the general message of forgiveness, mercy, and love so prevalent in the new testament and Jesus's

teachings.

But, as mentioned by Christian, such responses (and, hypocritically enough, this editorial) only play into the man's seemingly bottomless need for attention. The message he shouted was entirely damnation, with the occasional "repent!" thrown in. There was no genuine appeal to love God or Jesus, the most basic tenet of Christianity—the school of thought that the man identified himself with.

Rather, the message, as interpreted by me, was all about stirring up controversy. To what end, I cannot guess: I've heard speculation that he hopes to anger a student into a physical confrontation in hopes of suing the school (if so, he should come up with a better plan—has he seen the budget cuts?), perhaps he just enjoys riling up college students, or maybe he genuinely does believe what he is doing is the right thing.

The point is this: this seems to occur at least once a semester and it does not show any signs of ending. Yes, no matter what we do he will probably continue his one-man crusade.

So why don't we do the one thing that might actually affect him? Ignore him. Don't stop. Don't listen. Don't respond. Laugh in the UC with your friends, laugh in class with your classmates, laugh in the parking lot as you leave for home or work. But don't let him see it.

Yes, he will keep screaming and, like the tree in an empty forest, it will continue to make noise. But let him scream to an empty pulpit rather than a full UC Mall. An empty pulpit makes for no sound ripples.

After all, Jesus said that boastful "praying" in public was its own reward: "And when you pray, do not be like the hypocrites, for they love to pray standing in the synagogues and on the street corners to be seen by others. Truly I tell you, they have received their reward in full." (Matthew chapter six, verse five, New International Version)

## Noel Memorial Library commemorates banned book week



Photo by Jessica Ingram

In honor of National Banned Book Week, Sept. 22 through 28, the Noel Memorial Library put together a display near the reference desk on the first floor. The display was made up of books commonly placed on ban lists, as well as mock-ups of pages filled with redacted information.



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# University ethics visit faculty members again

**Frank Johnson**  
STAFF WRITER

Faculty members began their ethics refresher this week. The ethics refresher is hosted by the human resources department and is mandatory for all faculty members.

LSUS employees are required by the state to complete one hour of ethics training. The training course is online and available for anyone to take. Faculty members must have their course finished and submitted by March 30 of each year. There are harsh penalties if faculty does not adhere to these requirements.

“Failure to complete the required annual Ethics Training is considered a violation of the State Ethics Code. Possible actions for this include a \$10,000 fine, removal or suspension, demotion, or a reduction in pay,” said Bill Wolfe, human resource director and interim purchasing director.

The ethics training course has been required of LSUS staff since last year.

One ongoing course that has been required for at least

ten years addresses infection in the workplace, called the blood-born pathogen course. The training is required annually for high-risk employees, such as facility services and university police, and every five years for other employees.

How do staff members at LSUS feel about taking an ethics refresher course?

“Though meeting these regulations can be burdensome and take away from the work I may need to do at that moment, I try to look at these tests from the perspective that I can always use a refresher, times and laws change so I might learn something new, and finally getting these done enable me to move on and get my actual job done,” said Trey Gibson, communications instructor.

There is also a defensive driving training course, required only if the employee is needed to drive on state business.

“Students benefit because faculty can assist by driving them on field trips, athletic events, and student events. Note that students must complete this course in order to drive—including their own vehicles--on events sponsored by the

university,” Wolfe said.

Currently, around 75 percent of faculty hold certification for approved drivers for the university.

The defensive driving course saves LSUS money as well.

“Additionally, the university benefits because our insurance premiums are discounted up to 10% if all of our employees successfully complete the training,” Wolfe said.

These three courses are all online, but other courses, such as sexual harassment are conducted both in-person and online.

“Honestly, like most regulation, laws are made because of unethical or incompetent individuals who have abused the system. So, this test serves as a reminder to state employees of what the law says in order to make sure no one violates. Of course, the unethical will just do it,” Gibson said.

Whether it is ethics, defensive driving, or remaining protected against blood-born pathogens, LSUS faculty are taking the initiative to comply with state regulations for the university and for themselves.

# Administration identifies at-risk students, reaches out

**Crystal DuRousseau**  
STAFF WRITER

Students in danger of failing a class received an email from the provost office with “at-risk student” in their subject line.

“This email is an effort to inform students of negative grades during the mid-term,” said Dr. John Vassar, interim provost. “The goal is to get as much information out to the students as we can, to make sure that there is some assessment of students early enough in the semester, rather than waiting until later when it is too late.”

In previous years, students would receive an email after eight weeks. However, beginning in recent semesters, the email is sent out four weeks into the semester.

“What we found out is it was so late into the semester and there were so many challenges for many students in terms of righting the ship and finishing well that we realized that we needed to get a picture of that a bit earlier in the semester,” Vassar said.

The classes monitored are freshman and sophomore level courses. Professors enter grades and identify the students in danger of failing or falling behind. The identified student, the faculty member, and the student advisor are each made aware of the student’s performance.

The intended goal is to create an opportunity for the student to follow-up with their advisor and begin working with them to improve.

“I think that the more interaction between students and faculty the better it is for the students experience in all

parts of their schooling but especially the academic part as well,” Vassar said.

Sometimes the issues that are preventing students’ ability to focus on their studies are much more serious than failure to properly prepare for an exam.

Paula Atkins is the director of the student development and counseling center and has served at LSUS for 15 years.

“There are several things that could put students at risk—picking a major, finding a job, being unprepared for class, and other clinical reasons such as depression,” Atkins said. “LSUS offers services to help students with these situations.”

Students interested in speaking with Atkins about issues they are facing can schedule an appointment at no cost.

THE

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# Potential employers visit LSUS

Jennifer Middleton  
STAFF WRITER

On Wednesday, LSU Shreveport hosted a job fair for students. The event was put on by the Student Development Organization and was set up in the University Center ball-room.

Students attending the job fair had the opportunity to make contacts in their fields of interest, network with potential employers, and learn about job options available to them in the Shreveport/Bossier area.

SaraMargaret Mladenka, assistant director of student development, was on hand at the job fair to answer students’ questions and help them make contacts.

“Employers [are] looking for students for part-time work, but also internships for the spring, summer, and next fall,” Mladenka said. “[They’re] also looking to hire students full-time after they graduate.”

There were 69 organizations represented at Wednesday’s job fair, according to Mladenka. Companies like Dillard’s, Enterprise, and Sherwin Williams were there seeking recruits for their management trainee programs; police officers from the Dallas/Fort Worth area were available with information about Texas police departments; there were also several graduate and professional schools at the event, providing students with information about continuing or specialized education programs.

“I’m hoping to connect students and employers,” Mladenka said. “I want students to learn more about their opportunities locally in the close, surrounding areas. And I want employers to see what kind of great products that LSUS is producing.”

The job fair allows students to begin making contacts

in their chosen field while still in school, rather than waiting until graduation.

“I think that a lot of our students think that you’re going to wait till after you graduate to find a job,” Mladenka said, “and that’s not the best tactic. So [we’re] hoping to expose students to that, [so] they can make those connections with the employers.”

One student, Khali Turner, senior, kinesiology, explained his reasons for attending the event.

“I’m hoping to meet people that are in my field, gain some contacts, gain a little bit of insight on what direction I need to go with my career and my education,” Turner said. “These kind of events allow us to socialize, and I think that in itself is important, socializing with people in your field.”

Turner suggests that students take advantage of the opportunities the job fair offers them.

“I think this event is very important for students to attend,” he said. “We have major businesses and corporations that have made it convenient for us to come in here and basically ask any question we would like. [They] provide us information, and follow up with us.”

Each organization represented had their own table set up, furnished with information packets and free samples, pens, and even candy.

“I really like the way it’s set up here,” Turner said. “It’s a little bit more open, free flowing, free candy...” he added, concluding his statement with a laugh. “You can’t turn down chocolate. And I always enjoy getting free pens. So of course I’m going to be here.”

Turner also added that he thinks it’s especially important for seniors like himself to attend this event.



Brooke Rinaudo, director of public relations

Photo by Krista Wilson

# LSUS moves further into social media

Krista Wilson  
STAFF WRITER

Social media is constantly changing and updating. LSU Shreveport is doing its part to keep up with these changes, positioning itself at the forefront of new and popular social media.

Brooke Rinaudo, director of public relations said that LSUS became more involved with social media over the past year because students are so involved with social media. Recently, plans developed for an LSUS Pinterest account.

“We want to stay fresh and new, and be able to constantly relate to our students and one of the main ways to do that now is through social media,” Rinaudo said.

LinkedIn recently developed a university page, sparking interest in LSUS opening a LinkedIn page. This page is maintained by Rinaudo and Chelsea Lawson, senior, psychology, social media intern.

“The university page is good for prospective students, they basically can find out any type of information they want to know about the university,” Lawson said. “For current students, we post on campus events that are related to your career [and] it’s also a good place for alumni to network with each other or for student to connect with the alumni.”

LSUS is looking for new ways to connect with their students, including through sports and using a new group called the core four.

“They’re going to pretty much lead the student section at all of the athletic games and they basically are going to live

tweet from all of the games,” Rinaudo said. “So when people aren’t able to make it to the basketball or baseball games and they want to know what’s going on, they can go to that live twitter feed and see how we’re doing.”

The core four will include Alan Bryant, Nathan Gursky, Cody King, and Sam Weinberg. Students can follow the core four at twitter.com/corefour.

“[There was also a Facebook contest and] we posted a prompt every day, [and] one would be likeshow me your LSUS swag, or another one is, what is your LSUS reflections, and we just asked students to hash tag it with #lsusstudentlife,” Lawson said.

At the end of the week the pictures were printed out and given to Angel Martin and student activities to decide who won. There were five daily categories and for each category someone would receive a shirt. The overall winner, Emily Sherman, received a \$50 gift card to the LSUS bookstore.

Students are encouraged to share ideas about the school. Students can use Facebook, Twitter, LinkedIn, Instagram, Foursquare, and a social blog where students can give feedback or guest blog.

“You get a lot of witty comments and funny things on social media, but I also get a lot of feedback; whether it’s positive or negative, and that allows us to address things on the university level so that we can make sure our student experiences are a good ones,” Rinaudo said.

If students have ideas or feedback about LSUS social media pages, they can contact Brooke Rinaudo or Chelsea Lawson.

## PELICAN BRIEFS

### LSUS presents a lecture on food chemistry

Interested about what’s going into your food? Worried about what chemicals you might be eating?

This Friday, Dr. Elizabeth Zippi, professor of chemistry, will present a lecture on food chemistry.

The lecture will be held during Friday’s Common Hour in Bronson Hall room 103.

### Assertiveness workshop

The Student Development and Counseling Center will be hosting a personal development workshop to aid students with assertiveness tomorrow at 3 p.m. in Administration room 215.

#### POEMS cont.

a few and the ones I liked, I chose. That was probably my biggest criteria. The ones I enjoy reading, I read.”

While not the organizer of the event, LaRue found both pleasant and practical reasons to participate.

“I was very flattered when [Liebert] asked me to read, and I’m coming out of this stage where I didn’t want to read at all for a long time,” LaRue said.

Liebert has organized and will host a series of poetry events throughout the semester and said she believes them to be an important experience all too often overlooked.

“Poetry is written to be read aloud. Although we’re trained from a young age to listen to and appreciate music, too few of us are ever asked to listen to and appreciate language,” Liebert said.

David Havird and Ashley Mace Havird are scheduled to give a poetry reading at LSUS on Oct. 23 (11:00 a.m. in BH-263). A poetry workshop run by Katie Bickham, an alumna of LSUS and winner of the 2012 Missouri Review Editor’s Prize for Poetry. The workshop, to be held Nov. 16 in BH-263, will be open to the public and will offer two sections: a workshop in which participants write a poem from scratch and a workshop to which participants bring a poem they wish to develop.

#### FORUM cont.

director of graduate programs in education, addressed specific information for students interested in the program.

The doctorate degree is a 63-hour program. The bulk of the program consists of thirty-six hours of leadership and research courses. After the courses have been completed, the next phase requires eighteen hours of coursework which includes an internship for three credit-hours. The program is completed with a dissertation that adds nine hours of credit.

Classes will begin in the spring semester of this school year. LSUS is currently accepting applications for the program, but there are a limited number of spots. About 61 applicants have submitted forms, but only a handful will have all required materials to be admitted in the program.

LSUS is still in the process of being awarded a level change in order to start offering doctorate degrees. The Southern Association of Colleges and Schools will make its final decision next semester, after observing the leadership studies program’s progress throughout the spring semester.

Jackson outlined a series of goals the education department wishes to accomplish with each student pursuing the doctorate. One of these is presenting students with interdisciplinary knowledge to lead an organization toward transformative change.

“What is the point of having someone who is simply keeping the trains running on time? It’s the difference we often read about between managers and leaders,” Jackson said. “This program is designed for leaders, people who have gained extensive experiences in their professions and are ready to go to the next level.”

#### PLAY cont.

from 1955 to the mid-1970s. The audience will experience the women’s ups and downs over the period of roughly 20 years.

As children, the characters play together in the same social circle. Throughout the play, the characters struggle to stay friends through trying times of racism and a changing society.

“Growing older affects our perception,” Alford said.

The play, comprised of two acts, is about two hours long in total. Tickets are \$5 for LSUS students. Non-student tickets are \$10.

The play will run Nov. 21 through 23. Sunday will be a matinee performance that starts at 2 p.m.

“It will be a lot of fun and interesting,” Alford said.

If you are interested in being involved in the play, contact Dr. Robert Alford by phone at 318-797-5283 or by email at ralford@lsus.edu.

# Debaters seek answers but only find more questions

Iris MacLean  
STAFF WRITER

Should you be friends with your ex? If you don't know the answer to this week's coffeehouse debate topic, you're not alone.

"For the first time ever to report in LSU Shreveport debate, we have a seventeen to seventeen draw, meaning no one really knows the answer to this controversial topic," said Chad Coleman, president of debate, senior, psychology.

Julie Thomas, senior, public relations, and Elizabeth Kemp, sophomore, political science, are partners on the debate team but last Wednesday during Common Hour the two went to head-to-head in the Port.

Thomas and Kemp said the main focus of the debate was to get the word out there about the debate team because they are looking for new members, and also to provide some entertainment to students while they ate.

An attentive crowd of students watched as the debaters showed off their professional debate skills. Thomas, arguing that you should not be friends with your ex, started off the first round with four reasons.

Thomas identified the weighing mechanism as "What's best for future relationships?" A weighing mechanism is



Kemp and Thomas are partners on the debate team when not debating each other.



Elizabeth Kemp, sophomore, political science, takes notes of arguments made by Julie Thomas, senior, public relations.

used in debate to help voters or judges choose a winner.

Thomas's first reason was awkwardness that remaining friends entails. The second was jealousy. The third was it's not healthy, and the final reason was inability to move forward.

Following Thomas's first argument was a cross examination where Kemp asked Thomas questions and made some clarifications. Next, Kemp took the microphone and provided her reasons why you should stay friends with your ex.

Kemp challenged Thomas's weighing mechanism and instead offered cost-benefit analysis based on the cost of breaking up and the benefit of staying friends. Her first point was digression. She said you shouldn't stay friends if the person was truly bad, abusive, or downright mean. Her next point was setting up boundaries with that person.

"Tell your ex that if you get home from drinking and lines get blurry, there's no kissing, touching, anything like

that. You set the boundaries up from the very beginning, and it takes all the guesswork out of it," Kemp said.

Kemp then moved into a third point about what you lose if you turn away your ex. She provided the example of all of the friends couples share. Breaking up means the friends pick a side at some point if the exes can't get along. Her final argument was for the sake of children that have to deal with parents who are separated.

Thomas followed this with her cross-examination, leading into her next round. She noted that, as the affirmative, she has the right to define the weighing mechanism and the audience should keep that in mind while voting. She then provided a few retorts to Kemp's argument, urging the vote in her direction.

Kemp came back by noting that the affirmative set up her weighing mechanism as a rule, rather than an exception. She then provided her own retort and handed the microphone back to Thomas for final remarks.

# Sports teams claim victory over low funding, write history

Montana Davis  
STAFF WRITER

LSU Shreveport's sports history is without a doubt a roller coaster of highs and lows. From very low funds to a huge increase in national appearances, there is never a dull moment for the LSUS's athletic department. With strategic thinking and loyalty to the school, LSUS's sports have persevered through hard times and are now one of the top NAIA universities in the country.

LSUS began as a charter school back in 1967, not the four-year university of today. Our state's universities such as Louisiana Tech, Northwestern and Louisiana State University worried about the presence of a new campus, leading to legislative restrictions for LSUS; no dorms, graduate programs and absolutely no sports teams.

Later, the university was granted its freedom to have sports teams and soon enrolled athletes for its baseball, basketball, soccer, tennis and cross-country teams.

LSUS is one of the few colleges around that sustains its athletics through student athletic fees and fundraising. The university receives no grants from the state to support its teams.

Because of such low funds, the university hired teachers from around Caddo Parish to work part-time during its first years with a sports program.

"It was different, though, because our head basketball coach was a part-time position, every coach was a part-time position. They would teach high school during the day, come over in the afternoons and do the best they could," said Chad McDowell, athletic director. McDowell played under three coaches as a point guard on the Pilot basketball team.

Due to lack of grants from the state, LSUS was even-

tually left with the decision to either limp along, struggling to make money and keep the sports department afloat, or eliminate the teams altogether.

From 1995 to about 2003, the only sports team LSUS could fully fund was the baseball team.

Years later, LSUS tried again. This time it worked and all of the teams were reinstated. Even better, they finally became part of the NAIA circuit.

To further the good news, the first full time coaches were hired. This included familiar campus faces like Chad McDowell, Ronnie Howell and Rocky Musgraves.

With new coaches and all of the teams back under way, LSUS hit a higher level, making its name known on the national level in sports.

LSUS is now one of the top NAIA programs in the country. The men's basketball team racked up nine straight NAIA appearances since returning in the nineties. The women's basketball team also earned NAIA appearances in four out of the last five years.

The longest-running sports team on campus, baseball, recorded at least forty wins in ten of the last eleven seasons. They have made it to the NAIA World Series three times: twice in third place and once in fourth.

"We are kind of a victim of our own success; we end up spending a lot of money on post-season tournaments," said Dr. David Gustavson, athletics historian and representative. "When you send forty guys to Idaho for a couple of weeks or a basketball team to Kansas for a week that adds up and costs us a bunch of money."

LSUS, while slowly climbing its way to the top, still struggles financially to assist the teams. To offset budget cuts, the students and faculty coming up with new ideas to raise money.

This fall, students and faculty can expect a LSUS Ath-



Photo by Montana Davis  
Dr. David Gustavson, athletics historian

letics newsletter and the start of the new LSUS Booster Club. Both will inform current and past Pilots about what's going on for the sports teams as well as fundraising opportunities.

Through the losses of teams and gaining them back, LSUS fights hard when it comes to its athletics. The teams not only give students opportunities to play at a college level, but they also boost school spirit and pride throughout the community.

# Dr. Emmanuel Clottey brings international insight

*The Almagest invites you to get to know your professors through weekly professor profiles.*

**Iris MacLean**  
STAFF WRITER

Students who have taken courses taught by Dr. Emmanuel Clottey know they have much to gain from his vast knowledge of African culture regarding health and education.

Clottey traveled from Kenya, Africa all the way to Iowa in 2004 to pursue a scholarship for his residency to be a chaplain. Upon finishing his residency, he decided to pursue a doctoral in public health because he had an extensive background helping sick people in Africa and realized he wanted to do more on the forefront of preventative healthcare without neglecting those who are already ill.

“I saw many patients, and with some of the patients I saw I became convinced that whatever brought them to that hospital and caused their death was preventable,” Clottey said.

Clottey was born in Ghana where he went to school and worked as a high school teacher. He later moved across Africa to the eastern country of Kenya. He said that the cultural difference between the two taught him a lot about how people everywhere are the same in that they have the same basic needs. One of those needs is health care.

During his time in Africa, Clottey worked as a minister, providing prayer, support, and help to hospital patients. He



Photo by Iris MacLean

Ukeme Umoh (left) and Shradha Pandey (right), both graduate assistants in the department of kinesiology and second-year students in the master's of public health program.



Photo courtesy of Emmanuel Clottey

Dr. Emmanuel Clottey, assistant professor of kinesiology

also worked with his church to help those in need get shelter, education, food, and water.

Clottey said that his background in Africa helped him decide to pursue a degree in public health once he came to the U.S. He has been teaching as an assistant professor in the kinesiology department at LSU Shreveport since last year. Some of his goals are to inspire students to travel, to appreciate opportunities, and to help people through preventative healthcare.

“I’m hoping to start a study abroad program here at LSUS that will take students to different parts of the world, especially Africa, to help teach students to appreciate the opportunities they have here,” Clottey said.

Ukeme Umoh and Shradha Pandey, both graduate assistants for the department of kinesiology and second year students in the master of public health program, have taken courses with Clottey. They describe him as a very interactive teacher who brings inspiration and enthusiasm to the classroom.

“I’ve had three classes with him, and I would say my experience with his classes has been eye opening. I have really enjoyed his classes,” said Umoh. “He tries to pull out different stories from everywhere that are relevant to things going on in class.”

## Secondary education offers a broad spectrum of skills

*Don't know what to do with your degree after college? This weekly series is dedicated to helping you find out.*

**Ebonie Nelson**  
STAFF WRITER

LSU Shreveport offers a secondary education program that certifies people upon graduation to teach middle school through high school (grades 6-12). The areas of concentration include: English, social studies, mathematics, chemistry, and biology.

The degree plan is between 120 to 124 hours, depending on the area of concentration. Out of the total hours, the student is required to take 35 hours of education courses.

Once the degree is earned, it can take you through multiple routes into the professional world. Although LSUS doesn't have a formal placement program, student-teachers are able to interact with the local parishes human resource departments. This happens during the final semester of student teaching.

“We allow personnel directors from Caddo, Bossier, and Desoto parish to come in and speak with the student teachers about each parish's application process,” said Dr. Ruth Ray Jackson, chair of the department of education.

Jackson also added that principals will contact the director of field experience if they are in need of a specific teacher or if they have possible job vacancies, so that it can be passed on to the students.

Jackson said she loved English from the very beginning. She earned her degree in secondary education with a concentration in English and has worked as an English high school teacher. Jackson said she set out to make an impact

on young people and to share her love, particularly at the secondary level.

“People with careers in education don't do it for the money, or time off for the summer; I think people do it because they are serious about recruiting the lives of other people,” Jackson said. “It's a very rewarding career.”

Outside of teaching, having a secondary degree can also lead to several other professions. Earning this degree requires communication skills, understanding the learning process, and developing the ability to handle all types of personalities. These skills are transferable skills into any industry.

Jackson said the most common route is continued involvement in the educational system, most commonly as a teacher, a counselor, a librarian, or an administrator.

Currently, science and math teachers are in great demand throughout the profession.

Yolanda Mason-Jones just earned a degree in secondary education with a concentration in mathematics and is currently working as a long-term substitute teacher in one of the local parishes.

“I feel substitute teaching is giving me time to really develop my teaching skills,” Mason-Jones said. “I can't wait to have a class I can call my own and continue doing the work that the Lord has blessed me with.”

Students seeking more information about earning a secondary education degree can contact Dr. Ruth Ray Jackson by phone at 318-797-5032 or email at [ruth.jackson@lsus.edu](mailto:ruth.jackson@lsus.edu).

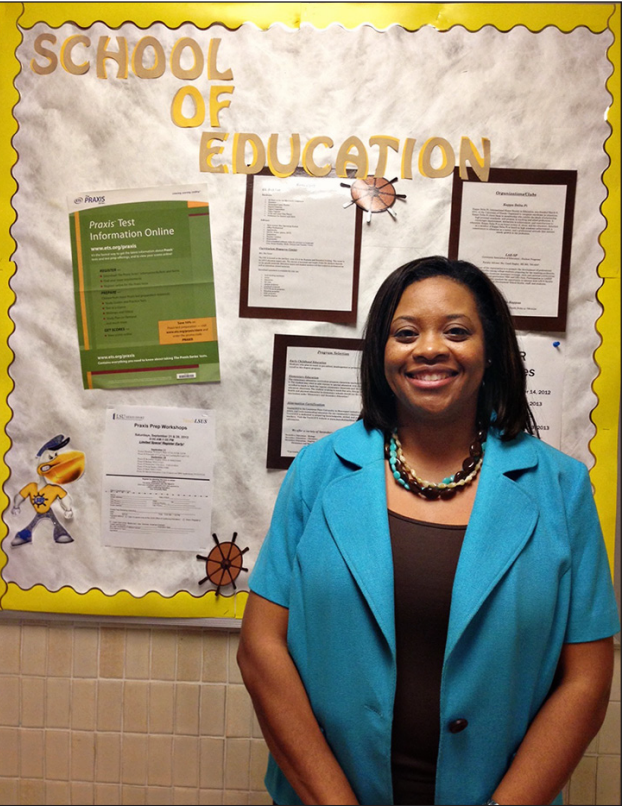


Photo by Ebonie Nelson

Dr. Ruth Ray Jackson, chair of the department of education